

Discussion Paper

Consolidation of Multiple Grant in Aid Schemes for Educational Institutions in Meghalaya

Circulation: Stakeholders (School Managing Committees, Governing Bodies of Colleges, Educators, Teacher Associations, Parents, Students, Media, Community Leaders, Government Officials)

Abstract

This discussion paper explores the need to consolidate the multiple Grant-in-Aid (GIA) schemes currently supporting educational institutions in Meghalaya. The state faces unique challenges, including a large number of under-enrolled schools, fragmented administrative structures, and a complex funding system that has contributed to its low ranking in the national Performance Grading Index (PGI). To address these issues, the Education Department proposes a unified scheme—**Meghalaya Education Grant (MEG)**—which aims to streamline funding, and improve the quality and governance of education without reducing existing financial support. Under MEG, schools and colleges would receive grants based on key indicators such as enrolment, fees collected from students, infrastructure needs, and performance, while gaining greater autonomy in managing staff and resources. The proposal seeks to ensure more effective use of public funds and better educational outcomes. The Department invites constructive feedback from all stakeholders to refine the approach and build a more efficient and inclusive education system.

1. Performance Grading Index (PGI)

The Ministry of Education, Government of India, has developed the Performance Grading Index (PGI) to assess the quality of school education across all States and Union Territories (UTs). The PGI does not assign ranks but provides grades to avoid the stigma of underperformance. However, the score assigned to each State/UT allows for comparative analysis and performance benchmarking.

The latest PGI assesses performance out of a total of 1000 points, based on 73 indicators grouped under six domains:

- 1) Learning Outcomes
- 2) Access
- 3) Infrastructure & Facilities
- 4) Equity
- 5) Governance Processes
- 6) Teacher Education & Training

Below is a list of the bottom twelve performers as per the PGI scores, with Meghalaya ranking the lowest among all States and UTs:

| Rank | State/UT | PGI Score |
|------|-------------------|-----------|
| 25 | Manipur | 513.0 |
| 26 | Assam | 512.7 |
| 27 | Jammu & Kashmir | 506.5 |
| 28 | Jharkhand | 503.7 |
| 29 | Uttar Pradesh | 502.0 |
| 30 | Tripura | 485.7 |
| 31 | Telangana | 479.9 |
| 32 | Nagaland | 471.5 |
| 33 | Bihar | 465.0 |
| 34 | Arunachal Pradesh | 458.5 |
| 35 | Mizoram | 453.3 |
| 36 | Meghalaya | 420.6 |

Of particular concern is the substantial gap between Meghalaya and Mizoram (ranked just above), highlighting the urgent need for intervention.

A detailed breakdown of Meghalaya's performance across the six PGI domains is as follows

| Domain | Meghalaya Score | MAX Score |
|-------------------------------|-----------------|-------------|
| Learning Outcomes and Quality | 31.6 | 240 |
| Access | 43.4 | 80 |
| Infrastructure & Facilities | 46.6 | 190 |
| Equity | 205.6 | 260 |
| Governance Processes | 55.2 | 130 |
| Teacher Education & Training | 38.2 | 100 |
| TOTAL | 420.6 | 1000 |

The data clearly indicates that Meghalaya's strongest performance is in the Equity domain, contributing nearly half of the total score. This domain measures inclusivity and social justice in education, especially with respect to marginalized groups such as Scheduled Castes, Scheduled Tribes, and girl students—areas where Meghalaya shows relatively balanced outcomes due to its demographic composition.

However, across the remaining five domains, Meghalaya scored only 215.0 out of 740, pointing to significant deficits in core educational components such as learning outcomes, infrastructure, governance, and teacher training.

The Education Department has developed a comprehensive strategy to improve its PGI score and is diligently implementing it. This proposal forms an integral part of that strategy. There are many reasons for such low score, some of which have been detailed below.

