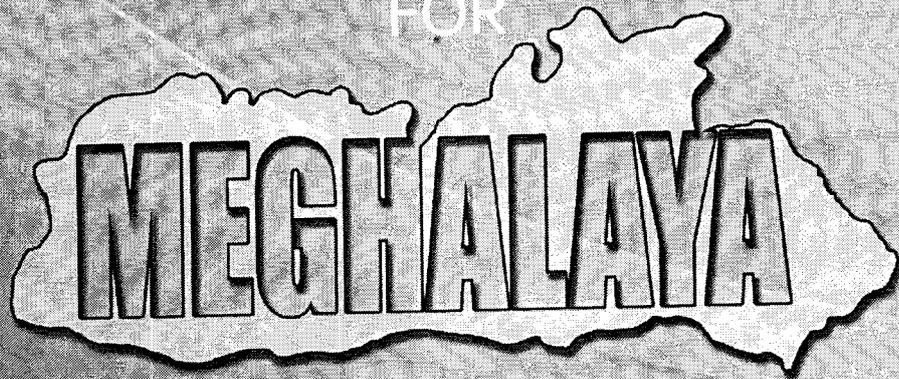




GOVERNMENT OF MEGHALAYA

STATE
EDUCATION POLICY
FOR



EDUCATION DEPARTMENT

INTRODUCTION

“Education is simply the soul of a society as it passes from one generation to another”.
Gilbert K. Chesterton

Teaching is one of the noblest professions on earth. The teachers are the pillars of society for they educate and mould the future citizens of a country. Teaching is a revered profession in Meghalaya also. A secure career, great monetary compensation and regular annual vacations are enticing hordes of promising young men and women to join this teaching profession. Teaching requires, apart from the requisite education and degree, a flair for interacting with the students and a capability of explaining things in clear lucid terms to the students. Rousing the students from their apathetical slumber and watching their interest grow in studies is the greatest reward for a teacher. For being a good teacher one not only need to be wise but also be patient and understanding. Teachers not only augment a student's intellect but also contribute to the well rounded development of his or her personality. If Education is one critical criterion for determining progress, Meghalaya surely has lot of catching up to do so. In scripting the Meghalaya Education Policy of the State, every care has been taken to prepare a road map for filling the gaps and ushering in modernity in the system, without sacrificing the aspiration of the people.

Education Policy is just a statement of intent and a broad vision for the people of Meghalaya to redeem their true potential, rich but largely untapped. To ensure quality education at all level the state is committed to ensure that it adhere to the National Policy on Education, 1986, Programme of Action (POA), 1992 and the different act, such as RTE Act, 2009 and Right of Children to Free and Compulsory Education, 2009 that relates to quality education.

The revised Meghalaya Education Policy is being brought into light on this day, the _____ . The main objectives of this policy is to create awareness amongst the general public that Education is one of the most important component in terms of developing of human resources. In absence of Education, the whole human concept of quality education will be at stake.

Chapter 1

The Basics of Educational Policy (Background)

The Constitutional Amendment of 1976 placed Education in the Concurrent list of the Constitution of India. This has brought about a sharing of responsibilities between the Central and the State Governments. The State has framed this policy within the broad parameters of the National Policy on Education 1986 (NPE), POA, 1992, RTE 2009 and Right of Child to Free and Compulsory Education, 2009 and this will enable the state to share the responsibilities and functions as partners with the Central Government in the implementation of the objectives of the NPE 1986.

Indeed, the more porous and dynamic a society is the more inconsistent and conflictual in its efforts to change the educational system. Interests deeply rooted in spheres such as economics, religion, ideology, institutions, geography, race, and ethnicity will vie to have their world wide view represented most forcefully in whatever education system emerges. The twenty first century, particularly in the last few years, represented a period of remarkably intense change with the implementation of SSA and RTE Act, 2009.

Meghalaya State Education Policy

Policy is one of the principal vectors through which influence flows between the larger society and education institutions. The National Policy on Education, 1986, Programme of Action, 1992, Sarva Shiksha Abhiyan Scheme and Right to Education Act, 2009 and Right of Children to free and Compulsory Education 2009 all are part of the Article 21 of the constitution of India which emphasis on the need of free and compulsory education to all children between the age group of 6-14 yrs. The policy is based on Article 21 (A) that on 1st. April, 2010, India joined a group of few countries in the world, with a historic law making education a fundamental right of every child coming into force. Making elementary education an entitlement for children in the 6-14 age groups, the Right of Children to Free and Compulsory Education Act 2009 will directly benefit children who do not go to school at present. Besides SSA-RTE, RMSA also play a major role in making the general public fully literate till Secondary level of Education, since RMSA is for Univerlization of Secondary Education (USE).

Special education: Special education was the latest school population category to be the focus for substantial reform. The reform proceeded on two dimensions: the provision of appropriate school services to students with physical and mental disabilities and the provision of bilingual instruction to non- or limited-mental ability- students.

HISTORICAL PERSPECTIVES

In Meghalaya for nearly a century there were only primary and Middle Schools with a few High Schools than what it is now. The first College was established in the year 1924 in Shillong by the Christian Brothers, a society of Catholic Brothers from Ireland. As per Census of India, the literacy rates in the State year-wise since 1961 to 2011 are as follows:

- ✓ 1961 - 26.92 %,
- ✓ 1971 - 29.49%,
- ✓ 1981 - 42.05%,
- ✓ 1991 - 49.10%,
- ✓ 2001 - 63.31 %.
- ✓ 2011 - 75.48 %

Education has now begun to receive greater attention as reflected in the quantum jump of literacy percentage in the state from 1971 onwards.

