

CHAPTER V

REVIEW AND RECOMMENDATIONS

REVIEW OF THE STUDY

Restatement of the Problem

The problem under investigation has been to make a critical study and appraisal of the reforms in the field of educational administration introduced in the State of Andhra Pradesh during 1956-66.

Administrative machinery of education that had been inherited from the British was considered to be incompatible with the Free Democratic Indian Republic. Hence many reforms in the domain of educational administration have been introduced at the national level as well as at the States' level.

Especially to Andhra Pradesh are the circumstances under which it had its birth on the linguistic basis

and also the obvious administrative problems resulting from the need of amalgamating the different types of administrative machineries with varying traditions of the ex-Madras Presidency and the erstwhile Hyderabad State. In addition, mass educational phenomenon, unprecedented expansion of the educational field, the democratic ideology which we have opted after independence, have necessitated reforms in educational administration in the State of Andhra Pradesh as well.

Methodology of the Investigation

The procedure adopted included both (i) the documentary analysis and (ii) empirical approach. The study has been rightly termed a critical one because it attempted, not only at divulging out the factual aspects of ~~re~~formation, but also at the appraising of the appraisal of the reforms under investigation. The documentary evidences such as the printed books, Government Orders and notifications, Directors' Proceedings, published articles and much published policies etc., have been made use of in making this critical study of the reforms in educational administration effected in the State. The empirical approach of the study involved in soliciting information for the appraisal part of the research and in eliciting

their views on the effect of reformation and on the prospective reforms that are much needed to be introduced at the State level for the furtherance of effectiveness of the educational administrative set up. Tools of investigation have been administered to the educators, educationists, educational administrators, in active service and retired as well, and to the other public interested in the cause and purpose of education, like legislators, and persons from the private educational enterprise. In addition, Interview Schedules were administered and interviews were sought to secure information through personal queries.

Opinions expressed and judgments made were recorded, percentages were calculated, and tabulated yielding the executive and popular appraisal. The results were reported in the form of percentages of responses either to the questions, queries or to the statements of opinions. The analyses of data have been followed by three types of interpretation - factual, comparative and personal - and, finally an overview of findings has been presented.

Lastly, on the basis of the above findings, tentative recommendations in the form of general and specific suggestions and relevant recommendations were highlighted for the furtherance of the reformation effected in the

State, while discussing its implication to other States and to nation. Focus on the potential projects of research in the field was made with a view to spotlight on the specific areas so that tangible and worth-while research in the domain of educational administration can be undertaken with just zeal and right earnestness by the enthusiastic researchers in future.

Some Observations

Some of the observations are elucidated in brief below:-

- Reforms in educational administration introduced in Andhra Pradesh are ahead of times for they are traceable in the Report of the Kothari Commission at a very later date, in 1966. The Kothari Commission has recommended following reforms in educational administration to be introduced at the State level, but Andhra Pradesh has stolen a march in this direction; e.g. Strengthening of the District Educational Administration, improving of the Mode of Inspection, reorganising of the State Departments of Education, associating the local communities with Education, improving the Functions of the State Institute of Education, and the Educational Evaluation Units, etc.,
- The reforms effected are considered to be progressive in general as they are in accordance with the latest thinking and modern conceptualisation, that is prevailing everywhere in the field of educational administration,

- It is also observed that the reformation has not yet been complete and that it is still in an amorphous state and that it would require some more changes and adjustments in the interests of administrative economy, administrative facilitation, administrative efficiency and public satisfaction, so that it would take a concrete shape and become more effective.
- Reforms introduced were not without shortcomings. Democratic decentralisation of education, though considered to be ideal and a natural consequence of democratic ideology, in reality it has been assessed to be not so much effective as it should have been in its implementation. Similarly the Bifurcation of Directorate of Public Instruction did not get a consensus of opinion as to its desirability. The newly established Special Educational Institutes etc., are said to be lacking any imposing impact on the improvement of quality of teaching or that of teachers. Reorganisation of District Educational Administration and Inspectorate have been held as progressive and effective, though suggestions for further improvement of the effectiveness of these reforms are still forthcoming. India has become a Sovereign Democratic Socialistic Republic and consequent on attainment of independence, acceptance of democracy as the way of life of the nation, it is but natural that popular participation in the government - in the form of democratic decentralisation or executive decentralisation - is essential. More