2. Unsustainable Number of Schools

A critical issue facing the education system in Meghalaya is the disproportionate number of schools relative to its population size. The table below provides a comparative overview with other Northeastern states:

| State | Population (2011) | No. of Schools | No. of Teachers | No. of Govt. Schools | No. of Aided Schools |
|-------------------|-------------------|----------------|-----------------|----------------------|----------------------|
| Tripura | 36,73,917 | 4,929 | 36,433 | 4,262 | 43 |
| Meghalaya | 29,66,889 | 14,582 | 55,160 | 7,783 | 4,172 |
| Manipur | 25,70,390 | 4,617 | 42,684 | 2,889 | 583 |
| Nagaland | 19,78,502 | 2,718 | 31,402 | 1,960 | 0 |
| Arunachal Pradesh | 13,83,727 | 3,603 | 23,707 | 2,985 | 68 |
| Mizoram | 10,97,206 | 3,911 | 23,366 | 2,563 | 230 |

Despite having a smaller population than Tripura and being comparable to Manipur, Meghalaya has more than triple the number of schools compared to these states. Notably, 29% of all schools in Meghalaya are aided institutions, a sharp contrast to the national average, where aided schools make up less than 5% of the total. Here, it may be noted that SSA schools are included in the Government schools as Government of India considers SSA school as Government school and this data is from Ministry of Education.

To put this in further perspective:

- Kerala, with a population of over 3.34 crore (almost 10 times that of Meghalaya), has around 15,864 schools.
- Himachal Pradesh, known for its challenging terrain, has 17,826 schools serving a population of 68.64 lakh.

This excessive number of schools in Meghalaya has led to numerous problems, one of which is a severe imbalance in student enrolment. Many schools operate with extremely low numbers of students, some with none at all. The following data illustrates this:

Enrolment Status of Schools in Meghalaya:

All Schools (Govt., SSA, Deficit, Adhoc, etc.):

- 206 schools with zero enrolment
- 2,269 schools with single-digit enrolment

Deficit & Adhoc Schools:

- 18 schools with zero enrolment
- 1,141 schools with single-digit enrolment

SSA (Sarva Shiksha Abhiyan) Schools:

- 30 schools with zero enrolment
- 268 schools with single-digit enrolment

Government Schools:

- 11 schools with zero enrolment
- 132 schools with single-digit enrolment

The operational and financial sustainability of maintaining such a large number of under-enrolled institutions is a growing concern. It points to an urgent need for rationalization and consolidation of schools, particularly where student enrolment is extremely low or non-existent. This would help redirect resources towards improving infrastructure, quality teaching, and learning outcomes in viable institutions.

3. Multiple Grant-In-Aid Schemes for Private Educational Institutions

Over the years, the education system in Meghalaya has seen the emergence of multiple government Grant-in-Aid (GIA) schemes for private schools and colleges. These schemes were introduced in response to varying circumstances and demands at different points in time. While they may have served specific purposes initially, the proliferation of these schemes has added layers of administrative complexity to the education system.

GIA Schemes for Schools

1. Deficit GIA
2. Deficit Pattern
3. Adhoc GIA
4. Night/Morning Adhoc Sec. school
5. Science grant
6. Hindi Grant
7. 4th teacher
8. IE Volunteers
9. Pre-Primary
10. SSA managed by Private Organisations
11. Non-Govt School

GIA Schemes for Colleges

1. Deficit GIA
2. People's Colleges
3. Adhoc GIA
4. Lumpsum GIA

The existence of these numerous schemes has made the administration of education in the state highly complex and fragmented. The Education Department, along with the Directorate of School Education and Literacy (DSEL) and the Directorate of Higher and Technical Education (DHTE), spends a substantial portion of its time managing and coordinating these schemes. This leaves limited capacity to focus on core priorities, such as enhancing the quality of education, improving learning outcomes, and strengthening institutional governance.

Moreover, the presence of so many GIA schemes has contributed to a host of systemic challenges, which continue to hinder educational progress in the state. These challenges, along with their implications, are discussed in the following sections.

