DEVELOPMENT OF HIGHER SECONDARY EDUCATION IN MEGHALAYA: AN ANALYTICAL STUDY

BY

CRESCENTIUS KHONGWIR
DEPARTMENT OF EDUCATION

SUBMITTED
IN FULFILMENT OF THE REQUIREMENT OF
THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

TO

NORTH EASTERN HILL UNIVERSITY
SHILLONG

2004

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ABSTRACT

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JANUARY 2005

DECLARATION

I, **Crescentius Khongwir**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the North-Eastern Hill University for the degree of Doctor of Philosophy in Education.

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Shillong

The January, 2005

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CHAPTER I

BACKGROUND OF THE STUDY

Introduction

Education began long before there were schools. In ancient times, people taught their children what they needed to know for survival. Even now, education takes many forms. There is formal education, which is carried on in schools. And there is informal education that goes on in other settings. People are being educated all the time, learning from others and learning by themselves.[1]

Vedic Education

The ancient Indian Education emerged from the Vedas, because the Vedas was the source of Indian Philosophy of life. Veda means knowledge. During this period education was divided into two kinds of knowledge – this worldly and otherworldly. This worldly education dealt with the social aspect, whereas, the otherworldly education was related to intellectual pursuits for achieving salvation. However, the greater emphasis was laid on the latter, because education was considered as a means of emancipation from life bondages.

Buddhistic Education

In ancient India, Aryan civilization and Buddhistic education was generally imparted to the priestly class, the Brahmins and later it spread to the two classes – the Kshatriyas and Vaishyas. The students spent a long period of apprenticeship, living a life of simplicity and hard work in the home of the preceptor, the Guru. Education was rich in content and elaborate in system. It included physical, moral, intellectual, and spiritual education. The educational system aimed at the building up of character, the development of personality and the preservation of the ancient culture of the motherland.[2] There was a large network of elementary schools, called Maths, and Tols. There were also Viharas – centers of higher education – that were residential

universities. Well known among them were Nalanda, Vikramsila, Taxila, Odantapuri and Jagaddala.

Islamic Education

With the advent of the medieval period, Muslim education found its way into the country. Primarily Islamic education was divided into two stages, (i) Maktabs (Elementary Education); and (ii) Madrashas (higher education).[3] The Maktabs that corresponded to the Hindu elementary school was generally attached to the mosque and functioned with the primary objective of teaching boys and girls to read and write, and particularly to read the Holy Quran. The Madrashas that corresponded to the Hindu Tol or Pathshala was an institution of higher learning that prepared a highly selective group of men for the profession – priests, judges, doctors, etc.[4] There was a considerable progress of Muslim education under the Tughlug monarchs. There was also unprecedented progress of education, fine arts, literature, philosophy, history etc. during the period of Akbar as this monarch was deeply interested in the work of spreading education and learning.[5]

British Period

After the downfall of the Muslim, the British came to India and established the East India Company.[6] During the British period, "education was ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and placed on its present footing".[7] Wood's Despatch, 1854; Hunter Commission Report, 1882; Government Resolutions on Education Policy, 1904; the Hartog Committee, 1929; the Sargent Report, 1944 etc., were some of the significant efforts in the history of education during the British period.[8]

Education in Free India

Education has received considerable emphasis in the programmes of development in India in the post-independence period. There has been a tremendous expansion in the number of educational institutions and their enrolment at all levels. Considerable improvements were made in the teaching of science in postgraduate education in the universities and in the faculties for research. Great advances were

made, both quantitatively and qualitatively, in sectors like agriculture, engineering and medical education.[9]

Various Education Commissions

The development was promoted and reviewed through the work of several committees and commissions from time to time. These commissions reset and redesigned the educational structure to raise the standard of education comparable with that in advanced countries. Way back in 1917-19, the Calcutta University Commission recommended the replacement of the then prevailing 10+2+2 pattern by a 10+2+3 one. It had come to the conclusion that the two years intermediate course really belonged to schools. It did not however suggest vocationalisation of education.

The University Education Commission (1948-49) under the chairmanship of Dr. S. Radhakrishnan accepted the above recommendation and added to them the vocational plans at the +2 level.

The Government of India set up the Secondary Education Commission (1952-53) under the chairmanship of Dr. A. Lakshmanaswami Mudaliar. Under the new organisational structure, education should commence after a four year or five years' period of primary or Junior Basic education and should include: (a) the middle or Senior Basic or Junior Secondary Stage of 3 years, and (b) Higher Secondary stage of four years.

The Education Commission (1964-66) under the chairmanship of Dr. D. S. Kothari, held a comprehensive review of educational development during the preceding 18 years and prepared a perspective plan of development spread over the next two decades.[10] The Education Commission found it highly desirable to adopt the uniform pattern of 10+2+3 for school and college classes throughout the country. The National Integration Committee set up by the Education Ministry 1966 under the chairmanship of Dr. Sampurnand recommended that from the point of view of National Integration, the uniform pattern of 10+2+3 should be adopted for school and college classes in all parts of the country. The recommendations of the Education

Commission, 1964-66 regarding restructuring of education were considered at various levels and incorporated in the National Policy on Education, 1968. National Policy on Education reads as, "It will be advantageous to have broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years located in schools, colleges or both according to local conditions".[11] The Central Advisory Board on Education in 1974 also strongly supported the 10+2+3 System and expressed the view that it should be implemented on a priority basis.

The New Pattern

The New Pattern was first introduced in Delhi in 1975 and in all secondary schools affiliated to the Central Board of Secondary Education. By the end of 1977-78, the new pattern had been introduced in 19 States/Union Territories, namely, Assam, Andhra Pradesh, Gujarat, Jammu and Kashmir, Karnataka, Kerala, Maharashtra, Sikkim, Tamil Nadu, Tripura, West Bengal, Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Delhi, Goa, Daman and Diu, Lakshadeep and Pondicherry.

Though the States of Meghalaya, Uttar Pradesh and the Union Territory of Mizoram have a 10-year school pattern followed by a 2-year pre-university Intermediate, they have not as yet introduced the new pattern. States of Haryana, Himachal Pradesh, Punjab and Rajasthan have accepted in principle to adopt the new pattern.

With the fall of the Congress Government at the Centre in 1977, the Janata Government under the Chairmanship of Shri. Ishwarbhai J. Patel formulated its own educational policy on education. The committee was of the opinion that the scheme of the 10+2+3 was not practical and the Curriculum too heavy.[12] The Report of the Ishwarbhai J. Patel Review Committee on 10 year school curriculum, recommended the introduction of Socially Useful Productive Work as an essential component in classes VI to X. The consequences of the recommendations had to be reflected in the curriculum for classes XI and XII. In July 1978, there was a conference of Education

Ministers of all the States of the country that proposed the abolition of the 10+2+3 pattern of education. However, with the fall of the Janata Government in 1980, it was again felt that the 10+2+3 scheme was useful for all round development of the country and it should be properly implemented.

Today, the situation, as viewed from the national angle, is that the + 2 Stage is accepted everywhere but there is a certain degree of ambiguity, even ambivalence, in regard to the various other issues connected with it.[13] After the implementation of the new pattern in all the States, it is hope that revolutionary changes will take place in the field of education.

Relevant Issues

There are certain issues in the field of Higher Secondary education that require deeper thinking. They are:

(a) Duration of Schooling

The Education Commission recommended that the school education should be extended to cover a period of 12 years in all parts of the country. At this age, the students will gain mental preparedness, maturity, adequate educational background and training. It will be possible for him to enter life or to proceed to the university with confidence. Besides, the duration of school education in a number of countries is twelve years. However, adding one more class to a school will involve a lot of expenditure. The parents will have to support their children for 12 years instead of 11 under the old system.

(b) Uniform Pattern of Education

India is a huge country with many problems. Local conditions and traditions differ greatly from one area to another. Education happens to be a state subject. The States are at unequal level of educational development. The uniform pattern of education at + 2 might be above the resources and real needs of the backward areas and below the capacity and requirements of the advanced areas. This might prove to be disadvantageous to both the groups. Even if the educational administrators manage

to have a common pattern of education, there is no guarantee for co-coordinating and maintaining standard. Besides there are countries which are educationally advanced who have no uniform pattern of education.

(c) Location of + 2

The location of +2 stage has also become controversial. "What is its logical setting – the school or the college?"[14] There are arguments for locating the +2 in schools, in colleges or in both. It has been suggested that it is for the State Government to decide whether the Plus-two stage be located in the schools or colleges. That means, in some States it will mean a Pre-University class of two years. The Fifth Five Year Plan has put forward the far-sighted suggestion that XI and XII classes, whether located in schools or colleges depending on the prevailing condition in each State, should be under the Boards of Secondary Education and definitely form a part of the Secondary Education System.

(d) Twin Stream Approach

According to the educational planners, the 10+2 stage should be divided into Academic and Vocational streams. Only those who gain entry into the academic stream by virtue of demonstrated aptitude should eventually go up for the 3 years degree course. The others are expected to take up full-time vocational courses. But considering the prevailing social attitudes, no high ranking officer can reconcile himself with an idea that his not so bright son should go for a vocational stream and in the course of time be a poultry farmer. Vocationalisation of education presupposes huge expense. However, resources are lacking for providing training to boys and girls who enter the vocational stream.

Objectives of Higher Secondary Education

One of the most important features of educational development in the post independence period has been the rapid expansion of Secondary Education. Due to the increase in the social demand for secondary education, the Government and private agencies tried to meet the demand by opening more and more schools.

However, a glance at Secondary Education during the last three decades brings one to understand that "our Secondary Education remains the weakest link in our educational machinery and needs urgent reforms".[15] Now, after a good deal of thought and discussion at various levels, the 10+2+3 pattern of education has been accepted to make it a strong link in the chain of educational machinery. In broad sense the aims of Higher Secondary Education may be said to be:

1. Scientific Basis of Education – increasing Productivity.
    (a) Science education to become an integral part of school education and ultimately a part of all courses at university stage.
    (b) Work experience also to become an integral part of all education.
    (c) Orienting work-experience to technology and industrialization.
    (d) Extending application of science to agriculture.
    (e) Vocationalisation of Secondary education.
    (f) Technical education to be stressed.

2. Strengthening Social and National Integration.
    (a) Development of community life in every educational institution.
    (b) Adoption of a common school system of public education as the national goal.
    (c) Continuation of N.C.C. on its present basis.
    (d) Development of alternate programme of social service.
    (e) Formation of an appropriate language policy.
    (f) Continuation of the use of English as the medium of instruction at the All-India institutions.

3. Education and Consolidation of Democracy.
    (a) Provision of free and compulsory education of good quality for all children up to the age of 14 years as envisaged in Article 45 of the Constitution.
    (b) Strengthening social education.
    (c) Training of efficient leadership.

(d) Provision of equal opportunities to all children of merit and promise.
(e) Equal opportunities to all.

4. Development of Social, Moral and Spiritual Values.
   (a) Setting apart of a few periods in the time -table for moral instruction.
   (b) Promotion of tolerant study of all religions so that citizens can understand each other better and live amicably together.
   (c) To forge a society with a wider look through secular education.[16]

The Structure of the New Pattern

The recommendations of the various Commissions since 1917-19 shows that the new pattern of 10+2+3 for school and college classes is an educational reform of great importance. The Indian Education Commission recommended the system which visualised three distinct stages: the first stage is upto class 10; the second stage is upto to class 12; and the third is up to class 15. The education upto class 10 will provide a broad based general education. At plus 2 stages, the students will be provided with general and vocational courses. The Plus 2 stage will be followed by a degree course of three years' duration.

A broad base of general education is to be provided to all pupils in the first ten years of education. The main component of the Curriculum at this stage are the languages, mathematics, physical science, life science, social sciences, health and physical education besides socially useful productive work. This education will provide a broad based general education and laid the foundations for further specialisation. It will help the pupils to find out where their interests lie and what they are good at. It is presumed that a more reliable differentiation in aptitude can occur at 10 +.

The Higher Secondary Stage (Classes XI-XII)

A ten-year general education will be followed by two years of higher secondary school to provide specialised courses of studies in classes XI and XII. At this Plus-two stage, the students will be provided with general and vocational courses

in conformity with their aptitudes and abilities. Education at this stage would be divided into two streams -- Academic and Vocational. Only those who gain entry into the academic stream by virtue of demonstrated aptitude would eventually go up for the three-year degree course. It is presumed that at the end of 10 years about 30 per cent students would be siphoned off into vocational courses. For most students it will be the terminals stage or the stepping-stone to careers. It will introduce students to numerous vocational courses in art, crafts, commerce, agriculture, horticulture, technology, pharmacy, medicine etc., This stage will improve the occupational competence of students and prepare them as middle engineers, technicians. It is believed that vocationalisation at this stage would not only provide the country with the technical skills it sorely needs but also put a brake on the proliferation of universities.

The First Degree Stage

Only those failing to find suitable employment will proceed to Plus-three stages in colleges for a Bachelor's degree. There will be a stiff test at this stage and only the brilliant ones will get admission for basic or academic studies for two years' pass course and one year's Honours Course.

Merits of the New Pattern

A number of educationists express the view that it is meaningless to find fault with the aims and objectives of the New Pattern. They argue that the introduction of the New Pattern will improve school and university education. The need for uniform pattern of education for the entire country that will facilitate the mobility of students from State to State and a system that strives to vocationalise education should be welcomed. The introduction of intensive vocational education would go a long way in helping students to acquire professional skills for middle–level jobs. There exists a common and enriched Curriculum for the first ten years of school education. The students will have to make a choice of their field of specialisation at the age of 16+. As they are mature at this stage, they will make a proper selection of courses and this in turn will reduce the pressure for admission in the Universities. The three-year degree course too is conceived to be a definite improvement on the existing two-years

course for the first degree. With the longer duration of the first-degree course, the objective of specialised education would be realized. To catch up and keep pace with what the students and scholars are achieving in the developed countries, addition of one year and additional burden in courses is essential. A broadly uniform structure of education at the +2 will assist in strengthening National Integration. The uniformity of educational structure in all parts of the country brings up a visual image of belonging to the same country, doing the same thing, intellectually maturing the same way, maintaining the same standards, and achieving the common objectives.

Demerits of the New Pattern

In spite of all these academic considerations in favour of the uniform pattern of 10+2+3 for school and college classes, there are educationists who are of the opinion that it is too idealistic to stand up to the realities of the situation.

The Curriculum laid down for schools is very heavy. It was in recognition of this fact that a Review Committee was appointed in 1997 that suggest a cut down in Curriculum. The success of the new scheme depends upon well equipped laboratories, workshops, libraries etc. However a majority of schools do not provide these facilities. Suitable teachers for work experience are not available. Likewise, there is dearth of trained teachers for teaching vocational subjects. And it is wrong to believe that the introduction of the new pattern will decrease pressure for admission in colleges and universities. College education in India has become a status symbol and hence after putting in 12 years of Secondary education students will continue to go in for the graduate degree.

Problems for its Implementation

Besides the above negative aspects, the system has certain problems for its implementation. The new pattern is very costly. Adding one more class to school will involve a lot of expenditure. This will mean more educational expenditure on the part of the Central Government, the State Government, Private bodies and parents. It is not possible to find so much money for education when resources are limited. There are other problems concerning suitable teachers, selecting suitable courses, production

of suitable books, teaching materials and re-organisation of administrative, supervisory machinery and evaluation.

Suggestions to make the Pattern successful

To realize the above ambitious objectives of Higher Secondary Education is no easy task. What needs to be given adequate thought and attention is the extent and quality of essential inputs such as teachers, curriculum, methods of teaching, evaluation and proper utilisation of available facilities. What is necessary therefore is a well conceived and comprehensive plan spread over the next twenty years and its vigorous implementation. This plan would include amongst others, the following programmes:

- Provision of the necessary inputs, i.e, creating a climate of acceptability, opening of pilot model institutions; the colleges of education should immediately be geared to train teachers for the 10+2 level; enough facilities; involvement of factories and workshops for giving on the - job practical training.[17]
- Setting up of a live cell, i.e. the Central Board of Secondary Education could set up a high powered standing machinery to solve various sorts of day-to-day

and year-to-year problems, of teaching inadequacies and new found defects and to co-ordinate requests from teachers for change, based on experience.[18]

Historical perspective of Higher Secondary Education in the North East

Before Independence, till August 1947, Assam consisted of 8 plain Districts of Goalpara, Kamrup, Nowgong, Darrang, Sibsagar, Lakhimpur, Sylhet and Cachar, 5 hill Districts of Garo Hills, Khasi and Jaintia Hills, Naga Hills, Lushai Hills and the North East Frontier Tracts. The district of Sylhet was separated from Assam and merged with East Pakistan now Bangladesh.

The Parliament by a Nagaland Act of 4th September 1962 has constituted a State carved out of Assam named Nagaland. The North Eastern Area Re-organisation

Act, 1971, provided for the establishment of the States of Meghalaya, Manipur and Tripura and later for the formation of Mizoram and Arunachal Pradesh.

Prior to 1947, there was no separate educational set up in Arunachal Pradesh. The political officers of the area were required to look after all matters relating to education. The primary schools and one middle school at Pasighat were the only educational institutions. In 1961, there were 129 Primary Schools, 14 Middle English School and 5 High schools. The literacy percentage was 20% in 1981.

The British in Assam with a view to imparting English education to Assamese youth and making fit to occupy junior posts in administration, established the first English School at Guahati in 1835 and at Sibsagar in 1840. The Primary Education Act of Assam 1926, enable the local authorities to apply for compulsory education for the children not less than six and not more than 11 years of age in their area. The Primary Education Act of 1947 was passed and compulsory education was introduced in the area. In 1947, Assam had 7574 Primary Schools and by the end of 1981– 82 there were 2064 High Schools. In 1947- 48, in the field of Higher Education, there were 16 Colleges in Assam including the Colleges of Meghalaya.[19]

In Meghalaya, the records showed that upto 1900–01, Education was in the hands of the Welsh Mission. In 1903, the largest proportion of school going children attending schools was found in Khasi and Jaintia hills in the whole of Assam. The Government maintained a High and Middle Schools for European children. In 1847, a school was established at Goalpara for the education of the Garos. In 1947–48, there were 11 High Schools in Khasi and Jaintia Hills and 1 High School in Garo Hills.

Education in Nagaland goes back to the year 1882, when Rev. Clark established a school at Impur. In 1960–61, there were 428 Primary Schools, 56 Middle English Schools, 7 High Schools and one College in Nagaland.

Modern education in Tripura began during the reign of Maharaja Birchandra Manikya (1877 – 1896). In 1947, Tripura had 32 Lower Primary Schools, 22 Middle

English Schools and 9 High Schools all run by the Government. In 1981 – 82, there were 144 High Schools and 9 Colleges for general education.

In 1903–04, there were two schools at Aizawl, Mizoram, one managed by the Government and the other by the Welsh Mission. The first High School was established in 1944. In 1980–81, there were 619 Primary Schools, 126 High Schools and 6 Colleges for general education.

Education made little progress in Manipur during the 19th Century. Modern education began in 1877–78 with the opening of a Middle School. In 1900 there was only 1 Middle English School and 18 Primary Schools. In 1947–48, there were 13 Middle English schools and 6 High Schools. In 1981–82, there were 2860 Primary schools, 425 Middle English Schools, 279 High schools and 22 colleges for general education.[20]

Till recently, the pattern of High/Higher Secondary Education varied widely in different States and Union Territories. Thus, the total duration of schooling in different States is 10 years, 11 years and 12 years. The students of Assam, Meghalaya, Nagaland, Mizoram and Arunachal Pradesh appear at the Matriculation Examination after 12 years of schooling. These States followed the 16-year pattern of education. In Tripura and Manipur the students appear at the Matriculation Examinations after 10 years of schooling following the 14 years pattern.[21]

All the seven States in the North East of the country have taken steps to switch over to the +2 system of education. Assam had adopted the new pattern and in 1972, a two years Pre-University course was introduced in the State. Meghalaya in 1982 and Nagaland had also adopted the +2 System and the degree Colleges are affiliated to the North Eastern Hill University. In Tripura, the secondary schools were affiliated to the West Bengal Board of Secondary Education and all the Colleges to the University of Calcutta. Arunachal Pradesh and Mizoram have also likewise accepted and implemented the 10 + 2 Pattern of Education.

Plus Two In Meghalaya

The University Education Commission under the Chairmanship of Dr.S.Radhakrishnan in 1948 pointed out that "our secondary education remains the weakest link in our educational machinery and needs urgent reforms". It is unfortunate that even after three decades, the situation has not improved and secondary education that is an important central link in education chain continues to be the weakest. Therefore the introduction of the 10+2+3 National system of Education could be an ideal link between the school education and Higher Education.

At present all the States follow this pattern. In pursuance of the National Pattern of 10+2+3 System of Education, the North Eastern Hill University has introduced the System with effect from 1982-83 Academic Session in the state of Meghalaya.[22]

The Meghalaya Board of School Education in accordance with the Government Notification, No. EDN.397/87 dated 27.6.1995, have introduced the Pre-University Level of education in the Secondary Schools during the academic year 1994-95. It is regulated, supervised and controlled by the Meghalaya Board of School Education in accordance with section 12 of the Meghalaya Board of School Education Act, 1973.[23]

Having adopted the + 2 pattern, the responsibility for its success remain with the educationists, the educational administrators and teachers of the State. There are problems and limitations for the implementation of the same. But one has to take into account the various remedial measures for its success as well. There is a need to stick to it and give it a fair trial. The system of 10+2 once implemented needs an all out effort to make it a success. The present study deals with the, "Development of Higher Secondary Education in Meghalaya: an analytical study".

Meghalaya, literally, 'the abode of cloud' reached its Statehood on the 21st. January 1972 with Shillong as its Capital. The State is the "homeland of the Khasis, the Garos and Jaintias".[24] But today, the State has a mixed ethnic population of

23,06,069, according to the 2001 Census, of which 11,67,840 were males and 11,38,229 were females. Out of the total population, 19,92,862 were Schedule Tribes; 11,139 Scheduled Castes and 3,02,069 Others.

Significance of the Study

Since the introduction of +2 pattern of education in a phased manner, the number of Higher Secondary Schools in the State is ever on an increase. There has been rapid expansion of Higher Secondary Schools during these past years and a number of Secondary Schools have been upgraded to the level of +2. There are at present 69 Higher Secondary Schools and 46 colleges offering Plus 2 stage of education in the State of Meghalaya.[25] However the pattern of growth and development in these schools is not the same and therefore the need for the study.

Research studies on the development of Primary, Secondary Schools and Higher Education in Meghalaya have already been conducted. But no one has ever done an analytical study on the Development of Higher Secondary Education in Meghalaya. The findings of the present study will give a full picture of the development of Higher Secondary Education in the State and may help to bring about some qualitative changes in Higher Secondary Education.

The Government of Meghalaya has adopted the 10+2+3 National System of Education during the 1982-83 academic session. High incidence of public interest in these Higher Secondary Schools and a dearth of written materials on the history of these schools has prompted the Investigator to undertake this important work for the benefit of the student community in particular and for the people of Meghalaya in general.

Since 1994, in addition to the Pre-University course conducted by the college system, a parallel course of education at the +2 level is now being conducted through the Higher Secondary Schools. There is a need to understand the smooth change over of administration at the Pre-University level from the University to the Meghalaya Board of School Education.

A systematic compilation of the various facets of these schools would serve as a guide for future researchers on matters related to these schools.

The undertaking of such a study would throw some light on the endeavour of the Union Ministry of Education to promote a uniform School Leaving Standard that "will facilitate the mobility of students from State to State and strengthen National Integration".[26]

It was thought necessary to have knowledge about the response and the attitude of the school authorities in particular and the public in general toward the "upgradation of Secondary Schools to Higher Secondary Schools".[27]

Lastly, it is of the utmost importance to know the growth and development of these schools and colleges that fall under the control of the Meghalaya Board of School Education from the Primary level up to the Higher Secondary/Pre-University level.

A few suggestions that might be of interest to future researchers would also be presented.

Title of the Study

The title of the present study has been stated as follows. "Development of Higher Secondary Education in Meghalaya: An Analytical Study".

Operational Definition of the terms used

In the present study the following definition of the terms have been accepted.

(i) Development - "Development" is evolution, progress, etc., however in the present study the term development refers to the advancement of Higher Secondary Education in Meghalaya.

(ii) Higher Secondary School - "Higher Secondary School" means a School or Department of a school giving instructions in Higher Secondary Education and preparing students for Higher Secondary Examinations.[28]

Objectives of the Study

Every form of study has its own aims and objectives according to which the Investigator tries to proceed and complete the entire work. The objectives of the present study are as follows:

i) To trace the origin of Higher Secondary Education in Meghalaya.

ii) To study the development of Higher Secondary Education in Meghalaya with particular reference to: Resources, Administration, Academic Organisation and Financial Management.

iii) To find out the problems of Higher Secondary Education in Meghalaya.

iv) To suggest some remedial measures for the same.

Scope of the Study

The scope of the study is comprehensive. It covers the development of Higher Secondary Education in Meghalaya from the year it was adopted i.e. 1994-95 to 2001-2002. The study also includes the various aspects of the historical background and growth of education; studies pertaining to Resources; Administration, Academic Organisation, and Financial Management. The development of Education at this stage that is divided into two streams – academic and vocational falls under the scope of the present study. It also deals with finding out the problems of Higher Secondary Education and suggests some remedial measures.

Limitations of the Study

(1) The present study is primarily concerned only with the Higher Secondary Stage of Education that prepares students for Higher Secondary Education.

(2) The study is limited only to those Higher Secondary Schools and Colleges offering Plus 2 stage of education that are regulated, supervised and controlled by the Meghalaya Board of School Education.

(3) The study is limited to the period under study from the time of the upgradation of Secondary Schools to the Higher Secondary School level in 1994-95 up to the year 2001-02.

(4) In addition to the Pre-University course conducted by the college system, a parallel course of education at the +2 level is now being conducted through the higher Secondary schools which is a recent phenomenon in Meghalaya. Lack of concrete records or empirical information about the subject under study and absence of any other research literature on Higher Secondary Education is another limitation of the study.

(5) Official records and documents related to the development of Higher Secondary Education in Meghalaya prior to 1995 were not available except in a few school magazines and books written by the missionaries which were maintained by the mission office and libraries. Therefore the Investigator had to depend only on these sources to trace the development of Higher Secondary Education in Meghalaya.

(6) All the responses from of the 69 Higher Secondary Schools, and 46 Colleges could not be procured inspite of repeated reminders and personal visits made to these educational institutions.

(7) Another limitation of the study is that quite a number of Heads of institutions being new to the post could not respond to a few items relating to the past position of the institution.

Conclusion

In the introductory chapter, the background of the study, the objectives, the significance of the study, the statement of the problem, description of the key terms, scope and limitations of the study were highlighted.

The next Chapter II dealt with the Review of Related Literature.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The research study required the Investigator to find out the studies that were related to this present study. It was necessary to correlate the views and opinions of past studies done by eminent educationists, historians and other social researchers towards the growth and development of education as found in a number of books, reviews, reports, journals, articles and other published and unpublished works. Having found out the views that were related with the present study, the Investigator has taken into consideration the different views as expressed by the various researchers that focused school education in its true perspective.

A number of studies have been conducted in the area of educational development. However, these studies related only to one particular aspect of school education viz., students' enrolment, administration and financing of school education etc., while some other studies dealt with other aspects of Higher Education.

The present study dealt with the development of Higher Secondary Education in Meghalaya covering several aspects of development, viz., Historical Background, Resources, administration, Academic Organisation, Financial Management, problems and Remedial measures.

In this chapter, the findings of research studies and other literature relevant to the present study were presented. An attempt was made to review the related literature highlighting the historical development of Higher Secondary Education conducted in the country and abroad. Then the findings of different researchers have been divided under different categories like - Studies pertaining to Historical Background and growth, Studies pertaining to Resources, Studies pertaining to

Administration, Studies pertaining to Academic Organisation, Studies pertaining to Financial management, Problems and Remedial measures for the same.

2.1 Studies pertaining to Historical background and growth of Education.

Ali Abd, al Rahman Mohammad Al Bahusyn (1964),[1] reported that: (i) primary education was considered most relevant during Abbasid rule in Iraq; (ii) higher Centers of learning in Baghdad flourished with scholars of great repute; (iii) in comparison to other places like Basra, Koofa, Mecca, Medina and Al-Hijaz, the city of Baghdad became the Centre of Islamic learning and science during the Abbasid reign; and (iv) in the primary school, colleges and Jamiat, teaching and research were done with full confidence.

Bhave, W. V. (1967),[2] highlighted that the real beginning of modern education in the Central Provinces of the country was in 1827 when Captain Patton who was in-charge of the District opened school at Sagar, the Headquarter of the Sagar and Nerbada Territories, whereas Desai, V. B., and Deva Gowda, A. C. (1972),[3] pointed out that in Karnataka, modern education started with the establishment of two Marathi vernacular schools at Dharwar and Hubli in 1826. Jadhav, M. L. (1997)[4] reported the significant advance in the field of literacy in Satara District during the post independence period.

Desai, M. G. (1968)[5] has revealed that the strength of school going boys and girls increased steadily over the years. In case of boys the increase was 12.4 per cent; 37.0 per cent; 62.5 per cent in the year 1952, 1957 and 1962 respectively. In case of girls, it increased by 11.5 per cent in 1952; by 13.4 per cent in 1957 and 27.2 per cent in 1962; while the total increase had been 16.6 per cent in 1952, 49.7 in 1957 and 73.2 per cent in 1962. Rodricks, C. (1975),[6] pointed out that there were 210 high schools with a total enrolment of 35000 students. Bajpai, L. B. (1981),[7] revealed that in 1947-48, the number of students enrolled in them was 2,37,028 and 27,93, 389 in 1975-76. Singh Avtar (1984),[8] revealed that the enrolment in the high schools registered a rise of about 40% from 4976 in 1972-73 to 18,896 in 1981-82.

Jha, H. (1972),[9] in his study found that: (i) the Sociological conditions as traced from the epic Ramayana indicated a well-arranged democratic organizational pattern; (ii) the idealistic concept of the Society was the attractive feature at that time; (iii) the community during the days of Ramayana seemed to be quite congenial to the physical and mental health of the society, which was a result of community education provided; and (iv) It was found that it would be possible to adopt many aspects of education as illustrated in Valmiki Ramayana, into the present system of education. Pandit, S. S. (1974),[10] revealed that the concept of education in the Arya Samaj was religious, social as well as knowledge oriented and Devi Prativa (1996),[11] pointed out that the Upanishads emphasizes 'Being' and 'Self-realization' as ultimate pursuits in education.

Chakravarti, A. (1972),[12] pointed out that the secondary education was excessively literary and insufficiently vocational in character. The industrial, technical, agricultural and other professional education did not progress due to financial stringency. The progress in the field of Higher education was negligible, though there were two colleges in the province.

Desai, V. B. and Deva Gowda, A. C. (1972),[13] in their study found that Secondary education was a matter of purely private effort according to the policy of the British Government. The local bodies with their foresight took initiative in opening secondary schools but could not give a lead in higher education as it was beyond their jurisdiction as well as beyond the financial capabilities. However according to Suera Govindbhai, S. (1994),[14] found that the Tribal Sub-Plan was responsible for the progress of education in the four Adivasis Talukas of Sabarkantha District in term of increase in student enrolment as well as expansion in physical facilities. Sinha, G. (1973),[15] and Mukhopadhyay, G. C. (1974),[16] both found that private enterprises, especially the Zamindars had a progressive role in promoting mass education at that time whereas according to Rodricks, C. (1975),[17] the Portuguese regime, made no efforts whatsoever to bring education within the reach of all classes of people.

Renu, D. (1972),[18] found that the number of teachers and progress in matters of teachers' training was slow but gradual in Assam. However, Gupta, B.C. (1974),[19] revealed that that there was a significant increase in the number of women teachers in both the States - in Haryana, it increased from 390 in 1934-35 to 590 in 1946-47, i.e., an increase of 51.3 % while in Punjab during the same period the increase was 62.2 %. Bajpai, L. B. (1981),[20] has cited that the number of teachers in 1947-48 was 12,210, which increased to 1,01,718 in 1975-76. The percentage increase for teachers was 73.3 per cent. Dibam Gonmei (1990),[21] reported that the appointment of teachers in the private schools was done by the Managing Committee of the school on the basis of qualification, seniority and experience.

Mookherjee, R. K. (1974),[22] pointed out that in the early Vedic period, education was mainly informal but traces of institutionalized education had developed later during the Vedic period – the age of the Upanishads whereas Dave, S. K. (1980),[23] reported that the majority of the respondents opined that the system of basic education had failed to satisfy the needs of the present age. Bhattacharjee, D. S. (1986),[24] found that there was no formal education for the Lepchas who were the original inhabitants of Sikkim. The monastic system of education, which was brought by the Tibetans to Sikkim, became an organized system of elitist education during the seventeenth century.

Mukhopadhyay, G. C. (1974),[25] in his study revealed that Bengal Renaissance gave a great boosting to Elementary Education programmes in all communities. Rodricks, C. (1975),[26] revealed that in 1974 there were 210 High schools and 17 colleges with the total enrolment of 35,000 students. During 1969-74, the Government opened 10 High schools in rural areas. Similar study conducted by Bajpai, L. B. (1981),[27] revealed that in 1947-48, there were 499 higher secondary schools in Uttar Pradesh. The increase in the number of Higher Secondary schools in the post independence period was 796 per cent. Singh Avtar (1984),[28] reported that during 1972-73 there were only 18 High/Higher Secondary schools in the territory and by the end of 1981-82, this number rose to 53. Ibotombi Singh (1985),[29] revealed that: (i) in 1949, there was only 1 private college in Manipur. By 1963-64,

the number of colleges for general education increased to 7. The number further increased to 14 in 1970-71 and by 1983-84, there were altogether 28 colleges in the State.

Adhyapak, U. C. (1976),[30] revealed that: (i) private agencies had opened schools in very remote areas where government could not venture to go because of lack of imagination or fear of courting failure or incurring huge financial losses; (ii) private enterprises in education had resulted in giving the state good educational institutions with good records of achievements and social service to masses; (iii) private institutions had contributed largely to the expansion of educational facilities; (iv) great political and social awakening in the masses was largely due to private agencies; and (v) private agencies had also attended to the weaker section of the community and as a result had proved helpful to the government in their efforts to elevate the masses in furthering the cause of democracy and had produced leadership capable of shouldering national responsibility.

Warjri, D. K. (1983),[31] observed that the Welsh Mission was the first Mission that came to introduce and promote formal education among the Khasis. The Khasis had many dialects varying from village to village. The Welsh Missionaries then made Cherra language the book language of the Khasis through which all the people of Khasi Hills could understand each other.

Hluna, J. V. (1986),[32] Josephine Jala (1987),[33] and Temjenkaba, L. (1993),[34] in their studies with regards to development of education in Mizoram, Meghalaya and Nagaland respectively, found that: (i) the Christian missionaries who came from the West were the harbingers of western and modern formal education in these areas; (ii) They were also pioneers in many fields, like female and vocational education; (iii) They played an important role in the progess of education and due to their initiatives there has been a qualitative improvement and quantitative expansion of education. The common people responded most favourably to education. However, Zote, L. (1984),[35] observed that Secondary education was not given due attention during the missionary period. The missionary activities remained confined to primary education

alone. The only high school that started in Mizoram on the eve of Independence was due to a private enterprise undertaken by the Mizo people themselves.

NCERT (1992),[36] revealed that out of the total of 15,456 higher Secondary Schools, 39.56%, 2.17%, 52.00% and 6.27% schools belong to Government, local body, private- aided and private-unaided management, respectively. This showed that the maximum number and proportion of the Higher secondary schools were privately managed, followed by Government, private-unaided, and local body managed schools.

NCERT (1992),[37] revealed that among the 15,456 Higher Secondary Schools, 13,399 (86.64 %), 10,755 (69.67 %), and 5,722 (36.99 %) schools, respectively, have Arts, Science and Commerce Streams for students. Further, 1,662 (10.75 %) and 1,007 (6.51 %) schools have the provision of Home Science and Agriculture, respectively. Technical courses are available in 993 (6.42 %) schools and education in Computer Science is available in only 94 (0.61 %) schools.

Ahmed. S.U. (1992),[38] revealed that: (i) the educational progress of Muslim Community in Assam was very slow after Independence; (ii) economic handicap and poverty are the main reasons of educational backwardness; (iii) participation of Muslim of Morigaon in education at all levels was abysmally low as compared to the national level figure for general population.

Thombare, V.V. (1995),[39] revealed that: (i) the weaker sections of the society have not been able to derive full educational benefits from the special measures meant for them; (ii) the literacy rate of these classes remain very low; (iii) the grant-in-aid pattern for Ashram Schools was expected to change every three years. But in reality, the estimated cost remained much behind actual costs due to high-rise in prices; (iv) Ashram schools did not facilitate education of girls. Lady teachers were rarely found; (v) salaries of teachers were irregular; (vi) there was no proper co-ordination in regard to supervision and inspection of the schools and; (vii) Curriculum did not match with the life style of the tribal population.

Bharati, Leena Dutta (1997),[40] revealed certain facts about the situation in Higher Secondary education in Assam. They were: (i) the logical setting of Higher Secondary education in Assam was yet to be decided and implemented; (ii) the curriculum for Higher Secondary Education was rigid and not fitted in different situations prevailed in different environment; (iii) the vocational bias so far stressed and implemented was more on theory than on practice; (iv) the existing system of examination was not sound and needed to be transformed to effect better quality and standard of education; (v) the educational planning so far made and implemented failed to incorporate the factor influencing development of educational system with its objectives such as social demand, economic and political needs, etc., (vi) the Higher Secondary schools of Assam were being run with poor facilities of building, equipment and trained personnel; and (vi) sufficient efforts were not made by the State Government to train teachers of Higher Secondary Education on the new system of teaching, evaluation and administration.

Srivastava, Mona Sedwal (1998),[41] revealed that the University system was strongly influenced by the British model, but by 1925, Indian Higher Education began to change from a system which served almost exclusively as an adjunct of the British administrative network, to an educational apparatus at least in part devoted to Indian national development, following the establishment of Inter-University Board in 1925.

Aino, F. O. (1964),[42] accounted for the beginning of education in Badagri then Abeokuta and later at Lagos and the spread of western system of education from these places to several provinces of southern Nigeria and including the Northern Emirates. And an International Bureau of Education (1970)[43] revealed that at the point where upper secondary joins higher education, new institutions were developing, some regarded as second level and others as junior colleges reported to be the fastest growing type of institutions in the U.S.A. Other countries like the Philippines and Singapore were also adopting it. However, Price, R. F. (1970)[44] found that by 1951 all foreign Christian institutions had been taken over by Chinese authorities and Christianity was completely separated from education.

Archibald Callaway (1971)[45] reported that only some 40 per cent; 50 to 60 per cent; and 50 to 60 per cent of school age children attended schools in Africa, Asia and Latin America respectively while Gabriel Carron and Ta Ngoa Chau (1980)[46] found that at the introduction of the Public Education act in 1870 in Hungary, about 31.5 per cent of children of compulsory school age (6-11 years) did not attend school. The average teacher-pupil ratio was 70:1, but in many villages it reached 150 or 200.

Philips H.Coombs and Jacques Hallak (1972)[47] revealed that colonial type of academic secondary school was obsolete and irrelevant to local need. An experiment involving a new type of multi-purpose school that combined pre-vocational training and university preparation was launched. Unfortunately, it did not succeed; quite frankly it failed miserably and set educational progress back several years in the process.

2.2 Studies pertaining to Resources: Human, Material and Technology

Adaval et. al. (1957)[48] and Bose, P. K., Banerjee, P. K. and Mukherjee, S.P. (1965)[49] in their studies in Uttar Pradesh and West Bengal respectively reported that library facilities were very poor in many of the schools. In very few schools full time librarians were appointed. In some of the schools, there were no separate library rooms and books were kept inside the office room or teachers' common room or headmaster's room.

Similar studies were conducted by Saral, S. K. (1960).[50] Tirumalaisamy and Kulandaival (1970)[51] in Coimbatore District, Vora**,** M. K. (1975)[52] in Maharashtra and GCPI (1981)[53] reported that as buildings were insufficient, three fourths of the secondary schools converted classrooms into library. The conditions of air, light and ventilation were very unsatisfactory. In most of the libraries, the cataloguing and classification was done in some haphazard manner that suited their convenience but not adhering to the principles of library science. They reported of faulty methods of issue and return of books. The absence of annual stock checking resulted in annual lost and damaged of library books. Bavakutty, M. (1984)[54] found that libraries were

used more for extracurricular requirements than for curricular purposes by students and vice versa by teachers.

Bose, P. K., Banerjee. P. K., and Mukherjee, S. P. (1965)[55] pointed out that in a large percentage of schools especially in urban areas, there were no playgrounds for the students. Ambasht, N. K. (1966)[56] revealed that the State Government was not aware of the importance of education of the tribals in the area under study. The physical facilities were not available in the schools. Excepting the school building of the Mission and Seva Mandal schools, there were no suitable buildings and even the government schools were also below the expected standard. Chakrapanai, R. and Purushothaman (1975)[57] found that 59.5% of the schools had laboratories with sufficient light and ventilation and 40.5% schools did not have laboratories at all. It was found that 69 % of schools were provided with the supply of electricity and only 17% of schools were provided with running water supply. 71% private schools were provided with better laboratory facilities with regards to apparatus and chemicals than those managed by the Government and Municipality. 48% and 45%. Government Schools, and municipal schools respectively were provided with facilities. Brojendra Nath Banerjee (1990)[58] found that: (i) about 40 per cent of 470,000 primary and 14 per cent of 112,000 Middle Schools were housed in unsatisfactory structures, in 'kutcha' thatched huts and even in open space; (ii) 36 per cent of Primary Schools did not have minimum furniture, including mats and blackboards; and (iii) 60 per cent of Primary Schools have no drinking water facilities while toilets facilities were non existent in a large number of schools. Further, with the absence of women teachers and toilet facilities, the girls were reluctant to attend schools.

Biswas, N. B. (1993)[59] reported that: (i) while the schools had proper ventilation, other sanitation facilities like toilets, dustbin, drainage etc were not provided; and (ii) none of the schools provided sports equipments like volleyball, rubber ball, air pumps, ring, first aid kits and musical instruments.

Tali, T. A. (1980)[60] conducted a study and found that: (i) the average number of children per house was four; (ii) Of the 1,093 children in the village, the largest

group, consisting of 380, was in the age group one to five years; (iii) the age of children in any single class was broadly scattered; (iv) there was a progressive decrease in the rate of enrolment with increasing level of education; (v) as many a 111 (out of a total of 273) households were sending children outside the village for their education; and (vi) the maximum number of drop-outs was in classes VI and VIII.

Shib, K. Mitra (1982)[61] indicated that there were 10,429 Higher Secondary sections in the country excluding those attached to Universities and degree colleges. There were 39.16% Higher secondary sections having 'below 20' pupil-teacher ratio. In '20-39' pupil-teacher ratio slab there were 46.62% sections while 14.22% sections have '40 and above' pupil-teacher ratio. NCERT (1992)[62] reported that according to the Third Survey there were 9505 higher secondary schools in the country in 1973. The number rose to 10,429 at the time of the Fourth Survey, registering an increase of 9.72%. As per the Fifth Survey (1986) this number increased to 15,456, which was 48.28% more than the number of schools in 1978 as per the Fourth Survey. The reason for this abnormal increase may be that the States tried to uniformly adopt 10+2 pattern of education, as recommended by the Education Commission.

Verma, G. C. (1984)[63] has found out that in 1950-51 the enrolment at the High/Higher Secondary Stage was 17,661 (15,641 boys and 2020 girls) that which increased in 1981–82 to 4 lakhs and 44 thousand students (3 lakhs 70 thousand boys and 74 thousand girls) Accordingly, the percentage of school going children of the Higher Secondary Stage was 1.8 (3.1 per cent boys and 0.5 percent girls) as against the Indian figure of 5.3 per cent (8.7 per cent for boys and 1.8 per cent girls) in 1950–51 which rose to 20.1 per cent (19.4 per cent for boys and 4.1 per cent for girls) in 1981-82.

Kaur Kuldip (1986)[64] found that: (i) the number of pupils from classes IX-XII increased from 12.2 lakhs in 1951 to 118.2 lakhs in 1982-83; and (ii) the number of High/Higher Secondary Schools increased from 7288 in 1951 to 52,279 in 1982-83.

NCERT (1992)[65] revealed that there were 52,06,814 pupils in Classes XI and XII in the country of whom 67.40% and 32.60%, respectively, were enrolled in Higher Secondary Schools and Pre-University classes attached to degree colleges. Further, 32.79% of them were in rural areas and remaining 67.21% in urban areas. Again, 35,91,290 (68.97%) of these were boys and 16,15,524 (31.03)% girls.

Etsemo Odyuo (1992)[66] found that the total enrolment of pupils from Primary up to High School in 1965 was 8356 in Wohkha District. In 1980, the total enrolment at all levels in Wohkha District was 14,187. Veena, D. R. (1998)[67] reported that the number of students in primary schools, increased from 22.5% in 1960-61 to 56.3 in 1983-84. In the secondary schools it increased from 1.18% to 3.65% and in higher educational institutions, it increased from 0.5% to 2.1% in the same period. The number of students at primary, secondary and higher educational institutions have increased at the annual rates of 6.31 per cent, 9.60 per cent and 15.50 percent, respectively.

Verma, G. C. (1984)[68] revealed that the number of teachers in the High schools in Rajasthan in 1949 was 2630. It increased to 3367 in High/Higher Secondary School (3133 males and 234 females) in 1950-51. During he next three decades the number increased to 50,400 (39,100 males and 11,300 females) in 1981– 82. The percentage of trained teachers in High/Higher Secondary Schools was 36.6% in 1950–52 which increased to 100 per cent in 1981-82. Kaur Kuldip (1986)[69] pointed out the number of High/Higher Secondary schools teachers increased from 1,26,504 in 1951 to 9,93,115 in 1983.

Etsemo Odyuo (1992)[70] pointed out that the percentage of trained teachers in Nagaland was 19.80 per cent, 25 per cent and 17.21 per cent in Primary, Middle and High Schools level by the end of 1963 whereas in Wohkha District it was 14.72 per cent, 22.47 per cent and 15.38 per cent in High School. In 1990, it increased to 41.19 per cent, 45.32 per cent and 41.81 per cent in primary, Middle and High school levels in the whole of Nagaland but in Wohkha District it was 44.75 per cent, 43.61 per cent and 47.245 per cent. Singh, Ajit and Kumar, Anil (1996)[71] reported that the teachers

needed in-service training in the context of school subjects, methods of teaching, multigrade teaching and play way technique for teaching.

Kumat, R.S. (1994)[72] reported that Rajasthan had the highest rate of female illiteracy in the country in 1981 and it continued to be so in 1991. As a matter of fact, the gap between the male and the female literacy had increased from 30% in 1981 to 34% in 1991. The reason for this phenomenon lied in low enrolment and high dropouts rate among girls in Rajasthan. The enrolment of girls was only 59% and the drop out rate among them is as high as 71%.

Singh, Ajit and Kumar, Anil (1996)[73] reported that more than 80% of the teachers were interested in teaching young children. This was the reason for their joining the teaching profession. Veena, D. R. (1998)[74] found out that in Gujarat since its formation in 1960, the number of teachers in primary schools increased from 58.8 thousand to 1.38 lakh during 1960-61 and 1983-84. In Secondary schools, it increased from 14.2 thousand to 45.6 thousand and in higher educational institutions it increased from 2.9 thousand to 9.4 thousand during the accounted period. The numbers of teachers in primary, secondary and higher institutions have increased at the annual rates of 6.24 per cent, 8.81 per cent and 9.93 per cent respectively. The ratio of students to teachers at primary, secondary and higher educational institutions were more or less stable. It was in between 38 and 41 in the case of primary schools, between 26 and 27 in the secondary schools and between 17 and 23 in the higher educational institutions during 1960-84.

Chaitanya, S. (1986),[75] observed that with the Advent of Television, Video and other sophisticated technological means of mass media, the future of Radio may be affected. But Radio will still enjoy a along period of service to the cause of education, due to its economy and the vast rural masses in remote areas who were far behind the technological advances.

Sangma, H. (1987)[76] revealed that in most of the schools where there was provision of such aids as radio, tape-recorder, projector, epidiascope etc., those were

not used by the teachers. Lambhate, M. V. (1987)[77] reported that the instructional materials for Science Teachers helped them to perform better in the selection and organisation of content, use of scientific terminology, teaching aids and experimentations and maintaining classroom discipline by sustaining the attention of the pupils. Hathi, Urmil, H. (1994)[78] observed that: (i) the Non-Governmental Secondary schools were richer than that of the Government Secondary schools in the field of audio visual aids; and (ii) limited items of audio visual aids such as maps, graphs, pictures, posters, microscope, globes were used in the secondary schools.

Noble, Douglas (1984)[79] highlighted that computer literacy was an essential condition for everyday life, either in jobs, schools, or homes and as a result computer literacy education had spread like business to train people of all ages. Gupta, Arun (1985)[80] emphasized the need for computers in educational institutions. The spread of computers in educational institutions was slow mainly due to: (a) cost; (b) inadequate or lack of proper planning; and (c) non-availability of hardware and software services. Vamos Tibor (1987)[81] maintained that though computers had become revolutionary tools in all activities and media communication, they should serve superior human values and not rule them. Parijat Charkravarty (1989)[82] found that: (i) the overall attitude of the students of Shillong towards computer education in 10 High schools to be favourable; and (ii) the majority of schools under study had introduced computer education in the year 1988. In another research, Chakraborty Parijat (1995)[83] reported the (i) existence of computer rooms in most of the schools; (ii) the steady increase in the enrolment of the students; and (iii) the teachers' perception that computer Education promote in the students knowledge, skills and reasoning power required in their later work life.

Bansal, Indu, and Suvidha (1997)[84] reported that: (i) the cognitive ability was significantly increased when the children were exposed to Computers for a considerable period of time; and (ii) computer exposure enhanced the self monitoring ability of children to a great extent. Agarwala, Sunita (1998)[85] found that: (i) television made women aware of the social crimes committed against them, policies of the government for their upliftment, social problems like 'drugs' and 'AIDS';

(ii) television made them conscious of their rights; (iii) its impact was positive on the social and moral development of women and change in their status in society; (iv) moral values in the society had decreased after the coming of Television; and (v) showing of sex, violence and bad language on Television had a bad effect on the minds of the youth and the children.

R. F. Price (1970)[86] spoke of an education that would combine productive labour with instruction and gymnastics not only as one of the methods of adding to the efficiency of production but as the only method of producing fully developed human beings. However, Gabriel Carron and Ta Ngoc Chau (1980)[87] revealed that in 1937-38 out of the 7300 schools only 14 per cent were fully graded, 41 per cent were totally ungraded and 45 per cent were partially ungraded.

Ta Ngoc Chau (1969)[88] revealed that the rapid increase in the number of students in urban schools was counter balanced by a decline in the numbers of students in rural schools – with the result that there was practically no change in the total number of primary and secondary school students in the USSR during that eleven-year period. UNESCO (1985)[89] maintained that although the enrolment in secondary and higher education in the developed industrialized countries increased considerably during these twenty year period, the increase in total enrolment at all levels was only 31 per cent for these countries as compared with 177 per cent for developing countries. UNESCO (1991)[90] revealed that in China the primary school enrolment was 20,639,700. The number of out of school children aged 7 to 11 was 2,004,700. The annual survival rate at the end of primary schooling was 97.6 per cent.

Ta Ngoc Chau (1969)[91] reported that the number of teachers increased not only in the urban schools but also in the rural schools and Philips H. Coombs (1985)[92] observed that by 1980, the number of employed teachers had increased dramatically throughout the world during the 1960's reflecting the steady expansion of teacher supply. Ta Ngoc Chau (1969)[93] reported that the student/teacher ratio was 14:1 in the rural areas as compared with 21:1 ratio in the urban areas.

R. F. Price (1970)[94] maintained that in China furniture varied considerably, from neat modern desks and chairs to grim old-fashioned twin desks with fixed seats. Blackboards were sometimes fixed on the wall and sometimes on easels and varied considerably in size and texture. Most schools managed to have a library if only of paperbacks children's books. Myrdal reported a library of 300 such volumes for the village of Liu Ling.

Wilbur Schramm, Philip H. Coombs, Friedrich Kahnert, Jack Lyle (1967)[95] highlighted that in Columbia the most extensive studies have been made on Television Instruction while William D. Boutwell (1962)[96] reported that the Television programme guide at P.S. 233 Brooklyn had achieved its objectives and that it was doing an important job of guidance in the field of televiewing. UNESCO (1979)[97] found that in Ivory Coast Multi-media packages were planned, prepared and produced by CETV at Bouake which was responsible for sending out both broadcasts and texts. A. N'Guessan Konan-Daure (1979)[98] revealed that in Ivory Coast, Television not only accelerated the process of education, it has also made necessary a radical overhaul of the educational system.

2.3 Studies pertaining to Administration: Structure and Functions

Singh, R. P. (1957)[99] found that the curriculum was too heavy weighed on Grammar and translation. Parents, teachers and even pupils were dissatisfied with the standard and the desire to raise it was universal. Bahuguna, S. D. (1973)[100] found that the standard of Commerce education at the secondary level was not very high and also the commerce syllabus was not related to the employment market.

Dewathalee (1978)[101] reported that the academic atmosphere was in favour of vocationalisation of education and pupils be given a certificate for successful completion of a vocational course.

Rao, V. K. and Reddy, R. S. (1997)[102] revealed that: (i) curriculum and administrative changes were not very productive because there was no accompanying and intense programme of staff development; and (ii) curriculum Committees

adopted the text books of new curriculum concepts in the subject matter, but teachers used them in traditional ways.

Basu, B. (1983)[103] revealed that: (i) all Syllabi prescribed by different Board of Education emphasized almost all elements of National Integration; and (ii) the teachers showed their positive attitudes towards the promotion of National Integration. The urban students scored more than the rural students in integrated feelings.

Misra, Ram Kishore (1983)[104] revealed that the curriculum was framed by the Uttar Pradesh Board of Secondary Education. Local needs and conditions were mostly ignored. Opang Sangtam (1984)[105] revealed that the schools curriculum in Tuensang District was out-dated, bookish, theoretical, narrow and artificial. Pande, P. (1984)[106] and Manjula, M. (1987)[107] maintained that: (i) the curriculum was rational and traditional in scope; and (ii) the curriculum had enough variety to allow for individual differences in terms of abilities, interests, and needs well integrated at all levels-primary, Secondary and university.

Singh, R. R. (1964)[108] found that: (i) There was little coordination between Central and state Governments; (ii) the inspectors of schools were there merely to find faults with the teachers rather than improve their competence; and (ii) administrative efficiency was marred due to the delay in decision making at various levels of administration. Bhouraskar, S. (1964)[109] reported that a majority of educational administrators who entered the service as teachers had no job aptitude and the length of service in the department was the only criterion for promotion as administrators.

Vartak, R.M. (1971)[110] found that: (i) there was lethargy in implementing the policies already framed; and (ii) bureaucratic attitude of the administrative officers of the Education Department appeared to be the same as was in the British Regime. Misra, B.M. (1984)[111] revealed that there was lack of suitable, efficient educational bureaucracy in Orissa. This had adversely affected the salary structure, infrastructure of education, quality of buildings, equipments and teaching aids.

Sharma, B. D. (1964)[112] highlighted the: (i) uneven size of the District caused appalling disparity in the work of the Divisional Officer; (ii) centralisation of power was causing delay in decision making; (iii) supervision of teaching was very inefficient and the introduction of diversified courses had made it all the worse; (iv) the structure of inspection report varied from region to region; and (v) teachers did not generally follow the method of teaching they had learnt in their training college.

Shah, M. R. (1968)[113] revealed that: (i) Indian Educational Administration under the British was centralized and bureaucratic; and (ii) There were many problems with regard to the financing of education and the funds could not meet the requirements of education. Krishnamurthy, S. (1968)[114] reported that reforms were introduced aimed at bringing efficiency in administration, economy in finance, development and spread of education, etc. In spite of reforms Vats. I .P. (1972)[115] maintained that administrative leadership was often personalized and link with the Sub-ordinates became difficult. Administration took either too much time in taking decision or failed to take decision. Interference of the politicians was also visible.

Sinha, G. (1973)[116] and Bajpai, M. (1984)[117] reported that set-up of educational administration; duties and responsibilities of Directorate or Inspectorate in various fields of education were generally the same machinery of education practiced before Independence. Sarwan Kumar (1974)[118] maintained that: (i) During the post independence period, the State Directorates were not only strengthened but were more and more supported by the academic wings. (ii) The concept of 'working partnership ' between the Centre and the States was not essentially post independence phenomenon, but had grown during the early thirties when the concept of Federation had began to take shape.

Raj, A. B. C. (1975)[119] found that the Department of education was broadly divided into two directorates, the directorate of school education and the directorate of college education.

Kumar, S. K. (1978)[120] concluded that: (i) the various commissions of education appointed by the British Government and later by the Indian government after Independence have discussed the same problems and have recommended the same changes with a little variety according to the political, social and educational need and demand of that particular time; (ii) any problems pertaining to educational administration in India today cannot be tackled or solved unless it is traced back to the various commissions appointed by the government from time to time. In fact, these commissions have served as landmarks in the history of educational administration in India; and iii) the latest innovation of 10+2+3 pattern of educational administration could also be traced back to the previous commissions.

Hirendra Bhattacharjee (1982)[121] reported that before the formation of the State of Meghalaya, the administration of secondary education was looked after by an assistant Inspector of schools posted at Shillong with Headquarter in Jorhat. The present education Department of Meghalaya emerged out of the parent education Department of Assam. At the time of the formation of Meghalaya in 1972, a composite Department for health, social welfare, labour and education known as social science department under one secretary came into existence. Education was later separated from Health and Labour.

Baruah, H. A. (1983)[122] found that the heads of secondary schools did not possess powers and authority as administrators. Sundararajan, S., and Sabena, S. (1993)[123] found that: (i) the decision-making patterns in the Head of schools were influenced by their educational qualification both academic and professional and years of experience; and (ii) the gender of the heads did not seem to cause any significant differences in the sex pattern of decision making.

Rao, Suddhakar and Kanth, Ravi, R. (1997)[124] revealed that: (i) teachers were able to involve community in the activities of the schools for its development; (ii) teachers' interaction with pupils, parents and elders had positive impact in enrolment in schools; and (iii) regular Parents-Teachers' meeting had positive effect on improvement of enrolment and attendance in schools.

Khan, Intakhab Alam (1998)[125] reported that: (i) there was no tendency of participation in Government and aided schools while in Private schools it existed to a considerable extent; (ii) there existed no significant difference in tendency of participation in four aspects – organizing, motivating, decision making and leadership in each type of school; (iii) there existed no significant difference between the tendency of participation in three types of schools; and (iv) there existed a sharp contrast in the perception towards participative management ascertained through the questionnaire and Interview Schedule.

Mohanty, P. K. (1999)[126] found that: (i) there was lack of sound policy, effective machinery, suitable long time educational planning and budget; (ii) vocational education has become ineffective and unattractive; and (iii) Lack of co-ordination between teachers and students, parents and teachers, teachers and administrators, educationists and law and order authorities, the Inspectorate and Directorate.

Cardenas, Jose A. (1966)[127] found that teachers would prefer curriculum development while superiors were much less eager to approach to such problem. And F. Harbison (1968)[128] revealed that educational planners throughout Nigeria were now fairly strong advocated of 'Multi-lateralization' of the curriculum by introducing some pre-vocational scientific and manual training in all secondary schools. F. Harbison (1968)[129] maintained that in Spain, the curriculum of the General Basic Education (EGB) aimed at a humanistic and scientific training. It was adapted to suit individual aptitudes and preference. While in Sri Lanka the Senior Secondary Curriculum had two main streams – Arts and Science. Students selected the curriculum they wished to follow and sat the (General Certificate of Education) GCE 'A' – level Examination in four subjects at the end of a two-year course.

S. John Eggleston (1967)[130] pointed out that not all schools in U.K. were directly administered by the local education authority. Substantial numbers were under at least the partial control of the religious denominations. In 1963 some ten thousand primary schools and six hundred and fifty three secondary schools were

administered this way. R. F. Price (1970)[131] revealed that administrative work was done by an office of general affairs and an office of studies.

Joseph F. Callahan and Leonard H. Clark (1977)[132] pointed out that school administrators and school teachers in the U.S. alike were responsible for their performance and it was in their interest as well as the interest of the pupils that they be held responsible. UNESCO (1980)[133] maintained that educational policy in Columbia was formulated nationally by the Ministry of Education whereas in Congo the administration of education which was to be secular was the duty of the State.

2.4 Studies pertaining to Academic Organisation

Ahuja, L. R., (1962)[134] revealed that: (i) there were longer period of study but no public examination; (ii) there was emphasis on oral tests and on drill method, memory, translation and handwriting; and (iii) books were not available and corporal punishment was in vogue.

Sinha, S. K. (1977)[135] found that: (i) the existing examination system had both merits and demerits; and (ii) most students, teachers and guardians were dissatisfied with the existing examination system and wanted immediate and adequate improvement of the same. Verma, G. C. (1984)[136] and Arora, G. L. (1974)[137] found that: (i) the newly established Board of Higher Secondary Education, Rajasthan prescribed the syllabus, approved text-books and conducted the Examinations at the end of the High / Higher Secondary School stage; and (ii) an Evaluation Unit under the centrally Sponsored Scheme was established at Bikaner in 1963.

Patel, C. K. (1980)[138] revealed that: (i) there was no clear guidance in organizing the Higher Secondary Classes and the frequent changes in the policy puzzled the heads of the institutions; (ii) no orientation was given to the teachers while upgrading the school; (iii) the supernumerary teachers from colleges employed were not sincere in teaching the subjects or in dealing with the pupils; (iv) students blindly rushed to the commerce stream, creating scarcity in Arts and Science streams;

and (v) as the grant given by the Government was too small, good facilities for providing more vocational crafts could not be given.

Joshi, P. M. (1980)[139] found that the number of higher Secondary schools with closed climate was maximum, the familiar climate type schools ranked second and the number of schools with controlled climate was minimum. Sharma, M. (1968)[140] revealed that out 56 schools, 37.50 % of the schools have closed climate, 23.56 % opened climate, 19.64 % controlled climate, 8.93 % autonomous climate, 3.57 % paternal climate and 1.78 % familiar climate type of schools.

Barauja, V. V. (1985)[141] revealed that out of 100 schools, 27 were found to have open climate, 8 were found to have autonomous climate, 11 were found to have controlled climate, 6 were found to have familiar climate and 13 were found to have closed climate. Raja B.William Dharma and Thiagarajan A. Ponnambala (1998)[142] indicated that the controlled climate was prevailing in all the Higher Secondary Schools under study except one which has an autonomous climate.

Buddhi Raja (1981)[143] indicated that: (i) there was no significant difference between the achievement of the Government and the Private High School candidates; and (ii) there was a significant difference between the achievement of the urban and the rural High School candidates, the mean achievement of the former being higher than that of the latter. Rongengi, R. (1983)[144] revealed that there has been a decline in the pass percentage in the colleges in Mizoram especially at the P.U. level.

Deka, G. (1982)[145] revealed that: (i) a definite set of objectives for pre-school education did not exist as there was no clear policy or direction by the state government in respect of pre-school institutions; and (ii) a number of shortcomings, including (a) lack of coordination of activities by the pre-school institution, (b) shortage of competent, qualified and trained educational administrators, (c) absence of proper health care, (d) prevalence of uncongenial environmental conditions, (e) inadequate facilities for the training of personnel for pre-school education for long-term as well as short-term course, (f) high child-teacher ratio and (g) non-existence

of children's books and teacher's manuals and other teaching aids especially in Assamese language, were revealed.

Mero, N. (1983)[146] indicated that both the teachers and the students lack necessary motivation for co-curricular activities and found that more than 20% of the students participated in co-curricular activities. Bhagabati, N., (1987)[147] found that the prevailing conditions of co-curricular activities in secondary schools of Assam was very disappointing and the existing number of co-curricular activities in secondary schools were not sufficient.

Angami, Z. (1993)[148] revealed that different types of SUPW programmes were undertaken by various schools in Kohima Town. The study also revealed that by and large, both teachers and students have given favourable opinion towards SUPW programmes whereas Swain Bimal Charan and Koul Lokesh (1995)[149] reported that there was no SUPW cell in SCERT of Himachal Pradesh and 97% of the teachers did not utilise their leisure time for SUPW in their institutions.

Anand Singh, L. (1984)[150] found that at the Primary stage, Arithmetic, General Science, and Social Studies were taught to the pupils in their own Mother Tongue. English was taught from class III and Hindi from class IV. The same Subjects continued to be taught upto the Upper Primary stage. Sanskrit was provided as an optional language from Class VI in some schools.

Dutta, M. K. (1987)[151] and Das, J. C. (1987)[152] reported that the administrative machinery of the Board was ill equipped to implement the reforms introduced in examinations conducted by it. There was inadequacy in the Board's administration of examinations in implementing properly the reforms to produce the desired impact.

Radhakrishnan, Kamala (1984)[153] said that teachers should have full power and discretion in the introduction of teaching aids and method. Headmasters should have full powers regarding admission, including evaluation of transfer certificates from schools of other states and under other systems or boards.

Srivastava, R. K. (2000)[154] reported that: (i) more than half of the teachers opined that the Headmaster discussed the problems prevailing in the school; (ii) one-fourth said that the Headmaster seek the advice of the teachers on all occasion; and (iii) two-thirds opined that the Headmaster sought their advice on some occasions.

F. Haribon (1968)[155] revealed that in Columbia, the educational system consisted of formal and non-formal modes. The formal education includes pre-school; basic; middle and higher education. While in Kenya admission to the second stage of second level of education was based on performance in the examinations.

H. Martyn Cundy (1977)[156] reported that in some countries there was an opportunity for pupils from junior secondary school to transfer to a grammar or technical school. This selection is made on the results of the school leaving examination but sometimes the technical school has its own entrance examination.

Gabriel Carron and Ta Ngoc Chau (1980)[157] spoke about the reform of 1961, reorganizing secondary education. The Grammar schools and the secondary vocational schools were to become the only form of schools. The latter was meant to gradually absorb the whole of vocational training and these two types were to be extended to cover the whole country.

UNESCO (1970)[158] observed that decision on the initial age and the duration of compulsory schooling vary according to the country's resources and the children's degree of maturity. And R. F. Price (1970)[159] maintained that the school in communist China was presided over by a head teacher assisted by a deputy head and director of studies.

2.5 Studies pertaining to Financial Management

Ekbote, T. B. (1952)[160] indicated that fund was not satisfactory and more funds were required to bring all children of all age group under instructions and to give financial help to the teachers. Karnik, M. B. (1967)[161] maintained that secondary education used to get less share of annual expenditure of the State. The growth of expenditure in the field of Secondary education was to the tune of 98% but the

proportion of this expenditure to the total district expenditure changed from 27% to 23%.

Hartog, P. (1968)[162] found that: (i) the resources of the Provinces were very unequal and the contribution of the various sources showed remarkable differences; (ii) the Government Grants formed only a small part of the expenditure of education; (iii) in several Provinces the resources of the Government had proved to be unequal to their statutory contribution for education; and (iv) the percentage of the total expenditure on collegiate education was higher than the corresponding expenditure on Primary education.

Mathur, M. V. (1968)[163] reported that Government Institutions had the highest rate of growth in expenditure than the Municipal schools and that most of the income from local body funds were spent on secondary school buildings. Sharma, D. R. (1995)[164] reported that the per capita expenses of rural and urban schools were approximately equal. Malaiya, K. C. (1977)[165] mentioned that schools in Madhya Pradesh had spent less money on purchase of books, maps, equipments for games and sports, medical services, mid-day meals and transportation.

Desai, M. G. (1968)[166] revealed that: (i) the major source of income in 1941 was fees. It dwindled in 1962 to 35.6 percent of the total income, whereas Government grant of 18.1 per cent of the total income in 1947 came up to 49 per cent in 1962. The percentage of fees at all intervals were higher in urban areas than those in rural areas; and (ii) the schools of the District spent 6.4 thousand rupees in 1947, 10.9 thousand in 1952, 23.6 thousand in 1957 and 59.7 thousand in 1962.

Arora, G. L. (1974)[167] observed that in Government Institutions, grant from the Government was the only source of income. Considerable responsibility was also borne by the government for the private aided institutions whereas contribution from the management, donations, income from fees, etc., formed the main sources of income for the private unaided institutions.

Malaiya, K. C. (1977)[168] reported that: (i) the socio-economic and the geographical conditions demanded more financial inputs in the school education; (ii) the trend in financing Secondary Schools had been towards shifting local burden on the State Government; and (iii) the Principals of privately managed schools and Government schools enjoyed different types and level of financial powers.

Rai, N. (1985)[169] revealed that in the case of the financing of education the Centre assumed a dominant role. Purandare, V. B. (1987)[170] found that the State and Central Governments provided financial assistance to the Ashram schools.

Nair, P. R. and Pillai, N. P. (1969)[171] found that the reason for the cost of education in Kerala was because of growth of population, cost of living and increase in the teachers' salary. NCERT (1972)[172] maintained that: (i) the average income of secondary school teachers in India was Rs. 3620.00 per annum; (ii) 23 per cent of the teachers were indebted. Indebtedness among males was more than in females; and (iii) 25 per cent of the teachers were unmarried among whom the females outnumbered the males.

Verma, G. C. (1984)[173] revealed that the expenditure on Secondary Education increased from 1 crore 28 lakhs in 1950-51 to 7 crores and 65 lakhs in 1981-82. The development of education in Rajasthan since Independence has been mostly in the public sector. The allocation of funds in the State Budget for education has been steadily rising. From about 13 per cent in 1950-51, the education budget has reached 24 per cent of the total State Budget in 1981-83.

Mistry, D. H. (1985)[174] revealed that area, sex and socio-economic status did not influence the quality of school life.

F. Harbison (1968)[175] pointed out that in Columbia education was financed from national, departmental and municipal budget while in Congo the major source of revenue for education was the national budget, while Ta Ngoc Chau (1969)[176] reported that in developing African countries, the greater proportion of finance for the education service, both capital and recurrent came from Central government sources.

Ta Ngoc Chau (1969)[177] maintained that in the USSR, the teacher cost per student was substantially higher in rural areas than in the urban areas. In 1960, the cost was 707 roubles in rural areas compared with 495 roubles in the urban areas. And Philip H. Coombs and Jacques Hallak (1972)[178] reported that in Niger, El Salvador and Samoa, with an overall pupil-teacher ratio of 47:1, with about half the teacher poorly qualified and with only meager supplies of teaching materials available – average cost per enrolled pupil was 13,500 CFA. Francs.

Philip H. Coombs and Jacques Hallak (1972)[179] revealed that in the USSR nearly third quarters of all state expenditures on primary and general secondary education in 1965 went for salaries and wages barely one eight for all other current costs and one sixth for capital costs. In Ceylon, the combined personnel costs for primary and secondary education in 1968 represented 94 per cent of the current unit cost per student. In Morocco an intimated 95 per cent of the total cost for a sample of secondary schools in 1967-68 were current costs and of these current cost, salaries represented over 98 per cent.

2.6 Studies pertaining to Problems of Education

Desai, L. R. and Desai, K. G. (1957)[180] found that wastage was due to the absence of proper plans and planning machinery. Amanda, G. (1995)[181] found that (i) absenteeism rate decreased in Classes II to V and it was highest in class I; (ii) the mean stagnation of Class I was more than all other classes; and (iii) the average dropouts was higher in lower classes and lower in higher classes.

Pandya, Rameshwari and Bora Saraswati (1997)[182] revealed that the, 'boring teaching style' followed by reasons like physical punishment given by the teachers, fear of failure in the school, lack of interest in studies and inability to follow classroom instructions, lack of facilities like toilet and drinking water were the reasons for dropping from the school. Chawdhury, P. (1965)[183] reported high drop outs and repetition ascribed to the inefficiency and ineffectiveness of the school system, to economic factors and to parental indifference to education.

Beena, S. (1990)[184] pointed out a number of factors like the ecological, the socio-economic and the internal elements of the school system acted as barrier for the progress of education among the tribals. Rao, Suddhakar and Kanth, Ravi. R. (1997)[185] maintained that Poverty, child labour, household work were some of the prominent reasons for drop out.

Shah, M. R. (1951)[186] maintained that: (i) the Indian Educational Administration under the British was centralized and bureaucratic; and (ii) that there were many problems with regards to the financing of education and their funds could not meet the requirements of education.

Khanolkar (1960)[187] found that: (i) the Indian Secondary Schools instead of being able to influence the Society, was itself getting influenced by the Class and Caste dominated society; and (ii) the courses and content of the Multipurpose schools were defective.

Ezekiel, N. (1966)[188] revealed that: (i) democratic school administration facilitated improved communication whereas the authoritarian method violated the principle of science; and (ii) participation was essentially an attitude of mind and not a form of organisation.

Gupta, M. (1967)[189] found that: (i) 9.34 per cent of the schools were under private management and private management were found to be responsible for many of the problems; (ii) working and teaching days were insufficient; (iii) the administrative load of work of Principal was heavy because of lack of helping hands and interference of managers; and (iv) 40 per cent of the students failed at High school and 50 per cent at Intermediate Stage because of lack of interest, poor mathematics and over emphasis on English.

Singh, H. N. and Singh, L. P. (1970)[190] reported the: (a) removal of teachers from service without any cause; (b) withholding of their increments; (c) job insecurity; (d) non-payment of salaries in certain cases; and (e) appointment of

teachers in lower grades, were the major problems of the probationary teachers. Sailo, D. (1977)[191] found that among the teachers employed in schools as on 1.6.1977, trained graduates constitute 22 per cent, untrained graduates 35 per cent, non-graduate trained 1 per cent and non-graduate untrained 43 per cent.

Vats, I. P. (1972)[192] cited that administrative leadership was often personalistic. Link with the sub-ordinates became difficult for administrative inaptitude. Administration took either much time in taking decision or failed to take decision. Interference of the politicians was also visible.

Sharma, R. S. (1973)[193] found that; (i) there was lack of adequate and suitable accommodation in the elementary schools. Faulty curriculum and defective text books were also found in the elementary education; (ii) the negligence of the teachers and their unpunctuality were serious problems; (iii) the delay in deciding the cases pertaining to accounts by the higher authorities was a perennial problem of the financial management with the Block Education Officers; (iv) heavy political pressures were being exerted at the District level particularly in the matter of transfer of teachers; (v) the majority of the District Education Officer reported the problems of putting on with inexperienced and inefficient clerks; and (vi) the head of the primary or Middle schools in Punjab was a person who could only feel the pinch of the problems but not in a position to take any decision for the solution.

Karmyogi, R. P. (1974)[194] revealed that: (i) the qualifications, pay scales and working conditions of divisional and district educational administrators were not found satisfactory; (ii) there was no provision for training of educational administrators; (iii) methods of promotions were not scientific: (iv) the selection procedures and transfers of lecturers and teachers were not objective; (v) sixty percent of schools lacked adequate facilities; (vi) schools were rarely inspected; (vii) there were no means by which effective and ineffective teachers were differentiated ; (viii) working of extension departments were not effective ; (xi) there were no provision for moral education in school curriculum; (x) there was no cooperation between school and community; (xi) there were no alumni associations existing in

schools; (xii) quarterly and half yearly examinations were not given due credit; (xiii) promotion rules in the schools were incoherent; and (xiv) invigilators of examinations faced threat to personal security.

Mammootil, S. J. (1976)[195] reported that: (i) there were problems like attracting the talented and qualified individuals into the Administration; (ii) petty policies and intrigues influenced the efficient working of the administration system in India which become outmoded, rigid and authoritarian; (iii) administrators were not having the freedom to make use of their creativity and initiative; and (iv) local community was not involved in the administration.

Rai, R. K. (1979)[196] found that: (i) though there was some progress, the prevailing situation was not satisfactory due to the laissez-faire policy of the Government. Mushroom growth of educational institutions took place. All the financial input had proved ineffective in the face of expansion and all effort at qualitative improvement were abortive. The government had tried to check the rate of expansion but the problem persists; and (ii) the system of education had become complex. The administrative machinery could not meet the challenge of the fast expanding system. From time to time attempts were made to streamline the administrative machinery but without success.

Saxena, Satweswari (1979)[197] cited that although education was much lauded in plan documents, after entry into the field, the statements were more in idealized form that indicated policies of planners.

Balieh, T. R. (1980)[198] identified the following problems. They were: (i) lack of good and standard school building, play ground facilities, teaching aids, etc.; (ii) problem of teaching languages was acutely felt; (iii) problems of teaching Science and Mathematics remain a knotty one here; (iv) the problem of unplanned pursue of studies without specific goals; and (v) the dearth and lack of school libraries especially in the rural areas. Mattoo, B. K. (1993)[199] identified a number of problems. They were: (i) a Majority of schools were functioning in partly pucca or kuchha

buildings; (ii) a majority of schools were not having drinking water facility, school ground facility, school furniture, boxes/trunk, school medical check ups; and (iii) approximately half of the schools were not having adequate black boards or library facilities.

Akangtemba (1986)[200] found that the major causes of the problems were related with the irrelevant text-books, lack of physical facilities, absence of school libraries, confusion in introduction of pre-primary education, absence of cumulative records, absence of reformatory centers, failures of the follow-up programme, lack of rapport among the teachers, parents and students.

Safaya, R. N. and Shaida, B. D. (1987)[201] highlighted some major problems. They were: (i) The existing number of staff was inadequate; (ii) Adequate accommodation, furniture, laboratory facilities, workshop facilities, farm and other equipment were lacking; (iii) there was paucity of funds to adequately maintain the schools; (iv) there was no guidance available to the students for the selection of courses; and (v) the existing text-books were far from being satisfactory, and library facilities were meager and inadequate.

Devi, B. (1987)[202] revealed that in spite of various changes introduced at the secondary stage regarding its structure, administration, teaching, curriculum and evaluation in the overall context of the new emphasis on improving the quality of higher education, the quality of general higher education was, in general deteriorating.

Jamaludin, A. Hamid (1987)[203] found that: (i) the standard of discipline among school children had dropped due to changes in social values; (ii) size of the classroom was not adequate to meet the increasing enrolment and changing attitudes of parents who had given the teachers the sole responsibility for the upbringing of their children; (iii) the influence of drugs and smoking among the children; (iv) poor living conditions had discouraged children to attend school. Poor parents had not been able to finance their children's education; and (v) negative attitudes of parents who were less motivated to send their children to school.

Dibam Gonmei (1990)[204] found that Private schools depended on donation from public, individual and the Mission for their maintenance. These donations were not adequate to meet the total expenses of the schools.

Laso Biloris Lyndem and Laltanpuia, B. (1995)[205] found that: (i) literacy was low in Chhimtuipui District of Mizoram; (ii) 53% of respondents pointed out that the reason for low literacy in the district was due to the existence of a good number of minority groups who speak different dialects; and (iii) the difficult terrain, poor transport and communication had also stood on the way of the all round development of the District.

Sharma, Chhatra Mohan and Pareek, Mathureshwar (1995)[206] and Veena, D. R. (1998)[207] highlighted the problems, constraints and obstacles noticed at various levels of education. They were as follows: (i) qualified teachers were not available in schools; (ii) single teacher schools especially in rural areas hardly work if teachers were on leave or not appointed or not available in schools; (iii) in rainy season and harvesting time, schools in rural areas generally did not function regularly; (iv) sufficient reading and teaching materials such as blackboards, maps, charts, chalk sticks etc., were not available; (v) institutional environments such as facilities of library, laboratory and extra-curriculum were not available in required manner; (vi) teachers were either untrained, unqualified or ill-equipped and their methods, approaches and processing, teachings were ineffective, insufficient and fruitless; (vii) frequent transfer of teacher within sessions of a year created serious loss to students, parents, teachers and management on the issue or better educational planning; (viii) lack of interacting among students, parents, teachers and management on the issue for better educational planning; (ix) inadequate provision of basic facilities such as protected drinking water, toilet, first-aid, electricity etc., and their maintenance in the schools; (x) inadequate seating arrangement for students in class. Deteriorating physical condition of school buildings and lack of their maintenance and repairs especially in rural areas; (xi) readings materials and teaching lack emphasis on local problems, prospects, better use of local skill, local resources, appropriate

technology, and community participation in local problems and their solution; (xii) no clear cut directions, guidelines and policies from Management or Education department of the State Government on local issues, field-base reading and teaching materials, review of situation and financial assistance for all these requirements; (xiii) Educational institutions located in industrial areas and on the main roads of the cities or urban areas were full of air pollution, noise pollution and other environmental problems; (xiv) Home work in nature of copying from text-books and guides was heavily loaded right from beginning of pre primary education; (xv) Better managed schools general enrolled brilliant and intelligent or better students. Poor or weak students were left with no choice but get admission in schools which are poorly managed in all respects; and (xvi) students were forced to go for tuition, and used the guides written by teachers.

Vasava, M. B. (1999)[208] reported that the problems of higher education in the region were inadequate teaching staff, poor attendance due to tuition classes, teachers' unfamiliarity with effective reference books, teaching only through lecture method and lack of funds.

Agarwal, Archna (2000)[209] reported that the students were capable of taking leading role in different classroom activities but sometimes felt hesitant in initiating any work; (ii) They found it difficult to avail the provided facilities, guidance and encouragement because of the illiteracy of the parents.

Nachman Leonard R. and Others (1962)[210] reported that 13 per cent of all drop outs in the U.S. left school in grade 12. In Orange Country, California, the dropout percentage was 24.9 whereas in Louisiana it was 9 per cent. And Nachman Leonard R. and others (1963)[211] found that in Ohio 44 per cent of the boys dropout and 33 per cent of girls drop out were below average in emotional maturity.

F. Harbison (1968)[212] reported that among the Junior secondary school drop outs in China, 61.2 per cent of these in rural areas were doing farm work, 21.5 per cent were employed in other jobs, both part time and full time and 11.1 per cent were

jobless. In Lao People's Democratic Republic the survival rate at the end of primary schooling in 1985 was 32.7 per cent and 26.7 per cent in 1990. In Pakistan survival rate at the end of primary schooling was 43 per cent in 1986-87 and 47 per cent in 1990-91 while it was 86.5 per cent in 1985 and 90.1 per cent in 1990 in Sri Lanka. Jean Thomas (1975)[213] indicated that in Zaire 80 per cent of children at the primary school did not get as far as the primary school leaving certificate and in France nearly 50 per cent for the last two years of this educational level.

Tyrell Burges and John Pratt (1971),[214] Jean Thomas (1975)[215] and A. N'Guessan Konan-Daure (1979)[216] observed that in Egypt, Thailand, Zaire and Ivory Coast teachers were not only insufficient in numbers but often possessed only a low level of qualification.

R. F. Price, (1970)[217] found that the shortage of school buildings in Communist China was so acute that many schools were only able to meet for half a day either in the morning or in the afternoon while UNESCO (1970),[218] found that in Yugoslavia some school buildings had been put up without laboratories, assembly hall and teaching had been adversely affected. Gabriel Carron and Ta Ngoc Chau, (1980)[219] reported that vast majority of schools, the buildings were on the whole in a very bad state often unhealthy and filthy. Norman Mackenzie, Michael Eraut and Hywel C. Jones (1976)[220] revealed that in many underdeveloped countries there was shortage of school materials.

2.7 Studies pertaining to Remedial Measures

Gothivrekar (1947),[221] and Singh, S. N. (1981)[222] suggested improvement of Curriculum, better science education, introduction of socially useful productive work and in-service education of teachers. To maintain steady progress and adequately strengthened and equipped inspecting staff with some powers was also essential. To solve financial problems, great effort was needed at all levels --- the state, the district, the block and the village.

Mahadev, R. (1996),[223] suggested that the curriculum should expose all students to a common set of values and to a common fund of knowledge. Teachers need to encourage students to become active participants in the learning process, looking for opportunities to think for themselves, learning to exercise their influence on the group and acquiring leadership.

Mishra, B. S. (1968),[224] highlighted the following suggestions: (a) that the Government of India should appoint a Commission to recommend some uniform system of financing secondary education and a State grant-in-aid Committee should be instituted to give quick decision on application for grants; (b) that the schools should be permitted to charge higher rate of fees, and that the basis of contingency grant should be raise to 50 per cent and even to 80 per cent in deserving cases; and (c) that special grants should be given for raising the secondary school to the Higher Secondary Standard.

Panchamukhi, P. R. (1970),[225] found that the fees were declining in importance as a source of income for the educational system. He advocated for levying special educational cess by the State.

Syed, S. A. (1976)[226] had offered vital suggestions in respect of financial management of Secondary education. They were: (i) utmost economy in construction of building; (ii) improvised equipments and the large scale production; (iii) sharing in by a group of students of certain facilities; (iv) increasing the number of working days and working hours; (v) Concentration of available resources on the development of some centers of excellence and quality in some secondary schools; and (vi) Avoidance of wasteful expenditure and rigidities of administrative and financial procedures.

GCPI (1981)[227] offered some suggestions to improve the conditions of the libraries. They were: (i) at least 10 per cent of the contingency grant should be spent on the libraries; (ii) from the grant, books and magazines of utmost use to students should be purchased. A list of such books and magazines should be provided to the

concerned schools; (iii) where trained librarians were not available, management of the library should be entrusted to a clerk or to a teacher who should be made free from all other duties; (iv) the library rooms should be repaired from the contingency grant; (v) principals should be given authority to collect library fees; (vi) Students' cooperation should be sought in maintaining better library services; and (vii) every year there should be held an exhibition related to library services and efficient library employees should be rewarded.

Kaur, S. (1981)[228] found that there was the need for reform in the system of examinations. An annual examination was to be replaced by periodic assessments. It suggested improvement of teachers' working condition and revision in the pay scales. Kushwala, A. S. (1985)[229] suggested that: (i) internal assessment should be done by the subject teachers concerned; (ii) the University should have its own press for printing of the question papers; and (iii) there should be correspondence courses for private candidates.

Kushwaha, A. S. (1985)[230] suggested that: (i) the system of internal assessment should be introduced; (ii) marks obtained in the internal assessment should be added up; (iii) Central evaluation would be helped in preparing the results quickly; (iv) the practice of re-evaluation should be abolished; (v) the case of unfair means should be decided at the time of the examination; (v) the roll numbers on the answer books should be changed into code numbers; (vii) the members of the checking squads to check unfair means should not belong to the same college; (viii) the use of unfair means should be made a cognizable offence; and ix) the publications of guess papers and guide books should be banned.

Veena, D. R. (1998)[231] suggested some remedial measures that were required for improving the education system. They were: (i) declaiming use of guides and tuitions activities carried out by teachers as illegal; (ii) improving performance of poor educational institutions through creating better environmental conditions, basic amenities, better ways of evaluation of performance of students and teachers and better conditions of buildings, and infrastructural facilities; (iii) facilitating proper

library, laboratory, extra-curriculum and better institutional environment; (iv) introducing local problems, prospects, needs and better alternative uses of local resources, skills and community participation for betterment or common causes; (v) adopting multi-teachers' approach especially in rural areas for stopping wastage of resources acquired from single-teacher approach; (vi) forming Parents' Association and linking with teachers and management for common integration for improving performance of educational system; (vii) stopping political interference in teachers' appointment or transfer and division among students and teachers; (viii) formulizing reading materials along with syllabi at various stages of education;(ix) Standardization of teaching approaches, methods, processes and mechanisms, and time to time review of the situation; (x) availability of text-books, note-books, reading materials and equipments in time especially in rural areas; (xi) paying special attention on education for backward communities such as ST/SC and other backward districts; (xii) revising and reviewing reading materials or syllabi through introducing new courses such as computer, bio-chemistry, social forestry, environmental science, animal husbandry, advance science and technologies and updating them; (xiii) Holding seminars, conferences, round-table tasks, workshops, etc., from time to time to update teaching / reading approaches, methods, system performance of students in objective manner; (xv) making use of powerful communication medias such as TV, Radio, and other measures and making them as thinking; (xiv) reviewing and changing examination and test system for evaluating such mobile as we can do for a large coverage of areas and branches of knowledge; (xvi) enlarging social awareness, values of education and creating literacy level among illiterate adults especially in rural areas which ultimately help in their, mechanisms, materials etc., in view of creating knowledge, understanding and participation in the whole educational process of the educational planning. For that powerful communication medias must be used; association or community participation among student, parents, teachers, management, government and other expert should be framed; mobile system with massive us of demonstrative measures must be involved; (xvii) adopting professional approach to overall education system which ultimately be useful to sort out local and country's problems and create possibilities for their better prospects; (xviii)

Minimizing unnecessary burden of class work, home-work, memorization work which consumes 12-14 hours of children in a day. Make reading materials attractive, pleasant, interesting and objectively. (xix) In secondary and higher level of education in colleges and universities, 'creative' teaching was less as teachers dictate their old notes every year. That is to be changed in innovative fashion; (xx) setting independent wing to undertake above-cited issues as well as to look into students' and teachers' agitations whenever they arose; and (xxi) Coordinating parents and students (beneficiaries), teachers (delivery system) and educational officials (government policy/decision makers) for making effective changes and improvements in the system. That all can be done through setting up an independent body that consisted of agents of the education system.

UNESCO (1970),[232] indicated that a certain juxtaposition of system of education, some rigid and others flexible. The consensus favoured flexibility in respect to organisation. And Neal Gross, Joseph B. Giacquinta and Marilyn Bernstein, (1971)[233] indicated that there was a great need for in depth studies of organisation, such as schools, trying to implement organizational innovations in order to isolate factors that inhibit and facilitate their implementation. Charles F. Kettering (1973)[234] suggested that the office should work in collaboration with the state employment services.

Joseph F. Callahan, and Leonard H.Clark (1977)[235] advocated the establishment of the comprehensive high school which would combine all curriculum in one unified organisation as the standard type of secondary school in the U. S.

Philip H. Coombs (1985)[236] to have any real chance of success for curricular changes and improvement, suggested the achievement of a wide understanding of what was proposed. The second was to generate a broad-based supportive consensus among those who would have to carry it out, the teachers and their supervisors who were scattered all across the country.

Tyrell Burges and John Pratt (1971)[237] maintained that a solution to the teacher's problem might depend to a large extent on the better recruitment policies,

improved salary conditions and career prospects. And UNESCO (1970)[238] suggested that the shortage of teachers in subject areas like mathematics or Science might be overcome by offering incentives. Gabriel Carron and Ta Ngoc Chau (1980)[239] suggested for a fairly uniform policy in the provision of equipment and the training of teachers.

Charles F. Kettering (1973)[240] suggested that at least one and preferably all three of these cable channels should continue to be available for night time viewing by school students.

Edgar L. Morphet (1968)[241] had suggested the change of the present marking system by grading system. It was difficult to gauge the students' capacity, the amount of effort he has exerted, his current rate of learning growth, his attitudes and behaviour in class and his personality, as well as such additional areas as absence, tardiness, neatness and spelling.

Charles F. Kettering (1973)[242] suggested that the college level examination Board should expand its college level examination program to include a comparable secondary level of examination program. The tests should be routinely administered quarterly or monthly to help adolescents to obtain credit for work done outside the classroom.

2.8 Implication of the Review of Related Literature for the present study

The studies that had some relation with the present study had been found out in order to get the views of past research scholars and some well-known educationists towards the growth and development of education in different areas. In reviewing the studies related to this study, the views of the different authors and researchers on the contribution made by different educational institutions and agencies to the development of education in various areas and spheres were presented. All these studies conducted seemed to highlight and suggested the extent of growth and development of education and the role it played in bringing about a change in the

community and the society at large. The views expressed by the different authors had at times fully and other times partially supported the findings of the present study.

Conclusion

From the Review of the Related Literature highlighting the development and growth of school education, it might be concluded that there had been an increase in the number of educational institutions and also in the enrolment of students in many parts of the country. The professional and general educations had not developed side by side in most of the States. Though the number of teachers was ever on an increase, the corresponding number of unqualified and untrained teachers, especially at the lower stages of school education was indeed alarming. The studies had also revealed several problems that retarded the progress of education and offered remedial measures for the same.

Summing up, a closer analysis of the studies under review seemed to reflect lack of (a) Value education; (b) Sex education; (c) Vocational guidance; and (d) the Knowledge of child's psychology in the schools. There was an urgent need to redesign the system of education and a need for further research as the reviews showed very few studies have been conducted on such related subjects.

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CHAPTER III

METHOD AND PROCEDURE

Introduction

The study was undertaken for the purpose of investigating the Development of Higher Secondary Education in Meghalaya. An attempt to study the historical background of its development was undertaken so as to reveal the extent of the growth and development made during the past years. Historical-cum-Descriptive Method was adopted for collecting data for the present study. The Method and Procedure of the study was presented in this Third Chapter.

1. Population

A population is any group of individuals that have one or more characteristics in common and that are of interest to the researcher. The Investigator consulted the records of the Directorate of Higher and Technical Education, Statistical Cell, Government of Meghalaya and found out that there were 69 Higher Secondary Schools in Meghalaya out of which 40 (57.97%) and 29 (42.03%) of these schools were located in the urban and rural areas respectively. The number of colleges having Higher Secondary stream and falling under the control of the Meghalaya Board of School Education in the State was 46 out of which 34 (73.91%) and 12 (26.09%) of these colleges were located in the urban and rural areas respectively. All these Higher Secondary Schools and Colleges located in the urban and rural areas of the different districts of the State were taken to form the Population. Table No. 1 clarifies the position regarding the population of institutions.

Table I **Population in terms of Institutions (Colleges/Schools)**

Number of Colleges		Total	Number of Schools		Total
UC	RC		US	RS	
34 (73.91%)	12 (26.09%	46	40 (57.97%)	29 (42.03%)	69

All the 115 principals and 480 teachers of Colleges and Schools formed the population in terms of the individual persons. Table II clarifies the position regarding the population of individuals.

Table II **Population in terms of individuals (Principals/Teachers)**

Type of	Colleges		Schools		
Institutions	UC	RC	US	RS	Total
Individuals					
Principals	34	12	40	29	115
Teachers	141	53	165	121	480
Total	175	65	205	150	595

2. Rationale for Sample Selection

Sampling is a process of selecting a representative group from the population. Stratified random sampling was used for the selection of the sample. The investigator collected the list of the different higher Secondary schools and Colleges having higher Secondary course in Meghalaya. Different methods were usually used for selecting a representative sample from a heterogeneous population. Great care has been taken to avoid undue weightage to a group so that result might not be biased or inadequate.

Out of the total of 69 Higher Secondary Schools and 46 Colleges the Investigator selected samples of 20 Urban and 15 Rural Higher Secondary Schools; 17 Urban and 6 Rural Colleges. Out of the total of 115 principals, 58 were selected as sample that consisted of 17 urban, 6 rural college principals and 20 urban, 15 rural

school principals. And out of 480 teachers, 324 were selected as sample that consisted of 103 urban, 36 rural college teachers and 106 urban and 79 rural school teachers.

The following criteria were taken into consideration for the selection of the sample:

(a) For equal representation, Higher Secondary Schools and Colleges were selected from different geographical location of the State.

(b) As the population was not too large, the second consideration was therefore to include above 50 per cent of Schools and Colleges from both urban and rural areas of the State.

(c) For a comprehensive study, the third consideration was therefore to include above 50 per cent of Principals of Schools and Colleges in both the urban and rural areas.

(d) As the number of teachers was higher than the number of Principals, approximately 65 per cent of Schools and Colleges Teachers located in both urban and rural areas were considered.

Actual Sample

The actual sample of educational Institutions in this study consisted of 17 (50%) and 6 (50%) urban and rural colleges having Higher Secondary course and 20 (50%) and 15 (51.72%) urban and rural Higher Secondary schools respectively in the State of Meghalaya. Table III clarifies the position regarding the sample of institutions.

Table III **The Sample of Institutions**

Type of	Colleges		Schools	
Institutions	UC	RC	US	RS
Percentages	17 (50%)	6 (50%)	20 (50%)	15 (51.72%)

The actual sample of individuals consisted of 17 (50%) and 6 (50%) urban and rural colleges principals respectively and 20 (50%) and 15 (51.72%) urban and rural school principals respectively. The sample of teachers consisted of 103 (73.04 %) and

36 (67.92 %) urban and rural college teachers respectively and 106 (64.24 %) and 79 (65.28 %) urban and rural school teachers respectively. Table IV clarifies the position regarding the sample of individuals.

Table IV **The Sample of Individuals (Principals/Teachers)**

Type of	Colleges		Schools		Total
Institutions	UC	RC	US	RS	
Individuals					
Principals	17 (50%)	6(50%)	20 (50%)	15 (51.72%)	58
Teachers	103 (73.04%)	36(67.92%)	106(64.24%)	79(65.28%)	324
Total	120	42	126	94	382

Questionnaires were sent out to concerned people to elicit their opinions and views on the various aspects of the growth and development of Higher Secondary Education in Meghalaya. Three hundred and eighty two (382) numbers of questionnaires were sent out to the Headmasters/Principals and Teachers of the schools and colleges in the urban and rural areas and 350 (91.62%) replies were received at the time of tabulation. Due to time limit for the completion of the present study and because of the fact that non-receipt of 32 questionnaires from the respondents did not affect the representativeness of the sample, the Investigator has therefore decided not to pursue them any longer. Accordingly, the responses to the questionnaires that consisted of 102 (85%) urban and 38 (90.47%) rural Colleges as well as 120 (95.23%) urban and 90 (95.74%) rural School respondents were received. The data was tabulated as shown in Table V.

Table V **The number of responses received**

Type of	Colleges		Schools		Total
Institutions	UC	RC	US	RS	
Respondents					
Principals	17	6	20	15	58
Teachers	85	32	100	75	292

Total	102	38	120	90	350

The respondents to these Questionnaires have been classified into four groups to facilitate analysis. They were:

Group "UC" consisted of 102 respondents from the Urban Colleges.

Group "RC" consisted of 38 respondents from the Rural Colleges.

Group "US" consisted of 120 respondents from the Urban Schools

Group "RS" consisted of 90 respondents from the Rural Schools.

This method of analysis was used and at other times, the common views expressed by the majority as well as the minority of the respondents was also taken into consideration.

3. Tools

For the purpose of substantiating the available information at hand, Questionnaire and Interview Schedule were used as tools for collecting data from the different schools and colleges. Through a Questionnaire, a number of questions could be asked in a concised form and yet reached a large number of people in quite a short time. The Interview Schedule was used to meet key respondents and get responses in a detailed manner. Besides these two tools, various primary and secondary sources of information including relevant records and literature were also used.

(i) Development of Questionnaire

As there was no ready made Questionnaire suitable for the present study, the Investigator, making use of certain aspects related to the Development of Secondary and Higher Education, keeping in view the purpose of the study, drafted the Questionnaire.

However, before developing the Questionnaire, the Investigator, first gleaned all available information related to the study from books, documents, records, magazines, and journals on the subject. The Investigator identified the items of information and ventured to give shape to the Questionnaire that included items, viz., Historical Background, Resource, Administration, Academic Organisation, Financial Management, Problems and Remedial measures.

After the preliminary Questionnaire was compiled, the same was presented to the Supervisor for correction and verification to find out whether the language was clear enough, the sequence of the question in good psychological order and the length of the Questionnaire not tedious to the respondents.