VISION

Our vision is to make young people of the state to catch up and keep pace with the rest of the country but also to compete successfully at the international level. The study of Science, Mathematics, Computer Applications and IT interfacing will be encouraged at all levels of Education. The very foundation of it all is obviously the Elementary level which will be adequately strengthened to ensure that the students are able to get over learning with fear, trauma, anxiety and helping every child to express freely. Emphasis will also be laid on character building through moral education, physical and mental training through active participation in sports, games and other physical activities. Vocational Education will also be emphasis to ensure that every youth, after passing out their studies will help them to shape their dream and destinies.

Goal Setting:

The priorities in educational development are:

- To raise the level of education among the population and the labour force,
- To improve the efficiency of the education system,
- To prevent children's exclusion from any walk of life;
- To enlarge adults' opportunities in education and training and pay attention to better impact and internationalization of education.
- To assess the need for human resources in the State and to develop and improve the quality of life of the people.
- To create a conducive and healthy environment for the students to attain higher levels of learning and knowledge by improving infrastructure and providing all facilities as enshrined in the constitution of India and various policies and act of the country and more importantly to improve the quality of teachers.
- To create a pool of resources for ensuring quality teachers by appointing pre-trained teachers at all levels by conducting Teacher Eligibility Test at Elementary & Secondary level.
- To encourage need-based development in the field of technical, vocational and professional education in order to meet the needs of the country and even of foreign countries.
- To provide guidance and counseling to the students.

DRAFT Meghalaya Education Policy

- To improve the service conditions of the teachers.
- To ensure that every children are in school irrespective of their caste and creed either through Residential & Non-Residential bridge Course.
- To enroll every drop-out as per age appropriate classes after giving special training to them.

Chapter 2 Quality Education

In ensuring Quality Education, the State Education Policy is committed to the context of educating for sustainability, UNESCO calls for the "reorientation of education systems, policies and practices in order to empower everyone, young and old, to make decisions and act in culturally appropriate and locally relevant ways to redress the problems that threaten our common future."

In defining what "quality education" is that it is a prerequisite for education for sustainable development.

Education provides the skills for:

- Learning to know
- Learning to live together
- Learning to do
- Learning to be

Education not only provides scientific and technical skills, it also provides the motivation, justification, and social support for pursuing and applying them. The international community now strongly believes that we need to foster through education the values, behaviour and lifestyles required for a sustainable future.

GOALS OF EDUCATION:

The goal of education is to teach the students to live, to discover the deeper meaning of life and of transcendence, to learn to interact with others, love creation, think freely and critically, find fulfillment in work, plan their future, or in one word, learn 'to be'. It is through education that the students can be helped to become worthy citizens and we can hope for a more human and humane future and a more harmonious and inclusive society.

Special efforts should be made to enable students:

- (i) To think for themselves independently and critically;
- (ii) To seek, extend and apply knowledge for the solution of human problems;
- (iii) To continually strive for excellence in every field;
- (iv) To become mature, spiritually aware and men and women of character;
- (v) To value and judiciously use their freedom, combining with it a full sense of responsibility for their actions;
- (vi) To be clear and firm on principles and courageous in action with abundant compassion and tolerance;
- (vii) To be unselfish in the service of their fellowmen and concerned for the welfare of the poor and socially oppressed; and

(viii) To become agents of social change in their own situations.

LEARNER CENTERED EDUCATION:

In the present system of education, the faculty makes most of its importance, if not all the decisions about learning for the students. Therefore, subject to satisfactory transaction of the prescribed syllabus, especially in the higher classes, the faculty/teachers should take the students into consideration in decision making about learning. To the extent possible, plays, group discussions, quiz and seminars should be encouraged to help the teachers and students build knowledge for themselves. Project works, surveys, field studies, brain storming will also help create a proper learning environment for the students.

CHAPTER-3

STATE CONCERNS:

Many issues have emerged over the last many years as matters of concern for the State is being listed and described. The remedial measures for and policy approaches to some of the concerns, however, are spelt out in the following contents.

1. Urban- Rural Disparity:

The State has a predominantly rural population. However, even after 40 years of Statehood, the rural areas continue to suffer from under-development especially in the field of Education. The State capital of Shillong continues to enjoy the status of an educational hub, many elite colleges are located here. However, the distribution of Secondary and Higher Secondary Schools and Colleges is highly skewed in favour of Shillong and to a certain extent, of Tura. This critical aspect will be consciously addressed and the gap progressively reduced, both in terms of percentage of enrolment and in terms of availability of good institutions, especially in the Higher Education. It is essential that young people get higher education close to their hearts and homes so as to increase enrolment in rural areas and discourage the students from dropping out or migrating to urban centres. With the introduction of RMSA, the state is trying to expand and upgrade the Upper Primary Schools to Secondary Schools which will get access to each and every rural based student.

2. Drop-Out Rate:

The drop-out rate in the State has been a major cause of concern to the State Government, such factors tend to supplement each other and reinforce their adverse impact. However, it is well recognized that poverty, large size of families, distance between residence and school, a non-conducive school environment and untrained teachers are, to a large extent are responsible. An effective action plan to tackle this problem will be evolved through SSA setting-up of residential schools for elementary level will be considered to address the drop-out rate which will be the answer to address this problem.

