Introduction
The main object of this thesis is to examine and analyze the linkages and relations of
dependence between the outlays (and long-term investment) by governments, private
individuals, their households and various institutions in the education sector
(principally, schools) in the state of Meghalaya on the one hand, and the capacity of
individuals and their families to earn a livelihood through gainful educated employment
and income associated with such jobs on the other. Our research endeavour begins with
the assumption that both private and public investments together have been
instrumental in increasing the earning capacity of the adult population, reflected as it is
in the early start of employment in paid jobs, the increase in the number of educated
employed populace and the increased level of wages and salaries earned in Meghalaya.
We also attempt to establish the causes for the severe regional imbalance in educational
opportunities and the differences in individual earnings and family income in
Meghalaya.

In our attempt to explore the correlation between investment in education and the
employment prospects of the people of Meghalaya on the one hand, and the levels of
education and its consequence on the earning capacity of the individuals on the other,
we have extensively used the time-series data pertaining to years from 1972 to 2008
from the official published information on public financing of education, growth in
literacy, as well as the growth in the number of schools in the state. Our cross-section
analysis is based on the primary data collected from the field study carried out in the
rural and semi-urban population settlements of six development blocks of the state of
Meghalaya in the northeastern part of India. The principal years of reference for
primary data based study are the years of 2009 and 2010. The individual sample
respondents in our study numbered 600 adults. The crucial variables of our study are
educational investment, school education, literacy across genders, groups and regions,
and the individual’s and households’ capacity to earn a livelihood through gainful employment.

Public investment in education has been one of the most important indirect ways to enhance and enlarge the productive workforce in Meghalaya, particularly since the Independence of the country and after it was accorded the status of a provincial state in the country in 1972. As an important determinant of individual’s earnings and employment prospects, the extent of government involvement in the provision of educational services has always been quite relevant and significant. Such public expenditures on education by the central as well as state governments have often been complemented by private expenditures undertaken by the households, charity organisations, Christian missionaries and other non-governmental agencies over the years. In the case of Meghalaya too, private investment by households in the education of children has often been supplemented by the subsidized educational facilities provided by the Christian missionaries, and various other non-governmental organizations. In the context of the rising economic awareness and the moderately improving agricultural tribal economy of Meghalaya, the private households have also been investing a substantial part of their annual family budget on schooling of siblings. In economic theories, such expenditures (both public and private) have been treated as investment that builds human capital (Schultz 1961; Becker 1964). It is considered so because of its potential to improve labour productivity, enhance employment prospects and augment individual earnings of the populace. In view of this fact, both public and private expenditures (and often long-term investments with pecuniary as well as non-pecuniary returns) in building up the educational sector have recently taken new directions in India’s northeastern province of Meghalaya.
Public investment in education in the form of money outlays often come with the establishment of new schools, creation of various other infrastructure facilities related to human resource development and the enhancement of literacy rate in the country. Substantial growth in government expenditure on education in the state has also come about as a direct result of various central and state sponsored educational programmes and new initiatives. Implementation of programmes such as the *Operation Black Board* (a centrally sponsored programme started in 1987), the *Total Literacy Programme* (launched in 1988), the *Mid-Day Meal Scheme* (launched in 1995) to support the universalization of primary education, and *Sarva Shiksha Abhiyan* (the flagship programme of government of India, launched in 2003-04) for achievement of universal elementary education, have all brought about large investments in education by the central and state governments.

Individuals and private households in Meghalaya have invested part of their resources in education so as to enhance their employment and earnings prospects, as well as to improve their social status. Individual investment in education and skills formation consist of various types of expenditures incurred by the students as well as their households on their education. Such expenditures have included not only the tuition and other related expenses such as stationery, sundry learning materials, uniform, conveyance and hostel fees, but also foregone earnings and opportunity costs (earnings that would have been realized, had the student chosen not to go to school but work). The decision of individuals and households in Meghalaya to invest in education has been determined, as in the case of the rest of the country, by a variety of factors such as the disposable income of the family, household size, educational level of the parents and various other distinctive socio-economic factors that are prevalent in the state. While it has differed substantially from one income group to another, factors like
rural/urban considerations, proximity of schools, and in some cases the gender and tribal considerations have also had considerable influence on such investment decisions in education.