Having taken into consideration all the corrections and suggestions, the Investigator, re-worked and rearranged the whole Questionnaire. Later, on receiving a clearance and approval from the Supervisor, the same was distributed to all the teachers of the Department of Education, North Eastern Hill University for their expert advice. The teachers took pain to read and offered their valuable comments and suggestions for its improvement. On the basis of their suggestions, the items were accordingly modified and later having received an approval from the Supervisor, the questionnaire was made ready for a try-out.

Try-out

To determine the suitability of the tool, the Questionnaires were first tried out and administered to three Arts, three Science and one Vocational stream teachers of a co-educational institution in the rural area of Ri-Bhoi district. The Questionnaires were also administered to three Arts, three Science and three Commerce teachers of a male school, and to three Arts and three Science teachers of a female Higher Secondary School, both in the urban area of East Khasi Hills District. Table VI clarifies the Try-out sample.

Table VI **Description of Sample for Try out**

Code Number	Types of Colleges / Schools	Location	Course	Male			Female			Grand Total		
				T	NT	Total	T	NT	Total	T	NT	Total
1.	Co-Ed.	Rural	Arts	-	2	2	1	-	1	1	2	3
			Science	1	1	2	1	-	1	2	1	3
			Vocational	-	1	1	-	-	-	-	1	1
2.	Male	Urban	Arts	1	1	2	1	1	2	2	2	4
			Science	1	1	2	1	1	2	2	2	4
			Commerce	1	1	2	1	1	2	2	2	4
3.	Female	Urban	Arts	-	-	-	2	1	3	2	1	3
			Science	-	-	-	1	2	3	1	2	3
		Total		4	7	11	8	6	14	12	13	25
		%		*16*	*28*	*44*	*32*	*24*	*56*	*48*	*52*	*100*

Note: T = Tribal; NT = Non Tribal.

When the responses were received, they were analysed, modified, and the present final form of the Questionnaire emerged. This modified tool used for the final data collection has been given in Appendix – I.

(ii) Development of Interview Schedule and try-out

The Investigator prepared an Interview Schedule to ascertain facts relating to the subject under investigation but in different areas not covered by the Questionnaire. The Interview Schedule had gone through the same procedure of correction and modification as the Questionnaire before it took its final shape. The interview method was adopted for the purpose and one of the Deputy Directors in charge of Higher Secondary Schools was interviewed. The final Interview Schedule consisted of 7 items covering the areas, viz., Planning, Curriculum Development and Curriculum Evaluation, Finance, Recognition and Withdrawal, Examinations and Evaluation, Training and Research and Problems. This tool was meant to collect the data from the officials at the Directorate, Inspectorate and Meghalaya Board of School Education, Meghalaya. A total number of 15 officials, 5 each from the Directorate, the

Inspectorate and Meghalaya Board of School Education were interviewed during the period of collecting the data. The justification for such officials was that they were the Key persons who dealt directly and had a thorough knowledge about the subject under investigation. For facilitating the analysis of the data, the respondents were classified into 3 groups. They were:

Group " D " consisted of 5 respondents from the officials at the Directorate.
Group " I " consisted of 5 respondents from the officials at the Inspectorate.
Group " M " consisted of 5 respondents from the officials at the Meghalaya Board of School Education.

Whenever possible, this method of analysis was used and at other times, the common views expressed by the majority as well as the minority of the respondents were taken into consideration. The responses were the feelings of all the respondents had, and they provided remarks, comments and suggestions that were incorporated in the study. The final Interview Schedule has been given as Appendix - II.

(iii) Government Records.

Relevant records, files, reports, information etc., maintained by the Directorate of Higher and Technical Education, Statistics maintained by the Directorate of Elementary and Mass Education, Statistical Hand-Books Meghalaya, published by the Directorate of Economics and Statistics, Government of Meghalaya were consulted. Meghalaya Board of School Education was also consulted for getting the examination results of the Higher Secondary School Leaving Certificate.

4. Procedure of Data Collection

The procedure for collecting data for the present study included: (a) Documentary Study, (b) Questionnaire, and (c) Interview Schedule.

(a) Documentary Study

The documentary study included the survey of relevant records and literature. For the purpose of the study, the following records were studied.

i) Books and journals.
ii) Plan Documents.
iii) Developmental Statistics.
iv) Magazines and Souvenirs.
v) Surveys, Annual Reports and Monthly News Bulletin.
vi) Chronicles.

(b) Questionnaire

The survey of records and literature were supplemented by the collection of Data through the Questionnaire and Interview Schedule. A survey of the Higher Secondary Schools and Colleges were made through the Questionnaire and the Interview Schedule. There were 69 Higher Secondary Schools and 46 Colleges that were under the control of the Meghalaya Board of School Education with regard to Class XI and XII in the State. To the whole population of 115 Higher Secondary Schools and Colleges under study, 382 Questionnaires were administered to the Headmasters/Principals and Teachers of the concerned Schools and Colleges.

The Data Collection for the study through the Questionnaire and Interview started on the 19th June 2002. To facilitate and speed up the process of Data collection, the Investigator had personally visited all the 7 District Headquarters and other Sub-Divisional Headquarters of the State where there were either Higher Secondary Schools or Colleges. A liberal amount of time was provided for them to complete the Questionnaire to be collected at a later date. The Investigator stayed on for a number of days as required in each of the Districts and collected the filled-up responses. As for the East Khasi Hills District, West Khasi Hills District and Ri-Bhoi district, the Investigator had re-visited these educational institutions for the collection of the same. There were institutions where a sixth or seventh time visits were needed and in quite a number of institutions a redistribution of the Questionnaire was necessary. However, it was indeed a source of encouragement as a number of the respondents were most co-operative and ready to share their ideas, views and valued experiences.

(c) Interview Schedule

And as for the administration of the Interview Schedule, the Investigator while giving a liberal amount of time to the respondents to fill up the Questionnaire, had gone to the offices and at times to the residences of the officials, seeking and fixing an appointment with the concerned would be interviewees. On the appointed day, the Investigator arrived at the Respondent's office in time. Rapport was first established before any question was asked. While the questions were being asked, the respondents were encouraged to elaborate any point they wished to make clear. Keeping in mind its limitation, the Investigator faithfully followed the steps involved in an interview. Most of the respondents volunteered additional information they had in hand. It took 8 months and a half to complete the collection of Data through the Questionnaire whereas a longer time was needed to complete the collection of data through the Interview Schedule.

The collection of documentary data, though done side by side with the collection of data through the Questionnaire and Interview Schedule, took a longer period of time.

5. Analysis of Data

The data, after collection, through documentary materials like official records, Statistical reports, magazine, Souvenirs, chronicles, books and journals and monthly news magazines were processed and organised in accordance with the outline laid down for the purpose at the time of developing a Research Plan. These were organised and presented in the fourth chapter which involved classification of data into different groups, viz., The study and its setting, prelude to the introduction of Higher Secondary Education, the works of the Christian and other Non-Christian missionaries, Initiatives of the Natives in Education, the response to Education, the impact of western Education on the people, the educational Structure and pattern, the Educational Administrative Machinery for the development of education, introduction of Higher Secondary Education in the State, Curriculum Development and Evaluation, Curriculum and syllabus for Higher Secondary (+2) stage of education, Schemes of studies, Resources: Human and material elements, Efforts at

Vocationalisation of Education, Implementation of vocationalisation of Education at +2 in Meghalaya, problems areas in implementation, suggestions for modification of the scheme, impact of +2 stage on the colleges, growth of Higher Secondary education, the establishment of affiliated colleges having + 2 level of Education, the establishment and upgradation of Higher Secondary Schools, problems of school education typical of Meghalaya, towards a better organisation, management and development, Development of Higher Secondary Education under the Five Year Plans, Emerging trends in Higher Secondary education and Conclusion.

The Fifth Chapter dealt with the Analysis of the Data collected through the Documentary study, Questionnaire and Interview Schedule. Percentage was used as a statistical technique for analyzing the data.

6. Chaptarization

Chapter I

The first chapter dealt with background to the study which highlighted the relevant issues, objectives of Higher Secondary Education, structure of the new pattern, merits and demerits of the new pattern, problems for its implementations, some suggestions, historical perspective of higher secondary education in North East region, plus two in Meghalaya, significance of the study, statement of the problems, description of the Key terms, objectives, scope and limitation of the study.

Chapter II

In Review of Related Literature, an attempt was made to review the available literature relevant to the present study, undertaken by various researchers in the country and abroad. Their research works and findings were recorded and faithfully presented in this chapter.

Chapter II

Chapter III dealt mainly with the methodology and procedure adopted in tackling the problem under study, such as population, sample, tools of research, procedure for data collection etc.,

Chapter IV

Chapter four dealt mainly with the study and its setting, prelude to the introduction of Higher secondary education, the works of the Christian and other non Christian missionaries, system of education, introduction of Higher Secondary Education in the State, Vocationalisation of education, impact of +2 stage on the colleges, Growth of Higher Secondary education, problems, towards a better organisation, development of Higher secondary education under the Five Year Plans and the emerging trends in Higher Secondary Education.

Chapter V

The Fifth Chapter presented the Analysis and Interpretation of the Data item-wise collected through the Documentary study, Questionnaire and Interview Schedule. Percentage was used as a statistical technique for analyzing the data.

Chapter VI

The Sixth Chapter was devoted to highlighting the findings, their educational implications, and suggestions for further improvement of Higher Secondary Education and suggestions for further research.

Chapter VII

Chapter VII provided a Summary that epitomized all the facts and major findings of the study in the preceding chapters.

CHAPTER IV

HIGHER SECONDARY EDUCATION IN MEGHALAYA: A HISTORICAL PERSPECTIVE

The Path to Statehood

In May 1969, a Conference of members from the Assam Cabinet, the APHLC (All Party Hill Leaders Conference) and the Home Ministry was held at New Delhi to discuss the draft Bill towards the Re-organisation of Assam. The Minister of State for Home Affairs on the 15th December 1969, introduced the Assam Re-organisation Bill for the formation of an Autonomous State of Meghalaya within Assam. The Bill was approved, passed and adopted by both the Lok Sabha and the Raja Sabha on the 24th December 1969, of the same day. On the 20th March, 1970, the APHLC elected the members of the 38 member provisional assembly and a shadow Government was evolved on March 1970 with the APHLC as a dominant party in the provisional legislative set-up. A few Congress and nominated members were associated whereas the HSPDP (Hill State People's Democratic Party) boycotted the election and refused to participate in the proceeding as for them the Assembly was of a provisional nature.[1]

The inauguration of the autonomous State of Meghalaya was held on April 2, 1970,[2] a day memorable to the Garos, Khasis and Jaintias for on that day the long felt need for a State of their own was partially realized.[3] The then Prime Minister Mrs. Indira Gandhi conveyed the feelings of the government and the people of India to the people of Meghalaya on this auspicious day and remarked that "the inauguration of Meghalaya was another example of Democracy taking firm roots in the country and showed how difficult problems could be evolved through mutual understanding and good will."[4]

When in 1970, the Union Government has announced its decision to grant Statehood to Manipur and Tripura, agitations for full Statehood in Meghalaya were mounting up at full swing. The Union Government, in fact, already examined the case and then reached a decision to give a final Reorganization of Meghalaya into a full State.

On the 10th November 1970, the then Prime Minister Mrs. Indira Gandhi addressed in the Parliament that Meghalaya had come into existence with the good will of all sections of the house.[5] She expected that the proposal for full statehood to be conferred upon Meghalaya would be welcomed by the house.

So as expected, the North East Re-organisation Act of 1971 introduced in the Lok Sabha was passed on the 22nd December 1971. The Act regularized the Re-organisation of the region into 5 States – Assam, Manipur, Meghalaya, Nagaland, Tripura and two Union Territories of Mizoram and Arunachal Pradesh. Then finally amidst cheers and jubilant joy, Mrs. Indira Gandhi declared and inaugurated Meghalaya, a State of the Union Territory on the 21st January 1972.[6]

Meghalaya originally comprised two districts and three subdivisions. The total area of the State is 22,429 square Kilometers. After the attainment of full Statehood in 1972, in order to accelerate the pace of development and to bring the administration closer to the people, the State has now been reorganized into 7 Districts[7] and 8 Sub-Divisions. For an all round development of the rural areas the whole State was now covered by 32 Community Development Blocks.

The Study and its Setting

Meghalaya, "the abode of clouds", became a full-fledged State on January 21, 1972. It is bounded on the north by Goalpara, Kamrup, Nagoan and Karbi Anglong districts of Assam, and on the east by the districts of Cachar and North Cachar hills, also of the State of Assam. On the south and west is bounded by Bangladesh.[8] It is located in the north eastern India which lies between 20^0 1' North to 26^0 5' North Latitude and 89^0 49' East to 92^0 52' East Longitude.

According to the 2001 Census, Meghalaya had a population of 23,06,069 of which 11,67,840 were males and 11,38,229 were females. In 1991 Census, its population was 17,74,778. There was an absolute increase of 5,31,291 persons in 2001. The population as on the reference date in the whole country was 1,02,70,15,247 persons. It is seen that 0.22 per cent of India's population was in Meghalaya. The density per square kilometer in the State was 103 in 2001 as against a figure of 79 in 1991. The district-wise population break-up was as follows:

	District	Headquarters	Area	Population
1.	East Khasi Hills District	Shillong	2748 Sq.km	6,60,994
2.	Ri Bhoi District	Nongpoh	2448 Sq.km	1,92,795
3.	West Khasi Hills District	Nongstoin	5247 Sq.km	2,94,115
4.	East Garo Hills District	Williamnagar	2603 Sq.km	2,47,555
5.	West Garo Hills District	Tura	3174 Sq.km	5,15,813
6.	South Garo Hills District	Baghmara	1850 Sq.km	99,105
7.	Jaintia Hills District	Jowai	3819 Sq.km	2,95,692
			22,429 Sq.km	23,06,069

After 1991 Census, Ri-Bhoi Civil Sub-Division of East Khasi Hills District was upgraded into full fledged District vide government Notification N. HPL. 139/89 /109 dated 4.6.1992. The Baghmara Civil Sub-Division of west Garo Hills District was also upgraded into a full fledged District with name South Garo Hills vide Government Notification No. HPL. 2756/84/141 dated 18.6.1992. Two additional Community & Rural Development Blocks, one each in West Garo Hills and West Khasi Hills District were created vide Government Notifications No. CDD. 4.232/89/ Pt/140, dated 7.11.1992 and No CDD.232/ 89/Pt/145, dated 7.11.1992 respectively. Moreover, four new towns have come up in the state after 1991 Census. The Government of Meghalaya issued a Notification No. GAD–141/99/19, dated 12.1.2001 stating that the Boundaries, Police Stations, Development Blocks, etc., within the State of Meghalaya stand frozen with effect from 1.1.2000, as such, during

Census of India 2001, there were 7 Districts, 8 Sub-Divisions, 32 C. D. Blocks in the State.[9]

Meghalaya is the homeland of the three of India's ancient hill tribes – the Khasis, the Jaintias and the Garos.[10] The Garos originally migrated from Tibet. They belonged to the Tibeto-Chinese family of Tibeto-Burman sub-family of the Bodo-group. The Khasis and Jaintias belong to the Mon-Khmer, Austro-Asiatic family that was supposed to have its original home in Indo-China and they settled in Assam valley during their westward migration through Patkai route before finally settling down in the present hills.[11] The Garos lived in Garo hills or western Meghalaya whereas the Khasis and the Jaintias were the inhabitants of Khasi and Jaintia hills or central and eastern Meghalaya respectively. One of the main features of the Khasi, Jaintia and Garo society was its matrilineal social structure.[12] The Khasis, the Garos and the Jaintias did have their own moral, religious, civil, criminal and penal laws which governed and regulated their daily life as a society. The principal languages of Meghalaya were Khasi, Garo with English as the official language of the State.

Besides the Khasis, the Jaintias and the Garos, members of other communities like the Assamese, Bengalese, Marwaris, Biharis, Malayalees and probably representatives of other communities of India are found in Meghalaya.[13] The total population according to the census 2001 was 23,06,069 of which 19,92,862 were Schedule Tribes; 11,139 Schedule Castes and 3,02,068 were others.[14]

Meghalaya is basically an agricultural State with about 80 per cent of its total population depending entirely on agriculture and allied activities for its livelihood. But the potential for agricultural expansion is limited due to hilly terrain. The State is rich in natural resources like Coal, Limestone, Sillimanite etc., but they have not been properly explored, tapped and assessed due to lack of proper survey and difficult topography of the land. The State so far is not industrially developed.[15] Hence the pace of economic development is slow but gradual.

The foundation of modern education in the State was laid by the Christian Missionaries in the 19th Century, notably the Welsh Presbyterian Mission from 1841

in the Khasi and Jaintia Hills and the American Baptist Mission in Garo Hills from 1873. The percentage of literacy in Meghalaya during the 2001 census, was 63.31.[16] A knowledge about the basic facts about Meghalaya and its people will help one to understand how the impact of western education has affected much the lives and customs of the people. This has brought about a radical change from a society that lives in ignorance to a society that was bound to make progress educationally.

Prelude to the introduction of Higher Secondary Education

For nearly two centuries, India was under the rule of the British. Before the introduction on western lines into India, instruction was confined to a very small portion of the population. As more and more Europeans came to settle in the country in the centres from which their trade was organized, the need arose for schools for their children, most of whom were, owing to intermarriage, Anglo-Indians.

The Company sent missionaries who in order to educate the Anglo–Indian children, born of the Company's soldiers and their Indian wives started charity schools in Madras (1715), Calcutta (1720) and Bombay in 1919. The Company assisted these schools in various ways.

The real pioneers of western education in India, however, were the Christian missionaries. The Portuguese Roman Catholic Missionaries began this policy at Goa and Ceylon in the seventeenth century.[17] The Christian missionary efforts began later in North India. In 1793, William Carey came to Serampore and soon the Baptist Mission he was the leader had large number of children in the schools. At Serampore under the guidance of such men as Carey, Ward and Marshman there were some schools of the higher grade with a wider curriculum. The period saw the promotion of European literatures and science among the people of India.

While the rest of India boasted of full grown avenues of education, education in this area in the last century was just a young seedling.[18] Though Assam came under the British supremacy in 1926, the region remained isolated from the rest of the country and outside influence was very insignificant. The hostile geographical

isolation of the region was the main reason that "deterred even the most well-intentioned educationists"[19] from venturing into this land. The people who lived in these areas had no access to education which resulted in economic, social and educational imbalances in the region.

The American Baptist Missionaries received encouragement from the Government to concentrate their effort in educating people of Goalpara and the Brahmaputra Valley. The officials of the Government and the missionaries remained in the region as the 'deliverers' of the simple and backward people.[20]

Before the coming of the Christian Missionaries there was no school in Khasi and Jaintia Hills District. However, the people were exposed to some kind of ritualistic education and the technical education could be identified in their socio-economic structure. Every home was an informal school where the children were taught moral, physical, technical and spiritual education through folksongs, pastoral melodies, proverbs, maxims, and incantations. Such education was carried on from one generation to another by words of mouth only.[21]

In Garo hills District, before the coming of the missionaries, oral education which consisted of music, fold dance, songs and participation on social activities was present. According to the Garo customs, adolescent bachelors clubbed together in the night at Bachelor's dormitories known as Nokpante. The Nokpante serves as an institution for imparting training in many useful arts, culture and discipline.[22]

The hilly mountainous regions of the Garo, Khasi and Jaintia Hills were unfortunate as the British Government paid no attention at all and did not take any step to develop the area. The outcome of it all was that the local people who lived in these hills were in the shadow of darkness with respect to formal education.

It was at such a period and in such an unfavourable conditions and scenario that the foreign Christian Missionaries of happy memory ventured to come into these hills. It was only with their coming that formal education took its proper roots in Meghalaya. In fact, the foundation of education in Meghalaya was laid by the

Christian Missions, notably the Welsh Presbyterian Mission from 1841in the Khasi and Jaintia hills and the American Baptist Mission in the Garo Hills from 1873. Later, other missions followed. In 1890, the Roman Catholic Mission started its work in the district and have left a prominent impression of dedicated and enlightened contribution to the cause of education. The different Missions worked tirelessly and dramatically in less than a hundred years were able to change the face of the region leading to an emergence of the modern Khasi-Garo-Jaintia Society. In 1924, the Ramakrishna Mission concentrated its effort mainly in the rural areas of southern Khasi Hills where they have set up a number of schools including a Higher Secondary School at Cherrapunjee. Towards the close of the nineteenth century, in 1921, the natives Khasis started setting up educational institutions after realizing the impact of education imparted by the missionaries. The Government's effort in the field of education came up much later. The following paragraphs briefly describe the missionary educational efforts of the different Missions in Meghalaya.

The Work of the Christian Missionaries in Khasi - Jaintia Hills

The Christian missionaries considered these hill areas of north East India their field of work. They played an important role in the development of education among the people in these areas. Though in the beginning the missionaries were exclusively engaged in evangelical work, yet from practical experience they felt the necessity of starting school. The missionaries turned toward education because of the following reasons : First the early converts came from the lowest rung of the society and education was needed for their social, cultural and economic improvement. Secondly, through their schools the missionaries would get wider scope to come into contact with the indigenous people and that would afford better opportunity for conversion. It was from these convictions the missionaries came into the field of education.[23]

The contribution of the missionaries in the field of education in Meghalaya is commendable. Had it not been for their educational efforts, the Khasis and other hill people of the North Eastern India would not have attained the degree of literacy as it is today. The following were the various Christian mission organisations:

a) The Methodist Missionaries

The Khasis' first contact with Christianity dated back to 1813 when Krishna Chandra Pal, a Bengali Christian convert of the illustrious William Carey the founder of the Serampore Missions, started missionary activities among the hill tribes of Assam.[24] "When the Charter Act of 1813 opened British India to missionary activity, William Carey's Baptist Mission at Serampore sent Krishna Pal its first Indian convert to Sylhet. The farther Mr. Pal could go into the hills was Pandua where he is said to have converted two native Khasis U Duwan and U Anna to Christianity".[25] At that time, the Khasis had no script of their own. So William Carey translated the New Testament of the Bible into Khasi using the Bengali script and it was published in 1824.[26] K. C. Pal was probably the first Protestant missionary who open an apostolic mission in the Khasi Hills in order to spread the message of the Gospels. He set up a mission camp at Mawsmai but failed to arouse much interest among the people.[27]

In the 1832, William Carey from Serampore sent Alexander B.Lish to succeed Mr. Pal as head of the mission.[28] He established three schools, one at Cherrapunjee and the others at Mawsmai and Mawmluh. But his activities came almost to a standstill in 1833 on account of the simmering opposition which he encountered from the Khasis. Later on he took a few Khasis to Calcutta to be witnesses at his ordination in 1833 at Lal Bazar Chapel. The Khasis returned with their hearts aglow with enthusiasm. They became in this process the first agents of urbanization among the Khasis. Then with the amalgamation of the Serampore Mission with the Baptist Mission Society the missionary work in the Khasi Hills was closed down and abandoned in 1837.[29]

b) The Welsh Presbyterian Missionaries

The Welsh Presbyterian Missionaries begun their work of education in these hills with the arrival of Rev. Thomas Jones and his wife in Cherrapunjee on the 22nd June 1841.[30] He quickly learned the Khasi language with the help of U Duwan Rai and U Jungkha, Mr. Alexander B. Lish's pupils. During that time there was the

controversy over the medium of instruction whether it should be in Bengali alphabet as advocated by Mr. Allen and Mr. Robinson on the one hand or the Roman alphabet as advocated by Rev. Thomas Jones, Mr. Lewis and General Showers on the other hand. The Lieutenant Governor Cecil Beadon made the Government, policy clear over the controversy of the medium of instruction in the schools when he added that he, "doubted the expediency of giving instructions to the Cossyahs otherwise than in their own language and in English."[31] Rev. Thomas Jones then put down the language to Roman alphabet and in no time could communicate the Gospel in the language of the natives by word of mouth and through his writings.[32] Rev. Thomas Jones opened 3 schools at Sohra, Mawmluh and Mawsmai in 1842. He prepared the *"First Khasi Reader"* and a translation of the *"Mother's Gift"* for the use of the children in these schools. The two little books printed as early as 1842 were rightly regarded as the beginning of the Khasi literature.[33]

On the 22nd January 1843, another couple Rev. William Lewis and his wife, joined Rev. Thomas Jones and his wife in their missionary work.[34] Rev. Lewis and his wife were put in charge of the education of the Khasi children while Rev. Thomas Jones was preoccupied with the translation of the New Testament into Khasi. The missionaries had a gigantic work at hand as the people and the children were unappreciative of education. The children were not accustomed to sit for long hours in class. Attendance was poor and irregular as the children were required to perform various household chores and wander around the village. Girls' education was a more difficult proposition because of certain superstition causing barrenness in the girls who touch books and thus lead to the extinction of the class.[35]

The missionaries continued their work and in 1851, they established new schools one at Nongsawlia and the other at Shella. By the end of 1851, there were 5 schools in Khasi Hills with about 150 to 200 students. In 1854, on the recommendation of A. J. Mills, the British Government under the Governor General Dalhousie, to show that it was not against education among the Khasis, gave financial assistance of Rs.50/- per month. With this help the mission could set up a school at Jowai in 1854. By the close of 1857, the mission schools numbered 16 with 240

students of which 204 were boys and 36 were girls. In 1859, the second school in Jaintia Hills was opened at Lamin.[36] The Government increased its educational grant from Rs. 50/- to Rs. 500/- per month in 1861. With this financial assistance, the work of the missionaries continued and by 1866, the number of schools rose to 65 and a total number of 2000 students attending these schools.[37]

In 1887, a high school known as the Shillong Welsh Presbyterian High School was set up in Shillong and another at Laitumkhrah, known as Laitumkhrah Presbyterian High School. Realising the need for institution of higher education, the Government started the Shillong Government High School in 1878. In 1891, the Welsh Mission opened a second high school at Shillong which amalgamated with the Government High School. The Government bore the financial burden whereas the mission had the right of nominating the headmasters.

c) The Anglican Missionaries

The Anglican Church or Church of England started by King Henry VIII, commenced its work in the Khasi Hills in 1869 mostly to minister to the spiritual needs of the British Community.[38] In 1874, they started building the Church which was blessed and dedicated to All Saints in 1877. The missionaries opened schools at Jowai, Nongbah and the Pine Mount School at Shillong. The All Saints' High School is one of their premier educational institutions in the State.

d) The Catholic Missionaries

In Khasi and Jaintia Hills, the work of the Welsh Mission was augmented by that of the German Salvatorians who first opened a Roman Catholic Mission at Shillong in 1890. The German Salvatorian priests, brothers and nuns were full of zeal and their work of spreading the Good News was truly admirable. Their centres in Shillong, Cherrapunjee, Laitkynsew were real bulwarks of faith. St. Anthony's primary school in Shillong saw the light of day in 1901. Fr. Ignatius Bethan wrote that, 'our school is full of children, eager to learn'.[39] An industrial school was also established in 1901.

Some Salvatorian Fathers who were experienced in dentistry, carpentry, shoe-making and mechanics would instruct the Khasi lads in their arts. Besides the industrial school, the missionaries fostered agricultural school as well. An experimental farm was conducted at Umlyngka,[40] the profit of which supported the orphans of St. Anthony's school. The missionaries did commendable work but unfortunately, at the outbreak of the World War in 1914, they had to leave Assam.

The Propaganda Fide in 1905 insisted on the need for opening a school for girls in Shillong.[41] So on 8th May 1909, five Loreto Sisters started class with 23 day scholars and 3 boarders. Since then the Senior Cambridge School has always been one of the leading schools of the State.

The Sisters of Our Lady of the Mission RNDM have been working in Assam since the time of the Salvatorians from Kindergarten to College. In Shillong, they set up a primary school in 1915 known as St.Mary's School. It developed into a high school and college catering through the years for the educational needs of thousands of girls in the State. The same sisters run efficient schools and other centres even in remote areas.[42]

On February 28, 1916, the Irish Christian Brothers opened St.Edmund's School, Shillong. The school opened its door to admit 3 students and in a few days this increases to 31 boarders and 11 day scholars. The staff consisted of Brothers Luke Aherne, O'Brien, Howlen McCormack and McGee.[43]

The first group of the Salesians under the direction of Fr.Louis Matthias SDB, took charge of the Assam Mission in January 1922 and are working till date. Education was their first aim and they did that with outstanding success. Today most of their schools like the St.Anthony's Higher Secondary School (1932), Shillong; St. Mary's Higher Secondary School (1937), Shillong; St. John Bosco Higher Secondary School (1964), Cherrapunjee; St. Anthony's Higher Secondary School (1968), Pynursla; St. Paul's Higher Secondary School (1972), Marbisu; Good Shepherd High

School (1982), Jongksha in the Khasi Hills; St. Peter's Higher Secondary School (1979), Nongstoin; Nativity Higher Secondary School (1982), Mawkyrwat; St. Thomas Higher Secondary School (1999), Mairang in the West Khasi Hills; the Marian Hill High School (1961), Jowai; St.Dominic Higher Secondary School (1981), Mawkyndeng; the Holy Family Higher Secondary School (1982), Khliehriat in the Jaintia Hills, and St. Paul's Secondary School (1972), Nongpoh; St. Michael's Higher Secondary School (1995), Umsning; Little Flower Higher Secondary School (1985), Mawbri in the Ri-Bhoi District[44] make progress and were unique in the sense that they have a high level of education we may say comparable with national standard.

e) Seventh Day Adventist Missionaries

The American Seventh Day Adventist Missionaries had also made contribution toward the development of education by setting up the Seventh Day Training School, now known as North East Seventh Day Adventist College at Thadlaskein near Jowai in 1942. Here many students were trained in poultry, dairy or carpentry. Another school was also started at Laitumkhrah, Shillong name Brookside School[45] and in the course of the years it was upgraded to a High School.

Besides these, there are other missionary churches who have done remarkably well in setting up and maintaining schools.

David Scott's attempt to educate the Garos

In 1812, David Scott was appointed the Judge and Magistrate of Rangpur. He has been deeply involved in the Garo affairs and their relations with the neighbouring zamindars. In 1816, he was subsequently deputed to deal with the troubles on the Garo frontiers. In spite of heavy official duties, Scott attempted to remove the utter backwardness among the Garos by introducing education and Christianity. On June 5, 1826, he wrote to H. Shakespeare, Secretary to Government of India, suggesting a government school at Singimari.[46] So on July 1928, a government school was opened in Singimari, a village situated at the western extremity of the Garo Hills district with James Fermine as its Headmaster.[47]

In 1847, a government school under the care of Kanor Jenkins was started at Goalpara with a view to educate the Garos.[48] But the school did attract only thirteen Garo boys. Another school was opened at Rongjuli in 1856, with Ramke W.Momin as the teacher who taught only for a year as he had to go to Gauhati to further his studies. Later he came back to open the Damra school in 1864.[49]

The Educational activities of the Christian Missionaries in Garo Hills

Apart from the Government school, the Christian Missionaries who arrived in Garo Hills opened their own schools to meet the demand of the Garo children at the Mission Station.

a) The American Baptist Missionaries

The first American Baptist Missionaries designated to work among the Garos were Dr. & Mrs. J. Stoddard on 3rd October 1867.[50] In response to the growing demands for education, Mrs. Stoddard opened a school with 10 children. The school however had to be closed due to her ill health. On January 15, 1872, Rev. and Mrs. Keith the second missionaries designated to work among the Garos arrived at Goalpara.[51] In 1874, Mrs. Keith opened a boarding school for the Garos. In the school they taught both Garo and Bengali with regular subjects and principles of Christianity. The school however run only for a year because of Mrs. Keith's ill health.

In 1872, there was one normal school and 143 village schools in the Garo Hills. Captain W. J. Williamson the first Deputy Commissioner of Garo Hills personally visited in January 1873, the schools at Nibari, Rajasimla, Rongjuli and Damra where he found 13, 26, 34 and 24 students respectively. In 1873, Government schools were established at Cossaigoan, Rewak and Kabulpara. In September 1875, Rev. Philips and Mason visited Tura, selected a site for the mission compound, purchased some materials for a house and stayed on in Tura. In 1874-75, there were only 457 children at schools but by the end of 1876 there were 9 schools in the Garo

Hills run by the American Baptist Mission and the other 9 were under the control of the Deputy Commissioner.

The headquarters of the Mission continued to be at Goalpara from 1867 till 1877 when it was shifted to Tura[52] and remained till today the centre of educational programmes. In 1877, the Mission opened another school at Derek and at the close of 1886 there were 44 schools with 766 pupils. In 1895, the Government has instituted 6 L. P. scholarships for Garo pupils not exceeding 14 years of age to be awarded at a Government examination.[53] There were no Secondary Schools yet but in 1902-03, there were Upper Primary and 86 Lower Primary Schools. In addition to these, there was one station normal school at Tura in which Garos were trained to serve as teachers.[54] In 1903-04, there were altogether 94 Primary schools and one training school in Garo Hills. In 1907-08, the Mission maintained a Middle school at Tura itself and two Upper Primary and 77 Lower Primary schools. The number of pupils has risen to 2395. In 1917, there were 79 Government schools and 71 Mission schools in Garo Hills.[55]

Up to 1920, there was only one Middle School at Tura for the whole of Garo Hills. Many children discontinue their studies after the Middle School because hardly a few could afford to send their children for high schools in Jorhat, Goarpara, Shillong or Calcutta.

Being aware of the importance of higher education for better future of the young people in the Garo Hills, the leaders approach and requested mainly the Christian missionaries to start a high school at Tura. The American Baptist Mission Society expressed its regret in the matter of financial assistance, to the project at Tura and it was now left to the Garo Baptist Convention to shoulder the entire responsibility all by itself. In the 55th Annual Session held at Nidanpur on February 6-10, 1929, Mr. Ramsing Sangma reported on the decision of the committee to open a high school at Tura, and the collection so far made which amounted to Rs. 418.70 was entrusted to Miss Charlotte Augusts Wright the treasurer of the school. The general meeting of all the Christian leaders of Tura on 10-12 October 1932, discussed and drew up a detailed programme for a high school at Tura. So on the 23rd march 1934,

the Garo High School at Tura finally came into existence serving the urgent educational need of the Garo children.

b) The Catholic Missionaries

A few Garos living in the eastern parts of Garo Hills came into contact with the Fathers and Evangelists of the Ranikong Roman Catholic Mission of Bangladesh in early 30s of this Century. But they would not start a mission there due to some reason. As early as 1931, Fr. Lev Piasseski, Fr. Marmal and Fr. Vincent of Assam, Gauhati Catholic Mission began to visit Garo Hills and succeeded in establishing the first school at Chotcholja in 1932. In 1938, one L.P. school was opened in Tura with 40 boys admitted to the school.[56] This was raised to the level of a Middle School in 1957 and to a Don Bosco High School, Tura in 1964, and College in 1987.

The Roman Catholic Mission a relatively late-comer did some pioneering work in the field of education. The Bagmara school was established in 1954; the Dalu High School in 1959;the Rongjeng High School in 1971[57] and the Chockpot High school in 1972. The Selsela, Trikikillla and Resubelpara schools were opened in 1973. To cater to the educational needs of the girls, the Sisters of the Society of Christ Jesus (S. C. J.) opened the St. Xavier Girls' High School, Tura, in 1952. Today the missionaries are expanding their missionary activities in a much faster rate than ever and their educational activities are also expanding by leap and bounds.

c) Seventh Day Adventist Missionaries

The next foreign Missionaries who came to the Garo Hills were the Seventh Day Adventist Missionaries. Mr. P. K. Ghaya, a gentleman from Bengal was the pioneer of the Mission who came to the Garo Hills in 1954. He established a school and church at Rajasimla.

Initiative of the Natives in Education

Although the foundation of modern education in the State was laid by the Christian missionaries in the 19th Century,[58] a number of local persons played a significant role in setting up and maintenance of schools. One such person of the soil

was Babu Jeebon Roy, a man of capacity , full of good intention for the educational upliftment of his own people,[59] the Khasis.

U Babu Jeebon Roy, the son of U Ram Singh Rani was born in Sohra in 1838.[60] He held a distinguished career as a Senior Extra Assistant Commissioner and remained in that position up to his retirement in 1895. He was the first brilliant educationist who advocated unsectarian liberal education and sought to upgrade the system of instruction in his school. As early as 1875, he started correspondence with the Provincial Government, urging upon the necessity to have a Government High School in Shillong. Failing to get an appropriate reply, Babu Jeebon Roy turned to the Presbyterian Mission and urged Jarman Jones to explore ways and means for upgrading the minor school, but the proposal was rejected.[61]

Since the Government and the Mission were not favourable, he started his own first ever Shillong Zillah High School with 50 pupils at the site which is now occupied by the Telegraph and Telephone Exchange of Shillong, on the 2nd. September 1878. The school evidently followed the course prescribed by the Calcutta University. The opening of this school marked the beginning of formal English education in Shillong. Later the school amalgamated with the Government School and is now known as the Shillong Government High School. In 1892, he started another Mawkhar Bengali School for the Khasi pupils now known as the Khasi Jaintia Presbyterian Girls' High School.

Babu Jeebon Roy was proud to witness the first fruit of the school he founded in the person of his own son, U Sib Charan Roy who in 1880 became the first of all the Khasi lads to have passed the Entrance Examination[62] held at the Sylhet Examination Centre.

Literature and textbooks at that time were inadequate and few in number. So to improve upon these, he produced a number of original works in Khasi and translated some English and Bengali books into the Khasi vernacular. To facilitate this work, he started his own Ri Khasi Printing Press at Umsohsun, Shillong.[63] The

following were some of his works: i) Ka Niam Khasi, 1897; ii) Hitopedesha. Parts 1 – IV, 1898;[64] iii) A Text books for beginners, 1899;[65] iv) Ramayana, 1900; v) Ka Kitab Shaphang Uwei U Blei, 1900; vi) Three Basic Primers, 1899–1900; vii) History of India, 1900; viii) Ka Kitab Chaitanya, 1900;[66] ix) Buddha Deb Charitha, 1901.

Besides Babu Jeebon Roy, other distinguished educationists like U Joel Gatphoh introduced the Khawkham Scheme for supporting schools. U Nisor Singh acknowledged the importance of Khasi language as a medium of instruction at the Primary and Middle School level. He produced works entitled, "*Hints on the Study of Khasi Language*", *"English-Khasi Dictionary"* and *"Khasi-English Dictionary"* in 1903. U Mondon Bareh, Mr. Ramke Momin, Mr. Jobang D. Marak, Prof. R. P. Thomas and others all played their role and contributed much towards the development of education among their own countrymen.

Seng Khasi Movement

The modern changes and progress of Christianity however, before long, was considered as a challenge to the traditional culture and engendered a feeling that in not too distant a future, the indigenous religious tradition might get totally extinct. A section of the Khasi intellectuals felt the necessity to organize themselves to preserve their ancient religious belief and seriously think of inspiring the people with pride for their own heritage. This awakening found its expression through a literary movement initiated by Babu Jebon Roy (1838). So the Seng Khasi, a socio-cultural organization of those Khasis who continued to adhere to the traditional Khasi religion was established on the 23rd November 1899.[67]

The Seng Khasi dissatisfied with the kind of education carried out by the Christian missionary schools, started its own "Seng Khasi Free Morning School" on the 20th, May 1921 at Mawkhar[68] which upheld the Khasi tradition, culture and standard. Later it was upgraded to a High School in 1961 and College in 1973.

The contribution of the Ramakrishna Mission

The Ramakrishna Mission, a world wide religious and philanthropic organisation was founded on May 1st, 1897 by Swami Vivekananda, the great saint of modern India. Swami Prabhanandaji was the first Ramakrishna monk who arrived in Khasi Hills in a small village Shella in 1924, to see how he could serve the Khasi people and save their cultural heritage from the clutches of foreign forces under the British rule.[69]

The Ramakrishna Mission that begun its work in the Khasi Hills in 1924, is the most successful among the Indian Missions. They started an Ashram and a school at Shella for the children in the day and for the adult in the evening, in the Brahma Samaj house. Next year it was upgraded to the M. E. standard and the teachers were appointed from Sylhet. The school grew in popularity and attracted students from distant villages. On the requests of the Khasis of the area, another school was started at Nongwar in 1928. Similar requests were received from other villages, but the problem of finance stood on the way of expansion. However, some boys and girls of the Shella area were sent by the Mission for higher education in Calcutta and Sylhet. In 1933, Elio Kissor Roy, a Khasi merchant of Cherrapunji, asked the Mission for starting a school there and the Syiem of Sohra offered a plot of land for mission–cum-school in Khlieh Shnong[70] that marked the beginning of Ramakrishna Mission at Cherrapunji.

Today, the Ramakrishna Mission runs a number of schools and dispensaries in different parts of the Khasi Hills. The Ramakrishna Higher Secondary School in Cherrapunji is a noted seat of learning in the region and a number of illustrious Khasis are products of this Institution.

The Contribution of the Brahma Samaj

The movement of Brahmo Samaj in Bengal had for sometime received the magnitude of a social revolution and the impact was felt in the southern Khasi Hills bordering Bangladesh. Three Khasis of Shella wrote a letter to Brahmo Samaj in Calcutta to send a missionary among them. In response, the Sadharan Brahmo Samaj send Nilmani Chakravarty as the permanent representative to the Khasis Hills in 1870

who worked among the Khasis for about fifty years.[71] The Adi Brahmo Samaj also had their representative in the person of Prananna Kumar Majumdar at Laban. The two Acharyas succeeded in initiating a large number of Khasis to the Brahmo Faith. The Adi Brahmo Samaj was mainly engaged in and around Shillong. Hemanta Kumari wife of Raj Chandra Ch. Chaudhari established the first Mahila Samity for moral and spiritual improvement in 1887 in Jail Road. Two schools were also opened at Laban and Jail Road with Nanghar and Hemanta Kumari as the two secretaries respectively.[72]

The Sadharan Brahmo Samaj did commendable work in the southern Khasi Hills by establishing schools at Mawsmai, Upper Cherrapunji, Mawlong, Laitkynsew and Nongkhlaw areas.

The Contribution of the Government

Prior to the British period, indigenous "education" in its broadest sense, was prevalent among the Garos, Khasis and Jaintias. The Government did not take keen interest in setting up and maintenance of schools. Towards the end of 1826, the British Government started a school in Singmari[73] in Garo Hills, but the project failed. Another attempt was made two years later but met with the same fate. Then another British officer established a school which carried on for several years, but seemingly with small success.[74] In 1906, Government manifested further interest by placing the Middle English School at Tura on a grant-in-aid basis and by the appointment of a Deputy Inspector of Schools to supervise the educational affairs of the District. The educational work in Garo Hills seems to have been one of irregular fluctuation and development. One major problems appears to have been the transitory nature of the village, which shifted from site to site along with the shifting cultivation and the fact that large villages broke up into hamlets. Even if the site of the parent village remain unaltered, yet the fact that a considerable proportion of the villagers lived in fields for several months would affect the schooling of minors.[75]

A British Government Officer's report for 1864–65 on education in the Khasi and Jaintia Hills showed that the schools were entirely under the management and

control of the Welsh Presbyterian Mission who had 50 schools. In 1867, the Government of India sanctioned the establishment of a Normal School in the Khasi and Jaintia Hills at Cherrapunjee for training of teachers for the schools in these hills. In 1892, it was reported that the Normal school prepared teachers for the Primary and Middle Schools. In 1899, the Government decided to amalgamate the Normal School section of the Cherrapunjee school with the Government and Mission High school of Shillong.[76]

The Response to Education

The people of these hill areas responded favourably to the education brought by the different types of missionaries. The response to education was indeed very impressive because, "of the hill tribes in the North East India, the Khasis and Jaintias were the first to receive and benefit from education".[77]

Long before the establishment of colleges, students who wanted to pursue higher studies had to proceed to Calcutta. Mentioned may be made of persons like U Sib Charan Roy and his brother U Chandranath Roy, sons of U Jeebon Roy who had both gone to Calcutta to further their studies. They both returned without degrees but were exposed to a wider culture to take up business and journalism. U Solomon Blah and U Dohory Ropmay were the first graduates of Calcutta University to have taken their degree in 1898.[78] The two brothers from Shella, U James Joy Mohon Nichols Roy and U Roy Rowland Thomas both completed their studies at Calcutta to become Church Minister and the other a repute University teacher. The latter received the coveted Prem Chand Roy Chand award in 1920. U Homiwell Lyngdoh was the first Khasi Medical Doctor who received his licentiate in medicine and surgery from the Calcutta University in 1903. U B. M. Pugh was the first Khasi graduate in Agriculture. He obtained his B.Sc. Degree from the Calcutta University in 1921.

U Jeebon Roy played a vital role in establishing the Shillong High School in 1888 and patronized the formation of Seng Khasi, a socio-educational and cultural organisation which still plays its part in preserving the Khasi dance, art and music.[79] U Joel Gatphoh, himself an educationist introduced the *'Khaw Kham Scheme'* for

supporting schools. U Nisor Singh was sent to pursue higher study in Calcutta in 1890. He later became the Deputy Inspector of Schools in the Garo Hills. U Mondon Bareh served as the Deputy Inspector of schools till his death in 1932. Prof. R. R. Thomas was the first Khasi Inspector of Schools. Dr. Orlando Lyngdoh, a medical graduate became the Director of Health Services in Meghalaya and Dr. Erasmus Lyngdoh was an eminent person in the field of medicine.

Among the women, Ka Annamon Tham[80] was the first Khasi lady to pass the first Arts Examination or I. A. from the whole of Assam and Ka Enola Khain, a student of the Welsh Mission Girls' High School, Shillong, was the first Khasi lady to have passed B.A. Ka Kelolida Kharsati was the first Khasi lady science graduate who passed in 1931[81] and Ka Mavis Dunn was the first Khasi woman law graduate who became a minister in the Government of Assam. Ka Silverin Swer was the first Khasi lady to hold an important post of State Commissioner of the Guide movement.

The Garos who had liberal scholarships to pursue studies in Calcutta, Serampore, Guwahati, Goalpara and Dibrugarh responded favourably to the education. Among them who had an impact in learning was Mr. M. Ramkhe Momin who topped others as founder of education in Garo Hills. He had a great share in evolving and enforcing the first syllabus in collaboration with the teachers, educators and missionaries as well. Mr. Madhunath was also an educationist of repute who opened a school in Assam. Mr. Jobang D. Marak an experienced educationalist administrator and leader succeeded in affecting a change of policy on a secular character of the literature especially the portion covered in a school curriculum.[82] Mr. Wilson K. Marak who passed his B. A. from the Calcutta University in 1930 was an eminent litterateur and educationist who served as Deputy Inspector of Schools in Garo Hills from 1950 to 1961.

The Census of India 1891 indicated the progress of education among the hill tribes of the region. The Khasis and Jaintias ranked first in education with 38 literate males to 1000 of the population. The Naga Hills had 14 and the Garo Hills had 11 literate persons respectively to the above same population. In 1921, the literacy in

the Khasi and Jaintia Hills was 7.64 per cent, of the population second only to Kamrup District with 7.71 per cent. It has been observed that "education received such a fill up that by 1951 the Census figures for literacy was 17.95 per cent".[83]

The percentage of literacy in Meghalaya according to the 2001 Census was 63.31 per cent, a clear indication that these schools play an important role in the development of education in these areas once considered to be in the shadow of darkness in respect to formal education.

The Impact of Western Education on the People

The impact of western education on the individual and social life of the people was tremendous. The people have accepted education as a basic requirement of their progress. Educating the children mean enriching their life in many ways. It is not a matter of imposing a culture or a way of life but it help them to develop their good distinctive qualities to their full extent individually and collectively.

In the wake of the sweeping educational and social changes, emerge the modern Khasi, Jaintia and Garo societies. The people of these hills, it has been well said, were in a 'plastic stage' of development, 'easily impressed by external influences and imitative in nature'.[84]

The adaptation to the Western thoughts and values commenced as soon as the hill boys and girls were in the school.[85] Education brought a great change in the people.

The formal education and cultural contacts from the outside world caused many changes in the society's culture. One remarkable feature of the society was the appearance of an intelligentsia.[86]

Frequent contact with the European Missionaries has developed in the people the habit of cleanliness, refined manners and usages. Among the Christians, European dresses and apparels were also coming into use. The tribes adopted western models in their dresses, manners, language, literature and even western or Christian practice in naming their children after Baptism.[87] They have learned the value of "discipline,

order, cleanliness, punctuality, methodic approach to problems, reliability and like qualities".[88]

The use of nails in house building regarded as taboo has disappeared in the new townships.[89] According to the Jaintia custom, a Jaintia worked[90] for his mother in the day and he met his wife only at night.[91] However, with education this custom gradually starts disappearing.[92]

Education brought a change into the life of an individual. If education had not come to these hill areas, things would be entirely different today. Health and hygiene among them were marvelously improved.

It was once the practice of the people to wear long hair.[93] Disregarding the tradition they were adopting the new hair style by cropping it short.[94] The traditionalists who regarded the marriages as Sacraments adhered to the ancient custom. But the Christian marriages were naturally performed in the Church and solemnized by the missionaries.

The contact with the West was not an unmixed blessing. Though the Khasis, Jaintias[95] and Garos consumed large quantities of rice beer, the habit of drinking spirituous liquours was introduced by the European soldiers stationed at Cherra. The people in towns were formerly described as an upright simple people but from an association with civilization and wealth have become arrogant, deceitful and untrustworthy.[96] The ordinary villagers continued to be as before simple and truthful.[97]

A certain irreverence for the tradition and ancestors dated from the time they received 'enlightenment' in the schools. They cease to regard with veneration the sacred groves and poles.[98] The spread of enlightenment had also adversely affected the traditional dances, music and festivals. On the advice of the earlier missionaries, the Christian converts refused to join the Community in the dances and music.[99] Conversion to Christianity were also followed by the abandonment of one of the National Festivals of the *'Syntengs'* the *'Behdiengkhlam'*. Likewise the *'Mawbynna'*

or the memorial stones, erected by the people in favour of the dead ancestors were no longer held in respect.[100] The introduction of English opened the window to the west but it closed the other window, the Sanskritic influence[101] from the Plains.

Thus, in spite of its adverse effect, the impact of the Western education impinged on the broad spectrum of the lives of the people. Their ancient political institutions have been greatly transformed; their economy of subsistence developed; a higher value system had been introduced and the very introduction of education among them raised the level of their culture and civilization. Professor Spear observed:

> Most missionaries presented the Gospel in its western dress and they were therefore apostles of the west as well as of the purer spirit of Christ. By their manners and conduct, by their very existence they were influenced in favour of western outlook.[102]

The unconverted as well as the converted intelligentsia, thus, grew up in the midst of western ideals and values of the missionaries and their official patrons. The missionaries did pioneering work in the field of education and their efforts were successful and in less than a hundred years were able to dramatically change the face of the region leading it to political self-determination and modernization.

Meghalaya in Educational Front

Immediately after the attainment of statehood, it was clearly recognised that the education system in the state needed drastic changes, both structural and qualitative. First the education system had to be brought in line with the educational system of the more advanced States of the country so that education in Meghalaya could face the challenge thrown up by modern scientific advancement and economic development. Secondly, there was a strong felt need for qualitative improvement in educational administration, educational technique and method of teaching in general.[103]

The major tasks facing education in Meghalaya were increasing enrolment in rural areas, reducing illiteracy, improvement of quality education and adapting it to

the present needs, revising the curricula and raising teacher's qualifications, introduction and expansion of scientific, technical and vocational education, diversification of secondary education, production of textbooks suited to the developing State, strengthening of educational research and training and modernization of educational administration. All these and other aspects of educational development were important pre-condition for the development of education in the State.[104]

System of Education

Every country develops its own System of Education. Our own educational system which was a legacy of the British rule, bore resemblance to the educational system in the United Kingdom. Before the advent of the British, there was no formal system of education in the Garo and the United Khasi and Jaintia Hills Districts. However, the people were exposed to some kind of ritualistic and technical education as could be identified in their socio-economic structure. During the British Raj, the system of education in the region was nurtured by the Christian missionaries. The development of education started mainly after Independence, when the number of schools began to multiply gradually. The progress of education was further enhanced with the launching of the First Five Year Plan and the State and Central governments' efforts to fulfil the aims enshrined in the Constitution of India.

Meghalaya had inherited the system of education from Assam. Inherent disparities and deficiencies in basic areas, as revealed by the Third all India Educational Survey conducted just after the creation of the State were inevitable. Resources was also a major constraint. However, with the emergence of the new State, a new awareness for education was generated which accelerated the growth of education.

Educational Legislation

The Indian Constitution provided the foundation for educational development in the country at 3 levels - Centre, State and Concurrent. This implied that the Centre and States could legislate on any subject of education from the primary

to the university level. In case of any dispute, legislation framed by the Central Government would have an overriding authority. The States had also their own legal provisions facilitating educational development within their jurisdiction.

Meghalaya had certain legal provisions which provide for better organisation, management and development of School education and all matters connected with it. Its present system of education is based on the various Acts and Codes which were enforced during the composite State of Assam. Since the creation of Meghalaya in 1972, the State has enforced its own Acts and rules on education. A few Acts and Rules which pertained to the present study were enlisted here below. They were:

1. The Meghalaya Board of School Education Act, 1973,[105] the Meghalaya Act 10 of 1973, vide No.LL.172/72/53 was the first provision in the State and was passed to streamline the system of examination and to improve the quality of school education in Meghalaya. The Act prescribed the courses of instruction for Primary, High and Higher Secondary School stage of education and the conduct and supervision of examinations. Professional and vocational schools are also governed by this Act. The Meghalaya Board of School Education Act, 1973, was subsequently amended in July 1998 and thereafter it is called The Meghalaya Board of School Education (Amendment) Act 1998. The Amendment of Section 4 of the original Act of 1973 is focused on the constitution of the Board.

2. Meghalaya School Education Act, 1981,[106] vide No. LL 13/79/112 comprised eight chapters and thirty three sections. The Act was comprehensive and covered all aspects of administration of school education. The different aspects included establishment, recognition, management and aid to schools; school property; terms and conditions of service of employees of the recognized private school; provisions for un-aided minority schools; students' admission fees; school fund; the taking over of the management of schools etc.

The major rules and regulations, in respect of education in the State included the following:

1. The Amended Assam Aided High and Higher Secondary School Employees Rules, 1965 (Notification No. ESS – 140/59 dated 9th,March, 1961) dealt with the method of recruitment of Headmaster/Headmistress, their academic qualifications, disqualification for appointment, probation, discharge of probationer, confirmation, character and service books, superannuation, re-employment, appeal by managing committee, contributory provident fund and savings.

2. The Meghalaya Tribal Students' Book Grant (Post Matric Education) Rules, 1982. (Notification No. EDN. 272/80/4 dated 21st January, 1961) dealt with Book-Grant for the Post Matric Tribal Students which covers the areas of eligibility, number of grantees and the amount of grant, application, selection, authority to sanction the grant and miscellaneous.

3. The Meghalaya Tribal Students' Book grant (School Education) Rules, 1982. (Notification No. EDN/272/80/2 dated 21st January, 1961), dealt with Book-Grant for the Tribal School Children which covers the areas of eligibility, rate of the grant, number of grantees, selection, application, authority, mode of payment, utilisation of grants, and miscellaneous.

Regulations on Recognition of Higher Secondary Schools in Meghalaya, 1994

The Meghalaya Board of School Education in 1994 had laid down certain Rules and Regulations on Recognition of Higher Secondary Schools in Meghalaya.[107] The regulation was comprehensive and covered all aspects of establishing or upgrading an existing Secondary school to a Higher Secondary Schools.

1. Application for permission to start a Higher Secondary School

(i) Proposal to establish a new Higher Secondary School or to upgrade an existing Secondary school already recognized by the Meghalaya Board of School Education to a Higher Secondary School or to open a new stream or subject in an existing Higher secondary School recognized by the Meghalaya Board of School Education should be submitted by the sponsoring body to the Secretary, Meghalaya Board of School Education with an application.

Such an application shall be made in the prescribed form No. 1 (A), No.1 (B) and No.1 (C), according to applicability and shall be submitted to the Secretary, Meghalaya Board of School Education on or before 30th November of the preceding year in which classes are expected to start after the results of the Secondary School Leaving Certificate Examination of the Meghalaya Board of School Education. A copy of such application shall be forwarded to the Director of Public Instruction, Meghalaya.

In case of existing government institution the sponsor shall be the Government of Meghalaya and the application for upgrading/starting additional steam or subject shall be by the head of the institution through the Director of Public Instruction, Meghalaya.

In case, of existing Non–Government Secondary School/Higher Secondary School, the Secretary/Head of the Institution shall submit application along with the resolution of the Managing Committee and recommendation of the Director of Public Instruction, Meghalaya.

In case of proposed new Higher Secondary School the sponsors shall be the Government or a public or corporate body, religious organization or a department of a Central Government and the application together with a copy the resolution/ proposal of the sponsor shall be made by a person/persons duly authorized by the sponsor.

2. Initial permission

Initial conditions for permission to open a new Higher Secondary school or upgrading a Secondary School to a Higher Secondary School or opening a new stream or subject in the existing Higher Secondary School.

(a) Application for starting a new Higher Secondary School or starting classes in additional stream/subjects in an existing Higher Secondary School shall be considered only when the initial requirement as detailed in Appendix I are fulfilled.

(b) Colleges in Meghalaya offering Pre-University Courses and affiliated to the North Eastern Hill University will be automatically affiliated to the Board whenever the Pre-University Courses are withdrawn from the North Eastern Hill University.

3. Permission to start Classes

I. The Recognition Committee shall scrutinize every application for permission to start Classes XI and XII in a proposed Higher Secondary School separately and examine the information furnished by the sponsoring body in the application and with particular reference to the initial requirements laid down in Clause 2 (a) above.

The Board, on satisfactory report obtained through the Recognition Committee on the initial requirements as per Clause 2(a), and on verification of the particulars furnished in the application, may grant permission to open a New Higher Secondary School or to introduce a new stream/subject in the existing Higher Secondary School on individual merit.

II. The Board may grant permission to a New Higher Secondary School in the first instance for a Higher Secondary Course in Arts, Science and Commerce; provided that the proposal is sponsored by the Government or by a well organized body with adequate financial resources.

Permission may also be accorded by the Board to start in Arts, Science and Commerce simultaneously provided that the Board is satisfied with the availability of facilities for starting such courses in the proposed Higher Secondary School.

III. No existing Secondary School shall start a Higher Secondary School until a permission to upgrade the School to Higher Secondary level is obtained from the Board.

IV. No Higher Secondary School shall admit any student in a stream/subject(s) till permission for the proposed stream/subject(s) in the concerned Higher Secondary School is accorded by the Board.

V. A Higher Secondary School, on recommendation of the Inspection Committee and approved by the Board will start classes in Class XII in the stream concerned.

4. Provisional Recognition

(i) A Higher Secondary School shall be eligible to apply for provisional recognition only after receiving permission to start the course.

(ii) The application in the prescribed form No. 3, accompanied by a prescribed fee shall be submitted to the Board on or before 31st July of the year and the Board shall cause an inspection of the institution through such competent agency as it deems fit.

(iii) If, on the basis of the particulars furnished in the application, the Inspection Report and the recommendation of the Recognition Committee, the Board is satisfied that minimum requirements by the institution concerned a provisional recognition to the Higher Secondary School may be accorded for a period not exceeding 3 (three) academic session at the first instance for a specific stream/subject of study commencing from the session as recommended by the Recognition Committee.

(iv) The candidate presented by a Higher Secondary School after provisional recognition is given to it, shall be treated as a regular candidate and shall be governed by the appropriate Examination Rules.

(v) If the Higher Secondary School has failed to fulfill one or more conditions laid down by the Board may withdraw the provisional recognition granted to the school.

(vi) Candidates from a Higher Secondary School whose provisional recognition has been withdrawn shall be considered as institutional.

5. Performance Report

(a) After a Higher Secondary School has been given a provisional recognition, the Board shall reserve the right to satisfy itself through Inspection or otherwise on

the performance of the Higher Secondary School in the subsequent three consecutive years in respect of the following:

(i) Maintenance of adequate reserve and working fund;
(ii) Maintenance of adequate and requisite number of staff as prescribed; and regularly in making payments of their salaries;
(iii) Adequate enrolment class wise and subject wise.
(iv) Regularity in holding classes, tests, examinations and maintenance of records therein;
(v) Holding of co-curricular activities;
(vi) Maintenance of proper library teaching aids, Science Laboratory equipments & Chemicals etc.
(vii) Annual promotion results;
(viii) Performance of pupils in the Higher Secondary (Final) Examinations.

(b) For the above purpose the Board may cause an inspection of the Higher Secondary School through an authorized officer of the Board as and when felt necessary. The Board may also call for any information papers or records for its examination in addition to the Annual return which the Higher Secondary School is required to submit on or before 31st January each year in respect of the preceding year.

6. Permanent Recognition

A Higher Secondary School to which a provisional recognition is granted and which fulfils all the conditions required for recognition may be granted permanent recognition by the Board in accordance with sub-clause (i), (ii) and (iii) below:

(i) The Board, on being satisfied by the report of inspection caused by it or otherwise that the Higher Secondary School to which a provisional recognition was granted, has maintained a uniformly good standard of educational performance as well as administration and has fulfilled all the conditions laid down, shall on the recommendation of the Recognition Committee, accord extension of recognition to the Higher Secondary School for a period not exceeding 5 (five) years with effect from the date of expiry of the provisional recognition.

(ii) The extension of recognition shall be renewed every year by the Board on receipt of the prescribed fees and on the recommendation of the Recognition Committee on the basis of good academic standard and fulfillment of all other conditions, required for obtaining recognition.

(iii) The Board may accord permanent recognition to a Higher Secondary School which enjoyed recognition under Clause 4 and 6 (i) & (ii) above, for a period not less than 10 (ten) years provided in the opinion of the Board, the Higher Secondary School has maintained a uniformly good academic standard all throughout the period of 10 (ten) years and has fulfilled all the conditions and requirements as laid down in this regulation and on a satisfactory inspection report.

7. Application for extension, renewal or extension and permanent recognition

(a) For extension, renewal of extension and permanent recognition by the Board, the Higher Secondary School shall submit and application with prescribed fees to the Board supported by the relevant records regarding fulfillment of the conditions as laid down in Clause 6.

(b) All such applications should be submitted on or before 30th November of the preceding year.

8. Withdrawal of Recognition

The Board shall not renew recognition to the Higher Secondary School any further and shall have the power to withdraw recognition any time under all or any of the following circumstances:

(b) If the Higher Secondary School has failed to comply with rules, regulations or any other directions of the Board.

(c) If, in the opinion of the Board, the Higher Secondary School has failed to maintain the required standard of achievements and other conditions laid down in Clause 5 (five).

(d) If the Higher Secondary School has failed to maintain order and discipline;

(e) If there is an adverse report from the Government or any other lawful authority which is subsequently confirmed by the Board.

(f) If proper functioning of the Institution has become impossible due to mismanagement.

9. Effect of withdrawal, non-recognition and non-renewal of Recognition

A Higher Secondary school which has not been able to obtain provisional recognition or renewal thereof from the Board, or if its recognition is withdrawn, shall be considered for all intents and purposes as Higher Secondary School permitted to open Higher Secondary Classes and will be eligible to apply afresh for provisional recognition which will be considered on its merit.

10. Managing Committee

In addition to the Managing Committee already existing in the Secondary School concerned, there shall be: (i) One member nominated by the Government, and (ii) One member nominated by the Board to look after the interest of Higher Secondary Education.

11. Power to lay down conditions

The Board, under existent circumstances, shall have the power to lay down general or specific conditions for recognition regarding Staff, building, equipment,

library, laboratory, finance or any other relevant matter and to specify the date by which such conditions shall be fulfilled.

12. Application Fee

Applications for permission to start a Higher Secondary School and for recognition and renewal thereof, shall be submitted with a fee to be prescribed by the Board from time to time.

(a) Disciplinary Action

Notwithstanding anything provided in these regulations, the Board shall have powers to take such disciplinary action as it thinks fit against any Higher Secondary School, if circumstances so demand.

13. Interpretation

If any dispute arises about the interpretation of any provision of these rules, the interpretation of the Board shall be final.

14. Power to amend

The Board may, at any time, for the greater interest of School Education in the State alter, modify, add or delete any of the Rules in the manner prescribed in the Act. The Board had also laid norms on regulation on subject combination, class works etc., in the Higher Secondary Course for Class XI and XII in Arts and Science, and regulation on admission to and conduct of Higher Secondary School Leaving Certificate Examination in Arts and Science.

The Meghalaya Aided Higher Secondary, Secondary and Upper Primary Schools Management Rules, 1997, dealt with the formation of the Managing Committees of the Schools and other matters connected with it.

Educational Administration

For the administration of education, the Districts - with their respective sub-division, are treated as separate administrative units. An inspector of schools was in charge of Education in each of the District and a Deputy Inspector of Schools in each Sub-Divisions.

The Educational Structure and Pattern

Earlier Structure

Way back in 1854, the Wood's Despatch suggested three prominent stages in the educational structure, viz., the Primary, the Secondary and the University. Although in the course of time there had been minor changes in the structure, the main structure created by the Despatch has continued to stand firm even to this day. Till the year 1982, the State of Meghalaya was still following the earlier pattern of school education prevalent during the Assam period. It consisted of primary school stage covering classes from the initial stage of two year classes A and B; and the three years of actual formal primary stage from Class I up to Class III; and the three Years Middle English School stage from Class IV upto Class VI; and the four years High School stage from Class VII upto Class X.

The Education Commission of Meghalaya 1975-76 had presented the interim recommendation on the restructuring of the Pattern of school education and some essential aspects of reform in the educational administration.

Figure 1. Proposed Structure for the Meghalaya School Education System

Elementary		Lower	Higher	Tertiary
Lower Primary	Upper Primary	Secondary	Secondary	
			Vocational	
			11 12	13 14
			General	
1 2 3 4	5 6 7	8 9 10	11 12	13 14 15 16 *
			Teacher	
			Training	
			11 12	13 14 **

Source : Report of The Education Commission, Meghalaya, 1977.

Notes: Numbers refer to years of education and not necessarily to the class. *Years 13,14,15,16 represent a three-year University Course, Plus, say a one-year Post Graduate Course, i.e. for a B.Ed. ** Year 14 in the Teacher Training course (that is, the course for those from the GENERAL and VOCATIONAL: streams who decide to become teachers) will be a combined correspondence and short in-service course.

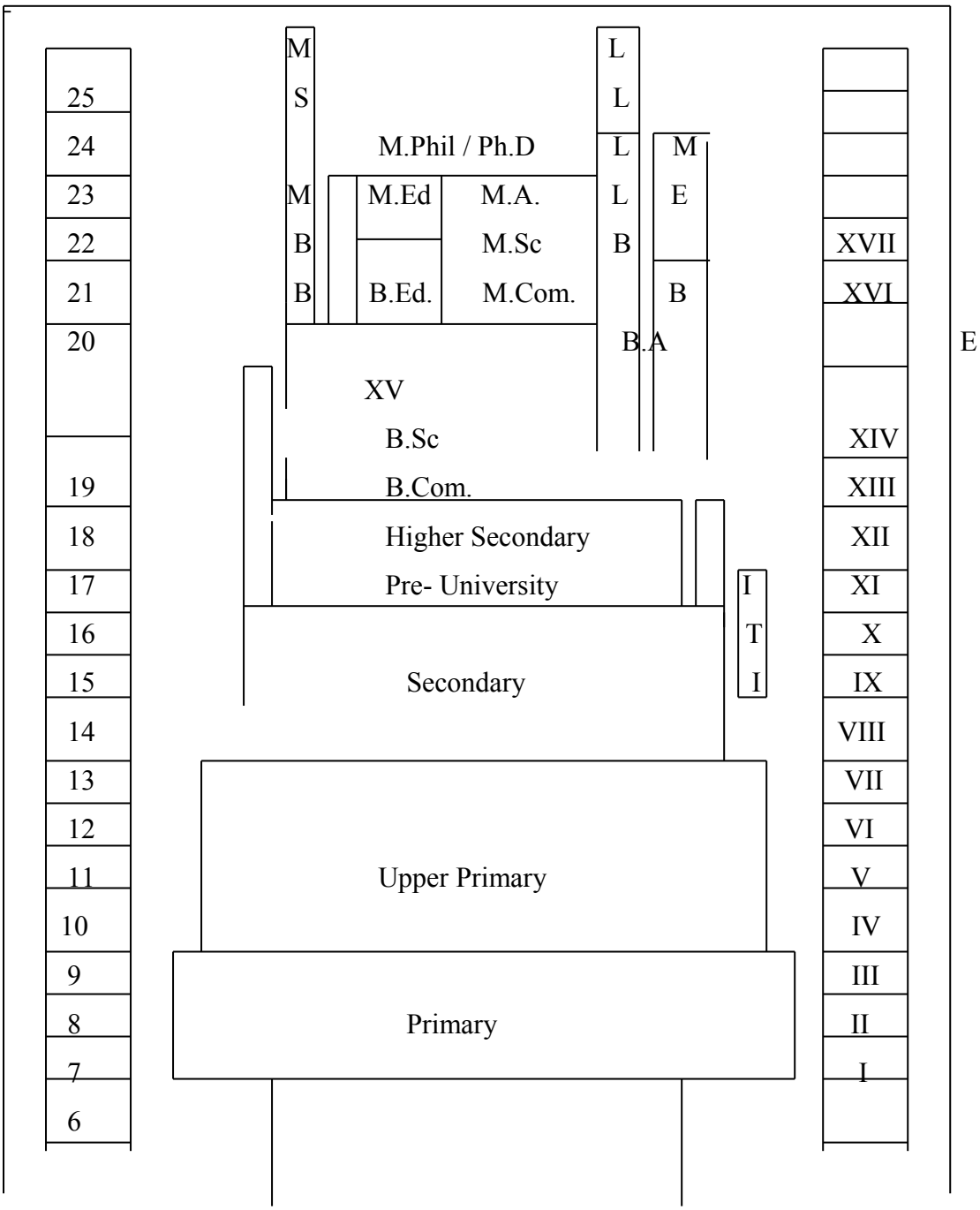
It will be seen from the Diagram that the basic change is from the current 5 + 3 + 4 + 2 to a 4 + 3 + 3 + 2 system. It represented a gradual change from the State system in the early stages to the national system in the later stages. No attempt had been made to indicate classes and figures simply showed that number of years of schooling not classes.

The Present Structure

A State Education Commission was set up in 1977 by the State Government to make an in depth study of the School Education in the State, including the adoption of the New Pattern of 10+2+3 System of Education as recommended by the Kothari Commission 1964-66.

Gradually, the North Eastern Hill University, Shillong , had introduced in the State of Meghalaya the National Pattern of 10+2+3 System of Education during the 1982-83 Academic Session. The Education Department, Government of Meghalaya, had announced the new structure of School education in the State as per the Government Notification No. EDN. 167/89/47 dated 23rd March 1990,[108] and its implementation was being taken up. The educational ladder of the State was presented below.

Figure 2 Meghalaya Educational Ladder



5 Pre - Primary

Source: National Institute of Educational Planning and Administration. New Delhi.

The present educational structure in Meghalaya consists therefore of five stages: The Pre–Primary, Primary, Secondary, Higher Secondary, Degree and University. The Pre-Primary Stage covers classes from the initial stage of A and B; the four years formal Primary school stage from Class I upto Class IV and confine to the age group 6 to 9 years ; the three years Upper Primary School stage from Class V upto VII and confine to 10 to 12 years; the three years High School stage from class VIII upto Class X comprised the age group 13 to 15 years; and the two Higher Secondary School Stage of classes XI and XII for the age group 16 to 17 years; and the three years Degree Course.

The interim recommendation for the restructuring of the Meghalaya School Education System presented the overall pattern as set out in Diagram II.

Figure 3 Previous Meghalaya School System , NCERT Basic School System And Present Meghalaya School System

Approximate Age	Previous Meghalaya System	NCERT Basic System	Age Group	Present Meghalaya System
Year	Class	Class	Year	Pre-Primary
5+	A			
6 +	B	1	6	1
7+	1	2	7	2
				Lower Primary
8 +	II	3	8	3
9+	III	4	9	4
	==			==
10+	IV	5	10	5
		==		Upper Primary
11 +	V	6	11	6
12 +	VI	7	12	7
	==			==

13 +	VII	8	13	8	
		==			Lower Secondary
14 +	VIII	9	14	9	
15 +	IX	10	15	10	
		==		==	
16 +	X	11	16	11	
	==				Higher Secondary
17 +	XI	12	17	12	
		==		==	
18 +	XII				
	==				

The Diagram shows the relationship between the previous system, the NCERT Basic System and the Present System. Class B becomes Class I and Class I becomes Standard 2 and so on.

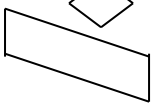
The details of the transition between the Old and New System, were shown in the following Diagram. According to plan, those students entering Class VII in 1977 would embark on a specially adapted 3-year Secondary Course to prepare them for the new Higher Secondary Course (Standard 11 and 12), for the first year of which will commence in 1980.

Figure 4 Transition between Old and New Systems

1977	1978	1979	1980	1981	1982
B	1	1	1	1	
I	2	2	2	2	
II	3	3	3	3	
III	4	4	4	4	
IV	5	5	5	5	
V	6	6	6	6	
I	7	7	7	7	
VII	8	8	8	8	
VIII	9	9	9	9	
IX	10	10	10	10	
X	11 X	11 X	11	11	
XI	12 XI	12 XI	12 XI	12	
XII		XII			XII

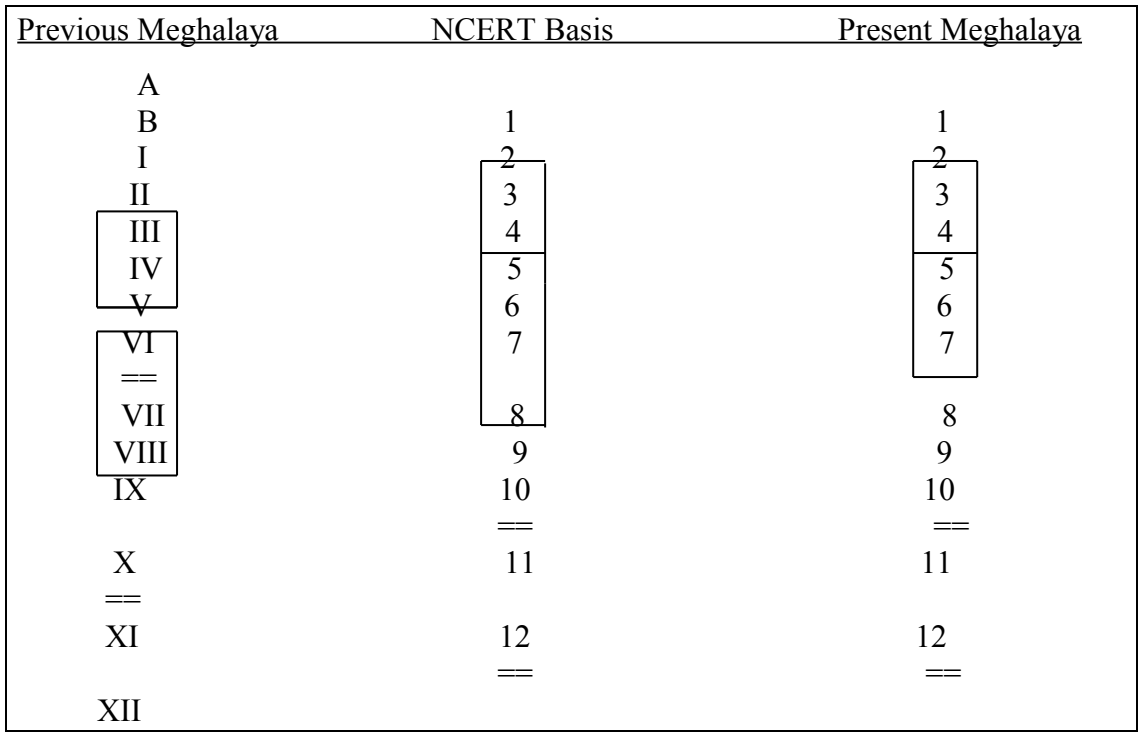
Source : Report of Education Commission, Meghalaya, 1977.

Note: 1. Roman numerals denote old system FORMS. 2. Arabic numeral denote new system STANDARDS. 3. ▭ Denotes introduction of revised curriculum, particularly in Science and English.4. ◇ Denotes introduction of transition course at Standard.

5.  denotes special three-year transition based on present four-year curriculum at Lower Secondary level to prepare for Higher Secondary stage.

With regard to Science Education, the Diagram IV indicated that the courses are possibly being introduced in too high a class in each case. The NCERT book Science is doing Year III was designed for the equivalent of the current Meghalaya Class II not Class III. There was a plan that by 1980, the following courses (Diagrams III and IV) for standard 3 and 4, a Two-year Lower Primary course; for Standard 5,6,7 a three-year Upper primary course. Years 3 and 5 of these courses had to be ready by 1978.

Figure 5 Science Education Programme in Meghalaya



Source : Report of Education Commission, Meghalaya, 1977.

: Represents years covered by Science Education Programme

The Education Department of Meghalaya had since 1991 implemented the re-structured curriculum and the Meghalaya Board of Secondary Education was able to conduct the first ever Higher Secondary Examinations in 1996 and obtained the Examination results on the same year.

The completion of High School Leaving Certificate Examination at the end of class X, qualified students to either join the State Government at Shillong which offers diploma course in Civil, Mechanical and Electrical Engineering or join the Teacher Training Institutes for a certificate in teaching. Successful completion of Higher Secondary stage or the pre-University course qualified a student to pursue the undergraduate course offered by the degree colleges leading to the Bachelor's degree in Arts, Science or Commerce.

Higher Education in Meghalaya consisted of 3 levels – the Degree, Post Graduate and Research. At the initial stage, before Independence all the Colleges of the composite State of Assam were affiliated to the Calcutta University. The Pattern of education at the Collegiate level was +2 +2 , i.e., 2 years Intermediate course and 2 years Degree Course. In 1948 , the Colleges of Meghalaya were brought under the Gauhati University and the pattern of collegiate education continued to be of 2 years at the Intermediate stage and 2 years at the Degree level till 1963.[109]

From 1963, some changes were made in the pattern of education at the college level. The name Intermediate course was changed to Pre–University course during this time. The Pattern that came up was the +1, +3 pattern i.e., one year Pre-University course and three years degree course. This pattern continued till the year 1973.[110]

In 1973, all the colleges of Meghalaya were brought under the jurisdiction of the North Eastern Hill University which was established in Shillong in 1973 by an Act of Parliament.[111] The pattern that prevailed from 1973 was +2 +2 pattern, i.e., 2 years Pre–University and 2 years Degree. In pursuance of the national pattern of 10+2+3 system of Education, the North Eastern Hill University has introduced the 3 year degree (+3) with effect from the 1982–83 academic session.[112] At present the pattern of education is + 2 + 3 and the Post Graduate course is of 2 years duration covering four semesters.

The present study deals with the development of Higher Secondary Education or the 10+2 stage of Education in Meghalaya.

Educational Administrative Machinery for the development of School Education

Before the formation of Meghalaya, the administration of education in the region was looked after by the Assistant Inspector of Schools posted at Shillong.[113] He was assisted by two Sub-Inspectors to look after the schools in Upper Assam. When Meghalaya came into existence in 1972, the education department of Meghalaya emerged out of the parent department of Education of Assam. Two posts of Inspectors were created , one for the Garo Hills and the other for the Khasi-Jaintia Hills posted in Tura and Shillong respectively.

A composite Department known as the Social Service Department to take care of Health, Social Welfare, Labour and Education was formed during the early years of the formation of the State.[114] Later the Department of Education was created to deal with matters related to education, Youth Services, Social Welfare, Sports, Public Relations, Arts and Culture and Library Sciences. In the mid 1980s, the area of Sports, Youth Services, Art and Culture were segregated from the Department of Education. Two separate directorates were created, one for Sports and the other for Arts and Culture. At present, the Department of Education looks after subjects pertaining only to Education.

The Education Department has an organisational set-up at different hierarchical levels of the administrative machinery, namely, the Secretariat, the Directorate and Inspectorate or Field set-up.

Secretariat Level

Under the Minister of Education, the Secretariat, (Figure 5) is headed by a Commissioner and Secretary who is a member of the Indian Administrative Service. He is assisted by two Secretaries and two Under Secretaries, one each for School, Higher and Technical Education and the State Council of Educational Research and Training, Adult and Non-formal Education.

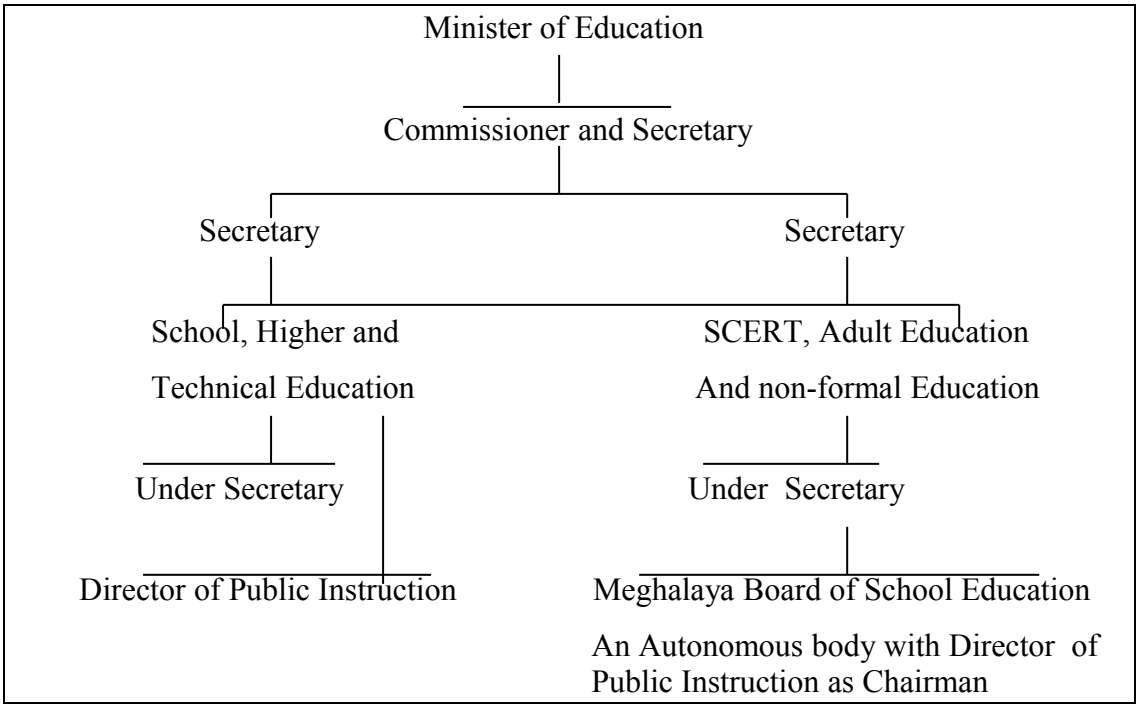
The Secretariat is responsible for policy formation, policy decisions and for the provision of guidelines and direction in all matters pertaining to education – from pre-primary to college level, including higher and technical education. It is responsible for the supervision of educational activities in the state; it is also responsible for coordination with other departments. The other functions of the Secretariat include matters pertaining to the appointment, posting, transfer, promotion, conduct, grant of leave, pensions, etc., of all gazetted officers; framing of rules and ordinances related to education and sanction on items of expenditure for which the administrative departments are empowered under the Delegation of Financial Power Rules of the state Government. Since there is no norm regarding the strength of the Secretariat in terms of the number of officers posted therein like the Secretary, Additional Secretary, Joint Secretary and Deputy Secretary, the number of these officers in the department varies from time to time.

The State Council of Educational Research and Training was established in 1976, as the academic wing of the Directorate to take care of all academic responsibilities, under the leadership of the Director, assisted by a Secretary and Officer in charge of the council's Technology Cell. The responsibilities include conducting in-service training programmes for teachers of various categories and organizing workshops, seminars, refresher courses and conferences. To help and advise the Government in all matters related to the Council, there is an advisory

committee comprising representatives from the NCERT and University, as well as other eminent educationists.

In 1997, with the reorganisation of the administrative set-up, three new Directorates have been set up and the activities of the SCERT have been taken charge of by the Directorate of Educational Research and Training (DERT). The Meghalaya Board of School Education, constituted by a Legislative Act, is an autonomous institution at the state level. It functions under the chairmanship of the DPI and is responsible for the review, revision and framing of curriculum and syllabus as also conduct of public examinations at the Secondary level. In 1989, the Meghalaya Board of Primary Education was established to take care of primary education.[115]

Figure 6 Educational Administrative Set-up at the Secretariat Level



Source: National Institute of Educational Planning and Administration. New Delhi.

Directorate Level

Meghalaya, till recently, maintained the pre-independence structure of educational administration with the Director of Public Instruction as the chief education administrator at the Directorate level, called the Directorate of Public Instruction (Figure 6). In this set-up, the DPI was assisted by three Additional DPIs, three Joint DPIs and three Deputy DPIs in looking after general education, educational planning, technical education; SCERT and the MBOSE. Besides, there were other subordinate officers to help the DPI, like the Administrative Officer who looked after all establishment matters; the Secretary of the SCERT; the officer in-charge of the Educational Technology Cell, the Planning and Statistical Officers; the Finance and Accounts Officer; the Science Officer; the Assistant DPI (Monitoring); the Audit Officer and two Registrars.

Of the three Additional Directors of Public Instruction, one each was in charge of: (a) School Education; (b) Technical Education; and (c) Planning and Budget. The ADPI, School Education was assisted by a Joint Director, Deputy Director and Science Officers; the ADPI, Technical Education looked after the Government Polytechnic which was headed by a Principal; and ADPI, Planning and Budget was assisted by a Statistical Officer and a Planning Officer. Of the three JDPIs, one each looked after the colleges; Schools; and Adult and Non-Formal Education. Each JDPI was assisted by a Deputy Director.

The Directorate was responsible for the implementation of all educational programmes in the State and for the utilisation of funds and grants approved and sanctioned by the state government. It was also in charge of the SCERT and the MBOSE, though these were separate organisations under the State Education Department.

The State Government, in 1997, restructured the Directorate of Public Instruction and issued a notification specifying the powers, functions and jurisdictions of each newly created Directorate. The Directorate of Public Instruction, consequent

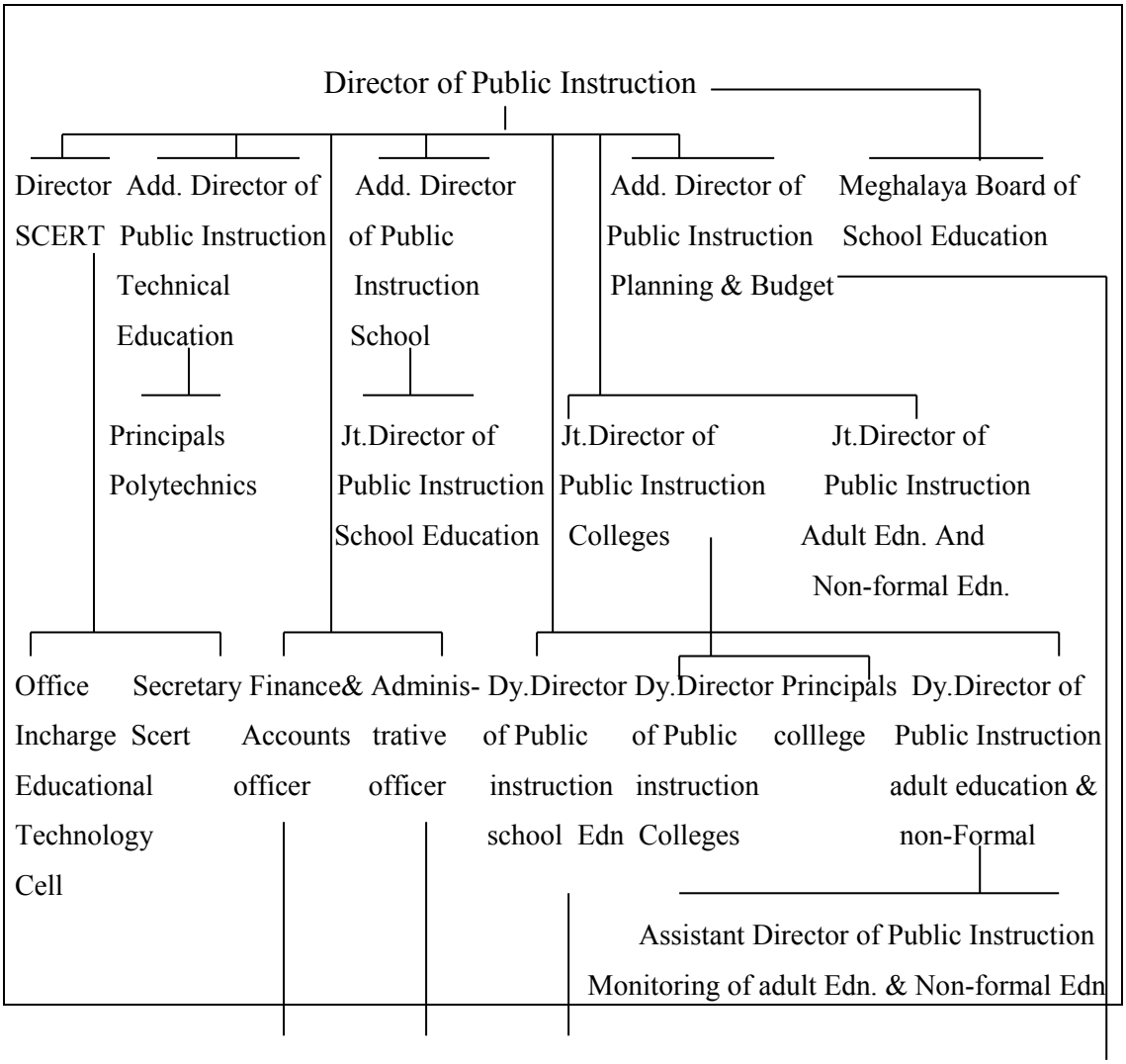
to this restructuring, ceased to have any powers, functions etc. The three new Directorates thus created, are:

a) Directorate of Elementary and Mass Education to take care of elementary education, including adult and Non-formal education;

b) Directorate of Educational Research and Training which is responsible for teacher education and all academic matters, including the Meghalaya Board of School Education; and

c) Directorate of Higher and Technical Education to look after Secondary, Higher Secondary, College and University and Technical Education.[116]

Figure 7 Educational Administrative Set-up at Directorate



Audit Officer	Registrar (2) 1. Personnel 2. Estt. & Cash etc.	Science Officer	Statistical Officer	Planning Officer

Source: National Institute of Educational Planning and Administration. New Delhi.

Inspectorate Level

The administrative set-up at the district level (Figure 7) is called the Inspectorate. In each district, it is headed by the Inspector of Schools. In Districts which are comparatively larger in area, like the East Khasi Hills and the West Garo Hills, the Inspectors are assisted by an Assistant Inspector of schools and a number of Deputy Inspectors of schools – their strength depending on the number of Sub-Divisions in a particular District. For the sectors of non-formal education and adult education, the Inspectors are assisted by the District Adult Education Officer/District Social Education Officer and their assistants.

Though the Inspector of Schools is supposed to be the principal education officer at the district level, his functions are limited to administration of the secondary and higher secondary schools and the teachers' training institution located in the districts. He is also responsible for the inspection and supervision of the secondary schools. The Deputy Inspectors of schools, who look after elementary education, though under the administrative control of the Inspectors, function almost independently in discharging their administrative duties in respect of the primacy and upper primary levels of education in their respective sub-divisions. Consequently, integration and coordination among the various functionaries of the Education Department and of the allied sectors like Sports, Art and Culture, childcare, etc., at the district and sub-district levels, is weak.

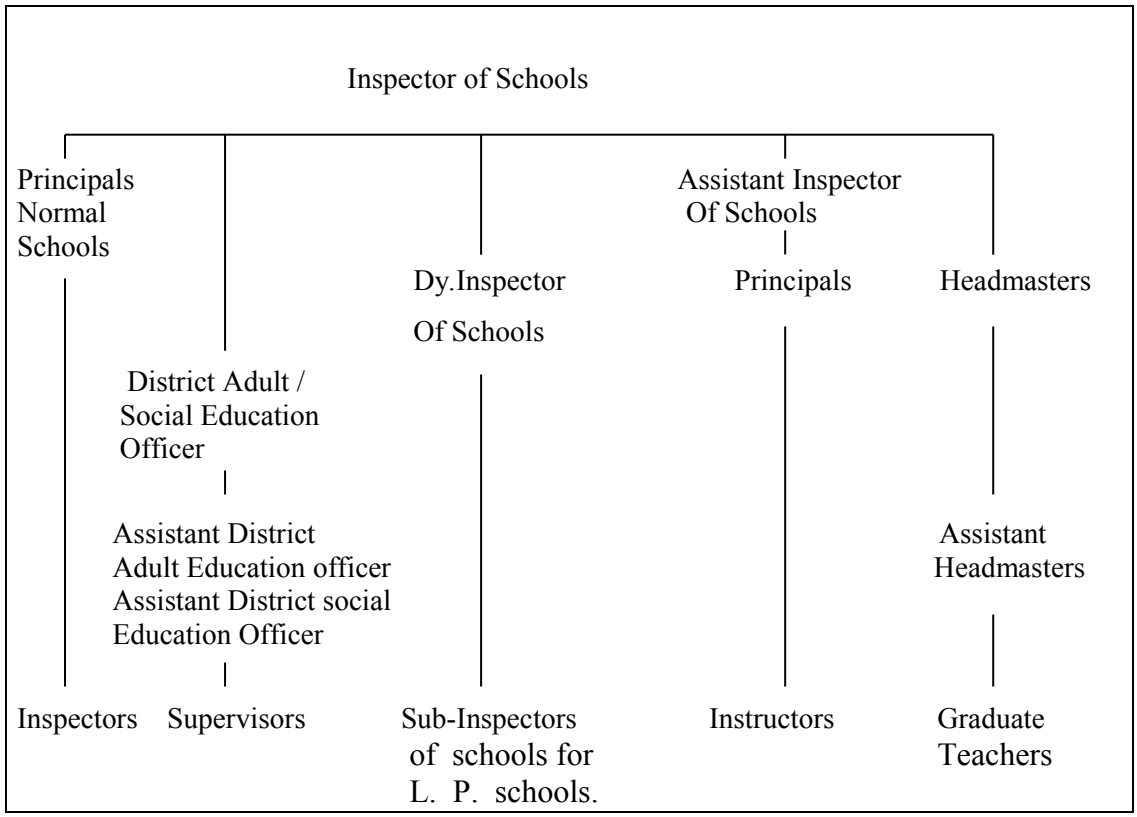
The Deputy Inspectors of Schools, assisted by one or two Sub-Inspectors of Schools in each sub-division, is responsible for the inspection and supervision of the upper primary and primary schools. The DAEO and DSEO is assisted in the supervisory work related to adult education and non-formal education by a number of

social education organisers. There is no educational administrative functionary at the community development block level except for Adult and Non-formal Education.

The three Autonomous District Councils of Khasi Hills, Garo Hills and Jaintia Hills were formed in 1952 under the provisions of the Indian constitution – Paragraph 6(1) of the Sixth Schedule. The latter states that the District Council of an autonomous district may establish, construct or manage primary schools and may, with previous approval of the Governor, prescribe the language and the manner in which primary education is to be imparted in the primary schools of the district.
Till 1961-62, at the request of the ADCs the state Government looked after the administration of primary education in the ADCs of Garo Hills and Khasi and Jaintia Hills. They were responsible for the administration of all primary schools, within their respective jurisdiction, other than those within the area of Shillong Municipality and cantonment. The Executive Member of each ADC, assisted by an Education Officer and a number of Sub-Inspectors of Schools, was in charge of the administration of such schools. Gradually, administration of primary education was passed on to the district councils.

In the initial years, there were no major problems, as the district councils could manage with the resources provided by the government and by supplementing them with their own financial resources. Gradually, as finance started dwindling, the administration of primary education received a set-back. Over the years, the administration of primary education under the ADCs proved to be ineffective and in 1980-81, the state government had to temporarily take over the administration of primary schools from the ADCs. However, the administration of primary schools in the shillong Municipality and Cantonment Areas, is under the control of an Executive Member of the Council assisted by the Education Officer and a number of Sub-Inspectors of Schools.[117]

Figure 8 Administrative Set-up at Inspectorate Level



Source: National Institute of Educational Planning and Administration. New Delhi.

The Meghalaya Board of School Education

The Meghalaya Assembly through an Act, has set up the Meghalaya Board of School Education on October 1973. The Board shall have generally the power to

regulate, supervise and control School Education and in particulars the powers and duties mentioned below :

(i) To prescribe courses of instruction for Primary, High and Higher Secondary Schools and Professional or Vocational Schools.

(ii) To conduct and supervise examinations based on such courses or to cause to conduct and supervise such examination.

(iii) To admit to its examinations on conditions that may be prescribed by regulations, candidates who have pursued the prescribed courses of 44 to 51instruction and also to take such disciplinary action against candidates as may be prescribed by regulations.

(iv) To demand and receive such fees as may be prescribed by regulations.

(v) To publish the results of its examinations.

(vi) To grant certificates to students passing the Examinations.

(vii) To institute and award Scholarships, prizes, etc.,

(viii) To prepare, publish and select text book and supplementary books or to cause to prepare, publish and select such books.

(ix) To lay down conditions of recognition of High Schools and other Schools preparing candidates for High School courses and other courses prescribed by the Board.

(x) To recognize High and Higher Secondary Schools and Professional and Vocational Schools and to withdraw such recognition.

(xi) To take such disciplinary action as it thinks fit against institutions as prescribed by regulations.

(xii) To adapt measures for study and examination of problems in the field of school education.

(xiii) To advise Government on physical, moral and social welfare of students in recognized institutions and to prescribe conditions for their residence and discipline.

(xiv) To prescribe necessary qualifications of teachers in recognised schools.

(xv) To organize seminars and provide “in-service” Training Courses.

(xvi) To receive grants from Government and donations from private individuals or Associations for specific or general purposes.

(xvii) To call for reports from Director of Public Instruction on the conditions of recognised Institutions or of Institutions applying for recognition.

(xviii) To advise Government on re-organisation and development of School Education.

(xix) To advise Government relating to any matter within the provisions of this Act on which the government may consult the Board.

(xx) To appoint officers and other employees of the Board and to prescribe, by regulations the terms and conditions of their service.

(xxi) To institute by regulations for the benefit of its officers and other employees such pension, gratuity and provident Fund as it may deem fit, in such manner, and subject to such conditions as may be prescribed by regulations.

(xxii) To delegate any of its powers to any Committee constituted under this Act.

(xxiii) To administer the Meghalaya Board of School Education Fund.

(xxiv) To receive, purchase and hold any property, movable or immovable, which may become vested in it and to dispose of all or any of the property movable or immovable belonging to it and also do all other acts incidental or appertaining thereto.

(xxv) To do such acts and things as may be necessary to carry out the purposes of this Act.

The Board since its establishment in 1973 had been prescribing the syllabus, text books and other details in respect of Middle and High School education and conducting the Higher Secondary School Leaving Certificate Examinations. It has been given the powers to conduct the Middle School Leaving Certificate examination as well as the Primary School Leaving Certificate examinations.