and more people should come forward to shoulder the responsibility of executive activity and decentralisation of executive activity to the subordinate offices or to the people is more and more desirable. But it is equally essential that men should soon realise their roles as the democratic citizens and democratic leaders for democracy to be successful. Even though the effective functioning of the democratic machinery is not discernible clearly at this juncture, it will be realised in due course when contrast can be made between the role of the present democratic administration and that of the past bureaucratic administrative machinery, when people had no voice at all to have their say in the administrative affairs. It has become a growing realisation that the educational administrators should consider themselves as the true democratic leaders in their dealings with either the public or their subordinates to be rightful leaders in the field of educational administration. Hence it requires time for the democratisation of educational administration to be fully realised in reality.

- The executive and the public are not repugnant to the reforms in education or in educational administration and as such offered numerous suggestions for the improvement of the educational administrative set up in the form of prospective desirable reforms, stating that yet radical reforms are to be introduced at the District, State and national levels. Constant evaluation of the administrative machineries and readjustments to

remediate the defects and to overcome the shortcomings are essential steps in the path of progress to build up prosperity for the posterity.

RECOMMENDATIONS OF THE STUDY

It is customary to give some suggestions and recommendations at the end of any research reporting. Harold Webster observes in this context:- " General Statements are useful, to be sure, but only for specific purposes. It is easier to make specific statements and recommendations, but this entails another difficulty: It is more difficult to achieve agreement on specific recommendations."¹

Yet below is attempted in an elaborate manner to offer some specific suggestions and relevant recommendations in the light of the investigation on hand, and it is deemed that majority of these will find consensus of opinion, more or less among the persons who go through them. Though they may not metamorphose the system of educational administration, in the State, they are likely to improve its functioning to a considerable extent.

Relevant Recommendations

Below are offered relevant recommendations to improve the educational administration of the State under the existing conditions with some changes. The percentages of

¹Webster, Harold, Op.Cit., p.196.

responses to the Questionnaire on the Prospective Reforms in Educational Administration are given in Table XX, which have been duly made use of in arriving at these recommendations.

Improvement in Democratic Decentralisation of Education:-

To maintain the present mode of democratic decentralisation of education in an improved way the following steps are recommended:-

- There is need to define clearly the powers and responsibilities of the Deputy Secretaries, Education, in the Zilla Parishads. For this purpose, it is essential to appoint only a trained graduates for the said posts and their designations should be changed as " the Education Secretaries" of the Zilla Parishads.
- They should be endowed with full powers necessary to carry on their functions and to look to the Educational Wing of the Panchayat Raj without the undue interference of the Secretary or the Chairman of the Zilla Parishad.
- The Extension Officers, Education, should be placed under the administrative control of the Deputy Secretaries for Education.
- Experienced educationists and retired educational administrators should be associated with education under the Panchayat Raj by taking them into the Educational Standing Committees as the members, or District Advisory Boards of Education should be established to replace the Standing Committees and experienced educationists and retired

TABLE : XX : COMPARATIVE PICTURE OF PERCENTAGES OF POSITIVE RESPONSES ON THE QUESTIONNAIRE ON THE PROSPECTIVE REFORMS IN EDUCATIONAL ADMINISTRATION BY ADMINISTRATORS AND EDUCATIONISTS

S.No.	Item No.	Percentage of Responses	
		Administrators	Educationists
1.	1	97.1	95.2
2.	2	88.2	69.0
3.	3	61.8	88.1
4.	4	79.4	83.3
5	5	76.5	80.9
6	6	94.1	95.2
7	7	94.1	88.1
8	8	79.4	78.6
9	9	70.6	78.6
10	10	64.7	64.3
11	11	79.4	66.7
12	12	67.6	71.4
13	13	58.2	45.2
14	14	97.6	80.9
15	15	67.2	76.2

educational administrators, Headmasters of Schools, office-bearers of the Teachers' Organisations, Teacher- M.L.C's and Members elected from the Graduate Constituencies, and Members of Lok Sabha and Rajya Sabha, hailing from the District, should be associated with such Boards.