4. Multiple Schools on the Same Campus and Its Link to Low PGI Performance

One of the significant factors contributing to the inflated number of schools in Meghalaya is the widespread practice of operating multiple schools within the same building or campus. This results in the artificial fragmentation of a single institution into smaller units to avail various government grants under different categories. Such fragmentation distorts school-level data, hinders effective planning and monitoring, complicates resource allocation, and ultimately affects the state's Performance Grading Index (PGI).

Example of multiple counting of Schools

Consider an institution like *ABC School*, which may appear in the official UDISE+ (Unified District Information System for Education Plus) records as four distinct schools, even though they function under a single management:

| | |
|------------------------------------|---------|
| <i>ABC LP SSA School</i> | SSA |
| <i>ABC UP School</i> | Adhoc |
| <i>ABC Secondary School</i> | Deficit |
| <i>ABC Higher Secondary School</i> | Private |

This fragmentation in categorization leads to an artificial inflation of school numbers in UDISE+.

Actual vs. Reported School Numbers

A deeper analysis reveals that of the 14,582 total schools currently recorded in Meghalaya:

- 6,702 schools are part of grouped institutions (i.e., listed multiple times under different categories).
- These can be consolidated into 3,029 unique school entities.
- The state also has 7,880 standalone schools (not subject to multiple counting).

Thus, the actual number of distinct schools in Meghalaya is approximately 10,909, not 14,582 as currently reported.

Link to Low PGI Performance

The multiple counting of schools in Meghalaya has a direct and adverse impact on its Performance Grading Index (PGI), particularly in the domains of Infrastructure & Facilities and Governance Processes. The PGI evaluates several key infrastructure indicators, including the availability of electricity, internet connectivity, drinking water, separate toilets for girls and boys, handwashing facilities, playgrounds, boundary walls, libraries or reading corners, ramps for children with special needs (CWSN), solar panels, ICT tools, and smart classrooms. When a single school is registered multiple times, the availability of facilities is

divided across multiple “schools,” artificially lowering the infrastructure coverage percentage.

For instance, if one school complex with a single handwashing facility is counted as four different schools, the infrastructure coverage for that facility would appear as only 25% (1 out of 4), even though it serves the entire student population. If those schools were consolidated into a single school entity, the coverage would correctly reflect 100% (1 out of 1). This discrepancy leads to Meghalaya scoring lower than it should in the Infrastructure & Facilities domain.

Similarly, the inflated number of schools affects the Governance Processes domain. Effective monitoring, data management, school development planning, and implementation of schemes become significantly more difficult when the system must account for thousands of duplicated school entries. Consolidating these multiple entries into unique school entities would make the governance processes more efficient, improving the capacity to monitor schools, ensure compliance, and deliver targeted interventions.

In short, rationalizing and consolidating school records will not only provide a more accurate representation of Meghalaya’s educational infrastructure but also directly improve its PGI score in both infrastructure and governance-related metrics.

Challenges to consolidation of these grouped schools into unique School entity:

The Department is currently undertaking a detailed field survey to identify and verify the exact number and characteristics of grouped schools across the state. This exercise aims to establish a clear and accurate picture of how many schools are operating within a single building or campus. One of the primary challenges in consolidating these grouped schools into a single school entity is the existence of multiple School Management Committees (SMCs) functioning independently within the same premises. Each level of the school—such as LP, UP, Secondary, and Higher Secondary—often has its own SMC, which complicates the process of unification.

To address this, District School Education Officers (DSEOs) have been briefed on the issue and made aware of the importance of consolidation in improving educational outcomes and administrative efficiency. The Department, in collaboration with Deputy Commissioners (DCs) and DSEOs, will initiate consultations with the respective School Management Committees. These discussions will aim to build consensus and highlight the benefits of consolidation. Engaging with the stakeholders on the ground will be key to ensuring that the consolidation process is smooth, inclusive, and sustainable.

5. Govt. Funding of Private Schools and Colleges

The State Government currently pays the salaries of **39,951 school teachers** and **1,399 college lecturers** across the state. A majority of these are employed in private institutions. This scenario is quite unique and unlikely to be seen in any other state in the country.

