

MINUTES OF THE MEETING OF THE MEGHALAYA STATE PLANNING BOARD WITH EDUCATION DEPARTMENT HELD ON THE 16TH JUNE, 2025 AT 2:30 P.M IN THE CONFERENCE HALL OF THE MAIN SECRETARIAT BUILDING, SHILLONG.

Members Present as per **Annexure 1**

The meeting was chaired by Shri. Metbah Lyngdoh, Chairman of the Meghalaya State Planning Board. At the outset, the Chairman welcomed all members present and stated that the purpose of the meeting was to deliberate on key educational issues currently being faced by the State. The meeting was convened to discuss the following agenda:

- Emerging challenges of the New Education Policy (NEP) and Common University Entrance Test (CUET) and its way forward.
- Education Grant-in-aid and its implications.
- Strategy to enhance Quality Education and Skill-Based Education.
- Students Scholarships.

The Chairman then invited the officials from the Education Department to make their presentation and initiate discussions on the agenda.

1. NEP and CUET – Emerging Challenges and the Way Forward

Shri Swapnil Tembe, Secretary, Education Department, and the State Nodal Officer for NTA examinations, initiated the discussion on the key challenges faced in the implementation of the New Education Policy (NEP) and Common University Entrance Test (CUET) in the State.

Key Issues Highlighted:

- During the discussion, the Secretary highlighted that one of the major challenges in conducting the Common university Entrance Test (CUET), both at the undergraduate and postgraduate levels, is the shortage of computer labs in schools and colleges across the State. Since CUET is a computer-based test (CBT), the National Testing Agency (NTA) requires venues to be equipped with functioning computer systems with adequate servers, power backup, and CCTV surveillance, among other facilities, which are lacking in the State.
- Due to this lack of infrastructure, approximately 4,000 students were allotted exam centers outside Shillong, and in some cases, even outside Assam and the Northeast. This led to significant logistical issues discouraging many students from appearing for CUET.
- In response to a query about government intervention in this matter, the Secretary, Education Department confirmed that student petitions were received during the last examination cycle, particularly from those allotted to distant centers like Jorhat. He informed that efforts were made to shift the majority of the affected students back to Shillong or Guwahati, as Guwahati is still manageable. He further informed that NTA is actively coordinating with educational institutions in the State to improve infrastructure in order to avoid such issues in future exam cycles.
- Additionally, to address these issues, a State-Level Committee for NTA Exams has been constituted, headed by the Additional Chief Secretary (ACS). In addition, district-level committees have been constituted in Shillong, Tura, and Jowai. These committees have been working were in close coordination with the respective Deputy Commissioners to streamline examination arrangements effectively.

- With regards to admissions, the Secretary, Education Department informed that NEHU (North-Eastern Hill University) has issued Standard Operating Procedures (SOPs), giving first-round preference to students with CUET scores. Students without CUET scores remain eligible for subsequent rounds of admission. This information has been disseminated to all institutions. However, for students aiming to join Central Universities elsewhere in India, it is advisable to appear for CUET.
- When queried about the number of students appearing for CUET and whether CUET is compulsory for State Universities, the Secretary stated that while **approximately 16,000 students applied** for CUET, only **9,500 actually appeared** and CUET has not been made mandatory for the State University.
- Shri. F R Kharkongor, I.A.S, Principal Secretary and Member Secretary, State Planning Board enquired about the steps taken by the Education Department to address the challenges faced by students from rural areas in appearing for CUET, particularly due to the need to travel long distances to appear for CUET. In response, the Secretary, Education Department informed that the Department NTA is in regular contact with the NTA and the Director General, NTA has conveyed their willingness to establishing examination centres in all districts, subject to infrastructure availability.
- Furthermore, the Principal Secretary and Member Secretary, State Planning Board enquired about the existing centres in Meghalaya that are equipped to conduct CUET. The Secretary, Education Department informed that some of the qualified centres include institutions like Shillong College, St. Mary's College, Ramakrishna Mission, Jail Road, among others but the number of centres is inadequate and are mostly based in Shillong. In this regard, he suggested that one or two centres be set up in each district for conduct of CUET examination. He further proposed that grants be provided to develop 100-computer labs in major schools and colleges across the State.
- In response to a query by the Principal Secretary and Member Secretary, State Planning Board regarding central assistance for setting up computer labs, the Secretary informed that a proposal has already been submitted to NTA, but no response has been received to date. He further clarified that currently, no central schemes exist for the establishment of such computer labs, and hence, the State Government will need to take the initiative to establish centres in every district.
- On being queried by the Chairman, State Planning Board about the possibility of using laptops or tablets for CUET, the Secretary, Education Department clarified that the exam is strictly conducted on desktop systems due to technical and security considerations. Additionally, he informed that many existing centres are not qualified to conduct CUET exams due to outdated operating systems or failure to meet other necessary requirements.
- The Principal Secretary expressed that the infrastructure needs for CUET is in fact an opportunity for the Education Department to upgrade facilities in terms of computer equipment across educational institutions, thereby simultaneously meeting the needs of NTA requirements for CUET. However, the Secretary pointed out that besides computers, availability of adequate space for computer labs is also a matter of concern as institutions should have sufficient space for the State to support them through grants.
- Further, on being queried by the Chairman, State Planning Board whether other computer training institutes could host CUET exams, the Secretary informed that these institutes are unwilling to host the exams as their labs are utilised for regular classes / training programs. Moreover, since CUET exams are stretched out over a month and conducted in multiple shifts combined with the low remuneration provided by NTA, discourages them from lending support to conduct the NTA exams.