3. Implementation of Mid Day Meal Programme:

The Mid Day Meal Programme which has been implemented in the Elementary Schools of the country since the year 1995 aims at curbing the drop-out and attract larger enrolment in Primary level and now it has been extended to the Upper Primary Schools as well. The programme is being implemented in the State with mixed results. According to the Annual Status of Education Report (ASER) 2012 published result by Pratham Resource Centre, Mumbai, students of about 88% in Elementary level in the State are being served Mid Day Meal in the year 2011.

4. **Untrained Teachers:**

As per DISE September 2011 there are 23967 Elementary School Teachers are untrained. The policy of the Government will be to address the problem at source and in future to appoint only trained teachers. Simultaneously, the backlog of untrained teachers will be cleared by adopting appropriate strategies. The teachers will be trained through Open Distance Learning within a stipulated time through IGNOU & NIOS.

5. **Access to and Quality issues in Elementary Education:**

The problem of access to Elementary Education has been largely addressed through the Sarva Shiksha Abhiyan (SSA). However, although ASER 2012 has rated the State between 3rd and 6th position in the country in terms of learning levels for Primary School students, quality will remain an important concern and will continue to be a priority as it has a direct bearing on the quality of the subsequent stages of Education. The intermediate goal is to provide at least two teachers for each Primary School. However, the ultimate aim is to have one teacher per class in each school. Quality education can only be addressed through teachers' education with the new curriculum to be in place soon. The curriculum will be in line with revised NCF 2005 and RTE Act 2009.

6. **Job-oriented courses in Colleges:**

The low employability of the products of our Education system is a matter of great concern. The more progressive Colleges have diversified into job-oriented courses with the help of UGC, MHRD and NEC. Colleges in other parts of the State need to be encouraged to do likewise to meet the demand of quality education.

Chapter 4

HIGHER AND TECHNICAL EDUCATION

1. GOVERNMENT PUBLIC SCHOOLS:

The infrastructure of Pine Mount School and the other three Public Schools where the minimum facilities like hostel accommodation, sports and games and physical training facilities are lacking which will be strengthened and improved to enable them to maintain the standard as required by the Council for Indian School Certificate Examinations. Schools of International Standard in line of Pine Mount School may be established.

2. STATE COUNCIL OF HIGHER EDUCATION:

It is desirable that a statutory body of the State Council for Higher Education be established to oversee the functioning and coordination of higher education in line with NPE and UGC. The Council may be a regulatory body, the head of which will have regulatory power to prescribe fees and courses. The Director of Higher & Technical Education will be its Member Secretary.

The Council would be headed by a distinguished academician as is done in the case of the UGC. It may have representatives of the Vice-Chancellor of NEHU, academicians, industrialists and senior representatives of the State Government dealing with Education, Planning, Finance and Industries. The Council may be engaged in academic planning, management of institutions of higher education and matters relating to finance.

3. COLLEGE EDUCATION:

Consolidation of the existing facilities, selective expansion with diversification of courses, improvement of quality education with emphasis on courses which are relevant to the agro-rural background of the people and are employment oriented will be undertaken. In order to facilitate diversified and quality education, strategies are to be adopted to speed up the process of de-linking of +2 from colleges.

Public Private Partnership (PPP) which is already in place in the Education sector will be suitably modified to make it more effective and win-win for all concerned.

4. UNIVERSITY EDUCATION:

The State has one Central University namely the North Eastern Hill University. The Government will encourage Private-Public Partnership by establishing a limited number of Private Universities to cater to the specific and felt needs for professional, legal and technical education as has been done in the case of the Private Universities which have been established by means of Acts passed by the State Legislature. It is expected that, apart from general education, the North Eastern Hill University will increasingly provide leadership in the field of professional, technical and vocational education also.

5. SKILL DEVELOPMENT:

Enhancement of individual employability and training of skilled manpower with flexible skill development courses and institutes to cover certain percentage of students at the school level should receive greater attention. Public Private Participation in skill development should also be encouraged.

6. TECHNICAL EDUCATION:

Keeping in view the trend of industrial development of the State and the country as a whole, the requirement of technical and management manpower may be assessed while considering opening of Engineering Colleges and Polytechnics as well as introduction of new courses in the existing Polytechnics. The development of entrepreneurial culture and skills among the local youth are considered important. Private initiative as well as Public Private Partnership wherever feasible shall be encouraged. Strategies for further development in the field of Technical Education shall include:

- i. Consolidation and expansion of facilities at the Diploma level.
 - ii. Assessment of Technical manpower needs.
 - iii. Creation of appropriate infrastructure.
 - iv. Quality enhancement such as modernizing laboratories and workshop, development and revision of curriculum to meet labour market needs, improved staffing and staff training, increasing utilization of learning resources & media, promoting interaction with industry/community and networking activities.
 - v. To make efforts to improve quality, increase effectiveness and continuously strive for excellence to manage competitive environment by establishing total quality management culture in the institutions.
 - vi. To establish new polytechnics in the other Districts of the State.
 - vii. To encourage private organizations to establish technical institutions.
 - viii. To promote Apprenticeship training under the Apprenticeship Act. The training would strengthen the skills of technical students by placing them in real work situation in industries/firms and thereby establishing their worthiness in the area of training obtained.
 - ix. Strengthening of Meghalaya State Council for Technical Education.
 - x. To introduce new courses like Hotel Management and Catering Technology, Water Resource Management and Rural Technology, Agriculture Engineering , Construction Technology, Mining Technology, Printing Technology, Communication Engineering & Information Technology after Socio-economic diagnostic analysis in a phased manner.
- In short, internal and external efficiency of the technical education system may be improved so that the products of the system shall be able to find employment in and outside the State in the public as well as private sector.