School Teachers Salary Distribution

The table below presents the number of teachers and the total annual salary expenditure under different categories:

| Category | No. of Teachers | Annual Salary |
|------------------------|------------------------|-------------------------|
| Govt. Schools | 7,996 | ₹ 6,86,85,98,587 |
| GIA to Private Schools | 17,289 | ₹ 9,27,79,83,529 |
| SSA | 14,666 | ₹ 3,66,05,43,744 |
| TOTAL | 39,951 | ₹ 1980,71,25,860 |

To further understand the disparity, the same data can be represented with average monthly salaries:

| Category | Teachers | Annual Salary | Average Monthly Pay |
|--------------------------------------|-----------------|-------------------------|----------------------------|
| Govt. Schools | 7,996 | ₹ 6,86,85,98,587 | ₹ 71,584 |
| Private Schools under Deficit System | 7,355 | ₹ 6,60,88,46,736 | ₹ 74,879 |
| SSA+Adhoc+others | 24,600 | ₹ 6,32,96,80,537 | ₹ 21,442 |
| | 39,951 | ₹ 1980,71,25,860 | |

On average, private school teachers under the Deficit GIA system receive more monthly pay than government school teachers. This is largely because government schools include more primary-level institutions, which have lower pay structures. The disparity is even wider when comparing other private teachers under various other GIA Schemes with their Deficit school counterparts.

College Lecturers Salary Distribution

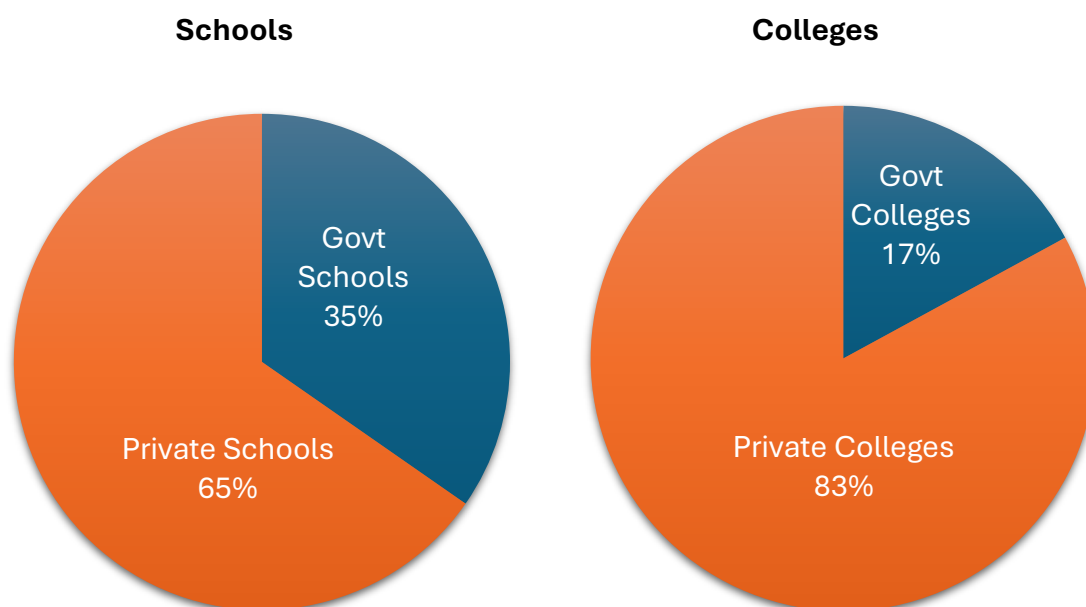
| S. No | Category | Lecturers | Annual Salary | Average Monthly Pay |
|--------------|-------------------------------------|------------------|------------------------|----------------------------|
| 1 | Govt. Colleges | 243 | ₹ 37,08,05,212 | ₹ 1,27,163 |
| 2 | Private Colleges under Deficit GIA | 554 | ₹ 121,66,06,252 | ₹ 1,83,004 |
| 3 | Private Colleges under People's GIA | 519 | ₹ 46,07,22,528 | ₹ 73,976 |
| 4 | Private Colleges under Adhoc GIA | 83 | ₹ 11,86,10,868 | ₹ 1,19,088 |
| 5 | Private Colleges under Lumpsum GIA | - | ₹ 60,00,000 | |
| TOTAL | | 1,399 | ₹ 216,67,44,860 | |

What stands out is that private college lecturers under the deficit GIA system earn the highest average monthly salary of ₹1,83,004, which surpasses even the ₹1,27,163 earned by their government counterparts. This is primarily due to a larger proportion of private lecturers receiving UGC pay scales, while relatively fewer government lecturers are beneficiaries of such pay structures.