In this connection, the Secretary, Education Department pointed out that the most suitable option is to set up centres within educational institutions. He further emphasized the need to set up around 1,000 nodes across the state to meet future demands, given that all upcoming exams will also be computer-based.

- The Principal Secretary and Member Secretary, State Planning Board recommended that the Education Department should coordinate with the IT Department to address some of the digital infrastructure requirements. In response, the Secretary, Education Department informed that the Department has explored all possible options and had made use of the computer labs in ITIs, Polytechnics and Meghalaya Administrative Institute (MATI) for conducting the recent CUET exams.
- It was also informed that seat availability in Shillong is between 400-600, while in Tura it is around 200. However, despite the high total number of computers across the State, many are either not qualified for CUET requirements or unavailable during examination periods.
- In response to a query regarding the possibility of hiring computers from private institutions or agencies, the Secretary stated that hiring computers is not desirable due to the logistical difficulties involved in transporting and setting up the systems.
- The Principal Secretary and Member Secretary, State Planning Board suggested that the Education Department should prepare and formulate a comprehensive proposal highlighting the emerging challenges with regards to NTA exams along with a request for State funding. The proposal can be shared with the office of the State Planning Board for record and reference.

2. Meghalaya Education Grant-in-aid (MEG)

Shri Swapnil Tembe, Secretary, Education Department informed the meeting that the Performance Grading Index (PGI) was introduced by the Ministry of Education, Government of India, to evaluate states based on performance in school education. There are 6 domains of assessment: Learning Outcomes, Access, Infrastructure & Facilities, Equity, Governance Processes and Teacher Education & Training.

Meghalaya's overall PGI score stands at 420.6 out of 1000 which is among the lowest in the country. The performance of the State in each domain is highlighted below.

1. **Learning Outcomes** (Score 31.6 out of 240) – This score is based on the National Achievement Survey (NAS) conducted every three years by CBSE by selecting a random sample of students from classes 3, 5, 8 and 10.
2. **Access** (Score 43.4 out of 80) – This domain refers to the availability of schools. As per Right to Education (RTE) norms, for every 1 km there should be a Lower Primary (LP) school and for every 2 km there should be an Upper Primary (UP) school. In this regard, the State of Meghalaya has sufficient number of LP and UP Schools with about 15000 number of schools in the State, out of which 11,000 or 12,000 are elementary schools. However, there is a shortage of secondary schools in the State leading to a 28% dropout rate at the secondary level—one of the highest in the country.
3. **Infrastructure & Facilities (Score of 46.6 out of 190):** The PGI score in this domain with respect to the State of Meghalaya is low as only 26% of schools have electricity, 70-80% have toilets and 50-60% have drinking water. The challenges faced in providing electricity to the school include high one-time cost for electricity connection, recurring electricity charges, theft of wires and so on.