7. CO-CURRICULAR AND EXTRA CURRICULAR ACTIVITIES:

(i). National Service Scheme:

The National Service Scheme jointly sponsored by the Govt. of India and the State Government may be extended to all Higher Secondary Schools and Colleges for the benefit of the students.

(ii). Bharat Scouts & Guides:

The Bharat Scouts and Guides is an active and vibrant organization in the State and may continue to be encouraged by extending the movement to all the Schools in the State.

(iii). The National Cadet Corps:

NCC activities channelize youthful energy, foster much needed discipline, helps integration of our youth with the mainstream and also improves their chances to enter the defense services, Police service, the Central Government departments like the Department of Telecom, the Railways, Public Sector Undertakings where reservations exist for those with NCC qualifications. Multi-national Companies also prefer NCC trained persons, as they are highly motivated and disciplined. Therefore, NCC activities which have already gained some momentum with NCC units in all Districts may be further strengthened and encouraged to cover all parts of the State.

(iv). Computer education facilities:

Less than 10% of Secondary Schools in the State have adequate computer facilities. This deficiency needs to be addressed urgently. Efforts are being made to train teachers in the field of computer application in schools to make the classroom more effective and interesting.

(v). Physical Education:

Physical education trends have developed recently to incorporate a greater variety of activities. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga and deep-breathing. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. The four aspects of Physical Education are physical, mental, social, and emotional.

OPERATION SUSTAINABILITY:

A beginning has been made in this area by the introduction of an approach called "Operation Sustainability" by the State Government in selected Secondary and Higher Secondary Schools whereby income generating schemes of the line Departments like Industry, Horticulture, Animal Husbandry and Veterinary, Soil Conservation will be implemented by these institutions within their premises. The initiative is aimed at the twin objectives of helping the institutions to reduce dependence on Government aid and also to inculcate work culture and the dignity of labour in the students.

Chapter- 5

State Concerns

In accordance with Article 45 of the Constitution of India the State shall endeavour to provide Free and Compulsory Education to all children until they complete the age of 14 years. It shall also be the policy of the State Government that up to a given level, all students irrespective of caste, creed, location or sex shall have access to education of a comparable quality. In order to achieve this, the Government shall implement appropriate programmes including those funded by the Central Government.

The State Government has already in the threshold to implement the Right to Education Act, 2009 in the right spirit. The state Government shall continue to be gender sensitive and to nurture and maintain our traditionally good performance in the education of the girl child and women without sacrificing the interest of the boys. In so far as children with special needs are concerned, the National Policy of inclusive education shall be followed.

About 70% of the schools have drinking water facilities and only and over 50% of the schools have usable toilets. The State shall leverage all available financial assistance from the Central schemes and also achieve more effective convergence of various schemes like SSA, TSC, SGSY etc. to provide drinking water facilities and separate toilet facilities for boys and girls in all schools. Toilet or lavatory facilities may also be provided as part of the "Three L's" Programme under which Library, Laboratory and Lavatory facilities are expected to be provided to all Secondary and Higher Secondary Schools.

INSPECTION AND SUPERVISION:

Inspection and supervision aspect of educational institutions especially in Secondary and Higher Secondary Schools, which has been neglected in recent years, will be given due importance. As recommended by the National Knowledge Commission (NKC), the number of inspecting staff needs to be increased and facilities to enable them to carry out their duties properly such as transport, communication devices will be provided. Local stakeholders also may be involved. Criteria for inspection should include not only infrastructure, facilities and teacher presence but also minimum standards of quality of learning. Transparency will be used to improve the system by making the criteria for inspection and the results of inspections of particular schools publicly available including by posting on the Government Website. A system of accreditation by a team consisting of their peers somewhat similar to national assessment and accreditation of colleges will be evolved.

CHAPTER- 6

NATIONAL SYSTEM OF EDUCATION:

The National System of Education which envisages a common educational structure of 10+2+3 has been adopted and may continue in the State of Meghalaya. However, the state has notified the implementation of 5 + 3 system viz., 5 years of Primary and 3 years of Upper Primary Schooling during 2011. The National System is based on the National Curriculum Framework (2005), which contains the history of India's Freedom Movement, the Constitutional obligations and other contents essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers and observance of the small family norm and inculcation of scientific temper. All educational programmes will be carried out in strict conformity with secular values. Regional and local variations which are specific to the State would also be highlighted.

To mention about the de-stressing of children while learning through Continuous & Comprehensive Evaluation (CCE) as per recommendation of NCF 2005 and as per provision of RTE Act, 2009. The Directorate of Educational Research & Training which has been notified as the Academic Authority shall ensure that Meghalaya is keeping pace with the rest of the country in terms of the latest syllabi, curricula and textbooks prescribed for the schools so that our students are not placed at a disadvantage in comparison with students from other States and as prescribed by NCF, 2005 and RTE Act, 2009.

