

Implementation of General Education Quality  
Analysis/Diagnosis Framework (GEQAF) in  
India: Moving from Diagnosis to Implementation  
of Interventions (Phase-II)  
Meghalaya

**A REPORT**



PREPARED BY  
North East Regional Institute of Education (NERIE), NCERT, Shillong, Meghalaya  
Directorate of Educational Research and Training (DERT), Meghalaya  
Central Institute of Educational Technology (CIET), NCERT, Delhi  
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### **GEQAF State Team**

Prof. A. Sukumar, Principal, (NERIE), Shillong, Meghalaya  
Dr. F.G. Dkhar, Associate Professor and state project coordinator, NERIE, Shillong  
Mr. T. Newmei, Assistant Professor, NERIE, Shillong  
Mr. Arnab Sen, Assistant Professor, NERIE, Shillong

### **GEQAF CIET, NCERT Team**

Prof. Rajaram S. Sharma, Joint Director, CIET, NCERT  
Prof. A.P. Behera, Head, DICT & TD, CIET, NCERT  
Dr. Abhay Kumar, Assistant Professor, CIET, NCERT  
Ms. Deepty Gupta, Assistant Professor, CIET, NCERT

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(Amarendra P. Behera)  
Professor and Head,  
DICT&TD and Programme Director  
CIET , NCERT, New Delhi

(Abhay Kumar)  
Assistant Professor  
& Program Coordinator  
CIET, NCERT, New Delhi

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## ABBREVIATIONS

B.Ed.	Bachelor of Education
BRCs	Block Resource Centres
CAL	Computer Aided Learning
CCE	Continuous and Comprehensive Evaluation
CIET	Central Institute of Educational Technology
CTE	College of Teacher Education
CWSN	Children With Special Need
D.El.Ed.	Diploma of Elementary Education
DERT	Directorate of Educational Research and Training
DHTE	Department of Higher and Technical Education
DIET	District Institute of Education and Training
DOE	Department of Education
DSEL	Directorate of School Education and Literacy
ECCE	Early Childhood Care and Education
EDUSAT	Educational Satellite
EFA	Education For All
ERNET	Education and Research Network
GEQAF	General Education Quality Analysis Framework
Gol	Government of India
IASE	Institute of Advance Studies in Education
ICT	Information and Communication Technology
INFLIBINET	Information and Library Network
KGBV	Kasturba Gandhi Balika Vidyalaya
MBOSE	Meghalaya Board of School Education
M.Ed.	Masters of Education
MHRD	Ministry of Human Resource and Development
NAS	National Achievement Survey
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council for Teacher Education
NEHU	North Eastern Hill University
NGO	Non Government Organisation
NITTTR	National Institute of Technical Teachers Training and Research
NEP	National Education Policy
NROER	National Repository of Open Educational Resources
NUEPA	National University of Educational Planning and Administration
OER	Open Educational Resources
PTR	Pupil Teacher Ratio
RMSA	Rashtriya Madhyamik Shikshan Abhiyaan
RRCEE	Regional Resource Centre for Elementary Education
RTE	Right to Education
SDSEOs	Sub Divisional School Education Officers
SLCC	State Level Core Committee (SLCC)

SPD  
SSA  
SWAYAM  
TLM  
UDISE  
UGC  
UNESCO  
UNICEF  
UNESCO-IBE

State Project Directors  
Sarva Shiksha Abhiyaan  
Study Webs of Active –Learning for Young Aspiring Minds  
Teaching Learning Material  
Unified District Information System for Education  
University Grants Commission  
United Nations Educational, Scientific and Cultural Organisation  
The United Nations Children’s Fund  
United Nations Educational, Scientific and Cultural Organisation-  
International Bureau of Education

# CHAPTER - 1

## CONTEXT AND BACKGROUND

### 1.1 GEQAF: Theoretical Frame

The Education For All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults, and to provide quality education across the globe. Many organisations, be it governments and the private, are working together to reach the EFA goals. As per this goal, 164 governments pledged to achieve EFA in World Education Forum (Dakar, 2000). As a leading agency, UNESCO has been mandated to coordinate the international efforts to reach Education For All, to promote education as a fundamental human right; to improve the quality of education; to facilitate policy dialogue; and knowledge sharing and capacity building. It emphasized on the countries which are farthest from the EFA goals. For achieving the goals, major focus is on improving the quality of education through better policies for teachers, advocating for more investment in literacy and early childhood, and mobilizing more resources.

Both developed and developing countries are well aware of the quality crisis and its development consequences. Most of their educational reform programmes have education quality improvement and the enhancement of equity among key strategic objectives. Yet the relevant general education and effective learning at this level is tantamount to failure to realize the development impact of education and learning. Poor education quality stands in the way of inclusive and sustainable development at the individual, national and global level, for attaining virtually all MDGs and the six EFA goals.

UNESCO Member States have called on the Secretariat to redouble its technical support for to address the global challenge of equity of education quality and learning effectiveness. Hitherto, there is a lack of tools for systemic analysis and identification of critical constraints that prevent Member States from attaining and sustaining intended levels, equity of education quality and learning outcomes. In response, the UNESCO Secretariat, in collaboration with some Member States, has developed a General Education Quality/Diagnostic Framework (GEQAF) that seeks to enable Member States to analyse/diagnose and identify critical impediments that prevent their general education systems to equitably and sustainably provide high quality education and effective learning experiences to all learners. General education systems in most countries do not have a strong system-wide tradition of diagnosing/analysing, improving and assuring quality.

The diagnostics/analysis guided by GEQAF is meant to help Member States strengthen both the qualitative and quantitative knowledge base required to effectively guide the design and implementation of responsive, targeted and timely general education system quality improvement interventions. The GEQAF is also meant to strengthen Member States' capacities to regularize and institutionalize the analysis of the quality of their general education systems as well to sustainably monitor progress in improving their quality. It is NOT meant to support cross-country comparisons, but is rather meant to support the monitoring of country progress over time.

### 1.2 Development So far: A Peep into the Past

The key premise of GEQAF is that equitable delivery of good quality education and effective learning experiences require robust and well-functioning education systems. The objectives of GEQAF are:

- To enable Member States analyse/ diagnose and identify critical impediments that prevent their general education systems to equitably and sustainably provide high quality education
- To strengthen national capacity in assessing education systems based on local knowledge and expertise
- To establish a national and sub-national baseline on the quality of the general education system
- To develop common indicators emanating from the results of respective country reviews
- To help Member States raise key questions about their systems

To achieve the objectives of the framework three key steps were designed:

- a) Initial piloting
- b) Ongoing adoption and adaptation, and
- c) Ongoing improvement of the Framework

GEQAF is purposefully designed as a self-assessment tool for countries to analyse constraints and strengths in their education system; to identify key priorities; and to design appropriate context responsive interventions. So far, 11 countries (Armenia, Botswana, Egypt, Gabon, India, Oman, Peru, Saudi Arabia, Seychelles, South Africa, and Swaziland) have used GEQAF to analyse the quality of their education system and prioritize areas for intervention.

Being the largest democracy and one of the biggest education system in the world, India is an essential part of the E-9 initiative. The group constitutes of highly populous (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) developing countries. Since India achieved its independence, all efforts are being made to spread quality education in our country. As a result of the efforts put together, expansion of education system in India has been achieved. Today, our country has 15,16,865 schools and 760 universities; 38,498 colleges and 12,276 standalone institutions that provide higher education to our youth. The school education system in our nation engages nearly 26,70,000 Primary, 25,60,000 Upper Primary, 13,47,000 Secondary and 19,85,000 Sr. Secondary teachers to educate about 2,54,54,000 children (Source: Educational Statistics at a Glance by MHRD, GoI 2016). Therefore, to study the issues we are facing and achieve quality education system in the nation, we have undertaken this project as one of the initiative.

### 1.3 Initiatives Taken In India

As a part of this initiative the UNESCO, Paris and MHRD, Govt. of India had entrusted the National Council of Educational Research and Training (NCERT) with the task of conducting a pilot study of General Education Quality Analysis/Diagnosis Framework (GEQAF), which could be used in India and other countries. Therefore, the NCERT had planned to conduct a pilot study of General Education Quality Analysis/Diagnosis Framework (GEQAF) in two states i.e., Madhya Pradesh and Meghalaya during the FY 2012-13. As a follow-up action, NCERT conducted a pilot study with the following objectives:

- To discuss and finalise (adapt/adopt) the use of GEQAF analytical tools in the Indian context
- To study the usefulness of analytical tools and their application in measuring the quality of education system in the states of Madhya Pradesh and Meghalaya
- To identify gaps and areas of concern for further improvement of GEQAF
- To share India's contribution to the development of a global analytical tool for the benefit of other countries which would later adapt/adopt the framework

For this, the proposed tools were adapted in the Indian context, which have been designed to assess the different quality components. Adaptation in terms of language, terminologies used, inclusion of various aspects, removal of item bias etc. were done with the objective to make it simple pertaining to the Indian context. Initially the tools were discussed and finalized during a six-day national workshop at New Delhi in April, 2012 where state representatives (DERT-Shillong, SCERT-Bhopal, Officials from Directorate of Education, school teachers, teacher educators etc.) were involved, besides NCERT faculty (including faculty from NE-RIE and RIE-Bhopal), MHRD Officials, UNESCO and other external experts etc. The piloting was planned to obtain examples of strengths and weaknesses, gaps in pros and cons of educational system in India, with special reference to the state of Madhya Pradesh and Meghalaya.

Further the NE-RIE, Shillong and RIE, Bhopal initiated the study in two states (Meghalaya and Madhya Pradesh) by organising/ planning meetings, workshops during the months of July and September, 2012. The two-day planning meeting with Education Secretaries and other stakeholders in July 2012 set the tone for the State piloting of GEQAF tools. This meeting also helped the States to understand the structure of all the 15 tools and helped to list the sources, evidences and data required for piloting work. The subsequent workshops (five days duration each) helped the States to analyse the data and respond to the queries raised in each piloting tool.

The GEQAF tools (all 15) were translated into Hindi for its effective use by Coordinating team from RIE-Bhopal and Rajya Shiksha Kendra (RSK), Bhopal, Madhya Pradesh, which was later vetted by a team of faculty at NCERT Headquarters. This Hindi version of the GEQAF tools was used in the State of Madhya Pradesh and can be very useful for all the ten Hindi-speaking states. The English version tools were used in Meghalaya. GEQAF tools focusing the following 15 areas were employed to gather data.

- Relevance / responsiveness
- Equity and inclusion
- Competencies
- Lifelong learners
- Learning
- Teaching
- Assessment
- Curriculum
- Learners
- Teachers/educators
- Learning environment
- Governance
- Financing
- System efficiency
- Use of ICT in Education

The data was collected with respect to the 15 tools for providing feedback on piloting tools as well as to analyse the efficacy of the State education system. The study helped to diagnose the strengths, weaknesses; opportunities and threats (SWOT) in the school education system of Madhya Pradesh and Meghalaya.

Some of the major challenges to improve the quality and equity in education were also enlisted by the piloting States.

The study also highlighted the priority actions to be initiated by the state and national agencies working in the area of school education and teacher education, which included:

- Orientation/training of teachers and teacher educators in curriculum analysis, development and training on pedagogy
- Orientation on Continuous and Comprehensive Evaluation (CCE)
- Sensitization of teachers on gender issues, ECCE, adolescence education, substance abuse and guidance and counselling and
- Capacity building on Information and Communication Technology (ICT) in Education

## CHAPTER - 2 DEMOGRAPHIC PROFILE OF MEGHALAYA

The first British colonial who gained entry into this beautiful land, described Meghalaya as the “Scotland of the East”, and till now it is a place enchanted with lush green forests and meadows intertwined with rivulets and waterfalls. The cool summer temperature further adds to the beauty of the place making it one of the beautiful tourist spots in the country. It is also well known for having the two wettest places on planet earth –Cherrapunji and Mawsynram.

### 2.1 Location

The state emerged as a full-fledged state within the Union of India on the 21st January, 1972, and it was also on this day that the name “Meghalaya” meaning the “abode of clouds” was officially adopted. The state has an area of 22429 sq.km. and is located between 24°57’ and 26°10’ North latitudes and 89°46’ and 92°53’ East Longitudes. The temperature varies from 2 degrees Celsius to 35 degree Celsius depending upon the altitude, which varies in hills from 300 metres to 2000 metres above mean sea level. It has predominantly hilly terrain with foot-hills as plains and flood prone areas.



It is bounded by the Brahmaputra valley of Assam in the North and North West and Cachar area of Assam in the east; the Surma valley (Bangladesh) borders in the south and partly in the Southwest. Meghalaya has about 443 Kms of international border with Bangladesh. The capital of Meghalaya, Shillong was also undivided Assam’s capital from 1874 till January 1972. Shillong is located at an altitude of 1496 metres above mean sea level.