4. **Equity (Score of 205.6 out of 260):** Meghalaya is performing well in this domain with no significant gender disparity, in fact, female literacy exceeds male literacy.
5. **Governance Processes (Score of 55.2 out of 130):** In this domain the assessment is based on school management, service rules, teacher vacancies, transfers etc. for which the State is also not faring well.
6. **Teacher Education & Training (Score of 38.2 out of 100)** –The New Education Policy (NEP) mandates 50 hours of annual training for every teacher. With only 7 (Seven) DIETS and about 55,000 teachers, the State is facing challenge to ensure these recurring trainings.

The Secretary, Education Department informed that the low PGI ranking adversely affects the image of the State and reflects a grim scenario of the education sector in the State. Further, the State is missing out on incentive-based schemes such as the PM SHRI (Prime Minister Schools for Rising India) scheme as many schools in Meghalaya fail to meet the eligibility criteria such as availability of basic infrastructure, electricity and adequate student enrolment.

He highlighted that one of the major factors contributing to the low PGI score is the presence of large number of schools in the State of about 14,582 in number. This leads to fragmented funding, thereby reducing the resource allocation for each school. Meanwhile, the other North Eastern States with similar demography have a rationalised number of schools and, hence, the resources can be efficiently utilized.

Additionally, he stated that when the Samagra Shiksha Scheme (SSA) was introduced, other States used the funds to strengthen existing schools by appointing additional teachers and improving infrastructure. However, Meghalaya took a different approach by opening new schools, including in villages that already had functioning government lower primary (LP) schools. Thus, he emphasised that consolidation of schools is necessary.

Another added challenge highlighted is the presence of a large number of aided institutions in the State which receives huge financial support from the Government. Some of these aided institutions having low enrolment and poor performance but continue to receive grants from the Government as the allocations are not linked to performance indicators such as student enrolment, academic outcomes, fees collected or infrastructure quality. The Secretary suggested that a performance linked funding model would incentivise the schools to produce desirable educational outcomes.

The State Education Department also encounter challenges in dealing with the different categories of schools/teachers. He informed that there are 11 categories of teachers in schools viz, Deficit, Deficit Pattern, Adhoc, Night/Morning AdhocSS, Science grant, Hindi Grant, 4th teacher, IE Volunteers, Pre-Primary, SSA Private and Non – Government and 4 types of teachers in colleges, viz, Deficit GIA, People's Colleges, Adhoc GIA and Lumpsum GIA. The presence of these multiple Grant-In-Aid schemes causes administrative complexity, increases time spent on management and coordination and limits the capacity to focus on improving the quality of Education.

Another contributing factor to Meghalaya's poor PGI is the existence of multiple schools on the same campus. The Secretary, Education Department informed that in many cases, different sections of the school operate under separate grants, such as SSA Grant, Deficit Grant and Adhoc grant. Due to this, multiple independent School Management Committees (SMCs) exist within the same premises, each handling their own management. Moreover, these schools have different UDISE codes, despite sharing common infrastructure such as toilets, computers, etc. This reflects poorly on the PGI score as the availability of infrastructure can only be shown for one school, while there are multiple schools in the same campus. As per the analysis conducted by the Education

Department, it was informed that if the schools are clubbed as one, around 4000 schools will be reduced in the State. In this regard, the Secretary reiterated that consolidation of the number of schools is required and consultations with SMCs are currently underway.

Furthermore, the Secretary informed that the budget for the State of Meghalaya under Samagra Shiksha Scheme is ₹ 400 crore annually. However, ₹ 366 crore alone is spent on meeting the salary requirements of the SSA schools leaving very limited funds for other development activities. Therefore, he suggested that if schools are consolidated, funds under SSA could be used utilized to improve the quality of education.

The Secretary also highlighted the significant disparities in monthly salaries across different categories of school and college teachers, which often leads to governance challenges and tensions between faculty and management committees. He stated that with the consolidation of schools and colleges this disparity can be reduced gradually, leading to a more streamlined management system.

Further, the Secretary informed that at present only 20.2% schools in the State have electricity connections, while 53.5% have access to drinking water. However, if schools are merged, these percentage would increase significant, thereby improving the PGI score of the State.

Another problem faced by the Education Department is the limited authority of the School Managing Committees to regulate teacher accountability, which has to the appointment of proxy teachers and the absentee of the regular teachers. While Government Schools utilized the TIMS app, which is linked to the GPS for tracking teachers attendance, there is no similar mechanism to monitor teachers in aided and private schools. With regard to the appointment of teachers, the aided schools should also ascertain that the qualifications of the teachers hired are as per the requirements of the National Council for Teacher Education (NCTE).