- Suitable education in organisation and administration should be given to the non-official functionaries of the Panchayat Raj who have to deal with education, in a planned and phased manner to enable them to carry out executive functions in due course.
- The powers of appointment, transfers, control and discipline should be vested in the District Educational Administrators only. Such a step would be in concurrence with the recommendation of the Kothari Education Commission.² It is gratifying to note that the Government of Andhra Pradesh have, of late, transferred the powers of transfers of teachers working in the Zilla Parishad Schools to the Secretaries from the Chairmen of the Zilla Parishads.³ However, due to the discontentment that has arisen in the Chairmen, the powers are reported to have been restored back to them.
- District Selection Committees should be formed under the Chairmanship of the District Educational Administrators so as to facilitate proper recruitment of suitable personnel for the teaching and ministerial positions without giving scope for any kind of nepotism entering into the recruitment procedure,

² Report of the Education Commission, Op.Cit., p.449

³ Government Order Ms.No.48, Panchayat Raj. Dept., d/7-1-1967

and the School Administration, prominent educationists and other experienced educational administrators should be associated with these Committees.

- Teacher-Welfare Committees should be established in each of the Zilla Parishad to look to the grievances, amenities and housing problems of school teachers.
- The chief function of the non-official functionaries of Zilla Parishad Administration should be categorically delimited to the educational expansion programmes, providing of equipment, apparatus, furniture, accommodation for schools and schooling staff, mid-day meals, voting of grants etc. They should be content with the reviewing and the advisory powers only. The executive function should be left over to the departmental personnel of various cadres.
- To have the academic inspection of the Zilla Parishad Schools there should be Special Educational Inspectors under the administrative control of the District Educational Officers, who will, of course, continue to wield appellate powers over the Educational Wing of the Zilla Parishad as contemplated in the reorganisation of the District Educational Administration.

Improvement in the District Educational Administration

The fore-sightedness of the Government of Andhra Pradesh can be noted from the introduction of this reform considerably earlier, even before the recommendation of the Education Commission in this regard has come out, which

has pleaded for adequately strengthening of the District Educational Administration by the State Government.⁴

Below described are some of the specific recommendations to improve the existing pattern of District Educational Administration further:-

- In the view of the upgraded position of the District Educational Officers and in consideration of the delegated powers to them, it would be preferable to re-designate them as the District Directors of Education.(D.D.E's.)

-An Assistant or Deputy District Director of Education should be appointed to assist the District Officers in their heavy work to be turned out as contemplated under the re-organisation of the District Educational Administration. If it is not possible to appoint such additional officers, on the grounds of economy, it may be considered favourably, at least, to appoint Personal Assistants to assist them in each of the offices.

- Considering their supervisory and inspectoral functions over Higher Secondary Schools it is essential that the District Directors should possess post-graduate qualification in the subject as well as in education so as to keep them above the teachers of the Higher Secondary Schools.

⁴The Report of the Education Commission, 1964-66,
Op.Cit., p.261.

- The strengthening of the District Educational office should be in the following way:-
- (a) A team of subject-wise Inspectorate in Languages, Mathematics, General Science, Domestic Science, Social Studies, Physical Education and Humanities should be attached to the District Educational Office to help the office in inspecting the Higher Secondary schools in the District, as long as the Higher Secondary Educational scheme continues.
 - (b) A Survey, Planning and Statistical Unit should be developed to look to the work in the respective fields.
 - (c) An Extension Education Unit should be developed to organise and coordinate the Extension Education programmes in the district and see that all the teachers in the district are covered in a planned and phased manner.
 - (d) A Special Audit Wing should be developed to facilitate annual or bi-annual inspection of schools.
 - (e) An Audio-visual Education Unit and a Central School Library Unit should be developed to give training in the use of audio-visual equipment and to effect better organisation of school libraries.
 - (f) An Evaluation and Examination Officer should also be attached to look to the propagation of Evaluation concept and to attend to examination reform, and conduct of examinations.

