

# EDUCATIONAL ADMINISTRATION IN MEGHALAYA

---

---

Structures, Processes and Future  
Prospects

---

---

Srilekha Majumdar  
Torist Mark



NIEPA

095  
1164

The first survey of educational administration in India was conducted by the National Institute of Educational Planning and Administration (NIEPA) in 1973-74. After a gap of two decades, NIEPA has again undertaken the gigantic task of conducting the Second All India Survey of Educational Administration, covering all the states and union territories. This book is an outcome of the survey recently completed in Meghalaya.

The book is based on an analysis of not only information collected from primary sources in the state but also the latest data from secondary sources. It gives the present status of educational administration, right from the institution to the state level, with focus primarily on administration of school education. The selected indicators of educational development given in the book provide a comparative picture of the state vis-a-vis the all-India position at different points of time. The book provides a critical analysis of various functions of educational planning and administration with suggestions for future development of the administrative system, outlining the tasks ahead for educational planners and administrators. It also studies the activity profiles of educational administrators, particularly at district and institutional levels.

The book belongs to a series of such publications on educational administration in the various states and union territories of the country and is valuable reference material for researchers, educationists, educational planners and administrators as well as all those interested in the development of education.

**Rs 355**

**SRILEKHA MAJUMDAR, Ph.D.** from the Indian Institute of Technology, Delhi, was awarded the State Scholarship in Education for higher studies in the UK by the State Government of West Bengal and joined Reading University. She has a rich and varied research experience; her major field of study is educational management—the areas of academic interest include organisational issues in educational management, especially the multidimensional issue of institutional effectiveness; educational management in the north-eastern region of India and education of the deprived and disadvantaged. She has published numerous papers on various issues and authored books on educational administration in the different states and union territories of the country. A former teacher of Calcutta University and Project Associate Fellow of NIEPA, she is presently working as consultant at Educational Resources Centre, New Delhi.

**TORIST MARK**, A statistician, trained at Wisconsin University, USA and a teacher of the subject at St. Anthony's College, Shillong, he has been serving the Meghalaya Government for the past two decades—as Deputy Director of Public Instruction, Joint Director of Public Instruction and currently, as the Director of Elementary and Mass Education. He has been the State Survey Officer for a number of prestigious national-level surveys including NCERT's Fifth All-India Educational Survey. His administrative and rich and varied academic experience is well reflected in the many publications he has to his credit.

**ISBN 81-259-0807-2**

F237  
887

# Educational Administration in Meghalaya

*Structures, Processes and Future Prospects*



**SRILEKHA MAJUMDAR  
TORIST MARK**

**NATIONAL INSTITUTE OF EDUCATIONAL  
PLANNING AND ADMINISTRATION**

17-B, Sri Aurobindo Marg, New Delhi-110016



**VIKAS PUBLISHING HOUSE PVT LTD**

gan

# VIKAS PUBLISHING HOUSE PVT LTD

576, Masjid Road, Jangpura, New Delhi-110 014  
Phones: 4314605, 4315313 • Fax: 91-11-4310879  
E-mail: [orders@vikas.gobookshopping.com](mailto:orders@vikas.gobookshopping.com)  
Internet: [www.gobookshopping.com](http://www.gobookshopping.com)

First Floor, N.S. Bhawan, 4th Cross, 4th Main,  
Gandhi Nagar, **Bangalore**-560 009 • Phone: 2204639

F-20, Nand Dham Industrial Estate, Marol,  
Andheri (East), **Mumbai**-400 059 • Phones: 8502333, 8502324

### Distributors:

## UBS PUBLISHERS' DISTRIBUTORS LTD

5, Ansari Road, New Delhi-110 002

Ph. 3273601, 3266646 • Fax : 3276593, 3274261

E-mail: [orders@gobookshopping.com](mailto:orders@gobookshopping.com) • Internet: [www.gobookshopping.com](http://www.gobookshopping.com)