The Secretary further pointed out that Meghalaya had scored quite low in the domain of Governance as there are a number of procedures to be followed by the schools in taking any administrative decisions. Currently, the SMCs and GBs require approvals from the Education Department for issue of job advertisements, teacher appointments and retirements which delays the decision-making and also overburdens the Department. If the SMCs and GBs were granted more autonomy it would streamline operations, empower local leadership, and free up Department resources for core policy and quality improvement efforts.

To resolve the various issues faced under the present system, the Education Department has prepared a proposal, in consultation with all stakeholders, for consolidating all types of grants into one single grant, i.e., **the Meghalaya Education Grant (MEG)**. The Core Principles of MEG includes the following:

- No Reduction in Existing Funding
- Unified Scheme – Funds released to SMCs and SMCs to submit UC
- Performance Based Enhancement
- Simplified Fund Disbursement
- Enhanced Autonomy to School Managing Committee
- Continuity of existing T&Cs for already approved Deficit Teachers
- Centralised Provident Fund

The expected outcomes from the implementation of the Meghalaya Education Grant include the reduction in the number of teachers' associations, removal of absentee and proxy

teachers, reduction in pay disparity among teachers, empowerment of SMCs, improvement of Performance Grading Index (PGI) and improvement in the overall functioning of the Department.

The Chairman then invited the members present in the meeting to share their suggestions / views / queries on the presentation.

- Shri Babeth Sangma, Co-Chairman, MSPB enquired whether private schools can be upgraded to government schools. It was informed that such an upgrade can only be done if the schools express willingness to be taken over by the government. Further, on the matter of provincialization of schools, it was clarified that the matter falls under the purview of the Government and would require a decision by higher authorities.
- Shri Ollan Singh Suin, MLA & Co-Chairman, MSPB asked the Department to clarify the delay in recruitment to government and deficit LP schools. The Secretary informed that the recruitments process has been put on hold as the schools are being proposed to be rationalized under the MEG .
- Shri Ollan Singh Suin, MLA & Co-Chairman, MSPB also queried about the time taken by the department to issue a NOC (No Objection Certificate) to schools and expressed concerned over granting of recognition to schools with low enrolment and poor academic performance. In response, the Secretary explained that when schools apply for a NOC, the DSEO conducts an inspection to ensure compliance with basic criteria. Based on the inspection report, the NOC is then issued. He further acknowledged that there are currently no strict criteria regarding enrolment or performance for granting recognition. However, the main issue lies in granting financial support to such schools, rather than their recognition.
- Shri Babeth Sangma, Co-Chairman, MSPB enquired whether any individuals or companies from within or outside the State sponsor schools. The Secretary responded that the State has signed an MoU with the Aga Khan Foundation, which runs an international school in Hyderabad. Under this partnership, the Foundation selects four students annually from the State, providing them world-class education and assistance in securing scholarships for college. Additionally, the State has launched a portal called “Adopt a School”, enabling institutions or companies to support schools. Over 200 schools have already been adopted through this initiative. Other organizations like HDFC and ICICI Foundations are also involved in supporting schools.
- Shri Ollan Singh Suin, MLA & Co-Chairman, Meghalaya State Planning Board asked about the status of the rationalization process. It was informed that the department is currently in the process of collecting relevant data, following which a proposal will be prepared for government approval to implement the rationalization and consolidation of schools. The Secretary acknowledged the concern about the large number of vacancies in government and deficit schools, particularly in rural areas, and assured that the matter will be communicated to the Department for necessary action.
- Shri Matthew B. Kurbah, MLA & Co-Chairman, Meghalaya State Planning Board enquired whether the government can take over purely private schools. The Secretary responded that such action would require the private schools to meet certain criteria, like high student enrolment, absence of nearby government schools, etc. before the Government can consider their request.

3. STUDENT SCHOLARSHIPS

The Joint Director (T), DHTE who is the State Nodal Officer for Scholarship informed that there are three categories of scholarships schemes that the State Government is offering to the students in the State.

1. The **Central Sector Scholarship Schemes** which are 100% funded by the respective Central Ministries. There are 9 scholarship schemes under this category.