According to No. LL(B). 88/88/81, 21st December 1997, The Meghalaya Board of School Education Act 1973 was subsequently amended in July 1998 and thereafter it is called the Meghalaya Board of School Education (Amendment) Act

1998. The Amendment of Section 4 of the original Act 10 of 1973, is focused on the constitution of the Board.

The Meghalaya Education Commission 1977

During the second half of 1970, at a period when Meghalaya had barely emerged as an autonomous state, there was a thought about setting up a Commission to study the various problems of education in Meghalaya.

The first Education Commission, therefore came into being in April 1972 with Dr. H.C. Bhuyan as Chairman. The terms of reference which covered both Elementary Education and Secondary Education was to examine whether Elementary Education had developed on proper lines such as to provide a strong, suitable base for education in Meghalaya.[118]

The Commission was also to examine and submit the recommendations for improving the quality of Secondary Education. The terms of reference among others also included points regarding the needs and aspirations of the people, how far the existing system was responsible for unemployment and the need for a Board of Secondary Education in the State.

The Commission had not, however made much headway as the Chairman passed away during this period. The present Education Commission was constituted by a Government Notification on 30th June, 1975 with Dr.Chandran D.S. Devanesen, Vice-Chancellor, North Eastern Hill University and member of the University Grants Commission as Chairman and Rev. Fr. A. Joseph, S.D.B., Principal, St. Anthony's College, Shillong as Vice-Chairman.

The terms of reference was to make recommendation on the implementation of the 10+2 system of education, make special study of technical education, and the introduction of vocational education in Meghalaya.

The Commission was called to give special attention to the following directions in which actions are urgently needed: (1) for ensuring continuity and

adequate enforcement of the provisions of earlier legislation on education, to provide legislative base in place of executive orders to educational policies and programmes to the maximum extent feasible; (2) harmonizing the public and private sectors in education through clear-cut policies; (3) clear division of responsibilities; (4) securing rational distribution of highly qualified staff between central offices and subordinate units so that the latter may be strengthened; (5) devolution of greater responsibility and authority to subordinate units; (6) devising an adequate machinery for inter departmental co-ordination as well as for co-ordination between different level within the educational establishment; (7) creation of organisation and method units in all main operational units for formulating technical procedures to facilitate work and review the working of these procedures from time to time; (8) organizing machinery for systematic evaluation of programmes in operation: (9) establishment of advisory bodies to serve as channels for public opinion on education or securing expert advice from outside the educational establishment.[119]

The Commission submitted its report in 1976 which proposed a cycle of three years duration instead of the present four years duration. It is obvious that this change should provide a surplus of staff and accommodation. Thus according to the proposed system, by the time a pupil reaches standard IX , he or she will be at par with pupils in other states of the country. Science and Mathematics will be made compulsory subjects for both boys and girls from Standard I to standard X.

The Government of India has already taken a decision that the uniform pattern of 10+2+3 should be introduced all over the country. An urgent action with regard to restructuring of the school system in Meghalaya is imperative. The recommendation for the 10+2+3 structure and for the vocationalisation of education prepared by NCERT form a basis for the State's own educational system.

Far-reaching changes are proposed for the +2 level (Standard XI and XII). Having successfully completed the Standard X, the pupils will be offered a choice of three courses:

1. General : Humanities, Social Science and Science Groups.
2. Vocational : Commerce, business, agricultural, animal husbandry, agro-industry, agro-business, home science and community service, art and culture, para-medical service and technology groups.
3. Teacher training.

The staff who at present teach the equivalent of the +2 stage are working in colleges. This raises the problem of re-assignment of staff without loss of status or remuneration, if the general course for standard XI and XII is to be transferred to the Higher secondary School. Since a wide variety of subjects in unlimited combination is likely to be offered, this may require additional recruitment. This is also applicable for the staff who teach in the Basic Training and Normal schools.

The staff for the vocational course will have to be newly recruited, and ways must be explored for encouraging those with experience and qualifications in the vocational field to re-enter the educational system as teachers or instructors. Initially, the retired personnel from the Public Works Departments of the Government may be entertained. New syllabuses for the +2 stage will have to be developed by the SCERT in consultation with the NCERT and the University.

The suggested period for the smooth transition from the old to the new system is three years. The major changes scheduled for March 1980, pre-supposed that the new pattern will be introduced in the year 1978.[120]

State Council for Educational Research and Training

The need for qualitative and structural improvement of school education was felt by the new State of Meghalaya. Following the recommendation of the Education Commission, SCERT was set up on the 4th October 1976, aimed at providing academic support to the Education Department. The main functions of SCERT therefore were : (i) Research and Development; (ii) Training and Extension, and (iii) Production and Dissemination of Curriculum materials.

The SCERT has assumed the role of the academic wing of the Directorate of Education. The SCERT has to route all the schemes and programmes to the Directorate of Public Instruction before it finally reached the Government for approval. The Secretariat deals with SCERT through the Directorate. SCERT has undertaken innovation programme aiming at improvement of school education besides conducting teachers' training programme. For qualitative improvement programme it has undertaken work for upgrading of curriculum, review of text books, promotion of Science Education among the tribal students. It has undertaken research and survey on various fields including school mapping.

The Educational Technology Cell has undertaken various schemes to support the educational activities through organising school broadcast and distributing of radio sets. Besides it has undertaken activities like workshops for providing teaching/ learning materials, production of scripts for radio and training participants.

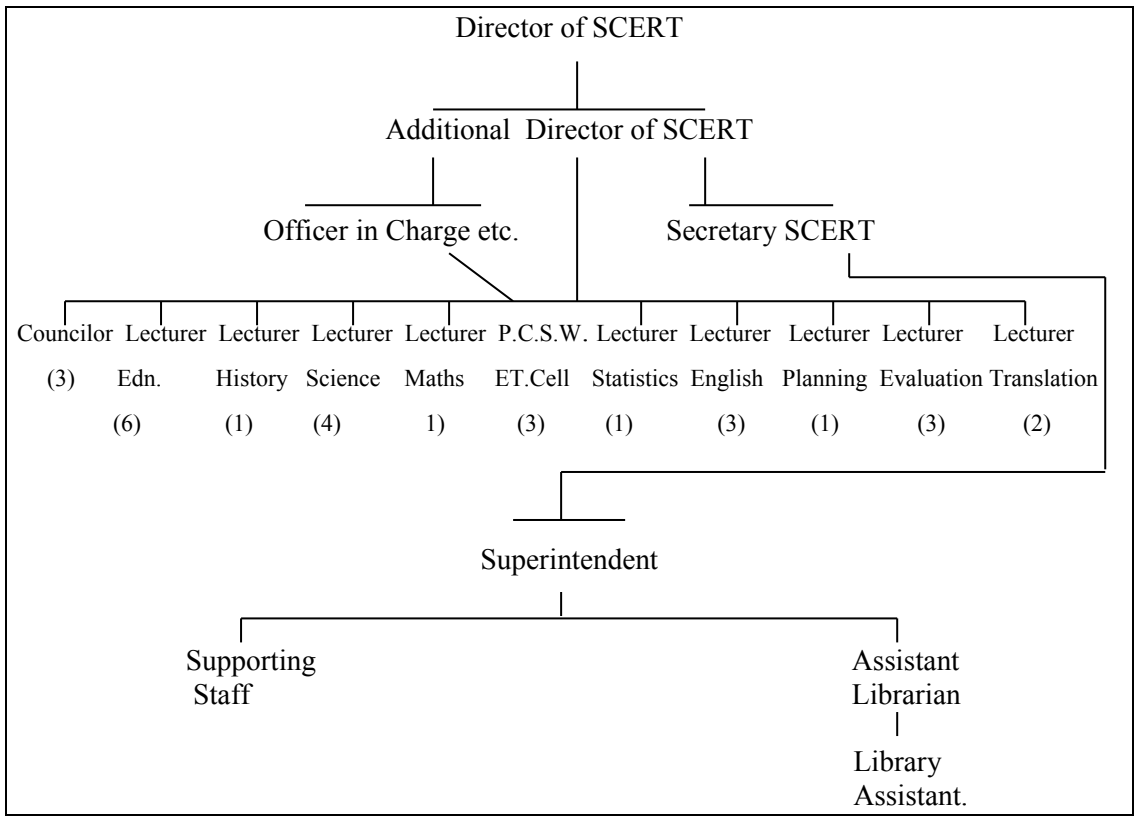
The counseling unit deals with High schools students for whose benefit educational and vocational Guidance is given through trained teachers. SCERT has been providing evening coaching classes in Science and Mathematics for tribal students and providing in-service training in Science and Mathematics for Primary and Middle School teachers.

Development of SCERT in Meghalaya

The SCERT in Meghalaya, initially functioned with the Department of Planning, Statistics and Research to which was added the Department or Bureau of Vocational Guidance and Counseling. Over the years, it has developed unto a huge structure. From a single department, it has multiplied to eleven departments. With the addition of departments, the personnel employed also increase. From a single person heading the organisation, it has grown in size with as many as 30 academic officers, one Secretary and 42 supporting staff. In terms of financial provisions made to SCERT staff, from a paltry allocation of Rs.2,00,00.00 in 1976-77, the expenditure has increased to Rs.46,66,000.00 in 1995-96. In term of expenditure on programme

and activities of the SCERT, the expenditure of Rs.56,650.00 has increased to Rs. 24,04,000.00 during the same period.

Figure 9 Organogram of the State Council of Educational Research and Training (SCERT)



Source: Office of the Director of State Council of Educational Research and Training, Meghalaya, Shillong.

The Organogram of the SCERT, Meghalaya indicated the expansion of SCERT in a span of twenty years. The size of the organisation has grown up vertically and horizontally. From the two Units at the initial stage, it has multiplied to as many as 11 Departments and from a handful of staff in the beginning to a strength of 73 Officers and Secretariat Staff.

SCERT in relation to MBOSE

In relation to MBOSE, the SCERT provides all the expertise sought by the Board in preparation of curriculum and development of instructional materials for Primary and Secondary schools. The MBOSE adopted the new curriculum prepared by the SCERT and all the instructional materials like the text books, guide books for teachers and work books at the Primary stage. The MBOSE also seeks the SCERT expertise in the preparation and development of Teacher Education Curriculum and Curriculum for +2 stage.[121]

SCERT in relation to Higher Secondary Stage (+2 Stage)

With the adoption of the New Pattern in the State, the +2 Stage forms part of school education. But since school education is under the State Directorate of Education, taking over the Pre-University course from the colleges needed consideration. In the meantime, the North Eastern Hill University took a decision to hand over the Pre-University level to the State Department of Education to form the Higher Secondary Stage of Education from the Academic Session 1994-95. This work entrusted to MBOSE fell to SCERT to develop Curriculum at +2 Stage.[122] The curriculum for this stage involves two streams – Academic and Vocational Streams. College lecturers have been involved in the preparation of the syllabus along with SCERT personnel. The Syllabus thus prepared by SCERT, has been implemented by the Board in Higher Secondary Education. It may be mentioned that the +2 stage is still using the Pre-University Course with Internal Assessment for Class Eleven.

The Directorate was responsible for implantation of all education programmes in the State and for the utilization of funds and grants approved and sanctioned by the State Government. It was also in charge of the SCERT and the MBOSE, though these were separate organisations under the State Education Department.

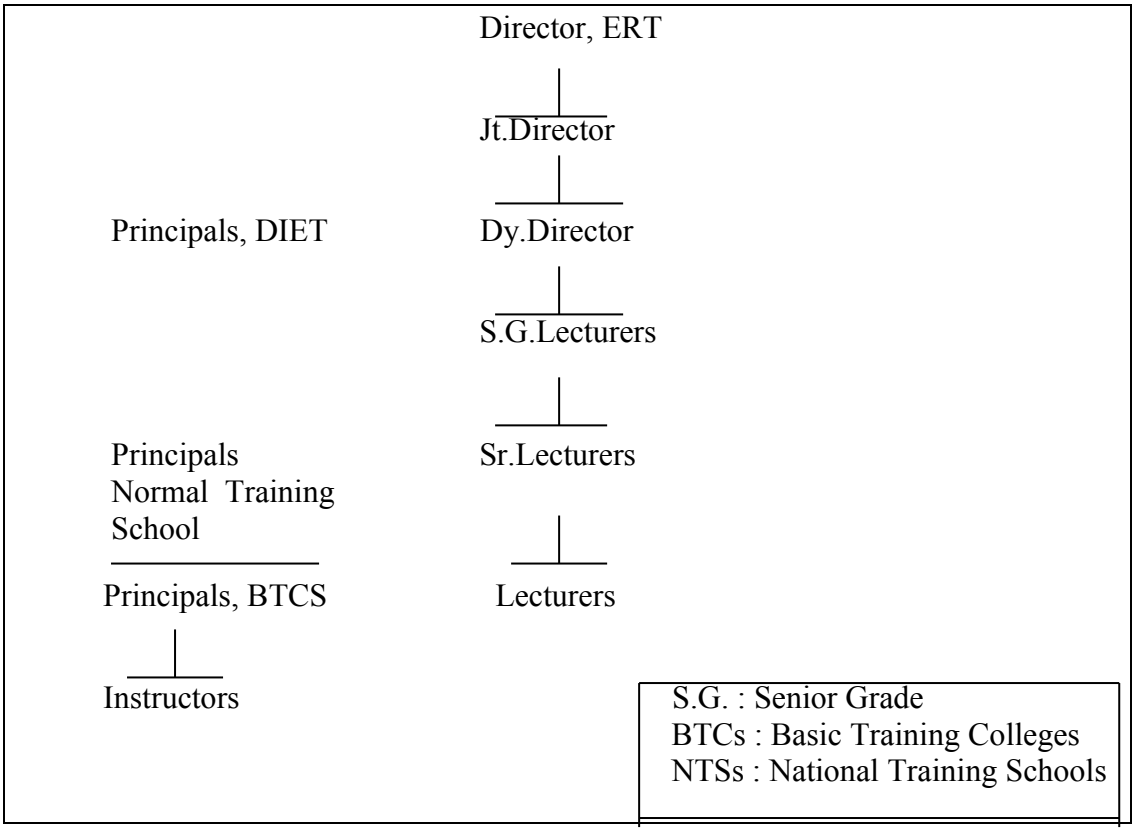
The State Government, in 1997, restructured the Directorate of Public Instruction and issued a notification specifying the powers, functions and jurisdictions of each newly created directorate. The three new directorates are:

a) Directorate of Elementary and Mass Education (DEME) to take care of elementary education, including adult and non-formal education.

b) Directorate of Educational Research and Training (DERT) which is responsible for teacher education and all academic matters including the Meghalaya Board of School education.

c) Directorate of Higher and Technical Education (DHTE) to look after secondary, higher secondary, colleges, university and technical education.

Figure 10 Directorate of Educational Research and Training



Source: National Institute of Educational Planning and Administration. New Delhi.

Introduction of Higher Secondary Education in the State

The Plus 2 Pattern of Education was first introduced in Delhi in 1975 and by the end of 1986, all the States have adopted and implemented the same.

The Government Notification, No. EDN. 397/87 Dated Shillong, the 27th June 1995 reads as - "Consequent upon transfer of the Pre–University by the North Eastern Hill University to the State Government issued vide Notification No. CDC/ C. 105/95/269 dated 14.6.1995 and, in exercise of the power conferred under Section 13 of the Meghalaya Board of School Education Act, 1973, the Governor of Meghalaya is pleased to order that the Pre–University Level of Education shall now be regulated, supervised and controlled by the Meghalaya Board of School Education.

The Governor further directs that all colleges in the State which impart Pre – University Level of education shall seek immediate affiliation to the Higher Secondary (+2) Level of Education with the MBOSE and shall continue to impart such education as per syllabi prescribed/adopted by the Board."[123]

So, the Board in its Notification No 11, dated Tura, the 3rd July, 1995 has notified that: "in pursuance of the decision of the Board in its meeting held on 28.6.1995 at Shillong and in supercession of the earlier Notification, No. 10, dated 14.6.1995 issued by the Secretary of the Board, it is hereby notified to all concerned that in pursuance to the handing over of the Pre-University courses to the Board, all the subjects and courses prescribed in the N.E.H.U syllabi will be adopted by the Board in toto from the current session 1995 in all the institutions offering +2 courses and affiliated to the Meghalaya Board of School Education"[124] in a phased manner.

In pursuance of the Government's policy decision, in 1990, 34 progressive secondary Schools – both Government and Private – were identified for establishing the +2 stage. Financial assistance was given to the schools for construction of additional classrooms required due to the introduction of revised curriculum and syllabus and introduction of Higher secondary or +2 stage.[125] By 1994, adequate infrastructure was provided to about 50 per cent of these schools and from the academic year 1994–95, higher secondary courses have been introduced in 17 of these schools. Hence, in addition to the Pre-University course conducted by the college

system, a parallel course of education at the + 2 level is now being conducted through the higher secondary schools. Since a separate curriculum and syllabi has not been framed so far, by the MBOSE, the syllabi of the Pre-University course, prescribed by NEHU, is being followed to facilitate a smooth change-over.[126]

In the Budget Speech of 1995-96, the Finance Minister, made it clear that 17 secondary schools of the State were upgraded to Higher Secondary Schools in one stream only,[127] and later in Science streams also.[128] The first phased upgraded secondary schools during the Academic Session 1994–95 were the following :

Name of the selected Non-Government High School	Stream
1. St. Dominic High School, Mawkyndeng. : Jaintia Hills	Arts.
2. Synod High School, Jowai. : Jaintia Hills	Arts.
3. Sacred Heart Boys' High School, Mawlai.: E.Khasi Hills	Arts.
4. Mawsynram High School, Mawsynram. : E. Khasi Hills.	Arts.
5. St. Anthony's High School, Shillong. : E.Khasi Hills.	Arts.
6. St. Michael's High School, Umsning. : Ribhoi District.	Arts.
7. Nongkseh High School, Shillong. : East Khasi Hills.	Arts.
8. Mairang Presbyterian High School, Mairang.: W.K.Hills.	Science.
9. Ram Krishna Mission High School, Cherrapunjee.: E.Khasi Hills	Science.
10. Laban Bengali Boys' High School, Shillong. : East Khasi Hills	Science.

Name of the selected Government High School	Stream
1. Government Girls' High School, Shillong.: E.K.Hills.	Arts.
2. Rongrenggiri High School, Rongrenggiri. : East Garo Hills.	Arts.
3. Government Girls' High School, Tura.: West Garo Hills.	Arts.
4. Government Boys' High School, Shillong.: E.Khasi Hills.	Science.
5. Government Boys' High School, Jowai. : Jaintia Hills.	Science.
6. Sib-Singh Memorial Govt. H. School, Nongstoin.: W.Khasi Hills.	Science.
7. Government Boys' High School, Tura.: West Garo Hills.	Science[129]

Curriculum Development and Evaluation

Curriculum in a broad sense is inclusive of the entire school environment involving all courses and activities provided to the pupils in the school. It includes all the learner's experiences in and outside the school which lead to help him develop mentally, physically, socially, spiritually and morally.[130] The Curriculum, to meet the needs of social, economic, political and technological changes does not remain static but it is always in a process of change and development. If it is to serve the purpose of transforming the child, the Curriculum needs to be a carefully-planned and well-designed one.

During the period of the composite State of Assam, all the schools in the Khasi, Jaintia and Garo Hills, falling under the jurisdiction of the Board of Secondary Education, Assam followed the syllabus and text books prescribed by the Board. On the attainment of Statehood in 1972, with the bifurcation of Assam, the Meghalaya Government enforced its first Act in context of education call the Meghalaya Board of School Education Act, 1973.[131]

In 1977, the Government of Meghalaya has set up an Education Commission to review the school curriculum in the State. The numerous expert bodies on education have pointed out that the existing curriculum is neither attuned to the needs and aspirations of the pupils nor effective in meeting the problems of the society.[132] The Commission accordingly suggested the teaching of Science and Mathematics as these subjects are necessary for productivity as well as for developing a national outlook.

The State Council for Educational Research and Training, (SCERT) was assigned the task of developing a new curriculum at the school level in accordance with the National Policy on Education, 1986. The reviewing work of the curriculum being done and submitted to the Meghalaya Board of School Education, its implementation started as early as 1990 in a phased manner.

With the adoption of the New Pattern in the State, the +2 Stage forms part of school education. But since school education is under the State Directorate of Education taking over the Pre-University course from the colleges needed consideration. In the meantime, the North Eastern Hills University took a decision and handed over the Pre-university level to the State Department of Education to form the Higher Secondary Stage of Education from the 1994-95 academic session. MBOSE has entrusted to SCERT the task for developing the curriculum at + 2 Stage which involves two streams – academic and vocational.

Restructured Curriculum and Syllabi for Secondary Schools

The Meghalaya Board of School education is introducing a restructured curriculum and syllabus for the Secondary School Leaving certificate Examination in line with the CBSE pattern of examination. Accordingly, the courses of studies for classes IX and X have been bifurcated which shall come into force with effect from the academic session 2001 in class IX and 2002 in class X.

Under this pattern of examination, there will be an internal examination at the end of class IX and questions for the examination of class IX will be set and supplied by the board based on the course for Class IX. Evaluation, processing and declaration of results will be done at the institutional level. At the end of the academic session for class X, there will be an External Examination based on the course for Class X only. The examination will be managed and conducted by the Board. The first batch of candidates under this course will appear at the Secondary School leaving Certificate Examination be held in the year 2003 and candidates are to appear in subjects carrying 100 marks each.[133]

Scheme of examination

The candidates will be assessed as follows:

a) Internal Examination at the end of class IX – 600 Marks.
b) External Examination at the end of class X – 600 Marks.

I. Internal Assessment

(a) Assessment in the following subjects will be undertaken by the schools in terms of grades on a five-point scale (i.e. A,B,C,D and E):

- Work Experience
- Creative Expression
- Physical Education

(b) Science Practicals

Practicals in Science for 20 marks will be conducted by the schools and marks shall be submitted to the Board immediately after the Secondary School Leaving Certificate Examination is over. The marks obtained by a candidate both in theory and practicals will be added together in order to be declared as having passed in the subject.

II. External Assessment

A candidate shall be declared passed in the Secondary School Leaving Certificate Examination provided he / she secures minimum aggregate of 198 which is 33 % of the total marks and passes in all the subjects. The pass marks in each subject of External Examination shall be 30% except for English, Additional English and Indian Languages, the pass marks of which shall be 33%.

Structure of the Course

Sl No.	Subjects	Maximum Marks		Duration
		Class IX	Class X	
1.	English	100	100	3 hours
2.	Addl. English/ Indian Languages	100	100	3 hours
3.	Mathematics	100	100	3 hours
4.	Science	Theory – 80 Practicals – 20	Theory – 80 Practical – 20 *continuous Assessment Or ** Theory –100 (Non-regular)	3 hours (Theory)
5.	Social Science	100	100	3 hours

6.	Health Education / Computer Science	100	100	3 hours
	Work Experience Creative Expression Physical Education	Grading	Grading (To be assessed internally)	
	Total	600	600	

Note : * Refer to scheme of evaluation for Science Practicals
** No-regular candidates shall be exempted from Internal Assessment of Science Practicals but have to appear for full paper of 100 marks.

Pass criteria

To be eligible to get pass certificate of the board, a candidate must obtain an aggregate of 198 marks out of a total 600 marks at the Secondary School Leaving Certificate Examination.

For the award of divisions, the minimum marks are as follows:

(1) First Division - 300 and above
(2) Second Division - 270 and above but below 360
(3) Third Division - 198 and above but below 270.[134]

Curriculum and Syllabus for the Higher Secondary (+2) Stage of Education

Consequent upon taking over of the +2 Stage/Pre–University by the Meghalaya Board of School Education from the North Eastern Hill University, the Board has evolved its Curriculum and Syllabus in four streams, i.e., Arts, Science, Commerce and Vocational Education. The Curriculum in Arts, Science and Commerce is being implemented in the State since the Academic session 1996 in all the Higher Secondary Schools and the Colleges offering Plus 2 Stage of education. The courses in Vocational Education are however, under implementation since the year 1995 in a few selected institutions.[135]

Since a separate curriculum has not been formulated, as yet, for the +2 stage, the Meghalaya Board of Secondary Education (MBOSE) which looks after higher Secondary education in the state has decided to adopt, for meanwhile, the syllabi of the Pre–University course prescribed by NEHU for students after Class X.[136]

Under the Curriculum and Syllabus of the Board, the pattern of examination consists of an Internal Examination at the end of Class XI with the question papers to be set and supplied by the Board and based on the course for Class XI. The external Examination at the end of Class XII will be based on the course of Class XII and will be assessed as follows:

(a) External Examination at the end of Class XI ……. 400 marks.

(b) External Examination at the end of Class XII covering only Class XII Course ……. 500 marks

The final results of the Candidates will be based and prepared on the performance in the Class XII External Examination and the total marks for certification of Higher Secondary School Leaving Certificate Examination will be 500.[137]

Scheme of Studies

Students joining Higher Secondary Course (Academic Stream) will be required to take compulsory English and M.I.L./Alternative English and three elective subjects from the given list. However M.I.L./Alternative English will be taken only in Class XII.

In all the subjects to be examined, students will have to appear in one paper carrying 100 marks of 3 (three) hour duration. In the subjects requiring practical examination, theory paper, will be of 70 marks and practical examination of 30 marks. The duration for both theory and practical will be 3 (Three) hours unless otherwise specified. In the subjects carrying 50 marks each in the Commerce Stream, the duration for practical examination will be 2 (two) hours. In Computer Applications, the duration for theory examination for 50 marks will be 2 (two) hours. The duration for practical examination of 40 marks will be 3 (three) hours, while the duration for Viva Voce of 5 marks will be 10 to 15 minutes for each candidate.

A candidate may also offer an additional elective subject. Excess over 35 marks secured in the additional subject will not be added to the Grant Total. However,

an elective subject offered as an additional subject may replace one of the main electives offered by the candidate.

Structure of Courses

1. The Structure of the Course (Arts and Science)

Subjects	Marks	
	Class XI	Class XII
(i) English	100	100
(ii) MIL / Alt. English	-	100
(iii) Elective Subjects		
1st Elective	100	100
2nd. Elective	100	100
3rd. Elective	100	100
Total	400	500
(iv) Additional Subject	100	100

(A) A candidate may offer any three Elective subjects in Arts Stream from the following :-

History, Political Science, Education, Geography, Logic, Economics, Home Science, Mathematics, Statistics, Anthropology, Elective Language, Classical language, Computer Applications and Additional Mathematics (Additional mathematics is allowed only with Mathematics as one of the electives).

(B) Students may offer any of the elective subjects as an additional subject in Arts Stream.

(C) A candidate may offer any three elective Subjects in Science stream from the following subjects : -

Physics, Chemistry, Biology, mathematics, geography, Geology, Anthropology, Home Science, Statistics, Computer Applications and Additional mathematics. (Additional mathematics is allowed only with mathematics as one of the electives).

(D) Students may offer any of the elective subjects as an additional subject in Science stream.

2. Structure of the Course (Commerce Stream)

Subjects	Marks	
	Class XI	Class XII
(1) English	100	100
(2) MIL / Alt. English	-	100
(3) Economics	100	100
(4) Group - A		
(i) Book Keeping	50	50
(ii) Business Method	50	50
Group - B		
(i) Commercial arithmetic	50	50
(ii) Commercial Geography	50	50
Or		
Computer Applications	100	100
Total	400	500
(5) Additional Subject	100	100

Students of Commerce Stream may offer any of the following group as Additional Subjects(s) :-

Subjects	Marks	
	Class XI	Class XII
(a) (i) Secretarial Practice	50	50
(ii) Salesmanship and Publicity	50	50
Or		
Shorthand and Typewriting	50	50
(b) (i) Commercial Mathematics	50	50
(ii) Commerce Arithmetic	50	50

(c)	(i)	Insurance	50	50
	(ii)	Commercial geography	50	50
(d)		Computer applications	100	100
(e)		Mathematics	100	100

A Note which is applicable to both Classes XI and XII is :

(1) Those who offer computer Applications as an Elective subject in Group 'B' are allowed to opt for Group (b) or (c) as additional subject.

(2) Those who offer (i) Commercial Arithmetic and (ii) Commercial Geography as Elective subjects in Group 'B" are allowed to opt for Group (a) or (d) or (e) as additional subject.

Pass Criteria

In order to pass the Higher Secondary (+2) Examination of the board, a candidate shall be required to secure the minimum marks both at Class XI and XII Examinations as below :

A : (i) Arts, Science and commerce Stream (without Practical)
35 marks in each paper of 100 marks.

(ii) Arts and Science stream (with Practical)
(a) 25 marks in each theory paper of 70 marks.
(b) 10 marks in each practical paper of 30 marks.

(iii) Arts, Science and Commerce Stream – computer Applications
(a) 18 marks in each theory paper of 50 marks
(b) 17 marks in each practical paper of 50 marks.

(iv) Commerce Stream:

Minimum of 10 marks in each paper of 50 marks but a total of 35 marks to be secured as pass marks in the respective group.

To be eligible to get Pass Certificate of the Board, a candidate must obtain an aggregate of 175 marks out of a total of 500 marks at the Class XII External Examination. The minimum marks for awarding of Division are as follows : First Division : 300 and above; Second Division : 225 and above but below 300 and Third Division : 175 and above but below 225.[138]

Resources : Human and Material Elements.

The development of Higher Secondary Education in Meghalaya involves Human and Material elements. The Human element includes students, teachers and

employees in general of the school. The material element include money, land, building, equipments and instructional materials.

The development of physical resources of the country is important but more important than this is the development of human resource through proper organised programme of education. The Kothari Commission 1966 has aptly remarked, that: "while resources is a means to an end, that of Human resources is an end it itself and without it even the adequate development of physical resources is not possible."

The Teachers

The teachers of the +2 stage fall under one Headmaster/Principal. The Directorate of Higher and Technical Education, Meghalaya :Shillong, in its Memo. No. DHTE/ESTT/MISC/9/98/72 dated. Shillong the 14th, September 1999 had made it compulsory for teachers of an amalgamated Higher Secondary School to teach in the Secondary and Upper Primary school section of the school as well.[139]

All categories of teachers and non-teaching staff in the schools run by the State Government as well as the private agencies, are normally selected through open competition. Private schools teachers are appointed by the concerned school management in accordance with the rules and regulations prescribed from time to time by the State Government, while teachers in Government schools are appointed by the Meghalaya Public Service Commission.

No criteria has yet been laid down with regards to the posting and transfer of teachers and the supporting staff. The white Paper on Education 1988, has equalised the pay and allowances of teachers in school under the Deficit system of grant-in- aid with the government teachers while the teachers in aided schools, drawing an adhoc grant-in-aid, their pay scales are left entirely to the managing Committee of the concerned schools.

The teachers in Government schools are governed by the Meghalaya Service (conduct) rules 1990 but the non-Government teachers are however governed by the conduct and discipline rules of the Assam Aided college employees rules 1960 and

the Assam Aided High and Higher Secondary employees Rules 1960 as adopted by the Meghalaya Government.

Promotional avenues are opened to the Government teachers only. The Secondary school teachers can be promoted to the post of Inspector of schools and the college lecturer – to the post of Principal and even additional DPI/Joint DPI. A Non-Government teacher has no prospect of promotion.

The Government teachers enjoy more benefit and welfare schemes like pension, leave travel concessions, medical reimbursement, loan for house building, etc., The Non-Government teachers have only the contributory Provident Fund (CPF), gratuity, re-investment of CPF. In service training courses, orientation programmes and workshops are conducted by SCERT to help teachers perform better in the classroom and improve their transaction of the teaching-learning process.

The students

The Education Department's rules and orders of Meghalaya provided rules for admission and withdrawal of pupils in Primary, Middle and High schools of the States. Rules for payment of fees, fines, examination and promotion were also highlighted. The students' welfare services mainly comprised of financial and medical aids to students.

Students' Union represents an important way of providing students participation in school life outside the classroom. Properly organized, they help in self-government and self discipline, provide a healthy outlet for students' energies and give the students useful training in the use of democratic methods.

Physical resources

Physical resources in an educational institution include among others, the school site, building, furniture, equipment, library, laboratory, playground and equipment, sports and games. The mobilisation of resources and their management coupled with a wide policy and planning practice, is a prerequisite for the proper administration of any educational institution.

Despite the best efforts of the State to provide these basic infrastructure facilities, most of the schools in Meghalaya do not have adequate facilities and are compelled to be content with whatever is available to them. In this context, the schools in the comparatively urban locales are better off than the schools in the interior villages.

Academic Organisation

According to W.H. Ryburn, "Organisation simply means the practical measures which we take to ensure that the system of work we use will be of the greatest possible assistance in carrying out our aims and of the greatest benefits to our children".

Academic organization includes, preparation of time table, assigning works, organising library, supervision of classroom teaching, evaluation of teachers' performance, monitoring of students' performance and progress, deciding examination schedules, decision regarding admission and promotion of students.[140]

Financial Management

The basis of the entire fabric of education system is provided by educational finance. This requires tapping the resources for educational finances and the careful expenditure for the same.

Sources of Educational Finance

The financial resources for education are obtained from Government and private sources. Governmental sources include Central, State and Local Bodies while private sources comprised two components., viz., (a) compulsory which may include fees, fines etc., from students, and (b) voluntary which may be contribution, endowment etc.

To conform to the minimum requirement of the Education Department, the privately managed institutions contribute a considerable amount of money towards the

maintenance of their institutions, payment of teachers' salary and construction of school building. In case of private unaided institutions the contribution is cent per cent.

The missionary organizations contribute largely towards building up the infrastructure, like building, libraries, laboratories, furniture etc., of schools sponsored by them. In aided institution, some teachers are appointed over and above the number of sanctioned number of posts for teachers and their salaries are paid out of the schools' own funds.

Budget formulation

The process of Budget formulation involves different levels of the State Education Department, State Planning and Finance Department as well as the Minister in charge of education and administrative heads of institutions.

Budget estimate includes both Income and Expenditure. The District education officers of each District collect the information from the Heads of the Institutions. The information collected are forwarded to the Directorate for compilation of a State consolidate budget. The final shaping of the budget remains with the Directorate and the Education Department. After a thorough scrutiny of the budget by the Planning and Finance Department, it is placed before the Assembly for approval.

The budget estimates are usually categorized into Plan and Non-Plan budget. The Plan budget includes estimates for the next financial year on development, expansion of new educational schemes like establishment of new schools, creation of additional posts of teachers. The Non-Plan budget deals with estimates for the next financial period on the ongoing and continuing programmes of education at all stages. It is primarily a budget to maintain the system at the existing levels of operation.

Taking note of the trend of expenditure and other development, the Budget Estimates are revised quarterly, half-yearly as well as annually within each financial year.[141]

Financial management of schools and colleges

In connection with the financial management there were four types of educational institutions – Private, Adhoc, Deficit and Government schools and colleges. A Private school does not receive any grant from the Government and there is no control from the Government. Adhoc colleges and schools receive adhoc recurring lump sum grant-in-aid from the Government generally fixed according to availability of funds and are controlled by the State Education Department in matters relating to service condition of the staff and an appointment of teachers. Deficit colleges and schools received recurring grant-in-aid according to laid down principles. Under the Deficit system, grant-in-aid is fixed on the basis of the difference between the approved income and the approved expenditure. Such schools and colleges have to follow the department rules regarding appointment of teachers, service condition of staff and other related matters. Government colleges and schools are those fully managed and financed by the Government.

Grant-in-Aid

Recognised educational institutions under private management are given grant-in-aids. The grants include recurring grants for maintenance of teachers' salaries and non-recurring grant for the construction of school buildings, provision of furniture, library, equipments.

There are two categories of recurring grant-in-aid for general maintenance, viz., Adhoc grant-in-aid and Deficit grant-in-aid. The Adhoc grant-in-aid is a recurring lump sum amount, generally fixed arbitrarily according to the availability of Government fund. The Deficit system of grant-in-aid is fixed on the basis of the difference between the approved income and the approved expenditure. The approved income is determined by : (a) multiplying the number of students by the approved rate of fees and then deducing 40 per cent of the total fee income in the case of high schools and colleges and 50 per cent in the case of upper primary schools; and (b) public donation and other contributions of the management to the institution. The approved expenditure includes the salary of the staff at rates prescribed by the

Government, other allowances as admissible and the governmental share of the contributory provident fund. The Non-recurring grants are grants like building, equipment and special grant paid occasionally.

Disbursement of salaries

For the Schools under private management, the monthly bills prepared by the school are countersigned by the Inspector of schools or Deputy Inspector of schools and are then passed through the treasuries. The teachers are paid by the management. There are now Higher Secondary schools and colleges which do not have any direct dealings in respect of encashment of treasury bills. The transaction are carried on through banks and payment are made by cheques.

Audit and Accounts

The accounts of government institutions are audited by the Accountant General of Meghalaya and that of the private aided institutions receiving grant-in-aid are audited by the Examiner of Local Accounts under the provisions of Appendix 15 to the Financial Rule 517 and the Local Audit Manual. The private aided institutions are also encouraged to appoint an internal auditor and submit the audit report every six months.

Prelude to Introduction of Vocational Education at + 2 in Meghalaya

In the Budget Speech 1996-97, the Finance Minister laid emphasis on retention of children in schools, and reduction of drop outs in schools by the introduction of vocational education.[142]

The Board in its 79th Meeting,[143] discussed about the introduction of Vocational Education Course, and decided that the Rules and Regulations for recognition, courses of studies and conduct of examination in Arts, Science and Commerce will be applicable for vocational stream also with a separate syllabus and qualifications of teachers as shown below.

Components of the Scheme

The main components of the Scheme at State level are:

(i) Setting up of:

(a) State Council for Vocational Education.

(b) Separate vocational Wing in the Directorate.

(c) A separate Wing for the State Institute of Vocational Educational in the S.C.E.R.T. to provide Research & Development support to the programme.

(d) District Vocational Educational Committee.

(i) Selection of Institution for introduction of Vocation Courses.

(ii) Selection of Courses for Vocational Education.

(iii) District Vocational Survey for assessment of man-power needs.

(iv) Curriculum Development.

(vi) Instructional Materials.

(vii) Survey and identification of equipments and raw materials.

(viii) Selection of teachers for vocational education.

(ix) Training of Teachers.

x (x) Planning and Providing for Practical.

xi (xi) Monitoring and Evaluation.[144]

Scheme of studies for Vocational Education

Subjects	Class XI	Class XII		Total Marks.
1. English.	100	-	=	100
2. Entrepreneurship.	50	50	=	100
3. Vocational Elective				
12. Foundation Course.	50	50	=	100
13. Vocational Courses.	300	300	=	600
Total	500	400	=	900

Courses in Salesmanship and Elements of Business Management and the Office Management including typing and stenography do not have foundation courses, and the marks for these two courses will be as follows:

Subjects	Class XI	Class XII		Total Marks
1. English.	100	--	=	100
2. Entrepreneurship	50	50	=	100
3. Vocational Elective.	350	350	=	700
Total	500	400	=	900

As regard teachers of vocational education the Board decided that there will be a full time and a part time teachers. The qualification for the full time teacher will be as shown below:

	Subjects	Qualification.
1.	Horticulture including Fruit Preservation And processing.	B.Sc. Agriculture.
2.	Office Management including typing and stenography.	Stenographer Grade - II
3.	Dairy. ---------- ----------	B.Sc. Vet.
4.	Poultry. ---------- ----------	- do -
5.	Piggery and Inland fishery ----------	- do -
6.	Electric Technology.	B. Tech.
7.	Computer Technique.	M.C.E. / B.C.E.
8.	Commercial Garment Making.	Bachelor / Diploma in the subject.
9.	Salesmanship & Element of Business Management.	B.Com
10.	Automobile repairs & Servicing.	B.E. in Mechanical & Automobile Engg.

Qualification for a part time teacher (instructors) will be a competent expert in the subject area concerned. Part time teachers (instructors) will be engaged by the school concerned casually only to instruct/impart instruction in the subject area and payment for their services will be made by the school.

The entire vocational course is practical oriented and as such the marks distribution is 70% practical and 30% theory for subjects involving practicals.

The following courses recommended for vocational education have been accepted by the Board for introduction in the Higher Secondary stage.

(1) Horticulture including Fruit preservation and Processing.

(2) Office Management including typing and stenography.
(3) Dairy.
(4) Poultry.
(5) Piggery & including fishery.
(6) Electronic Technology.
(7) Computer Techniques.
(8) Commercial Garment making.
(9) Salesmanship & Elements of Business Management.
(10) Automobile repairs & Servicing.

Source : Memo No. EG/MBOSE/9/84/295 Dated Shillong, the 28.6.1995.[145]

Efforts at Vocationalisation of Education

The +2 Stage as Pre-University course forms a part of collegiate stage under the North Eastern Hill University. The University is engaged in raising the existing P.U. course. It is expected that the vocational course will also be introduced at the P.U. stage. Under the revised curriculum, as the colleges are located in Shillong and urban areas it is intended to start vocational course in few selected schools in rural areas also provided University allows such provision in the statutes.[146]

Besides, it is intended to introduce vocational course at the secondary stage also to tackle the problem of drop out children particularly in rural areas. In the absence of gainful employment most of the unemployed youth migrate to the urban areas for petty jobs. It is intended to provide some sort of vocational training/non-traditional courses along with general studies in agriculture and allied fields like piggery, horticulture, weaving, cane and bamboo work, carpentry etc. to enable them to chose a vocation in later life. In some of the private schools courses in one or two have been opened. It is intended to give assistance to about 25 schools for opening vocational course. The syllabi and courses of studies and the requirements of staff was to be determined before ascertaining the exact cost. However, a token provision of Rs. 30 lakhs has been proposed to meet the cost of such courses in selected schools.[147]

Vocationalization of Education

Vocationalization of Education at the +2 stage is the cornerstone of the New System of Education. Vocationalisation of Education under the new pattern is proposed not only from the economic but also from moral and social point of view.

His Excellency, the Governor of Meghalaya, Shri Mundakkal Matthew Jacob, in a two-day National Seminar on Education in the 21st Century North East India, on the theme "Issues, Prospects and Challenges", held at the Don Bosco Youth Centre Shillong, on June, 17, 2002 said, "that the country cannot expect economic progress unless we plan to bring about adequate changes by way of offering more job oriented educational courses in colleges and universities".[148]

Way back during the British period, efforts have been made from time to time for the vocationalisation of education. Wood's Despatch of 1854 contemplated pre-vocational education. The Indian Education Commission 1882 and the Hartog Committee 1929, also recommended the introduction of practical and technical subjects in the schools.

The Sapru Committee (1934) advised vocational studies commencing after 11 years of education. The Abbot-Wood Report (1936-37) suggested a hierarchy of vocational institutions appropriate to the general education structure. Mahatma Gandhi, insisted that manual and productive work should not only be an integral part of education but should centre round it.[149] The Sargent Report (1944) recommended technical and commercial education for full time and part-time students on adequate scales. The University Educational commission (1948-49) recommended the opening of intermediate colleges at the end of class X for giving vocational base to the students in a system of general educational leading to University courses. The Secondary Education Commission (1952-53) generally stress the need for vocational education. The Education Commission (1964-66) pointed out that university degrees were not necessary for the majority of jobs at the middle levels which could be competently handled by vocationally well trained higher secondary graduates. The commission also referred to more than 50% of the students dropping out of the high schools and embarking upon work without any professional competency. This

commission further identified work experience as an essential element of purposeful education.[150]

The National Policy on Education – 1986 "proposed that vocational courses cover 10 per cent of Higher Secondary Students by 1990 and 25 per cent by 1995."[151] In the Seventh Five Year Plan, a very high priority has been given to vocationalisation of Secondary Education. The plan lays down that facilities for vocational education will be suitably diversified to cover a large number of fields in agriculture, industry, trade and commerce and services sector.[152] The Ninth Five Year Plan, proposed to divert at least 25 per cent students of 10+2 stage to self employment or wage employment, while providing them with vocational competence in a field of their choice.[153] At present about 150 vocational courses are being offered all over the country in about 60-00 schools and approximately 9 lakhs students are going through these courses.[154]

Meaning of Vocationalisation of Education.

The UNESCO, in its recommendation of 1974 on Technical and Vocational Education, defined vocational education as a "comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition, of practical skills, attitudes, understandings and knowledge relating to occupations in the various sectors of economic and social life. Such an education would be an integral part of general education and a means of preparing for an occupational field and an aspect of continuing education."

Vocationalised education cannot be equated with mere technician training; it is essentially education in the broader sense of the term. It prepares and cultivated the individual to understand the social reality and to realize his own potential within the framework of economic development to which the individual contributes. Vocationalisation means learning of a skill or a range of skills through study of technologies, related sciences or other practical work.[155]

Why Vocationalisation of Education?

The Education Commission (1964–66) pointed out, "Another programme which can bring education into closer relationship with productivity is to give a strong vocational bias to secondary education and to increase the emphasis on agricultural and technological education at the University stage. This is of special significance in the Indian situation, where as we have pointed out, the educational system has been training young persons so far mostly for government services and the so-called white collared professions."

Aims of Vocationalisation at + 2 Stage

Vocationalisation of Education in the 10 + 2 pattern, provides opportunities for the students to choose subjects and programmes of study in a much wider field of education in keeping with their aptitude, interests and abilities. A large number of vocational streams have been provided. This has been done with a number of aims:

1. To reduce the excessive and wasteful pressure on University education by diverting a sizeable number of students at + 2 stage to vocational course.
2. To increase the employability of youth and to develop their capacity for self-employment.
3. To correct the mismatch between supply and demand of labour by training youth for middle level jobs for which there is high demand but little supply.
4. To ensure a steady flow of skilled workers in existing and emerging areas by developing necessary occupational competence.
5. To link education with productively thereby ensuring increased production of goods and services for raising the standard of living of the people.
6. To promote the economic development of the country by supplying well trained workers to manage diverse jobs in diverse fields.
7. To accelerate rural development, by training man power for those vocations which have the potentialities for little utilization of agricultural resources.
8. To ensure optimum development of human resources by training youth for work in accordance with their aptitudes and interest.[156]

Implementation of Vocationalisation of Education at + 2 in Meghalaya

The steps taken to implement Vocational Education in Meghalaya were as follows:

(i) 10 Higher Secondary Schools have been selected for establishment of Vocational Courses during 1995-96. (ii) The building for Class rooms, work sheds have been constructed in the above 10 schools. (iii) The State Council for Vocational Education has been notified. (iv) 8 (eight) Vocational subjects have been selected for implementation in the above selected 10 schools. The selection of courses has been done based on the recommendation of the Survey Report conducted by the Educational Consultant of India Ltd. (EDCIL) and other expert advice. (v) The Vocational wing has been set up in the Directorate of Higher and Technical Education and eight posts including the post of Deputy Director have been sanctioned. (vi) 20 posts of full time teachers and 20 posts of part time teachers have been sanctioned to start vocational stream in 10 identified Higher Secondary Schools with effect from 1995-96.[157]

The Board had approved the introduction of Vocational Course at +2 stage in the following institutions in the respective trades shown against each with effect from the Academic Year 1995-96. They were:

1. Horticulture, including Fruit Preservation and Processing.
   St. Michael's Higher Secondary School, Umsning.: Ri-Bhoi District.
2. Office Management including Typing and Stenography.
   1) R. K. Mission H. S. S. Cherrapunjee. : East Khasi Hills.
   2) Sib-Singh Memorial H. S .S. Nongstoin.: West Khasi Hills.
   3) Rongrenggiri Govt. H. S. S.Williamnagar. : East Garo Hills.
   4) Baghmara Govt. H. S. S., Baghmara.: South Garo Hills.
3. Animal Husbandry and Veterinary.
   1) Govt, Boys' H. S. S., Jowai : Jaintia Hills.
   2) Ram Krishna Mission H. S. S., Cherrapunjee,.East Khasi Hills.

3) St. Michael's Higher Secondary School, Umsning.: Ri-Bhoi District.
4) Christian H. S. S., Mairang,: West Khasi Hills.
5) Sibsingh Memorial H. S. S., Nongstoin.: West Khasi Hills.
6) Rongrenggiri Govt. H. S. S., Williamnagar.: East Garo Hills.

4. Electronics Technology.
   1) Govt. Boys' H. S. S., Shillong. : East Khasi Hills.
   2) Govt. Girls' H. S. S., Tura. : West Garo Hills.
5. Computer Techniques.
   St. Anthony's H. S. S., Shillong.: East Khasi Hills.
6. Commercial Garment making.
   St. Anthony's H. S. S., Shillong. : East Khasi Hills.
7. Salesmanship and Elements of Business Management.
   1) Govt. Boys' H. S. S. Shillong. : East Khasi Hills.
   2) Govt. Girls' H. S. S., Tura.: West Garo Hills.
8. Automobile Repair and Servicing.
3. Christian H. S. S. Mairang.: West Khasi Hills.
4. Baghmara Govt. H. S. S., Baghmara. : South Garo Hills.
   3) Govt. Boys' H. S. S., Jowai. : Jaintia Hills.[158]

Present position of Vocational Education

Though 10 Higher Secondary Schools have been identified for implementation of Vocational stream in 1995-96,[159] ultimately only 3 Schools have accepted the Vocational Stream. They were:

(i). Rongrenggiri Government Higher Secondary School in Garo Hills where Office Management, Typing and Stenograph has been introduced during 1995-96. There were initially 24 students but gradually number of enrolment reduced and in 1999 there was only 1 student. At present there is no student in the school for vocational stream. The school is having 1 (one) full time teacher and 1 (one) part-time teacher.

(ii) Salesmanship and Elements of Business Management has been introduced in the Government Boys' Higher Secondary School, Shillong during 1995-96. There were 2 (two) students. At present there is no student in the school in Vocational stream. The school is having 1 (one) full time teacher.

(iii) The other school where Vocational Stream has been introduced is St. Michael's Higher Secondary School, Umsning. Dairy and Poultry Farming is the vocational stream in the School, where a number of students joined the course. However in the course of the years, the number is reduced and in 2001 there was only 1 (one) student. At present there is no student in the school for vocational stream. There are 2 (two) full time and 1(one) part time teachers in the school for vocational stream.[160] Our neighbouring State of Assam took up the scheme at the same time and at present they are having the vocational courses in 152 Higher Secondary Schools with 267 staff members.[161]

Problems Areas in Implementation

The reason for the unsuccessful implementation of Vocational Education in the State had been due to various problems:

(i) The continuance of Pre-University Courses with the College Education in the State retards the progress of establishment of Higher Secondary Schools. The progress of implementation of vocational education had also been adversely affected due to man power constraint.

(ii) The subjects under vocational education were technical in nature requiring qualified technical personnel to teach the various courses. There was the problem of availability of such qualified technical man power in the State.

(iii) Unlike the general education system where teachers were posted to different schools and remained in the same schools for many years unless transferred. In case of government Schools/vocational Schools, Vocational Education required a different cadre of teachers who would have to be shifted from school to school after a certain tenure in a particular school where the demand of trades offered by the Schools reduced to insignificance. This required an in depth study on the mode of appointment and deployment of teachers both in government and in the Private Vocational Schools.

(iv) Vocational education was de-linking education from general education. After having completed +2 stage with vocational education, student could not join general education at higher level. This was a primary reason probably for which the society uptill now could not accept the Vocational Education and more over the education could not give assurance of placement. Self employment scopes and placement assistance could not be provided to successful students. As a result very few students have been attracted towards Vocational Education.[162] In the country at present, only 4.8% students were opting for vocational stream against a target of 25%.[163]

Suggestions for modification of the Scheme

As per Government New Education Policy, more and more students are to be attracted and diverted towards Vocational Education. This policy is essentially required to be implemented because of two reasons viz.:

(i) Formal education can help in getting white colour job in the Public Sector as well as in the private sector. Now this scope of white colour job has been reduced;

and (ii) there is no scope of further generation of employment in this particular area. (iii) Application of Science and technology to utilize resources for production is now more important for economic growth and employment generation. Unless the education is diverted towards vocationalisation, the huge human resource cannot be provided with employment either as self employment or employment in specified public and private sectors.

Considering the necessity of diverting the education towards vocational streams it is therefore suggested to bring the following modification and improvement in the Scheme.

a) Curriculum of vocational education at +2 Stage to be modified to link with higher formal education after +2 stage. Students aspiring for higher education to be allowed to join degree level courses after +2 Stage of Vocational Education.

b) The present education system has noted huge drop outs after the VIIIth standard of education in the School. This section of human resource remain unutilized for production purpose and their future is also uncertain. Therefore, Pre-Vocational Courses if introduced at the Secondary level for Class IX and X, may be more useful particularly for the drop outs.

c) School-Industry linkage is also essential and the students coming out of the Vocational Institution require proper guidance and training on entrepreneual development for setting up of individual or co-operative organisation for self-employment.

d) Implementation of new system of education i.e. Vocational Education is a massive task and requires proper survey before identifying particular trades in particular vocational institution. Field Officers of different Districts may be entrusted to make a survey and prepare a report covering the following areas:

(i) Availability of Resources. (ii) Type of Vocational Courses to utilise the available resources. (iii) Standard of existing educational facility. (iv) Affinity of

Society to accept diversified education for self – employment and generation of employment for others.(v) Scope of Industry – Education linkage for further training of students educated with Vocational Course.

f) There may be Central Institute of Vocational Institution located in Semi Urban/Rural area which will run vocational courses and impart training to teachers and passed out students from Vocational Institutions.[164]

g) The introduction of short term vocational courses allowing the students for going through other academic courses simultaneously on part time basis could be a welcome innovation in the State.[165]

Impact of +2 stage on the Colleges

Before 1947, all the colleges of the composite State of Assam were affiliated to the Calcutta University. The pattern of education at the collegiate level was +2+2, i.e., 2 years Intermediate course and 2 years degree course. In 1948, all the colleges of Meghalaya were brought under the Guahati University and continued this same pattern of +2+2 education till 1963. From 1963, the term Intermediate course was changed to the Pre-University and the pattern that came up was +1+3 i.e., one Year Pre-university and 3 years degree course. In 1973, all the colleges of Meghalaya were brought under the jurisdiction of North Eastern Hill University and the pattern that prevailed was +2+2 i.e., 2 years Pre-University and 2 years degree course. In 1982-83, NEHU has introduced the 10+2+3 pattern of education i.e., 10 years of schooling, 2 years of Pre-University and 3 years of degree course. This pattern continued till date. In 1994-95, the Government of Meghalaya has introduced the 10+2 system of Education by upgrading 17 Secondary Schools and affiliated them to the Meghalaya Board of School Education. The plan was to upgrade all the secondary schools of the State in a phased manner.

The introduction of the Higher Secondary course has resulted in some far reaching changes at the college level. All the colleges in the State which impart Pre-University level of education were required to seek an immediate affiliation to Higher

Secondary level of Education with the Meghalaya Board of School Education. Thus the colleges were affiliated to NEHU at the Pre-University level and to MBOSE at the Higher Secondary School level.

The total enrolment of students in the colleges could reduce since more than 70 per cent of enrolment was at the University level. The upgradation of Secondary schools and the de-linking of the Pre-University course from the college could also render some staff and resources at the colleges surplus.

The +2 level of education could result in an improvement of the quality of college education. With the streaming away of 50% of students to vocational courses at the Higher Secondary level, only the better motivated and those who can derive greater benefit from the academic type of education will be joining colleges. Besides the admission to college 2 years older than it would at the Pre-university and a longer duration of three instead of 2 years would enhance the qualitative improvement in the learning of the student community. The added maturity would give them greater ability to profit from collegiate methods of teaching and working.

The location of +2 stage has become controversial. The State Government and the North Eastern Hill University have still to decide regarding the status of the Pre-University classes. They have to decide whether the +2 Stage be located in schools, colleges or in both the schools and colleges. The +2 Stage is at present still linked in general to the colleges as Pre-University courses. The State Government is contemplating strategies to delink the Pre-University course from the college education and Higher Education in a phased manner. In the meantime, the State Government had decided not to encourage the establishment of new colleges for conducting only Pre-University courses. The new college however would be considered for assistance, opening, etc., only for conducting degree courses.

Growth of Higher Secondary Education

Although the foundation of modern education in the State was laid by the Christian Missionaries in the 19th Century, in accordance with the democratic tradition

of the people, the community plays a significant role in setting up and maintenance of Schools. This is evident from the fact that, most of the Schools and Colleges are under private management. The State Government plays a promotional role in supplementing the efforts of the community by extending liberal maintenance grant to recognized schools under deficit or adhoc grant-in-aid system.[166]

Since the inception of the State in 1972, the main thrust of the Government has been on the extension of educational facilities to the backward rural areas as well as qualitative improvement in selected spheres. Though there has been significant increase in the number of institutions and enrolment according to the *'Revised Master Plan – Government of Meghalaya, 1980-83'* yet the imbalances have not as yet been removed. The educational facilities have not penetrated in many backward areas of the state and the enrolment has been upset by a high rate of drop-outs mainly due to socio-economic conditions of the tribal people who constitute the bulk of the population.

Meghalaya's prime task for a sound basis for educational growth requires the removal of hurdles, establishment of an adequate infrastructure and provision of educational legislation. In 1977, the Pre-Independence erstwhile Directorate of Public Instruction which provided academic support to education was re-structured into the Directorate of Education Research and Training, Directorate of Higher and Technical Education, and the Directorate of Elementary Mass and Education – each having its own clear cut powers, functions and jurisdiction.

Bringing closer the administration closer to the people, the State has been divided into 7 Districts and 8 Sub-Divisions. The Inspector of school is the chief education officer at the District level and the Deputy Inspector of Schools at the Sub-Divisional Unit. The government schools are directly under the State Department of Education whereas the private-aided and private-unaided schools are under the management of educational trust registered with the Government. These schools are run by their own respective Managing Committees approved by the Government and function according to the rules framed by the Department of Education.

The National Policy on Education, 1986, has given a new impetus to the development of education in the State. In pursuance of its Policy the State has brought out in 1988 a White Paper on Education in which certain steps have been taken up like (a) The Revision of the school curriculum and syllabus; (b) The adoption of the 10+2+3 National pattern of Education and (c) The introduction of Vocational Education at the school level since 1987. Out of the 34 progressive secondary schools only 17 upgraded to the Higher Secondary schools have started functioning since 1994-95. Out of 10 such schools selected for the introduction of vocational stream, only 3 have been functioning since 1997.

Schooling Facilities

Primary Schools: Meghalaya had made progress in making available educational facilities to its people. In 2001-02, as much as 74.05, 87.97 and 5.4. per cent of the rural habitations had been provided with facility for Primary Education within a distance of a kilo meter, upto a kilo meter and more than a kilo meter respectively.

Table 7 Rural Habitations With and Without Primary Schools/Sections

Habitations with Primary Schools/Sections

Within Habitation		Upto 1.0 Km		More than 1.0 Km		Total
No. of Habitation	% of Coverage	No of Habitation	% of Coverage	No. of Habitation	% of Coverage	
3677	74.05	5003	87.97	675	5.4	9355
						167.42

Upper Primary Schools: 25.57, 69.5 and 7.08 Per cent of habitation had Upper Primary with a distance of 3 kilo meters, upto 3 kilo meters and more than 3 kilo meters respectively.

Table 8 Rural Habitations With and Without Upper Primary Schools/ Sections

Habitations with Upper Primary Schools/ Sections

Within Habitation		Upto 3.0 Km.		More than 3.0 Km.		Total
No. of Habitation	% of Coverage	No. of Habitation	% of Coverage	No. of Habitation	% of Coverage	
796	25.57	3889	69.5	639	7.08	5321
						102.15

Secondary Schools: 11.3, 59.18 and 5.29 per cent of habitations had Secondary school within a distance of 5 kilometers, up to 5 kilometers and more than 5 kilometers.

Higher Secondary Schools: 24.63 percent had Higher Secondary Schools within 8 kilometers of the habitations.

Table 9 Rural Habitations With and Without Secondary Schools/ Sections

Habitations with Secondary Schools/Sections

Within Habitation		Upto 5.0 Km.		More than 5.0 Km.		Total
No. of Habitation	% of Coverage	No. of Habitation	% of Coverage	No. of Habitation	% of Coverage	
278	11.3	3454	59.18	437	5.29	4169
						75.77

Source : Selected Educational Statistics, 2001-02, Ministry of Human Resource Development, Department of Education, Government of India. 2002.

Number of Schools

Due to the interest and effort of the Christian, non-Christian missionaries and others, a number of educational institutions had been established. During the post independence period especially after the attainment of full statehood, the co-effort of the Government and other Non Governmental organisations at fostering education gained momentum and continued till today. As years passed by, the number of schools was ever on an increase.

Table 10 Number of Schools, Colleges (P.U.) 1980-81 to 2001-02

Stages	Year			Annual Growth Rate
	1980-81	1995-96	2001-02	
Number of Schools				
Primary	3918	-	5646	2.2
M.E.	473	-	1041	11
Secondary	204	-	574	14.06
College/Intermediate (P.U)	30	-	46	8.16
Higher Secondary	-	17	69	67.64

In 2001-02, there were 5646 Primary schools as compared to 3918 in 1981. Similarly the number of Upper Primary and Secondary Schools increased from 473 and 204 in 1981 to 1041 and 574 respectively in 2002. By 2001-02 there were 69 Higher Secondary Schools and parallel +2 stage course as Pre-University course were run in 46 colleges as compared to 17 Higher Secondary Schools and 30 Colleges in 1995-96. The annual growth rate was 2.2; 11; 14.06; 8.16; and 67.64 for the Primary, M. E. Secondary, College/Intermediate (P.U.) and Higher Secondary Schools respectively.

Table 11 Higher Secondary Schools according to Management

Type of schools	No. of Schools	P.C.	No. of Schools	P.C

Government	22	*31.88*	Urban	40	*57.98*
Private Aided	36	*52.17*	Rural	29	*42.02*
Private Unaided	11	*15.95*			
Total	69	*100*		69	*100*

Source : Selected Educational Statistics, 2001-02, Ministry of Human Resource Development, Department of Education, Government of India. 2002.

Out of 69 Higher Secondary Schools, it was observed that 22 (31.88); 36 (52.17) and 11 (15.94); schools belonged to Government, Private Aided and Private unaided management respectively. This showed that the maximum number and proportion of the Higher Secondary Schools were privately managed, followed by Government, and private unaided managed Higher Secondary Schools. Out of the total number of 69 Higher secondary Schools, 40 and 29 were located in urban and rural respectively. The corresponding percentage for Urban was 59.97 and 42.02 percent for rural respectively.

Vocational Stream

In pursuance of the national Policy on Education, 1986, the State's White Paper on Education, 1988 spelt out the need for vocational education at the higher secondary level; but it did not specify any concrete steps for its implementation, other than linking it with the higher secondary schools. The implementation of the scheme for the introduction of vocational education has been delayed due to various reasons, including the continuation of +2 stage education as PU course in the colleges. This has impeded the establishment of higher secondary schools as part of the school education system and consequently, handicapped the implementation of the scheme for vocational education.

The survey revealed that out of the 17 functioning higher Secondary schools in the State, 10 schools had been selected for the introduction of vocational stream. Ultimately only 3 schools had introduced the vocational stream in 1995-96 and that too without much success. During 2001-02, the survey revealed that the existence of the vocational stream in 69 existing higher secondary schools was nil.

Enrolment of Student

With the expansion in school educational facilities, the enrolment of students increased at all levels. The enrolment of Students constituted the stage of education which included the Primary, Middle, High and Higher Secondary Schools.

Table 12 Enrolment of Students by Stages (1975-76 to 1996-02)

Stage	Enrolment						Annual Growth Rate				
	1975-76	1980-81	1985-86	1990-91	1995-96	1996-02	1975-81	1981-86	1986-91	1991-96	1996-02
Classes I-V											
Total	171199	186093	204423	242570	295279	327132	1.7	2.0	3.5	4.0	2.1
Girls	80654	88948	98048	118177	146913	163405	2.0	2.0	3.8	4.4	2.2
	(47.11)	(47.8)	(48.0)	(48.7)	(49.8)	(49.95)					
Classes VI-VIII											
Total	25203	35198	47963	69360	76459	96170	6.9	6.4	7.6	1.9	5.1
Girls	10613	16284	23218	32451	35636	49189	8.9	7.4	6.9	1.9	7.6
	(42.11)	(46.3)	(48.4)	(46.8)	(46.6)	(51.14)					
Classes IX-X											
Total	33479	48620	61446	47633	29710	36151	7.7	4.8	-5.0	-9.8	4.3
Girls	15502	22913	29218	22041	13822	17708	8.1	5.0	-5.5	-9.4	5.6
	(46.3)	(47.12)	(47.6)	(46.3)	(46.52)	(48.98)					
Classes XI-XII											
Total	-	-	-	-	852	3030					42.60
Girls	-	-	-	-	328	1500					59.55
					(38.4)	(49.50)					

Notes : Figures in parentheses denote percentage of girls to total enrolment.
Sources : 1. Education in India, Volume I, 1975,1980-81 and 1985-86.
2. Selected Educational Statistics, 1990-91, 1995-96 and 1996-02.

The growth of enrolment was comparatively low at the middle stage, being 1.9 per cent, during 1995-96. In case of enrolment at the secondary and Higher Secondary stages, taken together, growth was the highest during 1975-81 when an annual growth rate of 7.7 per cent was recorded. However during 1981-86, the growth rate of enrolment was reduced to 4.8 per cent and rose marginally to 5.0 per cent during 1986-91. The annual growth rate of enrolment at the secondary and higher secondary stage was recorded to be negative, which was – 9.8 in 1991-96. However during 1996-2002 the annual growth rate of enrolment at the Higher Secondary school was recorded at 42.60.

The enrolment of girls which was below 50 per cent, much lower than that of boys, showed a steady growth over the years. During 1975-81, the growth of girls' enrolment was high at the Middle and Secondary/Higher Secondary stage when the growth rate recorded was 8.9 and 8.1 per cent respectively. Thereafter, at both the stages, the growth rate figures dropped conspicuously to 7.4 per cent and 5.0 per cent respectively in 1981-86 and to 6.9 and 5.5 per cent respectively in 1986-91. The annual growth rate was 2.24; 7.60; 5.62 per cent, at the Primary, Middle and Secondary Stages respectively and a rapid growth of 71.46 per cent was recorded at the Higher Secondary Stage during 1996-2002.

Table 13 Enrolment of Pre-University Students (1993-94 to 2001-02)

Stage	Enrolment				Annual Growth Rate		
	1993-94	1996-97	1999-00	2001-02	1996-97	1999-2000	2001-02
P.U. Classes							
Total	11195	13687	16186	17390	11.12	9.12	3.71
Girls	NA	NA	7526	7786			1.72
			(46.49)	(44.77)			

Note : Figures in parentheses denote percentage of girls to total enrolment.
Sources: 1. Pocket Statistical Hand-book, Meghalaya, 1994,1998,and 2000
2. Selected Educational Statistics, 2000, 2001 and 2002

Table 13 indicated the steady growth of students' enrolment at the Pre-University stage during 1993-94 to 2001-02. The growth rate was 11.12; 9.12; and 3.71 in 1996-97; 1999-2000 and 2001-02 respectively. The percentage of female enrolment was 46.49 per cent and 44.77 per cent which was below 50 per cent to the total enrolment. The growth rate of girls' enrolment during 1999-2000 to 2001-2002 was 1.72 per cent.

Table 14 Male – Female Enrolment (1975-2002)

Stage	1975-76	1980-81	1985-86	1990-91	1995-96	1996-02
Classes I-V						
Male	90545	97145	106375	124393	148366	165727

	(52.88)	*(52.20)*	*(52)*	*(51.28)*	*(50.24)*	*(50.35)*
Female	80654	88948	98048	118177	146913	163405
	(47.11)	*(47.80)*	*(48)*	*(48.71)*	*(49.75)*	*(49.64)*
Classes VI-VIII						
Male	14590	18914	24745	36909	40823	46921
	(57.88)	*(53.73)*	*(51.59)*	*(53.21)*	*(53.39)*	*(48.82)*
Female	10613	16284	23218	32451	35636	49189
	(42.11)	*(46.30)*	*(48.4)*	*(46.78)*	*(46.60)*	*(51.17)*
Classes IX-XI/XII						
Male	17977	25707	32228	25592*	20110	19973
	(53.69)	*(52.87)*	*(52.44)*	*(53.72)*	*(53.18)*	*(50.97)*
Female	15502	22913	29218	22041	17698	19208
	(46.30)	*(47.12)*	*(47.56)*	*(46.27)*	*(46.81)*	*(49.02)*
Total	2,29,881	2,69,911	3,13,832	3,59,563	4,09,546	4,64,423

Note : Figure in parentheses denote percentage. * figure only for classes IX-X

With regard to the Male-Female enrolment the table revealed that the percentage of male enrolment was higher than that of females in 1975-02 except in the Classes VI-VIII where the female enrolment was slightly higher than that of the male enrolment with 51.17 per cent. The Percentage of males students had declined to 50.35 per cent; 48.82 per cent and 50.97 per cent in 1996-02 when compared with 52.88 per cent, 57.88 per cent and 53.69 per cent respectively during 1975-76. During the years, the percentage of female students had risen steadily from 47.11 per cent ; 42.11 per cent; 46.30 per cent in 1975-76 to 49.64 per cent; 51.17 per cent and 49.02 per cent respectively in 1996-02.

Table 15 **Enrolment of Scheduled Caste/Tribe Students (2000-2002)**

(In Per Cent)

Year	2000-2001				2001- 2002				Total			
	SC		ST		SC		ST		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Educational Stages												
Primary Classes 1-V	54.41	45.60	49.85	50.15	53.82	46.18	49.83	50.17	0.81	99.19	0.68	99.32
Middle English Classes VI-VIII	48.22	51.78	44.73	55.27	48.77	51.26	45.24	54.76	2.54	97.46	2.20	97.80

Secondary Classes IX-X	57.42	42.58	51.61	48.39	56.29	43.71	50.46	49.54	3.17	96.83	2.53	97.47
Hr.Secondary Classes XI-XII	49.07	50.93	57.61	42.39	45.13	54.87	53.74	46.26	6.18	93.82	8.51	91.49
Classes P.U. Intermediate	59.09	40.91	52.63	47.37	58.82	41.18	53.06	46.94	4.44	95.56	3.51	96.49

Source: Selected Educational statistics, 2000-01 and 2001-2002. Ministry of Human Resource Development, Department of Education, Government of India, 2001 and 2002

Table 15 showed that the proportion of Scheduled Caste students was low in both the sexes in different educational stages. The percentage of SC boys varied from 0.81; 2.54; 3.17; 6.18; 4.44 to 99.19; 97.46; 96.83; 93.82; 95.96 respectively to ST boys in 2001 and 0.68; 2.20; 2.53; 8.51; 3.51 to 99.32; 97.80; 97.47; 91.49 and 96.49 in 2002 respectively in ST Girls in the different education stages.

Table 16 **Distribution of Students in different Streams (1996-02)**

STREAMS	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02
ARTS	4143	-	6768	8026	9323	9769	9957
	(72.94)	-	*(78.10)*	-	*(80.38)*	*(80.02)*	*(77.77)*
SCIENCE	1122	-	1316	1411	1545	1562	1761
	(19.75)	-	*(15.18)*		*(13.32)*	*(12.79)*	*(13.75)*
COMMERCE	404	-	576	-	729	875	1084
	(7.1)	-	*(6.64)*	-	*(6.28)*	*(7.16)*	*(8.46)*
VOCATIONAL	11	-	5	1	1	1	1
	(0.19)	-	*(0.05)*	-	*(0.008)*	*(0.008)*	*(0.007)*

Total	5680	-	8665	-	11598	12207	12803

Note : Figures in the Parentheses indicate the Percentage to the total.

Table 16 indicated that the number of student enrolment in Arts Stream accounted for the largest population of students in Higher Secondary School (P.U.) level, varied from 72.94 to 80.02 per cent. This was followed by students enrolled in Science and Commerce streams varied from 12.79 to 19.75; and 6.28 to 8.46 per cent respectively. The students enrolled in vocational stream shared the lowest population of students' enrolment varied from 0.007 to 0.19 per cent.

Number of Teachers

Table 17 No. of Teachers, Percentage of Trained Teachers and Women Teachers to Total during (1975-76 to 1998-99)

Institutions	Year							
	1975-76	1980-81	1985-86	1990-91	1995-96	1996-97	1997-98	1998-99
No.of Teachers								
Hr.Secondary	-	-	-	-	626	657	684	732
Secondary	1263	2100	2493	2941	4817	4550	4636	4842
Middle	1623	1968	2764	3009	4157	4350	4411	4567
Primary	4680	6297	6431	6729	9422	9175	10637	10966
Percentage of trained teachers to total								
Hr.Secondary	-	-	-	-	93.29	92.23	92.10	92.07
Secondary	25.1 *	28.1 *	28.1 *	32*	36.0.	33.67	33.67	34.53
Middle	19.3	20.2	19.0	35.0	37.0	22.52	22.51	22.50
Primary	43.3	44.5	44.3	42.0	45.0	37.84	37.83	37.78
Percentage of Women Teachers to Total								
Hr.Secondary	-	-	-	-	51.8	49.77	51.46	51.09
Secondary	41.0	44*	43.4 *	49.2 *	45.7	44.39	44.73	50.47
Middle	29.9	33.1	35.6	37.0	40.5	38.73	39.87	39.58
Primary	30.5	36.7	37.0	36.9	42.8	44.44	45.83	46.98

Note: * Includes Secondary and Higher Secondary Schools.

During the period 1975-99, there had been a substantial rise in the number of teachers. The number of trained teachers at the Primary stage was lower than 50 per cent, at the Secondary and Middle Schools stages was 40 per cent and 92.07 per cent, much higher than the all India figure was in the Higher Secondary stage.

The percentage of women teachers had risen gradually at all the stages. Though the percentage was lower than 50 per cent, except at the Secondary/Higher Secondary level, it had been above the national average at all the stages during the period.

Teacher-Pupil Ratio

Table 18 **Teacher- Pupils Ratio (2001-02)**

Type of Institution	Teachers			Enrolment			Teacher-Pupils
	Male	Female	Total	Boys	Girls	Total	Ratio
Hr. Secondary	452	497	949	6009	5344	11353	1:12
Secondary	2633	2576	5209	44656	45123	89779	1:17
Middle	3098	1869	4967	41596	41105	82701	1:17
Primary	7124	6241	13365	223298	228982	452280	1:34
Grand Total	13165	11325	24490	315559	320554	636113	

Source : Selected Educational Statistics,2001-02. Ministry of Human Resource Development, Department of Education, Government of India.

The Ratio of pupils per teacher had remained the same at 1:17 for the Middle and Secondary stage whereas it remained at 1:12 for the Higher Secondary Stage and 1:32 at the Primary stage during 2001-02.

Financial outlay

The sector-wise approved outlays for the Eight Plan period is shown in Table 19. As revealed by the table, the largest percentage (98.51) approved outlay for the Eight Plan period was for Elementary Education. Secondary also had a chunk of

modest 14.00 per cent of the total outlay, followed by University education with only 5.00 per cent of the total outlay.

Table 19 Educational Sector-Wise Approved Outlay : Eight Plan(1992-97)

Sector	Approved Outlay to Total Outlay (%)	Actual Expenditure (Rs.in Lakhs)
Elementary Education	76.00	9476.18
Secondary Education	14.00	2133.59
University Education	05.00	657.85
Adult Education	04.00	392.99
Language	00.20	15.85
General	00.80	91.14

Sources : Department of Education, Government of Meghalaya.

The various plan outlays allocated by the Planning Commission to the state for all sectors, showed an upward trend. The detailed of outlays and expenditure for the different five Year Plan, was shown in Table 19. Evidently, during the course of the five Year-Plans, since 1969, there had been a quantum jump in the approved plan outlay with an increase of more than twenty-five fold.

Examination Results

The Meghalaya Board of School Education conducted the Higher Secondary and P.U. level final examinations for all the courses for the first time in 1996-97. Prior to 1996, the Pre-University level Examinations was conducted by the North Eastern Hill University. The examination results of the Higher Secondary School and Pre-University in Meghalaya from 1996-02 was presented in this section.

Table 20 Higher Secondary School + P.U Examination Results (1996-2002)

Examinations	1996	1997	1998	1999	2000	2001	2002
ARTS							

Appeared	4143	-	6768	8026	9323	9769	9957
Passed	2115	-	3746	3852	4131	5261	5858
Percentage	51.05	-	55.35	47.99	44.30	53.85	58.83
SCIENCE							
Appeared	1122	-	1319	1411	1545	1562	1761
Passed	886	-	949	1096	1256	1169	1444
Percentage	77.18	-	71.95	77.68	81.29	74.84	81.99
COMMERCE							
Appeared	404	-	576	-	729	875	1084
Passed	259	-	483	-	490	614	837
Percentage	64.1	-	83.85	-	67.21	70.17	77.21
VOCATIONAL							
Appeared	11	-	5	1	1	1	1
Passed	11	-	5	1	1	1	1
Percentage	100	-	100	100	100	100	100

Source : Meghalaya Board of School Education, Tura.

The number of students who appeared in the final examination 2002 were 9957; 1761; 1084 and 1 in Arts, Science, Commerce and Vocational courses respectively. The percentage of pass was 100 per cent in vocational stream. The next higher percentage of pass was 81.99; 77.21 and 58.83 in Science, Commerce and Arts respectively.

Development of Higher Secondary schools according to Streams

According to types of education offered, there were two types of schools and colleges – general and professional. General educational institutions offered courses in Arts, Science and Commerce while professional colleges offered courses in law, engineering, teaching etc.

The vast majority of Higher Secondary schools offered Arts stream only followed by Arts and Science streams together. And there were three schools that offered vocational stream whereas no Higher Secondary school had ever offered Commerce stream in the State of Meghalaya.

The number of Arts and science students during 1995-96 was 5265 which increased to 11718 in 2001-02. The number of Commerce students was 404 in 1995-96 and increased to 1084 in 2001-02 while the number of students in vocational stream was

11 in 1996-96 which decreased to only 0 in 2001-2002. The number of students in the Arts, Science and Commerce except in Vocational stream was ever on an increase.

With regard to the teachers, during the period 1995-96, the number of teachers was 253 which increased to 657 in 1996-97; 684 in 1997-98; 732 in 1998-99 and 949 in 2001-02.

The number of Arts students who appeared in the 1996 external Examinations was 4143 which increased to 9957 in 2001-02. The number of Science students who appeared in the Science stream was 1122 and increased to 1761. The number of students who appeared in Commerce stream was 404 which increased to 1084 in 2002. And the number of students who appeared in the vocational stream examination was 11 which decreased to 1 in 2002. The number of students who appeared for the examinations in Arts, science commerce stream with the exception of vocational stream was ever on an increase.

Table 21 **Literacy Rate 1951 – 2001**

Year	Persons	Male	Female
1	2	3	4
1951	NA	NA	NA
1961	26.92	32.32	21.15
1971	29.49	34.12	24.56
1981	42.05	47.75	38.3
1991	49.1	53.12	44.85
2001	63.31	66.14	60.41

N A = Not Available
Note: Literacy rated for 1951 and 1971 relate to population age five and above. The rates for the years 1981 to 2001 relate to the population aged seven years and above.

In spite of high rate of drop-outs however, as seen from the Table 21 the literacy rate of Meghalaya was increasing progressively from census to census. The literacy rate of the State was 63.31 per cent as per census of India 2001. It was seen that it had considerably gone up from the literacy rate of 26.92 per cent in 1961 census. On seeing the sex-wise growth of literacy since 1961, it was noticed that for males it had gone up to 66.14 per cent from 32.32 per cent in 1961 and in case of females it had gone up to 60.41 per cent from 21.15 per cent. It may however be mentioned that literary rate retarded to the persons for the age group 5 and above

1961 and 1971. In 1981 onwards the literacy rate shown in the statement related to person of the age group 7 and above.[167]

Table 22 Literacy Rate by Sex for State and Districts

Sl.No.	State / District	Literacy Rate					
		Persons		Males		Females	
		1991	2001	1991	2001	1991	2001
1	2	3	4	5	6	7	8
	Meghalaya	49.10	63.31	53.12	66.14	44.85	60.41
1	West Garo Hills District	38.64	51.03	46.10	57.51	30.81	44.51
2	East Garo Hills District	48.38	61.70	54.70	67.39	41.70	55.74
3	South Garo Hills District	42.88	55.82	51.28	62.60	34.02	48.61
4	West Khasi Hills District	50.52	65.64	52.98	67.02	47.94	64.21
5	Ri Bhoi District	39.93	66.07	43.88	69.22	35.73	62.67
6	East Khasi Hills District	64.58	76.98	67.13	78.12	61.86	75.82
7	Jaintia Hills District	35.32	53.00	34.37	50.52	36.31	55.51

Note : Literacy rate was the percentage of literates to population aged 7 years and above.

The literacy rate of the State as seen in Table 22 had increased during the decade 1991-2001 by 14.12 percentage points. Comparing literacy rate of Districts with that of State literacy rate, it was found that literacy rate of each of the District of East Khasi Hill, Ri-Bhoi and West Khasi Hills was above the State literacy rate whereas in the remaining 4 Districts of Meghalaya, the literary rate was below the State average. The District having highest literacy rate in the State was East Khasi Hills with 76.98 per cent and the lowest literacy rate was West Garo Hills with 51.03.[168]

Table 23 Literacy Percentage in North East India.

Sl.No	North- Eastern States	Literacy Rates 1991 Census	Literacy Rate 2001 Census	% age of Growth of Literacy
1.	Arunachal Pradesh	41.6	54.71	13.11
2	Assam	52.6	64.28	11.68

3	Manipur	59.9	68.87	8.97
4	Meghalaya	49.1	63.31	14.21
5	Mizoram	82.3	88.49	6.19
6	Nagaland	61.6	67.11	5.51
7	Sikkim	56.9	69.68	12.78
8	Tripura	60.4	73.66	13.26
	All India	52.2	65.38	13.18

According to the 2001 Census in Table 23, the literacy levels have shown some improvement in North Eastern States. While Mizoram retained the status of being the second highest literate State in the country, Arunachal Pradesh, Assam and Meghalaya have registered lower rates than the national average literacy rate of 65.38. A comparative table of the 1991-2001 literacy rates was given in the Statement.[169]

The Establishment of affiliated Colleges having + 2 level of Education

During the years, especially after Meghalaya attained its Statehood, the number of educational institutions was ever on an increase. In 1992–93,there were 419 High and Higher Secondary Schools and 23 Colleges for Arts, Science and Commerce.[170] The number increased every year and according to the latest statistics available, there were 379 Secondary Schools, 69 Higher Secondary Schools and 46 Colleges for Arts, Science and Commerce that felled under the Meghalaya Board of School Education.[171]

The study briefly presented and treated the establishment, location and level to which the colleges affiliated to the North Eastern Hill University and offering courses in Science, Arts, Commerce at +2 level falling under the Meghalaya Board of School Education, Tura. They were the following:

Facilities for collegiate education in Meghalaya was first provided when the Irish Christian Brothers, opened St.Edmund's College, Shillong in 1924. The college offered courses in Arts, Science and Commerce streams.[172] St. Anthony's College, Shillong, the second college in Meghalaya was set up by the Salesians of Don Bosco in 1934. Some leading educationists founded Lady Keane College,[173] the first ever college for girls in the entire North Eastern Region in 1935. It offered courses in Arts, and Science streams. St. Mary's College, Shillong, the second college for girls was set up in 1937 by the sisters of Our Lady of the Missions.[174] The college offered courses in Arts and Science streams.

These first four colleges in Meghalaya were all located in Shillong. There was no college outside Shillong till 1952 when the Union Christian College was set up at Barapani by the Assam Council now known as the North East Indian Council.[175] The college offered courses in Arts and Science streams.

By the year 1950 there were four colleges in Shillong – two for boys and two for girls. Some leading educationists started another college in a temporary premise of the Jail road Boys' High School in 1956. The college now known as the Shilong College was shifted to the permanent building and location where it now stands. The college offered courses in Arts, Science and Commerce streams.

There was no college in the Garo Hills District till 1955 when a college was opened by the public at Tura. However, a year later the college was closed down due to paucity of funds to be reopened in 1958 with the Government's aid. The Tura Government College offered courses in Arts, Science and Commerce streams.[176]

In the sixties, three more colleges were set up in Shillong. The distinguished personalities of the locality started Sankerdev College in Bishnupur, Shillong in 1962. It offered courses in Arts and Science streams. The Commerce College, now know as the Shillong Commerce College was established by a group of educationists with the sole aim of imparting specialised training in the Commerce education in 1964 at Islamia High School premises. Later the classes were shifted to the permanent

location where it now stands.[177] The Synod College, Shillong, was opened by the conference of Synod in Mawkhar in 1965. It offered courses in arts and Science. The Jowai Government College now known as Kiang Nangbah Government College, Jowai the first college in Jaintia Hills was set up by the Government of Assam on the 15th September 1967. The college was affiliated to NEHU and offered courses in Arts and Science.

In 1971, Mendipathar College, the second college in Garo hills was started by a group of educationists at Mendipathar, a rural area in East Garo Hills District of Meghalaya. It was affiliated to NEHU and offered course in Arts stream.[178]

Meghalaya became a full-fledged state on January 21, 1972. From that time onwards facilities for higher education had been greater. Between 1972 and 2001, 29 colleges were set up in various parts of the State, viz.,Seng Khasi College, Shillong, was founded by the Seng Khasi, a socio-cultural organization of the Khasis, which upheld the Khasi Traditions, cultures and standard in 1973. Raid Laban College, Shillong was founded in 1985 by the Raid Laban Durbar, Shillong. The idea for establishing the college was initiated by the residents of Laban Area. The college offered degree courses in Arts, Science and Commerce streams.

Nongstoin College, Nongstoin was founded by the local leaders of Nongstoin in 1986. The idea for establishing the college was initiated by the Nongstoin Syiemship and the Nongstoin Youth welfare organisation The college offered course in arts stream only.[179]

Acheng Rangmanpa College, Mahendraganj was set up in 1986 by the people of Mahendaraganj locality. The college offered courses in Arts and Science streams. Ri Bhoi College, Nongpoh was set up by the village elders in 1986 at Nongpoh, the District Headquarter. It was affiliated to NEHU and offered courses in Arts and Commerce streams.

Sngap Sing Syiem Memorial College, Mawkyrwat, was set up in 1986. The college offered course in Arts stream only. Sohra College, Cherapunjee (1986),was

set up in 1986 by the people of Dong Sohra. The idea for establishing the college was initiated by the youth of Sohra area. It was affiliated to NEHU and offered course in Arts stream only.

Don Bosco College, Tura was founded in 1987 by the Salesians of Don Bosco. The college was affiliated to NEHU and offered courses in Arts and Science streams.

Tirot Sing Memorial College, Mairang was set up in 1981 by the Syiem of Nongkhlaw Syiemship. The college offered educational facilities to the students in arts stream only.

Women's College, Shillong, was set up in 1987 and sponsored by the Shillong Academy. It offered course in Arts stream only. Tikrikilla College, Tikrikilla was founded in 1987 by the governing Body consisting of local people. It offered course in arts stream only.

Kazi & Zaman College, New Bhaitbhari was founded by a group of educationists in 1992. The college a private institution was affiliated the NEHU with facility in arts stream only. Nongtalang College, Nongtalang, was founded in 1988 and affiliated to North Eastern Hill University in 1992. Jaintia Eastern College, Khliehriat was founded by local leaders in 1992. The college was affiliated to NEHU. Upper Shillong College, Upper Shillong was founded by a group of local leaders in 1992. It was affiliated to the North Eastern Hill University and offered facility in Arts stream only. Durama College, Tura was established by prominent citizens of Tura in 1993. The college, a co-educational institution, was affiliated to the North Eastern Hill University. Greater Mawlai College, Shillong was founded by the Greater Mawlai Welfare Association in 1993. The classes were held in the evening. The college was affiliated to NEHU and offered educational facility in Arts stream only. All the above colleges had Arts streams only.

Buddha Bhanu Saraswati College, Shillong was founded by the Gorkha Community of Shillong in 1994. It was affiliated to the Meghalaya Board of School

Education and North Eastern Hill University offering courses in Arts and Commerce streams only.

Morning Star College, Shillong was set up by a group of private citizens of the locality in 1994. It was affiliated to NEHU. Captain Williamson Memorial College, Williamnagar was founded by a group of leading citizens of the locality in 1994. These colleges offered educational facility in arts stream only.

Umshyrpi College, Shillong was set up by the Shillong Muslim Union in 1995. The college, though a private un-aided college observed norms and guidelines of MBOSE and NEHU. It offered courses in Arts and Commerce streams.[180]

Bissau College, Shillong was founded by a group of educationists in 1996. The college was affiliated to the North Eastern Hill University and offered courses in Arts, Science and Commerce streams.

Thomas Jones Synod College, Jowai was founded by the Khasi-Jaintia Presbyterian Synod in 1998. The college, a co-educational institution was affiliated to the north Eastern Hill University. Mawsynram Boarder Area, Mawsynram was set up by prominent leaders of the locality in 1998 with the aim of catering to the educational need of the Border Area students. St.Dominic College**,** Shillong was set up in 1998. Nabon Synod College, Jowai was founded by the Khasi-Jaintia Presbyterian Synod in 1998.

Alpine College, Shillong, was set up by a group of educationists in 1999. North East Adventist College, Thadlaskein, was set up by the Seventh Day Adventist Missionaries in 1999. All the above colleges were affiliated to the North Eastern Hill University and offered course in Arts stream only.

The Establishment and Upgradation of Higher Secondary Schools

1n 1994-95, 17 secondary schools were upgraded to Higher Secondary school level. The number was on an increase and during the period there were 69 Higher

Secondary Schools in the State offering courses in Arts, Science, Commerce and Vocational streams.

Only higher Secondary schools had higher secondary sections and were part of the four categories of schools:

(i) Higher Secondary Schools Only: These included schools with only Classes XI and XII, or Intermediate/Junior /Independent Pre-University Colleges having only these two classes.

(ii) Secondary and Higher Secondary: Schools/Junior Colleges etc., having Class IX to XII.

(iii) Upper Primary, Secondary and Higher Secondary: Schools having Upper Primary (Middle), Secondary, and Higher Secondary classes, including intermediate and such other colleges.

(iv) Primary, Upper Primary, Secondary and Higher Secondary: Schools having all the four stages of school education, that is, primary, upper primary, (Middle), secondary and Higher Secondary, including composite

(v) intermediate and such other colleges.[181] In Meghalaya, the categories no (ii) and (iv) are being followed.

The upgradation of Secondary Education in the State offering courses in Arts, Science, Commerce at +2 level falling under the Meghalaya Board of School Education, Tura first saw the light of day in 1994-95, when 10 Non-Government secondary schools and 7 Government secondary schools had been selected and upgraded to the higher secondary School level of education.

Among the first Non-Government secondary schools that had been upgraded in the Jaintia Hills were St.Dominic Higher secondary School at Mawkyndeng and the Khasi Jaintia Presbyterian Synod Higher Secondary School, Jowai. The former was set up by the Catholic Mission in 1981 and the latter by the Khasi Jaintia Presbyterian Synod Mission in 1988. Both offered course in Arts stream only.

The Catholic Mission set up the St. Michael's Higher Secondary School at Umsning in 1961. This was the only school in the whole Ri Bhoi District to have been upgraded to the Higher secondary level during 1994-95, offering educational facilities in Arts, Science and Vocational streams.

In the Khasi hills District, Sacred Heart Boys' Higher School, Mawlai was founded by the Salesian fathers in 1944. Twenty years later, on the 23rd September 1964, the Education Department of Assam Government, recognized it as a High school and was upgraded to the Higher Secondary school by MBOSE in 1994. It offered courses in Arts and Science streams.

The Mawsynram Higher Secondary School was founded by the Managing Committee in 1960, to cater to the educational need of the children of the Border area. The St. Anthony's Higher Secondary School, Shillong, founded by the German Savatorian fathers in 1901,while Nongkseh High School, formerly known as St.Maria Goretti School and now known as St.Gabriel's Higher Secondary School, Nongkseh, was founded by the Salesian Fathers in 1965. All these Higher Secondary schools offered educational facility in Arts stream only. In 1960, the Mairang Christian Proceeding High schools was renamed as Mairang Presbyterian Higher Secondary School**,** Mairang, The school was recognized as a high school in 1977 and was upgraded to a Higher secondary school offering course in Science stream in 1994.[182]

Ramakrishna Mission Higher Secondary School, Cherrapunjee was founded by the Ramakrishna Missionaries in 1933. The school a noted seat of learning in the region was recognized by the Calcutta University in 1948. The school was upgraded in 1994-95 and offered courses in Arts and Science streams.

Laban Bengalee Boys' Higher Secondary School, Shillong was founded by a group of service oriented people at Laban in 1923. The school was one of the first to be upgraded to the Higher Secondary level during the period 1994-95 and offered course in Science stream only.

Among the first Government secondary schools that have been upgraded in the East Khasi Hills was the Government Girls' Higher Secondary School, Shillong The other school was the Government Boys' Higher Secondary School, Shillong which was set up by the Welsh Methodist Calvinistic Presbyterian Mission. Later the mission school amalgamated with the Zilla High School in 1990 and became the Government Boys' Higher Secondary School, Shillong. Both the schools offered educational facilities in Arts and Science.[183]

Sibsing Syiem, the Syiem of Hima Nongstoin had set up the school at Nongstoin. Later the Government took over the management and renamed the school as Sibsing Memorial Government Higher Secondary School, Nongstoin. This was the only Government school in the whole District of West Khasi Hills to have been upgraded to the Higher secondary school and offered courses in Arts and Science.

The local leaders set up the Rongrenggiri Government Higher Secondary School at Williamnagar East Garo Hills and the Government set up the Government Boys' Higher Secondary School at Jowai in the Jaintia Hills. The Government Boys' Higher Secondary School and the Government Girls' Higher Secondary School at Tura in West Garo Hills were upgraded to the Higher Secondary schools in 1994-95. All these schools offered educational facilities in Arts and Science streams.

With the upgradation of the first seventeen Secondary schools to the Higher Secondary schools, the Government had been contemplating strategies to Delink the P.U. course from the college education in the State. The proposal for upgradation of deficit and ad-hoc schools to higher secondary schools has been considered by the steering committee. This was clear from the fact that between 1995-2001, 52 higher schools were being upgraded in various parts of the State.

In 1995-96, the following secondary schools were upgraded to the Higher Secondary school stage. Prominent leaders of the locality established Betasing Higher Secondary School, at Betasing, on 3.2.1975 West Garo Hills District. It was brought under the system of Adhoc grant-in-aid and was upgraded to a Higher

Secondary school in 1996. Khliehriat Higher Secondary School, Khliehriat, was founded by the Salesian Congregation in 1996. It was recognized as a High school in 1982 and was upgraded to a Higher Secondary school in 1996. These two schools had Arts stream only.

Jail Road Boys' Higher Secondary School, Shillong, was founded by the Bengalee Community in 1913. The school was upgraded to a Middle English School in 1922, recognized as a High School by the Calcutta University in 1934 and was upgraded by MBOSE to a Higher secondary school in 1966. It offered course in Science Stream.[184]

A number of leading citizens established the Laban Bengalee Girls' Higher Secondary School, Shillong, in 1902. In 1928, it was upgraded to a Middle English School. In 1957, it was recognized as a high school by the Guwahati University and the Meghalaya Board of School Education, Tura had upgraded it to a Higher secondary school in 1996 and offered course in Arts stream.[185]

Christian Girls' Higher Secondary School, Tura was founded by the American Baptist Missionaries in 1920 at Tura. The school upgraded to the Higher Secondary School in 1996, was brought under the Deficit system of Grant-in-aid and offered educational facilities in Science.

St. Peter's Higher Secondary School, Pyndengrei was established by the Salesian fathers in 1966 at Pyndengrei. It was recognized as a High school in 1979, upgraded to a Higher Secondary School in 1997 and offered course in Arts stream. The Gorkha Community to cater to the educational need of the children of the Nepalese Community during the British Raj, established the Gorkha Pathshala Higher Secondary School, Shillong way back in 1876. The Assam Government recognized it as a High School in 1989 and the Meghalaya Board of School Education upgraded it to a Higher Secondary school in 1998 offering course in Science stream only. A group of Baptists established a school the Resubelpara in 1980. Later the

Government took over and renamed it as Government Higher Secondary School. It was recognized in 1997 and offered course in Science stream.

Mawlai Presbyterian Church established the Mawlai Presbyterian Higher Secondary School, Shillong in 1864 at Mawlai Iewrynghep. It was upgraded to a Higher Secondary school in 1998. Pariong Presbytery Higher Secondary School, formerly known as United Christian High School, the oldest school in the West Khasi Hills was founded in 1936. The school was upgraded to a Middle school in 1952, recognized as a High school in 1967 and upgraded to a Higher Secondary school in 1998. Both these schools offered course in Arts stream.[186]

The year 1998-1999, witnessed the upgradation of many Secondary schools. The Catholic Mission established the St.Anthony's Higher Secondary School, Pynursla, in 1957. The school was upgraded to the level of the Middle English School in 1961, recognized as a High school in 1972 and upgraded to a Higher Secondary school in 1999. Garobada Higher Secondary School, Garobada, was founded by a group of prominent persons of the locality in 1962, West Garo Hills District. The school was upgraded to a Higher Secondary school in 1990. Both these school offered course in Arts stream only.

On the 14th August 1976, the Khasi Jaintia Presbyterian Synod took over the Synod English School for girls and named it as Synod Higher Secondary School. In 1983, the school was recognized as a High school[187] and upgraded to a Higher Secondary school in 1999. The Catholic Mission established the St.Dominic's Higher Secondary School, Mawkhar, in the year 1940. It was recognized as a High school in 1970 and upgraded to a Higher Secondary school in 1999. both these schools offered course in Arts stream only.

A group of prominent personalities established the Sawlyngdoh Higher Secondary School, Mookaiaw, in 1971. The school, a co-educational institution, catering to the educational need of the children of Mowkaiaw, Laskein, Mukhap and

Mootyrshiah villages, was recognized as a High school in 1985 and upgraded to the Higher Secondary school in 1999 offering course in arts stream.[188]

Government Girls' Higher Secondary School, Jowai was established by the government in 1975, St.Thomas Higher Secondary School**,** Mairang by the Catholic Mission in 1972, Smit Higher Secondary School**,** Smit by a group of village elders set up the school in 1968. The above schools were upgraded in 1999 and offer educational facilities in Arts stream. The Welsh Mission Girls' High school, now known as the Khasi Jaintia Presbyterian Girls' Higher Secondary School was established in 1892. It was recognized as a High school in 1912, affiliated to the Calcutta University in 1935, upgraded to the Higher Secondary school level in 1999 offering course in Arts stream.[189]

In 1999-2000, a number of schools have been upgraded. Sacred Heart Girls' Higher Secondary School, Shillong, was set up by the Salesian Sisters way back in 1938. On the 19th October, 1964, the school was recognized as a High school and upgraded to a higher secondary school in 2000. Langtor Higher Secondary School,[190] Langtor was established by some prominent leaders of the locality on the 15th February 1958 while Laitbah Higher Secondary School, Laitbah was set up by the Laitbah Border Area Welfare Association. Ampati Higher Secondary School, Ampati was established by service oriented leaders on the 15th February 2000,in West Garo Hills while Bajengdoba Higher Secondary School, Bajengdoba was established in 1977. St.Joseph's Higher Secondary School, Jaiaw was founded by the RNDM Sisters on the 6th April, 1943 at Jaiaw. St.John Bosco Boys' Higher Secondary School, Cherrapunjee was established by the Salesian congregation in 1931. The school was recognized in 1964. The Rymbai Presbyterian Church set up the Rymbai Presbyterian Higher Secondary School, Rymbai to cater to the educational need of the children of the seven villages, viz., Rymbai, Khliehriat, Dkhiah, Nongtymme, Kairang, Umrasiang and Umrasong. All these schools were upgraded in 2000 and offered educational facility in Arts stream.