### 2.2 Population

The population of Meghalaya is predominantly tribal; the main tribes are the Khasi, the Jaintia and the Garo besides other plain tribes such as Koch, Rabha and Bodo etc. The Khasi and the Jaintia predominantly inhabiting the districts towards the eastern part of Meghalaya belong to the Proto- Austroloid Monkhmer race. The western part of the state, the Garo hills is predominantly inhabited by the Garo. The Garo belongs to the Bodo family of the Tibeto-Burman race are said to have migrated from Tibet. The Garos are also called the ‘Achiks’. The Garo, Khasi and Jaintia have a matrilineal society.

## CHAPTER - 3 SCHOOL EDUCATION SYSTEM IN MEGHALAYA

### 3.1 Literacy rate

As per official Census of India 2011, population of Meghalaya is now 29.64 lakh, showing change of 27.82% from the last decade. Reports of Census 2011 suggest that Meghalaya feeds 0.24 percent of total population of India. As per preliminary report of Meghalaya, of total population of 2,964,007, male and female constituted 1,492,668 and 1,471,339 respectively. In 2001, Meghalaya's population stood at figure of 2,318,822, roughly 23.19 Lakh. Meghalaya, one of the states or UT of India having total sq. km area of 22,429 has density of 132 per Sq. km, which is below the national average density of India which figures currently at 382. If measurement is shifted from Kilometre to Mile, Meghalaya's total area becomes 8,660 Sq. m. having density of approximately 342 per Sq. m. As per report of Secondary Education, flash statistics show literacy rate of 75.5 having male literacy of 77.2 and female literacy rate is 73.8 respectively (UDISE-2016). The male literacy rate has jumped to 77.2 percent in 2016 from 65.43 percent in 2001 and the female has climbed to 73.8 per cent from 59.61 per cent in 2001. Through those decades, it is noticed that the male literacy rate has all along been higher than the female literacy rate.

**Table 3.1: Administrative structure of Meghalaya**

Administrative Structure	Number
Districts	11
Villages	6166
Total Blocks	41
Clusters	609
Schools	1555

### 3.2 Status of Elementary, Secondary and Sr. Secondary Education in the State

**Table 3.2: Total Number of Elementary, Secondary and Sr. Secondary Schools**

S.No.	Number of schools	2011-12	2012-13	2013-14	2014-15	2015-16
1	Total Schools (Elementary)	12796	12878	13045	13175	13277
2	Total Government Schools (Elementary)	7803	7853	7757	7755	7764
3	Total Private Schools (Elementary)	4974	4940	5177	5284	5398
4	Total Number of Secondary & Sr. Sec Schools	961 (2010-11)	1136	1262	1419	14514 (total number of schools in state)

Source: *Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)*

It was reflected from the table that there was slight increase in the number of schools in the state at Elementary, Secondary and Sr. Sec level.

**Table 3.3: Enrollment Rate Elementary, Secondary and Sr. Secondary Schools**

S.No.	Enrollment Rate	2011-12	2012-13	2013-14	2014-15	2015-16
1	Enrolment: Classes I-V	12796	513920	528194	539085	547730
2	Enrolment: Classes VI-VIII	7803	198795	209930	217370	227883
3	% Girls Enrolment: Primary Level	50.3	50.1	50.1	49.9	49.9
4	% Girls Enrolment: U.Primary Level	52.9	53.0	53.2	52.7	52.7
5	Enrolment: Secondary & Sr. Secondary	133047 (2010-11)	103111	120778	144024	159078
6	% Girls Enrolment: Secondary & Sr. Secondary	53.96 (2010-11)	54.72	54.28	53.89	53.37

Source: Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)

The table shows that the enrollment at both primary and upper primary level in the state has been decreased from 2011-12 to 2015-16. Also, the enrollment rate of girls Secondary to Sr. Secondary level has been decreased in the year 2015-16.

**Table 3.4: Repetition/ Drop out and Transition rate in Elementary, Secondary and Sr. Secondary Schools**

S.No.	Repetition/ Drop out/ Transition Rate	2011-12	2012-13	2013-14	2014-15	2015-16
1	Avg. Repetition Rate: Primary Level	3.9	3.1	2.8	3.1	3.5
2	Avg. Repetition Rate: U.Primary Level	4.6	3.4	3.2	5.5	5.5
3	Avg. Drop-out Rate: Primary Level	15.1	13.9	10.1	10.3	9.5
4	Retention Rate: Primary Level	60.4	51.9	57.5	54.4	54.3

5	Transition Rate: Primary to U.Primary	84.7	-	-	94.5	94.7
6	Transition Rate from Secondary to Hr. Secondary Level	-	26.11	43.47	54.41	61.53
7	Number of Repeaters (Secondary)	10.46 (2010-11)	6.46	8.84	7.64 (Gen category)	-
8	Number of Repeaters (Sr. Secondary)	5.33 (2010-11)	(Gen category)	3.46	7.49(Gen category)	-

Source: *Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)*

In year 2015-16 the dropout rate in the state has been decreased at primary level. This indicates that the students are retained in the elementary level. In the year 2011-12, transition rate from Primary Level to Upper Primary Level was 84.7 percent and it was increased in year 2015-16. Transition rate from Secondary to Sr. Secondary level had also increased from year 2012 to 2016.

**Table 3.5: Number of teachers at each level of schooling in the state**

S.No.	Number of Teacher	2011-12	2012-13	2013-14	2014-15	2015-16
1	Total Teachers (Elementary)	40757	41048	43395	43170	44148
2	Pupil-Teacher Ratio: Elementary	17	17	17	18	18
3	Total Teachers (Sec and Sr. Sec)	12561 (2010-11)	6918	8638	10237	52408 (total number of teachers all schools)
4	Pupil-Teacher Ratio: Secondary	11 (2010-11)	14	12	12	12
5	Pupil-Teacher Ratio: Sr. Sec	7 (2010-11)	22	22	21	21

Source: *Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)*

**Table 3.6: Percentage of schools having computer laboratory**

S.No.	Percentage of schools having computer laboratory	2011-12	2012-13	2013-14	2014-15	2015-16
1	Percentage of schools having computer laboratory	4.58 (2010-11)	44.94	21.43	29.92	-

Source: *Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)*

### 3.3 NATIONAL ACHIEVEMENT SURVEY (NAS)

Ministry of Human Resource Development has entrusted the Educational Survey Division of the National Council of Educational Research and Training (NCERT) to conduct a nationwide achievement survey of students at the end of Class X with aim to study the achievement level of students in different subjects at different grade levels. The survey investigated student achievement in five subjects: English, Mathematics, Social Science, Science and Modern Indian Language. The survey was conducted during the year 2014-15 and some of the major findings in Meghalaya are:

- Average performance of students in the state was significantly lower than the national average in all five subjects.
- There was no second language in the state as MIL other than English.
- Average performance of girls did not differ significantly than boys in the state in all four subjects
- Average performance of girls as well as boys in the state was significantly lower than their respective national averages in Science and Social Science. It was significantly higher for both boys and girls in English.

**Table 3.7: Percentages of Students in Different Performance Bands**

Subject	Needs Significant Improvement (<200)*	Needs Improvement (200-240)*	Satisfactory (240-260)	Good (260-300)	Excellent >300
English	5.3	32.9	15.2	24.6	22.0
Maths	14.1	42.4	14.5	16.0	13.0
Science	22.0	40.8	13.9	16.5	6.8
Social Science	23.2	38.8	16.2	16.6	5.2

Source: *State Report Card, National Achievement Survey (Class X) under RMSA, Educational Survey Division, NCERT (2015)*

## **CHAPTER - 4**

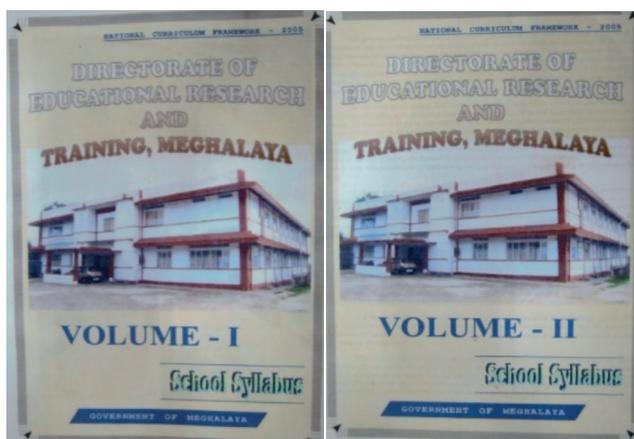
### **PROGRAMMES AND INITIATIVES TAKEN IN THE STATE**

#### **4.1 PRESENT STATUS OF CURRICULUM & TEACHER TRAINING**

##### **4.1.1 In School Education**

A sound curriculum framework is required for the smooth and systematic functioning of our educational system. It lays the vision of what we want, for whom we want and how to successfully achieve it. It therefore requires careful planning starting from the aims of education, the guiding principles, the focus on the 'the child'- his/her abilities, disabilities, capabilities, needs, aspirations, problems and challenges, the various curricular texts, approaches, teacher training programmes, classroom, assessment and evaluation procedures and list is endless. All these factors are closely interlinked to one another. In other words, the curriculum/syllabus cannot be taken in isolation, teacher training programmes to run parallel with one another and so on. It is a complete jigsaw puzzle where all its parts fit well and blend with one another.

In Meghalaya, as revealed by the detailed report of the UNESCO study on 'Implementation of General Education Quality Analysis/Diagnosis Framework' (2012) and the 'Study on the State Curriculum Framework of Meghalaya with special reference to the Secondary level' (2014- 15) by NERIE, Shillong, the state does not have a Curriculum for School and Teacher Education. The Directorate of Educational Research and Training (DERT), in the year 2007, revised the Syllabi for School Education.



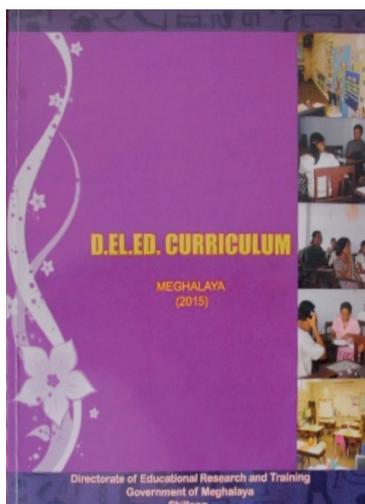
However, this is not implemented in the state, since it is the Meghalaya Board of School Education (MBOSE) which prescribes the course outline (which is just a list of textbooks, chapters and the distribution of marks prescribed for each class) for school education.

##### **4.1.2 In Teacher Education**

With regards to Teacher Education the UNESCO study conducted in the year 2012 revealed that the syllabus for Teacher Education both at the elementary and secondary level was not revised in the light of the NCFTE 2009.

The DERT, Shillong in collaboration with the Regional Resource Centre for Elementary Education (RRCEE) revised the D.El.Ed. Curriculum, in the year 2014-15. This is currently used in training teachers of the elementary level. At present, work is in initial stage as an impact study on classroom transaction in all the districts of Meghalaya by the faculty of DERT and DIETs.

With the two year B.Ed. introduced by the North Eastern Hill University (NEHU) in the year 2015, the syllabus has also undergone change and this is implemented in the four colleges and in NERIE for training of teachers at the secondary level.



Progress in the state is seen in Teacher Education with the revision of the D.El.Ed. Curriculum and the syllabus at the B.Ed. level in 2014-2015 respectively.

#### ***4.1.3 Orientation and Training of Teachers and Teacher Educators on Pedagogy***

Quality education depends on how teaching takes place in the classroom- does it promote or hamper the process of learning in the child? Is it able to bring out the best in the child- the abilities, the innate potentialities, the skills, competencies to the fullest extent? This concept is what forms the crux of our education policy documents such as the NCF 2005, NCFTE 2009 and others. The opinions of teachers & educators obtained during the workshop revolved around this discussion. Most teachers also emphasized that teaching means addressing the needs of every child and adjusting the learning to suit with the pace/level of the child. Teacher Trainees also believe that quality teaching takes place with passionate teachers, healthy rapport of interpersonal relationship between teachers and students, and fearless environment for the learners.

However, we need to examine whether this is what really happens in the classroom? As the saying goes it is easier said than done, and so is the case in real classroom situations. Many of our children's needs are unmet, their capabilities and capacities not tapped, their skills and competencies lay latent, their experiences and voices are unheard, and this leads to denial of their rights and freedom of expression. This becomes worst as we examine the nature of teaching as we move away from urban based schools. In rural and remote areas, teaching is still a one- way track, where the child is merely a recipient of knowledge and information and, the teacher is the sole authority for teaching and learning.

The study reveals that in most of the schools across the state, the core methods used in teaching are the textbook method, the chalk and talk method, the question answer method, and the lecture method. The discussion method is just starting to penetrate in the classrooms. An analysis of these methods reveal that opportunities are not being given to children to express , construct, create and voice out their opinions.

The situation however is slightly different in the classrooms of Shillong city where children are provided with opportunities to express and excel in the abilities and interests that suit them. children.

This therefore, shows that there is a wide disparity between the urban and the rural schools. The major concern is the children who are not being provided with a supportive environment to bring about the best in them, thus ensuring quality in education (UNESCO, pp 36-37).

Based on State Profile 2015-2016, the following table shows the number of Trained Teachers in the state.