Private investments made in education also differs on the basis of the choice of institutions made, as the cost of pursuing education varies from institution to institution on account of dissimilarity in teaching-learning process adopted and the basic amenities provided. Variations in the type of management of the school has also been a factor that has had considerable influence on the decisions of individuals and households to invest in education, as purely private schools tended to have higher fees and related expenditures, while schools directly under government management usually have much lower fees and other expenses. Educational expenses have also varied from one region to another within Meghalaya. In our conceptual framework which has been the guidance for the empirical analysis, we have taken note of such variations with the help of secondary, as well as primary data and information pertaining to the state of Meghalaya.

There is a definite relation between increasing expenditures in the education sector and enhancement in the capacity of people to generate income. Earning capacity of an individual is his/her ‘productivity’ as a production worker. This capacity is determined by the quality of human capital which in turn depends on the degree of knowledge, skills, attitudes, motivation, ability and physical health of the individual; the labour market conditions and the sum total of the opportunities that are available. One’s educational attainment and the specific skills that one possesses raise the competency level, leading to higher productivity and higher earnings. In other words, earnings in the labour market are determined by human capital, which consists of capacities to
contribute to production, generically called ‘skills’ (Bowles, Gintis and Osborne, 2001).

‘Earning capacity’ in our context refers to a person’s/household’s capability or potential to acquire salaries and wages or earn an income through self-employment by investing one’s educational achievements, skills, training, experiences and talents. It is the potential or expected earnings of a worker or self-employed person who chooses to maximize the actual earnings. Among other things, one’s earning capacity depend on one’s age, ability and willingness to work, status of health, level of education and acquisition of skills – both innate and acquired.

Objectives of Thesis

Present thesis attempts to fulfil four principal objectives. These objectives are as follows:

1. To examine the government budgetary allocation in different sectors of education in Meghalaya since its inception in 1972.

2. To study the literacy rate across rural-urban divide, genders and different districts and to work out the correlation between investment in education and literacy rate.

3. To find out the income-earning capacity across educational qualifications, household income groups, occupational levels, age-groups, genders and other categories.

4. To identify the determining relationships among educational investment, educational attainment and income earning capacity of the people of the state.
Conceptual Design

In attempting to realize the objectives, we have developed a conceptual canvass. We begin with the basic assumption that there is a specific relation between the two vital concepts (with associated terminologies) of: (a) investment in education, and (b) the earning capacity of the educated people. Investments made in education and human resource development play a crucial role in one’s employment decisions and earning possibilities. Different types of employment, be it self-employment or full-time salaried employment, provide people with certain degree of competence and capacity to earn a return which we see as the actual income in the context of Meghalaya. The actual income that accrues, along with the potential that is always there, enhances, though slowly, the earning capacity of the educated person. It is our contention in this thesis that investment in education is a decisive factor in one’s ability to earn an income in Meghalaya.

Investment in education generally consists of public investment and private investments. Public investment in education comes from various levels of government (Central, State) and other local administration bodies (district, corporation, municipalities, panchayats). Such public investments in education generally come in the form of various infrastructural projects undertaken for the promotion of education, skills development and training. They include expenses incurred on all types of educational and skills development activities undertaken through institutions such as schools, colleges, and universities. The range of infrastructure facilities developed, the assortment of scholarships and subsidies made available for promotion of education and development of skills and competence, and the various programmes initiated by the government from time to time with the objective of promoting education and skills.
development are all significant forms of investment in education. Private investment on the other hand comes from private individuals, families, religious groups and various other non-government organizations. The sum total of these investments (public as well as private) contribute to human resource development in Meghalaya, as they help in the building up of literacy, skills, numeracy aptitudes as well as essential values among individuals.