- 10, First Main Road, Gandhi Nagar, **Bangalore**-560 009 • Ph. 2263904
- 6, Sivaganga Road, Nungambakkam, **Chennai**-600 034 • Ph. 8276355
- 8/1-B, Chowringhee Lane, **Calcutta**-700 016 • Ph. 2441821, 2442910
- 5-A, Rajendra Nagar, **Patna**- 800 016 • Ph. 672856, 656169
- 80, Noronha Road, Cantonment, **Kanpur**-208 004 • Ph. 369124, 362665

### Distributors for Western India:

## PREFACE BOOKS

223, Cama Industrial Estate, 2nd Floor  
Sun Mill Compound, Lower Parel (W), **Mumbai**-400 013

Copyright © NIEPA

First Published, 2000

**NEHU LIBRARY**  
 Acc. No. 313878  
 Acc. by M. J. ...  
 Date 11/11/09  
 Class by ...  
 Sub. Issued by ...  
 Date by Rid 3/8  
 Transcribed by ...

WE  
 379.1520954164  
 MAJ; 2

All views expressed in this book are those of the authors and should not be attributed to NIEPA.

**COMPUTERISED**

All rights reserved. No part of this publication may be reproduced in any form without the prior written permission of the publishers.

Information contained in this book has been published by VIKAS Publishing House Pvt. Ltd. and has been obtained by its authors from sources believed to be reliable and are correct to the best of their knowledge. However, the publisher and its authors shall in no event be liable for any errors, omissions or damages arising out of use of this information and specifically disclaim any implied warranties or merchantability or fitness for any particular use.

# Project Team

## National Level

- Project Associate Fellow : Dr. R.S. Tyagi
- Project Associate Fellow : Dr. Srilekha Majumdar  
(upto 30th June, 1999)
- Consultant : Dr. R.P. Singhal

## State Level

- Project Officer : Shri Torist Mark  
Director of Elementary and  
Mass Education  
Government of Meghalaya

## Foreword

The Institute is happy to bring out this report of a survey of educational administration in Meghalaya. This publication belongs to a series of such reports which are being brought out by NIEPA as a part of the Second All India Survey of Educational Administration, covering all the states and union territories in the country.

The National Policy on Education accords a high priority to the need for overhauling the system of planning and management of education. To bring about the required changes in the system, it is first necessary to know how it is working at present. Accordingly, the survey report covers various aspects of educational administration in Meghalaya in a comprehensive manner. Apart from furnishing general information about the state and indicating the legal basis of education, the report provides a brief description of educational policies and programmes, organisation and administration of education, the role of non-government agencies and local bodies, personnel management, financial management, information system, processes of educational planning, inspection and supervision and academic support system. The report also contains activity profiles of inspecting officers and heads of institutions which could help in designing more tangible pre-service and in-service programmes for these educational functionaries. There is also a discussion on the current issues and problems faced in the management of education as well as an indication of the prospects for future development.

Detailed data on the size, efficiency and performance of educational administration in a state or a union territory are not readily available. The Survey attempts to bridge this gap in information. The indicators of educational development included in the report give a

comparative picture of the state and the overall national position at different points of time.

On behalf of the Institute, I would like to express my sincere appreciation of the work put in by the project team, particularly of the leadership and guidance provided to the project team by Shri Anil Sinha, Former Joint Director, NIEPA as the Project Director upto November, 1996. I would also like to put on record my appreciation of Shri Baldev Mahajan, formerly Project Director and Joint Director, NIEPA and late Shri M.M. Kapoor, who was Project Director and Senior Fellow and Head, Sub-National Systems Unit of the Institute upto December, 1993. While the credit for preparing the preliminary report of the Survey goes to the project team at the state level under the direction of Shri Torist Mark, Director of Elementary and Mass Education, Government of Meghalaya the major responsibility for finalising the report was undertaken by Dr. Srilekha Majumdar at NIEPA. I am most thankful to the members of the National Advisory Committee of the Survey for the expert advice and guidance at all stages of the project. We are particularly grateful to the Government of Meghalaya for their willing cooperation in providing the basic material for this survey report.