Improvements in the District Educational Inspectorate.-

The State Education Department has also gone a step ahead of times even in effecting this reform on the principle of separation of inspection from administration.

The following are put forth to effectuate improvement of the introduced reform:-

- The Gazetted Inspectors of Schools and the Deputy Inspectors of Schools should be endowed with, at least, some minimum administrative powers so as to enable them to take on-the-spot-action as and when required.
- Administrators and Inspectors should mutually collaborate to make this reform more successful. When the administrators happen to be different from inspectors, there is every danger of their being indifferent to the inspection reports submitted or there is the risk of inspection reports being neglected completely which tantamounts to not having inspection at all. Or it would be still better to say that the very purpose of the educational inspection would be lost sight of ^{and} inspection tends to become a mere far~~ce~~ because its very spirit and objectives are ignored, when the administrators or the managements fail to take appropriate action on the inspection reports. To avoid such a danger creeping in, it is essential that the administrators and the managements should realise the importance of inspection reports and take necessary action as is recommended by the

Educational Inspectors in their reports. Contrary to this will result in developing negligent attitudes for inspection in the minds of the teachers and the school administrators, which is hazardous to the very educative process.

- There is need to lessen the number of schools to be inspected by a single Gazetted Inspector of Schools from 50 to 35 or 40 to make effective inspection and follow up programmes possible. Or it is better to consider the number of teachers, whose work he has to inspect and to whom he should serve as a guide, which number may be fixed as 150 or 200 and the number of schools to be inspected can be determined accordingly. This is essential to make academic inspection more useful and fruitful.

-There is a need to maintain Inspection Register for all the teachers by the respective Inspectors to have a cumulative record of the work of the teachers and to enable them to enter the result of the follow up programmes undertaken by them. Such Registers should be transferred to the in-coming Inspector of Schools in case the Inspectors are transferred or to the concerned Inspector of Schools, in case the transfer of teachers is effected. They would permit the administrators to have a clear-cut cumulative picture of the teachers' work and the progress or retardation in their teaching work and also assist them in assessing the work of the teachers from time to time comparatively with the reports submitted by the Heads of the Institutions. If the latter happen to be adverse, the administrators can take lead from the former. If both corroborate in giving adverse reports, necessary steps can be

taken by the administrators to remedy their defects by communicating the adverse remarks to the concerned teachers and enabling them to improve their conditions, failing which necessary action can be taken by the administrators finally. In the assessment of teachers' work the views of the educational inspectors should invariably be taken into consideration to ensure proper justice to the teaching population.

- It is also essential to modify recruitment or appointing policy of the Inspectors of Schools. Invariably, it is necessary to appoint persons with post-graduation in respective teaching subjects as Inspectors of Higher Secondary or Multipurpose Schools. Each of the Educational Inspector should have at least a teaching experience for two years and one year administrative experience as a Headmaster before one is promoted or transferred as an Educational Inspector. Besides they should be trained in the inspectoral work and their functions through in-service education at least for a month at the State Institute of Education, and should undergo apprenticeship under an experienced Inspector of Schools at least for three months before ^{They} assume independent charge. For the freshers too opportunities to have such administrative, inspectoral and teaching experience should be provided before they are given independent charge. The in-service education should deal with the supervisory and inspectoral functions that are expected to be performed by the administrators or inspectors.