In total, the State Government spends ₹2,197.39 crore annually on salaries for school teachers and college lecturers. Of this amount, only ₹723.94 crore—roughly 33 percent—is allocated to government teachers/lecturers. The remaining 67 percent, a substantial ₹1,473.45 crore, is disbursed to teachers/lecturers of private institutions. This distribution reveals the extent of the government's financial support to private educational institutions. The list of private colleges and schools along with Grant-in-Aid (GIA) is given in the Annexure 1 and 2 respectively.

It is also important to clarify the unique status of SSA schools. While their management is typically in the hands of community organizations or private entities, most of the infrastructure—such as buildings—is constructed and funded by the government. Despite the decentralized management model, the Government of India classifies SSA schools as government schools for all administrative and reporting purposes.

To better illustrate the financial distribution, pie charts showing the share of government versus private salary disbursements in both school and college sectors are provided below.



6. Assured Minimum Facilities (AMF) in Schools

The current status of Assured Minimum Facilities (AMF) in Meghalaya's schools reflects significant scope for improvement. As per available data, electricity coverage stands at just 26%, drinking water at 56%, and handwashing facilities at 40%. Other key amenities such as ICT access (16%), library/book bank (32%), and ramps (31%) are also limited. These gaps directly impact the state's Performance Grading Index (PGI), particularly in the Infrastructure & Facilities domain.

One of the primary reasons for this situation is the limited availability of funds for infrastructure, as a substantial share of the education budget is directed toward teacher

salaries. Despite these constraints, the Department is actively working on a roadmap to enhance AMF coverage through convergence with other schemes and innovative resource mobilization strategies.

7. Multiple Grant-in-Aid Schemes and the Rise of Multiple Teacher Associations

The existence of numerous Grant-in-Aid (GIA) schemes has naturally led to the formation of more than 25 teacher associations across the state. These associations regularly present their demands to the Education Department, often requiring the time and attention of the Hon'ble Minister of Education and the Hon'ble Chief Minister. This fragmented landscape has made grievance redressal time-consuming and complex.

A consolidated and streamlined GIA framework would allow for better dialogue, more efficient grievance handling, and ultimately a more cohesive and productive teaching community. Such a shift could also reduce the frequency of agitations and lead to a more stable and cooperative educational environment.

8. Challenges of Teacher Absenteeism, Proxy Teachers, and Salary Disparities

Under the current GIA structure, salaries for teachers in private institutions are sanctioned directly by the government, limiting the authority of School Management Committees (SMCs) to regulate teacher accountability. This has led to concerns such as absenteeism and, in some cases, the use of proxy teachers—especially in the Deficit system.

Another pressing issue is the stark salary disparity among teachers within the same school. Government-paid teachers may receive ₹1,00,000 per month, while equally qualified teachers paid by SMCs might earn only ₹10,000. This imbalance creates dissatisfaction and undermines morale of teachers.

Empowering SMCs to manage salary disbursement would not only enhance accountability but also promote fairness and stronger school-level governance.

9. Disconnect Between Grant-in-Aid and School Performance

Currently, the amount of Grant-in-Aid provided to schools is not linked to key performance indicators such as student enrolment, academic outcomes, fees collected, or infrastructure quality. As a result, substantial government investments have not translated into measurable improvements in PGI scores or student learning outcomes.

It is essential to ensure that public funding yields tangible benefits. A performance-linked funding model would incentivize improvements and foster a more outcome-oriented approach to education delivery in the state.