I. Ministry of Minority Affairs

- i. Pre Matric Scholarship for minorities
- ii. Post Matric Scholarship for minorities
- iii. Merit cum Means Scholarship for Professional and Technical Courses
- iv. Begum Hazrat Mahal National Scholarship

II. Department of Higher Education, Ministry of Education

- i. Central Sector Scheme for Scholarships for College and University Students

III. North Eastern Council, DoNER

- i. NEC Merit Scholarship

IV. AICTE Schemes

- i. AICTE-Pragati Scholarship Scheme for Girl Student (Degree & Diploma)
- ii. AICTE – Saksham Scholarship Scheme for Specially Abled Students (Degree & Diploma)
- iii. AICTE- Swanath Scholarship Scheme (Degree & Diploma)

These scholarships are directly disbursed by the Ministries to the beneficiaries while the State Govt is only concerned with the verification of the applications.

2. The **Centrally Sponsored Scholarship Schemes** with a funding pattern of 90:10 between Central and State governments. The Central Share is released by the Central Ministries to the State Govt which will in disburse the amount to the beneficiaries. There are 4 types of schemes that are centrally sponsored

I. Ministry of Minority Affairs

- i. Pre Matric Scholarship for ST students
- ii. Post Matric Scholarship for ST students

II. Ministry of Social Justice and empowerment

- iii. Pre Matric Scholarship for SC students
- iv. Post Matric Scholarship for SC students

3. The **State Scholarship schemes** which are 100% funded by the State Government. There are 4 types of schemes under this category.

- i. Border Area Scholarship – This is open to students residing in border areas.
- ii. Book grant Scholarship (Ex-Gratia) – This scholarship can be availed by students studying in 11th standard onwards.
- iii. Free Studentship Scholarship (Fees Compensation) - This scholarship can be availed by students whose parent's income exceed ₹2.50 lakh per annum.
- iv. State Merit Scholarship - The student should attain a minimum percentage of 60% to be eligible for the scheme.

The Joint Director informed the meeting that until the last FY 2023-24, the Ministry released the scholarship in 3 instalments. When the 1st instalment was received, the system randomly selected a section of the students and the entire amount is credited only to these selected

students as there is no option to make payment to all the eligible beneficiaries simultaneously. The remaining students had to wait for subsequent releases, which led to numerous complaints from the students and parents. To address this issue, a proposal has been sent to National Scholarship Portal (NSP) to make changes in the system so that payments can be made to all students in 5 instalments of 20% each. This new mechanism will be effective for the scholarship disbursement from the FY 2024-25 onwards.

The Chairman enquired about how the income of the parents is verified. In response, it was informed that the Deputy Commissioners and Sub-Divisional Officers (Civil) are the notified officers for issuing the income certificate.

Further, it was informed that another reason for the delays in the disbursement of scholarships is due to the fact that some of the beneficiaries have not linked their Aadhaar number with their bank accounts. When payment is initiated for disbursing scholarship to a batch of students, if even a few students in that batch had not completed Aadhaar seeding, the payment for the entire batch would be rejected. However, the issue has been raised with the NSP and a system is now in place where the scholarship of only the students who have not completed the Aadhaar seeding will be declined.

4. EMERGING CHALLENGES OF THE NEW EDUCATION POLICY

The Education Department highlighted the following challenges faced in implementing NEP.

- **Inadequate Infrastructure** – There are shortage of classrooms & labs for multidisciplinary and vocational subjects, lack of ICT tools and insufficient research facilities.
- **Shortage of Qualified & Competent Faculty** – There is a shortage of teaching staff, especially in remote areas leading to a high student-teacher ratio. The vacant posts remain unfilled thereby, overburdening the current faculty. There are limited subject specialists for diverse NEP disciplines and often outside expertise have to be hired. This results in financial constraints in hiring at self-financed institutions.
- **Inadequate Teacher Training** – The teachers are untrained in NEP pedagogies (experiential, bilingual, tech-integrated), lack of ICT skills and are resistance to pedagogical changes.
- **Limited Resources and Funding** – The rural & self-financed colleges struggle with funding for infrastructure, training, and new programs
- **Digital Divide** – Rural areas are plague with the problem of poor internet & access to technology access in rural areas. This limited access to computers hinders online learning & CUET prep.
- **Curriculum & Pedagogical Challenges** – The new multidisciplinary curriculum is difficult to implement as it involves short semesters and a vast syllabus. At present, there are limited internship opportunities and the MDC, SEC, VAC courses are often unengaging.
- **Rising Dropout Rates** – The NEP workload/backlogs has caused an increase in student dropouts.