National Literacy Programme (Shaksaar Bharat):

The State stands committed to the eradication of illiteracy particularly in 15-35 age groups through Literacy Campaigns in consonance with National Policy which will also be geared to meet National goals like alleviation of poverty; national integration and the promotion of national values as mentioned in the paragraph immediately preceding this. It may also facilitate energization of the cultural creativity of the people and their active participation in development processes.

INTEGRATED EDUCATION FOR CHILDREN WITH SPECIAL NEEDS:

The State recognizes the right of persons with disabilities to education and that they should be provided access to an inclusive, quality and free primary education. The State also stands committed to the implementation of the People With Disability Act and steps will continue to be taken in that direction. The State Government may give due attention to augment all the financial support from the Centrally Sponsored Programme like IEDSS.

CHAPTER 7

School Education in the State

- a. School Education sector will continue to aim at achieving Sustainable Human resource Development at the grassroot level with a set target to bridge all social and gender category gaps at elementary and secondary level schools.
- b. Keeping in view the Constitutional mandate of Universalisation of Elementary and Secondary education, the State will endeavor to create infrastructural facilities to bring elementary and Secondary education within the doorsteps of the every habitations in the state.
- c. Keeping in view the liberalization of Indian economy in a globalised economy, the State Education Department will take all steps to improve quality education and provide all facilities to acquire higher level of knowledge for all school leavers.
- d. Keeping in view the commitment to implement the Right of Children to Free and Compulsory Education Act 2009, the Department of Education also envisions making quality education available, accessible and affordable to all young person within the age group of 6 – to 14 years.
- e. Keeping in view the commitment to bring education to the doorsteps of the people of the State, the State Education Department will endeavor to create Nodal study and learning centres all over the State where all the under-privileged, drop-outs and economically weaker sections may be given the opportunity to educate themselves and upgrade their skills.
- f. The State Education Department will also take steps to improve the existing educational infrastructure to make them attractive and child friendly study centres by providing them with all the amenities as required.
- g. Keeping in view the mandate of the RTE Act. The State Education Department will take steps to abolish all kinds of corporal punishments that will have a harmful effect on the children both physically and mentally.
- h. The State Education Department is also committed to introduce a no detention policy without compromising on the quality of education by introducing Continuous and Comprehensive Evaluation system in all the schools in the State.
- i. To effectively monitor the functioning of the Schools and the Institutions in the State, it will set up a special monitoring Cell in each District to oversee the functioning and the activities of the Schools.
- j. The State will also set up a Grievances redressal mechanism by notifying a local authority who will monitor and oversee the implementation of the Right of Children to Free and Compulsory Education Act 2009.

EARLY CHILDHOOD CARE AND EDUCATION:

In consonance with the National Policy in Education, the State recognizes the holistic nature of child development namely, nutrition, health, social, mental, physical, moral and

emotional development. Early Childhood Care and Education (ECCE) will receive high priority and attempts will continue for suitably integrating this programme with the Integrated Child Development Scheme (ICDS). The state through SSA has set-up about 579 ECCE Centres to address the quality issue in preparation of a child to primary school.

ELEMENTARY EDUCATION:

In consonance with the National Policy of Education the new thrust of Elementary Education will emphasize three aspects namely,

- (i) Universal access and enrolment
- (ii) Universal retention of children up to 14 years of age and
- (iii) Substantial improvement in the quality of education to enable all children to achieve the essential levels of learning.

While providing universal access to Elementary Education, however, the prescribed norms should be strictly followed so that there is an even spread of Primary and Upper Primary Schools.

The policy of non-detention at the Primary Stage stands adopted and will be implemented and continuous comprehensive evaluation will be aimed at. Corporal punishment will be firmly excluded from the educational system. School timings as well as vacations will be adjusted to suit the convenience of Children. However, it shall be compulsory for each primary school to have a minimum of four hours of classes inclusive of a thirty minute Mid-Day Meal break on each working day.

It shall also be compulsory for each Upper Primary, Secondary and Higher Secondary school to have classes for a minimum of 6 hours daily inclusive of a thirty minute mid day meal break on each working day.

Essential facilities including weatherproof school buildings, learning aids like blackboards, maps, charts, toys, books will be provided as per laid down norms. The State shall endeavour to appoint at least three teachers in every Primary School with the number increasing as early as possible to one teacher per class.

For appointment as Elementary School teachers, the state as per RTE Act, 2009 is planning to appoint teachers with proper qualification as laid down in NCTE norms and all appointment shall be made only if they are trained and pass the State- Teacher Eligibility Test to be conducted.

NON-GOVERNMENT EDUCATIONAL INSTITUTIONS: Grants-in-aid:

The existing multi-layered system of grants-in-aid which is highly skewed in favour of the institutions under the deficit system is undesirable and should be progressively abolished by reducing the categories of grants-in-aid. The ultimate goal in this area is to have a uniform system for grants-in-aid.

The procedures for recognition of private schools is to be made transparent, norm based and straight forward with minimum of bureaucratic delay. Criteria for entitlement to

Government grants-in-aid will be made transparent.

Management of Non-Government educational institutions:

The present policy of the Government of allowing NGOs to set up and run educational institutions will be allowed based on the Government policy. Since school mapping has already been completed by the Department and setting-up of new schools will be restricted and any setting-up of schools at elementary level will have to be properly scrutinized by the Committee to be set-up.