- The programmes of the Colleges of Education should also be re-planned giving place to such pre-service and in-service programmes of education in educational administration and supervision keeping in view the varied roles to be played by the educational inspectors or administrators in their future career. In-service education of educational inspectors should be so planned to cover all personnel, at least, once in five years.
- Inspectors, heads of the institutions and teaching staff should be a combined cadre at different levels of administration and no one should be permitted to continue in a single capacity for not more than three or five years at a stretch, and the posts should be rotated accordingly. This would help in curtailing the development of invidious distinctions among administrators, inspectors and teachers on one hand and would enable them to have the varied and richest experience in all fields of education on the other.
- Planned programmes of seminars, workshops and conferences of teachers, teacher-educators, inspectors, school administrators and other important educationists should be organised by the State Departments of Education to have a continuous, concerted and concentrated effort in the matter of school improvement programmes and to have a periodical appraisal of the steps undertaken previously.

- The District Educational Administrators should act as the effective coordinators of the inspection work carried out in the district by the different educational inspectors by holding monthly conferences of those officers and planning proper inspectoral programmes and follow-up procedures.
- Fortnightly, Monthly and Quarterly Reports should be called for from the Inspecting Officers by the District Educational Officers. Similarly, the Heads of the institutions should also adopt the same procedure and insist on weekly, monthly and quarterly progress reports of teaching work in lieu of the daily teaching notes of lessons, which have become a stereotyped drudgery, serving no purpose either to the administrators or to the teachers for themselves. The principle of insisting on teaching notes for the sake of principle should be given up and insistence on the preparation of annual, unit and lesson plans on the principles of objective-based instruction as being propagated by the new Educational Evaluation Philosophy should be given top priority to replace the futile teaching notes of old tradition.
- The Educational Inspectors should be given adequate subordinate staff to facilitate them to carry on their routine work.
- It is better that the Educational Inspectors are provided with loans for the purchase of scooters to enable them to tour intensively in the areas of their jurisdiction. Such a step is a pre-requisite to any thing else, specially in the areas where appropriate conveyance facilities are inadequate or absolutely lacking.

Improvements in the Directorates of Education.- Some of the recommendatory views expressed by the educationists and the executive are useful in making the following recommendations in this context:-

- Higher Secondary Education and all types of Teacher-Education should be transferred to the Directorate of Higher Education.
- The responsibility of conducting Higher Secondary and Teacher-Training Examinations should be transferred to the Directorate of Higher Education by establishing a Board of Higher Secondary and Teacher-Education, which will be looking to the preparation and prescription of curriculum and conduct of examinations of the Higher Secondary Education and Teacher-Education. This would relieve the Board of Secondary Education from its enormous work largely.
- A Joint Directorate of Primary Education should be developed in the Directorate of Public Instruction to look to the expansional and developmental programmes of the Primary Education and to the requirements of the Primary Schools. This should also be in charge of supervision, inspectoral programmes and extension education endeavours of the Primary Stage of Education, besides the task of determining its curricula and dealing with the publication of the Nationalised Text-Books of that stage, including their preparation.

- The Education Secretariate should hold annual meetings of the Directors of Education to co-ordinate their programmes after reviewing the activities carried out in the previous year and dealing the problems of mutual interest.
- The status of the Consultative Committee of Education should be raised to that of a State Advisory Board of Education, the Minister of Education and the Education Secretary being the Chairman and the Secretary respectively. It should be a broad-based Board, associating all the Directors of Education, the Vice-Chancellors of the Universities, representatives of the Private Educational Enterprise, Members of the Legislative Assembly and Council interested in education, prominent parents, representatives of the Professional Organisations of Teachers, eminent educationists and retired educational administrators. Its work should relate to educational planning and development and co-ordination of different educational programmes carried out in the State. It should prepare a Master Plan for, at least, the coming twenty years and see that the perspective plan is implemented in a piece-meal manner year after year effectively.
- A Publication Board in the Education Department should be developed to get the standard science and technical books written or translated into the Regional Languages of the State in a planned manner so as to facilitate phased switching over of the educational media into the regional