Currently, there is no fee regulatory mechanism in place, which means that government funding is not linked to the fees charged by private institutions. As a result, the funding is not benefiting students and parents as it ideally should.

10. Lack of Infrastructure Funding in the Present GIA System

Although the government allocates ₹1,473.45 crore annually to private educational institutions, these funds are used exclusively for salary payments, with no provision for improving basic infrastructure. This is especially problematic in rural areas where schools often lack essential facilities due to limited fee collection.

Introducing a flexible GIA structure that allows for infrastructure enhancement—particularly in underserved areas—could significantly improve the learning environment and student outcomes.

11. Limited Autonomy for Private Schools

School Management Committees (SMCs) and Governing Bodies (GBs) that receive government funding currently require approvals from the Education Department for every administrative decision—from job advertisements to teacher appointments and retirements. This process not only delays decision-making but also overburdens the Department.

Granting more autonomy to SMCs and GBs would streamline operations, empower local leadership, and free up Department resources for core policy and quality improvement efforts.

12. Proposal

In light of aforementioned challenges and rationale, it is proposed to consolidate various Grant-in-Aid (GiA) schemes into a single, unified framework, to be called the **Meghalaya Education Grant (MEG)**. This initiative aims to simplify fund flow, enhance transparency, and improve the overall effectiveness of government support to private educational institutions.

The core principles of the proposed **MEG** scheme are as follows:

- 1) **No Reduction in Existing Funding:** Schools and colleges will continue to receive at least the total amount they are currently entitled to. The present level of funding will serve as the baseline grant.
- 2) **Unified Scheme Structure:** Schools currently receiving support under multiple GiA schemes will receive a consolidated grant under MEG, disbursed through a single channel to the respective School Management Committee (SMC).
- 3) **Performance-Based Enhancements:** Any future increase in funding will be based on objective criteria, including school performance, infrastructure needs, enrolment figures, pupil–teacher ratio, and fee structures.
- 4) **Simplified Fund Disbursement and Reporting:** Funds will be released quarterly (or at another suitable frequency based on budget availability) directly to the SMC or GB. Institutions will be required to submit a Utilisation Certificate and a performance report at the end of each financial year.

- 5) **Increased Autonomy:** SMCs and GBs will no longer be required to seek prior departmental approval for matters such as advertisements, recruitment, or retirement of teachers. This will significantly reduce administrative delays.
- 6) **Minimal Government Interference:** Aside from routine inspections, the government will not interfere in the day-to-day management of the institutions. Teachers will report directly to their respective SMC or GB, ensuring clearer accountability.
- 7) **Continuity for Deficit Teachers:** Teachers already approved under the Deficit system will continue under the same terms and conditions without any disruption.
- 8) **Application of the Meghalaya Non-Government Schools and Colleges Employees Centralised Provident Fund Scheme Act, 1969:** The Assam Non-Government Schools and Colleges Employees Centralised Provident Fund Scheme Act, 1969, was adopted by the state of Meghalaya in 1974. At present, its implementation is limited to only deficit teachers. However, the Act itself does not restrict its applicability solely to deficit teachers—indeed, the term "deficit" does not appear anywhere in the Act. It is therefore proposed that the scheme be extended to cover all aided schools, provided that both the employee and the employer make the required contributions.

To facilitate the implementation of MEG, the Department proposes to formulate clear rules and guidelines under the *Meghalaya School Education Act, 1981*. Section 7 of the Act provides the legal foundation for such a reform:

“7. (1) The State Government may, subject to such conditions and in such manner as may be prescribed, pay to the Director, for distribution of aid to recognised private schools, such sum of money as the Government may consider necessary. (2) The authority competent to grant the aid may stop, reduce, or suspend aid for violation of any of the conditions governing such aid, as prescribed.”

13. Invitation for Feedback

The Department seeks views/suggestions/opinions/comments on the proposal.

Submission Deadline: 31st May 2025

Contact: megeeducation@yahoo.com

After receipt of feedback, the Department will conduct consultations with the stakeholder is different groups as well.