Governing bodies and Managing Committees of aided institutions should be responsible for timely payment of salary of their staff for a period of not less than three months in case of delay in the release of Government assistance. They should also maintain discipline of their teaching staff.

IMPROVING THE PERFORMANCE OF GOVERNMENT INSTITUTIONS:

The standard and performance of most Government educational Institutions has left much to be desired. Considering the fact that the teachers and other staff enjoy all the benefits of Government service including promotion avenues, pension, health care, house building, car purchase allowances and other perquisites, the standard of Government schools and colleges should be of a much higher order than that of private ones. To improve the system, the Government will take appropriate steps including training of the heads of the institutions, streamlining of recruitment, transfer, posting and training of teachers besides introducing regular monitoring system.

CHAPTER 8
COMPUTER EDUCATION AND ICT

In order to accelerate economic development of the State and maximize the benefit to the people through Information Technology, widespread application of Information Technology and Integrated e-Education System will be undertaken. This will enhance the skills of our manpower resource. Both teachers and students need to be more familiar with ICT for which more computer facilities as well as connectivity and broadband facilities should be made accessible to them for learning, training, administration, management, monitoring etc.

The State Government will facilitate and play a pro-active role. Creation of Infrastructure for a Computer Aided Learning process and facilitating the students with the learning component in Information Technology will enhance the performance and effectiveness of teaching in the learning process. The Government will facilitate the entry of private sector in this area and Public Private Participation (PPP) will be encouraged.

Central Government schemes such as CLASS project, ICT @ Schools project etc. will be implemented vigorously.

Computer education in all educational institutions will be encouraged and made self-sustainable with students who take up the computer course paying additional fees in order to generate revenue and the amount so generated will be used to meet the recurring expenditure and for improvement and upgradation of computer hardware and software in the respective institutions.

The curriculum and syllabus will be as per the Curriculum Guide and Syllabus for IT in Schools of the NCERT.

The Education Department also endorses the strategy envisaged by the State Information Technology Policy including adequate investment on quality training and education on IT, the use of IT in Distance Education and promotion of the growth of virtual classrooms apart from strengthening the existing Computer Literacy Programmes in the Schools.

CHAPTER 9

SCIENCE AND MATHEMATICS EDUCATION:

The National Knowledge Commission (NKC) has stated that Science and Mathematics teaching has deteriorated in India and fewer students are attracted to a career in Science or Mathematics as compared to other professional subjects. The limited availability of good teachers is a key factor in the ability of schools and universities to make Science and Mathematics exciting. This is very much true of Meghalaya also as reflected in the large number of failures in Mathematics in the Board Examinations at Secondary stage and the small numbers of students who opt for a Bachelor Degree in pure Science and Mathematics. The State Government will take the approach recommended by the NKC which includes revitalization of the teaching profession to attract and retain quality teachers by improving their salaries and revamping of teacher training at all levels and promoting development of teaching aids to retain student's attention in classroom. In our pursuit of quality Science and Mathematics education it shall be our endeavour not to compromise on quality and merit in the appointment of teachers for these subjects.

As part of the "Three L's" programme as in the previous chapter, laboratories will have to be provided and made fully equipped so as to make Science learning more interesting and practical.

CHAPTER 10

DEVELOPMENT OF LANGUAGES:

The State subscribes to the formulations on the development of languages spelt out in the National Policy on Education, 1968.

(a) An understanding of and command over the English language is a most important factor for access to Higher Education, employment possibilities and upward mobility. Moreover, this language has become the accepted medium of international interactions in all spheres of human activity, especially in Science, Technology and Information Technology. The State must therefore, strengthen the study of this language. Although, English is being taught as one subject in the schools from Class-I onwards and is used as the medium of instruction from Class-V onwards in the State, the quality English language teaching is still a far cry especially in the rural areas. Proficiency in English among the people of the State is definitely our USP but this is limited to the urban centres mainly. Good English language teachers are very few. Therefore, in order to meet the requirement for a large pool of English language teachers, it may be necessary that Graduates with high proficiency in English and good communication skills are inducted without formal teacher training qualifications.

(b) The State Government will continue to encourage the study of Khasi and Garo languages at all levels.

(c) The three language- formula will also be followed at the Secondary stage.

(d) Every effort will be made to promote the teaching and learning of Hindi.

(e) In view of the opening up of the economy and the Look East Policy adopted by the Government of India, there is need for colleges and universities of the State to explore the possibilities of opening courses in other foreign languages especially those spoken in Europe and Asia.

(f) The state shall also ensure preservation of minority languages and ensure that it is being looked into their curriculum and syllabus relating to school education.

(g) In order to enhance the teaching skills of teachers in the state in English language, the state shall continue to tie up with the British Council for training of teachers.

CHAPTER 11

THE TEACHER

It is recognized that the teacher is the single most vital factor in the educational system. Therefore, teachers will be recruited based purely on merit and only qualified and competent teachers will be appointed. The Government will also endeavour to create conditions, which will help motivate and inspire teachers along constructive and creative lines. Their pay, service conditions and fair retirement benefits have to be commensurate with their social and professional responsibilities. This will attract better talent to the profession. The recruitment of teachers will be streamlined and guidelines will be formulated to ensure objectivity in their postings and transfers. The appointment of teachers shall be school-specific and college-specific and no transfer will be made till they are due for promotion as heads of the institution concerned.

