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# Educational Administration in Arunachal Pradesh

## Structures, Processes and Prospects for the Future



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NATIONAL INSTITUTE OF EDUCATIONAL  
PLANNING AND ADMINISTRATION



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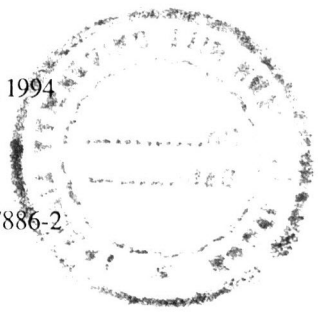
576, Masjid Road, Jangpura, New Delhi-110 014

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371.200954163  
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First published, 1994

ISBN 0-7069-7886-2



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## Foreword

The Institute is happy to bring out this report of a survey of educational administration in Arunachal Pradesh. This publication belongs to a series of such reports which are being prepared 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 (1986) 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 Arunachal Pradesh 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, including the role of non-government agencies and local bodies, personnel management, financial management, information system, processes of educational planning, inspection and supervision, academic support system, etc. Appropriately, there is also a discussion of the current issues and problems faced in management of education as well as an indication of the prospects for future developments.

Detailed data on the size, efficiency and performance of educational administration in a state or union territory are not readily available. The survey tries to bridge this gap in information. The use of indicators of educational development included in the report gives a comparative picture of development in the State and overall national position at different points of time.

I would like to express my sincere appreciation of the work put in by the project staff under the guidance of Prof. M.M. Kapoor, Senior

Fellow and Head, Sub-National Systems Unit of the Institute. We are most thankful to the National Advisory Committee of the Survey for expert advice and guidance at all stages of the project, and the Consultant who made such a valuable contribution in finalising this report. We are particularly grateful to the Government of Arunachal Pradesh for their kind cooperation in providing the basic material for this survey and bringing out the report.

I hope this survey report will be found useful as a book of reference by educational planners and administrators, educators and others interested in education.

**BALDEV MAHAJAN**  
Joint Director  
National Institute of Educational  
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## Preface

The First National Survey of Educational Administration in India (1973) studied the set-up and functioning of governmental machinery in this field. The Second Survey (1991) seeks to define the elaborate picture of educational administration in general and school education in particular; with special reference to their structures, systems, processes, functions, challenges and innovative tasks vis-a-vis growth of educational policy, planning and management over the years.

Educational administration is conceived here as a means of achieving the objectives of educational policies and programmes. The contextual framework of this report therefore examines the educational system, its legal bases, major provisions and organisational set-ups at the state, regional, district and sub-district levels as also the role of non-governmental organisations and programmes for the disadvantaged groups. It studies the systems of personnel management, planning, finance, information, and inspection and supervision, besides the academic support system including development of research and innovative practices in administration. A detailed analysis of the system of planning and management at the institutional level is also done in addition to 'Prospects for the Future', determining urgent tasks confronting educational administration today. It reveals interesting profiles and features to help design more tangible pre-service and in-service programmes in educational planning and administration.

A set of structured tools and sample surveys helped in procuring the primary data. A vast variety of secondary sources such as central and state government documents, non-governmental publications, census reports, state budgets, plan proposals, educational research studies, etc. too proved useful for analysis of the state educational system in a national perspective. It is also proposed to bring out in due course of time, a set of thematic reports on different aspects of educational administration on the basis of these data.

This study is an outcome of the collaborative efforts of Arunachal Pradesh State Education Department and NIEPA. We are grateful to the State Education authorities, especially Sarva Shri Tabom Bam (Education Secretary), G.C. Yadava (Director of Public Instruction), A.P. Srivastava (Former Director of Public Instruction), L.C. Bhatt (Former Joint Director of Public Instruction), Smt. K. Namchoom (Joint Director of Public Instruction), Dr. M.A. Sudhir (Former Dean, Faculty of Education, Arunachal University), Dr. S.P. Shukla (Principal, Government College, Itanagar) and Shri Rajkhowa (Statistical Officer, Directorate of Public Instruction) for guiding the survey work in the State, to Shri B.C. Bhagwati (Project Coordinator) for efficient coordination and to the whole team of personnel at district, block and institutional levels for their active cooperation in successful completion of this work.