The following secondary schools were upgraded during 2000-2001. St.Paul's Higher Secondary School, Marbisu, founded by the Salesian Fathers in 1949, Chockpot Higher Secondary School, Chockpot the Centre for the Secondary School Leaving Certificate Examination, by the members of the Managing Committee. Both these schools had only Arts stream. Bowabari Science Institute, New Bhaitbhari was set up on the 8th April, 2001, West Garo Hills and Bhaitbhari Higher Secondary School, in 1996. Both these schools had Science stream. Laitumkhrah Presbyterian Higher Secondary School, was established by the Laitumkhrah Presbyterian Church, at Upland Road in 1887. In 1907, the school was shifted to the present location. It was upgraded to a Middle English School in 1940, recognized as a High school in 1967 and upgraded to a Higher Secondary school in 2001.[191] Tura Town Higher Secondary School and Abong Noga Higher Secondary School**,** Tura established in 1959 and 1968 respectively were upgraded in 2001 offering Arts stream. The Laban Presbyterian Church established the Laban Presbyterian Higher Secondary School in 1950. It was recognized as a high school in 1973. Both these school had Arts stream.

St. Mary Mazzarello Higher Secondary School, Jowai was established by the Daughters of Mary Help of Christians in 1926. Sohkha Government Higher Secondary School, Sohkha was established in 1959 and was recognized as a High school in 1979. Little flower Higher Secondary School, Mawbri and Nativity Higher Secondary School, Mawkyrwat were both set up by the Catholic Mission in 1972 and 1974 respectively. St.Mary's Higher Secondary School, (1937) and Seng Khasi Higher Secondary School (1950) under the prevailing system of education, conducted Classes XI and XII at the Higher Secondary level offering Arts and Science Stream respectively. Good Shepherd Higher Secondary School, Jongksha, was recognized as a High school in 1982, received Deficit grant-in-aid in 1987 and upgraded to a Higher Secondary school level in 2002 with facility in Arts stream only.

Problems of School Education typical of Meghalaya

In the field of education, the State faced a number of problems – some of the problems inherited from the parent State of Assam and others which cropped up later. The growth of Pre-primary education in Meghalaya had been practically independent of rules and regulations. Although Primary Education was free, in Meghalaya however, because of the topographical constraint, not all the eligible children of this age group were in schools. The parents in the interior had an ambivalent attitude since they were neither against sending the children to school nor did they compel their children to attend school. This was perhaps due to the fact that the education they received was not relevant in terms of their environment or because the need was not apparent or felt. Supervision and Inspection was inadequate which adversely affects the quality and quantity of teaching.

The unplanned growth of Middle English Schools and Higher schools adversely affected and led to such problems as low standard of education, poor quality of teachers and teaching, a relative absence of teaching aids, shabby and inadequate buildings and equipment which in turn helps to produce a sense of frustration, especially among teachers of schools in the private sector. On the other hand it must however be stressed that there are still areas where schools are sadly lacking.[192]

In-service training for teachers was also lacking and hardly any attempts were made to familiarise them with the latest techniques and method of teaching. The absence of adequate supervision and inspection especially in the interior areas were the greatest sufferers in this respect. The Inspector of schools had no subject supervisors for specialized personnel and was expected to handle all that himself. Consequently one could not expect effective supervision in all subjects.

The development of education was not uniform in the various districts and in the rural and urban areas. There were private institutions, particularly in the urban centers which were nothing better than private coaching centres.[193]

Since a separate curriculum had not been formulated, as yet, for the +2 stage, the Meghalaya Board of Secondary Education which looked after Higher Secondary Education in the State had decided to adopt, for the meanwhile, the syllabi of the Pre-University course prescribed by NEHU for students of Class XI and Class XII. This dual system of the +2 Stage impeded the provision of quality education at the Higher Secondary Stage and needed to be done away with by the State.[194]

Towards a better organisation, management and development

Meghalaya was concerned with these problems and felt the need to overcome them. As a first step it had brought out a bill known as Meghalaya Education Bill 1981. With the passing of the comprehensive legislation on education, The Meghalaya School Education Act, 1981 covered all the different aspects of the school education in Meghalaya and replaced the executive rule and orders that governed the system of school education in the State since the time of the composite State of Assam.[195] The main provision of the Act were given in the following sections.

Establishment, Recognition, Management of and Aid to Schools - The Government may, subject to the provision of Clause (1) of Article 30 of the Constitution regulate education in all schools in Meghalaya in accordance with the provision of this Act and the rules made thereunder. The Government may establish and maintain any school in Meghalaya, may permit any person or authority to establish and maintain any school in Meghalaya, subject to compliance with the provision of this Act and the rules thereunder.

Every application for recognition shall be addressed to the appropriate authority in such form and manner as may be prescribed. Where a school obtains recognition by fraud, misrepresentation or suppression of material particulars, the appropriate authority may, after giving the managing committee of the school one month's notice to show cause against the proposed action withdraw the recognition.

The State Government may, subject to such conditions and in such manner as may be prescribed pay to the Director, for distribution of aids to recognized private schools, such sum of money government may consider necessary.

School property – On and from the commencement of this Act, the Management of every aided school shall furnish to the appropriate authority annually, a statement containing a list of school property together with such particulars as may be prescribed.

Terms and conditions of service of employees or recognized private schools – The State Government may make rules regulating the minimum qualification for recruitment and the conditions of service of employees of recognized schools. Every employee of a recognized school shall be governed by such Code of Conduct as may be prescribed and on the violation of any provision of such Code of Conduct, the employee shall be liable to such disciplinary action as may be prescribed. The scale of pay and allowances and other prescribed benefits of the employees of a recognized private school shall be determined by the State Government by general or special order issued from time to time in this behalf.

Provisions applicable to unaided minority schools – The Government may make rules regulating minimum qualifications for teachers of unaided minority schools. Every employee of an unaided minority school shall be governed by such Code of Conduct as may be prescribed.

Admission to school and fees - A child who has not attained the age of six years, shall not be admitted to Class I, or an equivalent class or any class higher than Class I, in a recognized school. No aided school shall levy any fee or collect any other charge or receive any other payment except those as may be prescribed including those listed under Section 18 of the Act.

In every aided school, there shall be a fund, to be called the “School Fund” and there shall be credited thereto:

a) any aid granted by the government;

b) income accruing to the school by way of fees, charges or other payments; and

c) any other contributions, endowments and the like made to the school.

For the purpose of any public examination every recognized high school shall be affiliated to one or more of the Boards or Councils conducting such examination and shall fulfil the conditions specified by the Board or council in this behalf.

Taking over the management of schools – Whenever the government was satisfied that the Managing Committee of any school, whether recognized or not, had neglected to perform any duties imposed on it by or under this Act or any Rule made thereunder and that it was expedient in the interest of school education to take over the management of such school, the Government might after giving the managing Committee of such school, a reasonable opportunity of showing cause against the proposed action, take over the management of such school for a limited period not exceeding three years.

Where the management of a school had been taken over under this section, the government shall pay such rent as may be payable for the building/buildings of the school to the person entitled to receive it as was being paid by the managing committee immediately before the management of such school was taken over.[196]

With regard to Higher Secondary Schools, the Meghalaya Board of Higher Secondary Education 1994, has given regulations on permission to start class, recognition and withdrawal of recognition and other rules prescribed in the Act. The Board has also laid norms on regulation on subject combination, class works etc., in the Higher Secondary Course for Class XI and XII in Arts, and Science and conduct of Examinations.[197]

Development of Higher Secondary Education under the Five Year Plans

The goal for educational development was more challenging today. Education had to cope with the rapid changes of the 21st Century - the Century which was full of scientific, technological changes and innovations, unprecedented socio-economic reforms and cultural awakening. Hence the Five Year Plans were indeed necessary, more than ever before, as Education had to be visionary and future oriented. Before Independence, the development of education in the United Khasi and Jaintia and Garo hills was slow but gradual. By 1941, the rate of literacy has emerged as presented below:[198]

Table 24 **Number of Persons, Male and Female 1901 - 1941**

Year	1901			1921			1941		
	Persons	M	F	Persons	M	F	Persons	M	F
Garo Hills	99	1.71	.25	2.11	3.48	.69	5.47	8.23	2.65
K & J. Hills	6.72	9.64	4.01	0.05	12.44	5.78	16.15	21.58	10.51

After Independence, the country felt and realised the urgent need to educate the masses. The Five Year Plans came into being and with this there was drastic changes in the development of Education. In 1951, just a few years after Independence, the total number of literates in the Garo, Khasi and Jaintia Hills was 87,003, which was, 69,293 in the Khasi and Jaintia Hills and 17,710 in the Garo Hills. In 1961, the total number of literates was 207,097 which was, 61,334 in the Garo Hills and 145,763 in the Khasi and Jaintia Hills. By 1971, Khasi and Jaintia Hills were separated districts and the figures were as follows:

	Total Population	Total Literates	Per cent
Garo Hills	4,06,615	95,825	23.58
Khasi Hills	4,91,209	1,79,779	36.60
Jaintia Hills	1,33,875	22,708	19.94

These Hill areas with a population of 10,11,699 has 2,98,312 literates, that was 29.49 Per cent.[199]

Fourth Five Year Plan (1969-74)

Prior to the formation of Meghalaya, the development of the three hills districts were part of the composite Assam State Plan. The Fourth Year Plan, the First for Meghalaya took shape on the 12th, May, 1970.[200] The main emphasis during the Fourth Five Year Plan was on improvement and expansion of Education. During 1971-72, there were 12,919 girls in high Schools and 16,478 boys. The total enrolment was 28,397. The number of high schools were 112 with 1,031 teachers.

There were 266 middle English Schools with 1,312 teachers. A sum of Rs. 17.24 lakhs was spent during the year for secondary education.[201]

Table 25 The enrolment, number of middle and high schools and number of teachers and expenditure in both the institutions in 1971-72.

1971-72	Institution	Enrolment			Teachers	Expenditure
		Boys	Girls	Total		
High	112	16,478	12,919	28,397	1,301	17.24 lakhs
Middle	226	12,875	9,239	22,114	1,312	

Vocational courses in the curriculum for elementary and secondary education had not been actively put into operation. Youth amenities, science education, library and laboratory services and other qualitative programme had not been developed in proportion to the expansion programme of enrolment during the fourth plan.

Fifth Five Year Period (1975-1979)

During the year 1976-77 of the Fifth Plan period, the new Uniform pattern of Education 10 + 2 + 3 has been accepted in most part of the country. The +2 Post-Matric stage will be given a new shape by introducing vocational education. The provision was meant for introducing vocational courses in a few selected institutions. An amount of Rs. 5.00 lakhs was proposed for this purpose.[202]

The training programme for Science in view of the 10 +2 +3 national pattern of education, would continue. To start the scheme of compulsory Science Education in the schools, a sum of Rs.1.50 lakhs had been proposed for providing laboratory buildings, equipments furniture etc. for aided schools.

Sixth Five Year Plan (1980-85)

The Plan scheme for 1980-81 included, the broad recommendation of the Education Commission for the introduction of 10+2 pattern in the State. The switching over would involve huge expenditure for which a token amount of Rs. 1.00 lakh was earmarked. It was proposed to introduce Audio visual aids to teaching in the schools. A token amount of Rs. 0.20 lakh was earmarked for the purpose.[203]

During 1983-84, the decision of the Northeastern Hill University to reorganise the collegiate stage and switch over to 10 + 2 + 3 pattern with revised and other curriculum content, was envisaged under the pattern. This had necessitated immediate strengthening of the secondary stage to ensure smooth change over from the school to collegiate stage for the students. As a fist step Science and Mathematics had been made compulsory for all students at the high school stage.

During the period, there were 59,156 students in High Schools with 27,704 girls and 31,452 boys. In the Middle Section, there were 45,349 students with 22,045 girls and 23,254 boys and expenditure was Rs. 24.59 lakhs.

Table 26 The Educational Statistics of Secondary Education during 1983-84

1983-84	Institutions	Enrolment			Teachers	Expenditure
		Girls	Boys	Total		
High	235	27,704	31,452	59,156	-	Rs.24.59 Lakhs
Middle	-	22,095	23,254	45,349	-	

Seventh Five Year Plan (1985-90)

During the Seventh Five Year Plan period another emphasis would be consolidation and improvement of the facilities in the existing high schools, provision of quality education to the rural population and promotion of Science education. The Science education at the high school stage need expansion and improvement to prepare the students for science education at the + 2 or P.U. stage.

The + 2 stage as Pre-University course formed part of collegiate stage under the North Eastern Hill University. The University was engaged in raising the existing P.U. course and it was expected that the vocational course would also be introduced at the P.U. stage.

Performance during the Seventh Five Year Plan 1985-90

To streamline supervision and inspection of Primary and Middle School and decentralization of administration 7 posts of Deputy Inspector of Schools and 36 posts of other supporting staff have been created and posted to cover all the 15 Sub-Divisions of the State. 5 Junior colleges have been extended adhoc maintenance grant covering 56 staff and 3 degree Colleges had been brought under deficit system of grant-in-aid, besides entertaining to 33 teachers.

Review of 1990-91 Achievements

For taking over +2 Stage, physical facilities were being created in 14 schools for upgradation to Higher Secondary and opening of Vocational Centres in 10 upgraded schools. Similarly, maintenance grant-in-aid was extended to 2 Junior colleges.

Eighth Five Year Plan (1992-97)

Approach for the Eighth Five Year Plan (1992-97) and Annual Plan 1992-93

The National Policy on Education envisaged 100 per cent coverage of children in 6-14 age group by the end of the 8th Plan period. Against this background, the approach to the 8th Five Year Plan would be firstly, to strengthen and expand those activities already taken up and secondly to improve the quality of education.

In this context the following strategies had been projected in the 8th Five Year Plan proposals:

(i) Emphasis would be given for Training of Teachers by launching a crash programme for in service training and also to expand full-time training facilities for under qualified/untrained teachers so that a teacher could undergo a regular in-service training at least once after every 5 years.

(ii) To initiate suitable measures for a smooth change over to the restructured pattern and delinking +2 stage from the collegiate system and transfer to the school system.

Switch over to Higher Secondary + 2 stage: In pursuance of the Government decision to take over +2 or Pre-University course from the North Eastern Hill University, it was necessary to make arrangement for upgradation of the selective High Schools to Higher Secondary schools with streams in Arts, Science, and Commerce.

During the period about 900 students were enrolled in 24 Degree and Pre-University Level and about 80 per cent of the students enrolled were in Shillong area. It was proposed to upgrade about 10 to 15 per cent of High schools to Higher Secondary and convert Junior Colleges into Higher Secondary course, to enable delinking of Pre-university Course, from the colleges. This would entail building of physical facilities from the scratch as well as availability of teachers (Post Graduate) in science subjects. As such, the strategy would be to built up necessary infrastructure in the schools particularly in rural areas and continue Pre-University course in the colleges till transfer to the school. So far, 14 High schools/Junior colleges had been identified and assistance rendered for building up of laboratory and classrooms, the existing Meghalaya Board of School Education had been entrusted with the management and control of Higher Secondary/vocational Education. A sum of Rs.360 lakhs has been proposed for the following purposes:

(i) Building : Construction of laboratory class room, Rs.75 lakhs

	Equipment, etc., in Government schools (5Nos) and assistance to Non-government Schools Junior Colleges (20 Nos)	Rs. 200 lakhs
(ii)	Entertainment of Additional teachers (Post Graduate) Upgraded schools/Junior Colleges 150 teachers and other 50 supporting staff, contingencies, etc.,	Rs. 75 Lakhs
(iii)	Furniture, equipment, etc.,	Rs.10 Lakhs
		Rs.360 lakhs

Vocational Education: It was proposed to introduce Vocational Course at the +2 stage along with Higher Secondary Course to diversify and impart knowledge and skill in selected courses having scope for employment / self employment; thereby tackling the problem of educated unemployment. Till now, 10 Upgraded Higher Secondary Schools had been identified and physical infrastructure like class rooms workshop etc, were being built to start the courses. The Board had taken step in formulating syllabi and courses. It was proposed to provide facilities for vocational education in 10 more upgraded Higher Secondary Schools. A sum of Rs. 280 lakhs had been proposed for the purpose:

(a)	Building Classrooms, Workshops etc., … … …	Rs. 200 lakhs
(b)	Equipments, tools etc., … … … … … … …	Rs. 30 lakhs
(c)	Instructional staff (100 in 20 schools) Full-time/Part-time …	Rs. 50 Lakhs
		Rs. 280 Lakhs

Strengthening of MBOSE: There was need for strengthening MBOSE in view of Higher Secondary Course being assigned to the School Board in respect of accommodation and staff. A sum of Rs. 50 lakhs had been proposed for (i) Building: Expansion of Administrative Building and Guest House for Examiners: 30 lakhs, and (ii) Setting up of a Unit for Higher Secondary / Vocational Education: Rs. 20 lakhs for entertainment of 10 supporting staff and contingencies, etc.[204]

Performance during the Eight Five Year Plan (1992-97)

During 1994-95 period, one public school for boys was established, 33 new schools were sanctioned adhoc grant-in-aid, 64 posts of Secondary teachers were created, 34 secondary schools were provided building and facilities[205] for upgradation to Higher Secondary Schools and Higher Secondary classes were sanctioned in 17 Higher Secondary Schools in Arts and Science[206] involving appointment of 191 teachers with post graduate qualifications.

During 1995-96, in vocational education, out of 10 schools where infrastructure was created vocational courses at the Higher Secondary level could be implemented in only 3 Higher Secondary Schools[207] and that also without much success because of the low enrolment and poor response.

During 1996-97 a science stream was started in 17 Higher Secondary schools. Posts were sanctioned for starting Higher Secondary classes to another two Government and 3 non-Government schools.[208]

The Meghalaya Board of School Education extended its jurisdiction to Higher Secondary Education which hitherto was under the control of the North Eastern Hill University.[209] The Board conducted the first Higher Secondary Schools Examinations in 1997.

Ninth Five Year Plan (1997-2002)

Schemes to be taken up during the Ninth Plan

Infrastructural facilities: Some schools would need building/hostel, additional rooms, laboratories /libraries etc for upgradation to Higher Secondary Schools. It was proposed to phase the targets and expenditure as follows:

Year	1997-98	1998-99	1999-2000	2000-01	2001-02	Total
(i) Building/Hostels	10	15	20	15	10	70
(ii) Addl. Rooms	15	20	25	20	20	100
(iii) Lab /Libraries	10	15	20	15	10	70
(iv) Amount(Rs.in Lakhs)	135.00	200.00	265.00	200.00	140.00	940

Higher Secondary Schools/Section: During the 9th Plan Period it was proposed to upgrade 100 Secondary school in a phased manner. This would result in the creation of a minimum of 8 teachers and 2 non-teaching staff per school. Calculating at Rs. 8000.00 per month, per teacher and Rs.4,000.00 per month for non-teaching staff. The Planning of target and expenditure including the commitment of Rs.180.00 lakhs during the 9th Plan keeping 4-5% annual increase was as follows:

Year	1997-98	1998-99	1999-2000	2000-01	2001-02	Total
Secondary Schools	20	30	50	80	120	300
Amount(Rs.inLakhs)	140.00	375.00	526.00	798.00	1166.00	3005.00

Besides maintaining the existing liabilities in 27 Higher Secondary schools, (10 Govt and 17 Non-Govt.) there was a need (a) to assist the newly permitted Higher Secondary schools (9 Nos.), (b) to set up more Higher Secondary Schools throughout the State in order to cater to the need of transferring the + 2 Stage from the College to the school level, (c) also assistance for building need to be given.[210]

Vocational Education: There was a felt need to divert students from general education and to impart knowledge and skills in vocational subjects/courses having scope for self-employment and employability. However the experience during the 8th Plan indicated that out of 10 selected schools, the scheme could be implemented only in 3 schools. The main problems were lack of qualified technical personnel to teach vocational subjects and a weak support system to this new venture both from the society at large and from the administration in particular. The approach in the 9th Plan would be introduction of pre-vocational education at the pre secondary level and planned expansion at the post secondary level. In addition to the 3 Higher Secondary schools where vocational education was implemented, another 15 would be taken up during the Plan period in each of the 15 sub-divisions/District Head Quarter and one state Centre of vocational studies at Shillong. Taking the cost at Rs.10.00 lakhs (building) Rs.3.00 lakhs (equipment), Rs.3.50 lakhs annually, for staff (3 full time

Rs.8000 and 3 part time Rs.3000) the phasing of targets and expenditure was given below:

Year	1997-98	1998-99	1999-2000	200-01	2001-02	Total
(i) No of Schools Amount in Lakhs	3	8	10	15	19	19
(ii) Building		50.00	20.00	50.00	40.00	160.00
(iii) Equipment	9.00	15.00	6.00	15.00	12.00	57.00
(iv) Staff	11.00	31.68	39.60	59.40	75.32	217.00
Total (Rs.in Lakhs)	20.00	96.68	65.60	124.40	127.32	434.00

Meghalaya Board of School Education: The Meghalaya Board of School Education had now been entrusted with the Higher Secondary level of Education also. This therefore called for strengthening the Board in all aspects to enable it to discharge its functions efficiently. A sum of Rs. 100.00 lakhs was proposed during the 9th Plan period for setting up and maintaining a wing at Shillong for conduct of examinations and for assistance of regular activities of the Board like conduct of workshops for examiners, revision of curriculum, syllabus and the like.

Table 27 Proposal for the Ninth Plan (1997-2002) (Rs.in Lakhs)[211]

Name of sector education Sl.Name of Schemes no	Eight Plan Approved Outlay	Budgeted Outlay	1992-97 anticipated expenditure	P.C.	Proposed outlay for 9th Plan	Proposed outlay for Annual Plan 1998-98	Remarks
1 2	3	4	5	6	7	8	9
Elementary Education	7600.00	10,617.00	9476.18	89.25	21,980.00	2190.00	
Secondary Education *	1400.00	2310.00	2133.59	92.36	9000.00	686.00	
Total	9000.00	12927	11609.77	90.80	30980.00	2876.00	

*Higher Secondary Education included.

Performance during the Ninth Five Year Plan (1997-02)

New Schemes by way of upgradation of Secondary Schools to Higher Secondary schools during the 8th Plan Period (1992-97) had to be carried over to the entire 9th Plan Period (1997-02). As a result, 9th Plan allocation could not accommodate much of the new schemes. However, whatever new schemes that could be taken up and achieved during the Plan were given below:

From 1998-99 onwards, the Department had stopped creation of new posts in Non-Government schools and instead, extension of lump sum additional grant-in-aid policy was adopted. With this aim in view, 21 Deficit/Adhoc Secondary Schools were given additional monthly grant-in-aid of Rs. 30,000.00 per month per school for opening of +2 level education, involving an annual expenditure of Rs. 76.00 lakhs. In teachers' education, about 400 teachers of Primary, Upper Primary and Secondary level completed the full course of training in various teachers' training institutes.[212]

During 1999-2000 period, in the Higher Secondary Education level revised scale of pay has been extended to the teachers of Deficit High/Higher Secondary Schools. Facilities of Computer Education had been extended to 32 schools of Secondary and Higher Secondary level by providing set of computers and other peripherals under Centrally Sponsored Scheme of Computer Education and Literary project.[213]

During 2002-03, one Government and 2 Deficit Secondary Schools were upgraded to Higher Secondary Schools involving creation of 27 new posts with an annual expenditure of Rs. 33.00 Lakhs.[214]

Programmes to be taken up during the 10th Five Year Plan (2002-2007)

As per the policy of the Government it was proposed to improve the grant-in-aid system to Adhoc Schools and to upgrade existing Government and Deficit Schools into Higher Secondary Schools depending on availability of funds.

There were 69 Higher Secondary Schools offering courses in Arts and Science streams involving 949 teaching staff. It was proposed to upgrade 100 Secondary schools in a phased manner. This would result in assisting a minimum average of 5 teachers and 2 non-teaching staff per Higher Secondary school.[215]

Emerging trends in Higher Secondary Education

In 1990, the restructured pattern had been introduced in the school education. ClassesVIII to X constituted Secondary stage and Classes XI and XII the Higher Secondary stage. However inspite of the restructuring of school education, certain schools still retained the old structure and there were two types of secondary school – the restructured ones consisted of classes VII/VIII to Class X and the amalgamated secondary school which conducted classes IV to X. The emerging trend had been a renewed proposal to remove the existence of parallel school structure.

The national policy on education visualized that education should become dynamic as never before. One of the programmes was to initiate suitable measures for a smooth change over to the restructured pattern and delinking the +2 stage from the Collegiate system and transfer to the school system. There was a proposal to consolidate and strengthen the existing institutions rather than opening new institutions to ensure optimum utilisation of the resources. As per the policy of the government, it was also proposed to improve the grant-in-aid system to adhoc schools and to upgrade 100 secondary schools.

As recommended by the State's Programme of Action, 1995, the vocational education would be introduced in a phase manner from a lower stage- not suddenly at the +2 stage. The approach would be the introduction of pre-vocational education at the pre-secondary level and planned expansion at the Higher Secondary level. In recent years, concerted efforts had been made by the State for the vocationalisation of

education. A wing for vocational education had been set up in the Directorate of Public Instruction and a Deputy Director had been posted there.

Of late there had been requests from certain schools and a large number of parents and guardian to switch over to the Central Board of School Education syllabus so that students would be in a better position to compete with their counterparts in the rest of the country as the syllabus was followed nationwide. The Meghalaya Board of Secondary Education had given green signal for adopting CBSE pattern of syllabus for its Board Examinations.

In order to strengthen the Meghalaya Board of School Education to discharge its function efficiently, it was proposed to set up and maintain a wing at Shillong for conduct of examinations, workshop for examiners and revision of curriculum. Recently a Wing of MBOSE had been set up in Shillong. With a view to strengthen Computer education, it was proposed that the basics of Computer Education be introduced at the Secondary Stage and further training might be provided at the +2 stage.

Conclusion

Meghalaya came into existence first as an autonomous State within the State of Assam on April 2, 1970 and attained the full statehood as the 21st State of the Union Territory on January 21, 1972.

Prior to 1947, the pioneers of formal education were the Christian missionaries who with their work of proselytisation tried to educate the local people. After Independence, the co-effort of the Government and other Non-Governmental Organisations to foster education gained momentum and continued till today.

To provide academic support to education, the Directorate of Public Instruction was restructured into the Directorate of Educational Research and Training, the Directorate of Higher and Technical Education and Directorate of Elementary and Mass Education.

In pursuance of the National Policy on Education, 1986, the State had in 1988 brought out a White Paper on Education for revision of the Curriculum, the adoption of 10 + 2 + 3 and the introduction of Vocational Education at the Higher Secondary

school level. In 1994-95, 17 schools had been upgraded to a Higher Secondary Schools and vocational Stream had been introduced in three of these schools.

The number of Higher Secondary School was ever on an increase. In 2001-02, there were 69 Higher Secondary Schools and parallel + 2 stage course as Pre-University course were run in 46 colleges as compared to 17 Higher Secondary Schools and 30 colleges in 1994-95.

According to the Fifth all India Educational Survey, out of the 5337 habitations in Meghalaya, 5 and 97 serving 0.41% and 4.61% population respectively, had facilities within them and within 8 kilo meters. In 2001-02, 24.63 per cent higher Secondary schools within 8 kilometers of the habitations was recorded.

With the expansion in school educational facilities, the enrolment of students increased at all levels. In 2000-02, there were 3030 and 17390 students at the Higher Secondary school and P.U. level as compared to 852 and 13507 respectively in 1995-96. The annual growth rate was 42.60 and 4.7 per cent respectively. In 1995-96, the number of teachers was 626 in Higher Secondary schools as compared to 949 in 2001-02. Out of the 98 per cent trained teachers at the Higher Secondary level, 51 per cent were women teachers. Computer Education had been introduced in 32 Secondary and Higher Secondary schools.

Although there was a remarkable quantitative growth at the school level, certain drawbacks and problems cropped up which needed to be looked into. The average numbers of pupil per teacher was low as compared to the All India figure. Large percentage of under qualified and un-trained teachers at the Primary, Middle and Secondary level hampered quality education in the State. The high drop out rate of 74.60 per cent between class I – VII was alarming. According to the 2001 census, the literacy rate was 63.31 which was below the national average rate of 65.38 per cent. The enrolment of students in the vocational stream at the higher secondary school level was nil

The State Government was aware of all these problems. To bring about qualitative changes in school education therefore, it brought out the Meghalaya School Education Act, 1981 and other legislation which dealt with improvement of

school education in all aspects. During the 10th five Year Plan, the approach was to improve the grant-in-aid system to adhoc schools and to upgrade 100 secondary schools to the Higher Secondary School level.

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CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

Introduction

The present chapter on the study "Development of Higher Secondary Education in Meghalaya: An Analytical Study", dealt with the Analysis and Interpretation of the Data. The analyses were divided into three sections:

(1) The items for analysis derived from the Documentary Study.

(2) The Analysis of the Data collected through the Questionnaire.

(3) Besides collecting pertinent information through the Questionnaire from the Headmasters and Teachers, it was thought proper to collect information from the officials at the Directorate, Inspectorate and Meghalaya Board of School Education through the Interview Technique.

The data collected from the Documentary study and the responses to the Questionnaire and Interview schedule were analysed categorically. Percentage was used as a statistical technique for analyzing the data.

Analysis and Interpretation of Data: Section I

(a) Analysis regarding Historical Perspective and Origin of Higher Secondary Schools and Colleges.

All the relevant Data collected through the documentary study on the historical perspective, origin and the development of Higher Secondary Education in the State were presented and analysed accordingly.

The study revealed that Meghalaya the 21st State of the Indian Union was declared a full-fledged state on January 21st 1972. The State, the homeland of the Khasis, the Jaintias and the Garos, having an area of 22,429 square kilo meters and a population of 23,06,069 (2001 Census), lies between 20^{0}1' North to 26^{0}5' North

Latitude and $89^0$49' East to $92^0$52' East Longitude. The State has at present 7 Districts, 8 Sub-Divisions and 32 Community Development Blocks.

Table 28: The various Christian, Non-Christian Missionaries and Government's effort for the spread of Education

Various Missionaries			
Khasi&Jaintia Hills Districts	Year	Garo Hills Districts.	Year
Christian Missionaries			
1. The Methodist Missionaries	(1813)	-	-
2. The Presbyterian Missionaries	(1841)	AB Missionaries	(1867)
3. The Anglican Missionaries	(1869)	-	-
4. The Catholic Missionaries	(1890)	-	-
5. SDA Missionaries	(1942)	Catholic Missionaries	(1931)
6. -	-	SDA Missionaries	(1954)
Non-Christian Missionaries			
1. Seng Khasi Movement	(1838)	-	-
2. Brahma Samaj	(1870)	-	-
3. Ramakrishna Mission	(1924)	-	-
Others			
1. Government	(1867)	Government	(1826)

As per the documentary study made on the efforts for the spread of education, table No. 28 revealed that although the Christian Missionaries laid the foundation of Modern Education in the state, the Non-Christian missionaries and the Government played a significant role in setting and maintenance of schools in these hill areas. The first missionaries who ventured to come to the Khasi and Jaintia Hills were the (a) The Methodist Missionaries (1813); (b) The Presbyterian Missionaries (1841); (c) The Anglican Missionaries (1869); (d) The Catholic Missionaries (1890) and (e) The Seventh Day Adventist Missionaries (1942), while the American Baptist Missionaries (1867); (b) The Catholic Missionaries (1931) and (c) The Seventh Day Adventist Missionaries (1954) respectively did pioneering works in the Garo hills.

Among the Non-Christian Missionaries, The Seng Khasi Movement (1838); the Brahma Samaj (1870) and the Rama Krishna Missionaries (1924) had contributed much towards the development of education in the Khasi and Jaintia Hills. The

Government had also made an effort towards educating the Garos and the Khasis in 1826 and 1867 respectively.

The impact of western education was tremendous. Men and women of the soil have responded favourably and are now serving the country as religious leaders, scholars, teachers, doctors, technicians, politicians, scientists, sportsmen and business men.

The study revealed that Meghalaya had inherited the system of education from Assam. The Education Department had an organizational set-up at different hierarchical levels of the administrative machinery, namely, the Secretariat, Directorate and Inspectorate. However in 1972, since its creation, the State has enforced its own Acts and Rules on Education. They were: (1) The Meghalaya Board of School Education Act, 1973. (2) Meghalaya School Education Act, 1981.

The major rules and regulations were: (1) The Amended Assam Aided High and Higher Secondary school employees Rules, 1965. (2) The Meghalaya Tribal Students' Book Grant (Post Matric Education) Rules, 1982. (3) The Meghalaya Tribal Students' Book grants (School Education) Rules, 1982. (4) Regulations on Recognition of Higher Secondary Schools in Meghalaya, 1994. (5) The Meghalaya Aided Higher Secondary, Secondary and Upper Primary schools management rules, 1997.

Table 29: The previous and present structure of school education system

Previous System upto 1990	L.Primary	U. Primary	Secondary	H.Secondary
Classes	A B I II III	IV V VI	VII VIII IX X	XI XII
Age	5+ 6 +7+8+9+	10+11+12+	13+ 14+ 15+16+	17+ 18+
Present System from 1991				
Classes	I II III IV	V VI VII	VIII IX X	XI XII
Age	6 7 8 9	10 11 12	13 14 15	16 17

With regard to structure of the school education, Table No. 29 revealed that Class B of the previous Meghalaya System became Class I and Class I became Class II in the present Meghalaya system and so on. The basic change was from the 5 + 3 + 4 + 2 to a 4 + 3 + 3 + 2 system. The age for the degree course in the previous system was 19 years whereas it is 18 in the present system.

Table 30: Pattern of Examinations under the Re-structured Curriculum

Classes	System of Examinations	Classes	System of Examinations
Class IX	Internal Examination	Class X	External Examination
Class XI	Internal Examination	Class XII	External Examination

Concerning the pattern of examinations, Table No. 30 revealed that under this curriculum, there would be an Internal Examination at the end of Class IX and Class XI and questions for the examination of class IX and Class XI would be set and supplied by the Board based on the course for class IX and Class XI. Evaluation, processing and declaration of results would be done at the institutional level. At the end of the Academic session for class X and XII, there would be an External Examination based on the course for Class X and Class XII respectively only. The Examination would be managed and conducted by the Board.

Table 31: Upgradation of Secondary Schools in the State (1994-95)

Sl.No.	Districts	No. of Schools	Non-Govt.Schools	Govt. Schools
1.	E.Khasi Hills	8 *(47.06)*	10 *(58.83)*	7 *(41.17)*
2.	W.Khasi Hills	2 *(11.76)*		
3.	Ri-Bhoi District	1 *(5.88)*		
4.	Jaintia Hills	3 *(17.66)*		
4.	E.Garo.Hills	1 *(5.88)*		
5.	W.Garo.Hills	2 *(11.76)*		

The figures in the parentheses indicated the corresponding percentages.

In connection with the upgradation of secondary schools, Table No. 31 revealed that 58.83 per cent and 41.17 per cent of the Non-Government and Government secondary schools were upgraded respectively during the academic session 1994-95. In the District-wise upgradation of schools, the majority of schools being upgraded were in the East Khasi hills with 47.06 per cent followed by 17.66 per cent in the Jaintia Hills district. A minority of 11.76 per cent and an equally 11.76 per cent of them were upgraded in the West Khasi hills and West Garo hills respectively. A smaller proportion of 5.88 per cent and an equally 5.88 per cent of the schools were upgraded in the Ri Bhoi District and East Garo Hills respectively.

Table 32: Upgradation of Secondary Schools according to streams

Years	1990	1994-95			
	Identified	Upgraded	Arts	Science	Vocational
General streams	34	17	10	7	
	(100)	*(50)*	*(58.83)*	*(41.17)*	
Vocational stream		1995-96			
	10	3			3
	(100)	*(30)*			*(30)*

Note : Figures in the parentheses indicated the corresponding percentages.

Dealing with the upgradation of secondary schools according to stream, Table No. 32 showed that in 1990, 34 progressive secondary school - both Government and Private - were identified for the establishing of + 2 stage. However from the academic year 1994-95, Higher Secondary education had been introduced in only 17 (50.00 per cent) of these 34 secondary schools. It was found that 58.83 per cent of these newly upgraded schools offered courses in Arts stream while 41.17 per cent offered educational facilities in Science stream.

The study revealed that the government had made an effort at Vocationalisation of education in the State. Though 10 Higher Secondary schools had

been selected or identified for the implementation of vocational stream during 1995-96, ultimately the vocational stream had been introduced in only 3 (30.00 per cent) of these 10 schools.

The National Policy on Education 1986 had proposed that vocational courses should cover 10 per cent of the Higher Secondary Students by 1990 and 25 per cent by 1995.

In pursuance of the national Pattern of 10+2+3 System of education, North Eastern Hill University had introduced the system with effect from 1982-83 academic sessions in Meghalaya.

Table 33: Different Streams offered in the Colleges (P.U. level) and Higher Secondary schools.

Streams	Colleges	H. S. Schools
(a) Arts / Science / Commerce	5 *(10.87)*	-
(b) Arts / Science	10 *(21.74)*	14 *(20.29)*
(c) Arts	30 *(65.22)*	48 *(69.57)*
(d) Science	-	7 *(10.14)*
(e) Commerce	1 *(2.17)*	-

Note: Figures in the parentheses indicated corresponding Percentages to total.

Referring to the different stream offered in the schools and colleges, Table No. 33 indicated that out of 46 colleges, the vast majority of them with 65.22 per cent offered Arts stream only. The minority of 21.74 per cent offered Arts and Science streams. A small proportion of 10.87 per cent offered educational facilities in three streams, viz., Arts, Science and Commerce while a smaller proportion of 2.17 per cent did offer only Commerce stream in the colleges.

With regard to the schools, out of the 69 Higher Secondary schools, the study revealed that 69.57 per cent of them offered facilities in Arts stream only. A small proportion of 20.29 per cent offered courses in Arts and Science while 10.14 per cent offered educational facilities in Science stream only.

Thus it was seen that in both the colleges and the schools, the vast majority of them with 65.22 per cent and 69.57 per cent respectively did offer educational facilities mainly in Arts Stream only followed by Arts and Science with 21.74 per cent and 20.29 per cent respectively. The colleges that offered only Science stream and the schools that offered courses in Arts/Science/Commerce and Commerce only was nil.

Table 34: Introduction of Vocational Education (1995-96)

Districts	No of Schools	No. of students	Trades
1. E.Khasi Hills	1	15	Salesmanship Elementary
(Govt.Boys' H.S.School)	*(10)*	*(30)*	of Business Management
2. Ri Bhoi District	1	11	Poultry Farming
(St.Michael's H.S.School)	*(10)*	*(22)*	
3. E.Garo Hills	1	24	Office Management,
(Rongrengiri Govt.H.S.Sch)	*(10)*	*(48)*	Typing, Stenography.

Note: Figures in the parentheses indicated the corresponding percentages.

Dealing with the introduction of vocational education, Table No. 34 revealed that vocational stream had been introduced in only 3 (30 per cent) of the 10 identified Higher Secondary schools during the academic session 1995-96. They were Government (1) Boys' Higher secondary school in the East Khasi hills with 15 boys engaged with trades on Salesmanship, Elementary of Business management; (2) St. Michael's Higher Secondary School in Ri Bhoi district with 11 students with trade on Poultry farming; and (3) Rongrengiri Government Higher Secondary school in the East Garo Hills district with 24 students with trades on Office Management, Typing

and Stenography. The percentage of students' enrolment in these schools was 30 per cent, 22 per cent and 48 per cent respectively during the period.

With regard to the present position of vocational education, the study revealed that in 1995-96, vocational stream had been introduced in 3 of the 17 upgraded secondary schools with 50 students, 4 full-time and 2 part-time teachers in the whole State.

However, during the years, the students' enrolment recorded nil and with that the vocational stream ceased to exist. As placement assistance could not be provided to successful candidates, very few students have been attracted towards vocational education. However considering the necessity of diverting the education towards vocational steam, various suggestions for improvement of the scheme had been offered.

Table 35: Year of Upgradation of Schools and Percentage during 1994-2002

Year	No. of schools upgraded	Percentages
1994-1995	17	24.64
1995-1996	12	17.39
1998-1999	11	15.95
1999-2000	10	14.49
2000-2001	10	14.49
2001.2002	9	13.04
Total	69	100 %

Dealing with the year and percentage of secondary schools being upgraded, table No. 35 showed that the majority of secondary schools with 24.64 per cent were upgraded in 1994-95 followed by 17.39 per cent in 1995-96 and 15.95 per cent in 1998-1999. A minority of schools with 14.49 per cent and an equally 14.49 per cent of them were upgraded in 1999-2000 and 2000-01 respectively whereas a smaller minority of schools with 13.04 per cent was upgraded in 2001-02.

(b) Analysis regarding Development of Higher Secondary Education

Table 36: Habitations With and Without Secondary Schools/Sections
Habitations with Secondary Schools/Sections

Within Habitation		Upto 5.0 Km		More than 5.0 Km.		Total
No. of Habitation	% of Coverage	No. of Habitation	% of Coverage	No. of Habitation	% of Coverage	
278	11.3	3454	59.18	437	5.29	4169
						75.77

In the secondary school level, out of a total population of 4169, 11.3 per cent; 59.18 per cent and 5.29 per cent were served within habitation of residence, upto 5.0 km and more than 5.0 km respectively. And with regard to Higher Secondary education, 24.63 per cent of the population had Higher Secondary schools within 8 kilometers of habitations.

Table 37: Higher Secondary Schools according to Management and Area of residence

Type of Management	No. of schools	Area of Residence	No. of schools
Government	22 *(31.88)*	Urban	40 *(57.98)*
Private aided	36 *(52.17)*	Rural	29 *(42.02)*
Private unaided	11 *(15.95)*		
Total	69 *(100)*		69 *(100)*

The study as seen on table No. 37 revealed that out of the 69 Higher Secondary schools, the majority of the schools with 52.17 per cent were private aided. A small proportion of 31.88 per cent were Government while a smaller proportion of 15.95 per cent were private unaided schools. The majority of 57.98 per cent of the Higher Secondary schools were located in the Urban while a minority of 42.02 per cent was located in the rural areas.

Table 38: Number of Colleges before and after 1972 and Number of Higher Secondary Schools during and after 1994-95

	Before 1972	After 1972
Number of Colleges	10 *(21.73)*	36 *(78.27)*
	During 1994-95	**After 1994-95**
Number of Schools	17 *(24.64)*	52 *(75.36)*

Note: Figures in the parentheses indicated the corresponding percentages to total.

With regard to the establishment of affiliated colleges having +2 level of education and the upgradation of the higher Secondary schools, table No. 38 indicated that before 1972, the number of Colleges/Pre-University level was 10. From that time onwards the number had increased to 36 raising the total number of colleges to 46. Out of the 46 colleges, the percentage before and after 1972 was 21.73 per cent and 78.27 per cent respectively. Thus the majority of the colleges were established or founded after the said period.

The study also revealed that there were 17 Higher Secondary schools during 1994-95, which had increased to 52 after the said period. Out of the 17 Higher Secondary schools during the period and out of the 52 Higher Secondary schools after the period, the percentage before and after the said period was 24.64 per cent and 75.36 per cent respectively. This showed that the majority of the Higher Secondary schools were upgraded after 1994-95.

Table 39: The annual growth rate of Schools/Colleges (1994-95 upto 2001-02)

Years	1994-95	2001-02	Annual Growth Rate
Institutions			
Number of Higher S. Schools	17	69	*43.69*

Number of Colleges	30	46	*7.61*

With regard to the number of schools/colleges, Table No. 39 indicated that in 2001-02 there were 69 Higher secondary schools and parallel +2 stage course as Pre-University course were run in 46 colleges as compared to 17 Higher secondary schools and 30 colleges in 1995-96. The annual growth rate was 43.69 per cent and 7.61 per cent at the higher secondary schools and Colleges respectively during the period.

Table 40: The annual growth rate of Students' Enrolment (1995-96 to 2001-02)

Years	1995-96	2001-02	Annual Growth Rate
Institutions			
No. of Students at H.S.Schools	852	3030	*42.60*
	1993-94		
No. of students at P.U. level	11,195	17,390	*6.91*

Referring to the annual growth rate of students' enrolment, Table No. 40 revealed that the total number of students enrolled in the Higher Secondary Schools in 1995-96 was 852 and it increased to 3030 in 2001-02. The students' enrolment at the Pre-University stage during 1993-94 was 11,195 and it increased to 17,390 in 2001-02. The annual growth rate of the number of students was 42.60 per cent and 6.91 per cent in the schools and colleges respectively.

Table 41: Male-Female Enrolment (1996-2002)

Year	1995-96	1996-02
Class IX-XI/XII		
Male	20110	19973
	(53.18)	*(50.98)*
Female	17698	19208
	(46.82)	*(49.02)*
Total	37808	39181

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to male-female enrolment, Table No. 41 indicated that the percentage of enrolment was 53.18 per cent to 46.82 percent respectively in 1995-96 and 50.98 per cent to 49.02 percent respectively in 1996-02. The percentage of girls' enrolment was steadily increasing but below the 50 per cent to the total enrolment in the Higher Secondary Schools.

Table 42: Number of students at P.U. level and the annual growth rate (1999-2002)

Stage	Enrolment			Annual growth rate		
	1999-2000	2000-01	2001-02	1999-2000	2001-02	
Class P.U.						
Total	16186	17195	17390	16186	17390	*3.71*
Boys	8660 *(53.51)*	9544 *(55.51)*	9604 *(55.22)*	8660	9604	*5.45*
Girls	7526 *(46.49)*	7651 *(44.49)*	7786 *(44.78)*	7526 *(46.49)*	7786 *(44.49)*	*1.72*

Note: Figures in the parentheses denoted the corresponding percentages.

In connection with the number of students, Table No. 42 indicated that the enrolment of boys and girls was 53.51 per cent and 46.49 per cent respectively during 1999-2000. 55.51 per cent; 44.49 per cent in 2000-01 and 55.22 per cent, and 44.78 per cent in 2001-02. The study revealed the steady growth of the enrolment of boys from 1999-2000 to 2001–02 whereas the percentage of girls had declined from 46.49 per cent in 1999-2000 to 44.78 percent in 2001-02. The percentage of girls was below 50 per cent when compared with the enrolment of boys with 55.22 per cent.

The annual growth rate of the students' enrolment was recorded at 3.71 per cent during 1999-2002. The annual growth rate of boys' enrolment was 5.45 per cent, which was higher than the girls' enrolment of 1.72 per cent.

Table 43: Maintenance Grant to Deficit and Adhoc H.S. Schools (2001-02)

Districts	E.K.H	W.K.H	Ri-Bhoi	W.G.H	E.G.H	S.G.H	Jaintia H
Type of Grants							
Deficit(Science)	7661565	1172390	753134	1135788	1100295	Nil	759060
	(60.90)	*(9.32)*	*(5.98)*	*(9.03)*	*(8.74)*	-	*(6.03)*
Deficit (Arts)	4503446	1262049	939089	Nil	Nil	Nil	2495860
	(48.95)	*(13.72)*	*(10.20)*	-	-	-	*(27.13)*
Adhoc	4680000	1440000	Nil	Nil	360000	Nil	1080000
	(61.91)	*(19.05)*	-	-	*(4.76)*	-	*(14.28)*
Total	16845011	3874439	1692223	1135788	1460295	-	4334920
	(57.41)	*(13.21)*	*(5.76)*	*(3.87)*	*(4.97)*	-	*(14.78)*

Key: EKH = East Khasi Hills District; WKH = West Khasi Hills District; Ri-Bhoi = Ri-Bhoi District; WGH= West Garo Hills District; EGH = East Garo Hills District; SGH = South Garo Hills District and Jaintia.H = Jaintia Hills District.

Source: Education Department, Government of Meghalaya, Shillong.

During the period, the private recognized Deficit or Adhoc Higher Secondary Schools received no grants-in-aid for the construction of schools, provision of furniture, library and equipments except the maintenance grant of teachers' salaries.

In deficit Higher Secondary schools with Science stream, East Khasi Hills District received 60.90 per cent of the maintenance grants followed by West Khasi Hills District (9.32%); West Garo Hills District (9.03%); East Garo Hills District (8.74%); Jaintia Hills District (6.03%); Ri-Bhoi District (5.98%) respectively whereas South Garo Hills District received no maintenance grants during the period.

In Arts stream, East Khasi Hills District recorded the highest recipient of maintenance grant with 48.95 per cent followed by Jaintia Hills District (27.13%); West Khasi Hills District (13.72%) and Ri-Bhoi District (10.20%) respectively whereas West, East and South Garo Hills Districts received no maintenance grants during the period.

With regard the Adhoc maintenance grants, East Khasi Hills District received 61.91 per cent of the total amount of grant followed by West Khasi Hills District with 19.05 per cent, Jaintia Hills District with 14.28 per cent and East Garo Hills District with 4.76 per cent whereas Ri-Bhoi district, East and South Garo Hills Districts received no grants during the period.

Taking the overall picture of grants received by the different Higher Secondary Schools in the seven Districts of the State, a considerably greater proportion of 57.41 per cent of grants was received by East Khasi Hills District. A minority of 14.78 per cent and 13.21 per cent were received by Jaintia Hills District and West Khasi Hills Districts respectively. A lesser proportion of 5.76 per cent, 4.97 per cent and 5.76 per cent of the grants were shared among the Ri Bhoi, East and West Garo Hills Districts respectively.

Table 44: Higher Secondary Schools according to Streams during 1995-2002

Year	No. of schools with Streams	No. of students	No of teachers			Examination Results		
			M	F	T	appeared	Passed	%
1995-96	Arts 10 (17.24)	5680	301	325	626	4143	2115	(51.05)
	Science 7 (30.74)	(30.74)	(39.98)	(39.54)	(39.75)	1122	886	(77.18)
	Commerce College					404	259	(64.1)
	Vocational 3 (75)					11	11	(100)
2001-02	Arts 48 (82.75)	12803	452	497	949	9957	5858	(58.83)
	Science 7 (50)	(69.26)	(60.02)	(60.46)	(60.25)	1761	1444	(81.99)
	Arts + Science 14							
	Commerce-College					1084	837	(77.21)
	Vocational 1 (25)					1	1	(100)

N.B. Commerce stream was conducted in colleges.

With regard to the development of Higher Secondary schools during 1995-96 according to different Streams, Table No. 44 revealed that 17.24 per cent of the

schools offered Arts stream that increased to 82.75 per cent in 2001-02. The 50 percentage of Science stream remained the same throughout the period. The 14 schools having both the Arts and Science streams were recorded during 2001-02. The number of schools having Vocational stream recorded a 75 per cent during 1995-96 that decreased to 25 per cent during the period 2001-02.

In connection with the number of students, the study revealed that the enrolment of Arts and Science students was 5680, i.e., 30.74 per cent in 1995-96, which increased to 12803, i.e. 69.26 per cent in 2001-02. The total number of teachers was 626, i.e. 39.75 per cent in 1995-96, which increased to 949, i.e. 60.25 per cent in 2001-02. The number of male and female teachers was 301 and 325, i.e. 39.98 per cent and 39.54 per cent in 1995-96 which increased to 452 and 497, i.e. 60.02 per cent and 60.46 per cent respectively during 2001-02.

The number of students who appeared in the final examinations 1995-96 was 4143; 1122; 404 and 11 in Arts, Science, Commerce and Vocational courses respectively. The percentages of passes were 51.05; 77.18; 64.1 and 100 per cent respectively. The number of students who appeared in 2001-02 increased to 9957; 1761; 1084; and 1 in Arts, Science, Commerce and Vocational courses respectively. The percentages of passes were 58.83; 81.00; 77.21 and 100 respectively. The percentages of passes were 100 in Vocational stream and the next higher percentages of passes were 81.99; 77.21 and 58.83 per cent in Science, Commerce and Arts respectively.

Table 45: The Population, Number of Literates and Literacy Rate for State and District

No. State /Dist.	Total population			Number of Literates *			Literacy rate **		
	P	M	F	P	M	F	P	M	F
Meghalaya	**2306069**	**1167840**	**1138229**	**1170443**	**619274**	**551169**	**63.31**	**66.14**	**60.41**
1. W.G.Hills	515813	259440	256373	213970	120871	93099	*51.03*	*57.51*	*44.51*
2. E.G.Hills	247555	126312	121243	122350	68278	54072	*61.70*	*67.39*	*55.74*
3. S.G.Hills	99105	51051	48054	43659	25241	18418	*55.82*	*62.60*	*48.61*
4. W.K.Hills	294115	149159	144956	148868	77179	71689	*65.64*	*67.02*	*64.21*
5. Ri-Bhoi	192795	99315	93480	97473	52989	44484	*66.07*	*69.22*	*62.67*

6. E.K.Hills	660994	333187	327807	422329	215937	206392	*76.98*	*76.12*	*75.82*
7. Jaintia Hills	295692	149376	146316	121794	58779	63015	*53.00*	*50.52*	*55.54*

Note: * Literates excluded children in the age group 0-6 years who were by definition treated as illiterate in the Census of India-2001.

** Literacy rate was the percentage of literates to population aged 7 years and above.

With regard to the population, the number of literates and literacy rate for the State and districts, Table No. 45 revealed that the literacy rate of each district of East Khasi Hills (76.98%), Ri-Bhoi District (66.07%) and West Khasi Hills (65.64%) district was above the State literacy rate of 63.31 per cent whereas in the remaining 4 Districts of Meghalaya, the literacy rate was below the State average. The District having the highest literacy, male and female literacy rate in the State was East Khasi Hills with 76.98 per cent; 78.12 per cent and 75.82 per cent respectively while the lowest literacy, male and female literacy rate in the State was West Garo Hills with 51.03 per cent; Jaintia hills with 50.52 per cent and West Garo Hills with 44.51 per cent respectively.

Problems peculiar to Meghalaya

With regard to problem peculiar to Higher Secondary Education in Meghalaya, it has been found that Meghalaya Board of School Education had adopted the Pre-University Course prescribed by North Eastern Hill University for students of classes XI and XII. This dual system of +2 stage impedes the provision of quality education at the Higher Secondary School stage. There had also been a tendency to start the classes without prior permission from the Government Authorities and then seek permission later. However, with a view to improve the organisation management and development of Higher Secondary Education, the Meghalaya Board of School Education had issued regulations on permission to start classes, recognition and withdrawal of the same and other rules prescribed in the Act 1994.

Development of Higher Secondary Education under the 5-Year Plans

Referring to the development of Higher Secondary Education during the Five Year Plan periods, the study revealed that the new uniform Pattern of Education 10+2+3 had been accepted in the country during the Fifth Five Year Plan. The switching over to + 2 in the State involved huge expenditure for which an amount of Rs.1.00 lakh was earmarked during the Sixth Plan. Science education would continue at the Secondary stage during the Fifth and Seventh Five Year Plan periods. Physical facilities were being created in 14 schools during 1990-91 and at the end of the Eighth Plan, there were 20 Higher Secondary schools involving 191 teachers and 57 non-teaching staff. During the Ninth Five Year Plan 21 deficit and adhoc secondary schools were given an additional grant of Rs.30, 000.00 per month per school for opening of +2 level of education.

Vocational course in the curriculum for the secondary education had not been actively put into operation during the Fourth Five Year Plan. Hence an amount of Rs.1.80 lakh and 5.00 lakhs had been proposed for the introduction of Work Experience and Vocational courses respectively during Fifth Five Year. A sum of Rs. 280 lakhs had been proposed for the introduction of vocational course at the +2 in the 10 Higher Secondary schools and only in 3 Higher Secondary schools the programme could be implemented. The Ninth Five Year Plan therefore had earmarked 434 lakhs for the implementation of vocational education in the Higher Secondary schools.

As proposed during the Eighth Five Year Plan period, physical infrastructure like classroom, workshops were being constructed in 10 Higher Secondary schools. The Ninth Five Year Plan had proposed an amount of Rs.70, 100, and 70 lakhs for the construction of hostel buildings, additional classrooms, laboratories and libraries respectively for the improvement of +2.

The expected 217 high schools in the Sixth Five Year Plan did increase to 383 in the Seventh Five Year Plan. There were 427 secondary and the 20 Higher Secondary schools during the Eight Five Year Plan period had increased to 69 in the Ninth five Year plan period. The Tenth Five Year Plan proposed to upgrade 100 secondary schools.

The total enrolment of students was 28,398 during the Fourth Five Year Plan period and it was expected to increase to 35,000 in the Sixth Five Year Plan. The enrolment in 6-14 age group was 2.24 lakhs and 900 students were enrolled in 24 degree colleges (Pre-University) during the Eight Five Year Plan.

During the Eight Five Year Plan period, the Board had been entrusted with the management and control of Higher Secondary/Vocational education. A sum of Rs. 30.00 lakhs had been proposed for the expansion of administrative building and guest house for examiners and 20 lakhs for 10 supporting staff and contingencies, etc., The Board had taken step in formulating syllabus and courses and conducted the first ever Higher Secondary Examinations. During the Ninth Five Year Plan, a sum of Rs.100.00 lakhs had been proposed for the setting up and maintaining a wing of MBOSE in Shilong.

Analysis and Interpretation of Data: Section II

The Questionnaire designed for the Headmasters/Teachers of the schools consisted several items regarding the growth and development of the Higher Secondary schools in the State during the early years till date. For the analysis, the items that were related to each other have been grouped under the following different headings: (i) Historical background (ii) Resources; (iii) Administration; (iv) Academic Organisation; (v) Financial management; (vi) Problems and (vii) Remedial Measures. For facilitating the analysis, UC denoted Urban College; RC=Rural College; US=Urban School and RS=Rural School respondents.

(i) Analysis regarding Historical background

Historical background dealt with type of schools/colleges, the purpose and the initial problems for establishing the same.

Table 46: Higher Secondary Schools/Colleges (P.U.) according to Tribal-wise location, Area of residence and Management

Groups of Schools/ Colleges	Tribe-wise location			Area of Residence		Management		
	Khasi	Jaintia	Garo	Urban	Rural	Govt.	Aided	Private
No.of Schools	41	11	17	40	29	22	36	11
	(59.42)	*(15.95)*	*(24.63)*	*(57.98)*	*(42.02)*	*(31.88)*	*(52.17)*	*(15.95)*
No. of Colleges	30	5	11	34	12	2	23	21
	(65.21)	*(10.8*	*(23.91)*	*(73.91)*	*(26.08)*	*(4.3)*	*(50)*	*(45.66)*

Note: Figures in the parentheses indicated the corresponding percentages.

Question No. 2 dealt with the type, tribal-wise location, area of residence and management of the Higher Secondary Schools and Colleges. The information collected from the respondents, was shown in table No. 46 above.

From the above table it was seen that the highest number of Schools and Colleges with 59.42 per cent and 65.21 per cent respectively were located in the Khasi hills and lowest in the Jaintia hills with 15.95 and 10.86 per cent respectively.

According to the Area of residence, 57.98 per cent of schools were located in the urban areas whereas 42.02 percent were in the rural areas. The greater number of colleges with 73.91 per cent was located in the urban areas and only 26.08 per cent was located in the rural areas. Thus the majority of the schools and colleges were located in the urban areas.

With regard to Management, the Aided schools recorded the highest number with 52.17 per cent followed by Government with 31.88 per cent and Private schools with 15.95 per cent. The number of colleges under the Aided management was 50.00 per cent, private with 45.66 per cent and only 4.34 per cent of colleges were under the management of the Government. Thus the majority of the schools and colleges were under private management and the Government played a promotional role by extending liberal maintenance grants to these institutions.

Table 47: Purposes for the establishment of schools

Groups	UC	RC	US	RS	Total
No. of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Impart general education	40 *(39.21)*	18 *(47.36)*	80 *(66.66)*	73 *(81.11)*	*60.28*
Preparation for Higher Education	33 (*32.35)*	8 *(21.05)*	56 *(46.66)*	60 *(66.66)*	*44.85*
Education to earn a living	5 (*4.90)*	5 *(13.15)*	28 *(23.33)*	35 *(38.88)*	*20.85*
Preservation of culture and tradition	8 *(7.84)*	2 *(5.26)*	28 *(23.33)*	25 *(27.77)*	*18*
Make a person a good citizen	18 *(17.64)*	8 *(21.05)*	63 *(52.5)*	55 *(61.11)*	*41.14*
Well being of the people	10 *(9.80)*	5 *(14.28)*	43 *(35.83)*	51 *(56.66)*	*31.14*

Note: Figures in the parentheses denoted the corresponding percentages.

In connection with Question No. 3, Table No. 47 clarified that the majority of the UC, RC, US and RS respondents ranged from 39.21 per cent to 81.11 per cent believed that the objective for the establishment of Higher Secondary Schools was to impart general education. However, a small minority of UC and RS respondents ranged from 5.26 per cent to 27.77 per cent stated that the aim of such an undertaking was to earn a living and preservation of culture and tradition respectively.

And taking the overall percentages of responses from the four groups of respondents for each response category, it was found that the majority of the respondents reported that the main objective for the establishment of educational institutions was to impart general education with 60.28 per cent followed by preparation youngsters for higher education with 44.85 per cent, made a person a good citizen with 41.14 per cent, well being of the people with 31.14 per cent. There appeared to be not very great difference of opinion between the objective of education to earn a living and preservation of cultural tradition with 20.85 per cent and 18 per cent respectively.

Table 48: Problems concerning the establishment of Schools

Groups	UC	RC	US	RS	Total
No. of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Opposition from Parents	-	-	8	3	*3.14*
	-	-	(*6.66)*	*(3.33)*	
Opposition from the Community	-	-	-	5	*1.42*
	-	-	-	*(5.55)*	
Unwillingness of the students	-	-	-	2	*0.57*
	-	-	-	*(2.22)*	
Non availability of land	3	2	15	5	*7.14*
	(2.94)	*(5.26)*	*(12.5)*	*(5.55)*	
No proper School building	6	6	15	43	*20*
	(5.88)	*(15.78)*	*(12.5)*	*(47.77)*	
Paucity of funds for salary	16	1	23	51	*26*
	(15.68)	*(2.63)*	*(19.16)*	*(56.66)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Referring to the problems concerning the establishment of schools against Question No. 4 shown in Table No. 48 it was seen that the majority of UC (15.68%); US (19.16%); RS (56.66%) respondents specified that paucity of funds for salary to pay the teachers while RC (15.78%) to No proper school building. The minority of UC (2.94%) respondents replied that Non-availability of land; RC (2.63%) to Paucity of fund for salary; US (6.66%) to opposition from parents and RS (2.22%) to unwillingness of students.

An overall analysis of the problems concerning the establishment of the schools from the four groups of respondents revealed that large proportions of 26 per cent and 20 per cent responded that paucity of funds and no proper school building

respectively were the main problems. A small minority 7.14 per cent stated that non-availability of land was the problem. A lesser proportion of 3.14 per cent reported the opposition from parents was the problem and even a lesser proportion of 1.42 and 0.57 per cent per cent expressed the opposition from the community and the unwillingness of the students was the main problem faced by the Government, the Mission and Non-Governmental organisation for the establishing educational institutions.

Table 49: **Where classes held initially**

Type of school building	Urban	Rural
Classes held in school own building	11 *(64.70)*	6 *(35.30)*
Classes held in rented building	0	0

Financial assistance was given to 17 Secondary schools for construction of additional classrooms required due to the introduction of Higher Secondary education. In response to Question No. 5, with regards to where were the classes held initially, the study revealed that 11 (64.70%) urban schools and 6 (35.30%) rural schools did conduct classes in their own school building respectively in the beginning. No classes were ever held in any rented building of the school. Table No. 49 clarified the position regarding the classes being held at the start of the schools.

Table 50: **Number of Students and Teachers initially**

Year	1994-95		
No. of Students	Male	Female	Total
	346	328	674
	(51.33)	*(48.66)*	
No. of Teachers	95	145	240
	(39.58)	*(60.41)*	

Regarding the enrolment of students in response to Question No.6, table No. 50 indicated that the male-female percentage of enrolment was 51.33 per cent and 48.66 per cent respectively during the first year of upgradation. With regard to the

enrolment of male-female teachers, the study revealed that the percentage of female was 60.41 per cent and higher when compared with 39.58 per cent of their male counterparts.

Table 51: Nature of Management initially

Management	No. of Schools	Percentage
Private Aided	10	*(58.83)*
Government	7	*(41.17)*
Total	17	*(100)*

Referring to the Nature of Management of the schools initially in response to Question 7, table No. 23 showed that 58.83 per cent of the Higher Secondary Schools were private aided schools. This indicated that the Government assisted the management by extending Grant-in-aid to the schools. 41.17 per cent of the schools were entirely managed and financed by the Government. Such schools were known as Government schools.

Table 52: The first ever Examination results

Course	Arts			Science			Commerce			Vocational		
Year	Appeared	Passed	%	Appeared	Passed	%	Appeared	Passed	%	Appeared	Passed	%
1996	4143	2115	*51.05*	1122	886	*77.18*	404	259	*64.1*	11	11	*100*

The information collected from the respondents about Question No. 8, the number of students as seen in table No. 52 who appeared in the examinations were 4143, 1122, 404 and 11 in Arts, Science, Commerce and Vocational courses respectively. The percentages of pass were 51.05 per cent; 77.18 per cent; 64.1 per cent and 100 per cent in the above streams respectively. The highest 100 per cent of pass was in the vocational course and the least was in Arts stream with 51.05 per cent.

(ii) Analysis regarding Resources

The respondents were asked about the Resources: human and material elements involved in the development of Higher Secondary Education in the State. Responses to answers were provided in the form of questionnaire, items on the subject and the respondents were asked to tick the ones they thought most appropriate. These responses were analysed in the following tables.

Table 53: Where classes of the schools were held

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Own land and building	33	13	120	90	*73.14*
	(32.35)	*(34.21)*	*(100)*	*(100)*	
Rented building	6	6	-	1	*3.71*
	(5.88)	*(15.78)*	-	*(1.11)*	
Leased Property	3	3	-	1	*1.42*
	(2.94)	*(7.89)*	-	*(1.11)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Regarding the question No. 9 where classes were held shown in Table No. 53 the study revealed that 100 per cent of the US and RS respondents and below 35 per cent of the RC and UC respondents expressed their view that the classes were held in the schools' and colleges' own land and building.

Thus, in response to the question, a considerably greater proportion of 73.14 per cent of the respondents from the four groups responded that in most schools and colleges in the urban and rural areas, classes were held in the schools' and colleges' own land and building. However, a small proportion of 3.71 per cent and 1.42 per cent confirmed that the classes were held in the rented building and leased property respectively.

Table 54: The students' enrolment and the annual growth (1994-95 to 2001-02)

Stage	Enrolment								Annual growth rate
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	1994-95to2001-02
Class XI									
Total	346	453	460	670	721	1294	1338	1625	*52.80*
Boys	210	280	285	417	398	707	741	808	*40.68*
	(60.70)	(61.82)	(61.96)	(62.23)	(55.20)	(54.64)	(55.38)	(49.73)	
Girls	136	173	175	253	323	587	597	817	*71.53*
	(39.30)	(38.18)	(38.04)	(37.76)	(44.79)	(45.36)	(44.61	(50.27)	
Class XII									
Total	328	399	527	626	557	907	934	1405	*46.90*
Boys	198	244	250	376	324	485	500	722	*37.80*
	(60.36)	(61.15)	(47.43)	(60.06)	(58.16)	(53.48)	(53.54)	(51.38)	
Girls	130	155	277	250	233	422	434	683	*60.76*
	(39.63)	(38.84)	(52.56)	(39.93)	(41.83)	(46.52)	(46.46)	(48.61)	
Grand Total Classes XI & XII				674		3030			*49.93*
Boys				408		1530			*39.28*
				(60.53)		(50.49)			
Girls				266		1500			*66.27*
				(39.46)		(49.50)			

Discussing about question No.10 with regards to enrolment of students as shown in Table 54, it was seen that 60.70 per cent of boys enrolled in Class XI during 1994-95 decreased to 49.73 per cent in 2001-02. However there was a steady increase in the number of girls with 39.30 per cent to 50.27 per cent during the same period.

With regard to the 60.36 per cent and 39.64 per cent Male-Female enrolment of Class XII during 1994-95 to 2001-02, the study revealed that the percentage of male enrolment was higher than that of female enrolment with 51.38 per cent and 48.62 per cent respectively during the same period.

The percentage of male students in Classes XI has declined from 60.70 per cent to 49.73 per cent in 1994-95 to 2001-02 and from 60.36 per cent to 51.38 per cent during the same period in Class XII. During the following years, the percentage of female students in both Classes XI and XII have risen steadily from 39.30 per cent in 1994-95 to 50.27 percent in 2001-02 and from 39.64 per cent to 48.62 per cent during 2001-02.

From the total enrolment of male and female students of Classes XI and XII during the period, the study revealed the steady growth of students' enrolment barring

the year 1998-99. The annual growth rate of the male-female enrolment during the period from 1994-95 to 2001-02 was 49.93 per cent. The annual growth rate of female (66.27%) was higher than their male counterparts (39.28%) during the said period.

Table 55: Persons responsible for Recruitment of Teachers

Groups	UC	RC	US	RS	Total
No. of respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Principal	2	2	13	23	*11.42*
	(*1.96)*	*(5.26)*	*(10.83)*	*(25.55)*	
Managing Committee	56	26	95	78	*72.85*
	(*54.90)*	*(68.42)*	*(79.16)*	*(86.66)*	
Inspector of Schools	-	-	-	-	-
	-	-	-	-	-
Directorate of Public Instruction	15	-	23	6	*12.57*
	(14.70)	-	*(19.16)*	*(6.66)*	
Meghalaya Public Service Commission	11	-	28	10	*14*
	(10.78)	-	*(23.33)*	*(11.11)*	
District Selection Committee	2	-	-	8	*2.85*
	(1.96)	-	-	*(8.88)*	

Note: Figures in the Parentheses denoted the corresponding percentages.

In response to question No.11, as to who recruited teachers in the schools / colleges, Table No. 55 revealed that above 54.90 per cent but below 90 per cent of the UC and RS respondents responded that the persons responsible for recruitment of teachers were the Managing Committee of the schools and colleges. A small proportion 1.96 per cent of the UC and 6.66 per cent of the RS respondents maintained that the District Selection Committee and Directorate of Public Instruction respectively were responsible for recruitment.

Taking the total number of the respondents from the four different groups, it was clear that the majority of them believed that the responsibility for recruitment of

teachers rested with the Managing Committee of the Schools/Colleges. This can be substantiated and strengthened by the fact that 72.85 per cent of the respondents affirmed the same. However, 14 per cent, 12.57 per cent and a smaller proportion of 11.42 per cent of the respondents replied that the Meghalaya Public Service Commission, the Directorate of Public Instruction and the Principal respectively were responsible for such an important duty of recruiting teachers. A lesser proportion of 2.85 per cent expressed that such duty was entrusted to the District Selection Committee.

As the majority of schools were privately managed, it was clear that the private school teachers were recruited by the concerned School's Managing Committee in accordance with the rules and regulation prescribed from time to time by the State Government while the teachers in the Government schools were appointed by the Meghalaya Public Service commission.

Table 56: Educational Qualification of Teachers

Groups	UC	RC	US	RS	Total
No. of respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
B.Ed.	-	-	-	-	-
	-	-	-	-	-
M.A.,/ M.Sc.,/ M.Com.	61	15	120	90	*81.71*
	(59.80)	*(39.47)*	*(100)*	*(100)*	
M.Ed.,	5	-	3	5	*3.71*
	(4.90)	-	*(2.5)*	*(5.55)*	
M.Phil.,	-	-	2	3	*1.42*
	-	-	*(1.66)*	*(3.33)*	
Ph.D.,	-	-	-	3	*0.85*
	-	-	-	*(3.33)*	

Note: Figures in the parentheses denoted the corresponding percentages.

As per the information contributed by the respondents to Question No.12 shown in Table No. 56, the study revealed that 100 per cent of the US and RS and

below 60 per cent of the UC and RC respondents responded that the required qualification of teachers to teach in the Higher Secondary Schools was either M.A., M. Sc., or M. Com. However, the smallest percentage of 1.66 per cent of the US respondents expressed the view that the Master degree was the required qualification.

Considering the overall total number of respondents from the urban - rural schools and colleges, the study revealed that the vast majority of 81.71 per cent of the respondents were of the opinion that the required educational qualifications as determined by the Education Department was Master Degree followed by a smaller proportion of 3.71 per cent; and 1.42 per cent and 0.85 per cent who reported that M.Ed., and M.Phil., and Ph.D. degrees respectively were also needed for persons who aspired to be teachers in such schools

Table 57: The number of trained and untrained teachers in the Higher Secondary schools during 1994-2002

Type Institution / Higher Secondary Schools	Trained Teachers			Untrained Teachers			Total			%Trained Teachers
	M	F	Total	M	F	Total	M	F	Total	
1994-95	88	136	224	7	9	16	95	145	240	*93.33*
	(39.28)	*(60.71)*		*(43.75)*	*(56.25)*					
1995-96	279	305	584	22	20	42	301	325	626	*93.29*
	(47.77)	*(52.22)*		*(52.38)*	*(47.61)*					
1996-97	299	307	606	31	20	51	330	327	657	*92.23*
	(49.33)	*(50.66)*		*(60.78)*	*(39.21)*					
1997-98	300	330	630	32	22	54	332	352	684	*92.10*
	(47.61)	*(52.38)*		*(59.25)*	*(40.74)*					
1998.99	323	351	674	35	23	58	358	374	732	*92.07*
	(47.61)	*(52.38)*		*(59.25)*	*(40.74)*					
1999-2000	-	-	-	-	-	-	366	382	748	*98.00*
2000-20 01	-	-	-	-	-	-	366	382	748	*98.00*
2001-2002	-	-	-	-	-	-	452	497	949	*96.00*

With regard to question No.13 on male-female trained teachers, Table No. 57 revealed that the percentage of female trained teachers, (60.21%) and (52.38%) was

higher than the male trained teachers (39.28%) and (47.61%) throughout the period 1994-1999 respectively. The percentage of male untrained teachers was higher than the percentage of female untrained teachers throughout the years 1995-99 except during 1994 when the female untrained teacher recorded a 56.25 per cent higher than the male untrained teachers of 43.75 per cent. During the period 1994-2002, there has been a substantial rise in the number of teachers both male and female. The percentage of trained teachers recorded throughout these years was above 92.07 per cent.

Table 58: **Teacher-Students' Ratio**

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response category					
Yes.	24	8	42	20	*26.85*
	(23.52)	*(21.05)*	*(35)*	*(22.22)*	
No.	52	16	84	38	*54.28*
	(50.98)	*(42.10)*	*(70)*	*(42.22)*	
Suggested Ratio					
1:50	45	16	52	38	*43.14*
	(44.11)	*(42.10)*	*(43.33)*	*(42.22)*	
1:45	10	5	15	9	*11.14*
	(9.80)	*(13.15)*	*(12.5)*	*(10)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Information collected from the respondents to question No.14, as shown on Table No. 58 revealed that from 42.10 per cent to 70 per cent of the UC, RC, US and RS respondents expressed the view that the present teacher-students ratio was not justified and from 42.10 per cent to 44.11 per cent of them suggested a ratio of 1:50.

Thus, the majority of the respondents expressed the view that the present teacher- students' ratio was not justified. This can be strengthened from the fact that 54.28 per cent of the respondents confirmed to the same. However as clarified in the above table, a smaller proportion of 26.85 per cent felt that this ratio was justified.

With regard to the suggested ratio, a considerably greater proportion 43.14 per cent of the respondents were in favour of 1:50 teacher-pupils' ratio whereas a small proportion 11.14 per cent of the respondents suggested the other ratio of 1:45.

Table 59: **Provision of School Facilities**

Groups	UC	RC	US	RS	Total
No. of respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Salary /Allowance as Per Government rule	38 *(37.25)*	11 *(28.94)*	120 *(100)*	90 *(100)*	*74*
Leave Facilities	5 *(4.90)*	13 *(34.21)*	116 *(96.66)*	89 *(98.88)*	*63.71*
Pension	15 *(14.70)*	- -	46 *(38.33)*	20 *(22.22)*	*23.14*
Contributory P. Fund	18 (*17.64)*	- -	70 *(58.33)*	36 *(40)*	*35.42*
Medical facilities	6 *(5.88)*	- -	43 *(35.83)*	26 *(28.88)*	*21.42*
Housing facilities	8 *(7.84)*	- -	41 *(34.16)*	35 *(38.88)*	*24*
House rent	3 *(2.94)*	2 *(5.26)*	61 *(50.83)*	38 *(42.22)*	*29.71*
Higher studies / training	13 *(12.74)*	6 *(15.78)*	43 *(35.83)*	53 *(58.88)*	*32.85*
Winter allowance	11	2	33	30	*21.71*

	(10.78)	*(5.26)*	*(27.5)*	*(33.33)*	
Staff Quarter	13	-	6	23	*12*
	(12.74)	-	*(5)*	*(25.55)*	

Note: Figures in the Parentheses denoted the corresponding percentages.

In connection with Question No.15 about the facilities being provided to the schools and colleges, Table No. 31 revealed that a 100 per cent of the US and RS respondents and 37.25 per cent of the UC respondents reported that the teachers enjoyed salary as per government rule and 34.21 per cent of the RC respondents reported to have leave facilities.

Analyzing the responses from the four groups of respondents, a large proportion of 74 per cent of them said that they enjoyed salary as per Government rule and a small proportion of 63.71 per cent enjoyed leave facilities and an even lesser proportion of 12 per cent specified that Staff Quarters were provided to the teachers.

Table 60: <u>In-service training conducted for the teachers</u>

Groups	UC	RC	US	RS	total
No. of Respondents	(102)	(38)	(120)	(90)	
<u>Response category</u>					
Seminar	20	7	25	11	18
	(19.60)	*(18.42)*	*(20.83)*	*(12.22)*	
Extension lectures	5	-	-	-	1.42
	(4.90)	-	-	-	
Refresher course	15	2	19	5	11.71
	(14.70)	*(5.26)*	*(15.83)*	*(5.55)*	
Workshop	8	-	4	2	4
	(7.84)	-	*(3.33)*	*(2.22)*	
Study Groups	4	-	6	-	2.85
	(3.92)	-	*(5)*	-	
Conferences	4	2	4	1	3.14
	(3.92)	-	*(5)*	-	
	-	-	-	-	
Discussion/Debate	2	-	5	-	2
	(1.96)	-	*(4.16)*	-	

Note: Figures in the parentheses denote corresponding percentages.

Information collected for Question No.16. was shown on table No. 60. The study revealed that UC (19.60); RC (18.42%); US (20.22%) and RS (12.22%)

conducted seminars for the teachers. Refresher courses were also conducted as stated by UC (14.70%); RC (5.26%); US (15.83%) and RS (5.55%) respondents.

From the above four groups of respondents, it was found that 18 per cent of them stated that seminars were conducted for the teachers, followed by refresher courses with 11.71 per cent, conferences with 3.14 per cent.

Table 61: The existence of separate rooms in the schools

Groups	UC	RC	US	RS	Total
No. of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Headmaster / Principal's room	63	13	120	89	*81.42*
	(*61.76)*	*(34.21)*	*(100)*	*(98.88)*	
Teachers' common room	63	13	119	90	*81.42*
	(*61.76)*	*(34.21)*	*(99.16)*	*(100)*	
Pupils' common room	41	13	27	20	*28.85*
	(*40.19)*	*(34.21)*	*(22.5)*	*(22.22)*	
Office Room	56	11	114	90	*77.42*
	(*54.90)*	*(28.94)*	*(95)*	*(100)*	
Science laboratory	11	-	92	53	*44.57*
	(*10.78)*	-	*(76.66)*	*(58.88)*	
Auditorium	11	-	25	33	*19.71*
	(10.78)	-	*(20.83)*	*(36.66)*	
Computer room	23	8	85	66	*52*
	(*22.54)*	*(21.05)*	*(70.83)*	*(73.33)*	
Workshop	2	2	-	3	*2*
	(1.96*)*	*(5.26)*	-	*(3.33)*	
Library	56	13	87	58	*61.14*
	(*54.90)*	*(34.21)*	*(72.5)*	*(64.44)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Answering question No.17, about the separate rooms in the schools and colleges drawn in Table No. 61, the study revealed that the greatest majority of the

UC, RC, US and RS respondents ranged from 34.21 per cent to 100 per cent confirmed the existence of the Headmaster's/Principal's room in their educational institutions and the least minority of them ranged from 1.96 per cent to 3.33 per cent pointed out to the existence of a workshop in their schools.

The overall analysis from the four groups of respondents, indicated that 81.42 per cent and an equally 81.42 per cent of the respondents confirmed to the existence of the Headmaster's room and the teachers' room. A larger proportion of 77.42 per cent and a smaller proportion of 61.14 per cent bore witness to the existence of office room and Library. While 52 per cent; and 44.57 per cent indicated the existence of computer room and science laboratory respectively, 28.85 per cent; 19.71 per cent and 2 per cent on the other hand confirmed the existence of Pupils' common room, the auditorium and workshops.

Table 62: **Organisation of Library**

Groups	UC	RC	US	RS	Total
Number of Respondent	(102)	(38)	(120)	(90)	N=350
Organizing Library					
Librarian / L.Assistant	30	5	33	30	*28*
	(29.41)	*(13.15)*	*(27.5)*	*(33.33)*	
Library Committee	5	8	10	3	*7.42*
	(4.90)	*(21.05)*	*(8.33)*	*(3.33)*	
Principal & Staff Committee	3	-	16	18	*10.57*
	(2.94)	-	*(13.33)*	*(20)*	
Vice-Principal	5	1	30	36	*20.57*
	(4.90)	*(2.63)*	*(25)*	*(40)*	

Note: Figures in the parentheses denoted the corresponding percentages.

In response to question No.18 as to who organised the library, Table No. 62 indicated that the majority of UC respondents with 29.41 per cent stated that the

Librarian and Assistant Librarian while a minority of 2.94 per cent said that the Principal and the staff did the task respectively.

The overall picture analysis revealed that in most of the Schools and Colleges, 28 per cent of the respondents answered that the Librarian or Assistant Librarian did the task of organising library. In some other institutions, 20.91 per cent, the person involved in the work was the Vice-Principal. 10.57 per cent of them said that the task for organising Library rested with the Principal & Staff while 7.42 per cent of them agreed that the Library Committee was in charge of organising the Library.

(iii)Analysis regarding Administration

All those techniques and procedures employed in operating the educational organisation in accordance with established policies was administration. In the Administration were included the questions which dealt with Government's exercise of authority over the schools, function of the Managing Committee, maintenance of certain items and Discipline, provision of students' welfare services, organisation of games and sports and conduct of educational tours. The respondents were requested to response to these items and their responses were recorded, analysed and presented in the following tables.

Table 63: Government's exercise of authority with regard to Schools/Colleges

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Permission to open school	10	8	56	76	*42.85*
	(9.80)	*(21.05)*	*(46.66)*	*(84.44)*	
Appointment of teachers	13	-	48	16	*22*
	(12.74)	-	*(40)*	*(17.77)*	
Giving Grants	21	13	76	63	*49.42*
	(20.58)	*(34.21)*	*(63.33)*	*(70)*	
Inspection	18	11	71	68	*48*
	(17.64)	*(28.94)*	*(59.16)*	*(75.55)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Dealing with responses to the Government's exercise of authority to question No.19 and as shown in Table No. 63, it was seen that the majority of UC (20.58%); RC (34.21%) and US (63.33%) respondents revealed that the government exercised its authority by sanctioning grant while the majority of RS (84.44%) respondents testified to the fact that the Government exercised its authority by granting permission to start schools.

In response to the question, a majority of the respondents with 49.42 per cent stated that the Government exercised its influence on the educational institutions by sanctioning and giving grants to them. 48 per cent of the respondents attested to the fact that the Government did put its weight on the institutions by conducting a thorough Inspection. A lesser proportion of 42.85 per cent of the respondents responded that permission from the government was needed to open the school and even a lesser proportion of 22 per cent expressed that the Government did appoint teachers.

Table 64: Function of the Managing Committee of the Schools/Colleges

Groups	UC	RC	US	RS	Total

Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Planning the school programmes	26	3	56	38	*35.14*
	(*25.49*)	*(7.89)*	*(46.66)*	*(42.22)*	
Recruitment of Teachers	50	13	86	90	*68.28*
	(49.01)	*(34.21)*	*(71.66)*	*(100)*	
Preparing the Budget	41	11	55	65	*49.14*
	(40.19)	*(28.94)*	*(45.83)*	*(72.22)*	
Discipline of teachers	36	10	63	60	*48.28*
	(*35.29*)	*(26.31)*	*(52.5)*	*(66.66)*	
Discipline of Students	35	3	40	36	*32.57*
	(*34.31*)	*(7.89)*	*(33.33)*	*(40)*	
Funding it	41	10	33	56	*40*
	(*40.19*)	*(26.31)*	*(27.5)*	*(62.22)*	
Maintenance	41	13	51	80	*52.85*
	(*40.19*)	*(34.21)*	*(42.5)*	*(88.88)*	

Note: Figures in the parentheses denoted the corresponding percentages.

As per the information available to question No.20 on the functions of the Managing Committee, Table No. 64 revealed that the majority of UC, RC, US and RS respondents ranged from 34.21 per cent to 100 per cent maintained that one of the main functions of the Managing Committee was the recruitment of teachers. Planning the school programme and discipline was left with the immediate authority, the Headmaster.

The total picture revealed that 68.28 per cent of the respondents said that the Managing Committee did recruit teachers. A proportion of 52.85 per cent respondents stated that maintenance of the educational institutions was left with the Managing Committee of these institutions. 49.14 per cent believed that the Managing Committee prepared the budget, 48.28 per cent did maintain discipline among the teachers and 40 per cent did the funding. A lesser proportion of 35.14 believed that planning the school programme was the work of the Managing Committee and even a

lesser proportion of 32.57 per cent of the respondents believed that discipline among the students in both the urban and rural schools and colleges was done by the Managing committee.

Table 65: Maintenance of the following items in the schools

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Admission Register	102 (*100*)	38 *(100)*	120 *(100)*	90 *(100)*	*100*
Pupils' Attendance Register	102 *(100)*	38 *(100)*	120 *(100)*	90 *(100)*	*100*
Teachers' attendance register	102 *(100)*	38 *(100)*	120 *(100)*	90 *(100)*	*100*
Fee Register	102 *(100)*	38 *(100)*	120 *(100)*	90 *(100)*	*100*
Leave Register	58 (*56.86*)	13 *(34.21)*	101 *(84.16)*	80 *(88.88)*	*72*
School Calendar	70 *(68.62)*	22 *(57.89)*	105 *(87.5)*	86 *(95.55)*	*80.85*
Stock Register	50 (*49.01*)	11 *(28.94)*	80 *(66.66)*	80 *(88.88)*	*63.14*
Log Register	25 *(24.50)*	10 *(26.31)*	80 *(66.66)*	38 *(42.22)*	*43.71*
Cash Book	102 *(100)*	38 *(100)*	120 *(100)*	90 *(100)*	*100*
Receipt Register	102 *(100)*	38 *(100)*	120 *(100)*	90 *(100)*	*100*
Progress Report	102 *(100)*	38 *(100)*	120 *(100)*	90 *(100)*	*100*
Cumulative Record Card	18 *(17.64)*	8 *(21.05)*	36 *(30)*	33 *(36.66)*	*27.14*
Staff Confidential Report	41 (*40.19*)	10 *(26.31)*	66 *(55)*	36 *(40)*	*43.71*

Note: Figures in the parentheses denoted the corresponding percentages.

Referring to the maintenance of different items in the schools in response to question No.21, shown on Table No. 65, the study revealed that 100 per cent of the

UC, RC, US and RS respondents stated that the educational institutions maintained the Admission Register, Pupils' and Teachers' attendance, Fee registers, Cash book, receipt register and Progress Report respectively. A number of respondents ranged from 57.89 per cent but below 100 per cent maintained that the school calendars was maintained whereas a small minority ranged from 34.21 per cent but below 90 per cent said that leave registers were maintained by these educational institutions.

From the total picture, it was cleared that a great majority of the educational institutions with 100.00 per cent did maintain the Admission Register, Pupils' and Teachers' Attendance Registers and Fee registers, Cash books, Receipt Registers, Progress Report and a small minority of 27.14 per cent expressed that Cumulative Record Card was the least maintained items in these school and colleges in both the urban and rural areas.

Table 66: **Maintenance of school Discipline**

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
The Class Teacher	33 *(32.35)*	3 *(7.89)*	66 *(55)*	48 *(53.33)*	*42.85*
The Headmaster/Principal	51 *(50)*	13 *(34.21)*	103 *(85.83)*	83 *(92.22)*	*71.42*
The Staff jointly	33 *(32.35)*	10 *(26.21)*	80 *(66.66)*	76 *(84.44)*	*56.85*
The Discipline Committee	6 *(5.88)*	- -	10 *(8.33)*	6 *(6.66)*	*6.28*

Note: Figures in the parentheses indicated the corresponding percentages to total.

Dealing with question No.22, as to who maintained discipline in the schools, Table No. 66 revealed that the majority of RS (92.22%); US (85.83%); UC (50) and RC (34.21%) respondents stated that maintenance of discipline was the responsibility of the Headmaster / Principal whereas the minority of UC (5.88%); RC (7.89%); US (8.33%) and RS (6.66%) respondents reported that the Discipline Committee, Class teacher and Discipline Committee respectively were responsible for this work.

From the above it was therefore found that as many as 71.42 per cent of the total respondents from the four groups indicated that maintenance of the school discipline was the responsibility of the Headmaster of the school concerned. A large proportion of 56.85 per cent and a lesser proportion of 42.85 per cent of the respondents stated that the Staff Jointly and the Class teachers did this work respectively and even a lesser proportion of 6.28 per cent reported that the Discipline Committee was responsible for this.

Table 67: Actions taken against violation of rules and regulations

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Ask to leave the School/College	15	3	8	26	*14.85*
	(14.70)	*(7.89)*	*(6.66)*	*(28.88)*	
Gives punishment	30	2	81	48	*46*
	(29.41)	*(5.26)*	*(67.5)*	*(53.33)*	
Gives warning	40	13	95	88	*67.42*
	(39.21)	*(34.21)*	*(79.16)*	*(97.77)*	
Easily forgives	5	-	8	10	*6.57*
	(4.90)	-	*(6.66)*	*(11.11)*	
Allows to continue	-	-	10	8	*5.14*
	-	-	*(8.33)*	*(8.88)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Every school and college in the urban or rural areas had their own rules and regulations that governed them. Regarding question No. 23, which dealt with certain actions taken against those who went against the rules and regulations of the institutions, Table No. 39 revealed that the majority of 97.77 per cent of RS, the minority of 79.16 per cent of US respondents reported to giving warning while a

smaller proportion of 4.90 pr cent of UC respondents stated that erring students were easily forgiven.

Taking the overall responses so obtained from the above question revealed a higher proportion of 67.42 per cent and 46 per cent respectively which believed in giving warning and punishment to those erring students. A proportion of 14.85 per cent stated that the students were asked to leave. A lesser proportion of 6.57 per cent and an even lesser proportion of 5.14 per cent of the respondents did reported that the students were easily forgiven and allowed to continue their studies.

Table 68: Provision of students' welfare services

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Medical check up	2	-	33	13	*13.71*
	(1.96)	-	*(27.5)*	*(14.44)*	
Medical aid	5	-	26	11	*12*
	(4.90)	-	*(21.66)*	*(12.22)*	
Canteen	25	13	61	26	*35.71*
	(24.50)	*(34.21)*	*(50.33)*	*(28.88)*	
Transport	10	2	31	-	*12.28*
	(9.80)	*(5.26)*	*(25.33)*	-	
Book grant	31	11	68	40	*42.85*
	(30.39)	*(28.94)*	*(56.66)*	*(44.44)*	
Scholarship	61	11	56	81	*59.71*
	(59.80)	*(28.94)*	*(46.66)*	*(90)*	
Hostel accommodation	21	-	10	56	*24.85*
	20.58	-	*8.33*	*62.22*	

Note: Figures in the parentheses denoted the corresponding percentages.

As per the information contributed by the respondents to question No. 24, to provision of students' welfare services, Table No. 68 revealed that the majority of the

respondents in the urban colleges (59.80%) and rural schools (90%) confirmed to have enjoyed the scholarship grants while 4.21 per cent and 56.66 per cent of the respondents in the rural colleges and urban schools said that the students were provided with canteen and book grant facility respectively.

From the total responses to the provision of students' welfare services, as clarified in the above table, 59.71 per cent and 42.85 per cent did confirm that the students had Scholarship and Book grant respectively. A proportion of 35.71 per cent and 24.85 per cent of the respondents respectively stated that Canteen and Hostel accommodation respectively were provided to them. A proportion of 13.71 per cent responded that they had medical check up, 12.28 per cent have Transport and 12 per cent enjoyed Medical aid.

Table 69: Organisation of Games in the Schools/Colleges

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Football	50	13	83	90	*67.42*
	(49.01)	*(34.21)*	*(69.16)*	*(100)*	
Volley Ball	36	10	43	46	*38.57*
	(35.29)	*(26.31)*	*(35.83)*	*(51.11)*	
Badminton	35	13	53	21	*34.85*
	(34.31)	*(34.21)*	*(44.16)*	*(23.33)*	
Basketball	51	10	81	70	*60.57*
	(50)	*(26.31)*	*(67.5)*	*(77.77)*	
Hockey	10	-	13	3	*7.42*
	(9.80)	-	*(10.83)*	*(3.33)*	
Cricket	36	5	66	40	*42*
	(35.29)	*(13.15)*	*(55)*	*(44.44)*	
Chinese Checker	21	10	33	21	*24.28*
	(20.58)	*(26.31)*	*(27.5)*	*(23.33)*	
Carrom Board	38	11	60	43	*43.42*
	(37.25)	*(28.94)*	*(50)*	*(47.77)*	

Table Tennis	28	-	35	11	*21.14*
	(27.45)	-	*(29.16)*	*(12.22)*	
Chess	31	11	30	26	*28*
	(30.39)	*(28.94)*	*(25)*	*(28.88)*	
Drill and Physical Exercises	8	-	61	61	*37.14*
	(7.84)	-	*(50.83)*	*(67.77)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Dealing with organisation of games to question No.25, shown in table No. 69 it was seen that the majority of UC (40.01%); (RC (34.21%); US (69.16%) and RS (100%) respondents stated that football was the game usually organized while UC (9.80%); US (10.83%) and RS (3.33%) respondents revealed that hockey was the least game organized in these institutions.

From the above four groups of respondents, it was found that 67.42 per cent of them stated that Football game was organized, followed by Basket ball game with 60.57 per cent. Thus the majority of the educational institutions did organize Football Games and the least game being conducted was Hockey with 7.42 per cent.

Table 70: The Educational Institutions conduct Educational Tours for their students

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Conducted Educational Tours	25	11	40	30	*30.28*
	(24.50)	*(28.94)*	*(33.33)*	*(33.33)*	
Conducted no Educational Tours	33	1	65	59	*45.14*
	(32.35)	*(2.63)*	*(54.16)*	*(65.55)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Concerning the responses to the Question No.26 dealing with conduct of educational tours in the schools, Table No. 70 revealed that 65.55% of RS; 54.16% of

US; 32.35% of UC respondents stated that educational tours was not conducted whereas 28.94% of RC respondents stated in the positive.

Taking the total responses a considerably greater proportion of 45.14 per cent from all the respondents, expressed their view that the schools did not take their students for educational tours while 30.28 per cent of them attested to the fact that educational tours for the students were indeed conducted by the schools.

(iv) Analysis regarding Academic Organisation

School organization was vital for proper education. Academic organisation included preparation of timetable, deciding examination schedule, assigning teaching work, organising library and decision regarding admission and promotion of students. The respondents were asked to answer the questions about all the various aspects of academic organisation as visualised in the questionnaire.

Sharing of responsibility and cooperation were important element of a democratic administration. It was found that in most of the schools and colleges the Principal shared this responsibility with the teaching staff while in few educational institutions the Principal did such work. The persons involved in planning different areas of academic work were shown in tables, 71, 72, 73, and 74.

Table 71: Preparation of Time Table

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Principal and Staff Committee	6 *(5.88)*	- -	8 *(6.66)*	10 *(11.11)*	*6.85*
Principal	15 *(14.70)*	5 *(13.15)*	63 *(52.5)*	76 *(84.44)*	*45.42*
Vice - Principal and Staff Committee	10 *(9.80)*	10 *(26.31)*	23 *(19.16)*	11 *(12.22)*	*15.42*
Staff Committee	16 *(15.68)*	- -	15 *(12.5)*	6 *(6.66)*	*10.57*

Note: Figures in the parentheses denoted the corresponding percentages.

Tables No. 71, No. 72, No. 73 and No. 74 organizing the academic work in preparing the time table, assigning teaching work load, deciding examinations schedule and decision regarding admission and promotion of students respectively, against question No. 27, the study revealed that in preparing the time table the majority of the US and RS respondents with 52.5 per cent and 84.44 per cent respectively stated that the Principal did prepare the time table whereas 15.68 per cent and 26.31 per cent of the UC and RC respondents indicated that such work was left with the Staff Committee and the Vice-Principal and Staff Committee respectively.

The overall analysis of the total responses indicated that the work for preparation of the Time Table was the work of the Principal. This can be substantiated by the fact that 45.42 per cent of the respondents stated such. A lesser proportion of 15.42 per cent; 10.57 per cent and 6.85 per cent per cent believed that the Vice-Principal and Staff Committee usually did such work.

Table 72: Assignment of Teaching Work

Groups	UC	RC	US	RS	Total
Number of Respondents	(102	(38)	(120)	(90)	N=350
Response Category					
Principal & V.Principal	35	-	81	60	*50.28*
	(34.31)	-	*(67.5)*	*(66.66)*	
Principal & Staff Committee	3	-	15	11	*8.28*
	(2.94)	-	*(12.5)*	*(12.22)*	
Head of Department	15	13	11	21	*17.14*
	(14.70)	*(34.21)*	*(9.16)*	*(23.33)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to assignment of teaching work to the teachers, Table No 72 revealed that the majority of US (67.5%); and RS (66.66 %) respondents stated that the Principal and Vice Principal respectively were responsible for the work whereas a

minority of UC (2.94 %) maintained that the Principal and Staff Committee do the work.

Taking the overall picture of the study, 50.28 per cent of the respondents replied that the Principal and the Vice-Principal were the persons responsible for assignment of teaching work in these institutions. 17.14 per cent of the respondents believed that the Head of the Department is responsible for the work while in the remaining 8.28 per cent of the schools and colleges' respondents responded that such task was entrusted to the Principal and Staff Committee.

Table 73: Decision of the Examination Schedule

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Principal	25	5	55	46	*37.42*
	(24.50)	*(13.15)*	*(45.83)*	*(51.11)*	
Principal and Staff Committee	18	-	45	28	*26*
	(17.64)	-	*(37.5)*	*(31.11)*	
Examination Committee	3	-	-	1	*1.14*
	(2.94)	-	-	*(1.11)*	
Teaching Staff	13	8	8	23	*14.85*
	(12.74)	*(21.05)*	*(6.66)*	*(25.55)*	

Note: Figures in the parentheses denoted the corresponding percentages.

On deciding the Examination schedule, Table No. 73 revealed that the majority of the UC (24.50%); US (45.83%) and RS (51.15%) respondents stated that the Principal was the person who decide the Examination Schedule while the RC (21.05%) respondents with 21.05 per cent believed that such task was entrusted with the teaching staff.