14. Summary

The Meghalaya Education Grant (MEG) proposes to streamline funding, improve governance, and enhance educational outcomes. The proposal emphasizes autonomy of the Educational Institution, performance-based funding, and better resource utilization, aiming to uplift Meghalaya's low PGI score and strengthen the state's education system.

Enclosures:

Annexure-1: Details of Grant-in-Aid sanctioned to Private Colleges during FY 2024-25

Annexure-2: Details of Grant-in-Aid sanctioned to Private Schools during FY 2024-25

Khublei | Mitela

(Vijay Kumar Mantri, IAS)

Commissioner & Secretary to Government of Meghalaya
Education Department

Copy:

- 1) P.S. to Chief Minister for kind information of Hon'ble Chief Minister.
- 2) P.S. to Minister i/c Education Department for kind information of Hon'ble Minister.
- 3) P.S.s to Cabinet Ministers for kind information of Hon'ble Cabinet Ministers.
- 4) P.S. to Chief Secretary for kind information of Chief Secretary.
- 5) Hon'ble Members of Legislative Assembly for kind information and suggestions.
- 6) P.S. to Addl. Chief Secretary for kind information of Addl. Chief Secretary.
- 7) Director of School Education & Literacy for circulation (electronically) among Educators, teachers, School Management Committees, officers under DSEL, parents and students.
- 8) Director of Higher & Technical Education for circulation (electronically) among Educators, lecturers, Governing Bodies of the Colleges, officers under DHTE, parents and students.
- 9) Commissioner & Secretary (RR), Secretary (ST) and Secretary (DD).
- 10) Director, DIPR for wide circulation.
- 11) All the teacher associations and NGOs
- 12) NIC, for uploading on the all the websites of Government, especially the Websites of Education Department.

Special Officer
Education Department

**Directorate of Higher & Technical Education
Government of Meghalaya**

Details of GIA sanctioned to Private Colleges during 2024-25
East Khasi Hills District, Meghalaya

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|---|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Bormanik College, 3rd Mile, Upper Shillong | 274 | 12,00,000 | 184 | 42,27,700 |
| 2 | Mawsynram Border Area College, Mawsynram | 225 | 39,60,698 | 168 | 39,26,700 |
| 3 | Khrawsing Christian College, Mawngap, Mawphlang | 408 | 72,39,996 | 153 | 38,73,960 |
| 4 | Riwar College, Rangthylliang, Pynursla | 219 | - | 225 | 46,45,600 |
| 5 | Raid Laban College, Madan Laban, Shillong | 295 | 2,27,38,416 | 64 | 16,86,100 |
| 6 | Women's College, Shillong | 1210 | 1,86,87,912 | 374 | 98,03,950 |
| 7 | St. Edmund's College, Shillong | 2779 | 16,44,30,427 | 973 | 3,00,20,680 |
| 8 | St. Anthony's College, Shillong | 5158 | 23,38,12,371 | 2266 | 6,99,21,505 |
| 9 | Lady Keane College, Shillong | 1539 | 19,94,49,901 | 1232 | 3,29,21,755 |
| 10 | St. Mary's College, Shillong | 2310 | 17,88,46,274 | 1195 | 3,73,47,800 |
| 11 | Shillong College, Shillong | 3119 | 18,53,15,997 | 2347 | 7,20,96,333 |
| 12 | Sankardev College, Bishnupur, Laban, Shillong | 901 | 16,37,62,467 | 700 | 1,72,51,780 |
| 13 | College of Teacher Education (PGT), Shillong | 100 | 2,43,48,008 | 71 | 21,74,500 |
| 14 | Synod College, Jaiaw, Shillong | 3397 | 12,98,73,117 | 2699 | 7,75,10,750 |
| 15 | Seng Khasi College, Shillong | 1214 | 1,98,66,617 | 908 | 2,02,47,540 |
| 16 | Shillong Commerce College, Shillong | 1481 | 2,66,10,170 | 1312 | 3,98,72,000 |
| 17 | St. Mary's College of Teacher Education, Shillong | 2310 | 12,00,000 | 75 | 23,10,200 |
| 18 | Seng Khasi College, Shillong | 1214 | 1,14,56,791 | 908 | 2,02,47,540 |

East Garo Hills District, Meghalaya

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Loyola College, Williamnagar | 925 | | 930 | 2,51,11,612 |

East Jaintia Hills District, Meghalaya.