Apart from raising the minimum educational qualification of an elementary school teacher as highlighted in the NCTE notification No. 61-03/20/2010/NCTE (W&S) dated 23rd August, 2010 that only pre-trained and Class XII passed candidates with 50 % marks (45% for ST/SC/OBC) has been prescribed as an essential qualification for appointment of such teachers as per RTE Act 2009 norms. This will improve the quality of education and reduce the drop out rate. Similarly, the minimum qualification of an Upper Primary School teacher should be raised and their entry will also be made only after completion of Pre-Service Training. The State is already making an effort to conduct the Teacher Eligibility Test in the days to come. Untrained Teachers of the elementary level will be trained through ODL Mode.

Chapter 12 Teacher Education

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. The Directorate of Educational Research has been notified as the Academic Authority for the state of Meghalaya to oversee the academic quality of education as required under RTE Act 2009. All DIETs and College of Teacher Education in the state will ideally conceived of, and organized as a seamless continuum, teacher education is often divided into these stages:

- *Initial teacher training / education* (a pre-service course before entering the classroom as a fully responsible teacher);
- *Induction* (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- *Teacher development or continuing professional development (CPD)* (an in-service process for practicing teachers).

Teacher Education envision the role of the teacher and the shape of teacher education unfolding in the coming years, it would do better to take note of the movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise. First, our thinking on teacher education is *integrative* and *eclectic*. It is free from the hold of 'schools' of philosophy and psychology. TEIs should realized the tentative nature of the so-called knowledge base of teacher education and made *reflective practice* the central aim of teacher education. Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices- teaching, evaluating and so on. Teacher education has to build the ability in the teacher to evolve one's own knowledge to deal with different contexts based on understanding and analysis of experience. Against this backdrop and keeping in view the vision of teacher education as articulated above, the following set of concluding statements relating to perception of teachers' role, and philosophy, purpose and practice of teacher education can be made:

- Teacher Education Institutes (TEIs) should be prepared to care for children and love to be with them, love knowledge and be constantly learning, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction;
- TEIs should ensure that teachers change their perception of child as a receiver of knowledge and encourage its capacity to construct knowledge; they should ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning;
- Teacher education should engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is

actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole;

- Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work;
- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as ‘given’ and accepted without question;
- Teacher education should provide opportunity to trainees for reflection and independent study without packing the training schedule with teacher-directed activities only;
- TEIs should conduct programme that help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.
- In view of the many sided objectives of teacher education the evaluation protocol should be comprehensive and provide due place for evaluation of attitudes, values, dispositions, habits and hobbies (in addition to the conceptual and pedagogical aspects) through appropriate quantitative as well as qualitative techniques.

With Central assistance, 7 District Institutes and Training have been set up. These institutions will be strengthened and their intake capacity will be increased to help facilitate the adoption of a policy of appointment of only pre-trained teachers. More Institutes in the line of DIETs will be set-up which will be known as Block Institute of Teacher Education (BITEs) at the block level.

In so far as Secondary and Higher Secondary Education is concerned, there are only 4 colleges of teacher education in the State. Their capacity needs to be increased so as to accommodate not only in-service but also pre-service trainees. The State is also planning to set-up B.Ed College in Jowai and Nongstoin, these will help the state to clear the back-log of untrained teachers at the Secondary level.

CHAPTER 13
EVALUATION AND EXAMINATION PROCESS

The National Policy on Education (NPE), 1986 postulated that the examination system should be recasted so as to ensure a method of evaluation that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. Whether we need the present form of examination or we need some other forms of examination is an issue which calls for an immediate debate.

The term evaluation is associated with examination, stress and anxiety. All efforts at curriculum definition and renewal come to naught if they can not engage with the bulwark of the evaluation and examination system embedded in schooling. The ill effects that examinations have on efforts to make learning and teaching meaningful and joyous for children is an issue of great concern. A good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and educational system by giving credible feedback.

The role of evaluation is to gauge the progress that both learner and teacher have made towards achieving the aims that have been set and appraising how this could be done better.

The need of the hour is to evolve strategies to address evaluation issues in the form of introducing various reforms.

A lot of stress is related to the excessive length of the question papers. Effective strategies need to be worked out for shortening question papers by reducing the length of the examination.

A shift in emphasis to testing competencies and away from memory would certainly reduce stress, in addition to aiding the validity of examinations.

There is no evading the fact that the purpose of Board exams is to certify the satisfactory completion of a course of study. There will always be some individuals who cannot demonstrate such satisfactory completion. They should be provided a number of chances to re-take one or more exams (within a three or even a five-year period).

Till then, they are 'working toward the certificate'. Even after the expiry of this window, they should be free to attempt the whole exam (in all subjects) again. Hence, while it is possible to not succeed in passing an exam, no one ever definitively (and permanently) 'fails'. The above distinction is meaningful, and considerably different from the current understanding of boards on the pass/fail issue.

A school-based *continuous and comprehensive evaluation (CCE)* system be established in order to (i) reduce stress on children, (ii) make evaluation comprehensive and regular, (iii) provide space for the teacher for creative teaching, (iv) provide a tool for diagnosis and for producing learners with greater skills. The CCE scheme will be simple, flexible, and implementable in any type of school from the elite one to a school located in rural areas. Keeping in view the broad principles of the scheme, each school will evolve a simple suitable scheme involving its teachers, and owned by the teachers.