The overall analysis of the four groups of respondents revealed that 37.42 per cent of the respondents expressed the view that the Principal was involved in deciding

the examination schedule while 26 per cent of them said that this task was entrusted to the Principal and Staff Committee. 14.85 per cent and 1.14 per cent of the respondents stated that the teaching Staff and the Examination Committee decided the Examination Schedule respectively.

Table 74: Decision regarding Admission and Promotions students

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Principal	21	5	58	60	*41.14*
	(20.58)	*(13.15)*	*(48.33)*	*(66.66)*	
Principal & Staff Committee	11	-	13	15	*11.14*
	(10.78)	-	*(10.33)*	*(16.66)*	
Principal & Moderation Committee	31	10	30	25	*27.42*
	(30.39)	*(26.31)*	*(25)*	*(27.77)*	

Note: Figures in the parentheses indicated the corresponding percentages.

In response to the question, table No. 74 revealed that the majority of the UC (30.39%) and RC (26.31%) respondents held the view that the Principal and Moderation Committee took the decision regarding the admission and promotion of students to the higher classes whereas the majority of the US (48.33%)and RS (66.66%) respondents maintained that the Principal alone did take this decision.

The overall picture revealed that a majority of 41.14 per cent of the respondents held the view that the Principal alone took the decision regarding the Admission and Promotion of the students in educational institutions while a minority of 27.42 per cent replied that the Principal with the Moderation Committee were involved in this task and a smaller proportion of 11.14 per cent of them said that the decision regarding admission and promotion of the students was taken by the Principal together with the Staff Committee

Table 75: Procedure of Students' admission in the Schools/Colleges

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
First come first serve	36	8	73	46	*46.57*
	(35.29)	*(21.05)*	*(60.83)*	*(51.11)*	
Entrance Examination	2	-	30	25	*16.28*
	(1.96)	-	*(25)*	*(27.77)*	
Interview	26	5	25	5	*17.42*
	(25.49)	*(13.15)*	*(20.83)*	*(5.55)*	

Note: Figures in the parentheses indicated the corresponding percentages.

With regard to the admission procedure in the school in response to question No. 28, was shown in Table No. 75. From the above table it was seen that the majority of UC (35.29%); RC (21.05%); US (60.83%); RS (51.11%) respondents stated that these educational institutions adopted the procedure of open admission on the First come first serve basis and the least stated that there was Interview with UC (25.49%); RC (13.15%); US (20.83%) and RS (5.55%).

The total picture revealed that 46.57 per cent of the respondents held the view that students were admitted to the educational institutions on a First come first serve basis. 17.42 per cent of the respondents held the view that admission in educational institutions was done on the basis of merit through an Interview while others with 16.28 per cent replied that students were admitted by means of an Entrance Examination.

Table 76: Admission fee per student

Groups	UC	RC	US	RS	Total

Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response to fee category					
Rs.40/- to Rs.50/-	15	8	28	6	*16.28*
	(14.70)	*(21.05)*	*(23.33)*	*(6.66)*	
Rs.51/- to Rs.100/-	6	3	7	2	*5.14*
	(5.88)	*(7.89)*	*(5.83)*	*(2.22)*	
Above Rs.100/-	5	2	2	1	*2.85*
	(4.90)	*(5.26)*	*(1.66)*	*(1.11)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Tables No. 76 and No. 77 presented the Admission and Tuition fee per student respectively against question No. 29. As per information given by the respondents about the admission fee, the study revealed that UC (14.70%) and US (23.33%) respondents was in majority as compared to RC (21.05%) and RS (6.66%), with regards to fees to be paid between Rs.40/- to Rs.50/-. The percentage of UC and US respondents was greater than RC and RS respondents with regards to the amount of admission fee between Rs.51/- to Rs.100/- and above Rs.100/- respectively.

The overall analysis revealed that the admission fee varied from college to college and from school to school in the urban and rural areas of the State. The study revealed that 16.28 per cent of the Respondents said that these institutions charged an admission fee ranged from Rs.40/- to Rs. 50/- per student. A minority of the respondents with 5.14 per cent stated that an admission fee ranged from 51/- to Rs.100/- per student while a smaller minority of 2.85 per cent of the respondents reported that the admission fee was above Rs.100/-.

Table 77: **Tuition fee per student**

Groups	UC	RC	US	RS	Total

Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response to fee category					
Rs.30/- to Rs.40/-	12	6	22	5	*12.85*
	(11.76)	*(15.78)*	*(18.33)*	*(5.55)*	
Rs.41/- to Rs.50/-	6	2	9	1	*5.14*
	(5.88)	*(5.26)*	*(7.5)*	*(1.11)*	
Above Rs.50/-	3	2	2	1	*2.28*
	(2.94)	*(5.26)*	*(5.26)*	*(1.11)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to tuition fee, it was seen in table No. 77 that the tuition fee per student varied from college to college and from one school to another school in the urban and rural areas. The majority of UC, RC, US and RS respondents revealed that tuition fee was in between Rs.30/- to Rs.40/- and the minority was above Rs.50/-

The overall analysis of the study revealed that 12.85 per cent of the respondents answered that the tuition fee per student ranged from Rs.30/- to Rs.40/-. A proportion of the respondents with 5.14 per cent stated that the tuition fee per student ranged from Rs.41/- to Rs.50/- while a smaller proportion of 2.28 per cent confirmed that the tuition fee charged by the institutions was above Rs. 50/-

Table 78: **Extra Fees paid by each student**

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Upto Rs.550/-	28	5	42	7	*23.42*
	(*27.45*)	*(13.15)*	*(35)*	*(7.77)*	
Above Rs.550/-	9	2	12	2	*7.14*
	(*8.82*)	*(5.26)*	*(10)*	*(2.22)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With response to extra fees paid by each student, against question No. 30 was shown on Table No. 78. It revealed that the amount of money paid by each student as

extra fees like library fee, laboratory fee, computer fee, exam fee, games fee, magazine, contingency fee, students' fund and many other fees varied from college to college and from school to school. The majority of UC (27.45%); US (35%); RC (13.15%) and RS (7.77%) respondents stated that the maximum amount of money paid by each student was upto Rs.550/- whereas the UC (8.82%); US (10%); RC (5.26%) and RS (2.22%) respondents stated that the extra fee paid was above Rs.550/-.

The overall picture of the analysis revealed that 23.42 per cent of the respondents said that the maximum amount of extra fees paid by the students was upto Rs.550/-while 7.14 percent stated that the extra fee paid was above Rs.550/-.

Table 79: **Subjects taught in the Schools/Colleges**

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
English	102	38	120	90	*100*
	(100)	*(100)*	*(100)*	*(100)*	
Alt. English	15	5	36	20	*21.71*
	(14.70)	*(13.15)*	*(30)*	*(22.22)*	
M.I.L.	56	13	95	70	*66.85*
	(54.90)	*(34.21)*	*(79.16)*	*(77.77)*	
Economics	53	15	86	90	*69.71*
	(51.96)	*(39.47)*	*(71.66)*	*(100)*	
Political Science	53	15	85	90	*69.42*
	(51.96)	*(39.47)*	*(70.83)*	*(100)*	
History	53	15	88	49	*58.57*
	(51.96)	*(39.47)*	*(73.33)*	*(54.44)*	
Logic	35	1	13	6	*15.71*
	(34.31)	*(2.63)*	*(10.83)*	*(6.66)*	
Education	53	15	86	90	*69.71*
	53				

	(51.96)	*(39.47)*	*(71.66)*	*(100)*	
Geography	8	10	16	34	*19.42*
	(7.84)	*(26.31)*	*(13.33)*	*(37.77)*	
Anthropology	3	-	-	-	*0.85*
	(2.94)	-	-	-	
Mathematics	11	-	50	11	*20.57*
	(10.78)	-	*(41.66)*	*(12.22)*	
Elective Languages	38	-	61	90	*54*
	(37.25)	-	*(50.83)*	*(100)*	
Computer Application	6	-	43	6	*15.71*
	(5.88)	-	*(35.83)*	*(6.66)*	
Physics	8	-	50	11	*19.71*
	(7.84)	-	*(41.66)*	*(12.22)*	
Chemistry	8	-	51	11	*20*
	(7.84)	-	*(42.5)*	*(12.22)*	
Biology	10	-	46	11	*19.14*
	(9.80)	-	(38.33)	(12.22)	
Business Method	6	-	-	6	*3.42*
	(5.88)	-	-	*(6.66)*	
Commercial Arithmetic	5	-	-	5	*2.85*
	(4.90)	-	-	*(5)*	
Commercial Geography	5	-	-	5	*2.85*
	(4.90)	-	-	*(5.55)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to he subjects taught in the schools in response to question No.31, Table No. 79, indicated that the majority of the UC, RC, US and RS respondents with 100 per cent confirmed English as the subject taught in all the educational institutions. The least taught subject in RC (2.63%) and in US (10.83%) was logic whereas in UC (4.90%) were commercial Arithmetic and Geography and in RS (5.55%) with the above same subjects. Strangely it was noticed that Hindi in the Higher Secondary Schools stage has not been included as a subject to be studied.

From the overall analysis, it was seen that the majority of the respondents with 100 per cent stated that English was the subject taught in all the schools and colleges while Anthropology with only 0.85 per cent was the least taught subject.

Table 80: Methods of teaching being followed in Schools

Groups	UC	RC	US	RS	Total
No. of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Lecture	31	13	55	51	*42.85*
	(30.39)	*(34.21)*	*(45.83)*	*(56.66)*	
Lecture and Discussion	31	13	93	80	*62*
	(30.39)	*(34.21)*	*(77.5)*	*(88.88)*	
Lecture and Demonstration	13	6	66	46	*37.42*
	(12.74)	*(15.78)*	*(55)*	*(51.11)*	
Question Answer Method	52	11	78	70	*60.28*
	(50.98)	*(28.94)*	*(65)*	*(77.77)*	
Dictating notes	21	11	76	75	*52.28*
	(20.58)	*(28.94)*	*(63.33)*	*(83.33)*	
Field study	3	-	3	3	*2.57*
	(2.94)	-	*(2.5)*	*(3.33)*	
Self study by students	5	10	21	23	*16.85*
	(4. 90)	*(26.31)*	*(17.5)*	*(25.55)*	

Note: Figures in the parentheses denoted the corresponding percentages.

In connection with methods of teaching in question No.32, table No. 80, revealed that the majority of UC (30.39%); RC (34.21%); US (77.5%) and RS (88.88%) respondents stated that Lecture and Discussion method was the most suitable method followed in these educational institutions. The minority of the UC (50.98 %); RC (28.94 %)); US (65%) and RS (77.77%) answered that Question and

Answer method were being followed while the least minority of UC (2.94%); US (2.5%) and RS (3.33%) expressed the view that Field study was the least method of teaching followed in all the educational institutions.

Responses thus obtained from the responses of the four UC, RC, US and RS groups of respondents slightly revealed a majority of the respondents who responded that Lecture and Discussion (62%) followed by Question-Answer method (60.28%) were being followed in the schools. The least method of teaching (2.57%) being followed in the school was the Field Study.

Table 81: System of Examinations conducted in Schools/Colleges

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Monthly	11	-	18	38	*19.14*
	(10.78)	-	*(15)*	*(42.22)*	
Quarterly	2	-	41	35	*22.28*
	(1.96)	-	*(34.16)*	*(38.88)*	
Half Yearly	15	3	68	71	*44.85*
	(14.70)	*(7.89)*	*(56.66)*	*(78.88)*	
Annually	48	16	65	78	*59.14*
	(47.05)	*(42.10)*	*(54.16)*	*(86.66)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Information collected for question No. 33, with regards to the system of examinations was shown on Table No. 51. It revealed that the majority of respondents of RS with 86.66 per cent and the majority of US with 56.66 per cent confirmed that the examination was conducted annually and half yearly respectively. The minority of RS with 38.88 per cent and the minority of US with 15 per cent expressed the view that Quarterly and Monthly examinations were conducted in these educational institutions.

The majority of RC with 42.10 per cent and US with 47.05 per cent stressed the annual system of examinations were being conducted. The minorities of RC with 7.89 percent and UC with 1.96 percent were of the opinion that the half yearly and quarterly systems of examinations were carried out in these educational institutions.

Taking the total view, it was seen that the majority of the respondents with 59.14 per cent confirmed that an Annual examination was followed in these institutions. A minority of 44.85 per cent expressed the view that half yearly examination was being conducted in the schools / colleges. Thus it was clear that most of the schools and colleges did conduct half yearly and final examinations in their educational institutions.

Table 82: Question Format being followed in the Schools / Colleges

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response category					
Essay Type	61	15	118	90	*81.14*
	(59.80)	*(39.47)*	*(98.33)*	*(100)*	
Objective Type	60	15	117	90	*80.57*
	(58.82)	*(39.47)*	*(97.5)*	*(100)*	
Yes / No Type	36	8	36	30	*31.42*
	(35.29)	*(21.05)*	*(30)*	*(33.33)*	

Note: Figures in the parentheses denoted the corresponding percentages.

In support to the information collected from the respondents to question No. 34, on the Question Format being followed in the schools and colleges, Table 82 revealed the majority of the UC, RC, US and RS respondents ranged from 59.80 per cent to 100 per cent said that the Essay Type of Question Format was being used in these institutions.

The total picture revealed that the vast majority of the educational institutions from the urban and rural areas had the Essay Type format of Examinations. This was strengthened by the fact that 81.14 per cent of the respondents stated to the above fact. A minority of respondents with 80.57 per cent said that the Objective Type format was being used in examinations while a smaller minority of 31.42 per cent specified that Yes/No Type format was being used in the schools and colleges.

Table 83: Requirements for promotion to Class XII

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Obtaining Pass Marks	33	38	113	90	*78.28*
	(32.35)	*(100)*	*(94.16)*	*(100)*	
Obtaining minimum aggregate	26	26	115	81	*70.85*
	(25.49)	*(68.42)*	*(95.93)*	*(90)*	
Diligence and hard work	28	21	73	63	*52.85*
	(27.45)	*(55.26)*	*(60.83)*	*(70)*	

Note: Figures in the parentheses denoted the corresponding percentages.

In connection with question No. 35, about the requirements for promotion to Class XII, Table No. 83, stated that 100 per cent of the RC and RS respondents maintained Pass Marks as an important requirement whereas 95.93 per cent of US and 90 per cent of RS respondents said that minimum aggregate was a must and 60.88 per cent of US and 70 per cent of RS stressed diligence and hard work as requirements for promotion to Class XII.

However, the minority with 32.35 per cent of UC and 94.16 per cent of US respondents maintained Pass Mark while 25.49 per cent of UC and 68.42 per cent of RC in minimum aggregate and 27.45 per cent of UC and 55.26 per cent of RC in diligence and hard work.

Taking the overview, the study revealed that 78.28 per cent of the respondents in schools and colleges in both the urban and rural areas regarded Pass Mark as an important requirement for promotion to Class XII. A small proportion of 70.85 per cent said that obtaining the required minimum aggregate was a must while a smaller proportion of 52.85 per cent stated that Diligence and hard work was the requirement for promotion of students to the next Class XII.

Table 84: **Examination results (1996-2002)**

Year	Arts			Science			Commerce			Vocational		
	Appeared	Passed	%	Appeared	Passed	%	Appeared	Passed	%	Appeared	Passed	%
1996	4143	2115	*50.51*	1122	886	*77.18*	404	259	*64.1*	11	11	*100*
1997	-	-	-	-	-	-	-	-	-	-	-	-
1998	6768	3746	*55.35*	1319	949	71.95	576	483	83.85	5	5	*100*
1999	8026	3852	*47.99*	1411	1096	77.68	-	-	-	1	1	*100*
2000	9323	4131	*44.30*	1545	1256	81.29	729	480	67.21	1	1	*100*
2001	9769	5261	*53.85*	1562	1169	74.84	875	614	70.17	1	1	*100*
2002	9957	5858	*58.85*	1761	1444	81.99	1084	837	77.21	1	1	*100*

Referring to the results achieved during the past seven years in question No.36, the subject wise analysis of the Examination Results during 1996-2002 as indicated in table No. 84, it was found that the percentage of pass in Vocational Subjects was 100 per cent pass throughout the period excluding the year 1997 being the Leap Year. The percentage of pass was above 80 per cent for Science, below 80 per cent for Commerce and below 60 per cent for Arts streams throughout the said period. The percentage of pass was higher in Science Examination than Commerce and Arts as indicated in Table.

(v) Analysis regarding Financial Management

Good financial management of the school helped in maintaining normal health of the school. Financial Management included preparing of budget, sanctioning of expenditure, maintenance of accounts and the Principal and the Managing Committee assisted by the office staff did the submission of audited account to the Government. The responses with regards to financial management of the schools were shown in Table.

Table 85: **Preparation of the Budget**

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Principal & Staff	8	5	31	33	*22*
	(7.84)	*(13.15)*	*(25.83)*	*(36.66)*	
Secretary, M. C. / Governing Body	11	8	15	41	*21.42*
	(10.78)	*(21.05)*	*(12.5)*	*(45.55)*	
Office Assistants	3	1	16	6	*7.42*
	(2.94)	*(2.63)*	*(13.33)*	*(6.66)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Table No. 85, No. 86, No. 87 and No. 88, showed preparation of Budget, sanctioning of expenditure, maintaining of Accounts and submission of audited accounts to the Government respectively against question No. 37. The persons responsible for preparing the Budget, table No. 43, pointed out that the majority of RC with 13.15 per cent; a minority of UC with 7.84 per cent, a majority of RS with 36.66 per cent and minority of US with 25.83 per cent respondents held the view that such work was done by the Principal and staff. The majority of UC with 2.94 per cent; minority of RC with 2.63 per cent; majority of US 13.13 per cent and minority of RS 6.66 per cent respondents felt that the office assistants did prepare the school budget.

From the overall analysis, it was clear that 22 per cent of the respondents confirmed that the Principal together with the Teaching Staff were persons involved in the preparation of the Budget of the Educational Institutions. A proportion of 21.42 per cent of the respondents stated that the Secretary of the Managing Committee/ Governing Body alone was responsible for such task while a smaller proportion of 7.42 per cent specified that preparation of the Budget was done by the Office Assistants.

Table 86: **Sanctioning of Expenditure**

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Principal & Staff	10	-	23	15	*13.71*
	(9.80)	-	*(19.16)*	*(16.66)*	
Secretary M.C. / Governing Body	8	15	16	61	*28.57*
	(7.84)	*(39.47)*	*(13.33)*	*(67.77)*	
Office Assistants	3	-	-	1	*1.14*
	(2.94)	-	-	*(1.11)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to sanctioning of expenditure, Table No. 86 revealed that the majority of RC (39.47%); and RS (67.77%) whereas the minority of UC (7.84%) and US (13.33%) respondents pointed out that the secretary of the Managing Committee was in charge of sanctioning of expenditure.

Thus taking the total picture, the study revealed that the respondents with 28.57 per cent confirmed that the persons involved in sanctioning of the needed expenditure of the institutions was the Secretary of the Managing Committee of the schools or Governing Body of the colleges. A small minority of the respondents with 13.71 per cent stated that such responsibility were left with the Principal and Staff while a smaller proportion of 1.14 per cent believed that such work was entrusted with the Office Assistants of the schools/colleges.

Table 87: **Maintenance of the Accounts**

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Principal & Staff	8	-	28	23	*16.85*
	(7.84)	-	*(23.33)*	*(25.55)*	
Secretary, M.C. / Governing Body	8	-	30	55	*26.57*
	(7.84)	-	*(25)*	*(61.11)*	
Office Assistants	10	15	8	6	*11.14*
	(9.80)	*(39.47)*	*(6.66)*	*(6.66)*	

Note: Figures in the parentheses denoted the corresponding percentages.

On maintaining of Accounts, Table No. 45 revealed that the majority of UC, US and RS respondents ranging from 7.84 per cent to 61.11 per cent said that Secretary of the Managing Committee did maintain the accounts while the minority of UC, US and RS respondents ranging from 7.84 per cent to 25.55 per cent and yet another minority of US, RS, US and RS respondents ranging from 6.66 per cent to 39.47 per cent affirmed that office assistants maintained the school accounts.

Thus taking the total picture, the study revealed that 26.57 per cent of the respondents taken from the four groups of respondents believed that the work of Maintaining of the Account was done by the Principal and the Staff while a small proportion of 16.85 per cent and 11.14 per cent responded that such duty was done by the Secretary of the Managing Committee and Office Assistants respectively.

Table 88: Persons responsible for Submission of Audited Account

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Principal & Staff	8	5	31	13	*16.28*
	(7.84)	*(13.15)*	*(25.83)*	*(14.44)*	
Secretary M.C. / Governing Body	5	-	25	56	*24.57*
	(4.90)	-	*(20 .83)*	*(62.22)*	
Office Assistants	3	10	5	3	*6*
	(2.94)	*(26.31)*	*(4.16)*	*(3.33)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Table No. 88 indicated that the majority of the UC (7.84%); RC (13.15%) and US (25.83 %) respondents stated that persons responsible for submission of Audited Account to the Government were the Principal & Staff and the Secretary of the Managing Committee respectively while the RS (62.22%) respondents said that the Secretary of the Managing Committee did the work.

The overall analysis showed that 24.57 per cent of the respondents stated that submission of Audited Account to the Government was the work of the Secretary. However a minority of 16.28 per cent and 6 per cent respectively confirmed that the persons involved in submission of Audited Account to the Government were the Principal & Staff and Office Assistants respectively.

Table 89: Sources of Income of the Schools/Colleges

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response category					
Grants from the Government	36	15	80	63	*55.42*
	(35.29)	*(39.47)*	*(66.66)*	*(70)*	

Grants from Local Bodies	1	-	3	11	*4.28*
	(0.98)	-	*(2.5)*	*(12.22)*	
Fees	53	15	75	88	*66*
	(51.96)	*(39.47)*	*(62.5)*	*(97.77)*	
Fines	38	8	13	33	*26.28*
	(37.25)	*(21.05)*	*(10.83)*	*(36.66)*	
Donations	53	11	21	63	*42.28*
	(*51.96)*	*(28.94)*	*(17.5)*	*(70)*	
Interest	6	6	25	15	*14.85*
	(5.88)	*(15.78)*	*(20.83)*	*(16.66)*	
Loan	-	-	-	5	*1.42*
	-	-	-	*(5.55)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Regarding the sources of income of the schools related to question No.38 was presented on Table No. 89. The study highlighted that the majority of UC (51.96%); RC (39.47%); and RS (97.77%) respondents said that Fees and Donation were sources of income while Grants from the Government were the sources of income for the US (66.66%) respondents.

Taking a total picture, it was found that the majority of the respondents with 66 per cent said that Fees was the Source of Income for these institutions while 55.42 per cent maintained that Grants from the Government was the Source of Income. 42.28 per cent and 26.28 per cent confirmed that Donations and Fines as Sources of income respectively. A small proportion of 14.85 per cent, 4.28 per cent and 1.42 per cent respectively replied that Interest, Grants from the Local Bodies and Loan were the Sources of income for these educational institutions.

Table 90: Types of financial assistance the Schools/Colleges received

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Deficit grant-in-aid to pay teachers	11	5	53	38	*30.57*
	(10.78)	*(13.15)*	*(44.16)*	*(42.22)*	
The School building grant	36	10	30	21	*27.71*
	(35.29)	*(26.31)*	*(25)*	*(23.33)*	
Science Laboratory Grant	11	-	25	18	*15.42*
	(10.78)	-	*(20.83)*	*(20)*	
Scholarship Grant	48	13	53	46	*45.71*
	(47.05)	*(34.21)*	*(44.16)*	*(51.11)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Information collected for question No. 39, with regards to types of financial assistance the schools received during the years, table No. 90, revealed that the majority of UC (47.05%); RC 34.21%); US (44.16%) and RS (51.11%) respondents confirmed that students had received scholarship grants. The majority of US with 44.16 per cent and minority of RS with 42.22 per cent, UC with 10.78 per cent and RC with 13.15 per cent responded that they had received grant-in-aid to pay teachers.

The whole picture revealed that the Government supported the students by giving liberal scholarship to them. This was strengthened by the fact that 45.71 per cent of the respondents affirmed to the above fact. A small proportion of 30.57 per cent and 27.71 per cent of the respondents respectively stated that the educational institutions had received Deficit grant-in-aid and building Grant while 15.42 per cent of them responded that they had received grant for the improvement of Science laboratory.

Table 91: Where the School Funds were maintained

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response category					
In the Post office	-	-	2	-	*0.57*
	-	-	*(1.66)*	-	
In the Bank	58	13	103	90	*75.42*
	(56.86)	*(34.21)*	*(85.83)*	*(100)*	

Note: Figures in the parentheses denoted the corresponding percentages.

About the manner how funds were maintained in the school against question No. 40, Table No. 91, revealed that majority of UC (56.86%); RC (34.21%); US (85.83%) and RS (100%) respondents specified that the school funds were kept in the bank whereas US (1.66%) respondents stated that funds were maintained with the Post office.

Taking the total picture as to where the school funds were maintained, the study revealed that the majority of all the respondents from the four groups with 75.42 per cent attested to the fact that funds of the educational institutions were maintained with the Bank while a very small minority of 0.57 per cent of the respondents indicated that Post Office was where the fund was kept.

Table 92: Auditing of the School/College Accounts

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Staff of DHTE	5	3	8	8	*6.85*
	(4.90)	*(7.89)*	*(6.66)*	*(8.88)*	
The Accountant General	6	-	31	10	*13.42*
	(5.88)	-	*(25.83)*	*(11.11)*	
The Examiner of Local Accounts	18	10	36	56	*34.28*
	(17.64)	*(26.31)*	*(30)*	*(62.22)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Regarding who audited the account of the schools, against question No. 41, table No. 92, revealed that UC (17.64%); RC (26.31%); US (30%); and RS 62.22%) respondents replied that the Examiner of Local accounts did audit the school accounts, while UC (5.88%); US (25.83%) and RS (11.11%) respondents affirmed that the Accountant General did the work and UC (4.90%); RC (7.89%); US 6.66%) and RS 8.88 %) believed that the staff at the DHTE audited the school accounts.

However, in taking the total picture of the responses as to who audit the accounts, the study revealed that the majority of the respondents stated that the Examiner of Local Accounts was responsible for auditing the schools and colleges accounts. This was substantiated by the fact that 34.28 per cent of the respondents stated to the above fact. A small minority of 13.42 per cent specified that auditing was the work of the Accountant General while a smaller proportion of 6.85 per cent confirmed that the Staff of the Directorate of Higher and Technical Education audited the accounts.

Table 93: **Frequency of auditing the school account**

Groups	UC	RC	US	RS	Total
Number of respondents	(102)	(38)	(120)	(90)	N=350
Response category					
Once in every year	-	-	-	-	-
	-	-	-	-	-
Once in two years	8	2	10	3	*6.57*
	(7.84)	*(5.26)*	*(8.33)*	*(3.33)*	
Once in three years	17	3	18	5	*12.28*
	(16.66)	*(7.89)*	*(15)*	*(5.55)*	
Once in more than three years	26	6	34	12	*22.28*
	(25.49)	*(15.78)*	*(28.33)*	*(13.33)*	

Note: Figures in the parentheses denoted the corresponding percentages.

As to the frequency of the school account subjecting to audit in question No. 42, Table No. 93, indicated that the majority of UC (25.49%); RC (15.78%); US (28.33%); RS (13.33%) respondents, and the minority of UC (7.84%); RC (5.26%); US (6.33%); and RS (3.33%) respondents believed that once in more than three years and once in three years respectively as to the frequency of the school account to be audited.

Taking a total picture, it was clear that all schools that received financial assistance from the Government had to submit the audited account of the schools to the accounting authority unlike purely private schools that received no grants whatsoever from the Government. Most of the respondents with 22.28 per cent answered that they were required to submit the audited account once in more than three years. A smaller proportion of 12.28 per cent of the respondents said that submission of the audited account was done once in three years while 6.57 per cent revealed that a once in two years' submission of the audited account was necessary.

(vi) Analysis regarding Problems

The development of education gave birth to many types of problems. Some of the problems were as old as the modern education system itself. A list of problems was given by the respondents, which they thought were the most important ones. The various problems that hinder the growth and development of school education were presented in the following tables.

Table 94: Difficulties that arise while implementing 10+2 pattern

Groups	UC	RC	US	RS	Total
No. of Respondents	(102)	(38)	(120)	(90)	N=350
Response category					
Financial problems	85	30	100	76	*83.14*
	(83.33)	*(78.94)*	*(83.33)*	*(84.44)*	
Heavy curriculum	56	20	65	50	*54.57*
	(54.90)	*(52.63)*	*(54.16)*	*(55.55)*	

Upgrading of Secondary schools	70	26	85	63	*69.71*
	(68.62)	*(68.42)*	*(70.83)*	*(70)*	
Reorganisation of Administrative and Supervisory machinery	66	24	75	59	*64*
	(64.70)	*(63.15)*	*(62.5)*	*(65.55)*	
Ill equipped Schools	61	22	70	54	*59.14*
	(59.80)	*(57.89)*	*(58.33)*	*(60)*	

Note: Figures in the parentheses denote the corresponding percentages.

As per the information contributed by the respondents to question No. 43, table No. 94, showed the different difficulties that would arise while implementing the Plus Two pattern of education in the State. The table revealed that UC (83.33%); RC (78.94%); US (83.33%) and RS (84.44%) respondents were apprehensive about the financial problems while UC (68.62%); RC (68.42%); US (70.83%) and RS (70%) about the upgrading of secondary schools. It was also seen that UC (64.70%); RC (63.15%); US (62.5%) and RS (65.55%) respondents expressed about the difficulties of reorganization of administrative and supervisory machinery while UC (59.80%); RC (57.89%); US (58.33%); and RS (60%) opined about the ill equipped schools. And UC (54.90%); RC (52.63%); US (54.16%) and RS (55.55%) respondents were of the opinion that heavy curriculum would be the difficulty.

Taking the whole picture, the study revealed that the majority of 83.14 per cent and a minority of 69.71 per cent of the respondents were of the opinion that financial problem and upgrading the secondary schools would be the greatest difficulty respectively. Another minority of 64 per cent and 59.14 per cent were apprehensive about the reorganization of administrative and supervisory machinery and ill equipped schools respectively. However a smallest minority of 54.57 per cent expressed heavy curriculum as the problem.

Table 95: Average walking distance to the Schools/Colleges

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Within 1 Kilo Metres	21	8	21	33	*23.71*
	(20.58)	*(21.05)*	*(17.5)*	*(36.66)*	
Within 1-2 Kilo Metres	31	6	56	36	*36.85*
	(30.39)	*(15.78)*	*(46.66)*	*(40)*	
Above 2 Kilo Metres	28	1	76	45	*42.85*
	(27.45)	*(2.63)*	*(63.33)*	*(50)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Question No. 44 dealt with the average walking distance to the schools from the residences of the teachers and students. The information collected from the respondents shown on Table No. 95, revealed that the majority of UC (30.39%) and RC (21.05%) respondents indicated that the walking distance was within 1-2 kilo meters and within 1 kilometer respectively whereas the majority of US (63.33%); RS (50%) above 2 kilometers. The minority of UC (20.58%); US 17.5%) RS (36.66%) respondents said that walking distance was within 1-kilo meters and RC (2.63%) above 2 kilometers.

Taking a total picture, the study showed that the majority of the teachers and students of the colleges/schools had to cover a distance of above 2 kilometers to reach their schools/colleges. This can be strengthened by the fact that 42.85 per cent of the respondents have confirmed the same. A small minority of 36.85 per cent and an even smaller minority of 23.71 per cent of the respondents said that the teachers and students had to cover a distance of within 1-2 kilometers and within 1 kilometer respectively to reach the school.

Table 96: Reasons for poor students' enrolment

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Poverty of Parents	13	2	31	46	*26.28*
	(12.74)	*(5.26)*	*(25.83)*	*(51.11)*	
Indifferent attitude of Parents	13	5	8	26	*14.85*
	(12.74)	*(13.15)*	*(6.66)*	*(28.88)*	
Children' lack of interest	2	6	13	13	*9.71*
	(1.96)	*(15.78)*	*(10.83)*	*(14.44)*	
Lack of Facilities	-	6	8	38	*14.85*
	-	*(15.78)*	*(6.66)*	*(42.22)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Concerning reasons for poor students' enrolment in response to question No. 45, Table No. 96, revealed that the majority of UC (12.74%); RC (5.26%) RC 25.83%) and RS (51.11%) respondents expressed the view to poverty of parents whereas UC (1.96%); RC (15.78%); US (10.83%) and RS 14.44%) respondents to children's lack of interest for school education.

Taking a total picture, the study revealed that 26.28 per cent of the respondents in the schools and colleges attributed the main reason for poor students' enrolment to poverty of parents and 14.85 per cent and an equally 14.85 per cent to indifferent attitudes of parents and lack of facilities respectively. A small minority of 9.71 per cent of the respondents however believed that children's lack of interest was the main reason for poor enrolment.

Table 97: **Factors leading to drops-outs in Schools**

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response category					
Lack of better schools	5	5	2	2	*4*
	(4.90)	*(13.15)*	*(1.66)*	*(2.22)*	
Lack of incentives	13	10	2	2	*7.71*
	(12.74)	*(26.31)*	*(1.66)*	*(2.22)*	
Unfavourable conditions at home	13	8	8	28	*16.28*
	(12.74)	*(21.05)*	*(6.66)*	*(31.11)*	
Adverse economic condition	13	10	8	18	*14*
	(12.74)	*(26.31)*	*(6.66)*	*(20)*	
Lack of hostel facilities	2	10	18	51	*23.14*
	(1.96)	*(26.31)*	*(15)*	*(56.66)*	
Poor quality of teaching	-	-	-	-	-
High rate of failure in Examinations	10	6	6	18	*11.42*
	(9.80)	*(15.78)*	*(5)*	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to factors leading to drop outs in schools against question No. 46, Table No. 97, revealed that the majority of the UC with 12.74 per cent; RC with 26.31 per cent and US with 15 per cent respondents stated that lack of incentives and adverse economic conditions at home while RS with 56.66 per cent respondents expressed the view that lack of hostel facilities were the factors leading to drop outs in schools.

The overall analysis revealed that a large proportion of the respondents with 23.14 per cent stated that lack of hostel facilities while a lesser proportion of 16.28 per cent said that unfavourable conditions at home were the factors leading to drop outs in the schools. And an even lesser proportion of 4 per cent of the respondents believed that lack of better schools was the factor leading to drop outs in the schools and colleges.

Table 98: Problems in the field of Higher Secondary Education

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
Ill equipped Schools	13	10	20	46	*25.42*
	(12.74)	*(26.31)*	*(16.66)*	*(54.44)*	
Poor educational facilities	20	11	41	90	*46.28*
	(19.60)	*(28.94)*	*(34.16)*	*(100)*	
High enrolment / Overcrowded Classes	33	-	25	28	*24.57*
	(32.35)	-	*(20.83)*	*(31.11)*	
Insufficient number of Schools	18	5	13	30	*18.85*
	(17.64)	*(13.15)*	*(10.83)*	*(33.33)*	
Insufficient number of Teachers	20	10	36	45	*31.71*
	(19.60)	*(26.31)*	*(30)*	*(50)*	
Under qualified teachers	5	8	-	8	*6*
	(4.90)	*(21.05)*	-	*(8.88)*	
Unsatisfactory Service condition	10	8	10	31	*16.85*
	(9.80)	*(21.05)*	*(8.33)*	*(34.44)*	
Paucity of funds	28	-	56	61	*41.42*
	(27.45)	-	*(46.66)*	*(67.77)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to the main problems in the field of Higher Secondary Education which came up in question No. 47, it was seen in table No. 98, that less than 50 per cent of the UC; RC; and US respondents highlighted overcrowded classes, poor educational facilities and paucity of funds as the problems respectively while 100 per cent of the RS respondents specified that poor educational facilities was the main problem.

Thus it was found from the overall analysis that the majority of the respondents with 46.28 per cent and 41.42 per cent stated that poor educational

facilities and paucity of funds respectively while the minority with 16.85 per cent and 6 per cent respondents believed that unsatisfactory service condition of the teachers and under qualified teachers respectively created problems in the field of Higher Secondary Education.

(vii) Analysis regarding the Remedial Measures

The respondents from the four groups were to give their own suggestions regarding the remedial measures to be taken for the improvement of the Higher Secondary Education in the State. In the process of analysis the different views were classified into different response category and these have been analysed in the following tables.

Table 99: Problems of Higher Secondary Education

Groups	UC	RC	US	RS	Total
No. of Respondents	(102)	(38)	(120)	(90)	N=350
Response category					
Problems regarding physical facilities	41	15		45	36
39.14					
	(40.19)	*(39.47)*	*(37.5)*	*(40)*	
Academic problems	32	12	36	28	*31.42*
	(31.37)	*(31.57)*	*(31.66)*	*(31.11)*	
Administrative problems	31	11	37	27	*30.28*
	(30.39)	*(28.94)*	*(30.83)*	*(30)*	
Financial problems	75	28	86	66	*72.85*
	(73.52)	*(73.68)*	*(71.66)*	*(73.33)*	

Note: Figures in the parentheses denote the percentages.

Referring to the reactions to the various problems against question No. 48, Table No. 99, revealed that UC (73.52%); RC (73.68%); US 971.66%) and RS (73.33%) respondents believed that financial problem was the main problem that hindered the development of education in the State. However, UC (40.19%); RC (39.47%); US (37.5%) and RS (40%) respondents respectively pointed out the lack of

physical facilities in the schools. The academic problems were confirmed by UC (31.37%); RC (31.57%) US (31.66%) and RS (31.11%) respondents respectively. And UC (30.39%); RC (28.94%) US (30.83%) RS (30%) respondents held the view that administrative problem was the main problem.

The overall picture revealed that a majority of 73.33 per cent of the respondents stated the financial problems while a minority of 39.14 per cent pointed out to physical facilities. A small minority of 31.42 per cent and a smaller minority of 30.28 per cent confirmed the academic and administrative problems respectively.

Table 100: Promotion of Science and Mathematics

Groups	UC	RC	US	RS	Total
No. of Respondents	(102)	(38)	(120)	(90)	N=350
Response category					
By offering financial assistance	94 *(92.15)*	17 *(44.73)*	108 *(90)*	35 *(38.88)*	*72.57*
By providing extra coaching	48 *(47.05)*	8 *(21.05)*	48 *(40)*	18 *(20)*	*34.85*
By reserving incentives to bright students only	15 *(14.70)*	6 *(15.78)*	30 *25*	7 *7.77*	*16.57*

Note: Figures in the parentheses denote the corresponding percentages.

In response to promotion of Science and Mathematics in Question No. 49, table No. 100, revealed that UC (92.15%); RC (44.73%); US (90%) and RS (38.88%) affirmed that offering financial assistance would help in promotion of the subjects. However UC (47.05%); RC (21.05%); US (40%) and RS (20%) respondents were of the opinion that providing extra coaching would help whereas UC (14.70%); RC (15.78%); US (25%) and RS (7.77%) respondents maintained that reserving incentives to bright students would promote the learning of Science and Mathematics among them.

The overall analysis revealed that the majority of 72.57 per cent of the respondents stated that offering financial assistance and a minority of 34.85 per cent would help promote the learning of Science and Mathematics. However, a smaller

minority of 16.57 per cent believed that reserving incentives to bright students would do the work.

Table 101: Suggestions for the improvement of H. S. School Education

Groups	UC	RC	US	RS	Total
Number of Respondents	(102)	(38)	(120)	(90)	N=350
Response Category					
More schools be upgraded	-	-	3	13	*4.57*
	-	-	*(2.25)*	*(14.44)*	
Delink P.U. from College Education	3	1	5	6	*4.28*
	(2.94)	*(2.63)*	*(4.16)*	*(6.66)*	
MBOSE be strengthened	-	1	8	1	*2.85*
	-	*(2.63)*	*(6.66)*	*(1.11)*	
CBSE Syllabus be adopted	6	3	8	3	*5.71*
	(5.88)	*(7.89)*	*(6.66)*	*(3.33)*	
Infrastructure be improved	1	-	3	13	*4.85*
	(0.98)	-	*(2.25)*	*(14.44)*	
Vocational Education be improved	3	3	5	6	*4.85*
	(2.94)	*(7.89)*	*(4.16)*	*(6.66)*	
Computer Education be improved	1	1	1	3	*1.71*
	(0.98)	*(2.63)*	*(0.83)*	*(3.33)*	
Qualified Teachers be recruited	5	-	5	13	*6.57*
	(4.90)	-	*(4.16)*	*(14.44)*	
Training of teachers needed	-	1	18	10	*8.28*
	76				
	-	*(2.63)*	*(15)*	*(11.11)*	
Teachers at par with Govt. employees	-	1	3	1	*1.42*
	-	*(2.63)*	*(2.25)*	*(1.11)*	
School library be improved	-	1	8	3	*3.42*
	-	*(2.63)*	*(6.66)*	*(3.33)*	
Co-curricular activities be compulsory	1	-	3	1	*1.42*
	(0.98)	-	*(2.25)*	*(1.11)*	
Sex Education be introduced at + 2	3	1	1	1	*1.71*
	(2.94)	*(2.63)*	*(0.83)*	*(1.11)*	
Examination Results on time	5	1	3	1	*2.85*
	(4.90)	*(2.63)*	*(2.25)*	*(1.11)*	

Note: Figures in the parentheses denoted the corresponding percentages.

As per the information collected from the respondents against question No.50, shown in Table No. 101, the study revealed that the majority of UC respondents with 5.88 per cent suggested the adoption of CBSE syllabus and US with 15 per cent suggested training of teachers. The majority of RC respondents with 7.89 per cent and an equally 7.89 per cent expressed the adoption of CBSE syllabus and improvement of vocational education. The majority of RS respondents with 14.44 per cent, and an equally 14.44 per cent and yet another equally 14.44 per cent of respondents considered the upgradation of more schools, improvement of infrastructure and recruitment of qualified teachers respectively.

The tot al picture indicated that 8.28 per cent and 6.57 per cent of the respondents suggested the importance of sending the teachers for training and the recruitment of qualified teachers for teaching in the educational institutions respectively while a small proportion of 1.42 per cent and an equally 1.42 per cent of the respondents stressed the need to treat teachers at par with the government employees and Co-curricular activities be made compulsory in the schools respectively.

Analysis and Interpretation of Data: Section III

The Interview Schedule method adopted covered the following aspects of education: (i) Planning; (ii) Curriculum Development and Curriculum Evaluation; (iii) Finance; (iv) Recognition and Withdrawal; (v) Examination and Evaluation. (vi) Training and Research; (vii) Problems; and (viii) Remedial measures. For facilitating the analysis, D denoted interviewees at the Directorate, I at the Inspectorate and M at the Meghalaya Board of School Education.

(i) Analysis regarding Planning of Higher Secondary Education in Meghalaya.

The District and State education plans were formulate simultaneously. The necessary adjustments were made to maintain consistency between the two plans before they were forwarded to the State Planning Board and finally to the State Legislature for approval. Planning dealt with major tasks, aims and objectives, policies involved in starting and introducing new stream, vocational stream and supervision. The responses were analysed and presented in the following tables.

Table 102: Additional tasks in Education in Meghalaya

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Providing job oriented or need based education	2 *(40)*	2 *(40)*	1 *(20)*	*33.33*
Examination and evaluation of system	1 *(20)*	1 *(20)*	- -	*13.33*
Moral and cultural education	1 *(20)*	2 *(40)*	1 *(20)*	*26.66*
Audio - visual education	1 *(20)*	1 *(20)*	1 *(20)*	*20*
Teachers' training	2 *(40)*	- -	1 *(20)*	*20*
Educational Planning	2 *(40)*	- -	- -	*13.33*
Raising Teachers' pay	1 *(20)*	- -	- -	*6.66*

Note: Figures in the parentheses indicated the corresponding percentages.

Some of the major tasks facing Education in the State of Meghalaya were reducing illiteracy, revising the curricula, raising the teachers' qualification, introduction of vocational and computer education, strengthening educational research and training and modernization of educational administration. There were other aspects of educational development that deserved mention along with those mentioned above. Question No.1dealt with additional tasks to be done with regards to Education in Meghalaya. The information collected from the respondents was shown on Table 102.

The above table revealed that 40 per cent each of the D and I interviewees stated that providing job oriented education was the major task while 20 per cent each of the D, I and M interviewees stressed on the audio visual education and an equally 20 per cent each of the D and I interviewees expressed the view that Examination and evaluation of the system as the immediate task for the State.

Taking a total picture, the study revealed that 33.33 per cent and 26.66 per cent of the interviewees stated that providing job oriented or need based education

and moral and cultural education respectively were other long-term educational plans in the State. 20 per cent and an equally 20 per cent of the interviewees responded that audio visual education and teachers training as the major additional tasks in education in Meghalaya. A lesser proportion of 13.33 per cent and an equally 13.33 per cent of the interviewees expressed the view that the improvement of examination and evaluation system as well as proper educational planning as the immediate task for the State. However an even lesser proportion of 6.66 per cent of the interviewees believed that raising the teachers' pay would be the long-term educational plan for Meghalaya.

Table 103: Aims and Objectives of H.S.Education

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Development of Democratic Citizenship	2 *(40)*	1 *(20)*	1 *(20)*	*26.66*
Improvement of Vocational Efficiency	1 *(20)*	1 *(20)*	1 *(20)*	*20*
Development of Personality	- -	2 *(40)*	1 *(2)*	*20*
Preparation for higher and professional education	3 *(60)*	2 *(40)*	2 *(40)*	*46.66*
Specialisation of Education	1 *(20)*	- -	1 *(20)*	*13.33*
Increasing productivity	2 *(40)*	1 *(20)*	- -	*20*
Accelerating the pace of modernization	- -	1 *(20)*	1 *(20)*	*13.33*
Cultivating moral and spiritual values	- -	1 *(20)*	1 *(20)*	*13.33*

Note: Figures in the parentheses denoted the corresponding percentages.

Regarding the aims and objectives of Higher Secondary Education in answer to Question No. 2, Table No. 103, revealed that 20 per cent each of the D, I, M interviewees held the view that improvement of vocational efficiency while 60 per cent of D, 40 per cent each of I and M interviewees affirmed the preparation for

higher and professional education as the aim of Higher secondary Education. A minority of 20 each of D and M, and an equally 20 per cent of I and M and yet another equally 20 per cent of I and M considered the aims were specialization of education, accelerating the pace of modernization and cultivating moral and spiritual values respectively as the objectives for higher secondary education.

The total picture revealed that the majority of 46.66 per cent and a minority 26.66 per cent of the interviewees held the view that preparation for higher and professional education and development of Democratic Citizenship respectively as the aims of Higher Secondary Education. 20 per cent and an equally smaller proportion of 20 per cent and yet another 20 per cent of the interviewees affirmed the improvement of vocational efficiency, development of personality respectively and increasing productivity respectively as the aims for the same. However, 13.33 per cent and an equally 13.33 per cent and yet another equally smaller proportion of 13.33 per cent mentioned that specialisation of education, accelerating the pace of modernization and cultivating moral and spiritual values respectively as the objectives of higher Secondary Education.

Table 104: Priorities stressed while planning for Expansion of Education

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N = 15
Response category				
Need of the area is identified	4 (80)	3 (60)	3 (60)	66.66
Based on the merit of performance of the area/Institution	3 (60)	2 (40)	4 (80)	60
Based on the educational survey report	1 (20)	1 (20)	1 (20)	20
Based on the provisions of the constitution	2 (40)	3 (60)	2 (20)	46.66
Incentives for the expansion of education.	1 (20)	1 (20)	1 (20)	20

Note: Figures in the parentheses denote the corresponding percentages.

The information collected from Question No. 3 on priorities to be taken while planning for expansion of education was presented on table No.104. The table indicated that 80 per cent of D and M pointed out the need of the area and based on the merit of performance respectively. 60 per cent of D laid stress that it was based on the merit of performance and an equally 60 per cent each of I and M on need of the area respectively. 40 per cent of I was in favour of based on merit and equally 40 per cent of D and M maintained that priorities were based on the provision of the constitution. 20 per cent each of DIM felt that based on the educational survey and incentives were the priorities to be taken while planning for the expansion of education

The overall analysis revealed that the majority of the respondents with 66.66 per cent pointed out the need of the area as priorities while 60 per cent stated that merit of performance counted. A minority of 46.66 per cent, 20 per cent and an equally 20 percent specified that provision of the constitution, based on the survey report and incentives were priorities while planning for expansion of education.

Coming to question No. 4 of the section, an open question was asked regarding the procedure of educational plans and their approval. The majority of the responses with 73.3 per cent were of the opinion that plans go through the following stages: (a) The Head of the institutions submit their institutional plans to the Inspector's office of their own district. (b) The plans which were submitted then need the approval of the District Planning Board and after its approval it is sent to the Directorate of Education. (c) In the Directorate, all the plans received from the different District Education Officers are compiled, consolidated and submitted to the State level Education Planning and (d) From here the plans were then sent for final approval to the State Planning Board.

Table 105: Policies for starting/upgrading H.S.School

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
No. of Secondary schools within 15 Km. in rural and 2 Km. in urban areas	1	-	-	*6.66*
	(20)	-	-	
120 enrolment in Arts, 60 each in Science and Commerce	1	-	-	*6.66*
	(20)	-	-	
Adequate facilities	3	1	2	*40*
	(60)	*(20)*	*(40)*	
Adequate reserved fund	3	2	3	*53.33*
	(60)	*(40)*	*(60)*	
Staff	2	2	3	*46.66*
	(40)	*(40)*	*(60)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to starting/upgrading and introducing new stream/subjects in the Higher Secondary Schools respectively against question No. 5, the study revealed that for starting/upgrading secondary schools table No. 105, revealed that 60 per cent and an equally 60 per cent of D maintained adequate facilities and reserved fund as policies, 60 per cent each of D and M believed in reserved fund and staff while 40 per cent each of D and I held the view of adequate facilities and staff.

The overall analysis of the responses obtained from the above interviewees, revealed that a higher proportion of 53.33 per cent and 46.66 per cent respectively believed in adequate reserved fund and sufficient staff as policies for staring or upgrading a secondary school. A proportion of 40 per cent pointed out adequate facilities as policy for starting higher secondary schools. A lesser proportion of 6.66 per cent and an equally lesser proportion of 6.66 per cent held the view that the policies guiding the starting or upgrading a secondary school to a higher secondary

school were that the distance of one Higher secondary school from another higher secondary school should be within 15 kilometers in rural area and 2 kilometers in urban areas with an enrolment of 120 marks enrollment in Arts, 60 each in Science and Commerce.

Table 106: Policies on introduction of new Stream/Subject

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Fulfillment of initial requirements (Land, building, furniture etc)	2	1	1	*26.66*
	(40)	*(20)*	*(20)*	
Sponsoring Body has adequate Financial resources	3	3	3	*60*
	(60)	*(60)*	*(60)*	
Availability of facilities	2	2	1	*33.33*
	(40)	*(40)*	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to policies on introduction of new stream/subjects Table No. 106, revealed that 60 per cent of DIM interviewees stated that the sponsoring body should have adequate financial resources while a minority of 40 of D; 40 per cent of I; 20 per cent of M interviewees believed that facilities should be available for the introduction of the new stream or subject and a smaller minority of 40 per cent of D and 20 per cent of I and an equal 20 per cent of M indicated the fulfillment of the initial requirements for the introduction of new stream or subject in the schools.

The total picture of the analysis indicated that the policy on introduction of a new stream or subject in higher Secondary schools was the existence of adequate financial resources. This could be substantiated by the fact that a considerably greater proportion of 60.00 per cent of the interviewees responded such. A small portion of

33.33 per cent mentioned the availability of facilities as the policy and an even lesser proportion of 26.26 per cent of the interviewees considered fulfillment of initial requirements as the need for the introduction of a new subject or stream in the higher secondary schools.

Table 107: **Separated vocational stream**

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Favours separate vocational stream with general subjects	2 *(40)*	2 *(40)*	1 *(20)*	*33.33*
It should be part of the general stream	2 *(40)*	- -	2 *(40)*	*26.66*
Both should be completely Independent of each other	1 *(20)*	1 *(20)*	1 *(20)*	*20*

Note: Figures in the parentheses denoted the corresponding percentages.

Discussing about Question No.6 with regards to separate vocational stream or general stream, table No. 107, revealed that 40 per cent each of D and M stated that vocational stream should be part of the general stream; 20 per cent each of D, I and M indicated that both should be completely independent of each other while 40 per cent each of D and I and 20 per cent of M favoured separate vocational stream with general subjects.

In the overall analysis, it was found that the vast majority of the interviewees were in favour of separate vocational stream with general subjects. This can be substantiated by the fact that 33.33 per cent of them did specified to the to the above fact. A minority of 26.66 per cent of the interviewees indicated that the vocational

stream should be part of the general stream while an even smaller minority of 20 per cent maintained that vocational stream and general stream should be independent of each other.

Table 108: Areas covered during supervision

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Co-curricular activities	1	1	1	*20*
	(20)	*(20)*	*(20)*	
Instructional work	1	2	1	*26.66*
	(20)	*(40)*	*(20)*	
School environment	-	2	2	*26.66*
	-	*(40)*	*(40)*	
School Records and Accounts	2	1	-	*20*
	(40)	*(20)*	-	
Academic Achievement of the School	2	2	1	*33.33*
	(40)	*(40)*	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

About the main areas to be covered while supervising the Higher Secondary schools, against question No. 7, table No. 108, indicated that the majority of 40 per cent of D and I and 20 per cent of M interviewees confirmed that the main areas to be covered while supervising the Higher Secondary schools was the academic achievement of the schools whereas 40 per cent of D and a minority of 20 per cent of D, I and M interviewees for co-curricular activities and School Records and Account.

Taking the total picture, the study revealed that 33.33 per cent of the Interviewees confirmed that the main area to be covered while supervising the higher secondary schools was the academic achievement of the school. A proportion of 26.66 per cent and an equally 26.66 per cent of the interviewees stated that

instructional work and school environment respectively should be the areas to be supervised while a smaller 20 per cent and an equally smaller 20 per cent expressed the view that co-curricular activities and School Records and Accounts respectively should be the main areas for supervision.

(ii) Analysis regarding Curriculum development and Curriculum Evaluation in the Higher Secondary Education in Meghalaya.

The school curriculum through the years has been criticized for its weakness. Attempts had been made from time to time to reform the curriculum making it suitable to the growing needs, aspirations and demands of a modern society. The responses of the Interviewees to the suitability of the Curriculum, the suitability of the present text-books for classes XI and XII, the introduction of vocational and view with regards to the introduction of physical education were highlighted and analysed in the following tables:

Table 109: Views on suitability of School Curriculum

Groups	D	I	M	Total		D	I	M	Total
No.of Interviewees	(5)	(5)	(5)	N=15	Some Defects	(5)	(5)	(5)	N=15
Response Category									
Suitable	1	2	-	*20*	Not cater to need	1	1	-	*13.33*
	(20)	*(40)*	-			*(20)*	*(20)*	-	
Not suitable	-	1	1	*13.33*					
	-	*(20)*	*(20)*						
Suitable with					Bookish	1	1	1	*20*
modifications	4	2	4	*66.67*		*(20)*	*(20)*	*(20)*	
	(80)	*(40)*	*(80)*		Not related to life	2	1	-	*20*
						(40)	*(20)*	-	
Theoretical	2	1	-	*20*	Overcrowded	1	-	1	*13.33*
	(40)	*(20)*	-			*(20)*	-	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to suitability of the school curriculum in response to question No. 8, table No. 109, revealed that 20 per cent of D and 40 per cent of I confirmed to the suitability, 20 per cent of I and M to unsuitability, 80 per cent of D and M respectively and 40 per cent of I to suitability with modifications. However 40 per cent of D and 20 per cent of I expressed the view that the curriculum was theoretical.

The study revealed that the majority of the D, I, M Interviewees with 66.67 per cent confirmed that the curriculum was suitable but with certain modifications. A small minority of 20 per cent of the interviewees stated that the curriculum was suitable while a smaller proportion of 13.33 per cent believed that the curriculum was not suitable for the children.

With regard to the defects of the curriculum as seen on the above table, 20 per cent of D, I and M interviewees respectively stated that the curriculum was bookish, 20 per cent of D and I respectively to not catered to the need, 40 per cent of D and 20 per cent of I to not related to life while 20 per cent of D and M to being too overcrowded.

Taking a total picture, 20 per cent, and an equally 20 per cent of the interviewees did expressed the view that the curriculum was too bookish and not related to life while 13.33 per cent and an equally 13.33 per cent of the interviewees pointed out that the curriculum did not cater to the need of the children and was too overcrowded respectively.

Table 110: Suggestions for the improvement of Curriculum

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Should be more practical	2	1	1	*26.66*
	(40)	*(20)*	*(20)*	
Choice of subjects	2	-	1	*20*
	(40)	-	*(20)*	
Excursion encouraged	1	1	-	*13.33*

	(20)	*(20)*	-	
Field study included	1	1	-	*13.33*
	(20)	*(20)*	-	
Consultation with writers	1	-	-	*6.66*
	(*20)*	-	-	

Note: Figures in the parentheses denoted the corresponding percentages.

Referring to question No.9 seeking suggestions for the improvement of curriculum at +2 stage of Education, information collected from the respondents was shown on Table No. 110. The study revealed that 40 per cent of D, 20 per cent of M and I respectively expressed the view that the curriculum should be more practical whereas 40 per cent of D, 20 per cent of M and 20 per cent of D and M for choices of subjects and excursion to be encouraged respectively. 20 per cent of D and an equally 20 per cent of D and I considered consultation with the writers and field study as important.

Taking a total picture, it was found that 26.26 per cent and an equally 20 percent of the interviewees suggested that the curriculum should be more practical and more choices of subjects for the students respectively while 13.13 per cent and an equally 13.33 per cent of them expressed their view that excursion and field study respectively should be encouraged while a smaller proportion of 6.66 per cent considered the consultation with writers of textbooks as important.

Table 111: **Views on the suitability of Text-Books**

Groups	D	I	M	Total		D	I	M	Total
No.of Interviewees	(5	(5)	(5)	N=15	Suggestions for modifications	(5)	(5)	(5)	N=15
Response Category									
					Development of character	3 *(60*	1 *(20)*	1 *(20)*	*33.33*
Suitable with modifications	1 *(20)*	3 *(60)*	3 *(60)*	*46.66*	National outlook to be stressed	1 *(20)*	1 *(20)*	1 *(20)*	*20*

Not suitable	3 (60)	1 (20)	1 (20)	*33.33*	Workbook for all subjects	- -	1 (20	- -	*13.33*
Suitable	1 (20)	1 (20	1 (20)	*20*	Related to culture and environment	1 (20)	- -	1 (20)	*13.33*
					Setting up of text book committee	1 (20)	- -	- -	*6.66*
					Cater to the need of the pupils	- -	1 (20)	1 (20)	*13.33*
					Scientific advancement	1 (20)	- -	- -	*6.66*
					Related to life	2 (40)	2 (40)	1 (20)	*33.33*
					More reference books	- -	1 (20)	- -	*6.66*
					Local teachers encouraged writing	- -	1 (20)	- -	*6.66*

Note: Figures in the parentheses denoted the corresponding percentages.

Dealing with the suitability of the present textbooks for the students at Plus Two level, against question No. 10, information given by the respondents was shown on table No. 11. From this table it was seen that 20 per cent of D, I and M respectively stated that text books used in the Higher Secondary schools were suitable; 60 per cent of D and 20 per cent of I and M, not suitable while 60 per cent of I and M, and 20 per cent of D felt that it was suitable but with modifications.

The study revealed that the majority of 46.66 per cent of the interviewees, stated that the textbooks used in the higher Secondary schools were suitable but with modifications. A minority of 33.33 per cent of the interviewees was of the view that these textbooks were not suitable whereas a smaller minority of 20 per cent felt that the present textbooks were suitable for the use in the Higher Secondary Schools.

With regard to the suggestions for improvement of textbooks, it was found that 60 per cent of D and 20 per cent of I and M respectively suggested that text

books should be developed in line with development of character while 40 per cent of D and I and 20 per cent of M to related to life. 20 per cent of D and an equally 20 per cent of D believed in setting up of text book committee and scientific advancement while 20 per cent of I and an equally 20 per cent of I suggested the introduction of more reference books and encouragement could be made for local teachers to write books respectively.

Taking a total picture with regards to the suggestions for the improvement of Text books, it was found that the majority with 33.33 per cent and an equally 33.33 per cent of the interviewees suggested that text books should be developed in line with development of character and related to life respectively whereas 20 per cent felt that national outlook should be stressed. A smallest proportion of 6.66 per cent and an equally 6.66 per cent, another equally 6.66 per cent and yet another equally 6.66 per cent of the interviewees expressed the view of setting up of text book committee, Scientific advancement, provision of more reference books and encouragement could be made for local teachers to write text books respectively.

Table 112: **Introduction of Vocational subjects**

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Yes, Agree	3	2	2	*46.66*
	(60)	*(40)*	*(40)*	
No, Disagree	1	1	1	*20*
	(20)	*(20)*	*(20)*	
Partly Agree	1	2	2	*33.33*
	(20)	*(40)*	*(40)*	

Note: Figures in the parentheses denote the corresponding percentages.

With regard to the introduction of the vocational education against Question No. 11, table No. 112, revealed that 60 per cent of D and 40 per cent each of M and I

were in favour while 20 per cent each of D, I and M disagreed and 20 per cent of D and 40 per cent each of I and M partly agreed to the introduction of vocational subjects at the secondary level.

From the above overall analysis, it was found that a majority of the interviewees with 46.66 per cent were in favour of introducing vocational subjects at the secondary level and not suddenly at the higher secondary level whereas a minority of 33.33 per cent of the interviewees partly agree with the idea. However a small portion 20.00 per cent of the interviewees disagreed with the above opinion.

Table 113: Compulsory Physical Education

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Should be made compulsory	4	2	2	*53.33*
	(80)	*(40)*	*(40)*	
Not in favour	1	2	2	*33.33*
	(20)	*(40)*	*(40)*	
Should be according to socio-economic status	-	1	1	*13.33*
	-	*(20)*	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

In support to the views regarding the compulsory physical education, against Question No.12, the information collected was presented on Table No. 113. The study revealed that 80 per cent of D, 40 per cent each of I and M were in favour while 20 per cent of D and 40 per cent each of I and M were not in favour and 20 per cent each of I and M stated that it should be done according to socio-economic status of the students.

The study revealed that most of the interviewees were in favour of making physical education compulsory in the schools. This was substantiated by the fact that

53.34 per cent of the interviewees stated to the above fact. A small minority of 33.33 per cent was not in favour while a small proportion of 13.33 per cent stated that the physical education should be conducted according to the socio-economic status of the students.

(iii) Analysis regarding Finance of Higher Secondary education in Meghalaya

Good financial position helped in maintaining normal health of the schools. The Interviewees were requested to response to the norms guiding the sanction of grant-in-aid and the Government's control over the financial transactions of the schools that received such aids. Their responses were analysed and presented in the following tables.

Table 114: Norms for giving Grant-in-aid

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Progress made qualitatively	2	1	2	*33.33*
	(40)	*(20)*	*(40)*	
Progress made quantitatively	1	1	2	*26.66*
	(20)	*(20)*	*(40)*	
High enrolment	1	2	1	*26.66*
	(20)	*(40)*	*(20)*	
Good Examination results	2	2	2	*40*
	(40)	*(40)*	*(40)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Table No. 114 and table No. 115, with regards to norms and adherence to norms for sanctioning of grant-in-aid respectively against Question No. 13, table No. 98 revealed that 40 per cent of D interviewees pointed that out that progress made qualitatively and good examination results were the norms while 40 per cent of I and an equally 40 per cent of I interviewees felt that High enrolment and Good

examination results and 40 per cent of M and an equally 40 per cent of M and yet another equally 4o per cent of M affirmed that progress qualitatively, quantitatively and good examination results were the norms for giving grant in aid to the schools.

In the overall analysis, it was found that 40 per cent of the interviewees said that the norms for giving grant-in-aid was Good examination results while 33.33 per cent maintained that Progress made qualitatively was the norm for such aid. However 26.66 per cent and an equally 26.66 per cent of the interviewees stressed that Progress made quantitatively and High enrolment of students in the schools respectively as norms guiding the sanctioning of grant-in-aid to the schools.

Table 115: Adherence to norms for giving grant-in-aid

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Yes.	5	4	3	*80.00*
	(100)	*(80)*	*(60)*	
No.	-	1	2	*20.00*
	-	*(20)*	*(40)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to adherence of norms for giving grant-in-aid, table No. 115, revealed that 100 per cent of D; 80 per cent of I and 60 per cent of D interviewees answered in the positive while 20 per cent of I and 40 per cent of M interviewees responded in the negative.

In the overall analysis, it was found that the majority of the interviewees with 80.00 per cent confirmed to the fact that the Education Department had strictly followed the uniform current norms for sanctioning of grant-in-aid to the Higher Secondary Schools while a minority of 20.00 per cent of the interviewees expressed reservation about such adherence to norms.

Table 116: Control of financial transactions of the schools

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
By Asking for Utilisation certificate	1	3	-	*26.66*
	(20)	*(60)*	-	
By asking for financial Report	4	2	5	*73.33*
	(40)	*(40)*	*(55.55)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Information collected from the respondents for Question No. 14 with regard to control of financial transactions of the schools was presented in Table No. 116. The table revealed that 80 per cent of D; 40 per cent of I and 100 per cent of M interviewees pointed out that the Government controlled the financial transactions of the schools by asking for financial report while 60 per cent of I and 20 per cent of D by asking for Utilization Certificate.

The total picture revealed that the Government did control the financial transaction of those schools that received financial assistance from it by asking for financial report. This was substantiated by the fact that 73.33 per cent of the interviewees replied in the positive whereas 26.67 per cent of the interviewees maintained that the Government control the financial transactions of the schools by asking for Utilisation Certificate on the use of funds.

(iv) Analysis regarding Recognition and Withdrawal of Permission

The Interviewees were required to give information regarding norms to accord permanent recognition as well as the criteria for withdrawal of such recognition to Higher Secondary Schools. The responses were recorded, tabulated and analysed in the following tables.

Table 117: Norms to accord permanent Recognition to H. S. Schools

Groups	D	I	M	Total

Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Proposal from Head of Institution	2 *(40)*	2 *(40)*	2 *(40)*	*40*
Permission to start classes	1 *(20)*	1 *(20)*	1 *(20)*	*20*
Provisional Recognition	1 *(20)*	- -	1 *(20)*	*13.33*
Performance Report	3 *(60)*	3 *(60)*	2 *(40)*	*53.33*

Note: Figures in the parentheses denoted the corresponding percentages.

As per the information contributed by the respondents on norms to accord permanent recognition to Higher Secondary Schools, against Question No. 15 and presented on table No. 117, revealed that 40 per cent and 20 per cent of D, M Interviewees and I respectively held the view that proposal from the head of the institution and having received permission to start classes was a must for the permanent recognition. 20 per cent of D and M; 60 per cent of D and M and 40 per cent of M Interviewees stated that having provisional recognition and performance report were the norms for permanent recognition.

The study revealed that certain norms guiding the according of permanent recognition to the higher secondary schools did exist. The responses so obtained from the interviewees revealed a higher proportion of 53.33 per cent and 40 per cent who held the view that Good performance report followed by Proposal from the Head of the institution to the Department of Education respectively were the current norms for seeking permission for the same. A small minority of 20 per cent and a smaller minority of 13.33 per cent said that having received the permission to start class and having received the provisional recognition were the norms for going ahead in seeking permanent recognition.

Table 118: Criteria for Withdrawal of Recognition

Groups	D	I	M	Total

Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Inadequate reserve and working fund	1 *(20)*	2 *(40)*	2 *(40)*	*33.33*
Inadequate number of Teachers and Staff	1 *(20)*	1 *(20)*	2 *(40)*	*26.66*
Inadequate students' enrolment	- -	2 *(40)*	2 *(40)*	*26.66*
Lack of facilities	2 *(40)*	1 *(20)*	1 *(20)*	*26.66*
Poor Examination results	1 *(20)*	- -	1 *(20)*	*13.33*
No proper functioning due to mismanagement	2 *(40)*	- -	- -	*13.33*

Note: Figures in the parentheses denoted the corresponding percentages.

In response to the question No. 16 with regard to criteria for withdrawal of recognition to Higher secondary schools, table No.118, revealed that 20 per cent of D and 40 per cent of I and M respectively said that inadequate reserve and working fund while 20 per cent of D and M respectively to poor performance and 40 per cent of D to non-proper functioning would invite withdrawal of recognition.

Taking a total picture, from the analysis of the responses received from the interviewees, 33.33 per cent said that inadequate reserved and working fund would invite de recognition. A minority of 26.66 per cent and an equally 26.66 per cent and yet another equally minority of 26.66 per cent of the interviewees believed the inadequate number of teachers and staff, the inadequate students' enrolment and lack of facilities would invite de recognition of school. A lesser proportion of 13.33 per cent and an equally 13.33 per cent of the interviewees confirmed that poor examination results and no proper functioning due to mismanagement, would invite withdrawal of recognition by the Board.

(v) Analysis regarding Examination and Evaluation of Higher Secondary School education in Meghalaya

Examination and evaluation dealt with the responses of the interviewees with regards to eligibility of candidate to appear for the examinations, ideal persons for setting, moderating question papers and examining answer scripts, comment on leakage of question papers, malpractices, measures, consideration for re-scrutiny, suggestions for declaration of examinations on time. The responses were recorded, tabulated and analysed in the following tables.

Table 119: Regulations for appearing in the Examination

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Minimum attendance	1	-	-	*6.66*
	(20)	-	-	
Submission of Class XI promotion Mark Sheet	4	4	5	*86.66*
	(80)	*(80)*	*(100)*	
Payment of required Fees	2	2	1	*33.33*
	40	*40*	*20*	

Note: Figures in the parentheses indicated the corresponding percentages.

Besides eligibility of candidate for appearance at the examinations, good conduct and satisfactory progress of the candidate, there were other rules and regulations to be followed. In responses to Question No. 17, on regulations for appearing in the Examinations, table No. 119, revealed that 100 per cent of M and 80 of D and I interviewees replied that submission of Class XI promotion Mark Sheet was the need for appearing in the examinations. 40 per cent of D and I and 20 per cent of M interviewees held the view that payment of fees while 20 per cent of D felt that the minimum attendance was another regulation to be followed.

The total picture revealed that 86.66 per cent of the interviewees attested to the need to submit the Class XI promotion Mark sheet. A small proportion of 33.3 per cent of the interviewees held the view that payment of required fees as another criteria needed for appearing in the examinations. However a smaller proportion of 6.66 per cent of the interviewees felt that minimum attendance was another regulation to be followed if a candidate was to appear for the examinations.

Table 120: Ideal persons for Setting, Moderating and Examining the Answers Scripts

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
College Teachers	2	2	1	*33.33*
	(40)	*(40)*	*(20)*	
Higher Secondary School Teachers	1	2	3	*40*
	(20)	*(40)*	*(60)*	
Professors at NEHU	1	1	2	*26.66*
	(20)	*(20)*	*(40)*	
Eminent Educationists	2	1	-	*20*
	(40)	*(20)*	-	

Note: Figures in the parentheses indicated the corresponding percentages.

In response to ideal persons for setting, moderating and examining the answer scripts, against Question No. 18, Table No. 120, revealed that the majority of D (40%); I (40%); M (20%) interviewees and the majority of M (60%); I (40%) and D (20%) interviewees held the view that Higher Secondary and College teachers respectively were ideal persons. The minority of D (20%); I (20%); M (40%) and M (40%); I (20%); D (20%) interviewees indicated that the professors at the University and Eminent Educationists were ideal persons for such work

The overall analysis indicated that 40 per cent of the interviewees held the view that the teachers of the higher Secondary schools were persons ideal for setting, moderating and examining the answers scripts after the examinations. A proportion of 33.33 per cent indicated that college teachers as ideal persons for this important assignment. However a smaller proportion of 26.66 per cent and 20 per cent of the interviewees considered the professors at the University and eminent educationists respectively as people ideal for undertaking such important work.

Table 121: Comments on leakage of Question papers and Malpractices in the Examinations

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Sad	2	2	1	*33.33*
	(40)	*(40)*	*(20)*	
Unfortunate	2	1	4	*46.66*
	(40)	*(20)*	*(80)*	
Should not have happened	1	2	-	*20*
	(20)	*(40)*	-	
Could have been avoided	2	1	1	*26.66*
	(40)	*(20)*	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Question No. 19 dealt with response to comments on leakage of question papers and malpractices in the examinations. The response presented in table No. 121, revealed that 80 per cent of M; 40 per cent of D and 20 per cent of I interviewees felt that such incident was unfortunate while 40 per cent of D; 40 per cent of I and 20 per cent of M expressed sadness. The minority of 40 per cent of D; 20 per cent of I; 20 per cent of M and 40 per cent of I; 20 per cent of D interviewees expressed the view that it could have been avoided and should not have happened respectively.

The total picture revealed that 46.66 per cent of the interviewees felt that such incidents were unfortunate while 33.33 per cent expressed their reaction by saying that it will indeed be a sad incident in the history of Higher Secondary Examinations. A proportion of 26.66 per cent and a smaller proportion of 20 per cent of the interviewees respectively opined that such unhappy incident could have been avoided and should not have happened.

Table 122: **Measures preventing leakage of Question papers**

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Keep question papers in the bank.	3	2	2	*46.66*
	(60)	*(40)*	*(40)*	
Keep in the Treasuries / Sub-Treasuries.	2	2	1	*33.33*
	(40)	*(40)*	*(20)*	
Open the Question papers an hour before examinations	-	1	3	*26.66*
	-	*(20)*	*(60)*	
Officials from Education Department to collect the Answer Scripts	-	1	2	*20*
	-	*(20)*	*(40)*	
Action may be taken against erring persons	3	1	-	*26.66*
	(60)	*(20)*	-	

Note: Figures in the parentheses denoted the corresponding percentages.

Table No. 122 and No. 123, regarding the measures to be taken to avoid leakage of Question papers and measures to prevent unfair means at the Examination respectively, against Question No.20, the study as shown on Table No. 122 indicated that D (60%) and an equally D (60%) of the interviewees suggested the keeping of question papers in the bank and actions should be taken against erring persons respectively. The majority of I (40%) and an equally I (40%)of the interviewees were in favour of keeping the question papers in the bank and treasuries respectively while the majority of M (60%) felt that the question papers should be opened an hour before the examinations.

The total picture revealed that 46.66 per cent of the interviewees were in favour of keeping the question papers in the strong room of the Bank while 33.33 per cent suggested that they should be kept in the Treasury or Sub Treasury offices. A

proportion of 26.66 per cent and an equally 26.66 per cent of the interviewees felt that the question papers should be opened only an hour before examinations and action may be taken against erring individuals. A small proportion of 20 per cent suggested that officials from the Education Department should undertake the responsibility of collecting the answers scripts after the Examinations.

Table 123: Measures at preventing unfair means at the Examinations

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response category				
Engage policemen in the Examinations	3	2	3	*53.33*
	(60)	*(40)*	*(60)*	
Deny Entrance to unauthorized persons within 300 meters of Examination Centres	1	2	1	*26.66*
	(20)	*(40)*	*(20)*	
Action to be taken against erring persons.	3	1	1	*33.33*
	(60)	*(20)*	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

The information collected from the respondents as shown on Table No. 123, revealed that 60 per cent of D; 40 per cent of I and 60 per cent of M interviewees felt that policemen should be engaged during the examinations. 20 per cent of D; 40 per cent of I and 20 per cent of M suggested the denial of entrance to unauthorized persons within 300 meters of examination centers and 60 per cent of D; 20 per cent of I and 20 per cent of M interviewees expressed their view of taking action against erring persons.

The overall picture revealed a higher proportion of 53.33 per cent of the interviewees felt that policemen should be engaged to prevent unfair means during the examinations. A proportion of 33.33 per cent and an almost equal proportion of 26.66 per cent of the interviewees expressed their views by saying that action should

be taken against erring individuals as well as deny entrance to unauthorized persons within 300 meters of the examination centers.

Table 124: Considerations for Re-scrutiny of Answer Scripts

Groups	D	I	M	Total
Number of Interviewee	(5)	(5)	(5)	N=15
Response Category				
Request for Re-scrutiny	4	4	3	*73.33*
	(80)	*(80)*	*(60)*	
Payment of required fee	2	1	1	*26.66*
	(40)	*(20)*	*(20)*	
Within two months from the date of Declaration of Results	1	-	1	*13.33*
	(20)	-	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Dealing with Question No. 21 concerning the main consideration for the re-scrutiny of Answer scripts, table No. 124, revealed that D (80%) and an equally I (80%) and M (60%) of the interviewees made it clear that request for re-scrutiny is a must while D (40%); I (20%); and an equally M (20%) interviewees considered payment of fee and D (20%) and M (20%) stressed that consideration for re-scrutiny of answer scripts should be done 2 months from the date of the declaration of examinations results.

The overall picture revealed that a majority of 73.33 per cent of the Interviewees made it clear that such re-scrutiny was possible on request for the same. A proportion of 26.66 per cent of the Interviewees considered payment of required fee while 13.33 per cent lay stress that such re-scrutiny of answer scripts could be conducted within two months from the date of declaration of Results.

Table 125: Suggestions for the Declaration of Examination Results on Time

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Reasonable incentives to Examiners	3	2	-	*33.33*
	(60)	*(40)*	-	
Centralized evaluation process	2	2	5	*60*
	(40)	*(40)*	*(33.33)*	
Fixture of Time frame	2	3	-	*33.33*
	(40)	*(60)*	-	

Note: Figures in the parentheses denoted the corresponding percentages.

Question No. 22 dealt with response to suggestions for the declaration of Examination Results on time. The information collected shown on Table No. 125, revealed that the majority of D interviewees with 60 per cent; of I with an equally 60 per cent and of M with 33.33 per cent suggested reasonable incentives to the examiners, fixture of time frame and centralized evaluation process to be introduced in the State respectively.

Taking an overall analysis, it was clear that a greater proportion of 60 per cent of the interviewees suggested that centralized evaluation process could be arranged in every District Headquarter for speeding up the declaration of examination results on time. A smaller proportion of 33.33 per cent and an equally 33.33 per cent of the interviewees suggested reasonable incentives should given to examiners and fixture of time frame as means to achieve the goal of declaring the Examination Results on time.

(vi) Analysis regarding Training and Research with regards to Higher Secondary Education in Meghalaya.

Training and Research dealt with review of the Curriculum, preparation of Syllabus and Instructional materials. It also conducted in-service training to teachers, evaluated reforms, and undertook research and dissemination of information. The responses of the Interviewees with regards to the arrangements made to orient teachers to the Higher Secondary Scheme, to teaching methodology, to evaluation procedures, to development of instructional materials, to curriculum development and strengthening of academic programmes were recorded and analysed in the following tables.

Table 126: Arrangement for Teachers' Orientation to H.S.Scheme

Group	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Yes. (Adequately)	2	2	2	*40*
	(40)	*(40)*	*(40)*	
No. (Not adequately)	3	3	3	*60*
	(60)	*(60)*	*(60)*	

Note: Figures in the parentheses denoted the corresponding percentages.

In response to the question No. 23 that dealt with the arrangement made to orient teachers to the Higher Secondary scheme, Table No. 126, revealed that 40 per cent of D, M and I respectively believed that the orientation course was adequate while 60 per cent of the same replied in the negative.

Taking a total picture, a greater proportion of 60 per cent of the interviewees believed that the arrangement made to orient the teachers to the higher secondary scheme was not adequately done prior to the introduction of +2. Special orientation course was never conducted to orient the teachers to the higher secondary Scheme. However, a small portion of 40 per cent of the interviewees held the view that the

arrangement to orient the teachers was adequately carried out in the sense that the criterion for teaching in such schools was a Postgraduate degree.

Table 127: Orientation course in teaching methodology

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response category				
Yes	-	-	-	-
No	5	5	5	*100*
	(100)	*(100)*	*(100)*	

Note: Figures in the parentheses denoted the corresponding percentages.

About the orientation course in teaching methodology to the teachers against Question No. 24, table No. 127, revealed that 100 per cent of D, M and I respectively stated that the teachers did not have any orientation course in teaching methodology prior to the introduction of +2. And the total picture revealed that the teachers did not have any orientation course in teaching methodology before assuming the duty of teaching in the Higher Secondary schools. This can be substantiated and strengthened by the fact that 100 per cent of the Interviewees stated to the above fact. A post graduate candidate who has passed the Interview for the teaching post were straight away appointed to teach in such schools.

Research on Curriculum Development

In response to the question No. 25, with regards to conduct of research on Curriculum Development in the Higher Secondary stage, the common responses of the interviewees were taken into consideration and summarily presented accordingly.

It was realized that the Curriculum was a set of courses of study without any sense of direction. This therefore called for an urgent need to revise the secondary curriculum in the State. SCERT therefore has prepared a draft plan of action, (i) to

revise the existing curriculum so as to make it relevant and up-to-date and (ii) to make the educational standard in the State at par with the National level.

The work was undertaken in a phased manner. The first phase was a two-day meeting between the Directorate of Public Instruction and the Main Committee consisting of a chairman and member secretary. The second phase was an in-depth review of the existing Curriculum. In phase three, each Subject Committee held a workshop for preparation of the detailed syllabus.

The final syllabus was published and sent to the Government for approval. The matter was pending with the State Government when the Government of India announced the National Policy on Education, 1986. The SCERT in accordance with the NPE 1986 and its programme of action reviewed and developed the school curriculum with the help of expert from NCERT and the local college and school teachers of Meghalaya. The curriculum was then finalized and implemented in phased manner in the State starting from 1990.

Since the academic year of 1994, the higher secondary course has been started in 17 schools. However upto now, the separate curriculum and syllabus had not been framed for the Higher Secondary courses. The MBOSE, which also looked after higher Secondary education, had decided to adopt the syllabi of the P.U. courses prescribed by NEHU, as a temporary measure, to facilitate a smooth changeover. Curriculum and Syllabus were in four streams, i.e. Arts, Science, Commerce and Vocational Education. All colleges affiliated to the NEHU and offering only the PU courses would have to affiliate to the MBOSE within a specified date and the MBOSE was ready to receive them.

The Interviewees were also of the opinion that the research on Curriculum Development of school education was done after a number of years. There was a need to have a fresh look into this aspect. The Council could revitalize its function in this area and see that the Curriculum was revised from time to time.

Development of Instructional Materials

With regard to improving the quality of education in the State, found in Question No. 26, SCERT had been preparing the Instructional Materials at the Primary and Upper Primary stage of Education. The Council has not however developed the Instructional materials at the Secondary stage as MBOSE had adopted the NCERT books. However development of instructional materials for use as reference materials at the upper Primary and Secondary Stages were undertaken by the SCERT in different subject areas. The materials thus brought out included (a) Science: Model Text Books and Guidebooks for classes VII, VIII, IX and X were developed and these served as reference materials in the schools. (b) In Mathematics, guidebook, "A Hint on Teaching Mathematics", for High school stage in two volumes was developed that serve as reference materials. (c) In language, the Council has published, "A Little About English", for the use of English teachers, "Improved English", for the benefit of the teachers and students and "Correct English for High School", a grammar composition.

Besides these publications on the subject areas, the SCERT has also developed books on general educational themes of interest and relevance to secondary school teachers which included, (a) "Educational and Vocational Guidance and Services", in the area of Vocational Guidance; (b) The Educational Technology Cell has also been translating and printing the "Primary Teacher", a journal published by NCERT; and (c) In the area of educational evaluation, the SCERT has conducted three workshops on the Examination system.

With regard to the Higher Secondary Stage, the Council had not developed any Instructional materials as the Board had in the meantime adopted the Syllabus and the Textbooks prescribed by NEHU in Toto. So there was an immediate need to develop instructional materials for this school level.

Basis for reforms in the examination procedures

In response to the basis for reforms in the examinations, against the question No. 27, the common views were taken in consideration. Based on the Indian

Education commission's recommendation (1964), the uniform pattern of 10+2+3 was accepted and would be introduced in the country. An urgent action with regard to restructuring of the school system in Meghalaya was imperative. Hence the Meghalaya Education Commission 1977 proposed a cycle of three years' duration instead of the four years' duration. Thus according to the proposed system, by the time a pupil reaches standard IX, he or she will be at par with pupils in other states of the Country. Science and Mathematics will be made compulsory subjects for both boys and girls from standard I to X. Hence the work of restructuring for improving the school system in Meghalaya, which was entrusted to MBOSE, finally fell to SCERT.

So under the restructured curriculum and syllabi for secondary school there will be an internal examination at the end of class IX and questions for the examinations of class IX will be set and supplied by the Board based on the course for Class IX. Evaluation, processing and declaration of results will be done at the institutional level. At the end of the academic session for class X, there will be an External examination based on the course for Class X only. The examination will be managed and conducted by the Board. The first batch of candidates under this course will appear at the secondary school leaving certificate leaving certificate examination to be held in the year 2003.

Under the curriculum and syllabus for the Higher Secondary stage of education, the pattern of examinations consist of an internal examination at the end of Class XI with the question papers to be set and supplied by the Board and based on the course for Class XI. The external examinatioin at the end of Class XII will be based on the course of class XII and will be assessed as follows: (a) External examinations at the end of Class XI will be 400 marks and (b) External examination at the end of class XII covering only class XII course will be 500 marks. The final results of the candidates will be based and prepared on the performance in the class XII external examinations and the total marks for certification of Higher Secondary School Leaving Certificate Examinations will be 500.

DERT's support to MBOSE for Academic Programme

In response to the support given to the Meghalaya Board of School Education by the Directorate of Educational Research and Training, against Question No. 28, the DERT provided all the expertise sought by the Board in preparation of Curriculum and Development of Instructional Material for Primary and Secondary schools. The MBOSE adopted the New Curriculum prepared by the DERT and all the instructional materials like the text books, guide books for teachers and work books at the primary stage The MBOSE also sought the DERT expertise in the preparation and development of Teacher Education Curriculum and Curriculum for the + 2 Stage of school education. The Board in Higher secondary Education had implemented the Syllabus thus prepared by DERT.

(vii) Analysis regarding the various problems of Higher Secondary Education in Meghalaya.

Other than financial problem, the Interview Schedule dealt with problems such as problems that would arise from the implementation of the Higher Secondary Education, the location of the +2 in existing school or independent institution, public opinions, views and standard of Higher Secondary education in the State. The responses were recorded, analysed and presented in the following tables.

Table 128: Problems that arose from implementation of + 2

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Impedes provision of quality education	-	2	1	*20*
	-	*(40)*	*(20)*	
Reorganization of administrative and supervisory machinery	3	2	2	*46.66*
	(60)	*(40)*	*(40)*	
Ill equipped schools and Provision of facilities	2	1	2	*33.33*
	(40)	*(20)*	*(40)*	

Note: Figures in the parentheses indicated the corresponding percentages.

Concerning the problems that arose from the implementation of + 2, relating to Question No. 29, table No. 128, revealed that 60 per cent of D; 40 per cent of I; 40 per cent of M interviewees held the view that the problem was the reorganization of Administrative and Supervisory Machinery; 40 per cent of D; 20 per cent of I and 40 per cent of M was the ill equipped schools and provision of facilities and 40 of I and 20 per cent of M to impede provision of quality education.

Taking the total picture, the study revealed that 46.66 per cent of the interviewees confirmed that the problems were the Reorganisation of Administrative and Supervisory machinery in the State. A small proportion of 33.33 per cent of the interviewees said that the ill equipped schools and poor provision of facilities were the problems while 20 per cent of the interviewees held the view that this dual system of +2 stage impeded the provision of quality education at the Higher Secondary Schools.

Table 129: Plus 2 stage in existing secondary schools or in separate institution

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
+ 2 should form part of the existing Secondary schools	2	4	3	*60*
	(40)	*(80)*	*(60)*	
Attach them to College	1	-	1	*13.33*
	(20)	-	*(20)*	
It should be in a separate institution	2	1	1	*26.66*
	(40)	*(20)*	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

Question No 30, dealt with the question of whether the Plus Two stage of education should be located in the existing Secondary school or in a separate institution. The study as shown in table No. 129, revealed that the majority 80 per

cent of I; 60 per cent of M; 40 per cent of D interviewees stated that + 2 should form part of the existing secondary school while minority of 40 of D; 20 per cent of D and 20 per cent of M were in favour of establishing a separate institution and a smaller minority of 20 per cent of D; 20 per cent of M interviewees believed that these schools should be attached to the colleges.

The overall analysis revealed that the greater proportion of the interviewees with 60.00 per cent expressed the view that the +2 Stage of education should form part of the existing secondary school. A small proportion of 26.67 per cent maintained that this level of education should constitute an independent institution while 13.33 per cent of the interviewees were in favour of attaching this level of education to a college.

Table 130: Different views on upgradation of Secondary Schools

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Positive	3	2	3	*53.33*
	(60)	*(40)*	*(60)*	
Negative	-	1	-	*6.66*
	-	*(20)*	-	
Provocative	-	1	-	*6.66*
	-	*(20)*	-	
Sine Qua Non	3	1	1	*33.33*
	(60)	*(20)*	*(20)*	
Neutral	1	-	1	*13.33*
	(20)	-	*(20)*	

Note: Figures in the parentheses denoted the corresponding percentages.

With regard to different views on upgradation as stated in Question No. 31, table No. 130, revealed that the majority of D (60%); M (60%) and I (40%)

interviewees stated that the upgradation was positive. Again a majority of D (60 %) and a minority of I (20%) and M (20%) interviewees replied that such an upgradation was a sine qua non.

Taking the total view, the study revealed that the majority of the interviewees with 53.33 per cent reported that the public in general was very positive with the upgradation of the secondary schools in their locality. A proportion of 33.33 per cent responded that such upgradation was a Sine qua Non, for bringing education closer to the people that should have been done a long time ago while 13.33 per cent of them expressed their neutrality. A small proportion of 6.66 per cent and an equally 6.66 per cent of the interviewees maintained that the public's reaction to be negative and provocative respectively in the sense that a number of students were so to say forced to continue their schooling in the village for two more years before they could taste the college life style in town.

Table 131: Standard of Higher Secondary Education

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Agree	-	-	-	-
	-	-	-	-
Partially Agree	1	1	1	*20*
	(20)	*(20)*	*(20)*	
Disagree	2	3	2	*46.67*
	(40)	*(60)*	*(40)*	
No Comment	2	1	2	*33.33*
	(40)	*(20)*	*(40)*	

Note: Figures in the parentheses denoted the corresponding percentages.

The information collected from the respondents in question No.32, in response the standard of Higher Secondary Education in the State, Table No. 131, maintained

that 20 per cent each of the interviewees at the DIM partially agreed, 40 per cent each of D and M disagreed and an equally 40 per cent each of the same offered no comment.

Taking a total picture, a majority of the interviewees with 46.67 per cent disagreed with the statement. A small proportion of 33.33 per cent offered no comment while 20.00 per cent partially agreed with the statement.

(viii) Analysis regarding Remedial measures to the various problems of Higher Secondary Schools in Meghalaya.

The responses to measures to achieve higher standard of school education in the State of Meghalaya were analysed and presented accordingly in table.

Table 132: Measures to achieve higher Standards

Groups	D	I	M	Total
Number of Interviewees	(5)	(5)	(5)	N=15
Response Category				
Construction of better Curriculum	2 *(40)*	1 *(20)*	- -	*20*
Improve teachers	2 *(40)*	2 *(40)*	2 *(40)*	*40*
Provide better equipments and facilities	1 *(20)*	1 *(20)*	2 *(20)*	*26.66*
Reform Examination	2 *(40)*	1 *(20)*	- -	*20*
Improve service condition of teachers	- -	2 *(40)*	1 *(20)*	*20*
Make available proper text books	1 *(20)*	2 *(40)*	- -	*20*
Improve administrative system	1 *(20)*	2 *(40)*	1 *(20)*	*26.66*

Note: Figures in the parentheses denoted the corresponding percentages.

In response to suggested measures to be taken to achieve higher standard of school education in the State as required by Question No. 33 was shown in table No. 132. The above table indicated that the majority of D (40 %); I (40%); M (40%)

interviewees suggested the improvement of teachers while the minority of D (20%); I (20%) and M (20%) reported the provision of better equipment and facilities.

The overall analysis revealed that 40 per cent of the interviewees expressed the view that effort should be made to improve the teachers in every way possible. A proportion of 26.66 per cent and an equally 26.66 per cent of the interviewees suggested the provision of better facilities and the educational administrative system should be improved and strengthened respectively. However a small proportion of 20 per cent of the interviewees were of the opinion that achieving higher standard of education in the State could be successful only if construction of better curriculum was done, effective reform examinations were carried out, improvement of service condition of teachers was done and availability of proper text books made to the students respectively.

In conclusion, the Analysis and Interpretation of Data based on Documentary Study, the data obtained from the Questionnaires and Interview Schedule were faithfully presented. The next chapter dealt with major findings, educational implications and suggestions.

CHAPTER VI

MAJOR FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

Introduction

The major findings of the study, their Educational implications and Suggestions were presented in this Sixth Chapter. The findings were based not only on the Analysis of the Data collected through the Questionnaire and Interview Schedule presented in the Fifth Chapter but also on the Data collected through the Documentary materials organized and presented in the fourth Chapter: Higher Secondary Education in Meghalaya: a historical perspective. In the light of the Analysis and Interpretation of the Data, the significant findings and their educational implications that emerged from the study were discussed below.

(i) Findings related to Higher Secondary Education: A historical perspective and Background

1. The Khasis, the Jaintias and the Garos were exposed to some kind of ritualistic and technical education as could be identified in their socio-economic structure. However in respect of formal education, they were once in the shadow of darkness, as they had no access to it. The British Government had practically done nothing for the education of the people of these hill areas. The foundation of modern education in the State was however laid by the Christian Missionaries in the 19th. Century, from 1841 in the Khasi and Jaintia Hills and from 1873 in the Garo Hills. A number of local persons such a U Babu Jeebon Roy of the Khasi Hills and Mr. Jobang D. Marak of the Garos among others played their role and contributed much towards the development of education among their own tribesmen. The Brahma Samaj began their educational activities in 1870 in the southern Khasi Hills, as did the Ramakrishna Mission in the Khasi Hills in 1924. The Government's efforts in the field of education came up much later. The contribution of the missionaries and others in the field of formal education was commendable. The educational implication was that had it not been for their

educational efforts, the hill people of these areas would not have attained the degree of literacy it is today. The people of this area were duty bound to ever remain grateful to them, as gratitude was the hallmark of truly educated individuals.

2. The response to education was indeed very impressive because, "of all the hill tribes in the North East India, the Khasis and Jaintias were the first to receive benefit from education". The Khasis and Jaintias ranked first in education with 38 literates males to 1000 of the population. In 1921, the literacy in the Khasi and Jaintia Hills was 7.64 per cent and education received such a fill up that by 2001, the Census figures for literacy was 63.31 per cent. All this implied and was indicative that the schools without any doubt played an important role in the development of education in these hill areas.

3. The people responded favourably to the education brought about by the Christian and non-Christian missionaries. Eminent sons and daughters of the land had proved themselves worthy for receiving such an opportunity of education. They have now come forward to serve the country in their capacity as religious leaders, scholars, teachers, doctors, technicians, politicians, scientists, sportsmen and businessmen. This implied that they have attained heights of excellence in learning and knowledge only through education. These luminaries were shining examples for the youth of today to seriously apply themselves to study at schools.

4. The Impact of Education on the individual and social life of the people was tremendous. The people accepted education as a basic requirement of their progress and not as a matter of imposing a culture or a way of life. The pioneering efforts of the missionaries in the field of education were successful and in less than a hundred years were able to dramatically change the face of the region, leading it to political self-determination and modernisation. This had brought about a radical change from a society that once lived in ignorance to a society that was bound to make progress educationally. As education was not something static but dynamic, it implied that students were required to be opened to new educational situation and be able to adjust and imbibe all things good and beautiful from the schools for their own bright future.

5. Meghalaya had its own legal provisions that provided for better organisation, management and development of school education and all matters connected with it. Since its creation in 1972, the State has enforced its own Acts and Rules on education which were: The Meghalaya Board of School Education Act, 1973; The Meghalaya School Education Act, 1981; the Amended Assam Aided High and Higher Secondary Schools Employees Rules, 1965; the Meghalaya Tribal Students' Book Grant Rules, 1982; the Regulations on Recognition of Higher Secondary Schools in Meghalaya, 1994 and the Meghalaya Aided Higher Secondary, Secondary and Upper Primary Schools Management Rules, 1997. The situations and events leading to the growth and development of Higher Secondary Education in the State was attributed to the timely and sound educational legislations enacted by the State Government since its inception in 1972.

6. The study also revealed that there existed educational administrative machinery for the development of education. The education Department had an organizational set-up at different hierarchal levels of the administrative machinery, namely, the Secretariat, the Directorate and the Inspectorate or Field set-up. The State Government in 1977 restructured the Directorate of Public Instructions into three new Directorates, namely, the Directorate of Elementary and Mass Education (DEME); the Directorate of Educational Research and Training (DERT); and the Directorate of Higher and Technical Education (DHTE). The smooth running of all the educational institutions in the State was due to the existence of an effective educational machinery with its respective well defined and shared responsibilities.

7. Way back in the second half of 1970, there was a thought of setting up a Commission to study the various problems of Education in Meghalaya. The present Meghalaya Education commission was constituted on the 30th June 1985. The terms of reference was to make recommendation on the implementation of the 10 + 2 system of Education, make special study on Technical Education and the Introduction of Vocational Education in the State. The suggested period for the smooth transition from the old to the new system was three years. These terms of reference had far

reaching consequences for the students at the +2 level. It implied that having successfully completed the standard X; the pupils will be offered a choice of three courses, viz., the General, Vocational and Teacher Training.

8. In pursuance of the Government's policy decision in 1990, 17 progressive secondary schools in the State - both Government and Private – were upgraded to the level of Higher Secondary Schools during the Academic Year 1994-95. Hence in addition to the Pre-University courses conducted by the college system, a parallel course of education at the +2 level was then being conducted through the Higher Secondary Schools. A parallel course of education conducted at the Pre-University and at +2 stage implied redundancy. Eight long years have gone by and only 69 secondary schools were upgraded to the Higher Secondary schools. It was high time that the Pre-University Course should immediately be de-linked from the college as this stage really belonged to the school and not the college. Necessary steps should be taken in upgrading more secondary schools, as this would enable a great number of students especially in the rural areas to have at least got the opportunity to complete the Higher Secondary School stage if not joining the degree colleges.

9. It was found that during the period 1975-99, there had been substantial rise in number of teachers. The number of trained teachers at the Primary stage was lower than 50 per cent, at the Secondary and Middle schools stage was 40 per cent and 92 per cent was in the Higher Secondary stage much higher than the all India figure. The untrained teachers need to catch the spirit of Sir Thomas Arnold an eminent teacher at Rugby who said, " I prefer that my students should drink from a running stream rather than a stagnant pool ". To remove the backlog of untrained teachers, refresher courses could be organized by the school authorities one in every four or five years and the success made at such a course could mean an increment to their scale of pay. This would serve as an incentive to the teachers.