Human capital refers to the value of human capacities (Schultz, 1960), that is, the stock of ‘skills and expertise’ of a person or a nation at a given point of time. It is the stock of competencies, knowledge, social and other personal attributes that influence the ability of individuals and households to produce economic value. Human capital is therefore the measure of the economic value of skills and endowments. The concept of human capital thus recognizes the fact that not all labour is equal, and that the quality of employees can be improved by investing in their education and skills development programmes. In other words, it underlines the fact that education, experience, and abilities of an employee have an economic value for employers and for the economy as a whole. Human capital formation helps a nation in augmenting its national income and thereby ensuring economic development and the wellbeing of its people. Human capital formation allows individuals to enhance their value in the labour market. Individuals with their innate and acquired ‘stock of human capital’ earn wages, salaries and incomes from suitable employment or through self-employment. Investments in human capital thus play a significant role in determining the ‘earning capacity’ of individuals and the households, eventually ensuring their survival by means of earning a livelihood.
Flow Chart 1

NGOs, Religious Bodies, Private Persons → Government, Local Bodies

Investment in Education

College Education → University Education → School Education → Technical Education

Meghalaya Education

Skills → Values → Literacy → Numeracy

Human Resource and Human Capital

Self employment → Unemployment → Wage Employment

Educated Individual

Salary/wage/Mixed Income

Earning Capacity

Survival of the Household
Earning capacity refers to the scope of one’s earning potential which depend on a number of variables that include age, schooling and educational attainment, professional and technical competency, vocational training and experiences, and the prevailing socio-economic conditions. It is described as the highest potential income one can command, given one’s stock of human capital. Irwin Garfinkel and Robert Haveman (1977) defined it as ‘the income stream that would be generated by employing human and physical assets to capacity.’ Alternatively, ‘it indicates the person’s gaining of initial employment, maintaining employment and moving to new employment by choice’ (Weinert et al., 2001). Since earlier studies (Becker and Chiswick, 1966; Mincer, 1974) that treated education, skills training and experience as the main variables influencing the prospects of earnings were criticized for not taking into consideration socio-economic conditions and physical capital also as factors that influence earnings, we have broadened our canvas of analysis in the context of Meghalaya.

Over the years, an ever increasing number of literature and empirical studies have attempted to relate the formation and enrichment of human capital through advancement in education with the enhancement and augmentation of earning capacity in the economy and in the society. We have surveyed such literature in chapters one and two of the main body of the present thesis.

**Hypotheses**

We have set before us the following three hypotheses to test:

1. There is severe regional imbalance in educational opportunities, leading to marked difference in earning and the overall family income.
2. The urban and privileged groups are beneficiaries of most educational facilities leading to perpetuation of the divide between rich and poor.

3. Investment in education in the state has not played a crucial role in generating income-earning capacity of the people over the years.

**Methodology**

In our thesis, an attempt is made to study the investment pattern of the government of Meghalaya in education since the inception of the state in 1972, and analyse the accompanying process of the formation of literacy and numeracy and the enhancement of the earning capacity of the people. Growth of literacy and numeracy takes place through a multiplicity of educational experiences and through a variety of institutions, but more particularly and explicitly through schools in Meghalaya. This process has empowered individuals, and thereby the tribal society with not only knowledge, literacy and numeracy, but also with modern values. The knowledge, literacy and values thus gained have their influence on labour productivity and employment.

Our analysis of the private and public investment pattern in education and the impact it has on absorption in employment and income generation in the context of Meghalaya is carried out using both published time-series of aggregate secondary data, as well as cross-section sample primary field data. We use the primary data collected through our field survey during the period between August 2009 and February 2010, and published secondary data, collected from government reports, journals and published materials. We have attempted to establish the inter-relationship between educational and economic variables in the rural and semi-urban contexts of Meghalaya. In doing so, we
have endeavoured to find the hitherto ignored and uncovered aspects and dimensions on the relation between educational investment by the government, non-government organizations, religious groups, various other private organizations, households and individuals and the employment and income earning prospects of individuals and households in Meghalaya.