languages. This should precede the switch-over. After abundant literature has been produced in the regional languages it would be convenient to alter the media of Higher Education. The Board should also be responsible to develop administrative language in the State to be used by the State Government at various levels. Trilingualism seems to be the only panacea for all the linguistic maladies which the nation has been facing today and it would be advisable to extend the formula of three languages to the Higher Education level also. It is better to continue Scientific and Technological Education in English only for some time more. Meanwhile the switch-over can be effected in the fields of Arts for the present. Students should be given the choice of educational media - either English or Hindi or any one of the regional languages, while providing instruction in all the Higher Educational Institutes in, at least, two languages and giving the option to the students to answer their scripts in any of the three languages - English, Hindi or any of the regional languages - as accepted by the State Government and the State Universities.

Improvements in the Special Educational Institutes,

Units and Bureaux.- The following recommendations are offered to improve the lot of the educational units etc. based on the opinions of administrators and educationists in their responses to different tools of investigation.

- There is need for the reorganisation of these institutes bringing them under a Joint Directorate or making them as a State Council either under the

Government or as an autonomous organisation on the lines of NCERT. There is an ardent desire for the reorganisation of these institutes as expressed by the respondents.

Subsequently these institutes have been brought together as one unit named as " the State Council of Educational Research and Training " (S.C.E.R.T.) headed by an Officer of the rank of Joint Director of Education and the respective units have been renamed after merger as " the Departments " and the concerned Directors, as the "Heads of the Departments" on the pattern of the National Council of Educational Research and Training, with the difference that this council works not as an autonomous organisation but as a 'Joint Directorate' under the administrative control of the Directorate of Higher Education, which step is to be acclaimed as the first of its kind in the History of Educational Administration of the State.⁵

Inaugurating the Council formally on 8th of September, 1967, the Union Education Minister Dr. Triguna Sen " emphasised the need to intensify the need to in-service training and other school improvements. " Dr. Sen congratulated the State for undertaking this research before any other State had done so. " He hoped that the research Unit " would prepare suitable guidelines to improve teaching methods and standards of the teachers and the taught."⁶

⁵ Government Order Ms.No.1604 Edn.(I) Dept.,d/27-7-1967.

⁶ The Indian Express, Vol.XXVIII, No.37, d.10-9-1967.

- Suitable administrative training, should be given to the administrators - pre-service, in-service and extension - through the S.C.E.R.T., at least, for six months to the direct recruits as well as, to the promotees soon after their selection or promotion.
- It is essential that the Council undertakes ' Educational Talent Search ' even during the Secondary Educational level to identify the talented and encourage them to come to the educational field through intensive incentive motivation and train them as the educational leaders.
- Decentralisation of in-service and extension education should take place by opening Extension Services Units in each of the District Educational Office.
- Refresher courses in 'Content Areas' should be widely organised for all stages of education to acquaint the teachers and teacher-educators with the constantly exploding knowledge.
- Administrative personnel should be oriented as to the research methodology, new educational trends and practices, and democratic educational leadership, social statesmanship and administrative procedures.
- Reorientation education programmes should relate to the day-to-day problems of the teachers, teacher-educators, educational inspectors and school administrators.

- The Board of Secondary Education and the Board of Higher Secondary or Intermediate Education, which is still in the stage of making, should work in close cooperation with the different departments of the Council to revise and reconstruct curriculum and to effect examination reform according to the programme set out by the Department of Evaluation of the State Council and that of Curriculum and Evaluation of the National Council of Educational Research and Training, New Delhi.
- An effective scheme for the follow-up programme should be developed at various levels to make the impact of these programmes felt all through the educational system.
- Non-economic and economic incentive motivation should be provided to the teachers to make the schemes more effective viz., issuing certificates which shall be considered as an additional qualification for the purposes of promotion or crossing of the efficiency bar, giving additional increments whenever such trained teachers are expected to do additional work as a result of the in-service education given to them.
- Travelling expenses and the actual expenses incurred during the in-service education period should be met either by the sponsoring agency or the State Government but it should not hit the purse of the participant. For this purpose it is essential that the Daily Allowance given to the participants should be enhanced

considerably, considering the rise in the cost of living today to abnormal heights and also free accommodation should be provided during the period of their stay, contrary to which they should be paid lodging charges as per the existing rates. Otherwise it would be disincentive leading to apathy and antipathy for such programmes.