10. Meghalaya made progress in making available educational facilities to its people. In 2001-02, as much as 11.3 per cent; 59.18 per cent and 5.29 per cent of habitation had secondary school within a distance of 5 kilometers, up to 5 kilometers

and more than 5 kilometers and 24.03 per cent has Higher Secondary schools within 8 kilo meters of the habitation. Though some progress was being made in this regard, the hostile geographical isolation of the region, the trackless jungles, rugged hills and steep precipice perhaps act as barrier for bringing education still closer to the people.

11. It was found that 10 colleges were established before the attainment of Statehood, 12 colleges during the 1980's and 17 colleges during the 1990's. There were 25 colleges that offered courses in Arts, 1 college in Commerce, 8 colleges in Arts and Science and 5 colleges offered courses in Arts, Science and Commerce courses. With regards to Higher secondary schools it was found that 17 secondary schools were upgraded during 1995-96 and 42 after this period. There were 48 Higher Secondary Schools, which offered Arts course, 7 Science, 14 Arts and Science courses, and 3 has vocational course. The study revealed that the vast majority of schools and colleges offered Arts course. This implied that the founding fathers of the schools and colleges during their time had given little thought about Science and Commerce and were more interested in traditional courses. However the Space and Technology age required the society to keep pace with the time by opening more Science and Commerce sections in these educational institutions.

12. By 2001-02 there were 69 Higher Secondary schools and parallel + 2 stage course as Pre-University course run in 46 colleges as compared to 17 Higher Secondary schools and 30 colleges in 1995-96. The annual growth rate was 2.per cent; 11 per cent; 14.06 per cent; 8.16 per cent and 67.64 per cent for Primary, M.E., Secondary, College (P.U.) and Higher Secondary schools respectively. The mushroom growth of sub-standard schools and commercialization of education that may bring down the standard of education in the State was perhaps due to the lack of control from the Department of Education.

13. It was found that the Meghalaya Board of school Education conducted the first ever Higher Secondary and Pre-University level final examinations for all the courses in the year 1996-97. The number of students who appeared for the final examinations in the year 2002 were 9957; 1761; 1084 and 1 in Arts, Science, commerce and

Vocational courses respectively. The percentage of pass was 100 per cent in vocational stream, while it was 81.99 per cent; 77.21 per cent and 58.83 per cent in Science, Commerce and Arts respectively. One of the factors that affected the examination results was perhaps the approach to teaching and learning adopted by the educational institutions. Special preparation of the students before the examinations was one of the factors that may have led to good results. Provision of feedback to the students after the internal examinations was one of the techniques of motivating students to learn and hence to get good results.

14. Way back during the British period, efforts had been made from time to time for the Vocationalisation of education. The wood's Despatch of 1854, the Indian Education Commission 1882, the Hartog Committee 1929, the Sapru Committee 1934, the Abbot-Wood Report 1936, the Sargent report 1944, the University Education Commission 1949, the Secondary Education Commission 1953, and the Education Commission 1966 contemplated and recommended the Vocationalisation of Education. The National Policy on Education 1986 proposed that vocational courses cover 10 per cent of Higher Secondary students by 1990 and 25 per cent by 1995.

15. The Ninth Five Year Plan (1997-2002) proposed to divert at least 25 per cent students of 10 + 2 stage to self-employment while providing them with vocational competence in a field of their choice. In spite of the many recommendations made by various commissions during the last many years, the sad fact was that Vocationalisation of education at the +2 stage in the State began to take some kind of shape only during the 1994-95 academic session. This was most probably because the Government doubted the viability and feasibility of the scheme. However the saying, "Better late than never" hold good for the students.

16. Though 10 Higher Secondary schools had been identified for implementation of vocational stream, it was found that only three schools had accepted and implemented the vocational stream in 1995-96. They were (a) Rongrenggiri Government Higher Secondary School, in Garo Hills where office Management,

Typing and Stenograph has been introduced in the school; (b) Government Boys' Higher Secondary school where Salesmanship and Elements of Business Management had been introduced in the school and (3) St. Michael's Higher Secondary School where Poultry Farming were introduced in the school. It was also found that the vocational stream in these three schools continued for only three years and at present the enrolment is nil in all these schools. This was perhaps because students who have completed +2 stage with vocational education cannot join general education at the higher level of general education. Self-employment scopes and placement assistance could not be provided to successful students. There was a need perhaps for the introduction of short-term vocational courses allowing students to go through other academic courses simultaneously on part time basis. This could be a welcome innovation in the State.

17. It was found that enrolment in the colleges had reduced ever since the +2 stage had been introduced in 69 Higher Secondary Schools of the State. Though the number had reduced, it was however observed that the colleges never suffered from lack of enrolment. This was perhaps because of the increasing population and awareness for the value of education that the number of the students was ever on an increase. The study also revealed that the State Government was contemplating strategies to de-link the Pre-University courses from the college education. In this connection, perhaps it might be to the best interest of the student community if the Government discourages the establishment of new colleges for conducting only Pre-University and new colleges however would be considered for assistance only for conducting degree courses.

18. The study revealed that due to the efforts of the Christian, the Natives, Non-Christian Missionaries, Government and others, especially after the attainment of Statehood, the growth of education in Meghalaya has picked up, gained momentum and continued till today. At the initial stages, the Government did nothing directly to assist the schools. As these schools depended mainly on the public donations and contributions for their smooth running, it implied that local involvement was helpful in the development of these schools.

19. In 2002, the enrolment of students was 3030 when compared to 852 in 1996. The annual growth rate of enrolment at the Secondary and Higher Secondary stage was recorded at 51.12 per cent. The growth rate at the Pre-University stage was 11.12 per cent; 9.12 per cent; and 3.71per cent in 1996-97; 1999-2000 and 2001-02 respectively. The number of students enrolled in Arts Stream account for the largest population of students in Higher Secondary (P.U.) level, varying from 72.94 per cent to 80.02 per cent. Students enrolled in Science and Commerce streams varying from 12.79 per cent to 19.75 per cent and from 6.28 per cent to 8.46 percent respectively followed this. The students enrolled in vocational stream shared the lowest population of students' enrolment varying from 0.007 per cent to 0.19 per cent. The study revealed that a large majority of students opted for Arts course, which was easier than Science and Commerce perhaps because they had no aptitude for these subjects.

20. As per the finding during 1995-96, 10 schools i.e., 17.24 per cent offered Arts stream that increased to 48, i.e. 82.75 per cent in 2001-02. The Science stream remained at 50 per cent during both the periods while Vocational stream decreased from 75 per cent during 1995-96 to 25 per cent in 2001-02. The enrolment of Arts and Science students was 5680 i.e. 30.74 per cent in 1995-96 which increased to 12803 i.e. 69.26 per cent in 2001-02. The number of teachers was 626 i.e. 39.75 per cent in 1995-96 which increased to 949 i.e. 60.25 per cent in 2001-02. The percentage of passes were 51.05; 77.18; 64.1 and 100 per cent in Arts, Science, Commerce and Vocational streams respectively during 1995-96 which increased to 58.83; 81.99; 77.21 and 100 per cent respectively during 2001-02.

Arts stream dominated the scene of Higher Secondary Education in Meghalaya. A large majority of students opted for Arts course that is easier than Science and Commerce, perhaps because they have no aptitude for these streams. But in spite of the fact that Arts was an easier course, the failure at the examinations in Arts was high. This was perhaps because the traditional Arts course was not suitable to the students whose interest and abilities do not correspond to the requirement of theoretical academic education. Meghalaya had tried to make the schools multi

functional institutions with diversified curricula to cater not only to the academic needs but also to the practical needs of the students. However it failed due to self-employment scope and placement assistance could not be provided to successful students. An introduction of short term vocational courses allowing the students for going through other academic courses simultaneously on a part time basis could be a welcome innovation to the State.

21. The literacy rate of the State was 63.31 per cent as per the census of India 2001. The literacy rate had gone up from 26.92 per cent in 1961 census. The district having the highest literacy rate in the State was the East Khasi Hills with 76.98 per cent and the lowest rate was the West Garo Hills with 51.03 per cent. When compared to the literary rate in the North East States, Mizoram retained the status of being the second highest literate state in the country while Meghalaya has registered lower rate than the national average literacy rate of 65.38 per cent. In spite of the fact that Meghalaya was one of the first States to receive the benefit of education, the literacy rate was below the national literacy rate nay the literacy rate of the neighbouring State of Mizoram. This was perhaps due to the fact that the socio-economic condition of the people was poor. The majority of them were farmers and since they were using primitive method in cultivation, they could get very little out of their hard labour. The result was that they remain poor and could not spare their children's time to spend in school. They preferred them to supplement the family's income by working in the fields.

22. It was found that the emerging trend was to initiate measure for a smooth change over to the restructured pattern of +2 and de-linking the Pre-University course from the college system and transfer to the school system. The vocational education would be introduced in a phased manner from a lower stage and not at the +2 stage. The need for strengthening of the MBOSE was by setting up a wing at Shillong. Of late certain schools and a large number of parents and guardians had requested the school authorities to switch over to CBSE Syllabus. The Meghalaya Board of School Education had given green signal for adopting CBSE pattern of Syllabus for its Board Examinations.

23. It has been found that there were problems that were peculiar to Meghalaya. There had been a tendency for the unplanned growth in the number of schools that started without any prior permission from the authorities. In the absence of specific rules and norms these schools went ahead first and then seek permission later. On the other hand some schools which had already received permission or recognition were nevertheless still unable to attain any standard whatsoever for reason such as shortage of qualified teachers, insufficient teaching aids, insufficient class room, low pay scale and so on.

24. The unplanned growth of schools adversely affected and led to such problems as low standard of education, poor quality of teachers and teaching, a relative absence of teaching aids, shabby and inadequate building and equipment which in turn helped to produce a sense of frustration, especially among the teachers of schools in the private sector. On the other hand it must however be stressed that there were still areas where higher secondary schools were sadly lacking.

25. Head of institutions who were expected to administer the schools were handicapped because there were not the necessary administrative guidelines to aid them. The development of education was not uniform in the districts and in the rural and urban areas. There were also private institutions particularly in the urban centers that were nothing better than private coaching centers.

26. The existence of the dual system of Pre-University course and the +2 stage impeded the provision of qualify education at the Higher Secondary stage. Meghalaya was concerned with these problems and felt the need to overcome them. The Board had given regulations on permission to start classes, recognition and withdrawal of recognition and other rules prescribed in the Act. Strict adherence to these rules would serve as a remedial measure to these problems.

27. Regarding the schools and colleges according to the tribe-wise location, it was found that 41 (59.42%), 11 (15.95%), 17 (24.63%) schools and 30 (65.21%), 5

(10.8%), 11(23.91%) colleges were located in the Khasi, Jaintia and Garo Hills Districts respectively. With regards to area of residence, it was found that 40 (57.98%), 29 (42.02%) schools and 34 (73.91%), 12 (26.08%) colleges were in the urban and rural areas respectively. And in connection with type of management of the schools and colleges, it was found that 22 (31.88%), 36 (52.17%), 11(15.95%) schools and 2 (4.3%), 23 (50%) and 21(45.66%) colleges were under the management of the Government, Private aided agencies, and Private agencies respectively. Prior to 1972, the rural areas were by and large deprived of facilities for Higher Secondary Education. Only a few schools were located in the rural area. But at present, 29(42.02%) Higher Secondary schools and 12 (26.08%) Colleges are in the rural areas. This implied that after Statehood, efforts had been made to equalise educational opportunities in the urban and rural areas of the State by giving chance to every citizen to develop according to one's own capacity and ability. The State Government should continue working towards providing equal educational opportunities to its citizens and no obstacle should be allowed to obstruct one's path to achieve one's own educational goal.

28. Based on the analysis 60.28 per cent said that the purposes for the establishments of the educational institutions were to impart general education; 44.85 per cent to preparation of youngsters for higher education; 41.14 per cent to make a person a good citizen and 31.14 per cent to well being of the people This necessarily implied that students were required not only to acquire general education but were expected to conduct themselves properly and go for specialisation in the subjects of their choice as they climb the educational ladder.

29. Another finding of the study with regard to the main problems concerning the establishment the schools at the initial stages, 26 per cent attributed to paucity of funds to pay the salary of teachers in the schools; 20 per cent to the non-existence of proper school buildings and 7.14 per cent to non-availability of land. This problem certainly has left the student community at a disadvantage point of not having an opportunity to learn. This will discourage and suffocate the students' enthusiasm for learning and giving way to illegal activities. The Government did nothing directly to

provide facilities for education at the initial stages. This implied that the local involvement was helpful in the development of schools at the initial stages. In view of the unsatisfactory condition, it was a matter of urgent task for the Government and as well as the Managing Committees to find every possible means of improving this poor condition.

30. With regard to where were the classes held in the beginning, it was found that 64.70 per cent of the urban schools and 35.30 per cent of the rural schools did conduct their classes in their own building respectively in the beginning and no classes were held in any rented building. In connection with the number of students and teachers at the initial stage, it was found that there were 346 (51.33%) boys and 328(48.66%) girls whereas there were 95(39.58%) male and 145(60.41%) female teachers respectively. And with regards to the nature of management it was found that 10 (58.83%) and 7 (41.17%) schools were under the private management and Government respectively. In course of time, there was improvement in the field of infrastructures and the number of students and teachers was always on an increase. Concerted efforts made by the Government and the Private agencies in this regard were indeed commendable.

31. It was found that the number of students who appeared for the first time in the Higher Secondary Examinations were 4143, 1122, 404 and 11 in Arts, Science, Commerce and Vocational respectively. And the percentages of pass were 51.05 per cent; 77.18 per cent; 64.1 per cent and 100 per cent in the above streams respectively. The highest 100 per cent pass was in the vocational course and the least in Arts steam with 51.05 per cent. Examination, which is the most popular indicator of the level of academic achievement of students and the academic achievement of the schools, are evaluated on the basis of their pass percentage in the Higher Secondary Examinations. Providing orientation programmes before the examination were found to have obtained good results whereas poor results might suggest that the programmes were done mechanically.

32. Besides adequate funds and facilities, 53.33 per cent confirmed that Performance Report; 40.00 per cent proposal from the Head of the Institution; 20 per cent the permission to start classes and 13.33 per cent provisional recognition were the other norms to accord permanent recognition to the Higher Secondary schools. It was also found that Meghalaya Board of School Education was empowered to accord recognition or withdraw the same from the higher secondary schools. This implied that the school authorities has the task to create enough reserve and working funds, improve the students' enrolment as well as providing adequate staff and facilities.

33. It was found that 73.00 per cent of the respondents confirmed to the fact that the Meghalaya Board of School Education had the power to withdraw recognition to Higher Secondary Schools in certain cases. With regard to criteria for such action 33.33 per cent held the view the inadequate reserve and working funds; 26.66 per cent inadequate number of teachers and staff; 26.66 per cent inadequate number of students; 26.66 per cent lack of facilities; 13.33 per cent poor examination results and 13.33 per cent to no proper functioning of the schools due to mismanagement. The Board has the power to withdraw recognition to the Higher Secondary schools any time if these schools failed to comply with the rules, regulations or any other directions of the Board. However, the de recognized schools would be reconsidered when they have complied with the rules and regulations. This implied that the school authorities were eligible to apply afresh for provisional recognition that will be considered on its merit.

(ii) Findings related to Resources: Human and Material elements.

1. It has been found that 73.14 per cent of the schools and colleges in both the urban and rural areas had their own land and school buildings whereas 3.71 per cent conduct classes in rented buildings and 1.42 per cent in leased property. The educational institutions having their own land and building could improve upon the infrastructure and the like to the advantage of the students pursuing studies in their institutions. This would create a feeling among the students of being part and parcel of the school and take some responsibility for it.

2. With regard to the number of students enrolled during these past years, it was found that the total enrolment of male and female students of Classes XI and XII had a steady growth barring the year 1998-99. The annual growth rate of the male-female enrolment during the period 1994-95 to 2001-02 was 49.93 per cent. The annual growth rate of female was 66.27 per cent and was higher than their male counterparts with only 39.28 per cent. Schools and colleges should admit students without any distinction of caste, creed or sex but should be borne in mind that only that number would be admitted which can have sufficient room in the school building. This implied that the number of students to be admitted should be restricted on the basis of accommodation, equipment and such other factors. The steady increase of female to male enrolment implied and is indicative that though both had the same opportunity, girls seemed to value education and applied themselves more diligently to study than boys.

3. The majority of schools were privately managed as 72.85 per cent of the private school teachers were recruited by the concerned Schools' Managing Committees in accordance with the rules and regulations prescribed from time to time by the Education Department while 14 per cent of the teachers in the Government schools were appointed by the Meghalaya Public Service Commission and 12.57 per cent by the Directorate of Public Instruction. This implied that the Education Department has entrusted such an important duty of recruiting trained and qualified teachers to both the Meghalaya Public Service Commission and the Managing Committees of the schools. In order to have better staff in the schools, there is need of recruiting efficient young men and women. Selection of teachers should be made on the basis of sound principles. In order to secure the best-qualified teachers for teaching position, selection procedure need to be refined. No positive device can do the job by itself but several can contribute to a sound selection programme.

4. In connection with the required educational qualification, it was found that 81.71 per cent and 0.85 per cent of the respondents maintained that a Master Degree and Ph.D. respectively were the required educational qualifications for teachers in the Higher Secondary schools. Though a Master Degree was enough for the job, a well-

trained and experienced teacher with moral integrity may be able to exercise greater influence over the students.

5. Regarding the number of trained and untrained teachers, it was found that the percentage of female trained teachers, 60.21 per cent and 52.38 per cent was higher than the male trained teachers of 39.28 per cent and 47.61 per cent throughout the period 1994 and 1999 respectively. The percentage of male untrained teachers was higher than the percentage of female untrained teachers throughout the years 1995 and 1999 except during 1994 when the female untrained teachers recorded a 56.25 per cent higher than the male untrained teachers of 43.75 per cent.

6 During the period 1994-2002, there has been a substantial rise in the number of teachers both male and female. The percentage of trained teachers throughout these years was above 92.07 per cent. Efforts had to be made at the time of selection for devoted, trained, disciplined and responsible persons whose behaviour would have a bearing upon and influence the taught greatly. The students would benefit much from the experienced, trained, qualified and well-motivated teachers for no one exercised greater influence upon the mind of the young than a teacher.

7. Regarding the prescribed teacher-students ratio, the finding showed that 151 (43.14%) and 39 (11.14%) of the respondents were in favour of 1:50 and 1:45 teacher-pupils ratio respectively. It had been the common practice for many private agencies that were anxious to earn money to admit a huge number of students without taking care of the facilities and requirements in the school. Normally a teacher should not be required to teach more than 30 students in a class. All this can be done only if there was a proper regulation through legislation.

8. Regarding the provision of facilities to the schools, the collected information showed that 74 per cent and 63.71 per cent enjoyed salary as per government rule and leave facilities respectively. However, almost all the schools and colleges did not have enough and sufficient school facilities. It was seen that only 24 per cent enjoyed housing facilities; 23.14 per cent and 12 per cent had pension and staff quarter

respectively. Thus it was high time for the management to find out means and ways to improve the same for the benefit of the teachers.

9. Regarding the provisions of in-service training to the teachers, it was found that 63 (18%) respondents stated that seminars were conducted for the teachers, followed by the refresher courses with 41 (11.71%) and conferences with 11 (3.14%). No experimenting and professional writing were recorded. The continuing education of teachers is of special significance because it contributes to their professional growth and qualification and creates in them a feeling of security and a sense of self-confidence in the discharge of their day-to-day duties. Great expectations were expected from them, which implied that indifference, inefficiency and apathy towards educational experiments and lack of zeal on the part of the teachers had to be done away with. The professional competence of the teachers should also be increased through programme of self-study.

10. From the available information it was found that 81.42 per cent of the schools and colleges in the urban and rural areas had the Headmasters' and Teachers' rooms; 77.42 per cent the office rooms, 61.14 per cent library, 52 per cent Computer room and 44.57 per cent Science laboratory, but only 28.85 per cent had arrangement for pupils' common rooms and 2 per cent for workshops. All these inadequacies implied that if education was to enlarge the scope of human possibilities, their environmental position had to be strengthened and developed so as to make them qualitatively rich.

11. In most schools and colleges, 28 per cent pointed out that the librarian or the assistant librarian did the task of organising the library. However, 20.91 per cent in some other institutions, the persons involved in the work of librarian was the Vice-Principal; 10.57 per cent was the Principal and 7.42 per cent were the Staff and the Library committee. As the library was a storehouse of knowledge, instructions should aim at teaching pupils not only how to find out books and other materials in the library but also how to make the best use of the material which the library contained. Encouragement should also be given to the students to develop the reading habit, a quality that the students of this region so badly needed to develop.

(iii) Findings related to Administration

1. From the available information with regards to the Government's exercise of its authority on the schools and colleges, 49.42 per cent maintained that the Government put its weight on the majority of the educational institutions by sanctioning of and giving grants; 48 per cent by conducting a thorough inspection of the schools; 42.5 per cent by granting permission to open schools, and 22 per cent by appointment of teachers. This was perhaps because most the schools and colleges depended upon Government's aid for their maintenance.

2. It was found that 68.28 per cent of the respondents reported that the main functions of the Managing Committee were the recruitment of teachers; 49 per cent the preparation of the yearly budget of the schools and 52.85 per cent finding every possible means and ways to maintain them. However, 32.57 percent expressed the view that the Managing Committee did not directly get involve with maintaining of discipline of the students. This was perhaps because such work was left with the immediate authority in the school, which was the Headmaster

3. It had been found that 100 per cent of the schools and colleges did maintain and checked periodically the admission register, the pupils' attendance register, the teachers' attendance register, the fee register, the cask book, receipt register, progress report and paid less attention to the other lesser important records like the Staff confidential report and cumulative record card with only 43.71 per cent and 27.14 per cent respectively. Proper maintenance of school records was necessary for the smooth running and functioning of the schools. A cumulative record card should be maintained for every pupil as it contained the results, the information regarding all the aspects of the child's life.

4. In most schools and colleges, 71.42 per cent of the respondents confirmed that discipline was maintained solely by the Headmaster / Principal whereas in other

institutions, 56.85 per cent affirmed that they were maintained by the Staff jointly; 42.85 per cent by the class teacher and 6.28 per cent by the Discipline Committee. As a result discipline had been found to be on the wane. Efforts had to be made to elicit the co-operation of each member of the school so that he felt he was part and parcel of the school and that he had some responsibility over it and through it discipline comes. The school authorities had to create a feeling of friendship among the members of the staff and between the Headmaster and the Staff.

5. It was found that each school and college had their own rules and regulations. 67.42 per cent took action against those who violated them by giving warning; 46 per cent by giving punishment; 6.57 per cent of them stated that they easily forgive and 5.14 per cent of them allowed them to continue their studies. In extreme cases when the offence was repeated, the student was asked to leave the schools (14.85%). Rules and regulations were necessary for the smooth running of the schools. These bonded the workers and the pupils within the school. However these rules and regulations had to be made after taking into consideration the people for whom the school had come to serve, their social background, the environment of the place, their standard and living condition. Not well planned rules and regulations would lead to the boycotting of the classes by the pupils thus defeating the school's very own purpose. Punishments are indispensable in the life of the school. The essential condition of punishment is that it should help the offender to improve, to realize his mistake, to feel regret for his behaviour and to make a firm resolve not to repeat them again.

6. With regard to provisions of Students' welfare services, 59.71 per cent reported that scholarship; 42.85 per cent book grant; 35.71 per cent canteen were provided in most of the schools while 24.85 per cent hostel accommodation; 13.71 medical check up; 12.28 per cent transport facilities and 12 per cent medical aid were provided in very few educational institutions. The yearly increase of students' enrolment in the schools perhaps was due to the scholarship and book grant they enjoyed. Quite a number of educational institutions provided hostel accommodation to the students. As the hostel children were at an advantage position over the day scholars, excellence was expected from them in physical, literary, academic, social

services, civic training, hobbies and cultural activities. Plan should be made aiming at the maximum use of the above services.

7. It was found that a rich array of games and sports like football, basketball, carom board and volley ball were organised in many of the schools and colleges while hockey, table tennis and Chinese checker were organised in very few institutions. 67.42 per cent stated that the most popular game organized was football games, followed by basket ball games with 60.57 per cent while the least game being conducted was hockey with 7.42 per cent. Sports and games apart from performing a recreational function for the students, contributed largely to the enrichment of their education providing learning experiences that went beyond the classroom. They provided an excellent medium for training the mind and emotion of the students, promote their physical welfare and inculcate in them social qualities necessary for successful community life. Games should be encouraged, as these activities were valuable media for developing proper attitudes, habits, interest and ideals among the students.

8. As per the information collected, 30.28 per cent of the respondents expressed the view that schools and colleges did take interest while 45.14 per cent did not conduct educational tours for the students. Educational tours should be encouraged, as these were essential to make the pupils acquainted with their rich environment. Schools should provide opportunities and encourage children to look at and take keen interest in the natural and social life around them.

9. It was found that 33.33 per cent of the respondents held the view that the additional tasks facing education in Meghalaya were providing job oriented or need based education; 26.66 per cent moral and cultural education; 20 per cent improvement of teachers' training; 20 per cent introduction of audio visual education; 13.33 per cent revision of examination and evaluation system; 13.33 per cent strengthening and modernization of educational planning and 6.66 per cent raising the teachers' salary. Planning is a sine-qua- non of efficient administration. It is working out the broad outlines from the beginning to the end. Hence the State planners of the

Education Department had to visualize the aims, means to achieve the resources available, resources likely to be made available and different types of facilities needed for it. The literacy rate of the State was 63.31 per cent lower than the national literacy rate of 65.38 per cent as per census 2001. This called for the Education State planners to take care of the long-term educational plans in the State.

10. From the available information, 46.66 per cent reported that some of the objectives that would meet the all round development of the students were found to be preparation for higher and professional education; 26.66 per cent development of Democratic Citizenship; 20 per cent improvement of vocational efficiency; 20 per cent development of personality; 20 per cent increasing productivity; 13.33 per cent specialisation of education; 13.33 per cent accelerating the pace of modernization and 13.33 per cent cultivating moral and spiritual values. The aims of Higher secondary Education for an all round development of an individual necessarily meant the required skill at increasing productivity, strengthening social and national integration, consolidation of democracy and development of social, moral and spiritual values. This implied that the Central and State Governments must therefore consider ways and means of convincing the public about this +2 level of school education and securing their cooperation for its rapid development.

11. The collected information clearly indicated that 66.66 per cent stressed that the priorities while planning for the expansion of Education were based on the need of the area; 60 per cent on the merit of performance of the institution; 46.66 per cent on the provisions of the constitution; 20 per cent on educational survey report and 20 per cent on incentives for the expansion of education. Planning for the development and expansion of higher Secondary education necessarily meant that the priorities based on the need of the area, performance of the institution, provision of the constitution, educational report and incentive for the expansion of education were to be met one by one at a time. This implied that the State Education planners are responsible and should take into account the priorities while planning for the expansion of Higher Secondary Education in the State.

12. With regard to the educational plans being approved, it was found that 73.3 per cent of the respondents were of the opinion that the head of the institutions submit their institutional plans to the Inspector's office of their own district. The plans, which were approved by the District planning Board, were sent to the Directorate of Education and then sent for final approval to the State Planning Board. Efficient planning is of interest and importance in Educational Administration. Only then wasteful acting or overlapping or gaps can be avoided.

13. It was found that 53.33 per cent maintained that adequate reserved funds; 46.66 per cent sufficient staff; 40 per cent adequate facilities and number of secondary schools within 15 km in rural areas while 6.66 per cent and 120 students enrolled in Arts, 60 each in Science and Commerce within 2 km in urban areas were the policies for starting, upgrading new secondary schools. With regards to policies to be taken on introduction of new stream or subjects in the higher secondary schools, it was found that 60 per cent, 33.33 per cent and 26.66 per cent of the respondents were that the sponsoring body should have adequate financial recourses, availability of facilities and fulfillments of initial requirements like having land, building, furniture respectively. It is seen that gradually the Government have to bear the major part of providing facilities for starting, introducing new stream or subjects in the schools. Too much dependence on Government would not be desirable as it deprives other agencies of all initiative in the matter. It implied therefore that the school management had the task of finding out means and ways to provide these for the smooth running of these schools.

14. In connection with the separate vocational stream, 33.33 per cent favoured separate vocational stream with general subjects, 26.66 per cent expressed the view that it should be part of the general stream while 20 per cent maintained that both should completely be independent from each other. In the 10+2 scheme, vocational courses were to be introduced at + 2 stage. Proper methodology has to be found to develop suitable course in relation to the regional developmental plans.

15. On supervision, 33.33 per cent replied that the academic achievement of the schools; 26.66 per cent the instructional works; 26.66 per cent the school environment; 20 per cent the co-curricular activities and 20 per cent the school records and accounts, were the areas to be covered while conducting supervision of the schools. There was a need perhaps to undertake research studies for devising better methods of supervision. The studies could develop alternative procedures and techniques on the basis of actual tryouts.

(v) Findings related to Academic Organisation

1. In most of the educational institutions, 45.42 per cent of the respondents revealed that the preparation of the school's timetable was the task of the Headmaster; 15.42 per cent it was left to the Assistant Headmaster and the staff; 10.57 per cent to the Staff Committee and 6.85 per cent to the Principal and Staff Committee. There was a need for a well-prepared timetable because it was a mirror that reflected with some accuracy the entire educational programme of the educational institutions. It helped every body to acquire habits of regularity and punctuality, steadiness of purpose and also enabled them to prepare and execute their whole plan of work properly.

2. With regard to assigning and allotting of teaching work to the teachers, 50.28 per cent stated that the Headmaster was responsible for such work; 17.14 per cent to the Head of Department and 8.28 per cent to the Principal and Staff Committee. One of the effective methods of assigning teaching work was the subject-teacher assignment policy. The reasons behind such an arrangement might prove beneficial to the students as teachers were specialised in their respective subjects.

3. In connection with deciding the Examination Schedule, 37.42 per cent stated that the Headmaster decided the mid-term examination schedule; 26 per cent by the Principal and Staff committee; 14.85 per cent by the teaching staff while the Meghalaya Board of School Education decided the final examination schedule. This was because all the colleges at the Pre-University and the Higher Secondary level of education were regulated, supervised and controlled by the Board.

4. In most of the schools, 41.14 per cent; 27.42 per cent and 11.14 per cent of the respondents confirmed that the Headmasters, the Principal and Moderation Committee and the Principal and Staff Committee respectively took the decision regarding the admission and promotion of students to the next higher classes. Sharing of responsibility and cooperation among the school authorities are important elements of a healthy, democratic educational administration.

5. The procedure of opened admission admitting children without distinction between low achievers and high achievers was adopted. However 46.57 per cent pointed out that the procedure stressed on the first come first serve basis; 17.42 per cent on Interview and 16.28 per cent on an passing the Entrance admission. It was heartening to note that most of the schools opened their doors to all available children of the society who were willing to attend the schools.

6. With regard to admission fee, it was found that the one time amount of fee to be paid by each student ranged from R.40/- to Rs.50/- (16.28%), from Rs.51/- to Rs. 100/-(5.4 %) and above Rs.100/- (2.85%). The monthly tuition fee to be paid by each student ranged from Rs.30/- to Rs.40/- (12.85%), from Rs.41/- to Rs.50/- (5.14%) and above Rs.50/- (2.28%). In connection with the extra fee it was found that upto Rs.550/- (23.42%) and above Rs.550/- (7.14%) were the fees to be paid by each student annually. The source of income of schools was fees collected from the students. However because of the constant increase in fees, many students who were not able to meet the expenditure had to leave their studies. It was a fact that students' fees contributed to the educational expenditure but fees alone would not be enough. This implied the tapping of other resources for the smooth running of the institutions. The institutions having financially tight position will keep the Head busy in solving the monetary problem rather than any efficient or excellent administration.

7. With regard to the subjects being taught in the schools, 100 per cent revealed that English was being taught in all the schools and colleges while 0.85 per cent stated that Anthropology was the least taught subject in the State. Other different subjects

were also being taught in different schools and colleges. The present Meghalaya Board of School Education syllabus for the +2 stage was an adaptation of the North Eastern Hill University syllabus, which in turn was based on the syllabus of Guwahati University in 1974. An urgent need therefore to switch over to Central Board of School Examination syllabus would be beneficial for the MBOSE students who would be in a better position to complete with their counterparts in the rest of the country as the syllabus was followed nationwide.

8. As per the findings, 62 per cent adopted the traditional methods of Lecture and Discussion; 60.28 per cent Question Answer methods; 52.28 per cent Dictating notes; 42.85 per cent and Lecture; 37.42 per cent Lecture and Demonstration; 16.85 per cent Self study and 2.57 per cent Field study. The teachers need however experiment with other various methods and share their experience with their colleagues in the schools. This would result in everyone becoming richer in experience and the end product, which will benefit the child greatly.

9. With regard to the System of examination, it was found that 59.14 per cent; 44.85 per cent; 22.28 per cent and 19.14 per cent conducted an Annual, Half yearly, Quarterly and Monthly examinations respectively in the schools. With regards to Examination Question format, 81.14 per cent said that the Essay Type; 80.57 per cent Objective type; 31.42 percent Yes/No Type of Question format were being followed in the schools. The basic purpose of the school organisation was to facilitate teaching and learning. The school authorities would do well to organise the schools for this end and not only to prepare for the examinations.

10. The finding indicated that the requirement for promotion to the next higher classes varied from school to school. 78.28 per cent considered Pass Marks as factor for promoting students to the next higher classes, 70.85 per cent to minimum aggregate and 52.85 per cent to diligence and hard work of the students. The school authorities would do well if no child was retained in the same class. The reasons behind this were that the child during the course of one scholastic year had certainly

acquired extra learning and retention in the same class would be a waste of time, energy and would discourage the child in his educational endeavour.

11. Regarding the examination results, it was found that the number of students who appeared in the final examination 2002 were 9957; 1761; 1084 and 1 as compared to 4143; 1122; 404; and 11 in Arts, Science, Commerce and vocational courses respectively in 1996. The percentage of pass in vocational subjects was 100 per cent throughout 1996-2002 while the percentage of pass was higher in Science Examination than Commerce and Arts. Though Arts was easier, the study revealed that failure was high at the Examination. This was perhaps because the traditional Arts Course was not suitable for students whose interest and abilities do not correspond to theoretical academic education.

12. In the study, it was found that 66.67 per cent of the respondents expressed the view that the Curriculum for the Higher Secondary schools was suitable but with modifications such as examination should be conducted on the basis of the syllabus adopted by the CBSE; 20 per cent suitable; 20 per cent theoretical and 13.33 per cent not suitable. However with regard to its defect, 20 per cent found it to be too bookish; 20 per cent not related to life and 13.33 per cent not cater to the need and was overcrowded. As seen from the above it necessarily implied that the Education State Planners should take into account this modification, which in the long run could benefit the children of this remote area.

13. With regard to suggestions for improvements of the curriculum at + 2 stage besides catering the need of pupils and related to life, 26.66 per cent pointed out that it should be more practical; 20 per cent to offer more choice of subjects; 13.33 per cent to Field study; 13.33 per cent on encouragement to go for excursion and 6.66 per cent consultation with different writers. While preparing the curriculum, not only one but several curricula will have to be prepared keeping in view the needs, interests, mental tendencies and standard of the students at this school level.

14. In the study, 46.66 per cent of the respondents replied that textbooks prescribed for the Higher Secondary School level were suitable with modifications; 33.33 per cent not suitable and 20 per cent suitable. With regards to suggestions, 33.33 per cent specified development of character; 33.33 per cent related to life and 33.33 per cent to stress on national outlook. Other suggestions with 13.33 per cent each were provision of workbook for all subjects, related to culture and environment and cater to the need of the pupils respectively. Since textbooks were suitable with modifications, it might be said that textbooks, which were taught to the students, could be of a standard type. This implied that books should be scientifically and psychologically planned and written. In order to achieve this objective, it was necessary on the part of the education Department to have a uniform policy in this regard.

15. As per the information available with regard to the introduction of vocational education, it was found that 46.66 per cent of the respondents favoured introducing vocational subjects at the secondary level and not at the starting of the Higher secondary school level with 33.33 per cent whereas 20 per cent of the respondents disagreed with the above opinion. The national policy on Education 1986, envisaged the introduction of pre-vocational programme at the secondary school level. This implied that the State Government should introduce the same at the secondary school level and not at the Higher Secondary School level. This will facilitate the choice of vocational courses at the +2 stage.

16. On compulsory physical education, 53.33 per cent were in favour whereas 33.33 per cent of the respondents were not in favour of introducing compulsory physical education in the schools. A smaller minority of 13.33 per cent stated that physical education should be conducted according to socio-economic status of the students. Physical education was another facet of education, which did not receive its due importance. The tendency of most current schemes of physical education emphasis only its physical fitness value and ignored its educational value. However, it must be emphasized that physical education contributed not only to the physical fitness but also to physical efficiency, mental alertness, development of certain

qualities like perseverance, team spirit, leadership, obedience to rules, mobilization in victory and balance in defeat. The child needed an outlet for extra energy and for growth and development of the body. At times mischievousness on the part of the child and sluggishness in his all round behaviour was due to the absence of such an activity.

17. Besides eligibility to appear at the examinations, such as good conduct and satisfactory progress of the candidate, 86.66 per cent stated that submission of Class XI promotion Mark Sheet; 33.33 per cent payment of required fees and 6.66 per cent record of minimum attendance were other aspects of regulations. The existence of such rules and regulations for the candidate to appear at the HSSLC examinations implied that candidate had to qualify himself or herself seriously through diligent study.

18. As per the information, 40 per cent stated that the Higher Secondary school teachers; 33.33 per cent college teachers; 26.66 per cent North Eastern Hill University professors and 20 per cent eminent educationists were persons ideal for setting, moderating the question papers and examining the answers scripts. However for the proper setting of the question papers, paper setters could be appointed six months prior to the examination. Their drafted question papers then could be finalized at a meeting of papers setters. This was an important added duty the teachers were called upon by the Board to undertake. A better incentive would serve as an encouragement and attract others to shoulder such responsibility.

19. It was found that during the past few years, there was leakage of question papers and using of unfair means during the examination in some examination centers. 46.66 per cent expressed the view that the event as unfortunate; 33.33 per cent sad; 26.66 per cent could have been avoided and 20 per cent should not have happened. It was learned that in some examination centers, students did take recourse to intimidation, blackmailing threats and manhandling of supervisory staff. The staff, for fear or otherwise, did not perform their invigilation duties sincerely and efficiently. These rampant malpractices in the examinations implied that people's

conscience has become blurred with easy success without hard work. This called upon the importance of a proper teaching of Moral Science in schools. The assault on an examiner or invigilator or any person concerned with examination should be made a cognizable offence.

20. With regard to preventing leakage of question papers, 46.66 per cent suggested the keeping of the question papers in the bank; 33.33 per cent in the treasuries; 26.66 per cent opening of question papers an hour before examination; 26.66 per cent action may be taken against erring persons and 20 per cent official from the Education Department to collect the Answer scripts were some of the measures to be taken for preventing such occurrence in the future. With regards to other measures to be taken at preventing unfair means at the examinations, 53.33 per cent of the respondents suggested the engagement of policemen in the examination centers; 33.33 per cent action to be taken against erring persons and 26.66 per cent deny entrance to unauthorized persons within 300 meters of examination. All the above are meaningful suggestions to prevent leakage of examination papers as well as measures at preventing unfair means at the examinations. Concerted and constant efforts from the students, the teachers, the school management, the authorities of the Department of Education and the public at large are needed to reach that goal.

21. As per the information available for the re-scrutiny of answer scripts, 73.33 per cent stated that a formal request to be made; 26.66 per cent payment of required fee and 13.33 per cent the scrutiny should be done within two months from the date of the declaration of the examinations results. At times subjective element on the part of the examiners influenced the scoring of candidates. It was therefore said that the examinations were subjectively scored and therefore were not dependable indices of students' achievement. Such whimsical marking sometimes led to unreasonable failures and resulted in frustration among young people. This implied the proper evaluation or at times the re-scrutiny of the answer scripts, as this could be regarded as means of properly assessing not only the students' achievement but also the teachers' performance.

22. Regarding the suggestions for the declaration of the examination results on time, 60 per cent maintained that centralized evaluation process could be arranged in every District Headquarter for speeding up the work; 33.33 per cent reasonable incentives to examiners and 33.33 per cent fixture of time frame were means to achieve the goals of declaring the Examination Results on time. All the above were valid and meaningful suggestions and the realization of the required results depended on the Board. This implied and called for the authorities at the Meghalaya Board of School Education to seriously take note, firmly determine and put into practice all these suggestions for achieving the end results of declaration of examinations on time every year. This would be a welcome innovation by all especially by the students who would like to join diverse courses of learning outside the State.

23. As per the information available, it was found that 40 per cent and 60 per cent of the respondents expressed the view that the arrangement to orient teachers to the Higher Secondary Scheme was adequate and not adequate respectively. 100 per cent of the respondents said that there was no orientation course in teaching methodology. The majority of the respondents expressed their opinions that no arrangements were made to conduct researches on curriculum development, evaluation procedures and the development of instructional materials for the Higher Secondary Schools. It would be to the best interest of the student community if MBOSE together with DERT find out means and ways to improve the same.

24. The findings showed that the Meghalaya Board of School Education had sought the help of the experts at the Directorate of Educational Research and Training in the preparation and development of Curriculum for the +2 stage of school education. Since the Directorate of Public Instructions had created three new Directorates, (DEME, DERT and DHTE), for the spread and smooth development of education in Meghalaya, it implied that these Directorates were expected to co-ordinate, collaborate and work closely hand in hand towards achieving this goal.

(vi) Findings related to Financial Management.

1. The information collected showed that 22 per cent was the Principal together with the teaching staff; 21.42 per cent the Managing Committee and 7.42 per cent the Office Assistants were persons responsible for the preparation of the budget.

2. With regards to sanctioning of the expenditure, 28.57 per cent indicated that the Secretary of Managing Committee; 13.71 per cent the Principal and Staff and 1.14 per cent Office Assistants were the persons responsible for sanctioning of expenditure.

3. For the maintenance of Accounts, 26.57 percent; 16.85 per cent and 11.14 per cent stated that the Secretary of the Managing Committee, the Principal and Staff and the Office assistants respectively were persons responsible for maintaining the accounts of the schools.

4. In connection with the submission of audited accounts, 24.57 per cent, 16.28 per cent and 6 per cent stated that the persons responsible for submission of audited accounts were the Secretary of the Managing Committee, the Principal and Staff and the Office assistants respectively.

5. This submission of audited accounts was applicable for deficit and adhoc schools and colleges that received grant-in-aid from the government. The government auditors also did internal and external auditing. For those schools and colleges which were entirely private and not receiving any financial assistance from the government this type of financial planning did not exist. In Government schools and colleges, the Government did the financial planning.

6. For any educational programme to be effective, adequate financial resources had to be provided. Suitable building, qualified teachers, good textbooks, appropriate teaching aids and other amenities required a considerable amount of money. As per the finding, 66 per cent stated that the sources of income were fees, 55.42 per cent Grants from the Government; and 42.28 per cent donations for most of the schools while 26.28 per cent fines, 14.85 per cent interest; 4.28 grants from local bodies and

1.42 per cent loans were other sources of income for the other schools. However the main sources of income were fees. This was perhaps because the majority of these educational institutions being private depended only on fees and donation for their maintenance. Almost all the schools and colleges except those belonging to the Government had financial difficulties. This required tapping the resources for educational finances and careful expenditure of the same.

7. With regard to the types of financial assistance granted to most schools and colleges, 45.71 per cent specified that the students received scholarship grant; 30.57 per cent received grant to pay the teachers, while in few schools, 27.71 per cent received grant for the construction of school buildings and 15.42 per cent received grant for laboratory equipments. Though the Government's support to the students by means of scholarship was noteworthy, perhaps a greater amount of assistance would go a long way in helping those students who would otherwise discontinue their studies without such needed help. As financial aid from the government to pay the teachers' salary was insufficient, the monthly pay was not attractive to them. The teachers lost their incentive to work and were always on the look out to bid good-bye to the schools whenever a better opportunity arose. It was therefore an urgent task for the Government as well as the Managing Committees of the schools to find every possible means of improving this poor condition and alleviate the sufferings of the teaching community.

8. With regard to adherence of norms for giving grant-in-aid, it was found that 80.00 per cent of the respondents confirmed the fact that the Education Department had strictly followed the uniform current norms for sanctioning of grant-in-aid to the Higher Secondary Schools while a minority of 20.00 per cent expressed reservation about such adherence to norms. As finance was limited it would indeed be praiseworthy if the authorities concerned, were free from political interference to judiciously and impartially give financial support and sanction grants to the most deserving educational institutions. At times payments of a portion of salaries or allowances to the teachers were delayed by several months. Payment should be made on time for grants delayed were like grants denied.

9. With regard to norms for the schools to receive financial grant-in-aid, 40 per cent expressed the view that good examination results; 33.33 per cent progress made qualitatively; 26.66 per cent progress made quantitatively and 26.66 per cent high enrolment were norms for the schools to receive financial grant-in-aid. This called for the schools' authorities, the teachers and students to apply themselves seriously at making an effort at improving the qualitative, quantitative and general condition of their school.

10. From the available information, 75.42 per cent replied that funds of most of the educational institutions were maintained and kept in the Savings bank while 0.57 per cent was kept in the Post office. The problem of finance was probably the greatest obstacle in the expansion of education. This implied that the schools' funds should be properly maintained and the use of money should be properly made and an utmost austerity should be observed. This would undoubtedly bring about some reform and improvement in the field of education.

11. With regard to the persons who audit the schools' account, 34.28 per cent confirmed that the Local Examiners; 13.42 per cent the Accountant General and 6.85 per cent the Staff of the DHTE did such work. As to the frequency of the schools' account to be audited, it was found that 22.28 per cent of the schools got their account audited once in more than three years, 12.28 per cent in once in three years; and 6.57 per cent in once in two years while once a year frequency was rule out. The greater the financial support the schools received from the Government, the greater they were under its influence and control. A yearly auditing of the schools' accounts by a foolproof system that prevent any misappropriations, profiteering and fraud would be welcomed. Its implication in this regard was the regular auditing of all the schools' accounts and an institution of penalties for the defaulters.

12. Besides Audit, 73.33 per cent stated that the Government controlled the financial transactions of the schools that received assistance from it, by asking for financial report and 26.66 per cent by asking for Utilisation Certificate. In the past,

few privately run educational institutions were under the control of the government. But now with the increase in financial support to the institutions the Government exerts its influence by auditing the schools' account, asking for financial report and Utilisation Certificate. It would indeed be good and beneficial if the auditing authorities properly check the bookkeeping records and verification of the statement of the account. It should raise objections in case of irregularities to press for the reimbursement of the funds received, as this was public money.

(xii) Findings related to Problems

1. From the available information with regards to the difficulties that would arose while implementing 10 + 2 pattern in the State, it was found that 83.14 per cent and 69.71 per cent of the respondents were of the opinion that financial problem and upgrading the secondary schools would be the great difficulties respectively. However, 64 per cent, 59.14 per cent and 54.57 per cent of them were apprehensive about the reorganization of administrative and supervisory machinery, ill equipped schools and heavy curriculum. The problem of finance was probably the greatest obstacle in the expansion and development of education in the State. Thus it was high time for Meghalaya to take serious note of this and concerted efforts should be directed towards improving this poor condition.

2. It was found that the majority of 42.85 per cent and a minority of 36.85 per cent of the teachers and students had to cover a walking distance of above 2 kilometers and within 1-2 kilometers respectively to reach the schools. The lack of communication network prevented a greater number of children to come to the school, which in turn hinder the progress of the school. It would be of great help to the students, if perhaps the school authorities could make an effort to provide school buses wherever possible.

3. The finding showed that 26.28 per cent of the respondents considered poverty of parents; 14.85 per cent lack of facilities; 14.85 per cent indifferent attitude of parents and 9.71 per cent children lack of interest were the reasons for poor enrolment of the students in the schools. Unfavourable conditions at home due to poverty and

indifferent attitude of parents were the main factors leading to drop outs in the schools. This was perhaps because parents in the interior villages have an ambivalence attitude. They were neither against sending their children to school nor did they compel their children to attend school. The education they received was not relevant in terms of their environment or because the need was not apparent or felt.

4. Regarding the factors leading to drop outs of the students, 23.14 showed lack of hostel facilities; 16.28 per cent unfavourable condition at home and 14 per cent adverse economic condition of the students were the factors leading to dropouts in the schools. The problem of dropouts in the schools was real and serious which needed special attention. Concerted efforts on a war-footing were imperative on the part of the State Government. Providing financial help to the needy children such as free supply of books, stationery, free uniform and stipends might be one of the means of tackling this problem.

5. Another finding of the study was that there were various problems that hindered the growth and development of Higher Secondary Education in the State. The most prominent problems stated by 46.28 per cent of the respondents were poor educational facilities; 41.42 per cent paucity of funds and 31.71 per cent insufficient number of teachers due to lack of sanction from the Government.

6. The other problems as stated by 25.42 per cent were ill equipped schools; 24.57 per cent overcrowded classes and 18.85 per cent insufficient number of schools. There were many problems as there were numerous remedial measures for the same. In view of the present unsatisfactory condition, it was a matter of urgent task for the Government as well as the Non-Government Organisations to find remedy to solve these problems.

7. From the available information, besides financial problem, 46.66 per cent said that reorganization of administrative and supervisory machinery; 33.33 per cent ill equipped school and provision of facilities and 20 per cent the dual system of + 2 were some of the problems that arose from the implementation of the Higher

Secondary schools. The above necessarily implied that the Directorate of Higher and Technical education at the State level and the Inspectorate at the District level have to be strengthened to meet the special requirements of the reorganization of administrative and supervisory machinery, provision of facilities and continuation of the vocational courses. The dual system of +2 stage that impeded the provision of quality education called for the concerned authorities to remove this anomaly at the earliest for the benefit of the students.

8. Referring to the opinion as to whether the +2 stage should form part of the existing school or constitute and independent institution, it was found that 60 per cent, 26.66 per cent and 13.33 per cent of the respondents were of the opinion that the + 2 stage should form part of the existing schools, should be in a separate institution and attach them to the colleges respectively. The location of +2 stage in the schools or colleges had become controversial. There were arguments for locating the same in the schools, in colleges or in both. In the meantime, in keeping with the far-sighted suggestion of the Fifth Five Year Plan, Meghalaya did well in bringing the +2 level of education whether located in schools or colleges, under the supervision and control of the Meghalaya Board of the School Education.

9. The findings of different views of the interviewees on upgradation of secondary schools, 53.33 per cent were positive; 33.33 per cent sine-qua- non; 13.33 per cent neutral; 6.66 per cent negative and 6.66 per cent provocative. The positive views of the public implied that a broadly uniform structure would assist in strengthening national integration and facilitate mobility of students from States to States in the country. For the others a sine-qua-non implied that Higher Secondary schools being fairly spread over the country would be within the reach of a large population. Besides Vocationalisation at + 2 will improve the economic life and reduce unemployment. The negative and provocative response implied that students in the schools had still to wear the school uniforms and were deprived of the atmosphere of a college life style which was more stimulating for a student of + 2 Stage.

10. With regard to the opinion that the standard of Higher Secondary Education in the State was low, it was found that 46.67 per cent, 33.33 per cent, and 20 per cent of the respondents disagreed, made no comment and partially agree respectively with the statement. It was indeed incorrect to say that the standard of education in Meghalaya was low when compared with other advanced states as the students from this area could very well compete with their counterparts anywhere in the country. The only wrong notion about it was most probably because Meghalaya upto now had not as yet adopted the Central Board of School Examinations. This necessarily called for the State Education Planners to take note and take effective steps towards this end for the benefit of the student community.

(xiii) Findings related to Remedial Measures

1. Among the most urgent problems, 72.85 per cent considered finance; 39.14 per cent physical facilities; 30.28 per cent academic and 30.28 per cent administrative difficulties as the problems to be overcome in the Higher Secondary Education in the State. Almost all the schools and colleges except those belonging to the Government had financial difficulties. This was a serious set back for the healthy development of these educational institutions. It was therefore a matter of urgent task on the part of the Government, Local Bodies, Non-Governmental agencies and Heads of the institutions to find every possible means and ways of improving the same.

2. With regard to suggestion regarding the promotion of Science and Mathematics, 72.57 per cent pointed out that offering financial assistance; 34.85 per cent providing extra coaching and 16.57 per cent reserving incentives to bright students only would indeed promote the learning of Science and Mathematics among the students. Due to lack of solid foundation at their earlier stage of education, students in this region encountered difficulty in subjects like Science and Mathematics. The best way to overcome this difficulty was by making these subjects interesting.

3. It was found that many suggestions came up for the improvement of Higher Secondary Education in the State. From some of the ones that needed mention, 6.57

per cent specified the recruitment of qualified teachers; 5.71 per cent adoption of the Central Board of School Education Syllabus; 4.85 per cent improvement of infrastructure; 4.85 per cent improvement of vocational education; 4.57 per cent more secondary schools to be upgraded and 4.28 per cent delinking Pre-University course from College Education. Because of the enriched curriculum in the Higher Secondary School level, it implied that the teachers must be properly trained and able to deliver the goods. The Government had given a green signal towards the adoption of the CBSE syllabus that called for its early adoption. With regard to improvement of vocational education any expenditure should be considered as a national investment and an investment for the future. Careful preparation may be made while upgrading the secondary Schools to ensure that many of its facets were planned and provided, as the country's stakes in this educational stage were high. Delinking the Pre-University courses from the college education, called for the strong determination, good will and sincere efforts from the part of the Government's, Colleges' and Schools' authorities to rectify this anomaly. However this educational will was lacking at the moment and + 2 classes were still being conducted in schools as well as in the colleges. Unless and until all these suggestions were taken care of, the losers would be the student community.

4. As per the remedial measures received with regard to achieving higher standard of higher secondary school education in Meghalaya, 40 per cent stated that the teaching faculty members should be improved in every possible way; 26.66 per cent provide better equipment and facilities and 26.66 per cent to improve administrative system. Among other measures, 20 per cent affirmed the reformation of Examination, 20 per cent improvement of service condition of teachers and 20 per cent make available proper textbooks. It was obvious from the above that in the modern time, there were many problems in the field of Higher Secondary Education. These problems were so serious that they cannot be solved within a short period. They required constant study and research and sincere effort for their solution. However it may be remarked that progress depended upon the solution of these problems and the sooner these problems were solved the better.

Suggestions for further improvement of Higher Secondary Education in Meghalaya

The conclusions drawn from the analyses of data implied that there were certain problems and issues connected with Higher Secondary Education. These problems needed to be solved if further improvement was to be achieved. The following were some of the suggestions that could be of help for the improvement of the Higher Secondary Education in the State.

1. In order to have better staff in the schools there was the need of recruiting efficient young men and women. Till then marks in M.A./M.Sc. was the main criterion for persons who aspired to be teachers in the Higher Secondary schools. However aptitude or interest of the candidates for teaching should also be well taken care of.

2. The teachers appointed in the rural schools should be properly and adequately trained to work in the rural areas. Teachers who lacked knowledge of local conditions and did not associate themselves to local needs hardly created any good impact among the students.

3. The method of teaching adopted in the schools was mostly the traditional method. The teachers should however experiment with other various methods and shared their experience with their colleagues in the school. This would result in everyone becoming richer in experience and the end product, that the child would benefit greatly.

4. Many of the existing teachers were trained years back whose knowledge and technique had become obsolete. They needed refresher courses and in-service training. In such in-service training, special attention should be paid to make them develop proper values, attitudes of secularism, socialism and democracy.

5. Economically, teachers were not better placed, as their salaries were simply meager and much less as compared to people in other walks of life with the same qualifications. Teachers should be given sufficient salaries so that they might perform their duties properly and may not experience financial difficulties. Better monetary conditions of the teachers would give them more respect and recognition by the community.

6. Promotional avenues were opened to Government teachers while Non-Government teachers had no prospect of promotion. The Government teachers enjoyed more benefits and welfare schemes like pension, have travel concessions, medical reimbursement, loan for house building while non-Government teachers had only the Contributory Provident Fund, gratuity and reinvestment of CPF. The teachers possessing the same qualifications and performing the same type of work should be treated at par in matter of grades of salary irrespective of the type of institution in which they worked.

7. The old concept of discipline meant subjection to authority, obedience to law and order and bringing the child under control. However, from a modern point of view the schools had to make its students understand that discipline means the training of the mind, manners and attitudes, sublimation of instincts, bringing lower impulses of the child under control, formation of right habits and development of character.

8. For promoting education in the tribal areas, an increasing number of Residential Schools should be established where both education and maintenance should be fully subsidized by the Government.

9. For any purposeful and meaningful dissemination of education, facilities like infrastructure should be made available. Plan should also be made aiming at the maximum use of teaching aids, the building facility and the playground.

10. In all the 69 Higher Secondary schools in the State, there were 14 schools that offered both Arts and Science streams, 48 Arts and 7 Science stream but no Commerce stream was offered in any of the schools. It might be suggested that Commerce stream should also be opened in the schools to cater to the need of those students who desired to take Commerce.

11. A library was a storehouse of knowledge. No system of education can succeed without a well-stocked library. Libraries preserved knowledge so that none was lost and wasted. It would make knowledge available so that no one need be deprived of.

12. The library should be constantly restocked with the latest editions of books. Thorough and systematic instruction in the use of the library should be given. The instruction should aim at teaching the pupils not only how to find out books and other material in the library but also how to make the best use of the materials which the library contained. Encouragement should also be given to the students to develop the reading habit, a quality that the students of this region so badly need to develop.

13. Good textbooks are not enough but they should continuously be revised and kept up-to-date. Teachers' guides and other instructional materials that give detailed assistance to the teachers could also supplement textbooks.

14. It would be to the advantage of the schools to pay more attention to the maintenance of records and empirical information. These records would serve the schools as information on the directions, aims and policies undertaken by the past establishment and it would help the path of future direction, aims and policies.

15. With a view to strengthen Computer Education in the State, it was suggested that the basics of Computer Education be introduced at the Secondary Stage and further training might be provided at the +2 stage.

16. In addition to the Pre-University course conducted by the college system, a parallel course of education at the +2 level was now being conducted through the Higher Secondary Schools. There was a danger in this dual system. Given a choice between school and college for pursuing higher secondary course, the school leavers

would generally opted for the college. In fact, the somewhat lax discipline and false glamour associated with college education were likely to wean a large number of good students from the Higher Secondary schools. Suggestion had therefore been made to do away with this dual system by de-linking the Pre-University course from the colleges and constituting the Higher Secondary Course under the Board.

17. As the Meghalaya Board of School Education syllabus was not in line with the national level, the students could not compete with students from other regions in the country in an All-India Entrance Examinations for medical and engineering courses, etc, that were conducted on the basis of syllabus adopted by Central Board of Secondary Education. Suggestion had therefore been made for MBOSE to switch over to CBSE syllabus. The adoption of CBSE Syllabus would provide a better stand for Meghalaya students to compete with their counterparts in the rest of the country.

18. There was a need for strengthening the Meghalaya Board of School education as the Higher Secondary course had been assigned to the School Board in respect of accommodation and staff. To discharge its duty more efficiently, it was suggested to set up and maintain a wing of the Administrative building at Shillong for not only conducting examinations but for conducting workshop for examiners and revision of curriculum.

19. The +2 stage of education was implemented and introduced in the State during the 1994-95 academic session. The officials at MBOSE while performing the duties of taking care of the secondary schools were also required to manage the Higher Secondary and Vocational Education. This shortage of personnel hindered the smooth functioning of MBOSE. An early appointment of more personnel and Staff in the office would remove this handicap and strengthen the working of MBOSE immensely.

20. As recommended by the State's programme of Action, 1995, suggestion had been made for the introduction of vocational education in a phased manner from a lower stage - not suddenly at the + 2 stage. The approach would be the introduction of

pre-vocational education at the pre-secondary level and planned expansion at the Higher Secondary level.

21. Vocationalisation of Higher Secondary Education aims at increasing the employment potential of the students through education for self-employment. For this education to have a firm footing in the State, its support system should be strengthened. Self-employment scope and placement assistance could also be provided to successful students.

22. Sex education was essential at the Higher Secondary stage of education. However it was suggested that only mature, competent and well-trained teachers should give such education.

23. The Board authorities should lay down a foolproof system of appointment of examiners. The rules of moderation should be so framed as to see that no injustice was possible. It would be necessary to refer each script to two examiners and both of them should give their evaluation independently and secretly. Independent moderators who might review cases of discrepancies in each question should then moderate the two result sheets. This would remove any chance of favouritism or subjective prejudices working against a candidate.

24. More courses both traditional and non-traditional like Science and Commerce and vocational should be introduced in the Higher Secondary schools to cater to the various needs and interests of the students.

25. The different kinds of co-curricular activities were organized in the schools, yet there were only a few students who actively take part in various physical, social, cultural and literacy activities. In view of the importance of co-curricular activities in the formation of students, ways and means should be found out to attract the maximum number of students to these activities or it might be suggested that co-curricular activities be made compulsory.

26. The Parent-Teacher Association was essential because a close contact between the parents and the teachers would produce better results. A thorough knowledge of socio-economic and cultural background of a child would make teachers know his interest, attitudes, temperament and emotional set up. This could only be achieved with the co-operation of parents and teachers.

27. The importance of good manners cannot be overstressed. There was an emerging trend of students losing their good manners rather rapidly and it was necessary to recover them. Good manners should be sedulously inculcated and teachers need give instruction in this to all students at all times, both by example and precept.

28. The basic purpose of the school administration was to facilitate teaching and learning. It was meant to benefit the students, to train their faculties, to widen their outlook, to cultivate their minds to form and strengthen their character, to develop and cultivate aesthetic faculty, to build their body and give them health and strength to teach their duties to themselves, the community and the State. The school authorities would do well to organize the school for this end and not only to prepare for the examinations.

29. The study revealed the need for education in moral and spiritual values. Suggestions therefore could be made for imparting moral education and inculcating spiritual values in schools through direct and indirect methods with the help of the ethical teachings of great religions.

30. To prevent students from indulging in unfair means during the Examinations, police personnel should be engaged to control them. Restriction on unauthorized person to enter within 500 meters from the examination Centers would help prevent malpractices during the examinations.

31. Adequate financial support from the Government may also be provided so as to enable the schools solved their various problems.

32. The Government was to adopt a policy regarding the upgradation of Secondary Schools and sanctioning of grants for the same based on location of existing schools and emerging needs of the locality irrespective of caste or creed.

33. The grant given to the students of Meghalaya in the form of Scholarship was minimal when compared with the other States of the region. A reasonable amount of assistance given to the students would go a long way in helping the poor and needy students to continue their studies. A need to simplify the time consuming and complex procedure to disburse the scholarship might also be suggested.

34. Guidance services in Higher Secondary schools were missing. At +2 stage, when students were faced with the serious problems of choices, vocational guidance services should be made for organizing information counseling and placement services. The effective co-ordination between the employing agencies and educational institutions could help in placement of successful students.

35. The remuneration given to Setters of question papers and Examiners of answer scripts of the Higher Secondary schools, during all these years was minimal and pitiful. These educationists deserved better treatment for services rendered to the student community and the spread of education in the State. A reasonable amount of remuneration in this regard was suggested which would serve as an encouragement and attract others to come forward to shoulder such important responsibility.

Suggestions for further Research

The present study had studied the Development of Higher Secondary Education in Meghalaya, covering several aspects of development, namely, the historical background, the resources, administration, academic organisation, financial management, problems and remedial measures for the same. Other domains of development not covered, such us planning, curriculum development and curriculum evaluation, finance, recognition and withdrawal, examination and evaluation, training and research, problems and remedial measures that helped towards a deeper

understanding of the subject under investigation were also included. In the course of the study, there was a felt need to conduct other researches on other aspects of Higher Secondary Education not covered in this work. It would indeed be enrichment to the educational world, if research were carried out in the following areas:

1. A comparative study on the Development of Higher Secondary Schools in different States of the North East region might also be conducted.
2. Case studies involving some successful Higher Secondary Schools in the State to pinpoint the specific input that contributed to students' success could also be conducted.
3. Another area of further research would be on how far the vocational guidance was being carried out in the Higher Secondary Schools of Shillong.
4. A study may be made on expenditure, increased by the Government on Higher Secondary Schools and benefit derived from the same through a study on cost benefit analysis.
5. A study may be undertaken to locate the special problems faced by the Higher Secondary Schools in the remote and far-flung areas of Meghalaya.

Conclusion

In conclusion, on the basis of an analysis and interpretation of the items in the Documentary study, Questionnaire and Interviews Schedule, emerged certain conclusions or findings of the study. The educational implications then as evident from the conclusion were brought out and drawn clearly. Basing on the educational implications, suggestions that could lead to an improvement of the Higher Secondary Schools in Meghalaya were offered and suggestions that could be of interest to future researchers were also faithfully presented.

CHAPTER VII

SUMMARY

Introduction

The summary epitomized all the facts and findings in the preceding chapters. The present study had analysed the development of Higher Secondary Education in Meghalaya since its inception in 1994. In the first chapter, the background of the study that included the historical perspective of Higher Secondary education in the North East, the significance of the study, Statement of the problem, the description of the key terms, the objective, the scope and limitation of the study were presented. The second chapter constituted a brief review of the researches done to analyze the various aspects of Higher Secondary Education in the country and abroad. In the third chapter, method and procedure adopted for the study was described. The fourth chapter traced the history of development of Higher Secondary Education in Meghalaya from its inception up to the present day. The analysis and interpretation of the data was presented in chapter five. In chapter six, the major findings, their education implications and suggestions were presented. The present chapter VII dealt with the summary of the entire study on the development of Higher Secondary Education in Meghalaya.

1. Background of the present study

Education began long before there were schools. The ancient Indian Education emerged from the Vedas, because the Vedas were the source of Indian Philosophy of life. The Aryan civilization and the Buddhistic education were imparted to the priestly classes, viz., the Kshatriyas and Vaishyas. The Muslim education found its way in the country with the advent of the medieval period. After the downfall of the Muslims, the British came and established the East India Company. Education had received considerable emphasis in the programme of development in India in the post independent period. Various Commissions reset and redesigned the educational

structure for proper development of education. The National policy on Education, 1968 read as, “It will be advantageous to have broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10 + 2 + 3 pattern, the higher secondary stage of two years located in schools, colleges or both according to local conditions.”

So the New Pattern was first introduced in Delhi in 1975 and at present all the States and Union Territories have adopted and introduced the New Pattern of Education. The relevant issues in the field of Higher Secondary Education, viz., the duration of schooling, the uniform pattern of education, location of +2 and the twin approach of Academics and vocational streams were presented.

Broadly speaking, the aims and objectives of Higher Secondary Education were: (i) Scientific basis of education – increasing productivity; (ii) Strengthening social and national integration; (iii) Education and consolidation of Democracy; and (iv) Development of social, moral and spiritual values.

The Indian Education Commission had recommended the System which visualized three distinct stages: the first stage was up to class X; the second stage was up to Class XII and the third was up to Class XV. The education up to class X would provide a broad based general education. At Plus 2 stage, the students would be provided with general and vocational courses. The Plus 2 stage would be followed by a degree course of three year’s duration.

The New Pattern had merits as well as demerits. The uniform pattern of education would facilitate the mobility of students from State to State and would assist in strengthening National Integration. In spite of all the academic consideration in favour of the uniform pattern of 10+2 for schools and colleges, there were educationists who were of the opinion that it was too idealistic to stand up to the realities of the situation. What needed to be given adequate thought and attention was the extent and quality of essential inputs such as teachers, curriculum, method of teaching, evaluation and proper utilization of available facilities.

All the seven states in the North Eastern part of the country had taken steps to switch over to the +2 system of education. Assam had adopted the new pattern in 1972. In 1982, Meghalaya and Nagaland had adopted the +2 system and the degree colleges were affiliated to the North Eastern Hill University. In Tripura, the secondary schools were affiliated to the West Bengal Board of Secondary Education and all the colleges to the University of Calcutta. Arunachal Pradesh, Mizoram and Manipur had likewise accepted and implemented the 10+2 pattern of education.

The Meghalaya Board of school education had introduced the Higher Secondary School level of education during the academic year 1994-95. It was regulated, supervised and controlled by the MBOSE in accordance with section 12 of the Meghalaya Board of School Education Act, 1973. The system of 10+2 once implemented needed an all out effort to make it a success.

The present study dealt with the, "Development of Higher Secondary Education in Meghalaya: an analytical study."

Significance of the study

The need for investigating the area of the development of Higher Secondary Education in Meghalaya was felt because of the following reasons:

(i) There had been rapid expansion and upgradation of Secondary Education to the level of +2 during these past years in the State. However the pattern of growth and development in these schools were not the same and therefore the need for the study.

(ii) Research studies on the development of Primary, Secondary and Higher Education in Meghalaya had already been conducted. But no one has ever conducted an analytical study on the development of Higher Secondary Education in the State.

(iii) High incidence of public interest in these Higher Secondary Schools and a dearth of written materials on the history of these schools had prompted the Investigator to undertake this study.

(iv) Since 1994, in addition to the Pre-University Course conducted by the college system a parallel course of education at the +2 level was now being conducted through the Higher Secondary Schools. There was a need to understand the smooth change over of administration at the Pre-University level from the University to Meghalaya Board of School Education.

(v) A systematic compilation of the various facets of these schools would serve as a guide for future researchers on matters related to these schools.

Objectives of the study

The objectives of the study were: (i) To trace the origin of Higher secondary Education in Meghalaya; (ii) To study the development of Higher secondary Education in Meghalaya with particular reference to resources, administration, academic organisation, financial management; (iii) To find out the problems; and (iv) To suggest some remedial measures for the same.

Scope of the study

The scope of the study was comprehensive. It covered, the development of Higher Secondary Education in Meghalaya from the year 1994-95 to the year 2002. The study also included the various aspects of the historical background and growth of education; studies pertaining to Resource; Administration, Academic Organisation and Financial management. The study dealt with finding the problems and remedial measures for the same. The study had its own limitations.

2. Review of Related Literature

Having found out the views of different researchers as revealed in their studies, there was a need to co-relate them with the study. The present study dealt with the development of Higher Secondary Education in Meghalaya covering several

aspects of development, viz., and studies pertained to Historical Background, studies pertained to Resources, studies pertained to Administration, studies pertained to Academic Organisation, studies pertained to financial management, and studies pertained to Problems and studies pertained to Remedial Measures for the same. In the Review of the related literature, the findings of different researchers that had some relation with the present study had been classified under the above same categories. The views of the different authors had at times fully and at other times partially supported the findings of the present study.

The views of the different authors and researches on the contribution made by the different educational institutions and agencies to the development of education in various areas seemed to highlight and suggested the extent of growth and development of education and the role it played in bringing about a change in the community and the society at large.

There had been an increase in the number of educational institutions and also in the enrolment of students in different parts of the country. However, the professional and general education had not developed side by side in most of the States of the country, as was the case in Meghalaya. The number of teachers was ever on an increase while some of them were still untrained. Most of the schools were not having adequate facilities that were responsible for the slow growth of school education. There was an emphasis for strengthening computer education, as the overall attitude of the students towards it was favourable. The studies conducted revealed that though there had been expansion in Higher Secondary Education quantitatively, there was lack of qualitative development.

A number of studies revealed that set-up of educational administration, duties and responsibilities of Directorate or Inspectorate in various fields of education were generally the same machinery of education practiced before Independence though others believed that the State Directorate was not only strengthened but also were more and more supported by the academic wings. Others reported that reforms were introduced aimed at bringing efficiency in administration for the spread of education.

With regard to academic organisation, the views of the different authors was that there was no clear guidance in organizing the Higher Secondary Classes and the frequent changes in policy puzzled the heads of institutions. At the initial stage no Adequate arrangement was made to orient teachers to the Higher Secondary Scheme and teaching methodology.

A number of studies reported that the expenditure on secondary education had increased tremendously in the course of the years. However, funds were not satisfactory and more funds were required to bring all children under instruction and give reasonable salary to the teachers. It had been found that schools spent less money on purchase of books, maps, equipments for games and sports, medical service and transportation. The trend in financing Higher Secondary Schools had been towards shifting local burden on the State Government The studies revealed several problems that hindered the growth of education and a number of remedial measures were offered to overcome the same.

3. Method and Procedure

An attempt to study the historical background of the Higher Secondary Schools was undertaken so as to reveal the extent of growth and development made during the past years. In the present study, the historical-cum-descriptive method was followed for collecting the required data.

i. Population

The 69 Higher Secondary Schools of which 40 (57.97%) and 29 (42.03%) of these schools were located in the urban and rural areas respectively and 46 Colleges of which 34 (73.01%) and 12 (26.09 %) of these colleges were located in the urban and rural areas respectively were taken to form the population in term of institutions. All the 115 principals and 480 teachers of colleges and schools formed the population in terms of individual persons.

ii. Sample

The actual sample of educational institutions in this study consisted of 17 (50%) and 6 (50%) urban and rural colleges having Higher Secondary course and 20 (50%) and 15 (51.72%) urban and rural Higher Secondary Schools respectively. The actual sample of individuals consisted of 17 (50%) and 6 (50%) urban and rural colleges principals respectively and 20 (50%) and 15 (51.72%) urban and rural school principals respectively. The sample of teachers consisted of 103 (73.04%) and 36 (67.92%) urban and rural college teachers respectively and 106 (64.24%) and 79 (65.28%) urban and rural schools teachers respectively.

Out of 382 numbers of questionnaires administered, only 350 (91.62%) responses which consisted of 102 (85%) urban and 38 (90.47%) rural colleges as well as 120 (95.23%) urban and 90 (95.74%) rural school respondents were received at the time of tabulation. The respondents have been classified into four groups to facilitate analysis. Group " UC " consists of 102 respondents from the Urban Colleges. Group " RC " consists of 38 respondents from the Rural Colleges. Group " US " consists of 120 respondents from the Urban Schools. Group " RS " consists of 90 respondents from the Rural Schools.

iii. Tools

(i) Development of Questionnaire

The preliminary questionnaires were compiled after gleaning all available information related to the study from books, documents, records, magazines and journals on the subject. On receiving a clearance and approval from the Supervisor, the same was given to all the teachers of the department of Education, North Eastern Hill University for their expert advice. On the basis of their suggestions, the items were according modified and later having received the final approval from the Supervisor; the Questionnaire was made ready for a Try out.

To determine the suitability of the tool, the Questionnaire was first tried out and administered to the three Arts, three Science and one Vocational Stream teachers of a co-educational institution in the rural area of Ri-Bhoi District. When the

responses were received, they were analysed, modified, and the present final form of the questionnaire emerged.

(ii) Development of Interview Schedule and Try out

The Interview Schedule had gone through the same procedure of correction and modification as the Questionnaire before it took its final shape. The respondents were classified into 3 groups. They were: Group "D" consisted of 5 Respondents from the officials at the Directorate. Group "I" consisted of 5 Respondents from the officials at the Inspectorate. Group "M" consisted of 5 Respondents from the officials at the Meghalaya Board of School Education.

(iii) Government Records

Relevant records, files, reports, information etc., maintained by the Directorate of Higher and Technical Education, Statistics maintained by the Directorate of Elementary and Mass Education, Statistical Hand-books Meghalaya and Meghalaya Board of School Education were consulted for getting the examination results.

(iv) Procedure of Data Collection

The procedure for collecting data for the present study included: (a) Documentary study which included the survey of relevant records and literature such as books and journals, plan documents, developmental statistics, magazines, souvenirs, surveys, annual reports, monthly news magazine and chronicles. And with regards to the collection of Data through (b) Questionnaire and (c) Interview Schedule, the Investigator had personally went to administer the Questionnaire to the teachers and Principals of the different schools and colleges. After obtaining the filled in responses from the teachers and principals and the face-to-face interview the Government officials, their responses were tabulated and analysed in terms of percentages.

The data collection by means of Documentary study, Questionnaire and Interview Schedule had been carried out from the 19th June 2002 and was completed

on April 2003. The respondents were most co-operative and shared their ideas and valued experiences.

(v) Analysis of Data

The Data, after collection, through documentary materials, like official records, statistical reports, magazine, souvenirs, chronicles, books, journal and monthly news magazine were processed and organized in accordance with the outline laid down for the purpose at the time of developing a research plan. The data were analysed by tabulating the responses to the Questionnaire and Interview Schedule and finding out the percentages.

4. Higher Secondary Education in Meghalaya: A historical perspective

Meghalaya, "the abode of clouds", became a full-fledged State on January 21, 1972. It is located in the north Eastern India that lies between $20^0$1' North to $26^0$5' North Latitude and $89^0$49' East to $92^0$52' East Longitude. According to the 2001 Census, Meghalaya has a population of 23,06,069 of which 11,67,840 are males and 11,38,229 are females.

Meghalaya is the homeland of the three of India's ancient hill tribes – the Khasis, the Jaintias and the Garos. One of the main features of the three tribes is its matrilineal social structure. The principal languages of Meghalaya are Khasi, Garo with English as the official language of the State.

The Christian missionaries notably the Welsh Presbyterian Mission in Khasi and Jaintia Hills from 1841 and the American Baptist Mission in Garo Hills from 1873 laid the foundation of modern education. The Roman Catholic Mission started its educational enterprise towards the close of the nineteenth century. Later the Natives, Non-Christian Missionaries and the Government also encouraged education when they saw the impact of education imparted by the missionaries. The people of these areas responded favourably to education brought about by these missionaries

and the impact of education on the individual and social life of the people was tremendous.

The present school educational structure in Meghalaya consisted of five stages: (i) The Pre-Primary stage covered classes from the initial stage of A and B; (ii) the four years formal Primary school stage from Class I upto Class IV and confined to the age group 6 to 9 years; (iii) the three years Upper Primary school stage from Class V upto Class VII and confined to 10 to 12 years; (iv) the three years secondary school stage from class VIII upto Class X comprised the age group 13 to 15 years; and (v) the two Higher Secondary School stage of Classes XI and XII for the age group 16 to 17 years ; and the three years Degree course.

Meghalaya had its own legal provisions and educational administrative machinery for organisation, management and development of school education and all matters connected with it. To lend support and manage the academic aspects of education, State Council of Educational Research and Training (SCERT) now known as Directorate of Research and Training (DERT) had been set up.

During the academic year 1994-95, 17 progressive secondary schools were upgraded to the level of Higher Secondary Schools. Hence in addition to the Pre-University course conducted by the college system, a parallel course of education at the +2 level was being conducted through the Higher Secondary schools. In three Higher Secondary Schools, vocational stream was implemented only to be closed down three years later due to lack of enrolment.

The Meghalaya Board of School Education conducted the first ever Higher Secondary and Pre-University level final examinations for all the courses in the year 1996-97.

The study revealed the growth of education in Meghalaya has gained momentum and continued till today. Meghalaya made progress in making available educational facilities to its people. As a result, by 2001-02, there were 69 Higher secondary Schools and parallel +2 stage course as Pre-University course run in 46

colleges as compared to 17 Higher Secondary Schools and 30 Colleges in 1995-96. In 2002, the enrolment of students was 3030 when compared to 852 in 1996. The number of trained teachers at the Higher Secondary Schools was 92 per cent, which was higher than the all India figure. The percentage of pass in vocational subjects was 100 per cent throughout 1996-2002 while the percentage of pass was higher in Science than Commerce and Arts examinations. However, the literacy rate of Meghalaya was 63.31 per cent which was lower that the national average literacy rate of 65.38 per cent.

Education has to cope with the rapid changes of the 21st century. Hence the Five Year Plans was indeed necessary more than ever before, as education has to be visionary and future oriented. The emerging trends in higher Secondary Education had been a renewed proposal to remove the existence of parallel school structure, delinking the Pre-University course from the college and transfer it to the school system, vocational education to be introduced at the secondary level and not suddenly at the +2 level, setting up a wing of MBOSE in Shillong and strengthening of Computer Education. The various problems that hindered the growth and development of education in the State would be solved if suggestions for improvement of Higher Secondary Education were properly taken up.

5. Analysis and Interpretation of Data

The items for analysis derived from the Documentary study were grouped under the foundation of colleges and upgradation of Secondary schools and growth of higher Secondary education. In the Questionnaire, the responses were being analysed into four different groups viz., urban and rural colleges respondents as well as urban and rural schools respondents. The respondents were asked about the resources: human and material elements involved in the development of Higher Secondary Education in the State. The respondents were required to answer all the various aspects of administration, academic organization and financial management as envisaged in the questionnaire.

With regard to the Interview Schedule the respondents were requested to response to the plans, policies and how far these plans were being implemented in the State. The respondents were also required to give their view on the suitability of the curriculum and textbooks for the Higher Secondary Schools. Other areas of eliciting information was the interview with regard to the norms guiding the sanction of grant-in-aid and the government's control over the financial transaction of the schools that received assistance from the Government and how was the Meghalaya Board of School Education empowered, to accord permission and withdrawal the same in rare circumstances. The respondents were also requested to give their responses with regard to eligibility of candidate to appear in the examination, persons ideal for setting, moderating and examining the answer scripts, leakage of question papers as well as suggestions for the declaration of exanimations on time. Training and Research were also other area of interview schedule that responses with regard to the arrangement made to orient teachers to the higher secondary scheme, teaching methodology, evaluation procedures, instructional materials were requested from the respondents.

The data collected through the Questionnaire and the Interview Schedule were analysed and the findings were presented in the fifth chapter. Percentage was used as a statistical technique for analyzing the data.

6. Findings and Educational implications

The significant findings that emerged from the study were presented below.

(i) Higher Secondary Education: A Historical perspective and background

The Christian Missionaries laid the foundation of modern education in the State in the 19th Century from 1841 in the Khasi and Jaintia hills and from 1873 in the Garo hills. Local leaders, non-Christian missionaries and the Government's efforts in the field of education came up later. The contributions of the Christian and non-Christian Missionaries in the field of formal education were commendable. The people responded favourably and the impact of education on the individual and social life of the people was tremendous. Meghalaya had its own legal provisions and

educational administrative machinery that provided for better organisation, management and development of school education.

Seventeen progressive secondary schools in the State - both Government and Private - were upgraded to the level of Higher Secondary schools during the academic year 1994-95. It was found that 10 colleges were established before the attainment of Statehood, 12 colleges during the 1980's and 17 colleges during the 1990's. By 2001-02 there were 69 Higher secondary schools and parallel +2 stage course as pre University course run in 46 colleges as compared to 17 Higher Secondary schools and 30 colleges in 1995-96.

The year 1995-96 was another landmark in the history of Higher Secondary Education in the Meghalaya for in that year vocational stream was introduced in: (i) Rongrengiri Government Higher Secondary School, Williamnagar, (ii) Government Boys' Higher Secondary school, Shillong and (iii) St. Michael's Higher Secondary School, Umsning. These vocational streams continued only for three years.

In 2002, the enrolment of students was 3030 when compared to 852 in 1996. The annual growth rate of enrolment at the Secondary and Higher Secondary stage was recorded at 51.12 per cent. The growth rate at the Pre-University stage was 11.12 per cent; 9.12per cent; and 3.71 per cent in 1996-97; 1999-2000 and 2001-02 respectively. The number of students enrolled in Arts stream account for the largest population of students in Higher Secondary (P.U.) level varying from 72.94 per cent to 80.02 per cent. Students enrolled in Science and Commerce streams varying from 12.79 per cent to 19.75 per cent and 6.28 cent to 8.46 per cent respectively followed this. The students enrolled in vocational stream shared the lowest population of students' enrolment varying from 0.007 per cent to 0.19 per cent.

The Meghalaya Board of School Education conducted the first ever Higher Secondary and Pre-University level final examinations for all the courses in the year 1996-97. The number of students who appeared in the year 2002 was 9957; 1761; 1084 and 1; in Arts, Science, Commerce and Vocational streams respectively. The

percentage of pass was 100 per cent in vocational stream, while it was 81.99 per cent; 77.21 per cent and 58.83 per cent in Science, Commerce and Arts respectively.

The schools and colleges according to the tribe-wise location, were found that 41 (59.42%), 11(15.95%), 17 (24.63%) schools and 30 (65.21%), 5 (10.8%), 11 (23.91%) colleges were located in the Khasi, Jaintia and Garo hills districts respectively. With regards to area of residence, it was found that 40 (57.98%), 29 (42.02%) schools and 34 (73.91%), 12 (26.08%) colleges were in the urban and rural areas respectively. And in connection with type of management of the schools and colleges, it was found that 22 (31.88%), 36 (52.17%), 11 (15.95%) schools and 2 (4.3%), 23 (50%) and 21 (45.66%) colleges were under the management of the Government, Private aided agencies and Private agencies respectively.

With regard to the purposes for the establishment of the educational institutions 60.28 per cent considered imparting general education; 44.85 per cent preparation of youngsters for higher education; 41.14 per cent make a person a good citizen and 31.14 per cent well being of the people. At the initial stages, 26 per cent confirmed that the main problems were paucity of funds to pay teachers; 20 per cent non-existence of proper school buildings and 7.14 per cent non-availability of land.

In connection with the number of students and teachers at the initial stage, it was found that there were 346 (51.33%) boys and 328 (38.66%) girls whereas there were 95 (39.58%) male and 145 (60.41%) female teachers. The number of students who appeared for the first time in the Examinations, were 4143, 1122, 404 and 11 in Arts, Science, Commerce and vocational respectively. And the percentages of pass were 51.05 per cent; 77.18 per cent; 64.1 per cent and 100 per cent in the above streams respectively. The highest 100 per cent pass was in the vocational course and the least was in Arts stream with 51.05 per cent.

Besides adequate funds and facilities, 53.33 per cent considered performance report; 40 per cent proposal from the head of the Institution; 20 per cent permission to

start classes and 13.33 per cent provisional recognition were the other norms in order to accord permanent recognition to the higher secondary schools.

On withdrawal of recognition, 33.33 per cent maintained that inadequate reserved and working funds; 26.66 per cent inadequate number of teachers and staff; 26.66 per cent inadequate number of students; 26.66 per cent lack of facilities; 13.33 per cent poor examination results and 13.33 per cent mismanagement were the criteria for such action.

The people of these hill areas remained grateful to the missionaries and responded favourably to the education brought by them. The impact of education on the individual and social life of the people was tremendous.

The upgrading of secondary schools have enabled a great number of students to complete the higher secondary school stage if not joining the degree colleges. The timely and sound educational legislation enacted by the state government led to an increase in the number of schools and colleges. Efforts had been made to equalize educational opportunities in the urban and rural areas of the State. Students were therefore required not only to acquire general education but were expected to conduct themselves properly and go for specialisation in the subject of their choice. However the majority of the students opted for Arts course an indication perhaps that they had no aptitude for Science and commerce subjects.

Vocational streams had been introduced in the three schools that continued for only three years. This was perhaps because students who have completed +2 stage with vocational education cannot join general education at the higher level of education and self-employment scopes and placement assistance could not be provided to successful students.

There were various problems and the school authorities had the task to create enough reserved and working fund to improve the students' enrolment as well as providing adequate staff and facilities. In view of the unsatisfactory conditions, it was a matter of urgent task for the government as well as the Managing Committee to find

every possible means of improving these poor conditions. Providing suitable programmes before the examinations were found to have obtained good results whereas poor results might suggest that the programmes were done mechanically.

(ii) Resources: Human and Material elements

The findings pertaining to Resources showed that 73.14 per cent of the schools and colleges in the urban and rural areas conducted classes in their own land and building. The annual growth rate of male-female enrolment during the period 1994-95 to 2001-02 was 49.93 per cent. The annual growth rate of female was 66.27 per cent while that of their male counterparts was 39.28 per cent. The Managing committee recruited the majority of the teachers with 72.85 per cent. The percentage of female trained teachers was 60.21 per cent. The majority of 11.71 per cent of the schools and colleges did conduct and in-service training and refresher courses to the teachers. 43.14 per cent of the respondents favoured a 1:50 teacher-pupils ratio for the +2 level of education. A greater number of educational institutions with 74.14 per cent provided salary and allowance as per Government rule and only 12 per cent had staff Quarter. Most of the schools and colleges in the urban and rural areas with 81.42 per cent had the Headmaster's and teachers' rooms and 28.25 per cent recorded the non-existence of the pupils' common rooms.

The steady increase of female-to-male enrolment was indicative that girls seemed to value education and applied themselves more diligently to study than boys. There has been a common practice for private agencies that were anxious to earn money to admit huge number of students without taking care of the facilities and requirements in schools. All this can be controlled only if there were proper regulations through legislation.

No positive device can effectively do the recruitment of teachers but several can contribute to a sound section programme. Therefore, efforts had to be made at the time of selection for devoted, trained, disciplined and responsible persons whose behaviour would have a bearing upon and influenced the taught greatly.

As poor facilities were being provided to schools and colleges, it was high time for the Management to find out means and ways to improve the same for the benefit of the teaching as well as the students' communities. If education is to enlarge the scope of human possibilities, their environmental position had to be strengthened and developed so as to make them qualitatively rich.

(iii) Administration

The findings pertaining to Administration revealed that the Government exercised its authority over the Mission and private schools by sanctioning of maintenance grant (49.41%) and Inspection (78%). The Managing Committee recruited teachers (68.28%) and maintained these schools (52.85%). All the schools and colleges (100%) maintained important registers but paid less attention to confidential report (27%). To violation of rules, 67.42 per cent of the schools took action by giving warning and only 14.85 per cent did ask the students to leave the schools. With regards to provision of students' welfare services, 59.71 per cent and 42.85 per cent of the students enjoyed Scholarship and Book grant. A proportion of 13.71 per cent had medical check up, 12.28 per cent transport and 12 per cent enjoyed medical aid. As per information, the majority of the educational institutions with 64.42 per cent organized football games and the least game being conducted was hockey with 7.42 per cent. 30.28 per cent and 45.14 per cent of the schools and colleges did and did not conduct educational tours. Providing jobs oriented education (33.33%) and moral and cultural education (26.66%), respectively were the long term educational plans in the State. To meet the all round development, 46.66 per cent maintained that students should prepare for higher and professional education while 26.66 per cent believe in development of democratic citizenship.

The Government exercised its authority and exerted its influence over the educational institutions. This was perhaps because most of the schools and colleges depended upon Government's aid for their maintenance.

Rules had to be made after taking into consideration the students for whom the schools had come to serve, their social background, the environment of the place, their standard and living condition. A cumulative record card should be maintained for every pupil as it contained the results, the information regarding all the aspects of the student's life.

Sports and Games contributed much to the enrichment of the children' education and educational tours acquainted the students with their rich environment. Hence these should be encouraged.

The various additional tasks facing education in Meghalaya, implied that the State Planners of the Educational Department had to see to the aims, means to achieve the resources available, resources likely to be made available and different types of facilities needed for it.

(iv) Academic Organisation

The findings pertaining to academic organisation pointed out that the Headmaster prepared the time-table (45.42%); assigned teaching works to teachers (50.28%); deciding the mid-term examinations (37.42%) and took decision regarding the admission and promotion of students to the next higher classes.

In connection with admission of students, 46.57 per cent revealed that it was done on the first come first serve basis; 17.42 per cent by Interview and 16.28 per cent by Entrance admission test. The admission fee paid by the students ranged from Rs.40/- to Rs.50/-(16.28%), from Rs.51/- to Rs.100/- (5.41%) and above Rs.100/- (2.85%). This shows that different schools follow different patterns of admission and payment of fees.

The monthly tuition fee paid by students ranged from Rs.30/- to Rs.40/- (12.85%), from Rs.41/- to Rs.50/- (5.14%) and above Rs.50/- (2.28%) per month. In connection with extra fees, the student paid upto Rs.550/- (23.42%) and above Rs.550/- (7.14%) per year.

It was found that the majority of the respondents with 100 per cent stated that English was the subject taught in all schools and colleges while Anthropology with only 0.85 per cent was the least taught subject in the State.

It was found that 62 per cent adopted the lecture and discussion method whereas 42.85 per cent lecture. 59.14 per cent pointed out that the system of examinations was conducted annually and the majority with 81.14 per cent affirmed that Essay Type format while the Yes/No type of question format was the least used with 31.41%.

The number of students who appeared in the final examination 2002 were 9957; 1761; 1084 and 1 as compared to 4143; 1122; 404; and 11 in Arts, Science, Commerce and Vocational courses respectively. The percentage of pass in vocational subject was 100 per cent throughout 1996-2002 while the percentage of pass was higher in Science examination than Commerce and Arts.

It was found that 66.67 per cent affirmed the suitability of the curriculum with modification whereas 13.33 per cent to being too crowded and 26.66 per cent suggested that it should be more practical and 20 per cent to offering more choices of subjects.

With regard to the textbooks prescribed for Higher Secondary School, it was found that 46.66 per cent affirmed the suitability with modifications and 33.33 per cent suggested and stressed the development of character. The respondents with 53.33 per cent were in favour of compulsory physical education and 13.33 per cent said that it should be conducted according to socio economic status of the students.

Besides eligibility, 86.66 per cent confirmed submission of Class XI promotion mark sheet; 33.33 per cent payment of required fees and 6.66 per cent minimum attendance were other aspects of the regulations to appear in the examinations.

As per the information, 46.66 per cent of the respondents expressed the view that the leakage of question papers and using unfair means in examinations centers were unfortunate. 46.66 per cent of the respondents suggested the keeping of the question papers in the bank and 33.33 per cent in the treasuries. To achieve the declaration of examinations on time, 60 per cent of the respondents suggested the centralized evaluation process.

The academic planning involved the preparation of Timetable that helped everybody to acquire the habits of regularity and punctuality, steadiness of purpose and also enabled them to prepare and execute the whole plan of work properly. The subject teacher's assignment policy might prove beneficial to the students as teachers were specialised in their respective subjects. And sharing of responsibility among the school authorities were elements of a healthy democratic administration.

With regard to teaching methods, teachers need experiment with other various methods and share their experience with their colleagues in the schools. This could result in everyone becoming richer in experience and the end product, which benefit the child greatly. As the percentage of failure was high in Arts, perhaps led to an indication that the traditional course was not suitable for students whose interest and abilities did not correspond to theoretical academic education. However, the school authorities would do well to facilitate teaching and leaning and not only to prepare the students for the examinations.

As curriculum and textbooks prescribed for the Higher Secondary Schools were suitable with modifications, they necessarily implied that not only one but several curricula would have to be prepared keeping in view the needs, interest, mental tendencies and standard of the students at this school level. Textbooks should be scientifically and psychologically planned and written.

The leakage of question papers and using of unfair means in the examination centers was an indication perhaps that the people's conscience had become blurred with easy success without hard work. There was a need for the proper teaching of

Moral Science in schools. Concerted efforts from the students, the teachers, the school management, the authorities of the department of Education and the public at large were needed to reach that goal.

The non-existence of an orientation course in teaching methodology in the Higher Secondary level necessarily called for the three Directorates to co-ordinate, collaborate and work closely hand in hand towards reaching this goal.

(v) Financial Management

The findings pertaining to financial management revealed that the principal and the teaching staff (22%) prepare the budget, the Managing Committee did the sanctioning of schools' expenditure (28.57%) the Managing Committee maintained accounts (26.57%) and the Secretary of the Managing Committee was responsible for submission of audited statements of accounts (24.57%) In most of the educational institutions 66 per cent considered fee as the main source of income whereas 1.42 per cent as the least source of income.

The majority of the educational institutions with 45.71 per cent did receive scholarship grant for the students; 30.57 per cent grant-in-aid to pay the teachers' salary while in few institutions, 27.71 per cent received grants for construction of schools buildings and 15.42 per cent laboratory equipments. For the schools to receive financial aid, 40 per cent stated that Good examination results; 33.33 per cent; progress made qualitatively; 26.66 per cent progress made quantitatively and 26.66 per cent high enrolment were norms for schools to receive financial aid.

On auditing the schools' account, 34.28 per cent reported that the Local Examiner; 13.42 per cent the Accountant General and 6.85 per cent the Staff of the DHTE were persons responsible for auditing the schools' account.

Besides audit, 73.33 per cent and 26.66 per cent pointed out that the Government controlled financial transactions of the schools by asking for financial report and Utilisation certificate respectively.

The financial planning involved the preparation of budget, the sanctioning of expenditure, maintaining and submission of the audited statement of account to the auditing authority. The Government officials should raise objections in case of irregularities to press for the re-imbursement of the funds received, as this was public money. Due to financial constraint, meager salaries were given to the teachers. This therefore was an urgent task for the Government as well as the Managing Committee of such schools to find every possible means of improving this poor condition and alleviate the sufferings of the teaching community. This required tapping the resources for educational finances and careful expenditure of the same.

(vi) Problems

On problems, 83.14 percent highlighted financial problems; 69.71 per cent the upgrading secondary schools; 64 per cent the reorganization of administrative and supervisory machinery; 59.14 per cent the ill equipped schools and 54.57 per cent the heavy curriculum were some of the problems that arose while implementing + 2 level of education.

The finding showed that 26.28 per cent attributed to poverty of parents; 14.85 per cent to lack of facilities; 14.85 per cent to indifferent attitudes of parents; 9.71 per cent to children' lack of interest; 23.14 per cent to lack of hostel facilities were the reasons for poor enrolment in the schools.

On dropouts, it was found that 23.14 per cent maintained the lack of hostel facilities, 16.28 per cent unfavourable condition at home and 14 per cent adverse economic condition of students were factors leading to dropouts in the schools.

In the study, 46.28 per cent of the respondents said that poor educational facilities; 41.42 per cent paucity of funds; 31.71 per cent insufficient number of teachers; 25.42 per cent ill equipped schools; 24.57 per cent overcrowded classes and 18.85 per cent insufficient number of schools were some of the problems that hindered the growth and development of Higher Secondary education in the State.

With regard to location of the +2 stage of education, 60 per cent were of the opinion that it should form part of the existing schools, 26.66 per cent should be in a separate institution and 13.33 per cent should be attached to the colleges.

Financial problems, poor enrolment and high dropouts were some of the problems that hindered the growth of school education. It was high time for the State of Meghalaya and the Non-Governmtal organisations to take note of this and concerted efforts should be directed towards improving this poor condition. Providing financial help to the needy children such as free supply of books, stationery, free uniform and stipend may be means of tackling this problem.

(vii) Remedial Measures

In the study, 72.85 per cent of the respondents highlighted financial problems; 39.14 per cent poor physical facilities; 30.28 per cent administrative problem were some of the most urgent problems to be overcome for the development of Higher Secondary education in the State.

Referring to promoting the learning of Science and Mathematics, 72.57 per cent believed in financial assistance; 34.85 per cent in extra coaching and 16.57 per cent in offering incentives to bright students.

With regard to suggestions, the respondents pointed out that 6.57 per cent believed in recruitment of qualified teachers; 5.71 per cent the adoption of central Board of School Education syllabus; 4.85 per cent improvement of infrastructure; 4.85 per cent improvement of vocational education; 4.57 per cent on more secondary schools to be upgraded and 4.28 per cent delinking Pre-University from college education were some of the suggestions that came up for the improvement of Higher Secondary Education in Meghalaya.

Lack of physical facilities, academic, administrative and financial problems was real and genuine problems to be tackled with strong determination, good will and sincere efforts from all concerned authorities. These problems required constant study and research and sincere effort for their solution. However it might be remarked that

progress depended upon the solution of these problems and the sooner these problems were solved the better.

Suggestions for improvement of Higher Secondary Education in Meghalaya

The conclusions revealed certain problems to be solved if further improvement was to be achieved. They were:

(1) The Government was to adopt a policy regarding the upgradation of Secondary to Higher Secondary Schools and sanctioning of grants for the same based on location of existing schools and emerging needs of the locality irrespective of caste or creed.