I hope this publication will serve the needs of educational planners, administrators and policy-makers as well as students, teachers and researchers.

New Delhi

June, 2000

**B.P. Khandelwal**

Director

National Institute of Educational  
Planning and Administration

## Preface

The first National Survey of Educational Administration conducted by the National Institute of Educational Planning and Administration in 1973 was a pioneering attempt to study the organisation and administration of education in all the states and union territories. The Second Survey now seeks to provide an elaborate picture of educational administration in general and school education in particular, with special reference to its structure, organisation, processes, functions as well as challenges and innovative tasks confronting the system and its growth over the years.

Primary data were procured through a field study conducted with the help of a set of structured tools. A vast variety of secondary sources such as the central and state government documents, census reports, state budgets, plan proposals, educational research studies, etc., proved useful for the analysis of the state education system in a national perspective.

This study is an outcome of the collaborative efforts of the Education Department of the State of Meghalaya and NIEPA. The findings, interpretations and conclusions given in this study are, of course, those of the authors and need not necessarily be attributed to the Institute or the state government.

We would like to take this opportunity to express our thanks to the authorities of the state especially to Shri Y. Tshering, Education Secretary, Shri Pariah, Shri Wahlang and Shri P.J. Bazeley, Former Education Secretaries and Smt. M. Mawlong, former Additional Education Secretary, for efficiently coordinating the project at various stages; to the whole team of personnel at the district, block and institutional levels and at the SCERT and SIE for their active cooperation in the successful completion of this work. We would also like to put on record our appreciation of the state government's invaluable help and support extended to us under the guidance of Shri

D. Gangopadhyay, former Chief Secretary; Shri Wahlang, former Education Secretary; and Shri L. Ray, DPI for the two-day workshop on Planning and Management of Education in the North-Eastern States and Sikkim held at Shillong in October, 1996. In this context, our sincere thanks are also due to Shri Wolflang, Director, SCERT and his faculty members for their untiring help and cooperation. The discussions by various participants at the workshop, especially representatives of the Meghalaya State Education Department, have helped in enhancing the richness of the report.

We are most grateful to the members of the State and the National Advisory Committees for their expert guidance. We would like to record our profound sense of gratitude to Prof. B.P. Khandelwal, Director, NIEPA and to Shri Champak Chatterjee and Prof. Kuldeep Mathur, former Directors, NIEPA for their support and encouragement extended to us so generously. We thank Shri Anil Sinha former Joint Director, NIEPA and Project Director of the survey who provided leadership and guidance to the project team upto November, 1996. We are equally thankful to Dr. P.D. Shukla, Dr. T.N. Dhar, Dr. R.P. Singhal and Shri J.A Kalyanakrishnan for their valuable advice during various stages of the Survey, including the finalisation of its reports. We are thankful to Shri P.R.R. Nair for his help and cooperation in all administrative matters.

We would like to place on record our sincere gratitude to late Shri M.M. Kapoor, former Project Director, for pioneering a project of this magnitude and for providing guidance and direction to the project team upto December 11, 1993. Thanks are due to other members of the Project Team at NIEPA for their sincere cooperation in bringing out this report. We are thankful to Ms. Nirmal Malhotra, Librarian and Shri N.D. Kandpal, Documentation Officer at NIEPA for their help. We thank Shri P.N. Tyagi, Cartographer, NIEPA for his valuable assistance in cartographic work of this report. We wish to extend our thanks to our former colleague Shri Arvind Sinha for helping in the preparation of the indicators of educational development, to Shri Sanjay Sharma and Shri Shishpal for word-processing and to a number of other persons for rendering administrative, secretarial, computer and reprographic assistance. Thanks are also due to Shri M.M. Ajwani, Deputy Publication Officer, NIEPA for his assistance in publication of the book.