Attempt is made to establish the importance of investment in education and ascertain its relevance and impact on employability and in the prospect of earning an income in the selected rural and semi-urban areas of the sub-regions of Meghalaya. Our analysis of the primary and secondary data involves the elaborate use of statistical tools and techniques of average, percentage, correlation and analysis of regression coefficients and tests of significance. The technique of cross-tabulation is also used. The contingency coefficients are also estimated. Pictorial representations through charts and maps are also shown in our thesis.

**Methods of Collection and Sources of Data**

Secondary published data with regard to the quantitative and generalized information on government expenditures and investment in the education sector, and the literacy and numeracy achieved in Meghalaya over the years are extensively used. Primary data was collected to complement the inadequate secondary information on the facets of daily and monthly earnings as well as on annual employment and unemployment among the educated population.
Secondary Data

The website of Government of Meghalaya (www.meghalaya.gov.in), the website of NER Data Bank (www.db.nedfi.com), and Indian National Survey data have been important sources of secondary data. The process of collecting secondary data included three visits to Indian Council of Social Science Research (ICSSR), Shillong, and four visits to North East Hill University (NEHU) Library. Sources of secondary data for the study included the reports published by the Statistical Department of the Government of Meghalaya as well as of the Government of India. Besides these, specific data required were also accessed from the Directorate of School Education, Planning, Finance and Rural Development Departments of the Government of Meghalaya. Census data of various regions were also extensively used. In the present thesis, such data as these that area available have been collected and subsequently processed, classified and tabulated so as to be able to draw principal aggregate-date based conclusions.

Primary Data

A field survey was undertaken by the researcher himself during the period between August 2009 to February 2010 with the purpose of collecting primary data from the three sub-regions of Garo Hills, Khasi Hills and the Jaintia Hills of Meghalaya. These regions constitute diverse agro-climatic and demographic entities within the state under consideration. These were thus purposively selected. The blocks within the sub-regions were also purposively selected. Subsequently, random sampling was adopted. The target group was confined to adult members of the society who were randomly sampled. The sample size was fixed at 100, spanning each of these six blocks to make a total
sample size of 600, of whom 300 were from rural settings and the remaining 300 were from semi-urban settings. Data was collected through personal interview using an interview schedule, as well through a questionnaire.

The questionnaire with about 150 questions (see Appendix), divided into 8 main schedules was used to gather the primary data from randomly selected adult members of the population in each of these blocks by visiting their families. The questionnaire sought information on individual’s personal characteristics such as age, gender, educational (general and technical) status; other matters related to their education such as fees paid, proximity of school, the type of school attended, reasons for discontinuing; employment status, reasons for unemployment, the number of days one was unemployed during the year; educational status of the parents, family details such as the number of children, their educational status, the type schools they attend, reasons and details of discontinuing their studies if they had; as well as information about their monthly and yearly earnings. The questionnaire also sought detailed information about their family that included its earnings status and savings.

**Sampling Technique**

To collect primary data we depended on multistage sampling. We adopted the stratified purposive sampling technique as we wanted a representative data of the whole state. In the first stage, in order to cover all the three major tribal communities of the state, viz. Khasis, Garos, and Jaintias, we decided to conduct our study spread across the three distinct and natural regions of the state of Meghalaya, namely, the Khasi, Garo and Jaintia hills regions. In the second stage, one administrative district each from these three regions was purposively chosen. The districts thus chosen were Ri-Bhoi district
from Khasi Hills region, Jaintia Hills district from Jaintia Hills region, and the East Garo Hills district from Garo Hills region. In the third stage, from each of these three selected districts, one rural and one semi-urban administrative block each was randomly chosen from the list of districts and rural/semi-urban blocks so as to avoid any bias. The three rural blocks thus chosen were Amalarem from Jaintia Hills district, Dambo Rongjeng from East Garo Hills district and Umsining from Ri-Bhoi district. Khliehriat from Jaintia Hills district, Resubelpara from Garo Hills district and Umling from Ri-Bhoi district were the three semi-urban blocks we had selected for our study. From each block, one hundred individual adults were sampled.