**Table 4.1: Total number of Trained Teachers and Untrained under different Management types at all levels of education**

Management Type	Number of Teacher				Number of Professionally Qualified Teachers as on 30th Sept 2015			
	Lower Primary	Upper Primary	Secondary	Hr. Secondary	Lower Primary	Upper Primary	Secondary	Hr. Secondary
Dept. of Education	6472	489	353	229	2413	267	250	63
SSA	5772	6662	-	-	303	470	-	-
RMSA	-	-	61	--	-	-	20	-
KGBV	-	81	-	-	-	35	-	-
Govt. Aided	6362	4973	5133	1118	1526	1274	1989	252
Central Govt.	65	75	167	141	45	55	111	102
Others	15	11	56	-	-	9	26	-
Pvt. Unaided	5661	1705	2595	977	315	271	425	191
Un recognised	303	146	263	119	15	17	35	18
<b>Grand Total</b>	<b>24650</b>	<b>14142</b>	<b>8628</b>	<b>2584</b>	<b>4629</b>	<b>2398</b>	<b>2856</b>	<b>626</b>

Source: SSA, Government of Meghalaya

Based on the above table, the percentage of professionally trained teachers at the elementary level is as follows-

**Table 4.2: Percentage of trained teachers at the Elementary level**

Management Type	No of teachers at the Lower Primary level	No of teachers trained at the Lower Primary level	% of trained teachers	No of teachers at the Upper Primary level	No of teachers trained at the Upper Primary level	% of trained teachers
Dept. of Education	6472	2413	37.283	489	267	-
SSA	5772	303	5.249	6662	470	7.054
RMSA	-	-	-	-	-	-
KGBV	-	-	-	81	35	43.209
Govt. Aided	6362	1526	23.986	4973	1274	25.618
Central Govt.	65	45	69.230	75	55	73.333
Others	15	-	-	11	9	81.818
Pvt. Unaided	5661	315	5.564	1705	271	15.894

Un recognised	303	15	4.950	146	17	11.643
Grand Total	24650	4629	18.778	14142	2398	16.956

Source: State Profile 2015-2016, SSA Government of Meghalaya

Note:

No of untrained teachers at the lower primary level-20,021

No of untrained teachers at the upper primary level-11,744

**Table 4.3: Percentage of Secondary Level Teachers trained as per UDISE 2014-15**

Management Type			
Dept. of Education	353	250	70.821
RMSA	61	20	32.786
Govt. Aided	5133	1989	38.749
Central Govt.	167	111	66.467
Others	56	26	46.428
Pvt. Unaided	2595	425	16.377
Un recognised	263	35	13.307
Grand Total	8628	2856	33.101

Source: State Profile 2015-2016, SSA Government of Meghalaya

**Table 4.4: Percentage of Trained teachers at the Higher Secondary Level**

Management Type	No of teachers at the Hr. Secondary	No of teachers trained at Higher Secondary
Dept. of Education	229	63
Govt. Aided	1118	252
Central Govt.	141	102
Pvt. Unaided	977	191
Un recognised	119	18
Grand Total	2584	626

Source: State Profile 2015-2016, SSA Government of Meghalaya

#### 4.1.4 Best Practices for Teacher Training

The DIETs provide training to pre- service teachers. The intake capacity of the DIETs each year is very less. The SSA also provides training to in-service teachers, every year.

In the year 2012, a study entitled, "Impact of In-service Teacher Training on Classroom

Transaction” was conducted by the Department of Teacher Education, NCERT, New Delhi. The purpose of this study was to assess the impact of INSET on teachers, classroom transaction and student learning achievement. It was a MHRD sponsored study where fifteen states in the country were taken as sample, cutting across different geographical areas. Meghalaya was one of those sample states. Dr. F.G.Dkhar, NERIE was the state coordinator.

The major findings of the research are stated below-

Training packages used in the training programs of the SSA were dated. A few new modules were developed to meet the emerging needs and the same were used for the training programmes organised during 2010-11. Although Meghalaya advocated constructivist approach in teaching-learning, which was reiterated in SSA Framework-2008, the same did not get reflected in the training packages prepared. 30% of Meghalaya resource persons had no professional qualification. The state had a large number of undergraduate teachers and 88% untrained teachers. 56% of teachers had not received INSET during 2009-10.

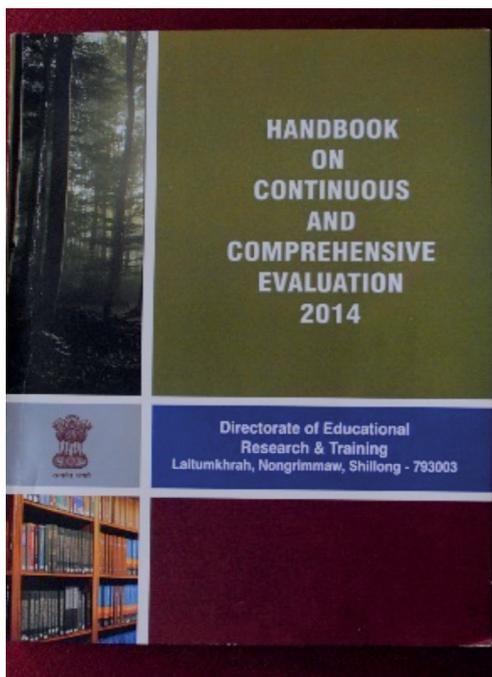
## 4.2 PRESENT STATUS OF CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

According to the various studies conducted in the state of Meghalaya, there is no uniform pattern in assessing and evaluating students learning. Till the end of the elementary level, schools have their own way of assessment and evaluation. Therefore there is no uniformity and the learning outcomes in children also differ from one school to the other. According to the UNESCO’s GEQAF study conducted in 2012, “the state of Meghalaya is going to implement CCE from the academic session of 2013.....”(page 56) but this did not happen in the schools. At the secondary level, some uniformity is seen as the courses of studies are prescribed by the Meghalaya Board of School Education. This consisted of only the Distribution of Marks for each subject, Chapters to be learnt and the List of Textbooks (Dkhar, 2014-2015, pg 19). Below are some of the findings in relation to assessment and evaluation at the secondary level:

- English textbook-The text incorporated short answer questions mainly and small projects like article writing, letter writing etc.
- Khasi texts-The texts did not have any form of assessment and evaluation, except very few essay type questions in the book, “Ki Dienjat ki longshuwa” and also a few exercises from the book “Ka grammar”.
- Garo texts-The texts did not have any form of assessment and evaluation, except very few essay type questions and exercises in the grammar textbook.
- Social Science-The exercises given at the end of each chapter were mainly knowledge based questions based on recall and recognition of facts, hence they would not be able to diagnose the learning gaps in the process of learning. The exercises given in the textbook chapters also would not promote self- assessment.
- Science texts- Although some specimen questions were provided at the end of the chapter yet specific guidance to assess the learners was not seen.
- The questions provided at the end of the chapters would help to recapitulate the important concepts presented in the sub-topic, and also help teachers to know whether the students understood what was taught.
- The exercises given at the end of each chapter covered all the concepts / topics discussed in the chapter in terms of recapitulation and consolidation.
- The narratives and exercises given in the textbook chapters would promote self-assessment
- The questions raised in the texts (both in-text and end of chapter) would provide limited scope for reflection, problem solving, analytical thinking and creative thinking only to a limited degree.

- The activities were given in general, and not specially designed for children with visual/hearing difficulties.

#### 4.2.1 Best Practices of CCE



The DERT has developed a Handbook on CCE for the Elementary Stage entitled, “Handbook on Continuous and Comprehensive Evaluation 2014”. The Handbook was developed and revised after a series of field visits within and outside the State, during various workshops and reviews at DERT, Shillong, consultation with expert from NCERT, New Delhi and observations by NERIE. The Handbook consisted of the following 8 Chapters:

- Chapter 1: Concept of Continuous and Comprehensive Evaluation
- Chapter 2: Scheme of Continuous and Comprehensive Evaluation for Elementary Level
- Chapter 3: Techniques and Tools of Evaluation
- Chapter 4: Recording and Reporting
- Chapter 5: Grading
- Chapter 6: Key Directions and Approaches
- Chapter 7: Sample Tools and Activities for Assessment in Scholastic Areas
- Chapter 8: Sample Tools and Activities for Assessment in Co-Scholastic Areas

- The DERT has also developed Guidebooks on Sample Tools and Techniques on CCE consisting of 7 subjects i.e. English, Science, Social Science, Mathematics, and Environmental Studies, Language (Khasi and Garo).
- The handbooks and guidebooks on CCE were distributed to a total of 9730 schools through 15 SDSEOs of Meghalaya. The SDSEOs distributed the books to the schools within their jurisdiction.
- The DERT and the DIETs had conducted a number of training programmes on CCE for Elementary School Teachers, as well as for the Heads/Principals of amalgamated Secondary/ Higher Secondary Schools.

### 4.3 PRESENT STATUS OF EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Early Childhood Education is the stepping stone for higher education. We often lament the poor performance of students in schools and try to intervene at that stage. However, we need to realise that foundations are laid at the very beginning and ECCE serves to strengthen these foundations. In Meghalaya, there are 1289 Early Education Centres. 579 of these are attached with the SSA, 300 centres are under the control of the DSEL and there are as 410 centres which are privately owned.

In the state, Social Welfare Department, Government of Meghalaya takes care of child welfare schemes such as centrally sponsored schemes, viz., Integrated Child Development Scheme (ICDS) which was launched in 1975 in 33 Blocks of the country. ICDS is a unique early childhood development programme aimed at addressing the health, nutrition and development needs of young children, pregnant and nursing mothers. In Meghalaya, ICDS projects expanded to 39 communities and Rural Development Blocks and 2 Urban ICDS Projects at Shillong and Tura through a network of 5896 Anganwadi Centre. The ECCE services at AWC provides the non-formal education session which was followed by Supplementary Nutrition, Growth Monitoring and other related interventions. The total number of beneficiaries enrolled under Non Formal Pre School Education (3-6 years) was 247240 (September, 2016). For strengthening early child care and learning environment, the Department has developed Annual Early Childhood Care and Education (ECCE) Curriculum as well as the Activity/ Working Book and Assessment Card for use in the AWC. Specific training for rolling out of Early Childhood Care and Education (ECCE) services is being organized at NIPCCD, Guwahati for the State Level Master Trainers and further sub levels. At present, 5896 AWCs/Mini AWCs are sanctioned and 5896 AWCs/ Mini AWCs are operationalized during 2016-17. There are 3864 Anganwadi centres in Meghalaya, 3864 number of anganwadi workers and 3864 number of anganwadi helpers in the state

#### 4.3.1 Best Practices

The NERIE runs a Certificate course in ECCE, but very few pre- primary teachers are interested to join and receive training, as many still do not consider it to be an important area of education. Besides this course, training programmes are also conducted every year focussing on-

- Organizing and management of pre- schools
- Knowledge and skills in planning and implementation of ECCE programme
- Orientation of pre- primary and Lower Primary teachers on ECCE

#### 4.3.2 Present Status: Guidance and Counselling

Guidance and counselling in schools is a neglected area in the field of education. These centres are found only in central schools of the state. Some elite schools have this facility but the remaining percentage of the schools is without this facility.

#### 4.3.3 Best Practices

The DERT in the year 2012 developed a Teachers' Handbook on Guidance and Counselling, with the collaborative effort of the Directorate of Educational Research and Training, Shillong, NERIE, Shillong and Martin Luther Christian University, Shillong.

The DERT also conducted some Training Programmes in relation to Value Education, Substance Abuse, Child Abuse, Problems of Adolescence, Life Skills, Need and Importance of Guidance in School, Career Guidance, Improving student Teacher relationship. Career exhibition and career talks were conducted in all the districts of Meghalaya, and Career Counselling cells are being set up in schools of North Garo Hills.

#### 4.4 PRESENT STATUS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The National Policy on Information and Communication Technology (ICT) in School Education which clearly defines the vision, mission and policy goals as, “The ICT Policy in School Education aims at preparing youth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socio-economic development of the nation and global competitiveness.”