Subsequently, the Department has compiled the following solutions to address the NEP Challenges.

- i. **Financial Assistance & Resource Mobilization** – To ensure the success of NEP, adequate funding for infrastructure, faculty, teaching-learning materials must be provided. This can also be achieved by mobilizing funds via UGC/RUSA, CSR, alumni donations. Institutions

should create Institutional Development Plans (IDPs) and empower College Development Committees for efficient planning.

- ii. **Faculty Appointment & Development** – The process of recruitment of lecturers/teachers should be speed up. The appointment of temporary/ contractual, guest and retired faculty as subject expertise can also be encouraged. Institutes may also introduce posts for VTC trainers and appoint qualified faculty so as to enable them to offer short-term courses in Multidisciplinary/Skill enhancement subjects.

The workload of teachers should be rationalized and non-academic duties should be done away with. Teachers may also be encouraged to serve in rural areas by providing them with incentives (pay, housing). The Department also aims to create teacher training cells and partner with institutes for upskilling & Faculty Development Programmes.

- iii. **Infrastructure & Digital Access** – Institutions should invest in establishing classrooms, labs, and inclusive learning spaces that are equipped with smart technology. Digital resource centers (ICT labs) should also be set up and digital literacy training should be conducted for the benefit of students and faculty. To bridge the digital divide, offline content (USB drives, printed materials) should also be offered. Institutions may also be encouraged to collaborate with telecom companies for rural internet access and to leverage government schemes and use open-source platforms to reduce tech costs.
- iv. **Curriculum & Pedagogy Enhancements** – The Science & Commerce departments must be expanded in alignment with NEP. To achieve this, the State Government has sanctioned posts for Science and Commerce teachers in 4 Govt. colleges.

The NEP must be rollout in a phase wise manner with continuous feedback. Blended learning and interdisciplinary models based on local relevance should be developed. Certificate courses linked to regional skills should also be encouraged. The syllabus and assessments (minor/3-credit courses) must be reformed to suit CUET/NET needs.

- v. **Policy & Monitoring Mechanisms** – There must be adequate planning support, especially in rural areas, before rollout of NEP. Training should be initiated at Institution level by training education functionaries and college-level NEP monitoring systems must be established. There should be regular audit of the faculty strength, internship quality, and enrolment limits.

The Department has adopted the following strategy to enhance quality education and skill-based education.

- i. **Phased Infrastructure Development** – The Government will provide classrooms, labs, libraries, smart classrooms, internet, computers to institutions in a phased manner over 3 years.
- ii. **Faculty Development & Support** - Regular in-person training on NEP 2020, pedagogy, ICT tools will be conducted. The Govt. will encourage faculty to acquire certifications via SWAYAM, NPTEL, MOOCs and will promote innovation, mentoring, and industry exposure through internships and FDPs. Additionally, faculty will be appointed to prevent burnout.
- iii. **Curriculum Reforms** – The curriculum developed will be aligned with NEP 2020, emphasizing flexibility and multidisciplinary learning. The local and industry-relevant content will be incorporated.
- iv. **Integration of ICT & Digital Learning** - Smart classrooms and Digital Hubs will be developed and blended learning will be promoted. Digital literacy among faculty and students will be enhanced by providing training.