Our sincere gratitude is due to the members of the State and the National Advisory Committees for their expert guidance as also to Prof. Satya Bhushan (Former Director, NIEPA), Shri Baldev Mahajan (Joint Director, NIEPA), Dr. P.D. Shukla, Dr. T.N. Dhar, Dr. R.P. Singhal and Shri Kalyan Krishnan for their valuable advice and encouragement during various stages of the Survey, including finalisation of its reports. Thanks are due to the Project Team at NIEPA for their sincere efforts in conducting the Survey, and especially to Dr. J.C. Goyal, for ably helping in coordination of the project. We are thankful to Ms. Nirmal Malhotra, Librarian and Shri N.D. Kandpal, Documentation Officer at NIEPA for their help and cooperation. We also wish to extend our thanks to Dr. D.N. Khosla for going through the manuscript, Shri A.K. Sinha for helping in the preparation of indicators of educational development, Shri P.N. Tyagi for cartographic assistance, Ms. M.T. Sheela, Ms. Sobha P.K. and Ms. Shashi Solanki for word processing, as also to a number of other persons for rendering administrative, secretarial and computer assistance.

Efforts have been made to cover various aspects of educational administration in this study; suggestions for its improvement are, however, welcome. Its findings, interpretations, and conclusions are of course those of the authors, and need not necessarily be attributed to the Institute or the State Government.

**M.M. KAPOOR**

**R.P. VADHERA**

**SRILEKHA MAJUMDAR**

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## Abbreviations

ADAEO	Assistant District Adult Education Officer
ADEO	Assistant District Education Officer
ADPI	Assistant Director of Public Instruction
AE	Adult Education
AEC	Adult Education Centre
AEO	Adult Education Officer
AES	Adult Education Supervisor
AICTE	All India Council of Technical Education
ALQ	Area Level Questionnaire
AOP	Annual Operating Plan
APCS	Arunachal Pradesh Civil Service
BAJSS	Bhartiya Adim Jati Sevak Sangha
BSB	Basic Shiksha Bhavan
CABE	Central Advisory Board of Education
CBSE	Central Board of Secondary Education
CCE	Continuous Comprehensive Evaluation
CDC	Curriculum Development Centre
CDPO	Community Development Project Officer
CEO	Chief Education Officer
CIEFL	Central Institute of English and Foreign Languages
CIET	Central Institute of Educational Technology
CIIL	Central Institute of Indian Languages
CIVE	Central Institute of Vocational Education
CLASS	Computer Literacy and Studies in Schools
CSIR	Council of Scientific and Industrial Research
CTE	College of Teacher Education
DAE	Directorate of Adult Education
DAEO	District Adult Education Officers

DDEO	Deputy District Education Officer
DDPI	Deputy Director of Public Instruction
DEO	District Education Officer
DIET	District Institute of Education and Training
DPI	Director of Public Instruction
DRC	District Rehabilitation Centre
DRDA	District Rural Development Agency
DRU	District Resource Unit
EB	Educationally Backward
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
HS	Higher Secondary
IAMR	Institute of Applied Manpower Research
ICDS	Integrated Child Development Scheme
ILQ	Institutional Level Questionnaire
IPCL	Improved Pace and Content of Learning
ITI	Industrial Training Institute
JCVC	Joint Council of Vocational Education
JRY	Jawahar Rozgar Yojna
JSN	Jana Shikshan Nilayam
JT	Junior Teacher
KHS	Kendriya Hindi Sansthan
LDC	Lower Division Clerk
MHRD	Ministry of Human Resource Development
MIL	Modern Indian Languages
MIS	Management Information System
MOU	Memorandum of Understanding
MLA	Member of Legislative Assembly
MP	Member of Parliament
MLC	Member of Legislative Council
NAC	National Advisory Committee
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCHE	National Council of Higher Education
NCTE	National Council of Teacher Education
NEC	North Eastern Council
NEFA	North East Frontier Agency
NEO	National Evaluation Organisation