In the state of Meghalaya, the implementation of ICTs in schools is still minimalistic. So far, attempts in this regard can be seen from the following-

- a. Some of the DIETS and the DERT have been computerized by the NEC scheme.
- b. The state has ICT@ schools and class project in some of the schools. Under this scheme, ICT infrastructure is being provided at about 30% and 60 % with ICT/Smart class at Upper primary level and Secondary level respectively.
- c. Through the SSA, the Computer Aided Learning (CAL) programme has started in the Upper Primary -Government and Deficit schools in a phase manner.
- d. The EDUSAT has also played a vital role in promoting ICT in the state.
- e. The Ministry of Information & Technology through ERNET is financing a scheme called “Vocational Computer Training in special schools”. During the present academic year, four schools are being covered.
- f. The State Policy on Education (yet to be implemented) has mandated to provide for an IT infrastructure for enabling teaching- learning, and also to make the students and teachers more techno savvy through training via face- to- face mode with proper access to internet and other related educational programmes. However, by and large teachers in our state are not equipped and trained in the use of ICT in schools, hence vision and access is not as per expected.
- g. The state has a Management Information System unit to ensure that all information can be accessed at the click of a button
- h. The state is in the process of revising its School Syllabus where integration of ICT into the curriculum will be highlighted.
- i. One of the barriers for ICT incorporation into education policies and strategies is the absence of basic infrastructure- erratic power cuts from time to time.
- j. The Government is seeking funds from the Asian development Bank for integrating ICT in school education (UNESCO GEQAF study, 2012, page 101).
- k. An evaluation study was conducted to envisage the level of implementation including the successes and challenges of the ICT@schools scheme in the State of Meghalaya and the report was prepared in 2011. The major findings of the study are stated below-

Out of the 69 schools responded, only 10% had institutional email ids. This showed that the schools were not using ICT. Moreover, schools faced frequent power cuts and had to negotiate with the poor network infrastructures. Similarly, out of 69 principals who responded, 15 principals (i.e., 20%) had e-mail ids. Out of 1078 teachers, 154 were science teachers of whom 51% had computer knowledge, 126 were mathematics teachers of whom 45% had computer knowledge, 170 were English teachers of whom 43 % had computer knowledge and 90 were computer teachers. 22 schools organized formal training where 63 interested teachers participated for learning computers. The total number of computers in the 70 responding schools was 973. Out of these, 68% of the computers were from the ICT@ schools scheme, and the rest 32% were from other sources. Out of the 40 schools, only 1 school had a computer in the library which was part of the ICT@Schools scheme.

#### 4.4.1 Best Practices in ICT

**Table 4.5 : State Profile of CAL & No. Of schools with computer facilities 2015-16**

Nos. of Schools with Computer Facilities (CAL)	
Lower Primary	149
Upper Primary	504
Nos. of Schools with Computer Facilities (ICT)	
Secondary	92
Hr. Secondary	67

*Source: State Profile 2015-16, SSA Government of Meghalaya*

## **CHAPTER - 5**

### **GEQAF- II : From Diagnosis to Implementation**

Now our country is moving towards the second phase of this project from Diagnosis to Implementation of interventions in which a situation analysis in the above mentioned 4 priority areas has to be focussed. International Bureau of Education (IBE) has provided the support to the countries' efforts both through direct technical assistance as well as by providing platforms to share experiences and best practices from around the world to build country capacity to harness technology and improve their education system. Five countries have already embarked on the second phase (Botswana, Egypt, Oman, Seychelles, and Swaziland) and three more countries are preparing to start the second phase (Gabon, India, and South Africa).

#### **5.1 OBJECTIVES OF PHASE-II**

The objectives of Phase two are-

- 1.** To do situation analysis in the selected priority areas identified through the Phase-I of the project.
- 2.** To develop programmes in the selected priority areas for interventions in the states of Madhya Pradesh which will include clear identification of priorities, outcomes to be achieved indicators, baseline, benchmarks, etc.
- 3.** To implement the programs in the state of Meghalaya

A detailed analysis of the present situation with respect to the identified priority areas, which should also include a comparison with the best practices, will be the focus of the first workshop. Also, a detailed action plan has to be prepared in the second workshop having the resource requirements, approximate costs, timeline, monitoring and evaluation system, and expected outcomes.

#### **5.2 METHODOLOGY**

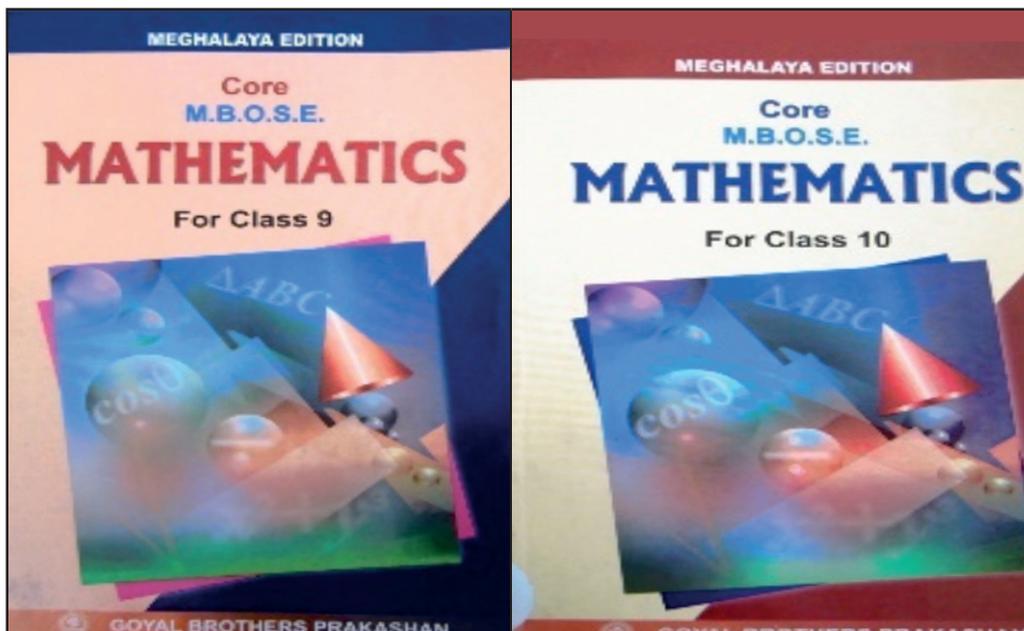
In Meghalaya two workshops were held –the first from 24<sup>th</sup> to 28<sup>th</sup> October, 2016 and the second workshop from the 5<sup>th</sup> to 9<sup>th</sup> December, 2016. Both the workshops were held in the conference room of the Directorate of School Education and literacy (DSEL), Shillong. There was a total number of 44 participants in both the workshops. These participants were the faculty members from the Directorate of Educational Research and Training (DERT), DIET, CTEs, Officers from the RMSA, Principals of Government schools and representatives from Bethany Society (an NGO working for Inclusive education) in the state of Meghalaya, list of participants was shown in Annexure1. The area-wise outcomes of the workshops in terms of gaps and challenges; and plan of action was prepared by them. It was followed by National Consultation Workshop, organized on 15<sup>th</sup> – 16<sup>th</sup> Feb, 2017 in CIET, NCERT, New Delhi, where-in national level experts of specialized priority areas and the state experts from DERT, Meghalaya Board of School education (MBOSE) and NERIE, Shillong discussed the plan of action prepared by the state experts. They provided their valuable inputs and suggestions in the report which was discussed by the State coordinators of the project. Through these workshops a well-planned action plan was therefore prepared for the implementation of GEQAF Phase-II in the state. The results of situation analysis and plan of action is discussed as follows:

## 5.3 SITUATION ANALYSIS OF PRIORITY AREAS

### 5.3.1 Priority Area 1: Curriculum Development

#### Part 1(A): Gaps and Challenges for School Education

- Till the Elementary level, many private schools do not follow the course outline, but the uniformity is seen at the Secondary and Higher Secondary level where all schools follow the prescribed texts given by the MBOSE. All textbooks used in the schools are written by private publishers. For example-



- Core Mathematics for Class 10- Meghalaya Edition by S.N.Sharma, Formerly Vice Principal, St Xavier's school, Jaipur, Goyal Brothers Prakashan, New Delhi (Prescribed for use as a textbook in class 10 by the Executive Chairman, Meghalaya Board of school Education, Tura, Meghalaya, vide Notification No 3035 dated Tura, the 9-10-2007 from ensuing academic session 2008 and onward academic sessions)
- Frank Environmental Education- Class 9 (Prescribed for use as a textbook in class 10 by the Executive Chairman, Meghalaya Board of school Education, Tura, Meghalaya, vide Notification No 205 dated Tura, the 13-11-2007 (Dkhar, page 21, 2014-15).
- A study was done by RMSA, NCERT in the year 2014 for the analysis of Secondary school curriculum of 18 states and the major findings for the state of Meghalaya were-
  - The materials in general sensitized learners to gender issues, peace, environment, persons with disabilities, sports and family.
  - The language text books were designed to develop reading and writing skills only. The texts was mainly found to be informative; literary and authentic texts were sparingly used.
  - The different branches of Social Science (History, Civics, Economics and Geography) are included in one textbook of class IX and X.
  - Pictures/illustrations lacked portrayal of customary practices and sensitivity to gender issues.
  - Contextualisation of Mathematics text books while explaining mathematical concepts was missing.

- Scientific facts have been given and explained but scientific temper, creativity and analytical mind should be fostered through these textbooks.
- The integration of Biology, Chemistry and Physics was found but it should be with the other subjects also.
- However, the serious gap which the state faces is the absence of its own curriculum for school education and this has affected the quality of education in the state ranging from missing aims, objectives, guiding principles to syllabus, textbooks, assessment and evaluation etc. This has greatly hampered the overall qualitative improvement of the child. State authorities too, have realized this gap and initiatives have just started to see that it is addressed to at the earliest. (Findings of the 1st workshop)

#### Part 1(A): Gaps and Challenges for Teacher Education Curriculum

- Progress in the state is seen in Teacher Education with the revision of the D.El.Ed. Curriculum and the syllabus at the B.Ed. level in 2014-2015 respectively. However, it would have been more appropriate if orientation for transaction for both levels were carried out.

### **5.3.2 Priority Area 1 (B): Orientation and Training of Teachers and Teacher Educators on Pedagogy**

#### Part 1 (B): Gaps and Challenges for Teacher Training

- As seen in Table 4.2, only 16.95% of the teachers are trained at the elementary level & at the Lower Primary level only 18.77% of the teachers are trained in the state of Meghalaya. This speaks volumes on the foundation of education imparted to the children who belong to the most important and critical age of education. These figures are alarming for the state.
- Meghalaya has eleven districts to date, but there are only seven DIETs in the state. This is one of the major gaps since pre -service cannot be carried out in the other districts of the state by the DIETs.
- There is also no uniformity in the conduct of the training programmes by the SSA. The reason for this being that there is no module prepared for training at this level. The training programmes differ from one district to the other.
- The state has only four CTEs to provide training both in-service and pre-service training to teachers at the Secondary level. The CTEs conduct in-service training to teachers every year. However, these trainings differ from one CTE to the other.
- An analysis on the nature of the training programmes reveal that training of teachers on pedagogy is very few, with no uniformity with regards to the philosophy and the approach to teaching and learning.
- There is also no follow up programme, to verify the impact of these programmes.

### **5.3.3 Priority Area 2: Continuous Comprehensive Evaluation (CCE)**

#### Part A: Gaps and Challenges

The following gaps and challenges are some of the problems highlighted by the participants during the workshop:

- Many schools in rural areas are understaffed.
- Teachers go on long leaves, hence substitute teachers do not take the work seriously. This affects recording and reporting.
- Teachers' salary is important/essential for motivating their accountability to work.
- With so many tools to be taken up with CCE, there is possibility of manipulation of recording by teachers.
- Lack of proper infrastructure and other basic facilities in many schools may hinder holistic development in children.
- Health of the students is a major factor since many students from rural areas belong to lower income family. (Findings of the 1st workshop)

### **5.3.4 Priority Area 3 (A): Early Childhood Care and Education (ECCE)**

#### Part A: Gaps and Challenges

- No teachers available for pre-primary level; these stages are being taken care of by the primary teachers in most school
- No overall philosophy or guiding principles for ECCE
- Infrastructure/ facilities are not available
- No awareness amongst parents and community members regarding appropriate need for the pre-schooler
- ECCE to be under the purview of the Department of Education with a convergence with the Department of Social Welfare
- Collaboration of departments is not present
- Training programmes in all DIETs were not provided
- Notification from the Government for implementing and a uniform quality for ECCE
- Sensitization of parents and community towards ECCE

### **5.3.5 Priority Area 3 (B): Guidance and Counselling**

#### Part A: Gaps and Challenges

- Most of the Government schools in Meghalaya are understaffed
- Private schools in the state do not pay the teachers well, this is also true with SSA and RMSA run schools
- Percentage of teachers who are untrained is very high in all levels of education

- DIETS in the state do not have a Guidance and Counselling cell
- The Government does not have a policy for schools for setting up a Guidance and Counselling cell/centre
- There are very few training programmes conducted on Adolescent education, substance abuse etc. (Findings of the 1st workshop)

### ***5.3.6 Priority Area 4: Information and Communication Technology (ICT)***

#### ***Part A: Gaps and Challenges***

- Based on the table 4.5, the number of schools with Computer facilities is very less.
- By and large, teachers in the state are not equipped and trained in the use of ICT in schools.
- One of the barriers for ICT incorporation into education policies and strategies is the absence of basic infrastructure- erratic power cuts from time to time.
- Accessibility, affordability and implementation may be a challenge in the remote areas where electricity has not reached.
- Teacher educators/Teachers/students are not aware of the latest development like NROER, E-Pathshala, SWAYAM, Swayam Prabha, e-content etc) in the field of ICT (Findings of the 1st workshop).

## CHAPTER - 6 PLAN OF ACTION

### 6.1 Priority Area 1 (A): Curriculum Development for School Education

(i) Syllabus at Elementary and Secondary level

#### Expected Outcomes

(i) By February 2019, (which is the beginning of the academic year till the Secondary level), students will have a new curriculum syllabus and new textbooks and other learning resources.