New Delhi  
June, 2000

**Srilekha Majumdar**  
**Torist Mark**

# Contents

<i>Foreword</i>	vii
<i>Preface</i>	ix
<i>List of Tables</i>	xvii
<i>List of Figures</i>	xxi
<i>Abbreviations</i>	xxiii
<b>1. Introduction</b>	1
Objectives of the Survey	
Scope and Coverage	
Methodology	
Case Study	
Advisory Committee	
Problems and Difficulties	
<b>2. The State</b>	5
Administrative Structure	
Geographical Characteristics	
Demographic Features	
Socio-Economic Features	
Education System	
Growth of Education	
Literacy	
Provision of Schooling Facilities	
<b>3. Legal Basis of Education</b>	36
Acts and Rules	
Meghalaya Board of School Education Act, 1973	
Meghalaya School Education Act, 1981	
Meghalaya Board of Primary Education Act, 1988	
Meghalaya (Taking Over of District Councils/ Lower Primary Schools) Act, 1993	
Sixth Schedule of the Constitution of India	
Other Rules	

<b>4. Educational Policy and Programmes</b>	<b>41</b>
Priority Areas	
Pre-primary Education	
Elementary Education	
Small Schools	
Non-Formal Education	
Secondary Education	
Higher Secondary Education	
Work Experience and Vocational Education	
Higher Education	
Technical Education	
Teacher Education	
Adult and Continuing Education	
Other Programmes	
<b>5. Organisation and Administration</b>	<b>69</b>
Historical Backdrop	
Administrative Set-up	
Departmental Coordination	
Size of Administrative Machinery	
Delegation of Powers	
Participation in Decision Making Process	
General Issues	
<b>6. Role of Non-Governmental Agencies, Local Bodies and Community in Education</b>	<b>88</b>
Background	
Local Bodies	
The Impact of the Government Taking Over of the Administration of Primary Education from the Autonomous District Councils	
Growth of Primary Education under the Autonomous District Councils	
Community Participation	
General Issues	
<b>7. Educational Programmes for the Disadvantaged Groups</b>	<b>110</b>
Scheduled Tribes	
Border Areas	

Disabled	
Incentives and Schemes	
Issues	
<b>8. Personnel Management</b>	<b>120</b>
Recruitment and Selection Procedure	
Posting and Transfer	
Service Conditions	
Code of Conduct	
Promotional Avenues	
Welfare Schemes	
Redressal of Grievances	
Performance Appraisal and Career Development	
In-service Training	
Assessment of Training Needs	
General Issues	
<b>9. Financial Management</b>	<b>130</b>
System and Procedure of Budget Formulation	
Grant-in-aid	
Audit and Accounts	
Disbursement of Salaries	
Sources of Educational Finance	
Fee Structure	
Income and Expenditure	
General issues	
<b>10. Information Management</b>	<b>139</b>
Statistical Machinery	
Coverage, Contents, Tools and Flow of Information	
Statistical Publications, Contents and	
Periodicity	
Problems and Suggestions	
<b>11. Educational Planning</b>	<b>143</b>
Five-year Plans	
Organisational Arrangements and Formulation of Plans	
Monitoring and Evaluation	
Decentralisation of Educational Planning	
Methods and Techniques	
Norms and Standards	

	Size of Schools	
	Planning and Management of Centrally Sponsored Schemes	
	General Issues	
12.	<b>Inspection and Supervision</b>	155
	Set-up of Educational Inspectorate	
	Code and Guidelines	
	Inspection Report	
	Subject Supervision	
	Other Inspection Agencies	
	Activity Profile of Officers at the Field Level	
	General Issues	
13.	<b>Academic Support System and Innovations</b>	163
	State Council of Educational Research and Training	
	District Institutes of Education and Training	
	Meghalaya Board of School Education	
	Meghalaya Board of Primary Education	
	Textbooks	
	Teaching-Learning Materials	
	Pupil Evaluation	
	Distance Education	
	Institutional Arrangement for Research and Development	
	Experiments and Innovations	
	General Issues	
14.	<b>Institutional Planning and Management</b>	176
	Institutional Evaluation	
	Institutional Heads	
	Management of Staff	
	Management of Students' Services	
	School Working Days	
	Management of School Plant and Physical Facilities	
	Sharing of Facilities	
	Identification and Nurturing of Students' Talent	
	Involvement of Students	
	Community Participation and Parents' Involvement	
	Problems and Suggestions	