The state endeavors to introduce an effective evaluation and examination system with due emphasis on flexibility, credibility and transparency.

Chapter 14

OPEN SCHOOLING/DISTANCE EDUCATION

School education is a very important segment of total education system contributing significantly to the individual as well as to the national development process. However a large number of school-going-age children still remain out of school due to various socio-economic and other reasons and are beyond the reach of the formal schooling system despite the best efforts. In order to widen access to school education and enhance participation of learners in the educational process, open and distance mode of delivery through the Open Learning System and by means of the State Open School is the other alternative way. The Open Schooling System, with an edge over formal schooling system due to the inherent structural flexibilities, related to place and time of learning, eligibility criteria, student's choice in selecting combination of subjects both academic and vocational and scheme of examinations, is the alternative way of reaching out to these disadvantaged children and also adults. It has the potential for "reaching the unreached" and "reaching all". It will also provide learning opportunities to the educationally disadvantaged groups like drop-outs, push-outs, pull-outs etc. from the formal system.

Therefore, open Schooling System (OLS) as the only alternative schooling system can play a significant role to provide "Education For All" and "Reaching The Unreached" and the unserved. Open Schooling Systems could also provide responses to the challenges of Universalisation of Elementary education (UEE) and Universalisation of secondary education.

Some policy documents which have highlighted the need of open schooling /open learning systems are (1) the National Policy of Education 1986/1992 " the National Open School (NOS) will be strengthened and open learning facilities extended in a phased manner at secondary level in all parts of the country "(2) Planning commission's Core Group on Open Learning (feb. 1992) (3) CABE's Committee on Distance Education (feb 1994) (4) Eight, Ninth, and Tenth five year plans (5) The report of the Central Advisory Board of Education (CABE) on Universalisation of Secondary Education (2005) "*the Open schooling Network when fully developed should be able to cater to at least 15% students in Secondary Education*" (6) the Eleventh plan (2007-2012) "up-scaling existing State Open Schools (SOSs) and setting up SOSs in the remaining 19 States"

Chapter 15

STATE OPEN SCHOOL

State Open school is an alternative schooling system to the formal schooling system or conventional schooling. It is an effective modality of educating or training at the secondary level and is a subsidiary of open Learning. The Commonwealth of Learning (COL) defines Open Schooling as that which involves “the physical separation of the school-level learner from the teacher, and the use of unconventional teaching methodologies, and information and communication technologies (ICTs) to bridge the separation and provide the education and training”.

Objectives of the State Open School (SOS)

The SOS will strive to provide relevant, life related and employment oriented (including self employment oriented) courses at different levels of school education through Open and Distance Learning (ODL) mode of education. The objectives of SOS are:

- To provide alternative means of education and opportunities for drop-outs
- To provide educational opportunities for those who have missed to join the formal education stream due to socio-economic, geographical and other reasons
- To provide alternative means of education to the prioritized group such as girls and women, rural people and urban poor, scheduled tribes and scheduled castes, minorities etc
- To provide educational opportunities to the unemployed/ partly employed /ex-servicemen/defence personnel etc
- To identify and promote good standards of learning in open and distance learning.
- To design and develop Curriculum Framework, Courses of Study, self-learning materials and other learning supports for the courses of study identified at different points of time for operationalisation.
- To design and develop training packages for open schooling functionaries.
- To organize orientation/training programmes for functionaries working under the open schooling system in the state.
- To collaborate with other agencies in the state and outside for developing and delivering skill oriented courses.
- To provide educational opportunities to the differently-abled children
- To provide educational opportunities to anybody striving for continuing education
- To provide skill development programmes to all categories through vocational and life-enrichment courses
- To promote Vocational education independently as well as integrating it with academic subjects at secondary and senior secondary level
- To identify, publicize open schooling programmes and activities in the State and promote good standards of learning in open and distance learning mode.
- Maintain standards and equivalence with formal education system while ensuring flexible characteristics of Open Learning System.

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- Assist and advise the State Government in matters related to open schooling.
- Liaison with National Institute of Open schooling (NIOS) for upscaling the State open school and for other related activities
- To promote Open Basic Education (OBE) within the purview of RTE

CHAPTER 16
MISCELLANEOUS

LIBRARIES:

As part of the “Three L’s” programme, Government will encourage and extend all possible assistance to educational institutions to have well stocked libraries with personnel trained in Library and Information Sciences. It will also be endeavoured to help institutes create Book Banks with a view to helping the poor students.

MEGHALAYA EDUCATION PARK:

The State Government will explore the possibility of setting up a Meghalaya Education Park which will borrow from the concept of Special Economic Zones (SEZ) in order to attract Foreign Direct Investment (FDI) in Education. A reasonably large but compact area of land may be purchased by the State Government and the same may be offered on a long term lease to private investors' in Education at a profit. Alternatively, the Government itself may provide office space for start -ups on a rental basis. The Park will provide low cost common facilities such as playgrounds etc. and the MEP could be set up as a company with Government as one of its shareholders. Reputed education service providers would be invited.

RESERVATION POLICY:

With a view to helping local tribal youth in securing employment in education sector, Reservation in Government and Government -aided institutions shall continue to be in accordance with the State Reservation Policy as laid down by State Government from time to time. Besides, it will be the Government's endeavour to see that in the private sector too, suitable opportunities are available to candidates of the reserved category.