**Analytical Framework**

Analysis of the primary and secondary data materials for this thesis adopts both descriptive and analytical format. The descriptive format is used to elaborate on the history of educational development in Meghalaya, often with a comparative analysis of the other states in the northeast and the national level statistics so as to ascertain and situate the relative position of educational development in the state. We have also analysed the quantum of public investment made in education since the inception of the state in 1972 and have tried to link it with the developments in the school education sector and the growth of literacy in the state.

We have extensively used tabular and graphic presentations along with pie and bar chart to present the quantitative data. Tabular presentation of the data involves the arrangement of data in a systematic way in rows and columns. Besides facilitating easy analysis and comparison, data presented this way highlights characteristics of data and help in easy understanding.
Statistical Techniques

In our analysis of the data, we have used the tools of ‘average’ (arithmetic mean) and percentage. An ‘average’ is a figure that represents the whole group and can present a simple and systematic description of the principal features of the data. Arithmetic mean is the simple average of all items in a series and is calculated by adding the values of all items in a series and dividing the total by the number of items. A ‘percentage’ is defined as a proportion or share in relation to a whole. It is a fraction or ratio with 100 understood as the denominator. The estimates of average and percentage are presented in both tabular as well as graphical format.

To analyze the relationships between variables we have extensively used cross-tabulation technique. Cross-tabulation, often abbreviated as ‘crosstabs’, is one of the more commonly used tools to analyze the relationships between two variables. Crosstabs is usually presented as a contingency table in a matrix format. A contingency table is helpful in determining whether the value of one variable is associated with, or “contingent” upon, another.

We have also used statistical technique of correlation to analyse the quantitative relationships between different variables and to measure the degree and intensity of different variables. Correlation is a statistical measurement of the relationship between two variables. Possible correlations range from +1 to –1. A zero correlation indicates that there is no relationship between the variables. A correlation of –1 indicates a perfect negative correlation, meaning that as one variable goes up, the other goes down. A correlation of +1 indicates a perfect positive correlation, meaning that both variables
move in the same direction together. We have used correlation exercise to study the relationship between years of schooling and the patterns of earnings and occupations.

We have also relied on regression analysis to come to certain conclusions. A regression is the description of the nature of the relationship between two or more variables; it is concerned with the problem of describing or estimating the value of the dependent variable on the basis of one or more independent variables. It is a statistical measure that attempts to determine the strength of the relationship between one dependent variable and a series of other changing variables (known as independent variables) and constructing a mathematical function that best describes the relationship between them. Linear regression uses one independent variable to explain and/or predict the outcome while multiple regressions use two or more independent variables to predict the outcome.

**Significance of the Research Problem**

Six decades of independence and many high profile attempts to promote education with large sums of money spent on it, have not brought about any significant improvement in the lives of large sections of people in Meghalaya, particularly in the rural areas where people continue to languish in the grip of illiteracy, poverty and unemployment. The benefits of education vis-à-vis economic growth have not reached much of the rural and economically weaker sections of the population. Education being a key requisite for economic advancement and social and political restructuring of society, it is important that equality of opportunity to pursue quality education and equity in the provision of services are both ensured for all. The reality in the case of Meghalaya is however replete with instances where even basic educational facilities are not available to large
sections of the population. With about one-fourth of the population of the state still remaining illiterate we see the existence of dissimilarity in economic and educational development across genders, various tribal groups and the regional space (i.e blocks and districts). It is important that the reasons for continuance of such asymmetry that exists even after six decades of independence is ascertained.