<b>15. Prospects for the Future</b>	<b>186</b>
Present Status	
Need for Qualitative Improvement	
Tasks Ahead	
Secondary and Senior Secondary Education	
Vocational Education	
Navodaya Vidyalayas	
Capacity Building	
Virtualisation	
Management Strategy	
<b>Appendices</b>	
I Project Advisory Committee	208
II Selected Indicators of Educational Development	210
III Directorate of Higher and Technical Education and Directorate of Elementary and Mass Education	229
IV Directorate of Education, Research and Training	230
V Pay Scales of Personnel: State Education Department	231
VI Impact of the State Government Taking over of Primary Education from the Autonomous District Councils	249
<i>References</i>	255
<i>Index</i>	257

## List of Tables

1.1	Selected Sample: Meghalaya	2
2.1	Administrative Divisions	6
2.2	Population, Sex-ratio, Density of Population and Growth Rate by Districts	10
2.3	Birth and Death Rates (1991)	11
2.4	Meghalaya: Birth and Death Rates by Area (1994)	11
2.5	Institutions and Student Enrolment by Type of Institution(1995)	21
2.6	Statistics at School Level by Districts (1993)	22
2.7	Drop-out Rate in Rural Areas by Districts (1993)	23
2.8	Growth of Schools (1975-76 to 1995-96)	24
2.9	Enrolment of Students by Stages (1975-76 to 1995-96)	26
2.10	Gross Enrolment Ratio by Stages (1975-76 to 1995-96)	28
2.11	Gender-wise Statistics on Teachers by Training (1975-76 to 1995-96)	29
2.12	District-wise Percentage of Trained Teachers (1993)	30
2.13	Average Number of Pupils Per Teacher (1975-76 to 1995-96)	31
2.14	Literacy Rate (1971 to 1991)	32
2.15	Literacy Rate by Area (1991)	32
2.16	Illiterates by District and Rural/Urban Areas (1992-97)	33
2.17	Percentage of Rural Population Served by Schooling Facilities According to Distance	35
4.1	Class-wise Drop-out Rate of Students	47
4.2	Primary Schools by Teachers (1986 - 1993)	49
4.3	Trained Teachers – A Comparison (1987 to 1992)	62
4.4	Elementary Teachers' Training Institutes by Management	63

5.1	Directorates Created in 1997	74
5.2	Work-Load of Inspectors of Schools by Districts (1986)	83
6.1	Institutions By Management (1993)	90
6.2	Number of Primary Schools and Teachers in the Autonomous District Councils (1980 and 1990-91)	98
6.3	Recurring Grants to ADCs	98
6.4	Progress of Primary Education Under Different Administrations (1973 to 1987)	100
6.5	Primary Schools and Teachers by Management (1996)	106
7.1	Population of SC/ST by District (1991)	111
7.2	Educational Indicators of STs	112
7.3	Stage-wise Enrolment of Girls (1975-76 to 1995-96)	117
8.1	Administrative Posts at the Directorate Level	121
8.2	Directorate-wise Posts and Pay Scales : 1997	122
8.3	Qualifications, Scales of Pay and Mode of Selection of Teachers	123
8.4	Qualifications, Scales of Pay and Mode of Selection of Inspecting Personnel	124
9.1	Source-wise Pattern of Income in Institutions	136
9.2	Expenditure in Schools by Item	137
11.1	Outlay and Actual Expenditure by Five-Year Plans (All Sectors)	144
11.2	Educational Sector-wise Approved Outlay: Eighth Plan (1992-97)	144
11.3	Physical Targets by Year for Elementary Education (1997-2002)	145
11.4	Central Assistance by Schemes (1995-96)	151
12.1	Guidelines vis-a-vis School Inspection by Officers at Different Levels	157
12.2	School Inspecting Staff Ratio by District	157
12.3	Comparison of Activity Profile of District Education Officers : 1st and 2nd Survey	159
12.4	Number of Schools and Inspecting Personnel by District (1990)	161
13.1	Pay Scales of Personnel : SCERT	165