**Table 6.1 : Priority Area 1 (A) : School Curriculum**

Bench marks	Indicators	Activities	Agencies Responsible	Time Line
-Revision of School Curriculum	-Development of State Curriculum Framework in- tune with NCF 2005 and integrating emerging National concerns and State specific issues  -Development of textbooks from class I to XII in tune with the curriculum framework  -Monitoring implementation of Curriculum  -Appraisal of Syllabus and textbooks	-Constitution of State Curriculum Committee  -Preparation of draft curriculum framework  -A publication unit to be set up in the DERT  -DOE to prescribe text books in line with NCF	NERIE, DOE, DERT, DIETs, DSEL, DSEOs, MBOSE, Curriculum experts from national and local agencies	1 Year

**Table 6.2 : Budget Requirement for School**

S.No.	Indicators	Activities	Duration	Estimated budget	Remarks (As per state norms)
1	Development of Protocols & SOP	5	2 days	Rs 10,000/-	
2	Formation of a Project Management Office	1unit	24 months	Rs 1,00,000/-	
3	Quality Assurance Mechanism for Curriculum Development	10	8 sittings	Rs 80,000	
4	Development of the Curriculum	20	5+5+5+5+5 days	5,00,000/-	Approx 5 days for each level
5	Development of the School Syllabi	50	5+5+5+5+5 days	5,00,000/-	

6	Placing of the draft curriculum and syllabus	-	-	-	
7	Adoption of New School Curriculum & Syllabi	-			
8	Printing of the School Curriculum & Syllabi			Rs 3,00,000/-	Government press
<b>Total</b>				<b>Rs 14,90,000</b>	
9	Contingency @ 10%			Rs 1,49,000/-	
<b>Grand Total</b>				<b>Rs 16,39,000/-</b>	

## 6.2 Priority Area 1 (B): Curriculum Development for Teacher Education

### Expected Outcomes

The curriculum and syllabus of the D.El.Ed. and B.Ed. respectively will also be revised before December, 2018.

**Table 6.3: Priority Area 1 (B): Teacher Education Curriculum**

Bench marks	Indicators	Activities	Agencies Responsible	Time Line
Revision of Teacher Education Curriculum ( D.El.Ed. )	Development of Teacher Education Curriculum for D.El. Ed. and B.Ed. in tune with NCTE Regulation 2014	- Constitution of Curriculum Committee  - Preparation of draft Curriculum framework	NERIE, DERT, Curriculum experts from national institutions	1 Year

**Table 6.4: Budget requirement for Teacher Education Curriculum**

S.No.	Interventions	No of participants	Duration	Estimated budget	Remarks
1	Ist workshop Revision of the D.El.Ed curriculum	15- 20	5 + 2 days	Rs 1,50,000/-	(The rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)
2	2nd workshop Revision of the B.Ed syllabus	15 to 20	5 + 2 days	Rs 1,50,000/-	(The rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)
<b>Total</b>				<b>Rs 3,00,000/-</b>	

### 6.3 Priority Area 1 (C): Orientation and Training of Teachers and Teacher Educators on Pedagogy

#### Expected Outcomes

- Training module to be developed and used in all training programmes at all levels of education.
- All teachers at all levels to receive training on pedagogy at least once. This is due to the very large number of untrained teachers in the state.

**Table 6.5: Priority Area 1 (C): Teachers Training (Teachers and Teacher Educators)**

Bench marks	Indicators	Methodology	Agencies	Time Line
Training of Teachers and Teacher Educators on Pedagogy	<ul style="list-style-type: none"> <li>-The training package for Elementary level developed by NCERT as requested by NEC to be relooked and revised</li> <li>-The training package for Secondary level developed by RMSA to be relooked and revised</li> <li>-Printing of the training packages for Elementary and Secondary level</li> <li>-Conducting of training programmes Follow-up of the training programmes</li> </ul>	<ul style="list-style-type: none"> <li>-Constitution of Curriculum Committee to relook at the training packages developed by DTE, NCERT and RMSA</li> <li>-Workshop to be organized for reviewing the training packages</li> <li>-Finalization of the training packages</li> <li>-Printing of training packages</li> <li>-Training of KRPs for Elementary levels (both Teacher Educators and PGT)</li> <li>-Training of teachers at the Elementary and Secondary level (Subject wise)</li> <li>Monitoring unit to be set up</li> </ul>	DOE,DERT, DSEL, NERIE, CTEs, DIETs, SSA,RMSA	1 Year

**Table 6.6: Budget requirement for Development of Training Module**

S.No.	Interventions	No of participants	Duration	Estimated budget	Remarks
1	Development of training Module for Elementary level	15- 20	5 + 2 days ( Five days is for the development of the Module and 2 days if for finalizing it)	Rs 1,50,000/-	(The rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)

2	Development of training Module for Secondary and Higher Secondary level	15 to 20	5 + 2 days ( Five days is for the development of the Module and 2 days if for finalizing it)	Rs 1,50,000/-	(The rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)
<b>Total Rs 3,00,000/-</b>					

**Table 6.7: Budget requirement for Training of teachers on Pedagogy**

S.No.	Interventions	Duration	Estimated budget	Remarks	Note
1	Training of teachers at the Lower Primary level	5 days ( For 1 training programme for Master trainers and 12 phases of training to train 20021 teachers	Rs. 13 lakh	1 lakh for one training programme- the rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms	Cost of these training programmes to be clubbed together with the budget which the state receives from MHRD ( for SSA) for training of teachers
2	Training of teachers at the Upper primary level	5 Days (For 1 Master trainer training programme and 24 phases of training to train 11,744 teachers)	Rs. 25 lakh	1 lakh for one training programme- the rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms	Cost of these training programmes to be clubbed together with the budget which the state receives from MHRD (for SSA) for training of teachers
3	Training of teachers at the Secondary level	5 Days (For 1 Master trainer training programme and 15 phases of training to train 5772 teachers)	Rs. 16 lakh	1 lakh for one training programme- the rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms	Cost of these training programmes to be clubbed together with the budget which the state receives from MHRD (for CTEs and RMSA etc) for training of teachers
4	Training of teachers at the Higher Secondary level	5 Days (For 9 phases of training to train 786 teachers)	Rs. 9 lakh	1 lakh for one training programme- the rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms	Cost of these training programmes to be clubbed together with the budget which the state receives from MHRD (for CTEs and RMSA etc) for training of teachers
<b>Total Rs 63,00,000/-</b>					
<b>Grand Total Budget requirement = Rs 66,00,000/- ( Rs 63,00,000+3,00,000/-)</b>					

## 6.3 Priority Area 2: Continuous Comprehensive Evaluation (CCE)

### Expected Outcomes

- By 2018, Continuous and Comprehensive Evaluation will be implemented in all schools up to the Elementary level.
- By 2018 learning outcomes to be identified for all curricular areas at the Secondary level of education, and to be made mandatory for all schools to follow.

**Table 6.8: Priority Area 2: Continuous and Comprehensive Evaluation (CCE)**

Bench marks	Indicators	Methodology	Agencies	Time Line
Capacity building of educational functionaries in CCE i.e. Teachers, Teacher educators, Principals, DSEOs, SDSEOs	<ul style="list-style-type: none"> <li>-Development of package on CCE for teachers, Teacher Educators, Principals, DSEOs, SDSEOs</li> <li>-Procurement of audio- video programmes developed by CIET and other agencies and development of the same if needed</li> <li>-Printing of CCE package for Teachers, Teacher educators, Principals, DSEOs, SDSEOs</li> <li>-Conducting of Training Programmes on CCE</li> <li>-Follow-up of the training programmes</li> </ul>	<ul style="list-style-type: none"> <li>-Constitution of Committee to relook at the CCE package developed by DEE, NCERT for Elementary level and RMSA for Secondary level</li> <li>-Workshops to be organized for reviewing the CCE package</li> <li>-Finalization of CCE Package</li> <li>-Translation of CCE package into local languages (Khasi &amp; Garo)</li> <li>-Printing of CCE package</li> <li>-Training of school administrators including Principals/Headmaster and Educational Officers</li> <li>-Training of KRPs on CCE</li> <li>-Training of Teachers on CCE for Elementary and Secondary level on project mode</li> <li>-Research study on impact of CCE</li> </ul>	DOE, DERT, DSEL, NERIE, DSEOs, SDSEOs, DIETs, SSA, RMSA	1 Year

**Table 6.9: Budget requirement for Development of Training Module for CCE**

S.No.	Interventions	No of participants	Duration	Estimated budget	Remarks
1	Evaluation of the Handbook on CCE	15- 20	5 + 2 days	Rs. 1,50,000/-	(The rates are inclusive of TA/ DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)
2	Identification of Learning Outcomes for the Secondary level	35-40	5 + 2 days	Rs. 3,00,000/-	(The rates are inclusive of TA/ DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)
<b>Total Rs 4,50,000/-</b>					

**6.4 Priority Area 3 (A): Early Childhood Care and Education (ECCE)****Expected Outcomes**

- By June 2018, the state will have a module on ECCE, teacher educators and practitioners in the field will be trained.
- Two teachers from each ECCE centre and 2 faculties from each DIET to be trained by 2018.

**Table 6.10: Priority Area 3 (A): Early Childhood Care and Education (ECCE)**

Bench marks	Indicators	Methodology	Agencies	Time Line
To revisit the pre-school curriculum developed by the Social Welfare Department of Meghalaya	-Revised Curriculum  -Pre-school kit is made available for Anganwadis	-Formation of State Coordination Committee  -Development -cum- production of pre-school kit to transact the revised curriculum	DSW, DSEL, DERT, NERIE, SIHFW, NGOs	
Training	Trained Anganwadi workers in ECCE Centres	-Development of training module for training of Anganwadi workers  -Refresher course for trained Anganwadi workers	DSW, DSEL, DERT, NERIE, SIHFW, NGOs	
Certificate Course	Trained Anganwadi workers in ECCE Centres	Development of modules for the course	DERT, NERIE, DIETs	3 months
State Level sensitization/ orientation/ workshop	Sensitization of stakeholders for all high level policy makers	Orientation /workshop/ sensitization to be organized for all administrators/health personnel /manufacturer of toys	DSW, DSEL, DERT, NERIE, SIHFW, NGOs	3 months

*Certificate course by NERIE can be initiated*

**Table 6.11: Budget requirement for Development of Training Module for ECCE**

S.No.	Interventions	No of participants	Duration	Estimated budget	Remarks
1	Developing a Module for ECCE training	20	5 days	Rs. 3,00,000/-	(The rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)
2	Training in ECCE	2578 ( Two teachers from each centre) 14 DIET faculty	10 days ( Each DIET to train about 400 teachers)10 days	Rs. 15 lakhs	(The rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)
3	Sensitizing Community / stakeholders	Visit to 40 Blocks under SSA	One day	Rs. 5,00,000/-	
<b>Grand total Rs 23,00,000/-</b>					

**6.5 Priority Area 3 (B): Guidance and Counselling****Table 6.12: Priority Area 3 (B): Guidance and Counselling**

Bench marks	Indicators	Methodology	Agencies	Time Line
Certificate Course on Basic Skills in Guidance & Counseling	Appointment of trained full time counselors	Development of Training Modules	DOE, RMSA, SSA, DSEL, DERT	1 Year
Strengthening of Guidance and Counselling cells	Upgraded guidance cells in the districts/DIETs	-Upgradation of guidance cells in the DIETs  -Appointment of Clinical psychologists	DOE, DERT, DSEL	1 year
Orientation of parents/school teachers	Parental Counseling	-Programmes on counseling for parents of Classes I – IV to be given  -Short term training programs for in-service teachers	DOE, NERIE, DSEL, DERT	1 year
Appointment of full time counsellors	Full time trained counsellors	Modalities to be worked out by DOE	DOE, DERT	6 months

**Table 6.13: Budget requirement for Guidance and Counselling**

S.No.	Interventions	No of participants	Duration	Estimated budget	Remarks
1	Revision of the Teachers' Handbook on Guidance and Counselling	20	5+2 days	Rs. 3,00,000/-	(The rates are inclusive of TA/DA, local conveyance, working lunch, tea, and miscellaneous, as per NCERT norms)
2	Training of faculty and school teachers	37	One year – 6 mths Guided self-learning; 3 months face to face programme and 3 months internship programme	Rs. 2,22,000/-	As per NCERT prescribed fees @ Rs 6000/- per person
3	Orientation Programme for Parents on Guidance and Counselling	100 parents per school	One day	Rs. 7 lakhs	One lakh for each DIET
4	Setting up of Guidance Cell	7DIETs + 14 Secondary Government Schools	One year	3,00,000 x21 = Rs. 63,00,000/-	Proposal to be put up to the Department of Education, Govt. of Meghalaya
<b>Grand total Rs 12, 22,000/-</b>					

**6.6 Priority Area 3 (C): Gender Issues****Table 6.14 : Priority Area 3 (C): Gender Issues**

Bench marks	Indicators	Methodology	Agencies	Time Line
Sensitization programme before development of school curriculum	Promotion of inclusion of gender issues on curriculum	Organize programmes on gender sensitization	NERIE, DERT, RMSA, SSA, NGOs, DSW, Dept Of Health Services	6 months
School Level Committee for addressing all the issues on gender	Committees in districts to address gender issues	Formation of a school level committee for addressing issues for sensitizing children and adults	DSEL, SMCs, DERT, NERIE, DSEOs, SDSEOs, NGOs, PTAs	3 months

Organize programmes for sensitization	Curriculum based on inclusion of all categories on gender	Sensitization on gender for curriculum developers, textbook writers, teachers to be organized Schemes and programmes on girls education to be brought under SMCs Orientation on life skills to be provided	DERT, NERIE, DSEL, RMSA, SSA	3 months
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## 6.7 Priority Area 4: Information and Communication Technology (ICT)

### Expected Outcomes

- By June 2018, 2 faculties from each DIET in the state and 2 faculties from the 4 CTEs in the state will be trained in developing e- content.
- By June 2018, 20% of the teachers will be oriented on ICT.