- v. **Academic & Learning Support** – Mentoring and bridge courses will be implemented and language labs will be established. Project-based learning, critical thinking, and UG research will also be promoted. The State Govt will also offer seed grants for faculty-student research.
- vi. **Quality Assurance Mechanism** – Colleges should aim to strengthen IQAC, conduct academic audits and target NAAC accreditation. There should be regular curriculum revision and student-centred learning and interactive assessment should be adopted.
- vii. **Skill-Based Courses & Industry Integration** – Colleges must Offer certificate/diploma programs aligned with National Skills Qualifications Framework (e.g., Electrician, Wellness, Agriculture). This can be done by partnering with industries, NGOs, skill councils for training & placements. Internships will be embedded in the curriculum and will made mandatory. Institutions can also invite local artisans/entrepreneurs for regional skill demonstrations.
- viii. **Incubation, Innovation & Career Support** – Institutions should set up skill labs, incubation centres and research facilities. The other action plans include strengthening of placement cells, conducting job fairs and soft skill training, support Start-up Bootcamps, Business Plan Competitions and Entrepreneurship Weeks. The qualified alumni may be engaged as mentors.
- ix. **Government Support & Assessment Reform** – The institutions can leverage state/national schemes (e.g., PRIME Meghalaya) to foster entrepreneurship among students. Regarding the assessment, colleges are encouraged to implement competency-based, project-driven evaluations and introduce practical-only exams for vocational courses.
- x. **Community Engagement** – The new curriculum will be formulated based on community research, awareness drive and real-life application of skills.
- xi. **Monitoring & Evaluation** – There will be continuous monitoring of student performance, skill outcomes and employment. The implementation of government-sponsored courses will also be tracked.
- xii. **Overarching Strategies & Policy** – Institutions should implement equity-focused and anti-commercialization policies and strengthen institutional capacity. Teacher exchange programs should be encouraged to share best practices.

The Department has made certain notable achievement in the recent years such as the recognition of The Captain Williamson Sangma State University, Tura **under Section 2(f) of the UGC act 1956**, establishment of 2 New Professional Colleges, 2 New Model Degree Colleges, upgradation of 3 Existing Govt. Aided Colleges to Model Degree College, upgradation of infrastructure in 2 Govt. Colleges and 13 Govt. Aided Colleges under RUSA – I, upgradation of infrastructure in 11 Govt. Aided Colleges under RUSA – II, upgradation of infrastructures in 3 Govt. Colleges and establishment of a permanent office of the DHTE-SHEC office. These interventions have resulted in a 20% improvement in enrolment and the addition of a total number of 4000 seats in various colleges.

With regards to the recruitment of faculty, the State Government has sanctioned the following posts:-

1. 52 post for Captain Williamson Sangma State University, Meghalaya.
2. 46 posts for the College of Science & Commerce at Mawphlang.
3. 46 posts for the College of Science & Commerce at Mahendraganj.
4. 52 posts for introduction of Science and Commerce Stream at Williamnagar Government College.

5. 52 posts for introduction of Science & Commerce Stream at Sohra Government College, Sohra.
6. 52 posts for introduction of Science & Commerce Stream at Captain Williamson Sangma Memorial Government College, Baghmara.

The Department has also set up language labs and Smart class rooms in some institutions under the Equity Grant of RUSA part of Future Readiness which has benefitted around 35,000 students. An MoU has been signed with National Stock Exchange to publicize financial literacy by conducting skilling projects. The Level 1 programme have been completed where 1117 students attended the training. The Level 2 programme will be held in Synod College from 30th June, 2025. Another MoU has been signed with Un-Stop to explore online skill courses with skill-mapping and industry connect for employment and internship opportunities as mandated by the NEP 2020 recommendations. The State has also partnered with [24]7.AI to explore the possibilities for Institute – Industry linkage to create employment for students of Meghalaya.



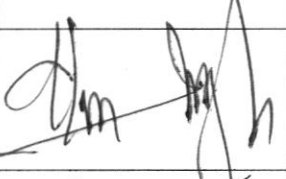



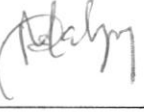

Shri. Ollan Singh Suin, Co-Chairman MSPB implored the Education Department to obtain statistics on the number of students from the State who have qualified for the All India Services. The Secretary, Education Department informed that within the Meghalaya Administrative Training Institute, there is the All India Services Pre- Examination Centre which has been providing free coaching for UPSC exams and such records are available there.

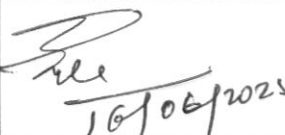
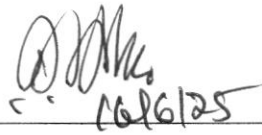
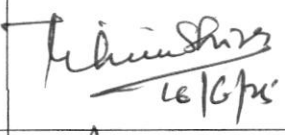
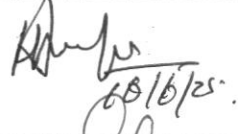
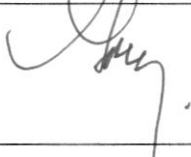
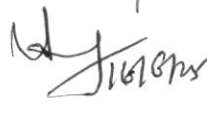


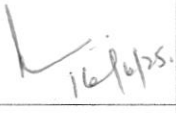


The meeting ended with a vote of thanks from the Chair.