13.2	Pay Scales and Recruitment Qualifications for Various Posts of MBOSE	168
13.3	Students' Performance in Board Examination (1988-89 and 1991-92)	170
14.1	Activity Profile of Heads of Schools	177
14.2	School Working Days Per Year	181

## List of Figures

2.1	Map of India: Location of Meghalaya	8
2.2	Meghalaya: Administrative Divisions	9
2.3	Educational Structure	18
5.1	Educational Administrative Set-up at the Secretariat Level	71
5.2	Educational Administrative Set-up at the Directorate level	72
5.3	Educational Administrative Set-up at Inspectorate Level	80

# Abbreviations

ACR	Annual Confidential Report
ADC	Autonomous District Council
ADPI	Additional Director of Public Instruction
AIs	Accredited Institutions
AISs	Assistant Inspector of Schools
BTC	Basic Training College
CABE	Central Advisory Board of Education
CBSE	Central Board of Secondary Education
CDB	Community Development Block
CPF	Compulsory Provident Fund
CSS	Centrally Sponsored Scheme
CTE	College for Teacher Education
DAEO	District Adult Education Officer
DDPI	Deputy Director of Public Instruction
DEET	District Examination for Elementary Teachers
DEO	District Education Officer
DFP	Delegation of Financial Power
DFPR	Delegation of Financial Power Rules
DIET	District Institute of Education and Training
DISs	Deputy Inspector of Schools
DPC	Departmental Promotion Committees
DPI	Director of Public Instruction
DSEO	District Social Education Officer
DVEC	District Vocational Education Committee
DWCRA	Development of Women and Children in Rural Areas
ECCE	Early Childhood Care and Education

GER	Gross Enrolment Ratio
HSLC	High School Leaving Certificate
IAS	Indian Administrative Service
ICDS	Integrated Child Development Scheme
IGNOU	Indira Gandhi National Open University
ISs	Inspector of Schools
JDPI	Joint Director of Public Instruction
JRY	Jawahar Rozgar Yojna
LTC	Leave Travel Concession
MBOPE	Meghalaya Board of Primary Education
MBOSE	Meghalaya Board of Secondary Education
MPFL	Mass Programme for Functional Literacy
MPSC	Meghalaya Public Service Commission
MSLC	Middle English School Leaving Certificate
NCERT	National Council of Educational Research and Training
NCTE	National Council of Teacher Education
NDC	National Development Council
NEC	North-Eastern Council
NEHU	North East Hill University
NERIST	North-Eastern Regional Institute of Science and Technology
NFE	Non-Formal Education
NIEPA	National Institute of Educational Planning and Administration
NLM	National Literacy Mission
NLMA	National Literacy Mission Authority
NOS	National Open School
NPE	National Policy on Education
NTSE	National Talent Search Examination
NTS	Normal Training School
OB	Operation Blackboard
PEC	Primary Education Centre
PRI	Panchayati Raj Institution
PSLC	Primary School Leaving Certificate
PU	Pre-University

PWD	Public Works Department
RCCP	Recorder cum Cassette Player
REC	Regional Engineering College
RFLP	Rural Functional Literacy Programme
RVTI	Regional Vocational Training Institute
SABE	State Advisory Board of Education
SAEP	State Adult Education Programme
SBTE	State Board of Teacher Education
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SCTE	State Council of Technical Education
SES	State Education Service
SISs	Sub-Inspector of Schools
SIVE	State Institute of Vocational Education
SLMA	State Literacy Mission Authority
SNP	Supplementary Nutrition Programme
SOS	State Open School
SPSC	State Public Service Commission
SRC	State Resource Centre
ST	Scheduled Tribe
TTI	Teacher Training Institute
TLC	Total Literacy Campaign
TRYSEM	Training of Rural Youth for Self Employment
UPE	Universal Primary Education
UPSC	Union Public Service Commission
VEC	Village Education Committee