**Table 6.15: Priority Area 4: ICT in Education**

Bench marks	Indicators	Methodology	Agencies	Time Line
Infrastructure of ICT	Physical number of procurement and distribution	<b>At Primary level-</b> - One Primary school in every CRC, will be developed as ICT schools by providing 5 tablets for children to be used for teaching- learning. It will be provided to other schools in phased manner 2-educational material for offline use will be provided to these ICT primary schools. (pen drive/ hard disk/ school server)	DERT, SSA, DSEL	1 Year
Adequate infrastructure of ICT	Physical number of procurement and distribution	<b>At upper primary level-</b> The infrastructure in all the schools under ICT@school scheme to be made functional. Same scheme to be extended to other remaining schools to build the infrastructure.	DERT, SSA, DSEL	1 year
Infrastructure of ICT	Physical number	<b>At high school-</b> 1-Every high school is proposed to be provided with 1 smart class facility	DERT, SSA, DSEL	

Adequate infrastructure of ICT	Physical number	<p><b>At higher secondary school level-</b></p> <p>1-Every Higher Secondary school is proposed to be provided with 20 computers to start a computer lab. 2-All the HSSs are proposed to be provided with smart class facility in phased manner within 5 years.</p>	DERT, SSA, DSEL	1 year
Adequate infrastructure of ICT	Physical number	<p><b>At DIET level-</b></p> <p>1-A computer lab with 50 computers will be provided to all the DIETs in a phased manner within 5 years.</p> <p>2-All the classes and training halls at DIETs will be equipped with interactive board/ projector to facilitate smart class in phased manner in 5 years.</p> <p>3-Training management system will be developed in all the DIETs with ICT support.</p> <p>4-Training need assessment system will be developed in all the DIETs.</p> <p>5-Wi-Fi facility will be provided in all the DIETs.</p> <p>6-E-Library is proposed to be developed</p>	DERT	1 year

Infrastructure of ICT	Physical number of procurement and distribution	<p><b>At CTE Level-</b></p> <p>1-A computer lab with 50 computers will be provided to all the CTEs in a phased manner within 3 years.</p> <p>2-All the classes and training halls at CTEs will be equipped with interactive board/ projector to facilitate smart class in phased manner in 3 years.</p> <p>3-Training management system will be developed in all the CTEs with ICT support.</p> <p>4-Training need assessment system will be developed in all the CTEs.</p> <p>4-EDUSAT will be replaced by video conferencing system supported by internet.</p> <p>5-Wi-Fi facility will be provided in all the CTEs.</p> <p>6-2 laptops per CTE will be provided with laptops for training and classroom teaching.</p> <p>7-E-Library with 10 computers is proposed to be developed with broadband internet facility</p>	DERT	1 year
Infrastructure at BRC/CRC		Training centre to be established at block level	DERT	2 years
ICT curriculum for students	Curriculum review	<p><b>At primary level-</b></p> <p>Customization/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET and implementation of the same in 100 selected schools covered ICT@school (2018 onwards)</p>	ICT literature and a team of experts	1 year
ICT curriculum for students		<p><b>At upper primary level-</b></p> <p>Customization/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET and implementation of the same in 100 selected schools covered ICT@school (2017 onwards)</p>	ICT literature and a team of experts	1 year

ICT curriculum for students	Curriculum review	<b>At High school level-</b> Customization/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET and implementation of the same in 100 selected schools covered ICT@school (as per availability)	ICT literature and a team of experts	1 year
ICT curriculum for students	Curriculum review	<b>At Higher secondary school level-</b> Customization/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET and implementation of the same in 100 selected schools covered ICT@school (as per availability)	ICT literature and a team of experts	1 year
Orientation on ICT	Orientation programmes for teachers	10 LP teachers+10 UP teachers+10 Secondary teachers+10 Higher Secondary teachers( First Phase) Four phases of training to be conducted in first year	NERIE, CIET	1 year
ICT curriculum for teachers	Curriculum review	<b>At DIET Level-</b> In addition to ICT paper in syllabus, teacher educators and trainees are proposed to complete the ICT course given under the national policy on ICT.	ICT literature and a team of experts	1 year
ICT curriculum for teachers	Curriculum review	<b>At CTE Level-</b> In addition to ICT paper in syllabus, teacher educators and trainees are proposed to complete the ICT course given under the national policy on ICT.	ICT literature and a team of experts	1 year
ICT curriculum for teachers	Curriculum review	<b>For SCERT/BRC/CRC-</b> Master trainers training for resource persons selected from SCERT for implementing ICT curriculum in the states.	ICT literature and a team of experts	1 year

OERs for school education	Development and usage of OERs	Training on development and use of OERs, MOOC modules and use of OER portal. A chapter on OERs, its use and production is proposed to be added in the current syllabus	CIET, DERT	
OERs for Teachers	Development and usage of OERs	Training on development and use of OERs, MOOC modules and use of OER portal.	CIET, DERT	
Digitization of textbooks	Training for digitization of textbooks	Core team members trained by CIET will form a working group at state level and convert all textbooks to epub and create a mobile app for delivery.	CIET, DERT	
ICT-Pedagogy integration	Training on ICT	Training on national level ICT initiatives, use of national/ state level portals/apps and ICT-pedagogy integration for selected SCERT/ DIET faculties. All other faculties of SCERT/ BRC/CRC/IASE etc to be covered in cascade mode.		
MOOCs for students	Usage of MOOCs	Use of school MOOCs in SWAYAM platform based on the availability		
MOOCs for teachers	Usage of MOOCs	Use of higher education MOOCs in SWAYAM platform based on the availability		
MIS	Development of MIS	Development of school based MIS covering all 19 core records		
Training on ICT	Training on development of e-content for Teacher Educators at all levels	Hands on activities in use of camera, studio equipment and integration with content etc.	NERIE, CIET	1 year

**Table 6.16: Budget requirement for ICT**

S.No.	Interventions	No of participants	Duration	Estimated budget	Remarks
1	Orientation on ICT	160	1 year	Rs. 10,00,000/-	As per NCERT norms
2	Training on ICT	14 DIET faculty +8 CTE faculty	10 days	Rs. 5,00,000/-	As per NCERT norms
<b>Rs 15,00,000/-</b>					

## ANNEXURE- 1

### LIST OF PARTICIPANTS OF THE WORKSHOP AT STATE LEVEL

Participants of Workshop on Implementation of General Education Quality Analysis/Diagnosis framework (GEQAF) in India: Moving from Diagnosis to Implementation of Interventions (Phase-II) for the state of Meghalaya from 24th October to 28th October 2016 organized by North East Regional Institute of Education, NCERT

Sl. No.	Name	Address
1.	Smt M.Lyngwa	Umthlong-Nongthliew Govt.Sec School
2.	Smt.C.Rymbai	Tirot Sing Memorial Govt.Higher Sec School, Nongkhlaw
3.	Smt. E.Khyriem	Sunny Dale Hr.Sec.School Nongshiliang, Nongthymmai Shillong
4.	Smt. D. Bareh	Government Boy's school Jowai
5.	Mrs N.Jyrwa	Risa Hr.Sec.School Lumbatnger, Law-u-sib Shillong
6.	Smt Ch.Marak	DERT, Shillong
7.	Smt.L.Lyngdoh	DERT, Shillong
8.	Smt.D.G.Soanes	DERT, Shillong
9.	Smt.S.N.Sangma	DIET, Resubelpara North Garo Hills
10.	Smt S.M.Nongsiej	DERT, Shillong
11.	Shri P.B.Lartang	DERT, Shillong
12.	Shri.D.Upadhyay	Govt Girls Hr.Sec.School Jail Road, Shillong
13.	Smt.R.	Govt Girls Hr.Sec.School, Shillong
14.	Shri Arun Kumar	SainJail Tuber Hr.Sec.School Tuberhma
15.	Dr.A.W.Wajri	DSEL & RMSA/SSA Meghalaya Shillong
16.	Dr.David M.Nongrum	DERT, Shillong
17.	Ms.Sony C.Gill	Bethany Society, Shillong
18.	Arnab Sen	Asst. Professor, NERIE
19.	Dr. T. Dey	Asst. Professor, NERIE
20.	Mr. T. Newmei	Asst. Professor, NERIE
21.	Dr. F.G. Dkhar	Coordinator
22.	Prof A. Sukumar	Principal, NERIE

List of Participants for the GEQAF-Phase—II Second Workshop organised by NERIE at DSEL  
w.e.f. 5th to 9th December, 2016

Sl. No.	Name	Designation & Address
1.	Dr. Berylda Hedi-Pati Buam	Associate Professor College of Teacher Education, PG.T., Shillong-793003.
2.	Ms. Felinda Marbaniang	Assistant Professor College of Teacher Education, PG.T., Shillong-793003.
3.	Dr. (Mrs) Ruth N. Sangma	Assistant Professor St. Mary's College of Teacher Education, Laitumkhrach, Shillong- 793003.
4.	Mr. P.B. Lartang	Selection Grade Lecturer DERT, Laitumkhrach, Shillong- 793003
5.	Shri J.S. Shabong	Programmer cum Analyst, Data Management Unit, SEMAM (SSA & RMSA) DSEL, Kennelworth Road, Laitumkhrach, Shillong-793003
6.	Smt. Mary W. Lynrah	State Pedagogy coordinator, SEMA, SSA DSEL, Kennelworth Road, Laitumkhrach, Shillong- 793003
7.	Mrs. Della.G. Soanes	Sr. Lecturer
8.	Dr. A.W. Warjri	Deputy SPD & Special Officer, RMSA/SSA, DSEL DERT, Laitumkhrach, Shillong-793003.
9.	Smt. S.M. Nongsiej	Lecturer DERT, Laitumkhrach, Shillong—793003
10.	Smt. M. Kharbyngar	State Coordinator, IE & IEDSS, SEMAM SPO, SEMAM, Shillong.
11.	Smt. Camelia.R. Wankhar	State Coordinator, OOSC, SEMAM, SSA SPO, SEMAM, Shillong.
12.	Smt. P. Myrchiang	State Coordinator, ECCE, SSA SPO, SEMAM, Shillong.
13.	Smt. J.J. Synrem	State Community/Gender Coordinator SPO, SEMAM, Shillong.
14.	Dr. Prachi Ghildyal	Assistant Professor NERIE, Umiam, Shillong
15.	Dr. David M Nongrum	Selection Grade Lecturer DERT, Laitumkhrach, Shillong
16.	Dr. Tulika Dey	Assistant Professor NERIE, Umiam, Shillong
17.	Mrs. Singje Ch. Marak	Sr. Lecturer DERT, Govt of Meghalaya, Shillong
18.	Loreen C. Hynniewta	Sr. Coordinator, RMSA RMSA, Shillong
19.	Mr. T. Newmei	Asst. Professor NERIE, Shillong
20.	Dr. F.G.Dkhar	Associate Professor NERIE, Shillong
21.	Prof. A. Sukumar	Principal, NERIE, Shillong