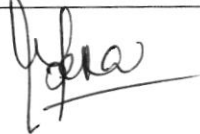




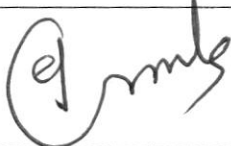


(Shri Metbah Lyngdoh)
Chairman
Meghalaya State Planning Board

**LIST OF OFFICERS/MEMBERS PRESENT IN THE MEETING OF THE MEGHALAYA STATE
PLANNING BOARD HELD ON THE 16TH JUNE, 2025 AT 2:30 PM IN THE CONFERENCE
HALL OF THE MAIN SECRETARIAT, SHILLONG.**

Sl.No	Name & Designation	Signature	Contact No/Email ID
1	2	3	4
1.	Shri. Metbah Lyngdoh, MLA, Chairman of Meghalaya State Planning Board		
2.	Shri. Matthew Beyondstar Kurbah, MLA, Co-Chairman, Meghalaya State Planning Board.		
3.	Shri. Ollan Singh Suin, MLA, Co-Chairman, Meghalaya State Planning Board.		
4.	Shri. F. R. Kharkongor, IAS, Principal Secretary and Member Secretary, Meghalaya State Planning Board.		
5.	Shri. Kingo S. Maroni Co-Chairman		
6.	Shri. Don Kufon Lee CO - Chairman		
7.	Shri. Samlinsyng CO - Chairman		
8.	Shri. M. M. Bury Secretary By. Chairman		
9.	Shri. I. G. L. - Vice - Chairman SPB	I. G. L.	

10.	Shri. EDWARD L. KATHAR WAVCATA'S MEMBER MSPB.	 16/06/2025	
11.	Babette Sangma, Co-chairman, Planning	 16/6/25	
12.	Nikhil D. Shirs, Co. chairman MSPB.	 16/6/25	
13.	R. Pyrgrope, Deputy. Chairman DISB.	 16/6/25.	
14.	B. S. Kharshechi, MCS Director - DSEL		
15.	R. S. Manners, MCS Director, DBRS		
16.	F. Ramling Joint Director DHTE		
17.	P. B. Lartay, Joint Director, DERT		
18.	Smt. H. D. B. Sangma MCS DHTE.	 16/6/25.	
19.	M. B. Pyrgrope, Dy DHTE		
20.	Dr. B. D. Gjee, JEDHTE		

21.	Shri. F. Rumsong, Dy. DHTE		
22.	Shri M. Deba, Dy. DHTE		
23.	Shri. R. Sawkmie MIS Consultant, RUSA		
24.	M. David M Nargun Associate Prof. DERT		
25.	Dr. Della Cracia Spencer, Associate Professor DERT		
26.	Shri Kishor Jeeuldez Proprietor SURUAGILEE PVT. LTD		
27.	Swapnil Tembe, IAS Secretary Edu Dept		
28.			
29.			
30.			
31.			

Memo No.PB.27/2018/53-A,

Dated Shillong, the 16th July, 2025.

Copy to:-

1. The Private Secretary to the Chairman, Meghalaya State Planning Board for kind information of the Chairman.
2. The Principal Secretary to the Government of Meghalaya and Member Secretary, Meghalaya State Planning Board for kind information.
3. The Commissioner & Secretary / Secretary to the Government of Meghalaya Education Department for kind information.
4. The Director of Higher and Technical Education (DHTE), Meghalaya, Shillong for kind information.
5. The Director of School Education and Literacy (DSEL), Meghalaya, Shillong for kind information.
6. The Director of Educational Research and Training (DERT), Meghalaya, Shillong for kind information.
7. Shri _____, Co-Chairman, State Planning Board for kind information.
8. Shri _____, Deputy Chairman, State Planning Board for kind information.
9. Shri _____, Vice Chairman, State Planning Board for kind information.
10. Shri _____, Member, State Planning Board for kind information.
11. The Under Secretary to the Government of Meghalaya, Planning (A) Department for kind information. Vice Chairman, State Planning Board for kind information.
12. The Assistant Superintendent, Meghalaya State Planning Board for kind information.

By order etc.,



Special Officer & *ex-Officio* Under Secretary
Meghalaya State Planning Board.