## *Chapter 1*

# **Introduction**

### **Objectives of the Survey**

**T**he National Institute of Educational Planning and Administration (NIEPA) conducted the First All India Survey of Educational Administration in 1973-74. During the intervening period of nearly twenty years, modifications in organisational structure and administrative practices, as well as adoption of new policies and programmes subsequent to the implementation of New Education Policy and Programme of Action (1986), and reports submitted by state level education commissions, committees, etc., have brought about many changes in the educational scene. It is necessary to see the implications of these changes in educational administration. Consequently, it was decided to conduct the Second All India Survey of Educational Administration with the following principal objectives: (i) to understand the present status of educational administration in terms of structures, systems and processes at various levels; (ii) to study the experiments, innovations and changes; and (iii) to identify major issues and future tasks of educational planning and management.

### **Scope and Coverage**

The Survey covers the organisational set-up, roles, functions and activities of the Education Department at the secretariat, directorate and inspectorate levels of educational institutions under different managements; and of departments other than the Education Department. It addresses itself primarily to the administration of school education. Consequently, technical, professional and higher education have not

been discussed at length although there might be occasional references to these.

A select bibliography in respect of studies conducted and books referred to in the report on educational administration is included in the Appendix. Primary data for the Survey pertain to the year 1990-91 and those taken from the secondary sources are the latest available.

### **Methodology**

The methodology of the Survey included collection of information from the State Education Department, its different directorates and district, block and institutional level organisations, on the basis of a representative sample. Secondary sources were also tapped for this purpose.

### *Sample*

A framework was designed to select a sample by multi-stage, purposive sampling technique covering at least 10 per cent of the total number of districts adequately representing each state/union territory of the country. However, considering the time and feasibility aspects, only one out of every fifteen districts in each state/UT was selected on the basis of it being the most representative and from each district thus selected, two representative blocks or sub-educational districts, that is, one rural and the other urban, were taken up for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled sub-educational district/block/division/region/circle, if such unit(s) existed in the state/union territory concerned.

In Meghalaya, the district of East Khasi Hills covering two blocks, namely Mylloom and Umaning were taken up for the purpose of the survey. From these blocks, thirty-six schools at various levels and under different managements—belonging to both urban and rural areas, were randomly selected as per details given in Table 1.1.

**Table 1.1**  
**Selected Sample: Meghalaya**

<i>Institution</i>	<i>Number of Institutions</i>
Primary school	14
Upper primary school	10
Secondary school	12
<b>All schools</b>	<b>36</b>

### Tools

Three types of questionnaires were constructed and used for data collection. These are:

1. **State Level Questionnaire (SLQ)** designed to collect information from primary sources namely, the Education Department, directorates and other concerned officials;
2. **Area Level Questionnaire (ALQ)** to elicit information on organisation and administration of education at the divisional/regional, district, block or circle levels and from officers-in-charge of the area; and
3. **Institutional Level Questionnaire (ILQ)** to collect information from institutions and their heads.

Apart from data collected by means of these questionnaires, supplementary information was also collected at the national, state and area levels from:

- secondary sources like government publications, legislative documents, codes, rules and regulations, ordinances, state plans, budgets and statistical publications;
- interviews and discussions with officers holding different hierarchical positions at various levels as well as heads and teachers of institutions;
- discussions on related issues and problems in meetings, workshops and seminars at national, state, district and grass-root levels; and
- select literature on educational organisation and management published by various agencies.

### Case Study

As a part of the survey, an in-depth study on "*The Impact of the Government Taking Over of the Administration of Primary Education from the District Council*" was conducted in Meghalaya.