## ANNEXURE- 2

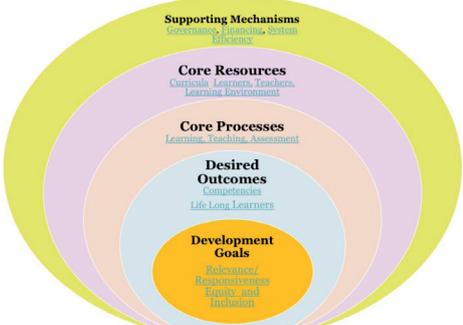
### LIST OF PARTICIPANTS AT NATIONAL CONSULTATION WORKSHOP

Sl. No.	Name of Resource Persons/Participant & Designation	Organisation
1.	Prof. Hrushikesh Senapaty <i>Director, NCERT</i>	NCERT, New Delhi
2.	Prof.Raja Ram Sharma <i>Joint Director, CIET</i>	CIET, NCERT, New Delhi
3.	Prof. A.P.Behera <i>Head DICT &amp; Training</i>	CIET, NCERT, New Delhi
4.	Prof. K. Srinivas, <i>Professor</i>	NUEPA, Delhi
5.	Dr. Shahid Rasool <i>Director</i>	Commonwealth Educational Media Centre for Asia (CEMCA), Delhi
6.	Dr. Sitanshu Shekha Senapati <i>Assistant Director</i>	National Institute of Public Cooperation & Child Development (NIPCCD), Delhi
7.	Prof. Ranjana Arora <i>Head &amp; Professor</i>	Department of Curriculum Studies, NCERT, New Delhi
8.	Dr. Sharad Sinha <i>Head &amp; Professor</i>	RMSA, NCERT, New Delhi
9.	Prof. G.L.Arora <i>Former Head</i>	DTE, NCERT, New Delhi
10.	Dr. Kirti Kapoor <i>Professor</i>	DCS, NCERT, New Delhi
11.	Dr. Padma Yadav <i>Professor</i>	Department of Elementary Education, NCERT, New Delhi
12.	Prof. Poonam Aggarwal <i>Head &amp; Professor</i>	DGS, NCERT, New Delhi
13.	Prof. Nityanand Pradhan <i>Principal</i>	RIE, Bhopal, Madhya Pradesh
14.	Prof.. Madhulika S. Patel <i>Associate Professor</i>	DTE, NCERT, New Delhi
15.	Prof. A. Sukumar <i>Principal</i>	NERIE, Shillong, Meghalaya
16.	Dr. Mona Yadav <i>Associate Professor</i>	DGS, NCERT, New Delhi
17.	Prof. Devraj Goel <i>Professor</i>	CIET, NCERT, New Delhi
18.	Smt. Sarika C. Saju <i>Associate Professor</i>	RIE, Bhopal, Madhya Pradesh
19.	Dr. F.G.Dkhar, <i>Associate Professor</i>	NERIE, Shillong, Meghalaya
20.	Mr. Tasongwi Newmei <i>Assistant Professor</i>	NERIE, Shillong, Meghalaya
21.	Dr. Arnab Sen <i>Assistant Professor</i>	NERIE, Shillong, Meghalaya

22.	Dr. Sanjay Kumar Pandalage <i>Assistant Professor</i>	RIE, Bhopal, Madhya Pradesh
23	Smt. Libera Lyngdoh <i>Senior Grade Lecturer</i>	DERT, Shillong, Meghalaya
24	Smt. Sandra M. Nongsiej <i>Sr. Lecturer</i>	DERT, Meghalaya
25	Shri Uday Upendra Bhide <i>Principal</i>	DIET, Gwalior, Madhya Pradesh
26	Dr. Javed Akhtar <i>Jr. Lecturer</i>	DIET, Bhopal, Madhya Pradesh
27	Dr. Esther J. Shongwan <i>Academic Officer</i>	Meghalaya Board of School Education, Meghalaya
28	Mr. Roop Singh Kushram <i>Lecturer</i>	Board of Secondary Education, Bhopal, Madhya Pradesh
29	Dr. Abhay Kumar <i>Assistant Professor</i>	CIET, NCERT, New Delhi
30	Dr. Angel Rathnabai <i>Assistant Professor</i>	CIET, NCERT, New Delhi
31	Mr. Mohd. Mamur Ali <i>Assistant Professor</i>	CIET, NCERT, New Delhi
32	Ms Deepty Gupta (C) <i>Assistant Professor</i>	CIET, NCERT, New Delhi

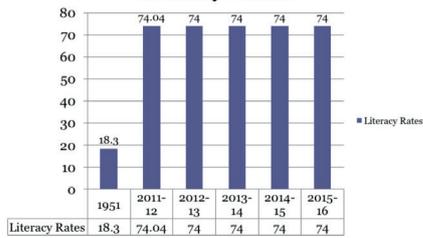
# ANNEXURE- 3

## PRESENTATION BY PROF. A.P. BEHERA FOR NATIONAL CONSULTATION WORKSHOP

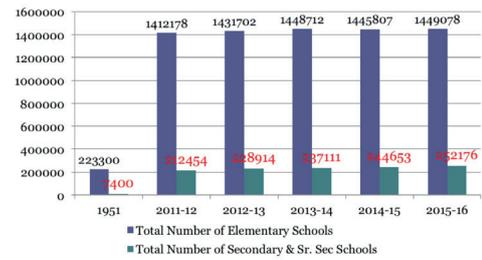
<p style="text-align: center;"><b>National Consultation Workshop</b> ON General Education Quality Analysis/Diagnostic Framework (GEQAF) Phase-2: India</p> <p style="text-align: center;"><b>Implementation of GEQAF: Moving from Diagnosis to Implementation of Intervention (Phase 2)</b></p> <p style="text-align: center;">Central Institute of Educational Technology NCERT, New Delhi 15 – 16 February, 2017</p>	<p style="text-align: center;"><b>BACKGROUND OF GEQAF</b></p> <ul style="list-style-type: none"> <li>• General education is foundation for quality, effective and relevant education and learning throughout life.</li> <li>• Both developed and developing countries are well aware of the quality crisis</li> <li>• UNESCO Member States/ countries have been working to address the global challenge of equity of education quality and learning effectiveness.</li> <li>• Major obstacles is the lack of tools/ Frameworks</li> <li>• The UNESCO General Education Quality Analysis/Diagnosis Framework (GEQAF) was developed by the UNESCO Secretariat in close cooperation and consultation with Ministries of Education of member countries/ States, UNESCO Delegations and National Commissions of the People's Republic of China, Finland, Norway, the Republic of South Africa, and the United Arab Emirates.</li> <li>• This Framework is comprehensive in its analysis/diagnostics</li> <li>• Focuses on key elements of the system</li> </ul>
<p style="text-align: center;"><b>VISION OF GEQAF</b></p> <ul style="list-style-type: none"> <li>• The Member States <b>analyze/diagnose and identify critical impediments</b> that prevent their general education systems to equitably and sustainably provide high quality education</li> <li>• They <b>strengthen national capacity</b> in assessing education systems based on local knowledge and expertise</li> <li>• Establish a national and even sub-national <b>baseline on the quality</b> of the general education system</li> <li>• <b>Develop common indicators</b> emanating from the results of respective country reviews</li> <li>• Helped Member States raise key questions about their systems</li> </ul>	<p style="text-align: center;"><b>PRINCIPLES IN APPLYING GEQAF</b></p> <ul style="list-style-type: none"> <li>• <b>Country context at the core:</b> Quality education is necessarily contextual and therefore the analysis using GEQAF starts with understanding of the national and sub-national development context of the particular country</li> <li>• <b>Country driven process:</b> GEQAF is purposefully designed as a self-assessment tool for countries to analyse constraints and strengths in their education system, to identify key priorities, design appropriate context responsive interventions.</li> <li>• <b>Participatory process:</b> GEQAF is not to grade or compare education systems but rather to guide countries to find for themselves in a fully participatory way why their education is not performing the way they expected it to and what can and needs to be done to address the problems.</li> </ul>
<p style="text-align: center;"><b>Structure of the Framework</b></p> <ul style="list-style-type: none"> <li>• <b>Key elements</b> that are proven to interactively and iteratively work together to enable the system to optimally provide quality education and effective learning experiences</li> <li>• Total of <b>15 analytical tools</b> that together constitute the GEQAF</li> <li>• Each Analytical Tool elaborates <b>critical questions</b> that need to be raised during the analysis of the adequacy of each element</li> <li>• The analytical tools are <b>generic and are not tailor made</b> to any specific country.</li> </ul>	<p style="text-align: center;"><b>15 FOCUS AREAS OF GEQAF TOOLS</b></p> 
<p style="text-align: center;"><b>Application of the Framework</b></p> <ul style="list-style-type: none"> <li>• Three key steps:             <ol style="list-style-type: none"> <li>a) initial piloting,</li> <li>b) ongoing adoption and adaptation, and</li> <li>c) ongoing improvement of the Framework.</li> </ol> </li> </ul>	<p style="text-align: center;"><b>Key Users, Beneficiaries and Target Audience<sup>2, 98</sup></b></p> <ul style="list-style-type: none"> <li>• The target audience of this Framework is principally <b>policy makers, education planners and practitioners</b> who wish to improve the quality and equity of their general education system.</li> <li>• Key beneficiaries would be <b>countries</b> whose capacities for identifying quality constraints of their systems and to effectively redress those constraints would be enhanced.</li> <li>• <b>Learners, their families and their communities</b> are the ultimate beneficiaries</li> </ul>

## Educational Scenario in India: Reflections on Data

### Literacy Rates

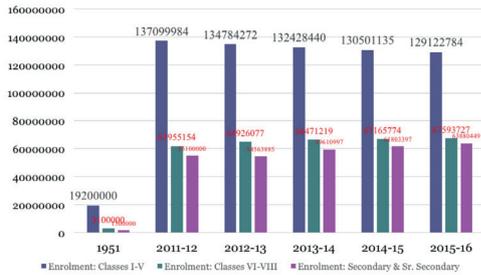


### Number of Schools



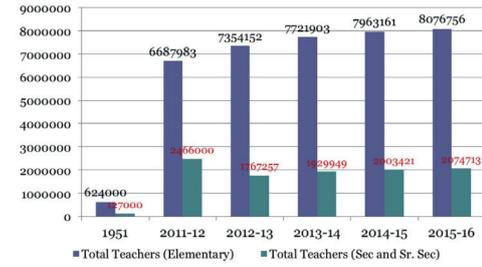
Source: Elementary Education in India: Trends & Secondary Education In India Progress towards UEE (Flash Statistics by NUEPA) and Educational Statistics at glance, Bureau of Planning, Monitoring & Statistics, MHRD, Gol

### Enrollment Rate



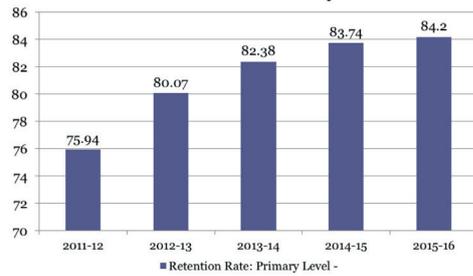
Source: Elementary Education in India: Trends & Secondary Education In India Progress towards UEE (Flash Statistics by NUEPA) and Educational Statistics at glance, Bureau of Planning, Monitoring & Statistics, MHRD, Gol

### Number of Teachers



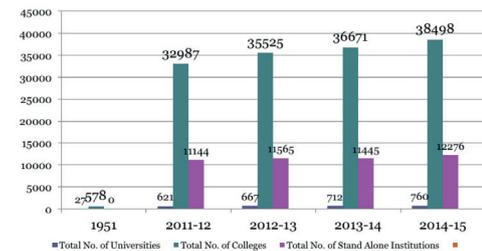
Source: Elementary Education in India: Trends & Secondary Education In India Progress towards UEE (Flash Statistics by NUEPA) and Educational Statistics at glance, Bureau of Planning, Monitoring & Statistics, MHRD, Gol

### Retention Rate: Primary Level



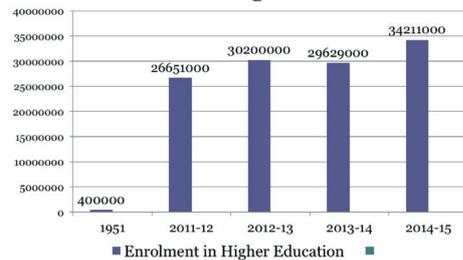
Source: Elementary Education in India: Trends & Secondary Education In India Progress towards UEE (Flash Statistics by NUEPA) and Educational Statistics at glance, Bureau of Planning, Monitoring & Statistics, MHRD, Gol

### Number of Higher Education Institutions



Source: Educational Statistics at Glance, DSEI, MHRD, Gol & AISHE (2012-13), DHE, MHRD, Gol

### Enrollment in Higher Education



Source: Educational Statistics at Glance, DSEI, MHRD, Gol & AISHE (2012-13), DHE, MHRD, Gol

### NATIONAL ACHIEVEMENT SURVEY: CLASS III (Cycle 3- 2013)

- The average score of children is 64% and 66% in Language and Mathematics respectively and more than two-thirds of children are scoring above 50%.
- No significant difference between performance of boys and girls in language, except for **Madhya Pradesh** (boys higher), Kerala & Puducherry (girls higher)
- In **Madhya Pradesh and Meghalaya** along with some other states students' performance is **less** than the national average in both language and mathematics

### NATIONAL ACHIEVEMENT SURVEY: CLASS V (Cycle 4- 2014)

- On an average, girls are doing better than boys in all subjects
- There was no significant difference found in the performance of students from rural or urban areas
- Performance of SC/ST students was significantly below
- Overall, students in 34 States/UTs were able to correctly answer 45% of Reading Comprehension items, 46% of Mathematics items and 50% of Environmental Studies items
- Overall in all mental/cognitive processes of Reading Comprehension, the average achievement of students declined in Cycle 4 as compared to Cycle 3.