There has been very little effort so far to study the interdependent relationships among the various economic and non-economic factors that influence the earning capacity and the persistence of regional imbalances and rural/urban divide and their relation to educational attainment in the context of Meghalaya. Besides fulfilling the objectives mentioned earlier and testing the hypothesis we have set, this study aims to shed light on issues of inequity in educational attainment of the different social groups, regions and genders and determine the reasons for the widespread poverty and the lack of adequate employment opportunities. It is expected that this study would be helpful to policy makers, not only in the education sector of Meghalaya, but also in the planning and implementation of various welfare projects to reduce the gap between the ‘haves’ and ‘have-nots’. Out study may also provide better understanding of the existing social and economic realities of the state and help the policy makers to understand the inadequacies of their policies and accord the needed priorities in initiating and bringing about the required structural changes and better utilization of the resources.

**Chapterization**

We have began our thesis with an introductory chapter in which we have attempted situate the research problem. This introductory chapter has begun with a brief discussion on the importance of investment in education and human development as it
affects employment prospects and earning capacity. Distinction is made between private and public (government) investment in education. This is followed by a brief description of the importance of government investment in education and human development. The main objectives and the conceptual design of the thesis are elaborated. We also explain the two vital concepts that we have extensively used in our study, namely: a) investment in education, and b) earning capacity of the educated people. The hypotheses we have set before us and the methodology we have followed in our study are also elaborated. The methods employed in the collection data, the sampling and the statistical techniques used and the analytical framework adopted in our study are all elucidated. These are followed by a section to elaborate on the significance of the research problem and the possible utility this research would have for the policy makers and the society.

Chapter 1 is devoted to elucidating the significance of investment in education and its relationship with earning capacity of the people. This chapter is divided into three sections. In the first section we examine the rationale of public financing of education. This section, traces the importance with which education and human development was treated in the history of economic thought and practice, and explores the rationale behind considering education as a ‘public good’ and elaborates on the logic of investing large public funds in education and human development. The second section discusses the influence of public investment in education on employment prospects, and earning capacity. This section begins with a description of the view propounded by conventional human capital theory that regarded investment in education and training as important as investment in other forms of capital. This is followed by an elucidation of the assumption that better educated persons tend to have higher wages and higher income earning capacity, compared to less educated ones. We also discuss how the
educated people become more capable of absorbing new information, acquiring new skills, and in familiarizing themselves with new technologies and how the amount of education individuals receive affect the quality of their employment and their earnings. In this section also we also look at how the relation between education and earnings is influenced by such number dynamic factors as the stages of development of the economy, the pattern of supply and demand for work force of different occupational and educational categories, strong social infrastructures, the political climate, the quality of governance and policies adopted by the government. In section three, we examine the influence of schooling and education on earning capacity. We discuss the role of school education as an important variable in socio-economic inequality and examine how inequality in educational attainment can lead to inequality in earnings. We also discuss the importance of quality of education and post-school training help in improving earning capacity of people. This chapter ends with our concluding remarks.

Chapter 2 is a survey of literature on various aspects of human capital formation and economic growth documenting the relationship between investments in education and its impact on the earning capacity of the people. We examine the literature that deals with far-reaching individual and social benefits of public investment in education and the importance of adequate and judicious investment in education. This chapter is divided into four sections. The first section is an overview of how education acts as the cornerstone of economic growth and social development. We survey existing literature that deal with economic and social return to education, especially the school education, and how investing in education human development helps in sharing the gains of economic growth throughout the economy, and offset the prevalence of inequality. The second section is on education and primary schooling. We look at literatures that advocate the importance of giving priority to primary education and look at the
conclusive evidences that are available on the incidences of greater individual and social returns to primary schooling in comparison to higher education. In this section we also take note of the various arguments that advocate public investment in primary schooling and the many benefits such investments bring to the individual and to the society. The quality of education an individual receives and its bearing on the quality of employment and earnings is also briefly dealt with. The third section is on economic development and the many spill-over benefits it brings along. In this section we look at the arguments and the many economic and social reasons for associating education with growth. Much of these literature and empirical studies underline the fact that higher educational attainment has the potential to lead to increased labour force participation, higher productivity, higher wages, and lessen the probability of unemployment and poverty. This section also looks at the various points of view on the role of education in ensuring scientific and technological advancement so essential for any far-reaching growth and development, and the many ‘externalities’ that accrue to individuals concerned as well as to the entire society as a result of investments made in education.