### Advisory Committees

The project design provided for the constitution of the National and State Advisory Committees (Appendix-I) to guide and advise the Project Team at NIEPA and at the state level on matters pertaining to the Survey.

Preliminary work on this report was done at the state level. It was revised and finalised at NIEPA, in consultation with experts and state authorities, according to a common format to facilitate inter-state comparison.

**Problems and Difficulties**

Any survey of this kind is usually confronted with a set of problems. In the case of the survey in Meghalaya, one of the main problems was the non-availability of time series data in certain cases. This made the analysis of temporal data from all departments other than the education department, difficult. Inter-departmental comparison, therefore, was not possible.

## About the Series

Vikas Publishing House, on behalf of the National Institute of Educational Planning and Administration, brings to you a major series on Educational Administration: Structures, Processes and Future Prospects—a set of volumes on various states and union territories of India.

## Books Published

### **EDUCATIONAL ADMINISTRATION IN ARUNACHAL PRADESH**

*M.M. Kapoor, R. P. Vadhera and Srilekha Majumdar*

### **EDUCATIONAL ADMINISTRATION IN PUNJAB**

*M.M. Kapoor, Amrit Dhingra and R. S. Tyagi*

### **EDUCATIONAL ADMINISTRATION IN KERALA**

*M.M. Kapoor, T. H. Sreedharan and J. C. Goyal*

### **EDUCATIONAL ADMINISTRATION IN GOA**

*Baldev Mahajan, J. C. Goyal and R. V. Urankar*

### **EDUCATIONAL ADMINISTRATION IN HARYANA**

*Baldev Mahajan, R. S. Tyagi and Sarwan Kumar*

### **EDUCATIONAL ADMINISTRATION IN MIZORAM**

*Baldev Mahajan, Srilekha Majumdar and F. Lallura*

### **EDUCATIONAL ADMINISTRATION IN KARNATAKA**

*Baldev Mahajan, J.C. Goyal and B. N. Raghavendra Char*

### **EDUCATIONAL ADMINISTRATION IN SIKKIM**

*Baldev Mahajan, Srilekha Majumdar and D.C. Agnihotri*

### **EDUCATIONAL ADMINISTRATION IN MADHYA PRADESH**

*Baldev Mahajan, R. S. Tyagi and U. S. Chaturvedi*

### **EDUCATIONAL ADMINISTRATION IN CHANDIGARH**

*Baldev Mahajan, R. S. Tyagi and Kuldeep Kaur*

### **EDUCATIONAL ADMINISTRATION IN LAKSHADWEEP**

*Baldev Mahajan, J.C. Goyal and G.D. Sharma*

### **EDUCATIONAL ADMINISTRATION IN ANDAMAN AND NICOBAR ISLANDS**

*Baldev Mahajan, Srilekha Majumdar and Beant Singh*

### **EDUCATIONAL ADMINISTRATION IN RAJASTHAN**

*Baldev Mahajan, R.S. Tyagi and Shanta Aggarwal*

### **EDUCATIONAL ADMINISTRATION IN TRIPURA**

*Anil Sinha, Baldev Mahajan, Srilekha Majumdar and S.K. Ghose*

### **EDUCATIONAL ADMINISTRATION IN HIMACHAL PRADESH**

*Anil Sinha, R.S. Tyagi and R.S. Thakur*

### **EDUCATIONAL ADMINISTRATION IN ASSAM**

*Anil Sinha, Srilekha Majumdar and P.K. Barua*

### **EDUCATIONAL ADMINISTRATION IN BIHAR**

*Anil Sinha, R.S. Tyagi, U.P. Singh and T.N. Chaudhary*

### **EDUCATIONAL ADMINISTRATION IN UTTAR PRADESH**

*R.S. Tyagi and Shardinu*

**VIKAS PUBLISHING HOUSE PVT. LTD.**

576, Masjid Road, Jangpura, New Delhi-110014