### NATIONAL ACHIEVEMENT SURVEY: CLASS VIII (Cycle 3-2013)

- Reading comprehension:** average score of 33 States/ UTs was 247 and there is a significant difference between performance in high scoring States/UTs such as Kerala (277) and **low scoring States such as Meghalaya (229)**
- Mathematics:** average score of 33 States/ UTs was 245 and the average achievement of students varied greatly across the States and UTs of India and there was significant difference between performance in high scoring States/UTs such as **Madhya Pradesh (267)** and low scoring States such as **Meghalaya (227)**
- Science:** average score of 33 States/ UTs was 251 and there is a significant difference between performance in high scoring such as Daman & Diu (282) and low scoring States/UTs such as **Meghalaya (232)**
- Social Science:** average score of 33 States/ UTs was 247 and there is a significant difference between performance in high scoring States/UTs such as **Madhya Pradesh (265)** and low scoring States such as **Meghalaya (226)**

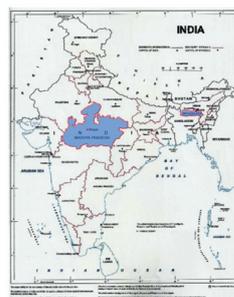
### The OECD Programme for International Student Assessment (PISA)

- PISA is an international comparative survey of 15-year-olds' knowledge and skills in reading, mathematical and scientific literacy.
- Sixty-four countries or economies originally participated in PISA 2009: all 34 OECD countries plus 31 partner countries and economies
- From India: Himachal Pradesh (HP) & Tamil Nadu (TN)
- The mean reading literacy score for Himachal Pradesh was 317 (lowest in PISA 2009) and in Tamil Nadu the value was 337.
- In HP the proficiency in **reading literacy** was 11 % and in TN its was 17%
- In HP 12% students were **proficient in mathematics** and in TN 15% were proficient
- In HP, 11% students were **proficient in science** and in TN 16% were proficient

### BRIEF BACKGROUND OF GEQAF IN INDIA

Location of Piloting States

**Madhya Pradesh**  
Districts: 06/50  
**Bhopal**  
**Betul**  
**Indore**  
**Ujjain**  
**Datia-T**  
**Satna-T**



**Meghalaya**  
Districts: 06/11  
**East Khasi Hills**  
**West Khasi Hills**  
**Jaintia Hills**  
**Ri-bhoi**  
**North Garo Hills**  
**West Garo Hills**

### PILOTING OF GEQAF IN MEGHALAYA AND MADHYA PRADESH

- Tools finalized, Hindi Translation done for MP
- Planning meeting organized with, and in, states: July, 2012
- Workshops with stakeholders in states: Sept 2012
- District level consultations
- The data were collected with respect to the 15 tools for providing feedback on piloting tools as well as to analyse the efficacy of state education system.
- The state reports were prepared

### Major Challenges

- Lack of adequate institutional response for sharing changed perspectives/ideas in curriculum as well as educational policies and legislations
- Inadequate coordination and linkages between different state and national agencies/structures
- Lack of state curriculum policies
- Lack of adequate action for implementing existing policies on inclusive education
- Inadequate programmes for continuous professional development of teachers.
- Rural-urban divide
- Maladjustment in children is increasing due to dropout, lack of vocational opportunities, teenage pregnancy, delinquency, substance abuse etc.
- Lack of availability of ICT infrastructure
- Potential of Educational Technology and new ICTs is not being adequately used
- No linkage of education with the world of work

### IDENTIFIED PRIORITY AREAS

- Orientation/training of teachers and teacher educators in curriculum analysis, development and training on pedagogy;
- Orientation on Continuous and Comprehensive Evaluation (CCE);
- Sensitization of teachers on gender issues, ECCE, Adolescence Education, Substance Abuse and Guidance and Counseling;
- Capacity building on Information and Communication Technology (ICT) in Education.

### Implementation of General Education Quality

#### Analysis/Diagnostic Framework in India:

#### Moving from Diagnosis to Implementation of Intervention (Phase 2)

### GEQAF Phase 2: Moving from diagnosis to implementation of interventions

- Five countries have already embarked on the second phase (**Botswana, Egypt, Oman, Seychelles, Swaziland**) and three more countries are preparing to start the second phase (**Gabon, India, South Africa**).
- IBE is providing technical assistance based on country priorities. The country priorities currently supported by IBE include Early Childhood Care and Education, Curriculum and learning, integration of ICT in learning and teaching. (**Seychelles and Swaziland**)

### OBJECTIVES OF THIS WORKSHOP

- To share the situation analysis done in two states in perspective of identified priority areas.
- To discuss the plan of action prepared by the states for the different priority areas identified in phase 1 of the project.
- To seek the suggestions on the plan of action.
- To devise strategies for implementation with regard to the suggestions and comments received by the national experts.

# THANKS

# ANNEXURE- 4

## PRESENTATION BY STATE IN NATIONAL CONSULTATION WORKSHOP

### GEQAF-II Meghalaya

Presentation by NERIE, Shillong



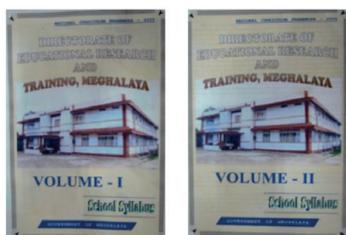
#### Administrative structure of Meghalaya

Administrative Structure	Number
Districts	11
Villages	6166
Total Blocks	41
Clusters	609

#### Total Number of Elementary, Secondary and Sr. Secondary Schools

S.No.	Number of schools	2011-12	2012-13	2013-14	2014-15	2015-16
1	Total Schools	12796	12878	13045	13175	13277
2	Total Government Schools	7803	7853	7757	7755	7764
3	Total Private Schools	4974	4940	5177	5284	5398
4	Total Number of Secondary & Sr. Sec Schools	961 (2010-11)	1136	1262	1419	14514 (total number of schools in state)

#### INITIATIVES TAKEN IN THE STATE Curriculum



#### INITIATIVES TAKEN IN THE STATE: Teacher Education

- The DERT, Shillong in collaboration with Regional Resource Centre for Elementary Education (RRCEE) revised the D.El.Ed curriculum, in the year 2014-15.
- This is currently used in training teachers for the elementary level.
- At present, an impact study on classroom transaction will be undertaken in all the districts of Meghalaya by the faculty of DERT and DIETs.
- Two year B.Ed introduced by NEHU in 2015 the syllabus has undergone change and is implemented in the four CTEs and in NERIE for training of teachers at the secondary level.

#### CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

- DERT developed a Handbook on CCE for the Elementary Stage entitled, 'Handbook on Continuous and Comprehensive Evaluation 2014'
- DERT also developed Guidebooks on Sample Tools and Techniques on CCE for 7 subjects - English, Science, Social Science, Mathematics, Environmental Studies, Language (Khasi and Garo).
- DERT and the DIETs conducted Training Programmes on CCE for Elementary School Teachers, as well as for the Heads/Principals of amalgamated Secondary/Higher Secondary Schools.

#### EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

- In Meghalaya there are 1289 Early Education Centres.
- 579 of these are attached with the SSA, 300 centres are under the control of the DSEI and there are as 410 centres which are privately owned.
- The NERIE offers a Certificate course in ECCE
- Besides this course, training programmes are also conducted every year focussing in-organizing and management of pre schools
- Knowledge and skills in planning and implementation of ECCE programme
- Orientation of pre- primary and Lower Primary teachers on ECCE

## GUIDANCE AND COUNSELLING

- The DERT during 2012, developed a Teachers' Handbook on Guidance and Counselling, in collaboration with NERIE & Martin Luther Christian University, Shillong.
- The DERT also conducted some Training Programmes on Value Education, Substance Abuse, Child Abuse, Problems of Adolescence, Life Skills, Need and Importance of Guidance in School, Career Guidance, Improving student Teacher relationship.
- Career exhibition and career talks were conducted in all the districts of Meghalaya, and Career Counselling cells set up in schools of North Garo Hills.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

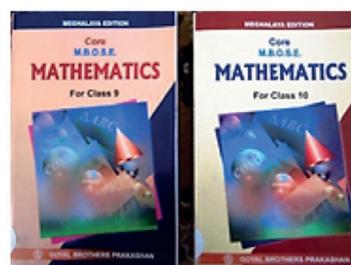
In Meghalaya, implementation of ICTs in schools is still in its minimal. Attempts in this regard is seen from the following-

Nos. of Schools with Computer Facilities (CAL)	
Lower Primary	149
Upper Primary	504
Nos. of Schools with Computer Facilities (ICT)	
Secondary	92
Hr. Secondary	67

## GAPS AND CHALLENGES FOR SCHOOL EDUCATION

- MBOSE prescribes the course outline (which is just a list of textbooks, chapters and the distribution of marks prescribed for each class) for school education.
- Further, till the elementary level many private schools, do not follow the course outline,
- However, uniformity is seen at the Secondary and Higher Secondary level where all schools follow the prescribed texts given by the MBOSE.
- All textbooks used in the schools are all written by private publishers.

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Cont'd

- Serious gap which the state faces is the absence of its own curriculum for school education
- This has affected the quality of education in the state ranging from missing aims, objectives, guiding principles to syllabus, textbooks, assessment and evaluation etc.
- This has greatly hampered the overall qualitative improvement in the child.
- State authorities too, have realized this gap and initiatives have just started to see that it is addressed to at the earliest.

## PRIORITY AREA 1(B): CURRICULUM DEVELOPMENT AND ANALYSIS FOR SCHOOL EDUCATION AND TEACHER EDUCATION

### GAPS AND CHALLENGES

- Progress in the state is seen in Teacher Education with the revision of the D.El.Ed curriculum and the syllabus at the B.Ed level in 2014-2015 respectively.
- However, it would have been more appropriate if orientation for transaction for both levels were carried out.

## PRIORITY AREA 1 (C): ORIENTATION AND TRAINING OF TEACHERS AND TEACHER EDUCATORS ON PEDAGOGY

- 18.11% of the teachers are trained at the elementary level in the state of Meghalaya.
- At the Lower Primary level only 18.77% of the teachers are trained. This speaks volumes on the foundation of education that is imparted to the children who belong to the most important and critical age of education.
- At the Upper Primary level the % of trained teachers is only 16.96. These figures are alarming for the state.
- More than 50% of the students do not continue in the Upper Primary level, the rate of enrolment at the secondary level is only 11.28% and that at the Higher Secondary level is only 5.37%
- The education of CWSN need to be seriously looked into-a sudden decrease in enrolment of these children at the Upper Primary level i.e only 19.98%, 4.127 % at the secondary level and a very small % of .70% get enrolled at the Higher Secondary Level.

Cont'd

- Meghalaya has still a good number of single teacher schools 997 and out of this number 767 are government and government aided schools.
- Educational indicators show that there are serious gaps and challenges which need to be looked into and which cannot be ignored.
- Meghalaya has eleven districts to date, but there are only seven DIETs in the state. This is one of the major gaps since pre service cannot be carried out in the other districts of the state by the DIETs.
- There is also no uniformity in the conduct of the training programmes by the SSA. The reason for this being that there is no Module prepared for training at this level. The training programmes differ from one district to the other.

Cont'd

- The state has only four CTEs to provide training both in-service and pre-service training to teachers at the secondary level. The CTEs do conduct in-service training to teachers every year. However, these trainings differ from one CTE to the other.
- An analysis on the nature of the training programmes reveal that training of teachers on pedagogy is very very few, with no uniformity with regards to the philosophy and the approach to teaching and learning.
- There is also no follow up programme, to see to the impact of these programmes.

## PRIORITY AREA 2: CONTINUOUS COMPREHENSIVE EVALUATION (CCE)

- Teachers go on long leave & substitute teachers unable to maintain proper recording and reporting.
- Teacher's salary is important/essential for motivating teacher's accountability to work.

**PRIORITY AREA 3 (A): EARLY CHILDHOOD CARE AND EDUCATION (ECCE)**

- No teachers available for pre-primary level. These stages are taken care by the primary teachers in most schools
- No overall philosophy or guiding principles for ECCE.
- Infrastructure/ facilities are not available
- No awareness amongst parents and community members on appropriate need for the pre-schooler.
- ECCE to be under the purview of the Department of Education with a convergence with the Department of Social Welfare
- Collaboration of departments
- Training programmes in all DIETs
- Notification from the Government for implementing and a uniform quality for ECCE.
- Sensitization of parents and community

**PRIORITY AREA 3 (B): GUIDANCE AND COUSSELLING**

- Most of the Government schools in Meghalaya are understaff.
- Private schools in the state do not pay the teachers well, this is also true with SSA and RMSA run schools.
- Percentage of teachers who are untrained is very high in all levels of education.
- DIETs in the state do not have a Guidance and Counselling cell.
- The Government does not have a policy for schools for setting up a Guidance and Counselling cell/centre.
- There are very few training programmes conducted on Adolescent education, substance abuse etc. (Findings of the 1<sup>st</sup> workshop)

**PRIORITY AREA 4: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

- Based on the above table, the no of schools with Computer facilities is very less.
- By and large teachers in the state are not equipped and trained in the use of ICT in schools.
- One of the barriers for ICT incorporation into education policies and strategies is the absence of basic infrastructure- erratic power cuts from time to time.
- Accessibility, affordability and implementation may be a challenge in the remote areas where electricity has not reached.
- Teacher educators/Teachers/students are not aware of the latest development like NROER, E-Pathshala, SWAYAM, swayam prabha, e-content etc)in the field of ICT. (Findings of the 1<sup>st</sup> workshop)

**PLAN OF ACTION**

- [PLAN OF ACTION.doc](#)

***Thank You***