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|-------------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Jaintia Eastern College, Khliehriat | 406 | 2,97,30,364 | 307 | 66,79,400 |

North Garo Hills District, Meghalaya

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|----------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Mendipathar College, Mendipathar | 1311 | 2,35,38,430 | 866 | 1,03,48,100 |

Ri-Bhoi District, Meghalaya

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|--------------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Union Christian College, Umiam Khwan | 991 | 12,48,93,615 | 169 | 47,08,500 |
| 2 | Ri-Bhoi College, Nongpoh | 1161 | 3,43,37,551 | 1152 | 2,67,09,310 |
| 3 | Balawan College, Umsning | 329 | 92,15,230 | 270 | 55,35,000 |

South Garo Hills District, Meghalaya

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|----------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Chokpot Degree College, Chokpot, | | | 0 | - |

South West Garo Hills District, Meghalaya

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|-------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Ampati Degree College, Ampati | 632 | 2,48,02,500 | 459 | 69,63,730 |

South West Khasi Hills District, Meghalaya.

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|--------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Sngap Syiem College, Mawkyrwat | 805 | 1,46,81,378 | 610 | 1,32,34,160 |
| 2 | Sngap Syiem College, Mawkyrwat | 805 | 1,16,97,852 | | |

West Khasi Hills District, Meghalaya.

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Nongstoin College, Nongstoin | 1546 | 4,66,28,653 | 1530 | 3,10,07,300 |

Eastern West Khasi Hills District, Meghalaya.

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|--------------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Tirot Sing Memorial College, Mairang | 725 | 3,38,56,341 | 597 | 73,25,400 |

West Garo Hills District, Meghalaya.

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|---|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Selsella College, Selsella, | | 24,05,439 | 0 | - |
| 2 | P.A.Sangma Foundation AbongNogaCollege,Tura, | 54 | 1,03,55,055 | Newly registered on NSP | |
| 3 | Acheng Rangmanpa College, Mahendraganj | 262 | 88,39,409 | 128 | 15,35,800 |
| 4 | Tikrikilla College, Tikrikilla | 544 | 87,26,185 | 397 | 63,15,200 |
| 5 | Durama College, Megonggre, Rongkhon | 629 | 1,99,22,568 | 266 | 54,84,800 |
| 6 | Don Bosco College, Tura | 2600 | 5,49,06,464 | 3052 | 7,34,42,903 |
| 7 | Kazi & Zaman College, New Bhaitbari | 808 | - | 218 | 37,50,000 |
| 8 | Phukan Memorial College, Dalu | 479 | 12,00,000 | 181 | 24,43,518 |
| 9 | Tikrikilla College, Tikrikilla | 544 | - | Same as at Sl. 4 | |
| 10 | Tura Christian College, A.B. Mission Compound, Tura | 723 | 2,10,95,910 | 481 | 1,01,33,410 |

West Jaintia Hills District, Meghalaya.

| S.No | Name of College | Number of Students Enrolled | GIA Sanctioned for 2024-2025 | Total Scholarship released to the Students during 2024-25 | |
|------|---------------------------------------|-----------------------------|------------------------------|---|--------------|
| | | | | No. of beneficiaries | Amount (Rs.) |
| 1 | Thomas Jones Synod College, Jowai | 1148 | 5,00,000 | 897 | 2,71,59,945 |
| 2 | Nongtalang College, Nongtalang | 177 | 4,13,39,082 | 212 | 27,89,100 |
| 3 | Shangpung College, Nongrim, Shangpung | 439 | 2,56,28,991 | 75 | 6,95,352 |
| 4 | Thomas Jones Synod College, Jowai | 1148 | 1,32,45,469 | Same as at Sl. 1 | |

**Director of Higher & Technical Education,
Meghalaya Shillong**