In section four we examine the decisive role human resource development plays in improving the socio-economic status of people and in bringing about rapid economic growth. We also examine the significance of education and human development and the crucial role it plays in the process of technical transformation and its potential in reducing poverty. This is followed by the concluding remarks.

Chapter 3 deals with investment in education with particular reference to Meghalaya. Based on published secondary data, it deals primarily with government expenditure on education in Meghalaya since the inception of the state in 1972. This Chapter is divided into four sections. The first section elaborates on the background information relating to social and economic profile of Meghalaya, the sample blocks and the sample
respondents. In this section we also take a brief look at the administrative divisions of the state, its agricultural and industrial sector, workforce participation, unemployment rate, gross state domestic product, per capita income and the degree of human development. This section also has a brief analysis of the three districts and the six development blocks selected for our study and a general profile of the sampled respondents. In section two, we discuss the government expenditure on education in Meghalaya. In this section we examine the growth in government’s expenditure on education and the trend in its investment pattern. In section three we look at the sharing of educational financing between the central and state governments and the changing priorities of the government over the years. In section four we analyse the private expenditure on schooling, based on our sample survey. The variations in the annual expenditure incurred on their education by the sample respondents and their households and the reasons for these variations are discussed in this section. This is followed by concluding remarks.

Chapter 4 is devoted to inter and intra district study of the trend and pattern of literacy in Meghalaya. This chapter is divided into three sections. In the first section, with the help of published data we trace the contributions of the Christian missionaries in the development of formal education in the state, particularly during the nineteenth and the first half of the twentieth century. This is followed by a brief discussion on the cost of schooling, and the status of literacy based on sample data. In the second section an analysis of the time series secondary data on the growth of literacy is carried out. We discuss the trend in the growth of literacy across districts, genders and across the different blocks. This section also has a brief discussion on the rural-urban gap in tribal literacy, gender and district-wise growth in literacy, and the general trend in growth in literacy. Section three is devoted to an analysis of the sample literacy. We discuss the
educational attainment level, gender-wise, block-wise and place of residence-wise distribution of the sample respondents. In this section, we also have a brief analysis of the relation between private expenditure on education incurred by the sample respondents and their educational attainment level is discussed. This is followed by our concluding remarks.

Chapter 5 deals with the spatial analysis of the earning capacity of the people of Meghalaya. This chapter is divided into four main sections. The first section is devoted to the secondary data analysis of per capita income and literacy in Meghalaya. We look at the correlation between the growth of per capita income and the increase in literacy rate in the state. In section two, we analyse the workforce and employment structure in Meghalaya. This is followed by an analysis of workforce participation and employment level across the different districts. In section three we discuss the sample individual earnings. We analyse the literacy level of the sample respondents and their earnings. In section four we examine the sample workforce participation and the employment level. Here we analyse the gender-wise, block-wise and educational level-wise workforce participation and the employment pattern among sample respondents. This chapter is concluded with our remarks.

Chapter 6 deals with the empirical analysis of the determinants and the interrelationship among educational investment, educational attainment and earning capacity. This chapter is divided into three sections. The first section is on public investment, aggregate literacy, and per capita income. In this section, we analyse the relation between private expenditure on education and literacy based on our sample data and look at the relationship between literacy and employment. In section two we employ statistical techniques of correlation and regression to examine the important variables
that affect earning capacity. In section three we analyse the constraints of growth in earnings and look at the asymmetry in educational attainment, earnings, and unemployment and school drop-out phenomenon. This is followed by concluding remarks.

Chapter 7 is the conclusion chapter dealing with the main findings of this thesis. In this chapter, we first enumerate the main finding based on our analysis of the primary and secondary data. This is followed by a brief concluding paragraph.