(2) In addition to the Pre-University course conducted by the college system, a parallel course of education at the +2 level was being conducted through the Higher secondary Schools. Suggestion had therefore been made to do away with this dual system by de-linking the Pre-University course from the colleges and constituting the higher secondary course under the control of the Board.

(3) As the Meghalaya Board of School Education Syllabus was not in line with the national level, the students could not compete with students from other regions in the country in an All-India Entrance Examinations that were conducted on the basis of Syllabus adopted by the Central Board of Secondary Education. Suggestion had therefore been made for MBOSE to switch over to CBSE syllabus. The adoption of CBSE syllabus would provide a better stand for Meghalaya students to compete with their counterparts in the rest of the country.

(4) There was a need for strengthening the Meghalaya Board of School Education as the Higher Secondary course had been assigned to the School Board in respect of accommodation and staff. To discharge its duty more efficiently, it was suggested to set up and maintain a wing of the administrative building at Shillong for not only conducting examinations but for conducting workshop for examiners and revision of curriculum.

(5) The +2 stage of education was implemented and introduced in the State during the 1994-95 academic session. The officials at MBOSE while performing the duties of taking care of the secondary schools were also required to manage the Higher Secondary and Vocational Education. This shortage of personnel hindered the smooth functioning of MBOSE. An early appointment of more personnel and Staff in the office would remove this handicap and strengthened the working of MBOSE immensely.

(6) More courses both traditional and non-traditional like Science, Commerce and Vocational should be introduced in the Higher Secondary Schools to cater to the various needs and interest of the students.

(7) With a view to strengthening Computer Education in the State, it was suggested that the basics of computer Education be introduced at the Secondary Stage and further training might be provided at the +2 stage.

(8) The grant given to the students in the form of scholarship was minimal when compared with the other States of the region. A reasonable amount of assistance given to the students will go a long way in helping the poor and needy students to continue their studies. A need to simplify the time consuming and complex procedure to disburse the scholarship might also be suggested.

(9) The Guidance services in the Higher Secondary Schools were missing. An effective co-ordination between the employing counseling and agencies and educational institutions might be suggested which can help in placement of successful students.

(10) The remuneration given to setters of question papers and Examiners of answer scripts of Higher Secondary Schools, during all these years was minimal. A reasonable amount of remuneration in this regard would serve as an incentive to them.

(11) To prevent students from indulging in unfair means during the Examination, police personnel should be engaged to control them. Restriction on unauthorized person to enter within 500 meters from the examination centers would help prevent malpractices during the examination. Declaration of examination results on time many also be suggested.

Suggestions for further Research

In the course of the study there was a felt need to conduct further research on the following areas of Higher Secondary Education in the State. They were:

1. A comparative study on the development of higher Secondary Schools in different States of the North East region may also be conducted.
2. A case study involving some successful Higher Secondary Schools in the State to pinpoint the specific in put that contribute to students' success could also be conducted.
3. Another area of further research would be on how far has the vocational guidance being carried out in the Higher Secondary Schools of Shillong.
4. A study may be undertaken to locate the special problems faced by the Higher Secondary Schools in the remote and far flung areas of Meghalaya.

Conclusion

In conclusion, background of the study leading to a better understanding of the study and Review of the related literature that had relation to the present study had been found out to get the views of past research scholars and some educationist towards the growth and development of education in different areas. The Method and Procedure adopted that pinpointed the way to go about the study was also presented. In the light of history, a historical perspective on Higher Secondary Education in Meghalaya was faithfully recorded. An Analysis which involved the breaking down of the existing complex factors into simpler parts were arranged for the purpose of interpretation and stating what the result showed was done through the process of Interpretation of the Data. In the light of the analysis and interpretation of the

answers, the findings emerged and their educational implications were faithfully recorded. Suggestions that could lead to an improvement of Higher Secondary education in Meghalaya were offered and suggestions that might be of interest to future researchers were also presented.

APPENDIX I

QUESTIONNAIRES

1. Name and Address of the School/College.

2. Type of School/College: (a) Tribe wise location
   (b) Area of residence.
   (c) Management.

I. Historical background

3. What was the purpose for establishing the school / college? Please tick ✓
   i. To impart general education.
   ii. To prepare youngsters for Higher education.
   iii. To educate people to earn their living.
   iv. To preserve the culture and old traditions.
   v. To make a person a good citizen.
   vi. To cater to the well being of the people of the locality.
   vii. Any other. Please specify.

4. Did the Government, the Mission or Non-Governmental Organisations face any problem for establishing the School/College? Yes/No
   If Yes, please tick ✓the appropriate ones:
   i. Opposition from the parents.
   ii. Opposition from the Community.
   iii. Unwillingness of the students.
   iv. Non-availability of land.
   v. No proper school building.
   vi. Paucity of funds to pay salaries to teachers.
   vii. Any other. Please specify.

5. Where were the classes held during the early period of upgradation of the schools?
   i. Rented building.
   ii. Secondary school building.

6. In the beginning what was the:
   i. Total number of students?
   ii. Total number of teachers?

7. What was the nature of management in the beginning?
   Government/Private aided.

8. Please indicate the Examination results achieved by the Higher Secondary schools in the first year of upgradation.

Year	Arts		Science		Commerce		Vocational	
	Appeared	Passed %	Appeared	Passed %	Appeared	Passed %	Appeared	passed %
1996								

Resources

9. Does your School/College have its own land and building? Yes /No.
If No, where are the classes held? Please tick ✓
   i. Rented building.
   ii. Leased property
   iii. Any other, please specify.

10. Please indicate the number of students enrolled during the last five years.

Year	Class XI		Class XII	
	Boys	Girls	Boys	Girls

11. Who recruits teachers in your school/college? Please tick ✓
   i. Principal.
   ii. Managing Committee.
   iii. The Inspector of Schools.
   iv. Directorate of Public Instructions.
   v. Meghalaya Public Service Commission.
   vi. District Selection Committee.
   vii. Any other. Please specify.

12. What is the required qualification prescribed for appointing teachers in Higher Secondary Schools? Please tick ✓ the correct ones:

(a) B.Ed., (b) M.A., (c) M.Ed., (d) M.Phil., (e) Ph.D.,

13. Kindly note down the number of trained and untrained teachers in your school.

Years 1994-2002	Trained			Untrained			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1994-95									
1995-96									
1996-97									
1997-98									
1998-99									
1999-2000									
2000-01									
2001-02									

14. Is the 1:60 prescribed teacher-student ratio for the +2 level of education justified? If no, what ratios do you suggest?

15. Does your School/College provide the following facilities? Please put a tick ✓mark.

i. Salary and allowance as per Government rule Yes / No.
ii. Leave facilities Yes / No.
iii. Pension. Yes / No.
iv. Contributory Provident fund. Yes / No.
v. Medical facilities Yes / No.
vi. Housing facilities Yes / No
vii. House rent Yes / No.
viii Benefit for higher studies / training. Yes / No.
ix Winter allowance Yes / No.
x. Staff Quarter. Yes / No.
xi. Any other. Please specify.

16. What types of the following programmes were being conducted for the in-service training to the teachers?

(a) Seminar.
(b) Extension lecture
(c) Refresher courses.
(d) Workshops.
(e) Study groups
(f) Conferences.
(g) Discussion/Debate

17. Is there a separate room in the school/college for each of the following? Please put a tick ✓mark.
    i. Headmaster's/Principal's room.
    ii. Teachers' common room.
    iii. Pupils' common room.
    iv. Office room.
    v. Science laboratory.
    vi. Auditorium.
    vii. Computer room.
    viii. Workshop.
    ix. Library.
    x. Any other. Please specify.

18. Is there a qualified librarian? Yes/No.
    If Not, who is in charge of library works? Please describe briefly.

Administration

19. Does the Government have any hand in the management of Mission/Non-Governmental Schools/Colleges? Yes/No
    If Yes, where does the Government exercise its authority? Please tick ✓
    (a) According permission to open school.
    (b) Appointment of teachers.
    (c) Giving Grants.
    (d) Inspection.
    (e) Any other. Please specify.

20. What are the functions of the Managing Committee? Please tick ✓the appropriate ones:
    (a) Planning the school programmes.
    (b) Recruitment of teachers.
    (c) Preparing budget of the school/college.
    (d) Disciplinary matters regarding the teachers.
    (e) Disciplinary matters regarding the students.
    (f) Funding it.
    (g) Maintenance.
    (h) Any other. Please specify.

21. Does the school/college maintain the following? Please put a tick ✓ mark.
    i. Admission register.
    ii. Pupils' attendance register.
    iii. Teachers' attendance register.
    iv. Fee register.
    v. Leave register.
    vi. School calendar.
    vii. Stock register.

viii. Log register.
ix. Cashbook.
x. Receipt Register.
xi. Progress report card.
xii. Cumulative record card.
xiii. Staff confidential register.

22. Who maintains discipline in the school/college? Please put a tick ✓ mark on the appropriate ones:
    i. The class teacher.
    ii. The Headmaster / Principal.
    iii. The Staff jointly.
    iv. The Discipline Committee.
    v. Any other. Please specify.

23. What does the School/College usually do with those students who go against the rules and regulations? Please put a tick ✓mark.
    i. Ask to leave the school / college.
    ii. Gives punishment.
    iii. Gives warning.
    iv. Easily forgives.
    v. Allows continuing.
    vi. Any other. Please specify.

24. Which of the following students' welfare services are provided in your Institution? Please put a tick ✓mark.
    i. Medical check-up.
    ii. Medical aid.
    iii. Canteen.
    iv. Transport.
    v. Book grant.
    vi. Scholarship.
    vii. Hostel accommodation.
    viii. Any other. Please specify.

25. What kinds of games are generally organized in your school/college? Please put a tick ✓mark.
    Football/Volley ball/Badminton/Basketball/Hockey/Cricket/Chinese Checker /Carrom/Table Tennis/Chess/Drill and physical exercises. Any other. Please specify.

26. Does the school/college take students on educational tours? Yes/No.
    Please put a tick ✓ mark.

II. Academic Organisation

27. Who organizes academic work of the School/College? Please indicate in the space provided.

Academic Planning	Persons involved
(a) Preparing Time Table.	……
(b) Assigning Teaching work.	…..…….
(c) Deciding Examination Schedule.	…….
(d) Decision regarding admission and promotion of students.	…….

28. What is the admission procedure in the school/college? Please tick ✓
    i. First come first serve.
    ii. Entrance examination.
    iii. Interview.
    iv. Any other. Please specify.

29. What is the Admission fee/Tuition fee per student for the Higher Secondary courses?

30. Do students have to pay extra fees? Yes/No.
    If Yes, please specify.

31. What are the subjects that are being taught in the school/college?

Subjects

Class XI	Class XII

Total Subjects.

32. What method of teaching do you generally follow in your school/college?

    Please put a tick ✓ mark.
    i. Lecture.
    ii. Lecture and Discussion.
    iii. Lecture and Demonstration.
    iv. Question Answer -Method.
    v. Dictating notes.
    vi. Field Study.
    vii. Self study by students.
    Any other. Please specify.

33. How are examinations conducted by the school/college? Please tick ✓
    Monthly/Quarterly/Half Yearly/Annually/Any other. Please specify.

34. What type of question format do your school/college follow in the Examinations? Please put a tick ✓mark.
Essay type/Objective type/Yes/ No type. Any other. Please specify.

35. Does annual promotion to Class XII mean fulfillment of the following requirements? Please put a tick ✓ mark.
i. Obtaining of Pass Mark. Yes/No.
ii. Obtaining the required attendance. Yes/No
iii. Diligence and hard work are counted Yes/No
iv. Any other.

36. Please indicate the Results achieved during the last seven years in the Board Examinations:

Year	Arts		Science		Commerce		Vocational	
	Appeared	Passed %	Appeared	Passed %	Appeared	Passed %	Appeared	Passed %
1966								
1997								
1998								
1999								
2000								
2001								
2002								

III. Financial Management

37. Who are the persons involved in financial management of the school/college? Please indicate in the space provided.

Financial Planning	Persons involved.
i. Preparing of Budget.	……
ii. Sanctioning of expenditure.	……
iii. Maintaining of accounts	……
iv. Submission of audited accounts to the Government.	……

38. What are the sources of income of your school/college? Please tick ✓ the correct ones.
i. Government grant; Recurring/Non-recurring.
ii. Grants from Local Bodies. Name them.
iii. Fees.
iv. Fines.
v. Donations.
vi. Interest on School/College fund.
vii. Loan
viii. Any Other. Please specify.

39. Which of the following types of financial assistance did your school/college receive during the past years? Please put a tick ✓ mark.
    i. The Deficit grant-in- aid to pay the teachers.
    ii. The school building grant.
    iii. Science laboratory grant.
    iv. Scholarship grant.
    v. Any other. Please specify.

40. How are funds maintained in the school/college? Please tick ✓
    By keeping:
    i. In the Post Office Savings Bank.
    ii. In the Bank.
    iii. Any other. Please specify.

41. Who audits the account of the school/college? Please put a tick ✓mark.
    i. The staff of the office of the Director of Higher and Technical education.
    ii. The Accountant General.
    iii. The Examiner of Local Accounts.
    iv. Any other. Please specify.

42. How frequently is he school's account subjected to audit? Please mention.
    (a) Once in every year.
    (b) Once in two years.
    (c) Once in three years.
    (d) Once in more than three years.

Problems

43. What difficulties in your opinion would arose while implementing the 10+2 pattern of education in the State? Please mention the ones of your choice.
    (a) Financial problem.
    (b) Heavy curriculum.
    (c) Availability of teachers.
    (d) Upgrading of secondary schools.
    (e) Reorganisation of administrative and supervisory machinery.
    (f) Ill equipped Schools.

44. What is the average walking distance of the schools/colleges from the residences of the teachers and students? Please tick ✓
    i. Within 1 Km.
    ii. Within 1 Km - 2 Kms.
    iii. Above 2 Kms.
    iv. Any other. Please specify.

45. Do you feel that enrolment of students in the School/College satisfactory? Yes/No. If No, what are the main reasons for poor enrolment?
    Please tick ✓ the appropriate ones.
    i. Poverty of the Parents.

ii. Indifferent attitudes of Parents toward education.
iii. Lack of interest for education among the children.
iv. Lack of facilities.
v. Any other. Please specify.

46. Do you think that dropouts is high in your School/College? Yes/No.
If Yes, which of the following factors contribute to the same? Please tick ✓
i. Lack of better schools.
ii. Lack of incentives.
iii. Unfavorable conditions at home.
iv. Adverse economic condition.
v. Lack of hostel facilities.
vi. Poor quality of teaching.
vii. High rate of failure in Examinations.
viii. Any other. Please specify.

47. The following are some of the problems in the field of Higher Secondary Education. Please tick ✓ the ones that you think are applicable to your School /College.
i. Ill equipped School.
ii. Poor provision of Educational facilities.
iii. High enrolment and overcrowded classes.
iv. Insufficient number of schools.
v. Insufficient number of teachers.
vi. Under qualified teachers.
vii. Unsatisfactory service condition of teachers.
viii. Paucity of Funds.
ix. Any other. Please specify.

VII. Suggestions

48. What according to you are the most urgent from the following problems to be overcame in the background of your familiarity with the Higher Secondary Education in Meghalaya?
(a) Problems regarding the physical facilities
(b) Academic problems.
(c) Administrative problems.
(c) Financial problem.

49. In your opinion which of the following are suitable for the promotion of Science and Mathematics among the students?
(a) By offering financial assistance.
(b) By providing extra coaching.
(c) By reserving incentives to bright students only.

50. Please offer some suggestions for the proper development of Higher Secondary Education in Meghalaya.

APPENDIX II

INTERVIEW SCHEDULE

I. Planning

1. The major tasks facing education in State are reducing illiteracy, revising the curricula, raising the teachers' qualification, introduction of vocational and computer education, strengthening educational research and training and modernization of educational administration. Do you think there are any other aspects of educational development that deserve mention along with those mentioned above?

2. Development of Democratic Citizenship, improvement of vocational efficiency, development of personality, preparation for higher and professional education, specialisation of education, increasing productivity, accelerating the pace of modernization and cultivating values are some of the aims and objectives of Higher Secondary education. Which of them, do you think are adequate to meet the all round development of the child?

3. Which of the following priorities would you lay stress while planning for expansion of Higher Secondary education?
   i. Need of the area is identified.
   ii. Based on the merit of performance of the area/Institution
   iii. Based on the educational survey report.
   iv. Based on the provisions of the constitution
   v. Incentives for the spread and expansion of education.

4. How are educational plans for the Higher Secondary education finally approved by the Government?

5. In your experience, what should be the policies involved in:
   (a) Starting/Upgrading Secondary Schools to Higher Secondary Schools.
   (b) Introducing New Stream/Subject.

6. Should there be a separate Vocational Stream or be part of the general stream at the +2 level of School Education?

7. What in your view should be the main areas to be covered while supervising the Higher Secondary Schools.

II. Curriculum Development and Curriculum Evaluation

8. What are your views on the suitability of Curriculum at the Higher Secondary School level?

9. Besides catering to the need of the pupils and being related to life, what other suggestions could be made for the improvement of the Curriculum at +2 Stage of School Education?

10. Are the present textbooks for the students at the Plus Two level suitable? If No, What suggestions would you make for the improvement of the same?

11. Do you think vocational education should be introduced at the Secondary school level and not at the starting of the Higher Secondary School Stage?

12. What are your views regarding the proposal to make Physical Education compulsory as an integral part of the Curriculum?

III. Finance

13. What norms, in your opinion, should guide the giving of grant-in-aid to the Schools? How far, in your experience and knowledge, the Department of Education has been able to uniformly adhere to the current norms guiding the sanction of grant-in-aid to the Higher Secondary Schools?

14. Besides Audit, how does the Government control the financial transactions of the schools that received financial assistance?

Recognition and Withdrawal

15. Besides adequate funds and facilities, what other norms should guide the according of permanent recognition to the Higher Secondary Schools?

16. Does the Meghalaya Board of School Education have the power to withdraw recognition to Higher Secondary Schools? If so, what according to you are the criteria for such action?

V. Examination and Evaluation

17. Besides eligibility of candidate to appear at the Examinations, good conduct and satisfactory progress of the candidate, do you think that there are any other aspects of regulations for the candidate to appear in the Higher Secondary School Examination which deserve mention along with those mentioned above?

18. In your opinion, whom do you suggest to be ideal persons for setting, moderating the Question papers and examining the Answer scripts after the conclusion of the Examinations?

19. Please comment on the leakage of Question Papers and malpractices in the Examinations.

20. What measures should be taken to avoid such recurrence in the future?

21. What in your view should be the main considerations for re-scrutiny of Answer scripts?

22. Please offer some suggestions for the declaration of Higher Secondary School Examination Results on time.

VI. Training and Research

23. How adequately was the arrangement made to orient teachers to the Higher Secondary Scheme?

24. Did the teachers have any orientation course in teaching Methodology before assuming the duty of teaching in the Higher Secondary Schools?

25. Do you arrange to conduct research on Curriculum Development in the Higher Secondary stage? Yes/No. If yes, please describe briefly.

26. How do you go about to orient development of the needed instructional Materials for the Higher Secondary Schools?

27. Do you revise the Examination Procedures periodically? Yes/No. If Yes, what is the basis for such reforms in the Examination Procedures?

28. What is the nature and extent of support that the MBOSE received from DERT in strengthening the academic programmes at the Higher Secondary School level?

VII. Problems

29. Besides financial problem, which other problems arose from the implementation of +2 stage of education in the State?

30. Whether, in your opinion, the +2 level school stage should form part of the existing Secondary Schools or should this level of education constitute independent institutions which may be called Junior colleges?

31. What is the response of the public in general with regard to the upgradation of Secondary schools to Higher Secondary Schools in the State?

32. It is generally said that the standard of Higher Secondary Education in the State is low as compared to other more advanced States. Do you agree with this statement?

33. What measures should be taken to achieve higher Standards of school education in Meghalaya?

APPENDIX III

The Establishment of the Affiliated Colleges having +2 level of Education

Name of Colleges	Year of Estd.	Level to which Affiliated.
1. St. Edmund's College Shillong	1924	Degree (Arts ,Sc., Com.,)
2. Lady Keane College Shillong	1935	Degree (Arts, Science)
3. St.Mary's College Shillong	1937	-do-
4. Union Christian College, Barapani.	1952	-do-
5. Shillong College Shillong	1956	Degree (Arts, Sc., Com.,)
6. Tura Govt. College Tura-793004	1958	-do-
7. Sankardev College Shillong-793004	1962	Degree (Arts, Science)
8. Synod College Shillong-793002	1965	-do-
9. Kiang Nongbah Govt. College, Jowai	1967	-do-
10. Mendipathar College Mendipathar-794112	1971	Degree (Arts)
11. Seng Khasi College Shillong-793002	1973	-do-
12. Nongstoin College Nongstoin-793119	1986	-do-
13. Acheng Rangmanpa College, Mahendraganj 793119	1986	Degree (Arts, Science)
14. Raid Laban College Shillong – 793004	1985	Degree (Arts, Sc., Com.)
15. Ri Bhoi College Nongpoh	1986	Degree (Arts)
16. Sngap Sing Memorial College,Mawkyrwat 793114	1986	-do-

17. Shillong Commerce Shillong-793003	1987	Degree Commerce
18. Sohra College Cherrapunjee 783180	1986	Degree (Arts)
19. Don Bosco College Tura 794001	1987	Degree (Arts, Sc.)
20. Tirot Sing Memorial Mairang-793210	1987	Degree(Arts)
21. Women's College Shillong-793003	1987	-do-
22. Tikrikilla College Tikrikilla,WGH.	1988	-do-
23. Kazi & Zaman College New Bhaitbhari	1992	-do-
24. Nongtalang College Nongtalang, J. Hills	1992	-do-
25. Jaintia Eastern College Khliehriat, J. Hills	1992	-do-
26. Upper Shillong,College Shillong-793005	1992	-do-
27. Durama College Tura-794001	1993	-do-
28. Budha Bhanu Saraswati Shillong – 793002	1994	-do-
29. Morning Star College Shillong-793014	1994	-do-
30. Capt.Williamson Baghmara	1994	-do-
31. Umshyrpi College Shillong-793004	1995	-do-
32. Greater Mawlai College Shillong – 793008	1993	-do-
33. Bissau College, Shillong – 793003	1996	Degree (Arts, Com.)
34. Thomas Joanes Synod College, Jowai	1998	Degree (Arts)
35. Mawsynram Border Area Mawsynram	1998	-do-

36. St.Dominic College Shillong-793014	1998	-do-
37. Nabon Synod College Jowai – 2	1998	-do-
38. Alpine College Shillong-793014	1999	-do-
39. North East Adventist College, Thadlaskein.	1999	-do-

Source : NEHU, 27th Annual Report 2000-2001, pp. 135-137.

LIST OF HIGHER SECONDARY SCHOOLS

East Khasi Hills District	Stream
1. Govt.Girls' Higher Secondary School,Shillong	: Arts & Science.
2. Govt.Boys' Higher Secondary School, Shillong	: Arts, Science & Vocational

West Khasi Hills District	Stream
1. Sibsingh Memorial Govt. Higher Secondary School	: Arts & Science
2. Mallangkhona Government Higher S. School	: Arts

Jaintia Hills District.	Stream
1. Government Boys' Higher Secondary School, Jowai	: Arts & Science
2. Government Girls' Higher Secondary School, Jowai	: Arts
3. Sohkha Government Higher Secondary, School, Sohkha	: Arts

East Garo Hills District	Stream
1. Rongrengiri Govt. Higher Secondary School	: Arts, Science & Vocational
2. Resubelpara Govt. Higher Secondary School	: Arts & Science
3. United Kharkutta Government Higher S. School	: Arts

West Garo Hills District	Stream
1. Government Boys' Higher Secondary School, Tura:	Arts & Science
2. Govt. Girls' Higher Secondary School., Tura	: Arts & Science
3. Dalu Government Higher Secondary H.S.School. Dalu:	Arts

South Garo Hills District	Stream
1. Baghmara Government Higher Secondary School	: Arts

Deficit Higher Secondary Schools

East Khasi Hills District	Stream
1. Ramakrishna Mission H.S.School , Cherrapunjee	: Arts & Science
2. Sacred Heart Boys' H. S. School, Mawlai, Shillong	: Arts & Science
3. Mawsynram Higher Secondary, School, Mawsynram	: Arts & Science
4. Laban Bengalee Boys' H. S. School, Laban, Shillong	: Science
5. St. Anthony's H. Secondary School, Laitumkhrah ,Shillong:	Science

6. Seng Khasi Higher Secondary School, Jaiaw, Shillong : Science
7. Jail Road Boys' Higher Secondary, Shillong : Science
8. St. Gabriel's Higher Secondary, School, Upper Shillong : Arts
9. Laban Bengalee Girls' Higher Secondary School. : Arts

Ri Bhoi District	Stream
1. St. Michael's Higher Secondary School, Umsning	: Arts, Science & Vocational

West Khasi Hills District	Stream
1. Mairang Presbyterian Higher School, Mairang	: Arts & Science
2. St. Thomas Higher Secondary, School, Mairang	: Arts

Jaintia Hills District	Stream
1. K.J.P. Synod Higher Secondary, School, Jowai	: Arts & Science
2. St. Dominic Higher Secondary, School, Mawkyndeng	: Arts
3. Khliehriat Higher Secondary School, Khliehriat	: Arts

East Garo Hills District	Stream
1. Bajengdoba Higher Secondary, School., Bajengdoba	: Science

West Garo Hills District	Stream
1. Christian Girls' Higher Secondary, School, Tura	: Science

Newly permitted Higher Secondary Schools

East Khasi Hills District	Stream
1. Synod Higher Secondary School, Shillong	: Arts
2. Sacred Heart Girls' Higher Secondary School, Mawlai, Shillong	: Arts
3. St. Dominic Savio Higher Secondary School, Mawkhar, Shillong	: Arts
4. St. Paul's Higher Secondary School, Marbisu	: Arts
5. St. Mary's Higher Secondary School, Laitumkhrah, Shillong	: Arts
6. St. John Bosco Boys' Higher Secondary School, Cherrapunjee	: Arts
7. Smit Higher Secondary School, Smit	: Arts
8. K.J.P. Girls' Higher Secondary School, Shillong	: Arts
9. St. Anthony's Higher Secondary School, Pynursla	: Arts
10. St. Joseph Higher secondary School, Jaiaw	: Arts
11. Gorkha Pathshala Higher Secondary School, Mawprem, Shillong	: Science.
12. Mawlai Presbyterian Higher Secondary School, Mawlai,Iewrynghep	: Arts
13. Laitbah Union Higher Secondary School, Lawbah	: Arts
14. Good Shepherd Higher Secondary School, Jongksha	: Arts
15. St.Margaret's Higher Secondary School, Peachland Shillong	: Arts
16. Laitumkhrah Presbyterian Higher Secondary School, Laitumkhrah	: Arts
17. Laban Presbyterian Higher Secondary School, Laban, Shillong	: Arts
18. Seven Set Higher Secondary School, Malki, Shillong.	: Arts
19. Christian Academy Higher Secondary School, Shillong	: Arts

Ri Bhoi District	Stream
1. Little Flower Higher Secondary School, Mawbri	: Arts

West Khasi Hills District	Stream
1. St. Peter's Higher Secondary School, Pyndengrei, Nongstoin	: Arts
2. Langtor Higher Secondary School, Langtor	: Arts
3. Pariong Presbytery Higher Secondary School, Pariong	: Arts
4. Pongkung Church of God Higher Secondary School, Pongkung	: Arts
5. Nativity Higher Secondary School, Mawkyrwat	: Arts

Jaintia Hills District	Stream
1. Sawlyngdoh Higher Secondary School, Mookaiaw	: Arts
2. St. May Mazzarello Girls' Higher Secondary School, Jowai	: Arts
3. Adventist Higher Secondary School, Thadlaskein	: Arts
4. Shangpung Higher Secondary School, Shangpung	: Arts
5. Rymbai Higher Secondary School, Rymbai	: Arts

West Garo Hills District	: Stream
1. Betasing Higher Secondary School, Betasing	: Arts
2. Bhaitbari Higher Secondary school, Bhaitbari	: Arts
3. Garobada Higher Secondary School, Garobada	: Arts
4. Tura Town Higher Secondary School, Tura	: Arts

East Garo Hills District	Stream
1. United Rongjeng Higher Secondary School, Rongjeng	: Arts
2. Resubelpara Girls' Higher Secondary School, Resubelpara	: Arts
3. United Bangsi Apal Higher Secondary School, Tura	: Arts

South Garo Hills District	Stream
1. Chockpot Higher Secondary School, Chockpot	: Arts

Source : Education Department, Shillong.

APPENDIX I

QUESTIONNAIRES

1. Name and Address of the School/College.

2. Type of School/College: (a) Tribe wise location
   (b) Area of residence.
   (c) Management.

I. Historical background

3. What was the purpose for establishing the school / college? Please tick ✓
   i. To impart general education.
   ii. To prepare youngsters for Higher education.
   iii. To educate people to earn their living.
   iv. To preserve the culture and old traditions.
   v. To make a person a good citizen.
   vi. To cater to the well being of the people of the locality.
   vii. Any other. Please specify.

4. Did the Government, the Mission or Non-Governmental Organisations face any problem for establishing the School/College? Yes/No
   If Yes, please tick ✓the appropriate ones:
   i. Opposition from the parents.
   ii. Opposition from the Community.
   iii. Unwillingness of the students.
   iv. Non-availability of land.
   v. No proper school building.
   vi. Paucity of funds to pay salaries to teachers.
   vii. Any other. Please specify.

5. Where were the classes held during the early period of upgradation of the schools?
   i. Rented building.
   ii. Secondary school building.

6. In the beginning what was the:
   i. Total number of students?
   ii. Total number of teachers?

7. What was the nature of management in the beginning?
   Government/Private aided.

8. Please indicate the Examination results achieved by the Higher Secondary schools in the first year of upgradation.

Year	Arts		Science		Commerce		Vocational	
	Appeared	Passed %	Appeared	Passed %	Appeared	Passed %	Appeared	passed %
1996								

Resources

9. Does your School/College have its own land and building? Yes /No.
If No, where are the classes held? Please tick ✓
   i. Rented building.
   ii. Leased property
   iii. Any other, please specify.

10. Please indicate the number of students enrolled during the last five years.

Year	Class XI		Class XII	
	Boys	Girls	Boys	Girls

11. Who recruits teachers in your school/college? Please tick ✓
   i. Principal.
   ii. Managing Committee.
   iii. The Inspector of Schools.
   iv. Directorate of Public Instructions.
   v. Meghalaya Public Service Commission.
   vi. District Selection Committee.
   vii. Any other. Please specify.

12. What is the required qualification prescribed for appointing teachers in Higher Secondary Schools? Please tick ✓ the correct ones:

(a) B.Ed., (b) M.A., (c) M.Ed., (d) M.Phil., (e) Ph.D.,

13. Kindly note down the number of trained and untrained teachers in your school.

Years 1994-2002	Trained			Untrained			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1994-95									
1995-96									
1996-97									
1997-98									
1998-99									
1999-2000									
2000-01									
2001-02									

14. Is the 1:60 prescribed teacher-student ratio for the +2 level of education justified? If no, what ratios do you suggest?

15. Does your School/College provide the following facilities? Please put a tick ✓mark.

i. Salary and allowance as per Government rule Yes / No.
ii. Leave facilities Yes / No.
iii. Pension. Yes / No.
iv. Contributory Provident fund. Yes / No.
v. Medical facilities Yes / No.
vi. Housing facilities Yes / No
vii. House rent Yes / No.
viii Benefit for higher studies / training. Yes / No.
ix Winter allowance Yes / No.
x. Staff Quarter. Yes / No.
xi. Any other. Please specify.

16. What types of the following programmes were being conducted for the in-service training to the teachers?

(a) Seminar.
(b) Extension lecture
(c) Refresher courses.
(d) Workshops.
(e) Study groups
(f) Conferences.
(g) Discussion/Debate

17. Is there a separate room in the school/college for each of the following? Please put a tick ✓mark.
    i. Headmaster's/Principal's room.
    ii. Teachers' common room.
    iii. Pupils' common room.
    iv. Office room.
    v. Science laboratory.
    vi. Auditorium.
    vii. Computer room.
    viii. Workshop.
    ix. Library.
    x. Any other. Please specify.

18. Is there a qualified librarian? Yes/No.
    If Not, who is in charge of library works? Please describe briefly.

Administration

19. Does the Government have any hand in the management of Mission/Non-Governmental Schools/Colleges? Yes/No
    If Yes, where does the Government exercise its authority? Please tick ✓
    (a) According permission to open school.
    (b) Appointment of teachers.
    (c) Giving Grants.
    (d) Inspection.
    (e) Any other. Please specify.

20. What are the functions of the Managing Committee? Please tick ✓the appropriate ones:
    (a) Planning the school programmes.
    (b) Recruitment of teachers.
    (c) Preparing budget of the school/college.
    (d) Disciplinary matters regarding the teachers.
    (e) Disciplinary matters regarding the students.
    (f) Funding it.
    (g) Maintenance.
    (h) Any other. Please specify.

21. Does the school/college maintain the following? Please put a tick ✓ mark.
    i. Admission register.
    ii. Pupils' attendance register.
    iii. Teachers' attendance register.
    iv. Fee register.
    v. Leave register.
    vi. School calendar.
    vii. Stock register.

viii. Log register.
ix. Cashbook.
x. Receipt Register.
xi. Progress report card.
xii. Cumulative record card.
xiii. Staff confidential register.

22. Who maintains discipline in the school/college? Please put a tick ✓ mark on the appropriate ones:
    i. The class teacher.
    ii. The Headmaster / Principal.
    iii. The Staff jointly.
    iv. The Discipline Committee.
    v. Any other. Please specify.

23. What does the School/College usually do with those students who go against the rules and regulations? Please put a tick ✓mark.
    i. Ask to leave the school / college.
    ii. Gives punishment.
    iii. Gives warning.
    iv. Easily forgives.
    v. Allows continuing.
    vi. Any other. Please specify.

24. Which of the following students' welfare services are provided in your Institution? Please put a tick ✓mark.
    i. Medical check-up.
    ii. Medical aid.
    iii. Canteen.
    iv. Transport.
    v. Book grant.
    vi. Scholarship.
    vii. Hostel accommodation.
    viii. Any other. Please specify.

25. What kinds of games are generally organized in your school/college? Please put a tick ✓mark.
    Football/Volley ball/Badminton/Basketball/Hockey/Cricket/Chinese Checker /Carrom/Table Tennis/Chess/Drill and physical exercises. Any other. Please specify.

26. Does the school/college take students on educational tours? Yes/No.
    Please put a tick ✓ mark.

II. Academic Organisation

27. Who organizes academic work of the School/College? Please indicate in the space provided.

Academic Planning	Persons involved
(a) Preparing Time Table.	……
(b) Assigning Teaching work.	…..…….
(c) Deciding Examination Schedule.	…….
(d) Decision regarding admission and promotion of students.	…….

28. What is the admission procedure in the school/college? Please tick ✓
    i. First come first serve.
    ii. Entrance examination.
    iii. Interview.
    iv. Any other. Please specify.

29. What is the Admission fee/Tuition fee per student for the Higher Secondary courses?

30. Do students have to pay extra fees? Yes/No.
    If Yes, please specify.

31. What are the subjects that are being taught in the school/college?

Subjects

Class XI	Class XII

Total Subjects.

32. What method of teaching do you generally follow in your school/college?

    Please put a tick ✓ mark.
    i. Lecture.
    ii. Lecture and Discussion.
    iii. Lecture and Demonstration.
    iv. Question Answer -Method.
    v. Dictating notes.
    vi. Field Study.
    vii. Self study by students.
    Any other. Please specify.

33. How are examinations conducted by the school/college? Please tick ✓
    Monthly/Quarterly/Half Yearly/Annually/Any other. Please specify.

34. What type of question format do your school/college follow in the Examinations? Please put a tick ✓mark.
Essay type/Objective type/Yes/ No type. Any other. Please specify.

35. Does annual promotion to Class XII mean fulfillment of the following requirements? Please put a tick ✓ mark.
i. Obtaining of Pass Mark. Yes/No.
ii. Obtaining the required attendance. Yes/No
iii. Diligence and hard work are counted Yes/No
iv. Any other.

36. Please indicate the Results achieved during the last seven years in the Board Examinations:

Year	Arts		Science		Commerce		Vocational	
	Appeared	Passed %	Appeared	Passed %	Appeared	Passed %	Appeared	Passed %
1966								
1997								
1998								
1999								
2000								
2001								
2002								

III. Financial Management

37. Who are the persons involved in financial management of the school/college? Please indicate in the space provided.

Financial Planning	Persons involved.
i. Preparing of Budget.	……
ii. Sanctioning of expenditure.	……
iii. Maintaining of accounts	……
iv. Submission of audited accounts to the Government.	……

38. What are the sources of income of your school/college? Please tick ✓ the correct ones.
i. Government grant; Recurring/Non-recurring.
ii. Grants from Local Bodies. Name them.
iii. Fees.
iv. Fines.
v. Donations.
vi. Interest on School/College fund.
vii. Loan
viii. Any Other. Please specify.

39. Which of the following types of financial assistance did your school/college receive during the past years? Please put a tick ✓ mark.
    i. The Deficit grant-in- aid to pay the teachers.
    ii. The school building grant.
    iii. Science laboratory grant.
    iv. Scholarship grant.
    v. Any other. Please specify.

40. How are funds maintained in the school/college? Please tick ✓
    By keeping:
    i. In the Post Office Savings Bank.
    ii. In the Bank.
    iii. Any other. Please specify.

41. Who audits the account of the school/college? Please put a tick ✓mark.
    i. The staff of the office of the Director of Higher and Technical education.
    ii. The Accountant General.
    iii. The Examiner of Local Accounts.
    iv. Any other. Please specify.

42. How frequently is he school's account subjected to audit? Please mention.
    (a) Once in every year.
    (b) Once in two years.
    (c) Once in three years.
    (d) Once in more than three years.

Problems

43. What difficulties in your opinion would arose while implementing the 10+2 pattern of education in the State? Please mention the ones of your choice.
    (a) Financial problem.
    (b) Heavy curriculum.
    (c) Availability of teachers.
    (d) Upgrading of secondary schools.
    (e) Reorganisation of administrative and supervisory machinery.
    (f) Ill equipped Schools.

44. What is the average walking distance of the schools/colleges from the residences of the teachers and students? Please tick ✓
    i. Within 1 Km.
    ii. Within 1 Km - 2 Kms.
    iii. Above 2 Kms.
    iv. Any other. Please specify.

45. Do you feel that enrolment of students in the School/College satisfactory? Yes/No. If No, what are the main reasons for poor enrolment?
    Please tick ✓ the appropriate ones.
    i. Poverty of the Parents.

ii. Indifferent attitudes of Parents toward education.
iii. Lack of interest for education among the children.
iv. Lack of facilities.
v. Any other. Please specify.

46. Do you think that dropouts is high in your School/College? Yes/No.
If Yes, which of the following factors contribute to the same? Please tick ✓
i. Lack of better schools.
ii. Lack of incentives.
iii. Unfavorable conditions at home.
iv. Adverse economic condition.
v. Lack of hostel facilities.
vi. Poor quality of teaching.
vii. High rate of failure in Examinations.
viii. Any other. Please specify.

47. The following are some of the problems in the field of Higher Secondary Education. Please tick ✓ the ones that you think are applicable to your School /College.
i. Ill equipped School.
ii. Poor provision of Educational facilities.
iii. High enrolment and overcrowded classes.
iv. Insufficient number of schools.
v. Insufficient number of teachers.
vi. Under qualified teachers.
vii. Unsatisfactory service condition of teachers.
viii. Paucity of Funds.
ix. Any other. Please specify.

VII. Suggestions

48. What according to you are the most urgent from the following problems to be overcame in the background of your familiarity with the Higher Secondary Education in Meghalaya?
(a) Problems regarding the physical facilities
(b) Academic problems.
(c) Administrative problems.
(c) Financial problem.

49. In your opinion which of the following are suitable for the promotion of Science and Mathematics among the students?
(a) By offering financial assistance.
(b) By providing extra coaching.
(c) By reserving incentives to bright students only.

50. Please offer some suggestions for the proper development of Higher Secondary Education in Meghalaya.

APPENDIX II

INTERVIEW SCHEDULE

I. Planning

1. The major tasks facing education in State are reducing illiteracy, revising the curricula, raising the teachers' qualification, introduction of vocational and computer education, strengthening educational research and training and modernization of educational administration. Do you think there are any other aspects of educational development that deserve mention along with those mentioned above?

2. Development of Democratic Citizenship, improvement of vocational efficiency, development of personality, preparation for higher and professional education, specialisation of education, increasing productivity, accelerating the pace of modernization and cultivating values are some of the aims and objectives of Higher Secondary education. Which of them, do you think are adequate to meet the all round development of the child?

3. Which of the following priorities would you lay stress while planning for expansion of Higher Secondary education?
   i. Need of the area is identified.
   ii. Based on the merit of performance of the area/Institution
   iii. Based on the educational survey report.
   iv. Based on the provisions of the constitution
   v. Incentives for the spread and expansion of education.

4. How are educational plans for the Higher Secondary education finally approved by the Government?

5. In your experience, what should be the policies involved in:
   (a) Starting/Upgrading Secondary Schools to Higher Secondary Schools.
   (b) Introducing New Stream/Subject.

6. Should there be a separate Vocational Stream or be part of the general stream at the +2 level of School Education?

7. What in your view should be the main areas to be covered while supervising the Higher Secondary Schools.

II. Curriculum Development and Curriculum Evaluation

8. What are your views on the suitability of Curriculum at the Higher Secondary School level?

9. Besides catering to the need of the pupils and being related to life, what other suggestions could be made for the improvement of the Curriculum at +2 Stage of School Education?

10. Are the present textbooks for the students at the Plus Two level suitable? If No, What suggestions would you make for the improvement of the same?

11. Do you think vocational education should be introduced at the Secondary school level and not at the starting of the Higher Secondary School Stage?

12. What are your views regarding the proposal to make Physical Education compulsory as an integral part of the Curriculum?

III. Finance

13. What norms, in your opinion, should guide the giving of grant-in-aid to the Schools? How far, in your experience and knowledge, the Department of Education has been able to uniformly adhere to the current norms guiding the sanction of grant-in-aid to the Higher Secondary Schools?

14. Besides Audit, how does the Government control the financial transactions of the schools that received financial assistance?

Recognition and Withdrawal

15. Besides adequate funds and facilities, what other norms should guide the according of permanent recognition to the Higher Secondary Schools?

16. Does the Meghalaya Board of School Education have the power to withdraw recognition to Higher Secondary Schools? If so, what according to you are the criteria for such action?

V. Examination and Evaluation

17. Besides eligibility of candidate to appear at the Examinations, good conduct and satisfactory progress of the candidate, do you think that there are any other aspects of regulations for the candidate to appear in the Higher Secondary School Examination which deserve mention along with those mentioned above?

18. In your opinion, whom do you suggest to be ideal persons for setting, moderating the Question papers and examining the Answer scripts after the conclusion of the Examinations?

19. Please comment on the leakage of Question Papers and malpractices in the Examinations.

20. What measures should be taken to avoid such recurrence in the future?

21. What in your view should be the main considerations for re-scrutiny of Answer scripts?

22. Please offer some suggestions for the declaration of Higher Secondary School Examination Results on time.

VI. Training and Research

23. How adequately was the arrangement made to orient teachers to the Higher Secondary Scheme?

24. Did the teachers have any orientation course in teaching Methodology before assuming the duty of teaching in the Higher Secondary Schools?

25. Do you arrange to conduct research on Curriculum Development in the Higher Secondary stage? Yes/No. If yes, please describe briefly.

26. How do you go about to orient development of the needed instructional Materials for the Higher Secondary Schools?

27. Do you revise the Examination Procedures periodically? Yes/No. If Yes, what is the basis for such reforms in the Examination Procedures?

28. What is the nature and extent of support that the MBOSE received from DERT in strengthening the academic programmes at the Higher Secondary School level?

VII. Problems

29. Besides financial problem, which other problems arose from the implementation of +2 stage of education in the State?

30. Whether, in your opinion, the +2 level school stage should form part of the existing Secondary Schools or should this level of education constitute independent institutions which may be called Junior colleges?

31. What is the response of the public in general with regard to the upgradation of Secondary schools to Higher Secondary Schools in the State?

32. It is generally said that the standard of Higher Secondary Education in the State is low as compared to other more advanced States. Do you agree with this statement?

33. What measures should be taken to achieve higher Standards of school education in Meghalaya?

APPENDIX III

The Establishment of the Affiliated Colleges having +2 level of Education

Name of Colleges	Year of Estd.	Level to which Affiliated.
1. St. Edmund's College Shillong	1924	Degree (Arts ,Sc., Com.,)
2. Lady Keane College Shillong	1935	Degree (Arts, Science)
3. St.Mary's College Shillong	1937	-do-
4. Union Christian College, Barapani.	1952	-do-
5. Shillong College Shillong	1956	Degree (Arts, Sc., Com.,)
6. Tura Govt. College Tura-793004	1958	-do-
7. Sankardev College Shillong-793004	1962	Degree (Arts, Science)
8. Synod College Shillong-793002	1965	-do-
9. Kiang Nongbah Govt. College, Jowai	1967	-do-
10. Mendipathar College Mendipathar-794112	1971	Degree (Arts)
11. Seng Khasi College Shillong-793002	1973	-do-
12. Nongstoin College Nongstoin-793119	1986	-do-
13. Acheng Rangmanpa College, Mahendraganj 793119	1986	Degree (Arts, Science)
14. Raid Laban College Shillong – 793004	1985	Degree (Arts, Sc., Com.)
15. Ri Bhoi College Nongpoh	1986	Degree (Arts)
16. Sngap Sing Memorial College,Mawkyrwat 793114	1986	-do-

17. Shillong Commerce Shillong-793003	1987	Degree Commerce
18. Sohra College Cherrapunjee 783180	1986	Degree (Arts)
19. Don Bosco College Tura 794001	1987	Degree (Arts, Sc.)
20. Tirot Sing Memorial Mairang-793210	1987	Degree(Arts)
21. Women's College Shillong-793003	1987	-do-
22. Tikrikilla College Tikrikilla,WGH.	1988	-do-
23. Kazi & Zaman College New Bhaitbhari	1992	-do-
24. Nongtalang College Nongtalang, J. Hills	1992	-do-
25. Jaintia Eastern College Khliehriat, J. Hills	1992	-do-
26. Upper Shillong,College Shillong-793005	1992	-do-
27. Durama College Tura-794001	1993	-do-
28. Budha Bhanu Saraswati Shillong – 793002	1994	-do-
29. Morning Star College Shillong-793014	1994	-do-
30. Capt.Williamson Baghmara	1994	-do-
31. Umshyrpi College Shillong-793004	1995	-do-
32. Greater Mawlai College Shillong – 793008	1993	-do-
33. Bissau College, Shillong – 793003	1996	Degree (Arts, Com.)
34. Thomas Joanes Synod College, Jowai	1998	Degree (Arts)
35. Mawsynram Border Area Mawsynram	1998	-do-

36. St.Dominic College Shillong-793014	1998	-do-
37. Nabon Synod College Jowai – 2	1998	-do-
38. Alpine College Shillong-793014	1999	-do-
39. North East Adventist College, Thadlaskein.	1999	-do-

Source : NEHU, 27th Annual Report 2000-2001, pp. 135-137.

LIST OF HIGHER SECONDARY SCHOOLS

East Khasi Hills District	Stream
1. Govt.Girls' Higher Secondary School,Shillong	: Arts & Science.
2. Govt.Boys' Higher Secondary School, Shillong	: Arts, Science & Vocational

West Khasi Hills District	Stream
1. Sibsingh Memorial Govt. Higher Secondary School	: Arts & Science
2. Mallangkhona Government Higher S. School	: Arts

Jaintia Hills District.	Stream
1. Government Boys' Higher Secondary School, Jowai	: Arts & Science
2. Government Girls' Higher Secondary School, Jowai	: Arts
3. Sohkha Government Higher Secondary, School, Sohkha	: Arts

East Garo Hills District	Stream
1. Rongrengiri Govt. Higher Secondary School	: Arts, Science & Vocational
2. Resubelpara Govt. Higher Secondary School	: Arts & Science
3. United Kharkutta Government Higher S. School	: Arts

West Garo Hills District	Stream
1. Government Boys' Higher Secondary School, Tura:	Arts & Science
2. Govt. Girls' Higher Secondary School., Tura	: Arts & Science
3. Dalu Government Higher Secondary H.S.School. Dalu:	Arts

South Garo Hills District	Stream
1. Baghmara Government Higher Secondary School	: Arts

Deficit Higher Secondary Schools

East Khasi Hills District	Stream
1. Ramakrishna Mission H.S.School , Cherrapunjee	: Arts & Science
2. Sacred Heart Boys' H. S. School, Mawlai, Shillong	: Arts & Science
3. Mawsynram Higher Secondary, School, Mawsynram	: Arts & Science
4. Laban Bengalee Boys' H. S. School, Laban, Shillong	: Science
5. St. Anthony's H. Secondary School, Laitumkhrah ,Shillong:	Science

6. Seng Khasi Higher Secondary School, Jaiaw, Shillong : Science
7. Jail Road Boys' Higher Secondary, Shillong : Science
8. St. Gabriel's Higher Secondary, School, Upper Shillong : Arts
9. Laban Bengalee Girls' Higher Secondary School. : Arts

Ri Bhoi District	Stream
1. St. Michael's Higher Secondary School, Umsning	: Arts, Science & Vocational

West Khasi Hills District	Stream
1. Mairang Presbyterian Higher School, Mairang	: Arts & Science
2. St. Thomas Higher Secondary, School, Mairang	: Arts

Jaintia Hills District	Stream
1. K.J.P. Synod Higher Secondary, School, Jowai	: Arts & Science
2. St. Dominic Higher Secondary, School, Mawkyndeng	: Arts
3. Khliehriat Higher Secondary School, Khliehriat	: Arts

East Garo Hills District	Stream
1. Bajengdoba Higher Secondary, School., Bajengdoba	: Science

West Garo Hills District	Stream
1. Christian Girls' Higher Secondary, School, Tura	: Science

Newly permitted Higher Secondary Schools

East Khasi Hills District	Stream
1. Synod Higher Secondary School, Shillong	: Arts
2. Sacred Heart Girls' Higher Secondary School, Mawlai, Shillong	: Arts
3. St. Dominic Savio Higher Secondary School, Mawkhar, Shillong	: Arts
4. St. Paul's Higher Secondary School, Marbisu	: Arts
5. St. Mary's Higher Secondary School, Laitumkhrah, Shillong	: Arts
6. St. John Bosco Boys' Higher Secondary School, Cherrapunjee	: Arts
7. Smit Higher Secondary School, Smit	: Arts
8. K.J.P. Girls' Higher Secondary School, Shillong	: Arts
9. St. Anthony's Higher Secondary School, Pynursla	: Arts
10. St. Joseph Higher secondary School, Jaiaw	: Arts
11. Gorkha Pathshala Higher Secondary School, Mawprem, Shillong	: Science.
12. Mawlai Presbyterian Higher Secondary School, Mawlai,Iewrynghep	: Arts
13. Laitbah Union Higher Secondary School, Lawbah	: Arts
14. Good Shepherd Higher Secondary School, Jongksha	: Arts
15. St.Margaret's Higher Secondary School, Peachland Shillong	: Arts
16. Laitumkhrah Presbyterian Higher Secondary School, Laitumkhrah	: Arts
17. Laban Presbyterian Higher Secondary School, Laban, Shillong	: Arts
18. Seven Set Higher Secondary School, Malki, Shillong.	: Arts
19. Christian Academy Higher Secondary School, Shillong	: Arts

Ri Bhoi District	Stream
1. Little Flower Higher Secondary School, Mawbri	: Arts

West Khasi Hills District	Stream
1. St. Peter's Higher Secondary School, Pyndengrei, Nongstoin	: Arts
2. Langtor Higher Secondary School, Langtor	: Arts
3. Pariong Presbytery Higher Secondary School, Pariong	: Arts
4. Pongkung Church of God Higher Secondary School, Pongkung	: Arts
5. Nativity Higher Secondary School, Mawkyrwat	: Arts

Jaintia Hills District	Stream
1. Sawlyngdoh Higher Secondary School, Mookaiaw	: Arts
2. St. May Mazzarello Girls' Higher Secondary School, Jowai	: Arts
3. Adventist Higher Secondary School, Thadlaskein	: Arts
4. Shangpung Higher Secondary School, Shangpung	: Arts
5. Rymbai Higher Secondary School, Rymbai	: Arts

West Garo Hills District	: Stream
1. Betasing Higher Secondary School, Betasing	: Arts
2. Bhaitbari Higher Secondary school, Bhaitbari	: Arts
3. Garobada Higher Secondary School, Garobada	: Arts
4. Tura Town Higher Secondary School, Tura	: Arts

East Garo Hills District	Stream
1. United Rongjeng Higher Secondary School, Rongjeng	: Arts
2. Resubelpara Girls' Higher Secondary School, Resubelpara	: Arts
3. United Bangsi Apal Higher Secondary School, Tura	: Arts

South Garo Hills District	Stream
1. Chockpot Higher Secondary School, Chockpot	: Arts

Source : Education Department, Shillong.

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PROFORMA – I

Rs. 500/-

NORTH – EASTERN HILL UNIVERSITY

Shillong - 793 022

APPLICATION FOR PERMISSION TO OPEN A NEW COLLEGE / INSTITUTION

[TO BE SUBMITTED BY SPONSORING AGENCY / AUTHORITY CONCERNED WHICH PROPOSES TO ESTABLISH A NEW COLLEGE / INSTITUTION]

To

The Registrar,
North – Eastern Hill University,
Shillong – 793022

Sub: Permission to open a New College / Institution - application for

Sir/ Madam,

With reference to the subject referred above I, herewith, submit an application for opening a new college / institution, within the jurisdiction of NEHU, with necessary details as given below:

A. INTRODUCTORY INFORMATION:

1. Name of the sponsoring agency / authority concerned:

.....

2. Address of the sponsoring agency / authority concerned:

.....

.....

……PIN:……Tel:……..….FAX:……Email:……

……

3. Name and address of the proposed College / Institution:

.....

.....

……

4. Name(s) of the subject(s) / course(s) of study proposed to be started*:

.....

.....

.....

.....

.....

5. The academic session from which admissions are proposed to be started:

……

6. Details of the Bank Draft for the prescribed fee**:

……

B. GENERAL INFORMATION:

1. Number of schools and approximate number of students passing Higher Secondary Examinations, during the previous academic session, within a radius of 25 kilometers around the proposed college / institution***:

Name of the School/ Institution	Number of students	Distance from the proposed College / Institution

2. Details of total enrolment of students in colleges within a radius of 25 kilometers around the proposed college / institution***:

Name of the College / Institution	Number of students	Distance from the proposed College / Institution

3. Specify the shift(s) (morning/ day/ evening) during which the college / institution proposes to impart instructions: ----------\

C. EXISTING RESOURCES:

1. Land available for the proposed College / Institution: ----------

2. Details of Facilities in the proposed College / Institution:

(i) Facilities inside the building(s): (if applicable)

Room	Number	Size
Principal's / Director's Room		
Office Room(s)		
Classrooms		
Laboratory		
Library		
Teachers' Common Room		
Students' Common Room (boys & girls)		
Toilet facilities (boys & girls / teaching staff)		
Canteen Facilities		
Any other (please specify)		

(ii) Size of the playground: ----------

(iii) Furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		

Almirahs / Cupboards / Racks		
Laboratory furniture		
Any other items (please specify)		

(iv) Hostel Facilities for the Students (boys and girls):

.....

3. Indicate the ownership - status (with documentary proof) of land/ building(s)/ other physical facilities proposed to be used in running the college [In case of non – ownership of any of the items mentioned above furnish 'no objection certificate(s)' from the owner(s)]:

D. FINANCIAL POSITION:

1. Details of the reserved fund in a long-term fixed deposit scheme in a bank, of the amount as prescribed in the relevant regulation, in the name of the proposed college / institution:

Name of the bank	Amount	Date of Maturity

2. Details of various sources of income of the proposed college / institution:

(i)
(ii)
(iii)

3. What are the proposed heads of expenditure? :

Head of Expenditure	Amount
Staff Salary	
Library Books	

Furniture	
Laboratory	
Sports	
Other Items (please name them)	

E. DOCUMENTS TO BE FURNISHED:

(i) Registration under Societies Registration Act, 1860
(ii) Constitution governing the College / Institution (please enclose a copy of the Constitution / MOU / Bye - Laws)
(iii) 'No Objection Certificate' from the Headman (concerned authorities) of the locality where the College / Institution is located or proposed to be located, wherever applicable
(iv) 'No Objection Certificate' from the Government and Municipal Board / Local Bodies

Date:

Place: Signature of the Sponsoring Agency / Authority

Concerned

CERTIFICATE

This is to certify that the information provided above is correct.

Date: Signature of the Sponsoring Agency / Authority
Concerned

Note:

1. *Documentary evidence should be supplied wherever required.*

2. *Provisions as laid down under the various relevant ordinances and regulations of the University must be strictly followed while making the application. Failure to do so will make the application incomplete and invalid.*

3. *Two hard copies of the application and report accompanied with all relevant documents have to be submitted along with a soft copy.*

4. Application complete in all respects should reach the Director, College Development Council, North - Eastern Hill University, Shillong - 793 022 before 15th August of the year preceding that in which the College is proposed to be started. No exceptions will be entertained in this regard.

* *State explicitly the stream (science/ arts/ commerce/ professional) and the level (general/ honours/ professional) of each subject / course of study.*

** *Application should be accompanied with a bank draft in favour of the Finance Officer, North - Eastern Hill University, Shillong for an amount as per the prescribed fee.*

**** If the location of the proposed college / institution is in rural area or town having less than 20,000 population.*

Enclosures: (please list the enclosures)

PROFORMA – II

Rs. 500/-

NORTH – EASTERN HILL UNIVERSITY

Shillong - 793 022

APPLICATION FOR PROVISIONAL AFFILIATION TO SUBJECT(S) / COURSE(S) OF STUDY IN A NEW COLLEGE / INSTITUTION

[TO BE SUBMITTED BY THE PRINCIPAL / DIRECTOR OF THE NEW COLLEGE / INSTITUTION]

To

The Registrar,
North – Eastern Hill University,
Shillong – 793022

Sub: Provisional affiliation to subject(s) / course(s) of study in a new college / institution -

application for

Sir/ Madam,

With reference to the subject referred above I, herewith, submit an application for provisional affiliation to NEHU of the following subject(s) / course(s) of study in the college / institution for which permission to start was granted earlier (Ref.*: ……..……). The necessary details are given below:

A. GENERAL INFORMATION:

1. Name and address of the new College / Institution: ----------

---

PIN:…….Tel:……FAX:……Email:……

……

2. Name and address of the sponsoring agency / authority concerned: --

---

PIN:……Tel:……FAX:……Email:……
….

3. Members of the Governing Body / Management Committee of the College / Institution
(list of the Members and photocopy of the minutes of the last Governing Body / Management Committee to be enclosed): ----------
---

4. Legal status :

(i) Registration under Societies Registration Act, 1860 [document to be enclosed]:
(ii) Constitution governing the College / Institution (please enclose a copy of the Constitution / MOU / Bye - Laws):
(iii) 'No Objection Certificate' from the Headman of the locality where the College / Institution is located (to be enclosed):
(iv) 'No Objection Certificate' from the Government and Municipal Board / Local Bodies (to be enclosed):

5. Name(s) of the Subject(s) / Course(s) of study for which affiliation is sought:

Sl. No.	Degree	Subject(s) / Course(s) of Study	General / Honours / Professional

6. The academic session from which admission of students to the proposed subject(s) / course(s) of study is proposed to start: ---
---

B. EXISTING RESOURCES:

1. Land available for the College / Institution (area):
.....

2. Details of Facilities in the College / Institution:

(i) Facilities inside the building(s):

Room	Number	Size
Principal's / Director's Room		
Office Room(s)		
Classrooms		
Laboratory		
Library		
Teachers' Common Room		
Students' Common Room (boys & girls)		
Toilet facilities (boys & girls / teaching staff)		
Canteen Facilities		
Any other (please specify)		

(ii) Size of the playground:

.....

(iii) Hostel Facilities for the Students (boys and girls):

.....

(iv) Furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

(v) Laboratory Equipments and Computers:

Sl. No.	Name of the Equipment	Quantity	Remarks

(vi) Library: Number of books available and proposed to be purchased (please enclose the list of books with title, author, publisher, year of publication, number of copies, and accession number)

Sl. No.	Subjects	Existing No. of books	Additional No. of books proposed

3. Indicate the ownership - status (with documentary proofs) of land/ building(s)/ other physical facilities proposed to be used in running the college [In case of non – ownership of any of the items mentioned above furnish 'no objection certificate(s)' and other relevant details from the owner(s)]: .....

.....

D. ACADEMIC AND STAFF DETAILS:

1. Whether a qualified and full - time Principal / Director has been appointed? :

• Yes • No

(furnish details about name, age, qualifications, etc. and also furnish a copy of the appointment letter):

Name	Designation	Age	Qualifications	Date of Joining

2. Have you made appointments to the teaching posts? :
• Yes • No
(furnish details about names of the teachers with age, their academic qualifications, experience, areas of specialisation, etc. and also furnish copies of appointment letters):

Sl. No.	Name	Designation	Age	Specialisation	Qualifications	Date of Joining*

* of regular teachers except Law faculty

3. Whether a qualified and full - time Librarian has been appointed? : • Yes • No
(furnish details about name, age, qualification, etc. and also furnish a copy of the appointment letter):

Name	Designation	Age	Qualifications	Date of Joining

4. Details of administrative staff:

Sl. No.	Name	Designation	Age	Qualifications	Date of Joining

5. What is the expected enrolment for the first year? : ----------
---

6. Admission Policy (a separate note may be attached): ----------
---

E. CO-CURRICULAR ACTIVITIES:

Details of proposed co-curricular activities such as social service, sports (indoor and outdoor), NSS, debate, NCC, etc.:
.....

F. FUTURE PLANS:

Please enclose your proposals, if any, for future development programmes reflecting prospects of the college for the next ten years in physical resources, financial resources, academic programmers, library facilities, co-curricular activities, etc.: ----------

G. AFFILIATION FEE FOR PROVISIONAL AFFILIATION:

Details of the Bank Draft for the prescribed fee:----------

Bank Draft be drawn ***in favour of the Finance Officer, North - Eastern Hill University***, *Shillong* payable at a nationalised bank in Shillong.

Date:

Place: Signature of the Principal / Director

CERTIFICATE

This is to certify that the information provided above is correct.

Date: Signature of the Principal / Chairman of the G. B.

Note:

3. *Documentary evidence should be supplied wherever required.*

4. *Provisions as laid down under the various ordinances and regulations of the University relevant to provisional affiliation to new subject(s) / course(s) of study must be strictly followed while making the application. Failure to do so will make the application incomplete and invalid.*

3. *Two hard copies of the application and report accompanied with all relevant documents have to be submitted along with a soft copy.*

4. *Application complete in all respects should be submitted to the Director, College Development Council, North - Eastern Hill University, Shillong - 793 022*

5. *Please take note of the provisions relating to affiliated colleges / institutions under NEHU Statutes, Ordinances, Regulations.*

* *Reference of the permission letter for starting the college/institution should be quoted here*

Enclosures (list the enclosed documents):

PROFORMA – III

Rs. 500/-

NORTH–EASTERN HILL UNIVERSITY

Shillong - 793 022

APPLICATION FOR RENEWAL OF PROVISIONAL AFFILIATION

[TO BE SUBMITTED BY THE PRINCIPAL / DIRECTOR OF THE COLLEGE / INSTITUTION]

To

The Registrar,
North – Eastern Hill University,
Shillong – 793022

Sub: Renewal of Provisional Affiliation of the College / Institution - application for

Sir/ Madam,

With reference to the subject referred above I, herewith, submit an application for the renewal of provisional affiliation to the following subject(s) / course(s) of study in the college/institution for which provisional affiliation was granted earlier. The necessary details are given below:

A. GENERAL INFORMATION:

1. Name and address of the College / Institution : ----------

---

PIN:……Tel:……FAX:……Email:……

……

2. Name and address of the Sponsoring Authority: ----------

PIN:……Tel:……FAX:……Email:……
……

3. Year of establishment of the College / Institution: ----------
---

4. Has the college/institution been accredited by any agency (e. g., NAAC, AICTE, etc.) • Yes • No

If yes, the gradation of the college / institution:

.....

5. Any other recognition received by the college / institution:
.....

6. Name of the subject(s) / course(s) of study offered by the College / Institution presently:

Course	Subject(s) / Course (s)
B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	
B. Com. (Honours)	
B. Ed.	
LL. B.	
B. Tech.	
Any other (please specify)	

7. Date of first provisional affiliation and the period up to which the affiliation was granted [attach copies of the University's notifications(s)]: -------
---
---

8. Whether the conditions as per the University's notification have been fulfilled?

• Yes • No

9. Attach a brief report explaining the fulfillment of the conditions or reasons for non –fulfillment:

---

10. Attach a note explaining reasons for seeking renewal of affiliation:

---

11. Was the decision to apply for renewal of affiliation taken by the Governing Body /

Management Committee of the College / Institution? :

• Yes • No

If yes then, attach a copy of the resolution along with a complete list of the members of the
Governing Body / Management Committee of the College / Institution: ----------

12. Names of the Principal / Director, teachers and librarian with qualifications, experience and dates of joining. The terms and conditions of their appointment should be indicated:

(use separate sheets, if required)

Sl. No.	Designation	Name	Age	Specialisation	Qualifications	Date of Joining
	Principal / Director					
Teachers						

Librarian						

13. Details of administrative staff (The terms and conditions of their appointment should be indicated):

Sl. No.	Name	Designation	Age	Qualifications	Date of Joining*

* of regular teachers except Law faculty

14. Land available for the College / Institution (area and ownership status):
.....

15. Details of facilities in the College / Institution:

(i) Facilities inside the building(s):

Room	Number	Size
Principal's / Director's Room		
Office Room(s)		
Classrooms		
Laboratory		
Library		
Teachers' Common Room		
Students' Common Room (boys & girls)		
Toilet facilities (boys & girls / teaching staff)		
Canteen Facilities		
Any other (please specify)		

(ii) Size of the playground:
.....

(iii) Hostel facilities for the Students (boys and girls):
.....

(iv) Furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

(v) Laboratory Equipments and Computers:

Sl. No.	Name of the Equipment	Quantity	Subject (s)

(vi) Library: Number of books available and proposed to be purchased (enclose a list of books with title, author, publisher, year of publication, number of copies, and accession number):

Sl. No.	Subjects	Existing No. of books	Additional No. of books proposed

B. ACADEMIC DETAILS:

1. Details of students' enrolment during the previous three years:

Year	Course (Gen., Hons., Professional)	Subject(s)	Enrolment

2. Results in the University Examinations during the previous three years:

Year	Examination (Gen., Hons., Professional)	Subject	No. of Students appeared	No. of Students passed		Overall pass %age	Remarks
				I Div	II Div		

C. FINANCIAL POSITION:

Details of the reserved fund in a long-term fixed deposit scheme of a bank in the name of the College / Institution. (attach a certificate from the bank to this effect)

Name and address of the bank	Amount

D. AFFILIATION FEE FOR RENEWAL OF PROVISIONAL AFFILIATION:

Details of the Bank Draft for the prescribed fee: ----------

Bank Draft be drawn in favour of the ***Finance Officer, North - Eastern Hill University***, *Shillong* payable at a nationalised bank in Shillong.

Late fee at the rate of 10% per month will be charged for each month of default, if the application is not submitted before the stipulated time, i.e., 6 (six) months before the expiry of the earlier Affiliation.

E. ANY OTHER IMFORMATION:

Any other relevant information in support of the application may be given on additional sheets.

Date:

Place: Signature of the Principal / Director

CERTIFICATE

This is to certify that the information provided above is correct.

Date: Signatures of the Principal / Director / Chairman of the G. B.

Note*:*

1. *Documentary evidence has to be supplied wherever required.*
2. *The University has laid down certain essential conditions to be fulfilled by the colleges / institutions for granting affiliation. The college / institution authorities should ensure that all such conditions are fulfilled while submitting the application for renewal.*
3. *Two hard copies of the application and report accompanied with all relevant documents have to be submitted along with a soft copy.*
4. *Please take note of the provisions relating to affiliated colleges / institutions under NEHU Statutes, Ordinances, Regulations.*

Enclosures (list the enclosed documents):

PROFORMA – IV

Rs. 500/-

NORTH – EASTERN HILL UNIVERSITY

Shillong – 793 022

APPLICATION FORM FOR PERMANENT AFFILIATION

[TO BE SUBMITTED BY THE PRINCIPAL / DIRECTOR OF THE COLLEGE / INSTITUTION]

To

The Registrar,
North – Eastern Hill University,
Shillong – 793022

Sub: Permanent Affiliation of the College / Institution - application for

Sir/ Madam,

With reference to the subject referred above I, herewith, submit an application for permanent affiliation to NEHU of the following course(s)/subject(s) of study offered in the college/institution. The necessary details are given below:

A. GENERAL INFORMATION:

1. Name and address of the College / Institution : ----------
---

PIN:……Tel:……FAX:……Email:……

2. Name and address of the Sponsoring Authority: ----------

PIN:……Tel:……FAX:……Email:……
……

3. Year of establishment : ----------

4. Was the decision to apply for permanent affiliation taken by the Governing Body / Management Committee of the College / Institution? : • Yes • No

If yes, attach a copy of the resolution with a complete list of the members of the Governing Body / Management Committee of the College / Institution: ----------

5. Has the college / institution implemented all the requirements and recommendations of the University on affiliation matters? :
• Yes • No

6. Has the college/institution been accredited by any agency (e. g., NAAC, AICTE, etc.): • Yes • No

If yes, the grade awarded to the college / institution:

.....

7. Any other recognition received by the college/institution:
.....

8. Details of affiliation (enclose copy of University notification):

Course (Gen. / Hons. / Professional)	Subject	Year of first affiliation	Year(s) of renewal

9. Name of the courses the college / institution is presently offering :

Course	Subjects(s)

B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	
B. Com. (Honours)	
B. Ed.	
LL .B.	
B. Tech.	
Any other (please specify)	

B. DETAILS OF INFRASTRUCTURE:

1. Land available for the College / Institution (area and ownership status): .....

2. Details of facilities in the College / Institution:

(i) Facilities inside the permanent building(s) of the college / institution:

Room	Number	Size
Principal's / Director's Room		
Office Room(s)		
Classrooms		
Laboratory		
Library		
Teachers' Common Room		
Students' Common Room (boys & girls)		
Toilet facilities (boys & girls / teaching staff)		
Canteen Facilities		
Sports		
Any other (please specify)		

(ii) Size of playground:

.....

(iii) Hostel Facilities for the Students (boys and girls):

.....

(iv) Furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

(v) Laboratory equipments and Computers: (please use separate sheets)

Sl. No.	Name of the Equipment	Quantity	Subject (s)

(vi) Library: Number of books available and proposed to be purchased (please enclose the list of books with title, author, publisher, year of publication, number of copies, and accession number) (please use separate sheets)

Sl. No.	Subjects	No. of Books	Additional No. of books proposed

C. DETAILS OF STAFF:

1. Names of the Principal / Director, teachers and librarian with qualifications, experience and dates of joining. The terms and conditions of their appointment should be indicated:

(use separate sheets)

Sl. No.	Designation	Name	Age	Specialisation	Qualifications	Date of Joining
	Principal / Director					
Teachers*						
Librarian						

* dates of joining of regular teachers

2. Details of administrative staff (terms and conditions of their appointment should be indicated): (use separate sheets)

Sl. No.	Name	Designation	Age	Qualifications	Date of Joining

D. ACADEMIC DETAILS:

1. Results in the University examinations for the last six years (use separate sheets, if required):

Year	Examination (Gen., Hons., Professional)	Subject	No. of Students appeared	No. of Students passed		Overall pass %age	Remarks
				I Div	II Div		

2. Academic distinctions achieved by the students:

Sl. No.	Year	Details of the academic distinctions

E. ABOUT DISCIPLINE IN THE COLLEGE / INSTITUTION:

1. Details, if any, on the following:

(i) Strike(s) in the college / institution during the last six years (use additional sheets, if required): ----------

(ii) Disciplinary cases (relating to examination, etc.) during the last six years (use extra - sheets if required): ----------

F. FINANCIAL POSITION:

1. Furnish information about the fixed / term deposits in a bank in favour of the college/institution: (Certificate form the bank to be attached)

Name of the bank	Account No.	Amount	Date of maturity

2. Income and expenditure during the last six years (use separate sheets, if required):

Year	Income	Expenditure

G. SELF - EVALUATION BY THE COLLEGE / INSTITUTION:

Please give self - evaluation on the following:

a. Present academic standards
b. Resources: physical and financial
c. Achievements of your declared aims and objectives
d. Points of strength and weakness
e. Problems faced in running the affairs and their possible solutions
f. Future priorities
g. Co-curricular activities
h. Any other comments

H. AFFILIATION FEE FOR PERMANENT AFFILIATION:

Details of the Bank Draft for the prescribed fee: ----------

Bank Draft be drawn in favour of the ***Finance Officer, North - Eastern Hill University***, *Shillong* payable at a nationalized bank in Shillong.

Date: _____

Place: _____ Signature

of the Principal / Director

CERTIFICATE

This is to certify that the information provided above is correct.

Date: Signatures of the Principal / Director / Chairman of the G. B.

Note:-

1. *Documentary evidence has to be supplied wherever required.*
2. *The University has laid down certain essential conditions to be fulfilled by the colleges for granting permanent affiliation. The college authorities should make sure to follow such conditions in submitting the application.*
3. *Two hard copies of the application and report accompanied with all relevant documents have to be submitted along with a soft copy.*

4. *Please take note of the provisions relating to affiliated colleges / institutions under NEHU Statutes, Ordinances, Regulations.*

Enclosures (list the enclosed documents):

PROFORMA – V

Rs. 500/-

NORTH – EASTERN HILL UNIVERSITY

Shillong - 793 022

APPLICATION FOR PERMISSION TO START NEW SUBJECT(S) / COURSE(S) OF STUDY IN AN AFFILIATED COLLEGE / INSTITUTION

[TO BE SUBMITTED BY THE PRINCIPAL / DIRECTOR OF THE COLLEGE / INSTITUTION]

To

The Registrar,
North – Eastern Hill University,
Shillong – 793022

Sub: Permission to start new subject(s) / course(s) - application for

Sir/ Madam,

With reference to the subject referred above I, herewith, submit an application for permission to start new subject(s) / course(s) with necessary details as given below:

A. GENERAL INFORMATION:

1. Name and address of the college/institution: ----------

PIN:……Tel:……FAX:……Email:……-

2. (i) Year of establishment of the college/institution: ----------(ii)

When was the affiliation first granted?: ----------

3. Name and address of the sponsoring agency / authority concerned: ----------

---

PIN:……Tel:……FAX:……Email:……-

4. Was the decision to apply for the new subject(s) / course(s) taken by the Governing Body / Management Committee of the College / Institution? : • Yes • No

If yes, attach a copy of the resolution along with a complete list of the members of the Governing Body / Management Committee of the College / Institution: ----------

5. Details about the new subject(s)/course(s) the college/institution proposes to start? :

Sl. No.	Degree	Gen. / Hons. / Professional	Subject (s)	Proposed academic session for starting the subject (s)/ course (s)

6. Give the justification for starting the proposed subject(s)/course(s) of study:

---

7. Name of the courses the college / institution is presently offering:

Course	Subjects(s)
B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	
B. Com. (Honours)	
B. Ed.	
LL. B.	
B. Tech.	
Any other (please specify)	

B. PHYSICAL FACILITIES:

1. Land available for the College / Institution (area and ownership status): .....

2. Details of facilities in the College / Institution:

(i) Facilities inside the building(s):

Room	Number	Size
Principal's / Director's Room		
Office Room(s)		
Classrooms		
Laboratory		
Library		
Teachers' Common Room		
Students' Common Room (boys & girls)		
Toilet facilities (boys & girls / teaching staff)		
Canteen Facilities		
Sports		
Any other (please specify)		

(ii) Size of playground:
.....

(iii) Hostel facilities for the Students (boys and girls):
.....

(iv) Furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

(v) Laboratory Equipments and Computers:

Sl. No.	Name of the Equipment	Quantity	Subject (s)

(vi) Library: Number of books available and proposed to be purchased (enclose the list of books with title, author, publisher, year of publication, number of copies, and accession number):

Sl. No.	Subjects	Existing No. of books	Additional No. of books proposed

C. FINANCIAL POSITION:

1. Details of the reserved fund in fixed / term deposit scheme in a bank in the name of the college / institution:

Name of the Bank	Pass Book /Account No.	Amount

2. Details of the income and expenditure during the previous three years:

Year	Income	Expenditure

3. How does the college / institution intend to raise additional funds for starting the proposed subject(s)/course(s)? Indicate the sources:

Sources	Amount

D. ACADEMIC DETAILS:

1. Whether the college / institution has appointed required number of qualified teachers to teach the proposed subject(s)/course(s)? :

• Yes • No

If no, what steps have been taken to appoint the teachers? : ----------

2. Details of the results in the University examinations during the last three years:

Subject(s) / course(s)	Year	Percentage of students passed		
		1st year	2nd year	3rd year

3. Number of books in the proposed subject(s) (enclose the list of books with title, author, publisher, year of publication, number of copies, and accession number):

Subject	No. of Books

4. When did the University Inspection Team visit the college / institution earlier and for what purpose? : ----------

5. Whether the conditions laid down by the University earlier are fulfilled? :

• Yes • No

If no, reasons for non - fulfillment? :

.....

E. PRSCRIBED FEE:

Details of the Bank Draft for the prescribed fee:----------

Bank Draft be drawn ***in favour of the Finance Officer, North - Eastern Hill University***, *Shillong* payable at a nationalised bank in Shillong.

Date:

Place: Signature of the Principal / Director

CERTIFICATE

This is to certify that the information provided above is correct.

Date: Signature of the Principal / Director / Chairman of the G. B.

Note:

1. *Documentary evidence has to be supplied wherever required.*
2. *Two hard copies of the application and report accompanied with all relevant documents have to be submitted along with a soft copy.*

Enclosures (list the enclosed documents):

PROFORMA – VI

Rs. 500/-

NORTH – EASTERN HILL UNIVERSITY

Shillong - 793 022

APPLICATION FOR PROVISIONAL AFFILIATION TO NEW SUBJECT(S) / COURSE(S) OF STUDY IN AN AFFILIATED COLLEGE / INSTITUTION

[TO BE SUBMITTED BY THE PRINCIPAL / DIRECTOR OF THE COLLEGE / INSTITUTION]

To

The Registrar,
North – Eastern Hill University,
Shillong – 793022

Sub: Provisional affiliation to new subject(s) / course(s) - application for

Sir/ Madam,

With reference to the subject referred above I, herewith, submit an application for provisional affiliation to new subject(s) / course(s) with necessary details as given below:

A. GENERAL INFORMATION:

1. Name and address of the college/institution: ----------

PIN:……Tel:……FAX:……Email:……

4. (i) Date of establishment of the college/institution: ----------
-(ii) When was the affiliation first granted? ----------

5. Name and address of the sponsoring agency / authority concerned: ----------

---

PIN:……Tel:……FAX:……Email:……

4. Was the decision to apply for affiliation of the new subject(s) / course(s) taken by the Governing Body / Management Committee of the College / Institution? :

• Yes • No

If yes, attach a copy of the resolution along with a complete list of the members of the Governing Body / Management Committee of the College / Institution: ----------
---

5. Details about the new subject(s)/course(s) the college/institution intends to start?

Sl. No.	Degree	Gen. / Hon. / Professional	Subject(s) / Course(s) of Study	Proposed academic session of starting the course

6. When did the college/institution obtain permission from the University to start the above mentioned subject(s)/course(s)? (Give the number and date of the permission letter received from the University and enclose a copy of that letter):

---

7. Have you implemented all the conditions laid down by the University for starting the proposed new subject(s)/course(s)?:

8. Name of the courses the college is presently offering:

Course	Subjects(s)
B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	
B. Com. (Honours)	
B. Ed.	
LL. B.	
B. Tech.	

Any other (please specify)	

B. PHYSICAL FACILITIES:

Details of facilities in the College / Institution:

a. Facilities inside the building(s):

Room	Number	Size
Principal's / Director's Room		
Office Room(s)		
Classrooms		
Laboratory		
Library		
Teachers' Common Room		
Students' Common Room (boys & girls)		
Toilet facilities (boys & girls / teaching staff)		
Canteen Facilities		
Any other (please specify)		

Facility	Number	Size
Classrooms		
Laboratory		
Principal's / Director's Room		
Office Room(s)		
Students' Common Room (boys & girls)		
Teachers' Common Room		
Library		
Laboratory		
Toilet facilities (boys & girls / teaching staff)		
Canteen Facility		
Sports		
Any other (e.g., auditorium, computer lab, etc.)		

(ii) Size of playground:

.....

(iii) Hostel Facilities for the Students (boys and girls):

.....

(iv) Furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

(v) Laboratory Equipments and Computers:

Sl. No.	Name of the Equipment	Quantity	Subject (s)

(vi) Library: Number of books available and proposed to be purchased (please enclose the list of books with title, author, publisher, year of publication, number of copies, and accession number)

Sl. No.	Subjects	Existing No. of books	Additional No. of books proposed

C. ACADEMIC DETAILS:

1. Give details about the teachers who will be teaching the proposed subject(s)/course(s):

Sl. No.	Name	Designation	Age	Specialization	Qualification	Date of Joining

2. Results in the University examinations during the previous three years.

Subject(s) / course(s)	Year	Percentage of students passed		
		1st year	2nd year	3rd year

3. Number of books available in the college/institution on the proposed subject(s):
(give details on a separate sheet about the title, author, publisher, year and accession number)

Subject	No. of Books

4. When did the University Inspection Team visit the College / institution earlier and for what purpose? :

5. Whether the conditions laid down by the University last time are fulfilled?
   - Yes
   - No

   If no, reasons for non - fulfillment:
   .....

D. FINANCIAL POSITION:

1. Furnish information about Reserve Fund in a long - term fixed deposits scheme in a bank in favour of the college/institution: (Certificate form the bank to be attached)

Name of the Bank	Pass Book /Account No.	Amount

2. Kindly furnish the income and expenditure during the last three years:

Year	Income	Expenditure

3. How does the college / institution proposes raise additional funds for starting the

proposed subject(s)/course(s)? Indicate the sources:

Sources	Amount

E. AFFILIATION FEE FOR PROVISIONAL AFFILIATION:

Details of the Bank Draft for the prescribed fee:……..

Bank Draft be drawn in favour of the ***Finance Officer, North - Eastern Hill University***, *Shillong* payable at a nationalised bank in Shillong.

Date:
Place: Signature of the Principal / Director

CERTIFICATE

This is to certify that the information provided above is correct.

Date: Signatures of the Principal / Director / Chairman of the G. B.

Note:

1. *Documentary evidence has to be supplied wherever required.*
2. *Two hard copies of the application and report accompanied with all relevant documents have to be submitted along with a soft copy.*
3. *Please take note of the provisions relating to affiliated colleges / institutions under NEHU Statutes, Ordinances, Regulations.*

Enclosures (list the enclosed documents):

PROFORMA – VII

Rs. 500/-

NORTH–EASTERN HILL UNIVERSITY

Shillong

APPLICATION FOR PERMANENT AFFILIATION TO SUBJECT(S) / COURSE(S) OF STUDY IN A COLLEGE / INSTITUTION HAVING PERMANENT AFFILIATION

[TO BE SUBMITTED BY THE PRINCIPAL / DIRECTOR OF THE COLLEGE / INSTITUTION]

To

The Registrar,
North – Eastern Hill University,
Shillong – 793022

Sub: Permanent Affiliation - application for

Sir/ Madam,

With reference to the subject referred above I, herewith, submit an application for permanent affiliation to NEHU of the course(s) / subject(s) of study in the college/institution. It may be noted that some of the course(s) / subject(s) of study in the college/institution are already permanently affiliated. The necessary details are given below:

A. GENERAL INFORMATION:

1. Name and address of the College : ----------

PIN:……Tel:……FAX:……Email:……
……

4. Name and address of the sponsoring authority: ----------
---------- ----------

PIN:……..……Tel:……FAX:……Email:……
……

5. Year of establishment : ----------
---

4. Which are the subject(s)/course(s) for which the college/institution has been already granted permanent affiliation? (attach a copy of the letter from the University to this effect): ----------

5. Was the decision to apply for permanent affiliation of these subject(s) / course(s) taken by the Governing Body / Management Committee of the College / Institution? :

- Yes
- No

If yes, attach a copy of the resolution along with a complete list of the members of the Governing Body / Management Committee of the College / Institution: ----------

6. Has the college implemented all the requirements and recommendations of the University on affiliation matters? :
   - Yes
   - No

7. Has the college/institution been accredited by any agency (e.g., NAAC /AICTE, etc)? :
   - Yes
   - No

   If yes, the grade of the college/institution: ----------

8. Any other recognition received by the college/institution: ----------

B. ACADEMIC DETAILS:

1. Details of provisional affiliation to the new subject(s)/course(s) (enclose copy of University notification) :

Course (Gen. / Hons. / Professional	Subject	Year of first provisional affiliation	Year(s) of renewal

2. Name of the courses the college is presently offering :

Course	Subject(s)
B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	
B. Com. (Honours)	
B. Ed.	
LL.B.	
B. Tech.	
Any other (please specify)	

3. Results of University examinations during the previous five years (use separate sheets, if required):

Year	Examination (Gen., Hon., Professional)	Subject	No. of Students appeared	No. of Students passed		Overall pass %age	Remarks
				I Div	II Div		

6. Academic distinctions achieved by the students:

Sl. No.	Year	Details of distinctions

C. DETAILS OF INFRASTRUCTURE:

1. Details of the land owned by the college (document regarding ownership must be enclosed): (i) Total area: ----------

---

1. Total built - up area: ----------

(iii) Total area of the playground: ----------

---

2. Details of the facilities in the permanent building owned by the college:

Room	Number	Size
Principal's / Director's Room		
Office Room(s)		
Classrooms		
Laboratory		
Library		
Teachers' Common Room		
Students' Common Room (boys & girls)		
Toilet facilities (boys & girls / teaching staff)		
Canteen Facilities		
Sports		
Any other (please specify)		

3. Details of furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Other chairs		
Other tables		
Almirahs		

Laboratory furniture (please specify)		
Library furniture (please specify)		
Other items (please specify)		

4. Details of Laboratory Equipments and Computers:

Sl. No.	Name of the equipment	Quantity	For which subject	Remark

5. Library: Details of books available and proposed to be purchased (enclose the list of books with title, author, publishers, year of publication, number of copies and accession number):

Sl. No.	Subjects	Existing number of books	Additional number of books proposed

D. DETAILS OF STAFF:

1. Names of the Principal / Director, teachers and librarian with qualifications, experience and dates of joining (please use separate sheet)

Sl. No.	Designation	Name	Age	Specialisation	Qualifications	Date of Joining
	Principal / Director					
Teachers*						

Librarian						

* dates of joining of regular teachers

2. Details of administrative staff:

Sl. No.	Name	Designation	Age	Qualifications	Date of Joining

E. ABOUT DISCIPLINE IN THE COLLEGE / INSTITUTION:

Furnish details, if any, on the following:

(ii) Strike(s) in the college during the previous five years (use additional sheets, if required):

(ii) Disciplinary cases (relating to examinations, etc.) during the previous five years (use extra - sheets if required):

F. FINANCIAL POSITION:

1. Details of fixed / term deposit in favour of the college (procure a copy of the certificate from the bank):

Name of the Bank	Pass Book /Account No.	Amount

2. Income and expenditure during previous six years (use separate sheet, if required)

Year	Income	Expenditure

G. SELF – EVALUATION BY THE COLLEGE / INSTITUTION:

Please self - evaluate on the following:

a. Present academic standard
b. Resources –physical and financial
c. Achievement of your declared aims and objectives
d. Points of strength and weakness
e. Problems and their possible solutions
f. Future priorities
g. Co-curricular activities
h. Any other comments

H. AFFILIATION FEE FOR PERMANENT AFFILIATION:

Details of the Bank Draft for the prescribed fee: ----------

Bank Draft be drawn in favour of the ***Finance Officer, North-Eastern Hill University***, *Shillong,* payable at a nationalised bank in Shillong.

Date: _____

Place: _____ Signature of the Principal / Director

CERTIFICATE

This is to certify that the information provided above is correct.

Date: Signature of the Principal / Director / Chairman of the G. B.

Note:-

1. *Documentary evidence has to be supplied wherever required.*
3. *The University has laid down certain essential conditions to be fulfilled by the colleges for granting permanent affiliation. The college/ institute authority should make sure to follow such conditions in submitting the application.*
3. *Two hard copies of the application and report accompanied with all relevant documents have to be submitted along with a soft copy.*
4. *Please take note of the provisions relating to affiliated colleges / institutions under NEHU Statutes, Ordinances Regulations.*

Enclosures (list the enclosed documents):

PROFORMA – VIII

NORTH – EASTERN HILL UNIVERSITY

Shillong - 793 022

INSPECTION REPORT ON PERMISSION TO START A NEW COLLEGE / INSTITUTION

[TO BE SUBMITTED BY THE INSPECTION TEAM TO DIRECTOR, CDC]

4. Name and address of the sponsoring agency / authority concerned:-----
   ---

   PIN:……Tel:……FAX:……Email:…….
   ……
5. Name and address of the proposed College / Institution:----------
   ---

   PIN:……Tel:……FAX:……Email:…….
   ……
3. Members of the Governing Body/Management Committee of the college/institution (please enclose the list):

4. Name(s) of the subject(s) / course(s) of study proposed to be started
   [Arts (General / Honours); Science (General / Honours); Professional]:

.....
.....
.....
.....
.....

5. The academic session from which admissions are proposed to be started:

……

6. Number of schools and approximate number of students passing Higher Secondary
Examinations, during the previous academic session, within a radius of 25 kilometers
around the proposed college / institution*:

Name of the School/ Institution	Number of students	Distance from the proposed college / institution

7. Details of enrolment of students in the colleges / institution within a radius of 25
kilometers around the proposed college / institution*:

Name of the college / institution	Number of students	Distance from the proposed college / institution

8. Specify the shift(s) (morning/ day / evening) during which the college / institution proposes to impart instructions: ----------

9. Land available for the proposed college / institution: ----------

Indicate the status of land / building(s) / any other physical facilities proposed to be used in running the college [In case of non – ownership of any of the items mentioned above the authorities are required to furnish 'no objection certificate(s)' from the owner(s) and to be enclosed with the report]:

---

10. Give a brief report on the suitability of the site and plan after inspection: .....

11. Details of facilities in the proposed college / institution: ----------

(i) Facilities inside the building(s):

Type of Room	Number	Size	Adequate/not adequate**
Principal's / Director's Room			
Vice - Principal's / Deputy Director's Room			
Office Room			
Common Room (staff)			
Students' Common Room (boys & girls)			
Toilet facilities (boys & girls / teaching staff)			
Library			
Classrooms			
Laboratory			
Sports			
Any other Rooms			

(ii) Details of furniture:

Furniture	Number	Size	Adequate/not adequate
Classroom chairs			
Classroom tables			
Office and other chairs			
Office and other tables			
Almirahs / Cupboards / Racks			

Laboratory furniture (please specify)			
Library furniture (please specify)			
Any other items (please specify)			

(iii) Details of laboratory equipments for the proposed college/institution (purchased / to be purchased): ----------

(iv) Details of library books in the proposed subjects*** (purchased / to be purchased):

(v) Any other details:

12. Details of Staff (Principal / Director, teachers, librarian and administrative):

(i) Whether a qualified Principal / Director has been appointed? :

- Yes
- No

If yes then, please furnish details about name, age, qualifications, terms of appointment etc. and also furnish a copy of the appointment letter:

Name	Designation	Age	Qualifications	Date of Joining

If no, when is the appointment proposed to be made? : ----------

(ii) Whether appointments to the teaching posts have been made? :

- Yes
- No

If yes, please furnish details about names of the teachers with age, their academic qualifications, experience, area of specialisation, etc. and also furnish copies of the appointment letters (additional sheets may be used):

Sl. No.	Name	Designation	Age	Specialisation	Qualifications	Date of Joining*

* dates of joining of regular teachers except for Law faculty

If no, when are the appointment proposed to be made? : ----------
---

(iii) Whether a qualified Librarian has been appointed?: • Yes
• No

If yes, please furnish details about name, age, qualifications, etc. and also furnish a copy of the appointment letter:

Name	Designation	Age	Qualifications	Date of Joining

If no, when is the appointment proposed to be made? : ----------
---

13. Details of various sources of income of the proposed college / institution:

(i)
(ii)
(iii)

14. Details of fixed / term deposit in favour of the college (a copy of the certificate from the bank to be enclosed):

Name of the Bank	Pass Book /Account No.	Amount

15. Any other observation(s): ----------
---

16. Documents to be furnished:

(i) Registration under Societies Registration Act, 1860
(ii) Constitution governing the College / Institution (please enclose a copy of the Constitution / MOU / Bye - Laws)

(iii) 'No Objection Certificate' from the Headman of the locality where the College / Institution is located or proposed to be located

(iv) 'No Objection Certificate' from the Government and Municipal Board / Local Bodies

The convener of the inspection team should obtain and enclose a certificate from the sponsoring authority that the all the information provided by them about the proposed college/institution are correct.

* If the location of the proposed college / institution is in rural area or town having less than 20,000 population.

** *as per the provisions under the Regulation Nos. RB – 4 and RB – 6 under the Ordinance No. OB – 6*

*** *as per the provisions under the Regulation Nos. RB – 5 under the Ordinance No. OB - 6*

Recommendations of the Inspection Team (please be specific)**:**

Signatures of the members of the Inspection Team:

PROFORMA – IX

NORTH – EASTERN HILL UNIVERSITY

Shillong - 793 022

INSPECTION REPORT ON PROVISIONAL AFFILIATIONTO SUBJECT(S) / COURSE(S) OF STUDY IN A NEW COLLEGE / INSTITUTION

[TO BE SUBMITTED BY THE INSPECTION TEAM TO DIRECTOR, CDC]

6. Name and address of the new College / Institution: ----------

   ---

   PIN:……Tel:……FAX:……Email:……

   ……

7. Name and address of the sponsoring agency / authority concerned :----

   ---

   PIN:……Tel:……FAX:……Email:……

   ……

8. Members of the Governing Body / Management Committee of the college/institution
   (please enclose the list):

4. Indicate the ownership status of land / building(s) / any other physical facilities proposed to be used in running the college [In case of non – ownership of any of the items mentioned above the authorities are required to furnish 'no objection certificate(s)' from the owner(s) and to be enclosed with the report.]:

   (i) Whether the college / institution is located at its own site? :

   • Yes • No

If yes,

(a) Total area of the site:

.....

(b) Built – up area (attach site plan):
.....

(ii) Give a brief report on the suitability of the site and the plan after inspection:

5. Name(s) of the subject(s) / course(s) of study for which affiliation is sought:

Sl. No.	Degree	Subject(s) / Course(s) of Study	General / Honours / Professional

6. The Academic Session from which admission is proposed to start:----------

7. Whether the college/institution has adequate infrastructure? : ----------

(i) Facilities inside the building(s):

Type of Room	Number	Size	Adequate/not adequate*
Principal's / Director's Room			
Vice - Principal's / Deputy Director's Room			
Office Room			
Common Room (staff)			
Students' Common Room (boys & girls)			
Toilet facilities (boys & girls / teaching staff)			
Library			
Classrooms			
Laboratory			
Sports			
Any other Rooms			

(ii) Details of furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

(iii) Details of laboratory equipments for the proposed college/institution
(purchased / to be purchased): ----------

(iv) Library: (enclose the list of books with title, author, publisher, year of publication, number of copies and accession number. List of books proposed to be purchased may also be attached): Books are adequate / not adequate

Sl. No.	Subjects	Existing No. of books	Additional No. of books proposed	Remark

8. Details of Staff (Principal / Director, teachers, librarian and administrative):

(i) Whether a qualified Principal / Director has been appointed? : • Yes • No

If yes, please furnish details about name, age, qualifications, terms of appointment etc. and also furnish a copy of the appointment letter:

Name	Designation	Age	Qualifications	Date of Joining

If no, when is the appointment proposed to be made? : ----------

(iv) Whether appointments to the teaching posts have been made? : • Yes • No

If yes, procure details about names of the teachers with age, their academic qualifications, experience, area of specialisation, etc. and also procure copies of their appointment letters:

Sl. No.	Name	Designation	Age	Specialisation	Qualifications	Date of Joining*

* dates of joining of regular teachers

If no, when are the appointment proposed to be made? : ----------

(v) Whether a qualified Librarian has been appointed?:

• Yes • No

If yes, please furnish details about name, age, qualifications, etc. and also furnish a copy of the appointment letter:

Name	Designation	Age	Qualifications	Date of Joining

If no, when is the appointment proposed to be made? : ----------

(iv) Furnish information about Reserve Fund in fixed / term deposits scheme in a bank in favour of the college/institution: (Certificate form the bank to be attached)

Name of the Bank	Pass Book /Account No.	Amount

9. Any other observation(s):

10. Documents to be furnished:

(i) Registration under Societies Registration Act, 1860 [document to be enclosed]:

(ii) Constitution governing the College / Institution (please enclose a copy of the Constitution / MOU / Bye - Laws):

(iii) 'No Objection Certificate' from the Headman of the locality where the College / Institution is located (to be enclosed):

(v) 'No Objection Certificate' from the Government and Municipal Board / Local Bodies:

The convener of the inspection team should obtain and enclose a certificate from the sponsoring authority that the all the information provided by them about the proposed college/institution are correct.

** as per the provisions under the Regulation Nos. RB – 4 and RB – 6 under the Ordinance No. OB - 6*

*** as per the provisions under the Regulation Nos. RB – 5 under the Ordinance No. OB - 6*

Recommendations:

Notes: (please note that as per the provisions under the Ordinance OB - 6 the maximum period for which provisional affiliation could be recommended at any one time is three years.)

If provisional affiliation is recommended subject to certain conditions to be fulfilled by the college / institution, then the team should specify the following:

(i) explicit conditions required to be fulfilled by the college / institution;

(ii) the specific time period within which the conditions (as stated above) are required to be fulfilled by the college / institution.

Signatures of the members of the Inspection Team:

PROFORMA –X

NORTH – EASTERN HILL UNIVERSITY

Shillong - 793 022

INSPECTION REPORT ON PROVISIONAL AFFILIATIONTO SUBJECT(S) / COURSE(S) OF STUDY IN AN AFFILIATED COLLEGE / INSTITUTION

[TO BE SUBMITTED BY THE INSPECTION TEAM TO DIRECTOR, CDC]

3. Name and address of the College / Institution : ----------
---

PIN:……Tel:……FAX:……Email:……
……

4. Name and address of the Sponsoring Authority: ----------

PIN:……Tel:……FAX:……Email:……
……

3. Year of establishment: ----------
---

4. Has the college/institution been accredited by any agency (e.g., NAAC, AICTE, etc.?:
   - Yes
   - No

If yes, the grade of the college/institution: ----------

Any other recognition received by the college/institution: ----------
---

5. How often does the Governing Body/ Management Committee meet per year? : ------

6. Details about the new subject(s)/course(s) for which the college/institution has sought provisional affiliation:

Sl. No.	Degree	Gen. / Hons. / Professional	Subject(s) / Course(s) of Study	Proposed academic session of starting the course

7. When did the college/institution obtain permission from the University to start the above mentioned subject(s)/course(s)? (Number and date of the permission letter(s) received from the University may be given): ----------

8. Has the college/institution implemented all the conditions laid down by the University for starting the proposed new subject(s)/course(s)? : • Yes • No

if no, a note on the reasons for non - fulfillment of the conditions be enclosed: ...