NERIST	North Eastern Region Institute of Science and Technology
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NIEPA	National Institute of Educational Planning and Administration
NIMH	National Institute for the Mentally Handicapped
NIOH	National Institute for the Orthopaedically Handicapped
NIVH	National Institute for the Visually Handicapped
NLM	National Literacy Mission
NLMA	National Literacy Mission Authority
NOS	National Open School
NPE	National Policy on Education
NPERC	National Policy on Education Review Committee
NSS	National Service Scheme
NYK	Nehru Yuvak Kendra
OB	Operation Blackboard
OBC	Other Backward Classes
PGT	Post Graduate Teacher
PIC	Project Implementation Committee
POA	Programme of Action
PSTE	Pre-Service Teacher Education
RCCP	Radio-cum-Cassette Player
RCE	Regional College of Education
R&D	Research and Development
RFLP	Rural Functional Literacy Programme
RLEGP	Rural Labour Employment Generation Programme
RPF	Revised Policy Formulations
SABE	State Advisory Board of Education
SAC	State Advisory Committee
SBAE	State Board of Adult Education
SC	Scheduled Caste
ST	Scheduled Tribe
SCERT	State Council of Educational Research and Training
SCHE	State Council of Higher Education
SCVE	State Council of Vocational Education
SIE	State Institute of Education
SIET	State Institute of Educational Technology

SRC	State Resource Centre
SLQ	State Level Questionnaire
STEI	Secondary Teacher Education Institute
SUPW	Socially Useful Productive Work
TLC	Total Literacy Campaign
TGT	Trained Graduate Teacher
TRYSEM	Training for Rural Youth in Self Employment
TTTTI	Technical Teacher Training Institute
TV	Television
UDC	Upper Division Clerk
UEE	Universalisation of Elementary Education
UGC	University Grants Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UT	Union Territory
VCR	Video Cassette Recorder
VEC	Village Education Committee
VRC	Vocational Rehabilitation Centre
WE	Work Education

## *Chapter 1*

# **Introduction**

### **Need and Objectives**

The National Institute of Educational Planning and Administration (NIEPA) conducted the First All India Survey of Educational Administration in 1973-74. During this intervening period of nearly twenty years, innovative programmes, practices and policies including the New Education Policy (1986), Programme of Action, individual state level education committees etc. have ushered in a new era of educational reforms in the country. Therefore, in order to: (a) understand the present status of educational administration in terms of structures, systems and processes at various levels; (b) study the experiments, innovations and changes; and (c) identify major issues and future tasks of educational planning and management, NIEPA conducted the Second All India Survey of Educational Administration in 1990-91. These obviously formed the three principal objectives of the Survey.

### **Scope and Coverage**

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

been discussed in detail although there might be occasional references to them.

The strength of the Survey lies in the preparation and presentation of activity profiles of different educational management personnel like district/block education officers and heads of institutions. As part of the Survey, an indepth study of any one specific problem encountered by a particular state/UT, or of any important innovation introduced in the field of educational administration was also conducted. A select bibliography of studies conducted and books brought out after 1960, on educational administration in India and in the states/UTs, is also included for reference and record purposes.

Primary data for the Survey pertain to the year 1990-91 and those taken from the secondary sources are the latest available.

### **Methodology**

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

### **Sample**

A framework was designed to select a sample by the multistage 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 subeducational districts, that is, one rural and the other urban, were taken for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled subeducational district/block/division/region/circle, if such unit(s) existed in the state/union territory.

In Arunachal Pradesh, the district of West Siang covering two blocks, namely Along and Liromba was taken up for the purpose of the Survey. From these blocks, thirty-three schools belonging to urban and rural areas, were randomly selected as per details given in Table 1.1.

**Table 1.1**  
**Selected Sample in Arunachal Pradesh**

<i>Type of Institution</i>	<i>Number of Institutions</i>				
	<i>Rural</i>		<i>Urban</i>		<i>Total</i>
	<i>Govt./Non-Govt.</i>		<i>Govt./Non-Govt.</i>		
Primary Schools	14	1	1	—	16
Upper Primary Schools	10	—	2	—	12
Secondary Schools	2	—	1	—	3
Higher Secondary Schools	1	—	1	—	2
All Schools	27	1	5	—	33

### 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, 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, acts, 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 grassroot levels; and
- select literature on educational organization and management published by various agencies.

### **Case Study**

As a part of the Survey, an indepth study of the problem of "Transfer and Posting of Teachers" was conducted in Arunachal Pradesh.

### **Modalities**

The project design provided for 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 and difficulties. Often, as one goes along the originally conceived plan, scope has to be restricted. In case of the survey in Arunachal Pradesh which consists mainly of hilly and difficult terrain, the problem of data collection, particularly at the block and institutional levels, was rather insurmountable. It was thus not possible to study in detail the educational set-up of departments other than the State Education Department.