9. Names of the course(s) / subject(s) presently offered by the college/institution:

Course	Subjects(s)
B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	
B. Com. (Honours)	
B. Ed.	
LL. B.	

B. Tech.	
Any other (specify)	

10. Details of facilities in the existing building(s):

Type of Room	Number	Size	Adequate/not adequate*
Principal's / Director's Room			
Vice - Principal's / Deputy Director's Room			
Office Room			
Common Room (staff)			
Students' Common Room (boys & girls)			
Toilet facilities (boys & girls / teaching staff)			
Library			
Classrooms			
Laboratory			
Sports			
Any other Rooms			

11. Details of furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

12. Details about the teachers for teaching the proposed subject(s)/course(s):

Sl. No.	Name	Designation	Age	Specialisation	Qualifications	Date of Joining*

* dates of joining of regular teachers

13. Details of Laboratory Equipments and Computers (if the subject for which affiliation is sought involves experiments or requires computers):

Sl. No.	Name of the Equipment / Computer	Quantity	Remarks

14. Number of books available in the college/institution on the proposed subject(s)
(details on a separate sheet about the title, author, publishers, year and accession number):

Subject	No. of Books

15. Results in the University examinations during the previous three years:

Year	Examination (Gen., Hons., Professional)	Subject	No. of Students appeared	No. of Students passed		Over all pass %age	Remarks
				I Div	II Div		

16. Details of fixed / term deposit in favour of the college (procure a copy of the certificate from the bank):

Name of the Bank	Pass Book /Account No.	Amount

17. How does the college propose to raise additional funds for starting the proposed subject(s)/course(s)? Indicate the sources:

Sources	Amount

18. Any other observation(s):

The convener of the inspection team should obtain and enclose a certificate from the competent college authority (Principal / Director / Chairperson of G. B.) that the information provided by them about the college/institution is correct.

Recommendations:

Notes: (please note that as per the provisions under the Ordinance OB - 6 the maximum period for which provisional affiliation could be recommended at any one time is three years.)

If provisional affiliation is recommended subject to certain conditions to be fulfilled by the college / institution, then the team should specify the following:

(i) explicit conditions required to be fulfilled by the college / institution;

(ii) the specific time period within which the conditions (as stated above) are required to be fulfilled by the college / institution.

Signatures of the members of the Inspection Team:

PROFORMA –XI

NORTH – EASTERN HILL UNIVERSITY

Shillong - 793 022

INSPECTION REPORT ON RENEWAL OF PROVISIONAL AFFILIATION TO SUBJECT(S) / COURSE(S) OF STUDY IN AN AFFILIATED COLLEGE / INSTITUTION

[TO BE SUBMITTED BY THE INSPECTION TEAM TO DIRECTOR, CDC]

5. Name and address of the College / Institution : ----------
---

PIN:……Tel:……FAX:……Email:…….
……

6. Name and address of the Sponsoring Authority: ----------

PIN:……..Tel:……FAX:……Email:…….
……...

3. Year of establishment: ----------
---

6. Has the college/institution been accredited by any agency (e.g., NAAC , AICTE, etc.?:
7. If yes, the grade of the college/institution:
8. Any other recognition received by the college/institution:
9. How often the Governing Body / Management Committee meet in a year? : ----------
10. Details about the subject(s)/course(s) for which the college/institution has applied for renewal of provisional affiliation:

Sl. No.	Degree	Gen. / Hons. / Professional	Subject(s)/ Course(s) of Study

9. When did the college/institution obtain the first provisional affiliation from the University to the above mentioned subject(s)/course(s)? : (enclose copy)

10. Has the college/institution implemented all the conditions laid down by the University based on the recommendations of the earlier inspection team(s)? : (enclose report)

11. Names of the course(s) / subject(s) offered at present by the college/institution:

Course	Subjects(s)
B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	
B. Com. (Honours)	
B. Ed.	
LL. B.	
B. Tech.	
Any other (please specify)	

12. Details of the existing building:

Type of Room	Number	Size	Adequate/not adequate*

Principal's / Director's Room			
Vice - Principal's / Deputy Director's Room			
Office Room			
Common Room (staff)			
Students' Common Room (boys & girls)			
Toilet facilities (boys & girls / teaching staff)			
Library			
Classrooms			
Laboratory			
Sports			
Any other Rooms			

13. Details of furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

14. Details about the teachers involved in teaching the subject(s)/course(s) for which renewal of affiliation is sought:

Sl. No.	Name	Designation	Age	Specialisation	Qualifications	Date of Joining

15. Details of Laboratory Equipments and Computers (if the subject for which affiliation is sought involves experiments or requires computers):

Sl. No.	Name of the Equipment / Computer	Quantity	Remarks

16. Number of books available in the college/institution on the subject(s) for which renewal of affiliation is sought (give details on a separate sheet about the title, author, publisher, year, and accession number):

Subject	No. of Books

17. Results in the University examinations during the previous 3 years:

Year	Examination (Gen., Hons., Professional)	Subject	No. of Students appeared	No. of Students passed		Overall pass %age	Remarks
				I Div	II Div		

18. Furnish information about Reserve Fund in fixed / term deposits scheme in a bank in favour of the college/institution: (Certificate form the bank to be attached)

Name of the Bank	Pass Book /Account No.	Amount

19. Any other observation(s):

The convener of the inspection team should obtain and enclose a certificate from the competent college authority (Principal / Director / Chairperson of G. B.) that the information provided by them about the college/institution is correct.

Recommendations:

Notes: (please note that as per the provisions under the Ordinance OB - 6 the maximum period for which provisional affiliation could be recommended at any one time is three years.)

If provisional affiliation is recommended subject to certain conditions to be fulfilled by the
college / institution, then the team should specify the following:

(i) explicit conditions required to be fulfilled by the college / institution;

(ii) the specific time period within which the conditions (as stated above) are required to be fulfilled by the college / institution.

Signatures of the members of the Inspection Team:

PROFORMA – XII

NORTH–EASTERN HILL UNIVERSITY

Shillong - 793 022

INSPECTION REPORT ON PERMANENT AFFILIATION TO A COLLEGE / INSTITUTION

[TO BE SUBMITTED BY THE INSPECTION TEAM TO DIRECTOR, CDC]

2. Name and address of the College / Institution : ----------
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PIN:……Tel:……FAX:……Email:……
……

7. Name and address of the Sponsoring Authority: ----------

PIN:……Tel:……FAX:……Email:……
……

8. Year of establishment : ----------
---

4. Was the decision to apply for permanent affiliation taken by the Governing Body /
Management Committee of the College / Institution? :

- Yes
- No

If yes, attach a copy of the resolution with a complete list of the members of the Governing Body / Management Committee of the College / Institution: ----------

5. How often the Governing Body / Management Committee meet in a year? : ----------

6. Has the college/institution implemented all the requirements and recommendations of the University on affiliation matters? :

- Yes
- No

if no, reasons for not doing so (enclose report):

.....

7. Has the college/institution been accredited by any agency (e.g., NAAC , AICTE, etc.?:

- Yes
- No

If yes, the grade of the college/institution: ----------

8. Any other recognition received by the college/institution: ----------

9. Details of affiliation (enclose copy of University notification):

Course(s) (General / Honours / Professional	Subject(s)	Year of first affiliation	Year(s) of renewal

10. Names of the course(s) / subject(s) offered at present by the college/institution:

Course(s)	Subjects(s)
B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	

B. Com. (Honours)	
B. Ed.	
LL. B.	
B. Tech.	
Any other (please specify)	

11. Details of the land owned by the college (document regarding ownership must be enclosed): (i) Total area: ----------

---

1. Total built - up area (site plan to be enclosed): ----------

---

12. (i) Details of the facilities in the permanent building owned by the college:

Type of Room	Number	Size	Adequate/not adequate*
Principal's / Director's Room			
Vice - Principal's / Deputy Director's Room			
Office Room			
Common Room (staff)			
Students' Common Room (boys & girls)			
Toilet facilities (boys & girls / teaching staff)			
Library			
Classrooms			
Laboratory			
Sports			
Any other Rooms			

(ii) Details of special arrangement for physically challenged:

13. Details of furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

14. Details of Laboratory Equipments, Computers and other Teaching - aids:

Sl. No.	Name of the Equipment	Quantity	Subject	Remarks

15. Library: Details of books available (please enclose the list of books with title, author, publisher, year of publication, number of copies and accession number):

Sl. No.	Subjects	Existing number of books	Adequate/not adequate

16. Names of the Principal / Director, teachers and librarian with qualifications(s), experiences(s) and dates of joining:

Sl. No.	Designation	Name	Age	Specialisation	Qualifications	Date of Joining
	Principal / Director					
Teachers*						

Librarian						

* dates of joining of regular teachers

17. Details of administrative staff:

Sl. No.	Name	Designation	Age	Qualifications	Date of Joining

18. Results in the University examinations during the previous six years (use separate sheet if necessary):

Year	Examination (Gen., Hon., Professional)	Subject	No. of Students appeared	No. of Students passed		Overall pass %age	Remarks
				I Div	II Div		

19. Academic Distinctions achieved:

Sl. No.	Year	Details of distinctions

20. Please furnish details, if any, on the following:

(iii) Strike(s) in the college during the last six years (use additional sheets, if required):

(ii) Disciplinary cases (relating to examination, etc.) during the last six years (use extra sheet if necessary):

21. Furnish information about Reserve Fund in a fixed / term deposits scheme in a bank in favour of the college/institution: (Certificate form the bank to be attached)

Name of the Bank	Pass Book /Account No.	Amount

22. Income and expenditure during the previous six years (use separate sheet if required)

Year	Income	Expenditure

23. Any other observation / remark on the college / institution:

The convener of the inspection team should obtain and enclose a certificate from the competent college/institution authority (Principal / Director / Chairperson of G. B.) that the information provided by them

about the college/institution is correct.

Recommendations (please be specific**):**

Signatures of the members of the inspection team:

PROFORMA – XIII

NORTH–EASTERN HILL UNIVERSITY

Shillong - 793 022

INSPECTION REPORT ON PERMANENT AFFILIATION TO ADDITIONAL SUBJECT(S) / COURSE(S) OF STUDY IN A COLLEGE / INSTITUTION HAVING PERMANENT AFFILIATION

[TO BE SUBMITTED BY THE INSPECTION TEAM TO DIRECTOR, CDC]

3. Name and address of the College / Institution : ----------
---

PIN:……Tel:……FAX:……Email:……

9. Name and address of the Sponsoring Authority: ----------

PIN:……Tel:……FAX:……Email:……

10. Year of establishment : ----------
---

4. Was the decision to apply for renewal of affiliation taken by the Governing Body / Management Committee of the College / Institution? :

- Yes
- No

If yes, attach a copy of the resolution of the Governing Body / Management Committee of the College / Institution: ----------

5. Has the college/institution implemented all the conditions laid down by the University for starting the proposed new subject(s)/course(s)? : • Yes • No

if no, a note on the reasons for non - fulfillment of the conditions be enclosed: ...

6. Has the college/institution been accredited by any agency (e. g., NAAC, AICTE, etc.)?: • Yes • No

If yes, the grade awarded to the college / institution:

.....

7. Any other recognition received by the college/institution:

.....

8. Details about the subject(s) / course(s) for which the college/institution has sought permanent affiliation:

Sl. No.	Degree	Gen. / Hons. / Professional	Subject(s) / Course(s) of Study	Date of granting provisional affiliation

9. Details of subject(s)/course(s) for which the college has permanent and provisional affiliations (procure a copy of the University notifications):

Course(s) (General / Honours / Professional)	Subject (s)	Year(s) of first affiliation	Year(s) of renewal	Year of permanent affiliation

10. Names of the course(s) / subject(s) presently offered by the college/institution:

Course(s)	Subject(s)
B. A. (General)	
B. A. (Honours)	
B. Sc. (General)	
B. Sc. (Honours)	
B. Com. (General)	
B. Com. (Honours)	
B. Ed.	
LL. B.	
B. Tech.	
Any other (please specify)	

11. Details of the land owned by the college (document regarding ownership must be enclosed): (i) Total area: ----------

---

2. Total built - up area (enclose site plan): ----------

---

12. (i) Details of the facilities in the permanent building owned by the college:

Type of Room	Number	Size	Adequate/not adequate*
Principal's / Director's Room			
Vice - Principal's / Deputy Director's Room			
Office Room			
Common Room (staff)			
Students' Common Room (boys & girls)			
Toilet facilities (boys & girls / teaching staff)			
Library			
Classrooms			

Sports			
Laboratory			
Any other Rooms			

(ii) Details of special arrangement for physically challenged:

13. Details of furniture:

Furniture	Number	Size
Classroom chairs		
Classroom tables		
Office and other chairs		
Office and other tables		
Almirahs / Cupboards / Racks		
Laboratory furniture (please specify)		
Library furniture (please specify)		
Any other items (please specify)		

14. Details of Laboratory Equipments, Computers and other Teaching Aids:

Sl. No.	Name of the Equipment	Quantity	Remarks

15. Library: Details of books available in the subject(s) for which the college/institution is seeking permanent affiliation (please enclose the list of books with title, author, publisher, year of publication, number of copies and accession number):

Sl. No.	Subjects	Existing number of books	Adequate/not adequate

16. Names of the Principal / Director, teachers and librarian with qualifications, experience and dates of joining:

Sl. No.	Designation	Name	Age	Specialisation	Qualifications	Date of Joining
	Principal / Director					
Teachers*						
Librarian						

* dates of joining of regular teachers

17. Details of administrative staff:

Sl. No.	Name	Designation	Age	Qualifications	Date of Joining

18. Results in University examinations during the previous five years (copies of the statement to be procured):

Year	Examination (Gen., Hons., Professional)	Subject	No. of Students appeared	No. of Students passed		Overall pass %age	Remarks
				I Div	II Div		

19. Academic distinctions achieved by the students:

Sl. No.	Year	Details of distinctions

20. Furnish information about Reserve Fund in a fixed / term deposits scheme in a bank in favour of the college/institution: (Certificate form the bank to be attached)

Name of the Bank	Pass Book /Account No.	Amount

21. Income and expenditure during the previous five years (use separate sheet if required)

Year	Income	Expenditure

22. Any other observation / remark on the college / institution:

The convener of the inspection team should obtain and enclose a certificate from the competent college authority (Principal / Director / Chairperson of G. B.) that the information provided by them about the college/institution is correct.

Recommendations (please be specific**):**

Signatures of the members of the inspection team:

APPENDICES

Application form for Admission/Registration to the D.Sc/D.Litt. Degree

1. Name of the Candidate_____
2. Date and place of birth_____
3. Father's name_____
4. Postal Address _____
5. Department in which admission is sought_____
6. Receipt number for Fees paid_____
7. Admission sought within eligibility criteria 1 (a) or (b) (See Ordinance OC 11) _____

   _____
8. Academic Record :

   Please give details of examinations passed from Matriculation upto the Master's or higher degree.

Name of exam	Name of institution	Year of passing	Subject offered	Aggregate marks	Grade or Division obtained

9. Details of Academic work/Experience/Employment/Post-doctoral work etc.
10. Present employment and status :
11. Details of research work done by the candidate including list of publications/book(s) etc. (The candidate should submit xerox copies of publications/book(s) etc.)

APPENDICES

12. Details of Academic programme to be pursued for D.Sc/D.Litt. Degree (To be enclosed as an Annexure).

13. List of Enclosures.

14. Declaration by the Candidate :

I declare that I shall abide by the rules and regulations of the University and submit myself to the disciplinary jurisdiction of the authorities of University.

I also declare that the information given in the application is correct and complete to the best of my knowledge and belief.

Date _____ Signature of the Applicant

Place_____

APPENDICES

Application form for **JUNIOR RESEARCH FELLOWSHIP**
[THE FORM MUST BE FILLED CAREFULLY; AN INCOMPLETE FORM IS LIABLE TO BE REJECTED]

1. Applicant's name
(in block letters with
surname underlined)
Shri/Smt/Kumari ……

2. Marital Status of
the Candidate ……

3. Date of Birth
(as per Matric/SF/
HSLC Certificate ……

4. Nationality ……

5. Father's Name ……

6. Present Address ……

7. Permanent Postal
Address ……

8. Are you a member
of Scheduled Caste/
Scheduled Tribe ?
If so, a Certificate
should be enclosed ……

APPENDICES

9. Particulars of academic qualifications (starting with Matric or equivalent Examination. Please attach attested copies of Mark-sheets, Certificates, Diplomas, etc. and give their reference in the last column.)

Exam Passed	School College/ University	Subject offered	Division /Grade	Percentage of marks / cumulative grade point	Enclosures numbers

10. Name of the department in which research is proposed

11. Specialisation, if any (a brief extract not exceeding 500 words on the proposed research, etc. must be sent alongwith the application without which the application will be treated as incomplete

APPENDICES

12. PLEASE STATE :

a) Whether you are already registered or propose to register for M.Phil. or for research Work leading to award of Doctorate Degree ……

b) Date of Registration, if any …….....

c) Topic of Research, if any. ……

d) Name and Designation of the Supervisor, if any .....

e) Details of papers published (if any) with a copy of each of the reprints. Details of publication may be given on a separate sheet of paper. ……

13. Present occupation if any.(If employed, indicate the nature of employment and emoluments drawn per month). .....

14. Do you suffer from any physical disability ? If so, please give details …….....

15. Any other information relevant to the research work which you may like to give in support of your application …….....

APPENDICES

16. List of enclosures :

(Testimonials, Mark-sheets, Certificates, etc.)

1 ..... 4 .....

2 ..... 5 .....

3 ..... 6 .....

I hereby declare :

That I have read the rules regarding the award of ***JUNIOR RESEARCH FELLOWSHIP*** of North- Eastern Hill University. I undertake to engage myself wholetime for work on the subject under the direction of the supervisor during the tenure of the fellowship in the event of a Fellowship being awarded to me. I further declare that to the best of my knowledge and belief, the particulars given in the Form are correct.

PLACE: ....

DATE: ..... (Signature of the Candidate)

APPENDICES

APPLICATION FORM FOR PG SCHOLARSHIP

1. Applicant's name
(in block letters with
surname underlined)
Shri/Smt/Kumari .....

2. Date of Birth
(as per Matric/SF/
HS/ISC Certificate .....

3. Nationality .....

4. Present Address .....

5. Permanent Postal .....
Address

6. Tribe/Caste if belongs to *SC/ST* Community, please enclose an attested copy of certificate granted by the concerned authority to this effect.
……

7. Particulars of academic qualification (starting with matriculation or equivalent examination. Please attach attested copies of marksheets certificates diplomas etc. and give their reference in the last column)
…….....

……

Exam Passed	**Year of passing**	**School/College /Univerasity.**	**Subject**	**Division /Grade**	**Percentage of marks cumulate grade point**

APPENDICES

8. Subject of Study .....

9. Certificate of Income of the parents from their employing authority/Gazetted Officer .....

10. Did you hold a scholarship before ? If yes, please give details.

Enclosures : 1 .....

2 .....

3 .....

4.....

11. Any other relevant information that you wish to furnish .....

12. Certified that the statement made by me in this form is Correct.

I declare that in case I am selected for Scholarship I shall devote my full time to the course of study and that I shall not receive any other scholarship from other sources.

Place : ..... …….....

Date : ..... (Signature)

14. Recommendation of the Head of the Department in which studying.

Place: Shillong Head of the Department of

Date:..... .....

.....

APPENDICES

CONTRACT FORM UNDER STATUTE 25(2) OF THE NORTH -EASTERN HILL UNIVERSITY ACT,1973

Memorandum of Agreement made this the _____ _____day of _____two thousand and _____between_____ _____(hereinafter called the 'Teacher') of the first part, and North-Eastern Hill University, being a body corporate constituted under the North-Eastern Hill University Act, 1973 (24 of 1973) hereinafter called the 'University' of the Second part.

It is hereby agreed as follows:

1. That the University hereby appoints_____ _____to be a member of the teaching staff of the University with effect from the date the said _____ _____takes charge of the duties of his/her post and the said _____hereby accepts the engagement and undertakes to take such part in the activities of the University and performs such duties in the University as may be required by and in accordance with the said Act, Statutes and Ordinances framed thereunder, for the time being in force, whether the same relate to organisation of instruction, or teaching, or research or the examination of students or their disciplines or their welfare, and generally to act under the discretion of the authorities of the University.

2. (1) The teacher appointed against the posts of Professor and Reader shall be on probation for a period of 12 months while those appointed against the post of Lecturer shall be on probation for a period of 24 months.

(2) The Executive Council may for reasons to be recorded waive the conditions of probation, and shall also have the right to assess the suitability of a teacher for confirmation even before the expiry of the period of 12/24 months from the date of his/her appointment and the suitability of the teacher on probation shall be judged in the 10th month and the 19th month.

APPENDICES

(3) If the University is satisfied with the suitability of the teacher for confirmation, he/she shall be confirmed in the post to which he/she was appointed at the end of the period of his/her probation.

(4) In case the University decides not to confirm the teacher at the end of the 12/24 months' period of his/her probation the teacher shall be informed in writing at least 30 days before the expiration of that period that he/she would not be confirmed and would, consequently, cease to be in the service of the University at the end of the period of his/her probation.

Provided that the decision not to confirm a teacher shall require a two-third majority of the members of Executive Council present and voting.

_____

This paragraph will not apply to teachers appointed under Statute 21.

3. That the said _____

_____ shall be a whole time teacher of the University and unless the Contract is terminated by the Executive Council or by the teacher as hereinafter provided, shall continue in the service of the University until he/she completes the age of sixty two years and thereafter, no further extension in service shall be given.

4. That the University shall pay _____

_____during the continuance of his/her engagement hereunder as a remuneration for his/her service a salary of Rs._____ per mensem, rising by annual increment of Rs. _____to a maximum salary of Rs._____per mensem.

Provided that whenever there is any change in the nature of the appointment or the emoluments of the teacher, particulars of the change shall be recorded in the Schedule annexed hereto, under the signature of both parties and the terms of this agreement shall apply *mutatis mutandis* to the new post and the terms and conditions attached to that post.

APPENDICES

Provided further that no increment shall be withheld or postponed save by a resolution of the Executive Council on a reference by the Vice-Chancellor to it, and after the teacher has been given sufficient opportunity to make his written representation.

5. That the said teacher agrees to be bound by the Statutes, Ordinances and Regulations for the time being in force in the University provided that no change in the terms and conditions of service of the teacher shall be made after his appointment, in regard to designation scale of pay, increment, confirmation, leave, leave salary and removal from service as to adversely effect him/her.

6. That the teacher shall devote his/her whole-time to the service of the University and shall not, without the written permission of the University, engage directly or indirectly in any trade or business whatsoever, or in any private tuition or other work to which any emoluments or honorarium is attached, but this prohibition shall not apply to work undertaken in connection with the examination of Universities or Learned Bodies or Public Service Commissions, or to any literary work or publication or radio talk or extension lectures or with the permission of the Vice-Chancellor to any other academic work.

7. It is further agreed that this engagement shall not be liable to be determined by the University on the grounds specified and accordance with the procedure laid down in clause (1), (2), (3), (4), (5) and (6) or Statute 27 (reproduced below):

(1) Where there is an allegation of misconduct against a teacher or a member of the academic staff, the Vice-Chancellor may, if he thinks fit, by order in writing place the teacher under suspension and shall forthwith report to the Executive Council the circumstances in which the order was made :

Provided that the Executive Council may, if it is of the opinion that the circumstances of the case do not warrant the suspension of the teacher or a member of the Academic Staff revoke such order.

APPENDICES

(2) Notwithstanding anything contained in the terms of his contract of service or of his appointment, the Executive Council shall be entitled to remove a teacher or a member of the Academic Staff on the ground of misconduct.

(3) Save as aforesaid, the Executive Council shall not be entitled to remove a teacher or a member of the Academic Staff except for good cause and after giving three months' notice in writing or on payment of three months' salary in lieu of notice.

(4) No teacher or a member of the Academic Staff shall be removed under clause (2) or under clause (3) until he has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him.

(5) The removal of a teacher or a member of the Academic Staff shall require a two-thirds majority of the members of the Executive Council present and voting.

(6) The removal of a teacher or a member of the Academic Staff shall take effect from the date on which the order of removal is made :

(7) Provided that where a teacher or a member of the Academic Staff is under suspension at the time of his removal, the removal shall take effect from the date on which the teacher was placed under suspension.

(8) Any dispute arising out of this contract shall be settled in accordance with the provisions of clause (2) of Sections 30 of the NEHU Act of 1973

(9) Any dispute arising out of a contract between the University and any employee, shall at the request of the employee be referred to the Tribunal of Arbitration consisting of one member appointed by the Executive Council, one member nominated by the Executive Council, one member nominated by the employee concerned and an umpire appointed by the Visitor. The decision of the Tribunal shall be final, and no suit shall lie in any civil court in respect of the matters decided by the Tribunal. Every such request shall be deemed to be a submission to arbitration upon the terms of this section within the meaning of the Arbitration Act, 1940.

APPENDICES

(10) The teacher may, at any time, terminate his/ her engagement by giving the Executive Council three months' notice in writing, provided that the Executive Council may waive the requirements of notice at its discretion.

(11) The teacher shall not leave the University at the mid-academic session/semester or the minimum period, whichever is later.

(12) On the termination of this engagement from whatever cause, the teacher shall deliver to the University all books, apparatus, records and such other articles belonging to the University as may be due from him/her.

In witness whereof the parties hereto affix their hands and seal:

1- Signature

Designation

In the presence of :

1 - Signature

Designation

2 - Signature

Designation

Signed and sealed on behalf of the University under the authority of the Executive Council by:

APPENDICES

1 - Signature

Designation

In the presence of:

1 - Signature

Designation

2 - Signature

Designation

APPENDICES

FORM FOR CONTRACT UNDER STATUES 25 (2)
(SCHEDULE)

Name of Teacher
in full :_____
Address :_____
Designation :_____
Salary: : Rs._____
In the grade of _____

Note: The changes in grade, salary or designation should be briefly described.

Change of Designation or grade	Date of approval of E.C.	Date from which change takes effect

Signature of teacher

Signature of officer for University

APPENDICES

FORM FOR SPECIAL CONTRACT APPOINTMENT

UNDER STATUTE 25(2)

Memorandum of Agreement made this the _____day of _____

two thousand nine hundred and _____ Between _____ (hereinafter called the 'Teacher') of the first part, and North-Eastern Hill University being a body corporate constituted under the North-Eastern Hill University Act, 1973 (24 of 1973) hereinafter called the 'University' of the second part.

It is hereby agreed as follows :

1. That the University hereby appoints _____ to be a member of teaching staff of the University with effect from _____and the said _____hereby accepts the engagement, and undertakes to take such part in the activities of the University and perform such duties in the University as may be required by and in accordance with the said Act, Statutes and Ordinances framed thereunder, for the time being in force, whether the same relate to organisation of instruction, or teaching, or research; or the examination of students or their discipline or their welfare, and generally to act under the direction of the authorities of the University.

2. That the said _____shall be a whole time teacher of the University and unless the contract is terminated by the Executive Council or by the teacher before the expiry of the contract period counting from the date of his/her joining service or is terminated as hereinafter provided, shall continue in the service of the University for a period of_____ years.

3. That the University shall pay _____ during the continuance of his/her engagement hereunder as a remuneration for his/her service a fixed salary of Rs. _____ or a salary of Rs _____ plus usual allowances per mensem, rising by annual increment of Rs _____ to a minimum salary of Rs. _____per mensem.

APPENDICES

Provided that the retired teachers shall be entitled to the last salary drawn by them plus usual allowances exclusive of the retirement benefits, if any, which they may be entitled to draw from another service.

Provided further, that no increment shall be withheld or postponed save by a resolution of the Executive Council on a reference by the Vice-Chancellor to it, and after the teacher has been given sufficient opportunity to make his/her written representation.

4. That the teacher agrees to be bound by the Statutes, Ordinances, Regulation and Rules for the time being in force in the University provided that no change in the terms and conditions of Service of the teacher shall be made after his/her appointment in regard to designation, scale of pay, increment and provident fund so as to adversely effect him/her.

5. That the teacher shall devote his/her whole-time to the service of the University and shall not, without the written permission of the University, engage, directly or indirectly in any trade or business whatsoever, or in any private tuition or other work to which any emolument or honorarium is attached, but this prohibition shall not apply to work undertaken in connection with examination of Universities, learned bodies or Public Service Commission, or to any literary work or publication or radio talk or extension lectures, or, with the permission of the Vice-Chancellor to any other academic work.

6. It is further agreed that this engagement shall not be liable to be determined before the expiry of the aforesaid period of contract by the University except on the grounds specified and in accordance with the procedure laid down in clauses(1), (2), (3), (4, (5) and (6) of Statute 27 (reproduced below) :

   (1) Where there is an allegation of misconduct against a teacher, or a member of the academic staff, the Vice-Chancellor may if he thinks fit, by order in writing, place the teacher under suspension and shall forthwith report to the Executive Council the circumstances in which the order was made:

APPENDICES

Provided that the Executive Council may, if it is of the opinion that the circumstances of the case do not warrant the suspension of the teacher or a member of the academic staff, revoke such order ;

(2) Notwithstanding anything contained in the terms of his contract of service or of his appointments, the Executive Council shall be entitled to remove a teacher, or a member of the academic staff on the ground of misconduct.

(3) Save as aforesaid, the Executive Council shall not be entitled to remove a teacher or a member of the academic staff except for good cause and after giving three months' notice in writing or on payment of three months' salary in lieu of notice.

(4) No teacher or a member of the academic staff shall be removed under clause (2) or under clause (3) until he has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him.

(5) The removal of a teacher or a member of the academic staff shall require a two-third majority of the members of the Executive Council present and voting.

(6) The removal of a teacher or a member of the academic staff shall take effect from the date on which the order of removal is made :

Provided that where a teacher or a member of the academic staff is under suspension at the time of his removal, the removal shall take effect from the date on which he was placed under suspension .

Any dispute arising out of this contract shall be settled in accordance with the provision of Section 30 (2) of the NEHU Act, (Reproduced below) :

APPENDICES

Any dispute arising out of a contract between the University and any employee shall, at the request of the employee, be referred to a Tribunal of Arbitration consisting of one member appointed by the Executive Council, one member nominated by the employee concerned and an umpire appointed by the Visitor. The decision of the Tribunal shall be final and no suit shall lie in any Civil Court in respect of the matters decided by the Tribunal. Every such request shall be deemed to be a submission to arbitration upon the terms of this Section within the meaning of the Arbitration Act, 1940 (2 of 1940).

8. The teacher may, at any time, terminate his/her engagement by giving the Executive Council three months' notice in writing, provided that the Executive Council may waive the requirement of notice at its discretion.

9. Once the termination of this engagement from whatever cause the teacher shall deliver to the University all books, apparatus, records and such other articles belonging to the University as may be due from him/her.

In witness whereof the parties hereto affix their hands and seal :

Signature

Designation

In the presence of ;

	Signature		Signature
1	Designation	2	Designation

Signed and sealed on behalf of the University under the authority of the Executive Council by:

In the presence of:

	Signature		Signature
1	Designation	2	Designation

APPENDICES

DECLARATION FORM TO BE SUBMITTED BY A CANDIDATE ALONGWITH M.Phil/Ph.D. THESIS

North-Eastern Hill University
Month & Year

(NEHU emblem should not be used
anywhere on the thesis)

I, _____hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other university/institute.

This is being submitted to North-Eastern Hill University for the degree of Master of Philosophy/ Doctor of Philosophy in _____(Name of the Discipline).

(Candidate)

(Head) (Supervisor)

APPENDICES

GUIDELINES FOR PREPARATION OF M.PHIL/PH.D THESIS

1. Thesis should be type-written on one side of good quality quarto size paper in double space with 4 cms margin on the left side of the page and top of the page and 2.5 cms margin on the right side of the page and bottom of the page.
2. Suitable reproduction of India-ink diagrams should be used. Photographs/computer output should be suitably mounted on the same quality paper as the thesis.
3. References made in the text should be indicated at the bottom or at the of the same page in single space or at the end of each chapter or at the end of the dissertation.
4. Tables with running numbers should be inserted in the text followed.
5. Standard noting, footnoting, bibliography styles should be followed.
6. Three copies of the thesis in hard cover, preferably black, be submitted.
7. Three copies of the Abstract of the thesis should also be submitted separately.
8. The cover should have the following printed on it in block letters :
   a) Thesis Title at the top
   b) Candidate's Name in the middle and
   c) Name of the Department and North-Eastern Hill University at the bottom.
9. The following should be printed on the spine of the thesis :
   a) The year of submission at the top
   b) The Candidate's last name in the middle and
   c) M.Phil/Ph.D at the bottom.

APPENDICES

10. The contents of the thesis should have the following forms :

i) Inner Cover Page

ii) Candidate's declaration countersigned by the supervisor and the Head (Specimen enclosed).

iii) Acknowledgements

iv) Table of Contents

v) List of figures

vi) Body of the Thesis

vii) Appendices

viii) Bibliography and

ix) Brief Bio-Data of the candidate

9. The inner cover page should read as follows :

TITLE OF THESIS

BY

Name of Candidate

_____Department

submitted

In partial fulfillment of the requirement of the Degree of Master of Philosophy/Doctor of Philosophy in _____(name of the subject) of North- Eastern Hill University, Shillong.

APPENDICES

FORMAT FOR PARTICULARS OF THE CANDIDATE

NAME OF CANDIDATE :
DEGREE :
DEPARTMENT :

FOR M.PHIL CANDIDATES

TITLE OF DISSERTATION :
DATE OF ADMISSION :
(Commencement of First Sem)
COMMENCEMENT OF SECOND SEM/ :
DISSERTATION :
(From conclusion of end semester exams)
APPROVAL OF RESEARCH PROPOSAL :

1. BPGS
2. SCHOOL BOARD
   REGISTRATION NO. & DATE :
   DUE DATE OF SUBMISSION :
   EXTENSION (IF ANY) :

FOR PH.D. CANDIDATES

TITLE OF DISSERTATION :
DATE OF ADMISSION :
APPROVAL OF RESEARCH :
PROPOSAL

1. BPGS :
2. SCHOOL BOARD :
   REGISTRATION NO. & DATE :
   EXTENSION (IF ANY) :

Head
Department of_____

APPENDICES

FORM FOR EVALUATION COMMITTEE
REPORT ON PRE-SUBMISSION SEMINAR

1.	Name of Candidate	:	
2.	Degree	:	
3.	Department	:	
4.	Name of the Supervisor	:	
5.	Date of the Pre-Submission Seminar	:	
6.	Title of the Dissertation	:	
7.	Scope & Methodology of the study	:	Satisfactory/Not Satisfactory
8.	Quality of data used and its analysis	:	Satisfactory/Not Satisfactory
9.	Comprehension of the central theme and its appreciation in the larger form of the discipline	:	Adequate/Inadequate
10.	Methodological innovation if any.(use a separate sheet if necessary)	:	
11.	Suggestions for modification, if any (use a separate sheet if necessary)	:	
12.	Recommendation (tick mark one)	:	1. Recommended for submission
		:	2. Recommended for submission with suggestions for modification.
13.	Signature of the Members of the Evaluation Committee	:	

(Convener) Name

(Member) Name

(Member) Name

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HEAD

DEPARTMENT OF EDUCATION

DEVELOPMENT OF HIGHER SECONDARY EDUCATION IN MEGHALAYA: AN ANALYTICAL STUDY

ABSTRACT

1. Introduction

The National policy on Education, 1968 reads as, "It will be advantageous to have broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years located in schools, colleges or both according to local conditions". So the new pattern was introduced in Delhi in 1975. At present all the States and Union Territories had adopted and introduced the uniform structure of education. The North Eastern Hill University had introduced in the State of Meghalaya, the New Pattern of education during 1982-83 academic sessions.

The Meghalaya Board of School Education had introduced the Higher Secondary School level of Education during the academic year 1994-95. The study dealt with the development of Higher Secondary Education in Meghalaya.

Meghalaya, the "Abode of clouds", became a full-fledged state on January 21, 1972. It is bounded on the North and East by Assam and on the South and West by Bangladesh. It is located in the north Eastern India that lies between 20^0 1' North to 26^0 5' North Latitude and 89^0 49' East to 92^0 52' East Longitude. The higher ridges in the State lie in the coniferous belt, gradually sloping down to sub-tropical and tropical zones.

The total area of the State is 22,429 square kilometers with a population of 23,06,069 (2001 census) of which 11,67,840 are males and 11,38,229 are females. The density of population is 103 persons per square kilometer.

The State is divided into seven administrative districts. They are: (1) East Khasi Hills District; (2) Ri Bhoi District; (3) West Khasi Hills District; (4) East Garo

Hills District; (5) West Garo Hills District; (6) South Garo Hills District and (7) Jaintia Hills district. The Districts are further divided into 8 Sub-Divisions and 32 Community Development Blocks.

The literacy rate of Meghalaya according to 2001 census was 63.31%, which was lower than the national average literacy rate of 65.38%. There was little disparity of literacy percentage between male (66.14%) and female (60.41%) in the State.

2. Review of Related Literature

A very few research studies were found to be carried out in the areas of financial management, remedial measures to solve the problems, and academic organisation of schools whereas quite a number of studies in the areas of resources, historical background, problems and administration were found to be carried out in the country and abroad. Some of the studies conducted in the country were Bajpai, L. B., (1981); Bharati, Luna Dutta (1997); Lambhate, M. V. (1987); Agarwala Sunita (1998); Baruah, H. (1983); Mohanty, P. K. (1999); Radhakrishnan Kamala (1984); Srivastava, R. K (2000); Malaiya, K. C, (1977); Nair, P. R. and Pillai (1969); Vasava, M. B. (1999); Agarwal Archna (2000); Kaur, S. (1981); Veena, D. R. (1998); etc. Studies conducted abroad were those of Gabriel Carron and Ta Ngoc Chau (1980); A. N'Guessan Konan-Daure (1979); Joseph F. Callahan & Leonard H. Clark (1977); R. F. Price (1970); Philip H. Coombs and Jacques Hallak, (1972); Jean Thomas, (1985); Charles F. Kettering (1973) and others.

3. Need and Importance of the Study

The need for investigating the area of the development of Higher Secondary School Education in Meghalaya was felt because of the following reasons:

1. There had been rapid expansion and upgradation of Secondary Schools to the level of +2 during these past years in the State. However, the pattern of growth and development in these schools were not the same and therefore the need for the study.

2. Other researchers had already conducted research studies on the development of Primary, Secondary and Higher Education in Meghalaya. But no one has ever conducted an analytical study on the development of Higher Secondary Education in the State.
3. High incidence of public interest in these higher Secondary schools and a dearth of written materials on the history of these schools had prompted the Investigator to undertake the study.
4. Since 1994, in addition to the Pre-University Course conducted by the college system, a parallel course of education at the +2 level was then being conducted through the Higher Secondary Schools. There was a need to understand the smooth change over of administration at the Pre-University level from the University to the Meghalaya Board of School Education.
5. A systematic compilation of the various facets of these schools would serve as a guide for future researchers on matters related to these schools.

4. Title of the Study

The title of the present study has been stated as follows:

"Development of Higher Secondary Education in Meghalaya: An Analytical Study."

5. Operational Definition of the terms used

In the present study, the following definitions of the terms have been accepted.

(i) Development.

"Development" is evolution, progress, etc., however, in the present study the term development refers to the advancement of Higher Secondary Education in Meghalaya.

(ii) Higher Secondary Schools.

"Higher Secondary School" meant a school or Department of a school giving instructions in Higher Secondary Education and preparing students for Higher Secondary Examinations.

6. Objectives of the present Study

Every form of study had its own aims and objectives according to which the Investigator tried to proceed and complete the entire work. The objectives of the present study were as follows:

1. To trace the origin of Higher Secondary Education in Meghalaya.
2. To study the development of Higher Secondary Education in Meghalaya with particular reference to: Resources, Administration, Academic Organisation, Financial Management.
3. To find out the problems of Higher Secondary Education in Meghalaya.
4. To suggest some remedial measures for the same.

7. Scope of the Study

The scope of the study was comprehensive. It covered the development of Higher Secondary Education in Meghalaya from the year it was adopted i.e. 1994-95 to the year 2001-2002. The study also included the various aspects of the historical background and growth of education, studies pertaining to Resources, Administration, Academic organisation and Financial management. The development of education at this stage, which was divided into two streams- academic and vocational, felled under the scope of the present study. It also dealt with the finding out the problems of higher secondary education and suggested some remedial measures for the same.

8. Methodology

An attempt to study the historical background of the Higher Secondary Schools was undertaken so as to reveal the extent of growth and development made during the past years.

(a) Population

The 69 Higher secondary Schools of which 40 (57.97%) and 29 (42.03%) of these schools located in the urban and rural areas respectively and 46 colleges of which 34 (73.91%) and 12 (26.09%) of these colleges located in the urban and rural areas respectively were taken to form the population in terms of institutions.

Table I: Population in terms of Institutions (Colleges/Schools)

Number of Colleges		Total	Number of Schools		Total
UC	RC		US	RS	
34 (73.91%)	12 (26.09%	46	40 (57.97%)	29 (42.03%)	69

All the 115 principals and 480 teachers of the colleges and schools in the urban and rural areas formed the population in terms of individual persons.

Table II: Population in terms of individuals (Principals / Teachers)

Type of	Colleges		Schools		
Institutions	UC	RC	US	RS	Total
Individuals					
Principals	34	12	40	29	115
Teachers	141	53	165	121	480
Total	175	65	205	150	595

(b) Sample

The sample of educational institutions in this study consisted of 17 (50%) and 6 (50%) urban and rural colleges having Higher Secondary course and 20 (50%) and 15 (51.72%) urban and rural Higher Secondary Schools respectively.

Table III: Showing the sample of Institutions

Type of	Colleges		Schools	
Institutions	UC	RC	US	RS
Percentages	17 (50%)	6 (50%)	20 (50%)	15 (51.72%)

The respondents consisted of 17 (50%) and 6 (50%) urban and rural colleges Principals respectively and 20 (50%) and 15 (51.72%) urban and rural school Principals respectively. The sample of Teachers consisted of 103 (73.04%) and 36 (67.92%) urban and rural college Teachers respectively and 106 (64.24%) and 79 (65.28%) urban and rural school teachers respectively.

Table IV: Showing the sample of Respondents (Principals/Teachers)

Type of	Colleges		Schools		Total
Institutions	UC	RC	US	RS	
Individuals					
Principals	17 (50%)	6(50%)	20 (50%)	15 (51.72%)	58
Teachers	103 (73.04%)	36(67.92%)	106(64.24%)	79(65.28%)	324
Total	120	42	126	94	382

The following criteria were taken into consideration for the selection of the sample: - (a) For equal representation, higher Secondary schools and colleges were selected from different geographical location of the State. (b) For an in depth and clearer picture of the study, the second consideration was therefore the inclusion of above 50 per cent of schools and colleges from both urban and rural areas of the State. (c) For a comprehensive study, the third consideration was therefore the inclusion of above 50 per cent of principals of schools and colleges in both the urban and rural areas. (d) As the number of teachers was higher than the number of principals approximately 65 per cent of the schools and college teachers located both in urban and rural areas was considered.

Out of 382 number of questionnaires administered, 350 (91.62%) responses which consisted of 102 (85%) urban and 38 (90.47%) rural colleges as well as 120 (95.23%) urban and 90 (95.74%) rural school respondents were received at the time of tabulation. The respondents had been classified into four groups to facilitate analysis:

Group “UC” consisted of 102 Respondents from the Urban Colleges.

Group “RC” consisted of 38 Respondents from the Rural Colleges.

Group “US” consisted of 120 Respondents from the Urban Schools.

Group “RS” consisted of 90 Respondents from the Rural Schools.

Table V: Showing number of responses received

Type of	Colleges		Schools		Total
Institutions	UC	RC	US	RS	
Respondents					
Principals	17	6	20	15	58
Teachers	85	32	100	75	292
Total	102	38	120	90	350

(c) Tools

i. Development of Questionnaire

The preliminary questionnaires were compiled after gleaning all available information related to the study from books, documents, records, magazines and journals on the subject. On receiving a clearance and approval from the Supervisor, the same was given to all the teachers of the Department of Education, North Eastern Hill University for their expert advice. On the basis of their suggestions, the items were according modified and later having received the final approval from the Supervisor; the Questionnaire was made ready for a try-out. The Questionnaire was first tried out and administered to three schools. When the responses were received, they were analysed, modified, and the present final form of the Questionnaire emerged.

Table VI: Description of Sample for Try out

Code	Types of Colleges	Location	Course	Male			Female			Grand Total		
Number	/ Schools			T	NT	Total	T	NT	Total	T	NT	Total
1.	Co-Ed.	Rural	Arts	-	2	2	1	-	1	1	2	3
			Science	1	1	2	1	-	1	2	1	3
			Vocational	-	1	1	-	-	-	-	1	1
2.	Male	Urban	Arts	1	1	2	1	1	2	2	2	4
			Science	1	1	2	1	1	2	2	2	4
			Commerce	1	1	2	1	1	2	2	2	4
3.	Female	Urban	Arts	-	-	-	2	1	3	2	1	3

	Science	-	-	-	1	2	3	1	2	3
	Total	4	7	11	8	6	14	12	13	25
	%	*16*	*28*	*44*	*32*	*24*	*56*	*48*	*52*	*100*

Note: T = Tribal; NT = Non Tribal.

ii. Development of Interview Schedule and Try-out

The Interview Schedule had gone through the same procedure of correction and modification as the Questionnaire before it took its final shape. One of the Deputy Directors-in-charge of Higher Secondary Schools was interviewed as a try-out. This tool was meant to collect data from 5 officials each from the Directorate, Inspectorate and Meghalaya Board of School Education. For facilitating the analysis of the Data done through the Interview Schedule, the respondents were classified into 3 groups. They were:

Group "D" consisted of 5 Respondents from the officials at the Directorate.

Group "I" consisted of 5 Respondents from the officials at the Inspectorate.

Group "M" consisted of 5 Respondents from the officials at the Meghalaya Board of School Education.

iii. Government records.

Relevant records, files, reports, information etc., maintained by the Directorate of Higher and Technical Education, Statistics maintained by the Directorate of Elementary and Mass Education, Statistical Hand-books Meghalaya and Meghalaya Board of School Education were consulted.

(d) Data Collection

The procedure for collecting Data for the study included:

(a) Documentary Study

The documentary study included the survey of relevant records and literature such as books and journals, plan documents, developmental statistics, magazines, souvenirs, surveys, annual reports, monthly news magazine and chronicles.

(b) Questionnaire

The survey of records and literature were supplanted by the collection of Data through the Questionnaires. To the whole population of 58 Higher Secondary Schools and Colleges under study, 382 questionnaires were administered to the Headmasters/ Principals and Teachers of the concerned schools and colleges and 350 (91.62%) replies were received at the time of tabulation.

(c) Interview Schedule

And as for the administration of the Interview Schedule, the Investigator had gone to the offices and at times to the residences of the officials, seeking and fixing an appointment with them. On the appointed day, the Investigator arrived at the respondents' office on time. Rapport was established before any question was asked. While the question were being asked, the respondents were encouraged to elaborate any point they wished to make clear.

The data collection by means of Documentary Study, Questionnaire and Interview Schedule had been carried out from the 19th June 2002 and was completed on April 2003.

(e) Limitations of the Study

The present study was primarily concerned with the Higher Secondary Stage of Education that prepared students for Higher Secondary Examinations. The study was limited to those Higher Secondary Schools and general Colleges offering +2 stage of education that were regulated, supervised and controlled by the Meghalaya Board of School Education.

Lack of concrete records or empirical information about the subject under study and absence of any other research literature on Higher Secondary Education was another limitation of the study.

All the responses from the 35 Higher Secondary Schools and 23 general Colleges could not be procured in spite of repeated reminders and personal visits made to these institutions.

Another limitation of the study was that quite a number of Heads of Institutions being new to the post could not respond to a few items relating to the past position of the institutions and hence these unavailable data could not be considered in the study.

9. Analysis and Interpretation of the Data

The data regarding the development of Higher Secondary Education in Meghalaya collected through the documentary study, questionnaire and interview schedule were tabulated and analysed. The data were analysed in terms of percentages.

10. Findings of the Study

Major findings

In the light of the Analysis and Interpretation of the data, the significant findings that emerged from the study were presented below.

(i) Higher Secondary Education: A Historical perspective and background

1. The people of the region were once in the shadow of darkness, as they had no access to formal education. The British Government had practically done nothing for the education of the people living in these hill areas. The foundation of modern education in the State was however laid by the Christian Missionaries in the 19th Century, from 1841 in the Khasi and Jaintia hills and from 1873 in the Garo hills. Local leaders, non-Christian missionaries and the Government's efforts in the field of education came up later. The people of this area were duty bound to ever remain grateful to them, as gratitude was the hallmark of truly educated individuals.

2. The contributions of the Christian and non-Christian Missionaries in the field of formal education were commendable. The people responded favourably and the impact of education on the individual and social life of the people was tremendous.

3. Meghalaya had its own legal provisions and educational administrative machinery that provided for better organisation, management and development of

school education. This can be attributed to the timely and sound educational legislations enacted by the State Government.

4. Seventeen progressive secondary schools in the State - both Government and Private - were upgraded to the level of Higher Secondary schools during the academic year 1994-95. It was found that 10 colleges were established before the attainment of Statehood, 12 colleges during the 1980's and 17 colleges during the 1990's. By 2001-02 there were 69 Higher secondary schools and parallel + 2 stage course as Pre-University course run in 46 colleges as compared to 17 Higher Secondary schools and 30 colleges in 1995-96. The upgrading of more secondary schools would enable a great number of students to complete the higher Secondary schools stage if not joining the degree colleges.

5. During the early period, efforts have been made from time to time for the Vocationalisation of Education. The year 1995-96 was another landmark in the history of Higher Secondary Education in the Meghalaya for in that year vocational stream was introduced in: (i) Rongrengiri Government Higher Secondary School, Williamnagar, (ii) Government Boys' Higher Secondary school, Shillong, and (iii) St. Michael's Higher Secondary School, Umsning. These vocational streams continued only for three years. This was perhaps because students who have completed +2 stage with vocational education cannot join general education at the higher level of education and Self-employment scopes and placement assistance could not be provided to successful students.

6. In 2002, the enrolment of students was 3030 when compared to 852 in 1996. The annual growth rate of enrolment at the Secondary and Higher Secondary stage was recorded at 51.12 per cent. The growth rate at the Pre-University stage was 11.12 per cent; 9.12per cent; and 3.71 per cent in 1996-97; 1999-2000 and 2001-02 respectively. The number of students enrolled in Arts stream account for the largest population of students in Higher Secondary (P.U.) level varying from 72.94 per cent to 80.02 per cent. Students enrolled in Science and Commerce streams varying from 12.79 per cent to 19.75 per cent and 6.28 cent to 8.46 per cent respectively followed

this. The students enrolled in vocational stream shared the lowest population of students' enrolment varying from 0.007 per cent to 0.19 per cent. The majority of the students opted for Arts course an indication perhaps that they had no aptitude for Science and Commerce subjects.

7. The Meghalaya Board of School Education conducted the first ever Higher Secondary and Pre-University level final examinations for all the courses in the year 1996-97. The number of students who appeared in the year 2002 was 9957; 1761; 1084 and 1; in Arts, Science, Commerce and Vocational streams respectively. The percentage of pass was 100 per cent in vocational stream, while it was 81.99 per cent; 77.21 per cent and 58.83 per cent in Science, Commerce and Arts respectively.

8. The schools and colleges according to the tribe-wise location, were found that 41 (59.42%), 11 (15.95%), 17 (24.63%) schools and 30 (65.21%), 5 (10.8%), 11 (23.91%) colleges were located in the Khasi, Jaintia and Garo hills districts respectively. With regards to area of residence, it was found that 40 (57.98%), 29 (42.02 %) schools and 34 (73.91%), 12 (26.08%) colleges were in the urban and rural areas respectively. And in connection with type of management of the schools and colleges, it was found that 22 (31.88%), 36 (52.17%), 11 (15.95%) schools and 2 (4.3%), 23(50%) and 21 (45.66%) colleges were under the management of the Government, Private aided agencies and Private agencies respectively. An increase in the number of colleges and higher secondary schools in the rural areas implied that efforts had been made to equalize educational opportunities in the urban and rural areas of the State.

9. With regard to the purposes for the establishment of the educational institutions, 60.28 per cent considered imparting general education; 44.85 per cent preparation of youngsters for higher education; 41.14 per cent making a person a good citizen and 31.14 per cent well being of the people. Students were required not only to acquire general education but were expected to conduct themselves properly and go for specialisation in the subjects of their choice.

10. At the initial stages, 26 per cent confirmed that the main problems were paucity of funds to pay teachers; 20 per cent non-existence of proper school buildings and 7.14 per cent non-availability of land. In view of the unsatisfactory condition, it was a matter of urgent task for the Government as well as the Managing Committee to find every possible means of improving this poor condition.

11. In connection with the number of students and teachers at the initial stage, it was found that there were 346 (51.33%) boys and 328 (38.66%) girls whereas there were 95 (39.58%) male and 145 (60.41%) female teachers. The number of students who appeared for the first time in the Examinations, were 4143, 1122, 404 and 11 in Arts, Science, Commerce and Vocational respectively. And the percentages of passes were 51.05 % per cent; 77.18 per cent; 64.1 per cent and 100 per cent in the above streams respectively. The highest 100 per cent pass was in the vocational course and the least was in Arts stream with 51.05 per cent. Providing orientation programmes before the examination were found to have obtained good results whereas poor results might suggest that the programmes were done mechanically.

12. Besides adequate funds and facilities, 53.33 per cent considered performance report; 40 per cent proposal from the head of the Institution; 20 per cent permission to start classes and 13.33 per cent provisional recognition were the other norms in order to accord permanent recognition to the higher secondary schools. School authorities had the task to create enough reserved and working funds, improve the students' enrolment as well as providing adequate staff and facilities.

13. On withdrawal of recognition, 33.33 per cent maintained that inadequate reserved and working funds; 26.66 per cent inadequate number of teachers and staff; 26.66 per cent inadequate number of students; 26.66 per cent lack of facilities; 13.33 per cent poor examination results and 13.33 per cent mismanagement were the criteria for such action. The school authorities were eligible to apply afresh for provisional recognition that will be considered on its merit.

(ii) Resources: Human and Material elements.

1. The annual growth rate of the male-female enrolment during the period 1994-95 to 2001-02 was 49.93 per cent. The annual growth rate of female was 66.27 per cent while that of their male counterparts was 39.28 per cent. The steady increase of female to male enrolment was indicative that girls seemed to value education and applied themselves more diligently to study than boys.

2. It was found that 72.85 per cent the Managing Committee, 14 per cent the Meghalaya Public Service Commission and 12.57 per cent the Directorate of Public Instruction recruited the teachers. No positive device can do the job by itself but several can contribute to a sound selection programme.

3. The percentage of female-trained teachers was 60.21 per cent and 52.38 per cent higher than the male trained teachers of 39.28 per cent and 47.61 per cent throughout the period 1994-1999. The percentage of male untrained teachers was higher than the percentage of female untrained teachers throughout the years 1995-99 except during 1994 when the female untrained teachers recorded a 56.25 per cent higher than the male untrained teachers of 43.75 per cent. It was found that 18 per cent of the educational institutions conducted seminars; 11.71 per cent refresher courses and 3.14 per cent conferences for the teachers. Efforts had to be made at the time of selection for devoted, trained, disciplined and responsible persons whose behaviour would have a bearing upon and influenced the taught greatly.

4. With regard to the teacher-students ratio, it was found that 151 (43.14%) and 39 (11.14%) of the respondents were in favour of 1:50 and 1:45 teacher-pupils ratio respectively. There has been a common practice for private agencies that were anxious to earn money to admit huge number of students without taking care of the facilities and requirements in the schools. All this can be controlled only if there was proper regulation through legislation.

5. It was found that 73.14 per cent of the schools and colleges in both the urban and rural areas had their own land and school buildings whereas 3.71 per cent conducted classes in rented buildings and 1.42 per cent in leased property.

6. In most of the schools, 74 per cent of the teachers enjoyed salary as per government rule; 63.71 per cent leave facilities whereas in some other schools, 24 per cent had housing facilities; 23.14 per cent pension and 12 per cent had staff quarter. Thus it was high time for the management to find out ways to improve the same for the benefit of the teachers.

7. It was found that 81.42 per cent of the schools and colleges in the urban and rural areas had the Headmasters' and Teachers' rooms, 77.42 per cent the office rooms, 61.14 per cent library, 52 per cent Computer room and 44.57 per cent Science laboratory but 28.85 per cent had no pupils' common rooms and only 2 per cent had workshops. If education was to enlarge the scope of human possibilities, their environmental position had to be strengthened and developed so as to make them qualitatively rich.

(iii) Administration.

1. In the study, 49.42 per cent maintained that the Government controlled the educational institutions by giving grants; 48 per cent by inspection; 42 per cent by giving permission to open new schools and 22 per cent by appointment of teachers. This was perhaps because most of the schools and colleges depended upon government's aid for their maintenance.

2. And with regard to functions of the Managing Committee, 68.28 per cent said it recruited teachers; 49 per cent prepared the schools' budget and 52.85 per cent maintained these schools. The Managing Committee did not directly get involved with maintaining discipline because such work were left with the immediate authority in the school which was the Headmaster.

3. It has been found that 100 per cent of the schools and colleges did maintain important registers but 43.71 per cent paid less attention to confidential report and 27.14 per cent to cumulative record card. A cumulative record card should be maintained for every pupil as it contained the results, the information regarding all the aspects of the child's life.

4. With regard to violation of rules, 67.42 per cent of the schools took action by giving warning; 46 per cent by giving punishment; 6.57 per cent easily forgives; 5.14 per cent allow to continue and 14.85 per cent were asked to leave the schools. Rules had to be made after taking into consideration the students for whom the school had come to serve, their social background, the environment of the place, their standard and living condition.

5. With regard to provision of students' welfare services, 59.71 per cent and 42.85 per cent did confirm that the students enjoyed scholarships and book grant respectively. The yearly increase of students' enrolment in the schools was perhaps due to the scholarships and book grant the students enjoyed.

6. A proportion of 13.71 per cent had medical check up, 12.28 per cent had transport and 12 per cent enjoyed medical aid. A proportion of 35.71 per cent and 24.85 per cent stated that Canteen and hostel accommodation respectively were provided to them. Hostel students were at an advantage position over the day scholars; hence excellence was expected from them.

7. As per the information, 67.42 per cent of them stated that football games were organized, followed by Basket ball games with 60.57 per cent. The majority of the educational institutions did organized football games and the least game being conducted was hockey with 7.42 per cent. Sports and games contributed much to the enrichment of their education; hence games should be encouraged.

8. It was found that a minority of 30.28 per cent and a majority of 45.14 per cent of the schools and colleges did and did not conduct educational tours respectively. Educational tours should be encouraged, as these were essential to make the pupils acquainted with their rich environment.

9. In connection with additional tasks facing education in Meghalaya, 33.33 per cent held the view that the tasks were providing job oriented education; 26.66 per cent moral and cultural education; 20 per cent audio-visual education; 20 per cent teachers' training; 13.33 per cent educational planning; 13.33 per cent examination evaluation system and 6.66 per cent raising the teachers' pay. The State planners of the Education Department had to see to the aims, means to achieve the resources

available, resources likely to be made available and different types of facilities needed for it.

10. Referring to objectives, 46.66 per cent maintained that Preparation for higher and professional education; 26.66 per cent development of democratic citizenship; 20 per cent improvement of vocational efficiency; 20 per cent development of personality; 20 per cent increasing productively; 13.33 per cent specialization of education; 13.33 per cent accelerating the pace of modernization and 13.33 per cent cultivating moral and spiritual values were the objectives that would meet all the round development of the students. The Central and State Governments must therefore consider ways of convincing the public about this +2 level of school education and securing their cooperation for its rapid development.

11. The finding indicated that 53.33 per cent considered adequate reserved funds; 46.66 per cent sufficient staff; 40 per cent adequate facilities; 6.66 per cent enough number of secondary schools within 15 km in rural areas and 2 km in urban areas and 6.66 per cent having 120 marks enrolment in Arts, 60 each in Science and Commerce were the policies in starting or upgrading secondary schools. The school management had the task of finding out means to improve the same for the smooth running of these schools.

12. On separate vocational stream, 33.33 per cent believed in separate vocational stream with general subjects; 26.66 per cent to be part of the general stream and 20 per cent to be completely independent from each other. Proper methodology has to be found to develop suitable course in relation to the regional developmental plans.

(iv) Academic Organisation

1. The preparation of the school's timetable was the task of the Headmaster with 45.42 per cent of the respondents stated as such. A lesser proportion of 15.42 per cent and 10.57 per cent believed that the Vice-Principal and Staff committee usually did such work. Timetable helped everybody to acquire the habits of regularity and punctuality, steadiness of purpose and also enabled them to prepare and execute their whole plan of work properly.

2. With assigning teaching work to the teachers, 50.28 per cent stated that the Headmaster was responsible for such work; 17.14 per cent the Head of the Department and 8.28 per cent the Principal and the Staff committee. The subject-teacher assignment policy might prove beneficial to the students as teachers were specialised in their respective subjects.

3. It was confirmed that 37.42 per cent the Headmaster; 26 per cent the Principal and Staff Committee and 14.85 per cent the teaching staff decided the mid-term examinations schedule. The Board decided the final examinations schedule because all the colleges at the Pre-University and the higher secondary level of education were regulated, supervised and controlled by it.

4. In most schools, 41.14 percent the Headmaster; 27.42 percent the Principal and Moderation Committee and 11.14 per cent the Principal and Staff Committee took the decision regarding the admission and promotion of students to the next higher classes. Sharing of responsibility among the school authorities were elements of a healthy, democratic educational administration.

5. In connection with admission of students, 46.57 per cent revealed that it was done on the first come first serve basis; 17.42 per cent by Interview and 16.28 per cent by Entrance admission test. The admission fee paid by the students ranged from Rs.40/- to Rs.50/- (16.28%), from Rs.51/- to Rs.100/- (5.41%) and above Rs.100/- (2.85%). The monthly tuition fee paid by students ranged from Rs.30/- to Rs.40/- (12.85%), from Rs.41/- to Rs.50/- (5.14%) and above Rs.50/- (2.28%) per month. In connection with extra fees, the student paid upto Rs.550/- (23.42%) and above Rs.550/- (7.14%) per year. The sources of income of schools were fees collected from the students. There was the need to tap other resources, as tight position will keep the Head busy in solving monetary problems rather than any efficient administration.

6. It was found that the majority of the respondents with 100 per cent stated that English was the subject taught in all schools and colleges while Anthropology with only 0.85 per cent was the least taught subject in the State. Switching over to the

CBSE would be beneficial for the MBOSE students as they would be in a better position to compete with their counter parts in the rest of the country.

7. With regard to the methods of teaching, 62 per cent adopted the Lecture and Discussion; 60.28 per cent Question Answer Method; 52.28 Dictating notes and 42.85 per cent Lecture. The teachers need experiment with other various methods and share their experience with their colleague in the schools. This could result in everyone becoming richer in experience and the end product, which benefit the child greatly.

8. In the study, 59.14 per cent pointed out that the System of Examination was conducted annually; 44.85 per cent half yearly; 22.28 per cent quarterly and 19.14 per cent monthly in the schools. The school authorities would do well to facilitate teaching and learning and not only to prepare for the examinations.

9. It was found that 81.14 per cent affirmed the Essay Type; 80.57 per cent Objective type and 31.42 percent the Yes/No type question format, were used in the schools for examination purposes.

10. The number of students who appeared in the final examination 2002 were 9957; 1761; 1084 and 1 as compared to 4143; 1122; 404; and 11 in Arts, Science, Commerce and Vocational courses respectively. The percentage of pass in vocational subject was 100 per cent throughout 1996-2002 while the percentage of pass was higher in Science examination than Commerce and Arts. The percentage of failure was high in Arts. This was perhaps because the traditional Arts Course was not suitable for students whose interest and abilities did not correspond to theoretical academic education.

11. From the study, 66.67 per cent affirmed that the curriculum for the Higher Secondary schools was suitable with modification; 20 per cent suitable; 20 per cent theoretical; 13.33 per cent not suitable; 20 per cent too bookish; 20 per cent not related to life; and 13.33 per cent to too overcrowd. The above implied that the Educational State Planners should take into account this modification, which in the long run could benefit the children of this remote area.

12. For its improvement, 26.66 per cent suggested that it should be more practical; 20 per cent offering more choices of subjects; 13.33 per cent field study; 13.33 per cent encouragement to go for excursion and 6.66 per cent consultation with different writers. While preparing the curriculum, not only one but several curricula will have to be prepared keeping in view the needs, interest, mental tendencies and standard of the students at this school level.

13. With regard to the text books prescribed for the Higher Secondary Schools, 46.66 per cent found it to be suitable with modifications; 33.33 per cent not suitable; and 20 per cent suitable. With suggestions to its modifications, 33.33 per cent stated the development of character; 33.33 per cent to relate to life and 20 per cent national outlook to be stressed. This implied that books should be scientifically and psychologically planned and written.

14. On compulsory physical education it was found that 53.33 per cent were in favour, 33.33 per cent not in favour and 13.33 per cent that it should be conducted according to socio economic status of the students. At times mischievousness on the part of the child and sluggishness in his all round behaviour was due to the absence of physical education.

15. Besides eligibility, 86.66 per cent confirmed submission of Class XI promotion mark sheet; 33.33 per cent payment of required fees and 6.66 per cent minimum attendance were other aspects of the regulations to appear in the examinations. Such regulations implied that the candidate had to qualify himself or herself seriously through diligent study.

16. In the study, 40 per cent of respondents stressed that the Higher Secondary school teachers; 33.33 per cent college teachers; 26.66 per cent NEHU professors and 20 per cent eminent educationists were persons ideal for setting question papers and examining the answer scripts. A proper setting of question papers could be appointed six months prior to the examinations.

17. As per the information received, 46.66 per cent of respondents expressed their views that the leakage of question papers and using unfair means in the examination centers were unfortunate; 33.33 per cent sad; 26.66 per cent that it could have been

avoided and 20 per cent that it should not have happened. People's conscience had become blurred with easy success without hard work. This called upon the importance of a proper teaching of Moral Science in schools. The assault on an examiner or invigilator in an examination should be made a cognizable offence.

18. With regard to remedial measures, 46.66 per cent of respondents suggested the keeping of the question papers in the bank; 33.33 per cent in the treasuries; 26.66 per cent by opening of question papers an hour before the examination; 26.66 per cent action to be taken against erring persons and 20 per cent official from the Education Department to collect the answer scripts were some of the measures to be taken for preventing such occurrence in the future. Concerted effort from the students, the teachers, the school management, the authorities of the Department of Education and the public at large were needed to reach that goal.

19. The study revealed that 60 per cent suggested centralized evaluation process; 33.33 per cent reasonable incentives to examiners and 33.33 per cent fixture of time frame were the means to achieve the goal of declaring the examination results on time. All the above were valid and meaningful suggestions and the realization of the required results depended on the Board.

20. In connection with the arrangement to orient teachers, 40 per cent expressed the view that Higher Secondary Scheme was adequate; 60 per cent inadequate while 100 per cent believed that no orientation course in teaching methodology was ever undertaken. It would be to the best interest of the student community if MBOSE together with DERT find out means and ways to improve the same.

21. The Meghalaya Board of School education had sought the assistance of the experts at the Directorate of Educational Research and Training in the preparation and development of curriculum for the + 2 stage of school education. These Directorates were expected to co-ordinate, collaborate and work closely hand in hand towards achieving this goal.

(v) Financial management

1. From the information collected, 22 per cent of the respondents stated that the Principal with the teaching staff; 21.42 per cent the Managing Committee and 7.42 per cent the Office Assistants were persons responsible for preparing the budget.

2. From the study, 28.57 per cent stated that the Managing Committee; 13.71 per cent the Principal and Staff and 1.14 per cent the Offices assistants did the sanctioning of the schools' expenditure.

3. With regard to maintaining of accounts, 26.57 per cent stated that the Managing Committee; 16.85 per cent the Principal and Staff and 11.14 per cent the Office Assistants did such work.

4. The study revealed that 24.57 per cent of the respondents said that the Secretary of Managing Committee; 16.28 percent the Principal and staff and 6 per cent the Office assistants were responsible for submitting the account to the auditing authority. This submission of the audited account was applicable for deficit and adhoc schools and colleges that receive grant-in-aid from the government.

5. In most educational institutions, 66 per cent considered the sources of income were fees; 55.42 per cent grants from the government; 42.28 per cent donations while in other institutions, 26.28 per cent fines; 14.85 per cent interest; 4.28 per cent grants from local bodies and 1.42 per cent loan were other sources of income. A great number of schools and colleges except those belong to the government had financial difficulties. This required tapping the resources for educational finances and careful expenditure of the same.

6. The majority of the educational institutions with 45.71 per cent did receive scholarship grant for the students; 30.57 per cent grant-in-aid to pay the teachers' salary while in few institutions, 27.71 per cent received grants for construction of schools buildings and 15.42 per cent laboratory equipments. It may be pointed out that in quite a number of private schools, meager salaries were given to the teachers. It was therefore an urgent task for the Government as well as the Managing Committee of such schools to find every possible means of improving this poor condition and alleviate the suffering of the teaching community.

7. For the schools to receive financial aid, 40 per cent stated that Good examination results; 33.33 per cent; progress made qualitatively; 26.66 per cent progress made quantitatively and 26.66 per cent high enrolment were norms for schools to receive financial aid.

8. On auditing the schools' account, 34.28 per cent reported that the Local Examiner; 13.42 per cent the Accountant General and 6.85 per cent the Staff of the DHTE were persons responsible for auditing the schools' account.

9. Besides audit, 73.33 per cent and 26.66 per cent pointed out that the Government controlled financial transactions of the schools by asking for financial report and Utilisation certificate respectively. The Government officials should raise objections in case of irregularities to press for the reimbursement of the funds received, as this was public money.

(vi) Problems

1. On problems, 83.14 percent highlighted financial problems; 69.71 per cent the upgrading secondary schools; 64 per cent the reorganization of administrative and supervisory machinery; 59.14 per cent the ill equipped schools and 54.57 per cent the heavy curriculum were some of the problems that arose while implementing +2 level of education. It was high time for Meghalaya to take serious note of this and concerted efforts should be directed towards improving this poor condition.

2. The finding showed that 26.28 per cent of respondents attributed to poverty of parents; 14.85 per cent to lack of facilities; 14.85 per cent to indifferent attitudes of parents; 9.71 per cent to children' lack of interest; 23.14 per cent to lack of hostel facilities were the reasons for poor enrolment in the schools. This could be because parents were neither against sending their children to school nor did they compel their children to attend school. The education they received was not relevant in terms of their environment or because the need was not apparent or felt.

3. On dropouts, it was found that 23.14 per cent maintained the lack of hostel facilities, 16.28 per cent unfavourable condition at home and 14 per cent adverse

economic condition of students were factors leading to dropouts in the schools. Providing financial help to the needy children such as free supply of books, stationery, free uniform and stipend may be one of the means of the tackling this problem.

4. In the study, 46.28 per cent of the respondents said that poor educational facilities; 41.42 per cent paucity of funds; 31.71 per cent insufficient number of teachers; 25.42 per cent ill equipped schools; 24.57 per cent overcrowded classes and 18.85 per cent insufficient number of schools were some of the problems that hindered the growth and development of Higher Secondary education in the State. In view of the present unsatisfactory condition, it was a mater of urgent task for the government as well as the Non-Government Organisation to find remedy to solve these problems.

5. With regard to location of the +2 stage of education, 60 per cent were of the opinion that it should form part of the existing schools, 26.66 per cent should be in a separate institution and 13.33 per cent should be attached to the colleges. In the meantime, as suggested whether located in schools or colleges, it should be under the supervision of the MBOSE.

6. And on upgradation, 53.33 per cent maintained that the scheme was Positive; 33.33 per cent sine-qua-non; 13.33 per cent neutral; 6.66 per cent negative and 6.66 per cent provocative were the different views of the public in general on upgradation of secondary schools. The outweighing of the positive over the negative views necessarily needs an out effort to make it a success.

7. With regard to low standard of Higher Secondary Education in the State, 46.67 per cent, 33.33 per cent and 20 per cent of the respondents disagreed, made no comment and partially agree with the above opinion respectively. The wrong notion about the low standard of education was probably because Meghalaya upto now had not as yet adopted the CBSE syllabus. This called for the State Education Planners to

take note and take effective steps towards this end for the benefit of the students of the State.

(vii) Remedial measures

1. In the study, 72.85 per cent of the respondents highlighted financial problems; 39.14 per cent poor physical facilities; 30.28 per cent administrative problem were some of the most urgent problems to be overcome for the development of Higher Secondary education in the State. Such problems were serious set back for the healthy development of the educational institutions. This called for the Government as well as the Non-Governmtal agencies to find every possible means and ways of improving the same.

2. Referring to promoting the learning of Science and Mathematics, 72.57 per cent believed in financial assistance; 34.85 per cent in extra coaching and 16.57 per cent in offering incentives to bright students. Solid foundation at the earlier stage of education should be laid by making these subjects interesting to the students.

3. With regard to suggestions, the respondents pointed out that 6.57 per cent believed in recruitment of qualified teachers; 5.71 per cent the adoption of Central Board of Secondary Education syllabus; 4.85 per cent improvement of infrastructure; 4.85 per cent improvement of vocational education; 4.57 per cent on more secondary schools to be upgraded and 4.28 per cent delinking Pre-University from college education were some of the suggestions that came up for the improvement of Higher Secondary Education in Meghalaya. This called for the strong determination, good will and sincere efforts from all concerned authorities to rectify this anomaly.

4. As per the information, 40 per cent suggested that faculty members should improve in every possible way; 26.66 per cent provision of better equipment and facilities; 26.66 per cent improvement of administrative system; 20 per cent reformation of examinations; 20 per cent improvement of service condition of the teachers and 20 per cent making available proper text books were the remedial measures in order to achieve higher standard of Higher Secondary Education in the

State. These problems required constant study and research and sincere effort for their solution. However it might be remarked that progress depended upon the solution of these problems and the sooner these problems were solved the better.

Suggestions for improvement of Higher Secondary Education in Meghalaya

The conclusions drawn from the analysis of data implied that there were certain problems and issues connected with Higher Secondary Education. These problems need to be solved if further improvement was to be achieved.

(1) The Government was to adopt a policy regarding the upgradation of Secondary to Higher Secondary schools and sanctioning of grants for the same based on location of existing schools and emerging needs of the locality irrespective of caste or creed.

(2) In addition to the Pre-University course conducted by the college system, a parallel course of education at the +2 level was being conducted through the Higher secondary Schools. Suggestion had therefore been made to do away with this dual system by de-linking the Pre-University course from the colleges and constituting the higher secondary course under the control of the Board.

(3) As the Meghalaya Board of School Education Syllabus was not in line with the national level, the students could not compete with students from other regions in the country, in an All-India Entrance Examinations that were conducted on the basis of Syllabus adopted by the Central Board of Secondary Education. Suggestion had therefore been made for MBOSE to switch over to CBSE syllabus. The adoption of CBSE syllabus would provide a better stand for Meghalaya students to compete with their counterparts in the rest of the country.

(4) There was a need for strengthening the Meghalaya Board of School Education as the Higher Secondary course had been assigned to the School Board in respect of accommodation and staff. To discharge its duty more efficiently, it was suggested to set up and maintain a wing of the administrative building at Shillong for not only

conducting examinations but for conducting workshop for examiners and revision of curriculum.

(5) The +2 stage of education was implemented and introduced in the State during the 1994-95 academic session. The officials at MBOSE while performing the duties of taking care of the secondary schools were also required to manage the Higher Secondary and Vocational Education. This shortage of personnel hindered the smooth functioning of MBOSE. An early appointment of more personnel and Staff in the office would remove this handicap and strengthened the working of MBOSE immensely.

(6) More courses both traditional and non-traditional like Science, Commerce and Vocational should be introduced in the Higher Secondary Schools to cater to the various needs and interest of the students.

(7) With a view to strengthening Computer Education in the State, it was suggested that the basics of computer Education be introduced at the Secondary Stage and further training might be provided at the + 2 stage.

(8) The grant given to the students in the form of scholarship was minimal when compared with the other States of the region. A reasonable amount of assistance given to the students will go a long way in helping the poor and needy students to continue their studies. A need to simplify the time consuming and complex procedure to disburse the scholarship might also be suggested.

(9) The Guidance services in the Higher Secondary Schools were missing. An effective co-ordination between the employing counseling agencies and educational institutions might be suggested which can help in placement of successful students.

(10) The remuneration given to setters of question papers and Examiners of answer scripts of Higher Secondary Schools, during all these years was minimal. A reasonable amount of remuneration in this regard would serve as an incentive to them.

(11) To prevent students from indulging in unfair means during the Examination, police personnel should be engaged to control them. Restriction on unauthorized person to enter within 500 meters from the examination centers would help prevent malpractices during the examination. Declaration of examination results on time might also be suggested.

Suggestions for further Research

In the course of the study there was a felt need to conduct further research on the following areas of Higher Secondary Education in the State. They were:

1. A comparative study on the development of Higher Secondary Schools in different States of the North East region may also be conducted.
2. A case study involving some successful Higher Secondary Schools in the State to pinpoint the specific input that contribute to students' success could also be conducted.
3. Another area for further research would be on how far the vocational guidance is being carried out in the Higher Secondary Schools of Shillong.
4. A study may be undertaken to locate the special problems faced by the Higher Secondary Schools in the remote and far flung areas of Meghalaya.

Conclusion

In conclusion, background of the study leading to a better understanding of the study and Review of the related literature that had relation to the present study had been found out to get the views of past research scholars and some educationist towards the growth and development of education in different areas. The Method and Procedure adopted that pinpointed the way to go about the study was also presented. In the light of history, a historical perspective on Higher Secondary Education in Meghalaya was faithfully recorded. An Analysis which involved the breaking down existing complex factors into simpler parts were arranged for the purpose of interpretation and stating what the result showed was done through the process of Interpretation of the Data. In the light of the analysis and interpretation of the

answers, the findings emerged and their educational implications were faithfully recorded. Suggestions that could lead to an improvement of Higher Secondary Education in Meghalaya were offered and suggestions that might be of interest to future researchers were also presented.

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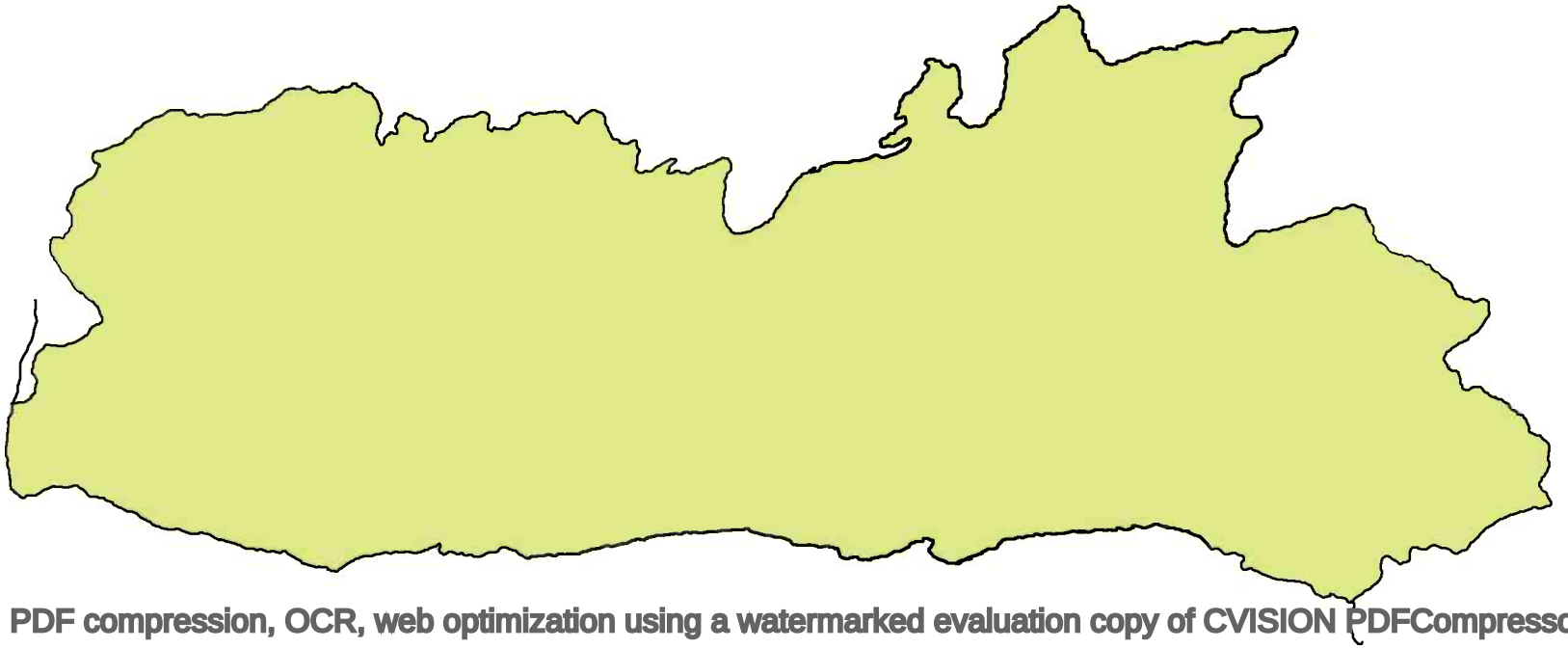

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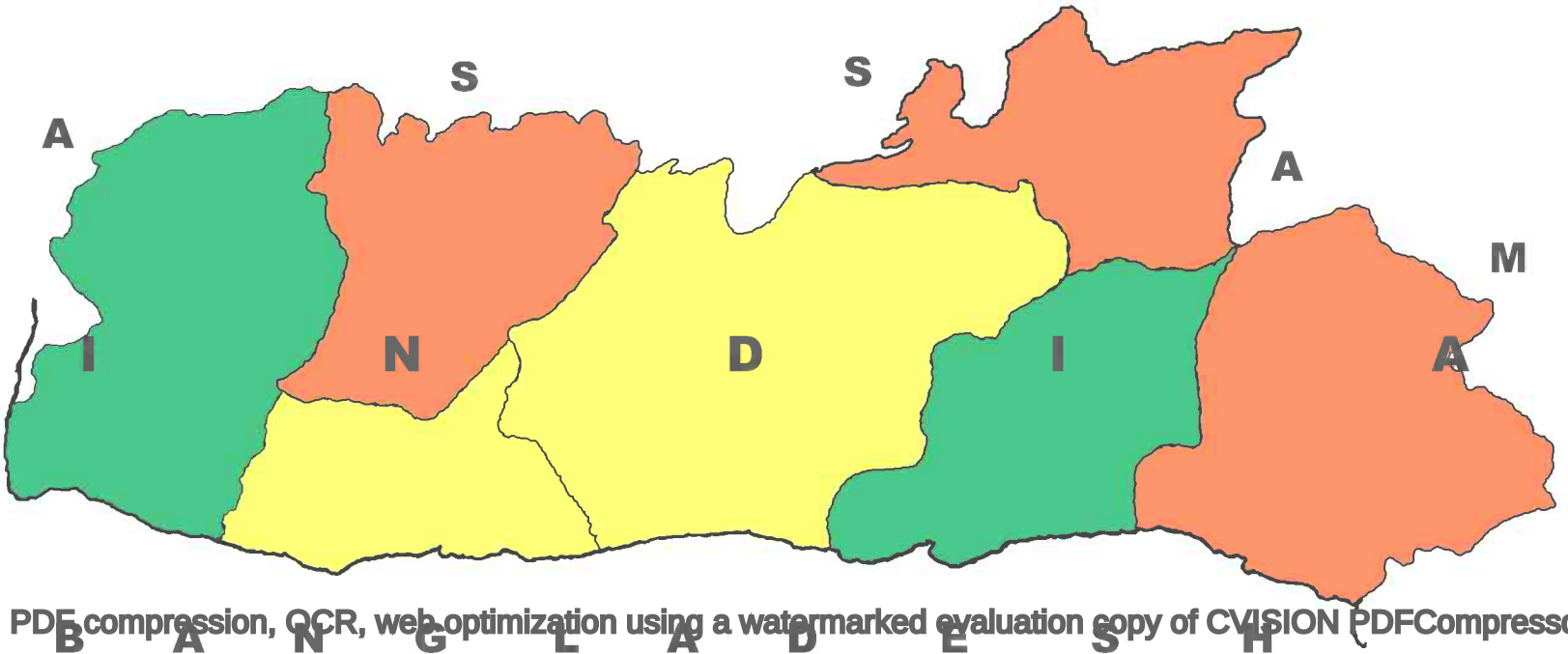

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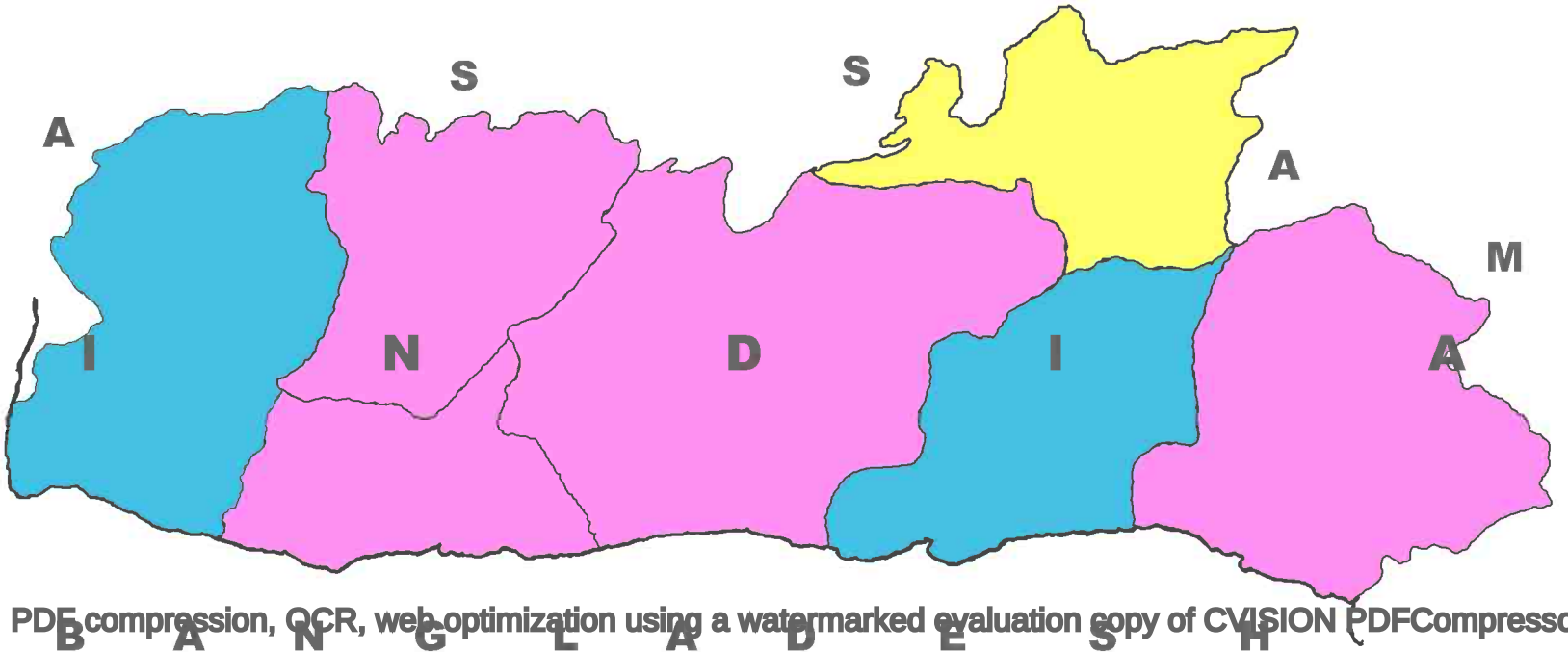

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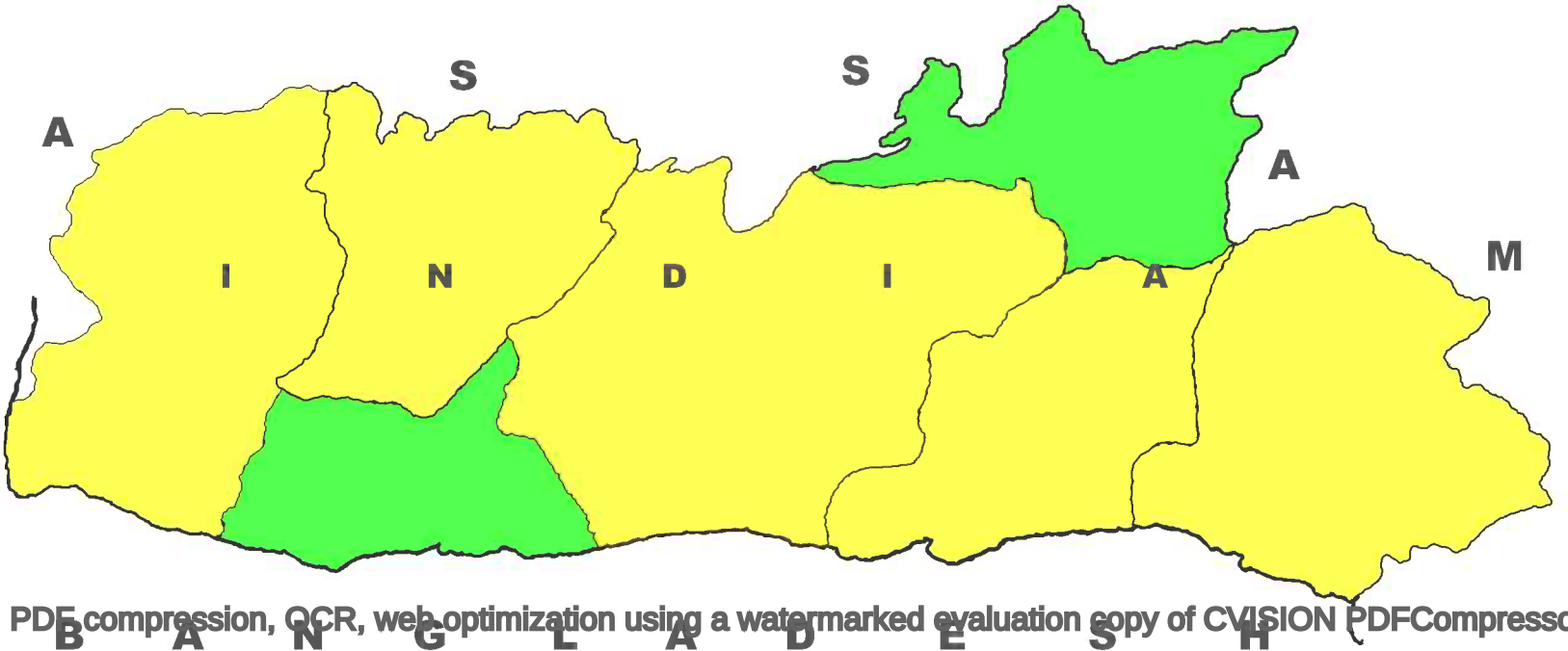

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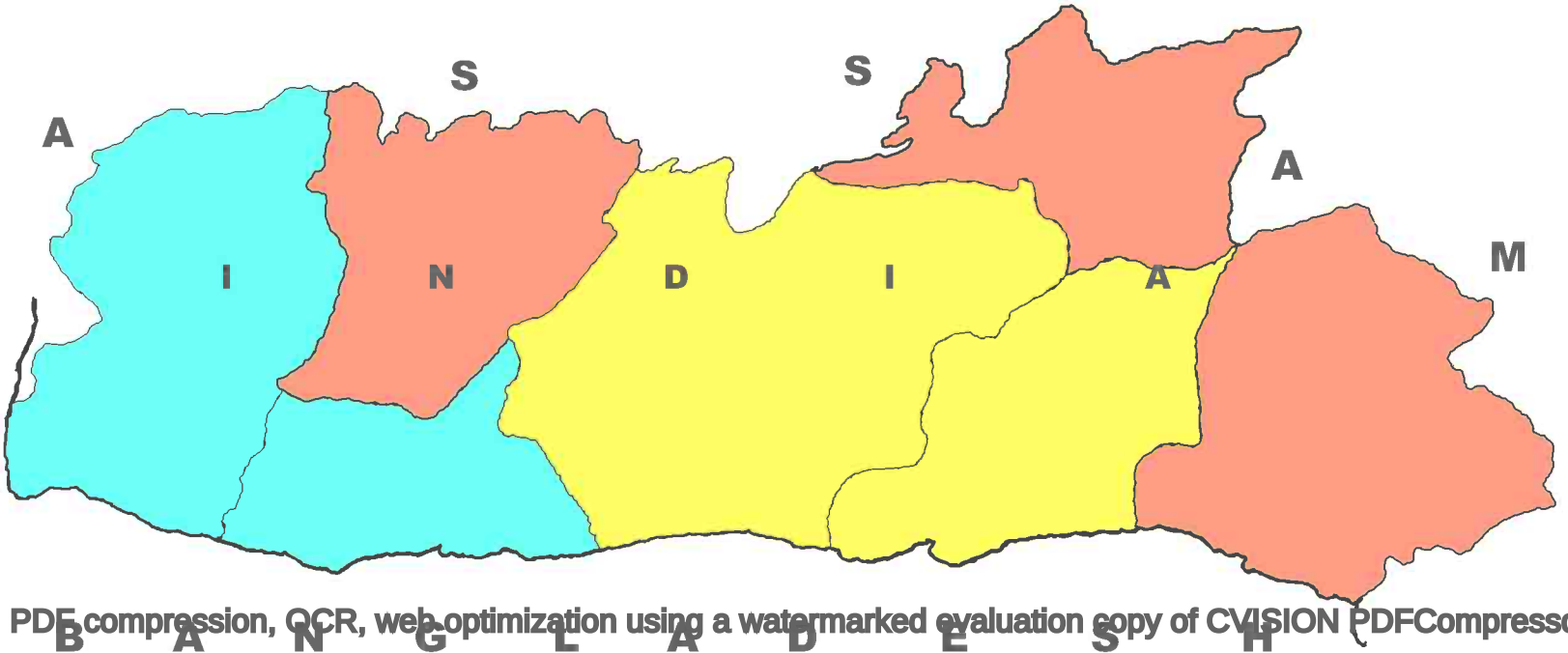

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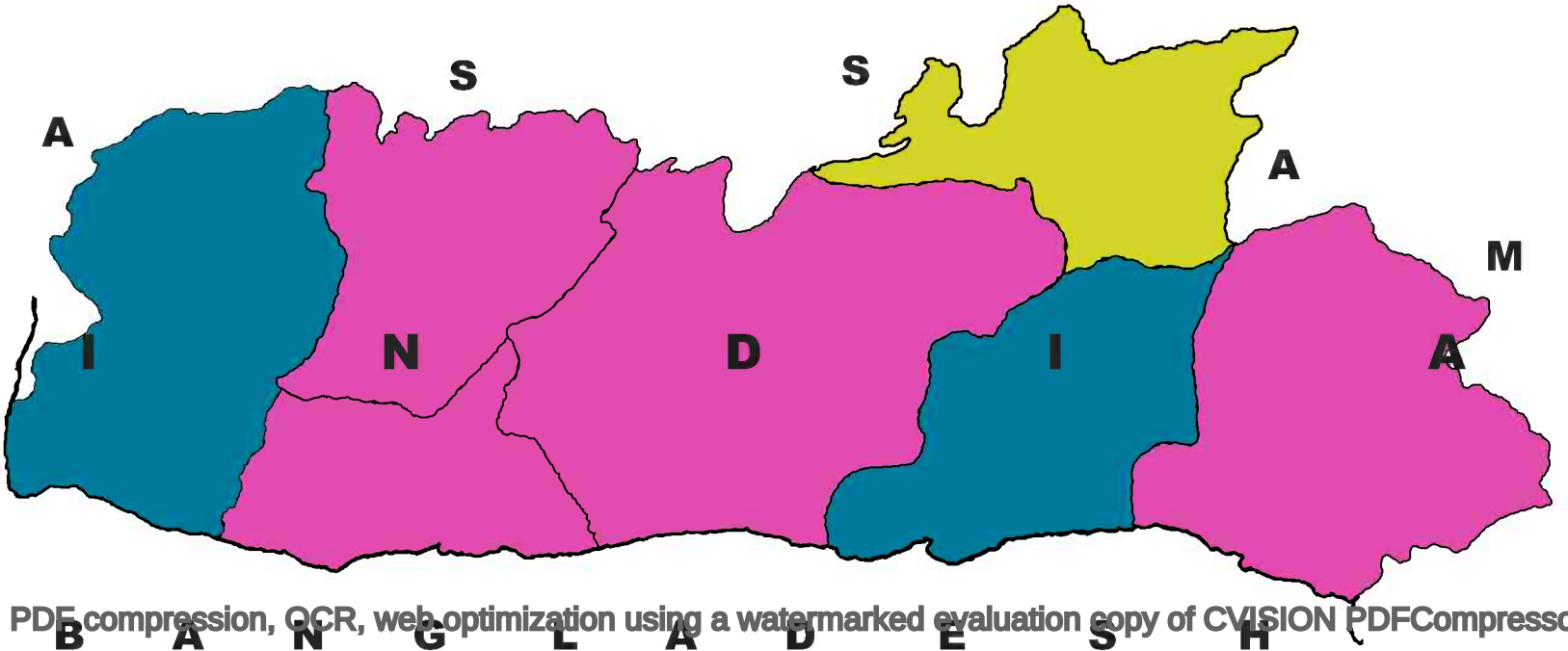

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Administration of Questionnaires to the Teachers/Lecturers of H.S. Schools/Colleges for the Data Collection

The Investigator with the Teachers of Umshyrpi College Shillong : Meghalaya

The Investigator with the Principal/Teachers of St. Michael's Higher Secondary School, Umsning

The Investigator with the Principal/Teachers of Tura Government Boys' H.S. School, Tura

The Investigator with the Principal/Teachers of Sibsing Memorial Govt. H.S. School, Nongstoin

The Investigator with the Principal/Teachers of Nativity Higher Secondary School, Mawkyrwat

The Investigator with the Principal/Teachers of St. Thomas Higher Secondary School, Mairang

The Investigator with the Principal/Teachers of St. Gabriel's Higher Secondary School, Shillong

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Kiang Nangbah Government College, Jowai

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Inspector of Schools, Jaintia Hills District, Jowai

The Investigator with Shri E. Laloo
Inspector of Schools, W. K. Hills District, Nongstoin

The Investigator with Shri S. D. Basaiawmoit
Assistant Secretary, MBOSE, Meghalaya