- In the administrative arrangement of such programmes, it is essential to associate renowned educationists, administrators and specialists in the particular subject as the resource personnel so as to give them greater prestige value.
- The prospective resource personnel and the organisers of the in-service programmes should be especially trained in the techniques of organising seminars, workshops, symposia and conferences in an economic and advantageous manner.
- The Headmasters should be instructed categorically to provide such trained teachers sufficient time and opportunities to make use of their training in the schools in an adequate manner.
- The teachers should also be made to realise that in-service education and extension education would form as an essentiality for their professional growth without which their daily routine of work will be inadequate and inefficient under these changing times.

General Suggestions

Some general suggestions are put forth in connection with the further improvement of the State Educational Administrative Machinery in the light of the views expressed by the respondents on the recommendations of the Kothari Education Commission on various aspects of the State Educational Administration and other related matters.

1. Establishment of a State Board of School

Education.- A State Board of School Education should be established on the lines suggested by the Education Commission and for the purposes mentioned therein.⁷

A State Board of School Education should be Established as recommended by the Education Commission.

The Executive : 79.4%

The Educationists: 83.3%

In general, the Board should carry out the following functions:-

- (i) improving standards of education in the State as defined by the National Board of School Education;
- (ii) coordinating plans, programmes, activities and functions of the different Directorates of the State Education Department;
- (iii) helping the Government in removing the regional disparities within the State in the matter of educational development, and the like

⁷The Report of the Education Commission, 1964-66, Op.Cit., p.269.

2. Establishing a State Board of Teacher-Education.- The Indian Association of Teacher-Educators (formerly All India Association of Training Colleges and National Association of Teacher-Educators) has been advocating for some time past for the establishment of a National Council for Teacher Education, State Councils of Teacher-Education, setting up of comprehensive Colleges of Education and State Boards of Teacher Education.

As is done in the State of Maharashtra, it is advisable to start a State Board of Teacher-Education in the State of Andhra Pradesh too, which would be working as an autonomous body in an advisory capacity. The Kothari Education Commission has also endorsed establishment of State Boards of Teacher-Education, whose responsibility should be raising of standards of Teacher-Education.⁸

A State Board of Teacher-Education should be established.

The Executive	:	76.5%
The Educationists	:	80.9%

The Board should be responsible for planning Teacher-Education Programmes of all levels in the State pre-service, in-service and extension education for all teachers of all grades i.e. of Pre-Primary, Primary, Secondary and Higher Secondary stages.

⁸ Ibid., p.87.

All the teacher-educational institutions should be brought under its direct control and supervision e.g., Training Colleges and Training Schools - Basic as well as non-Basic.

The State Board of Teacher-Education should work in collaboration with the University Grants Commission and the "Standing Committee for Teacher Education" to be set up jointly by the U.G.C. and the N.C.E.R.T., as recommended by the Education Commission.⁹

The State Board of Teacher Education should also revise teacher education curricula and chalk out the programme of activities to be followed in training institutions in accordance with the requirements of the national system of education, taking into consideration the entire system and programme of school education, including curricula, methods of work, activities and examinations.¹⁰

Establishing of such a Board will have far reaching effects on the improvement of Teacher-Education in the State.

Before such a step is undertaken by the State Government, it is essential that a Deputy Directorate of Teacher-Education is developed to look into the various functions related with the development and improvement of Teacher Education programmes in the State. The

⁹Loc.Cit.,

¹⁰Ibid., p.76.

administrative control of all training institutions should be transferred to this Deputy Directorate to have coordination of teacher training activities and their planning in a better way.

3. Establishing a State University of Education.-

Faculties of Education and Teaching of the different Universities in the State have been doing laudable work in the direction of furtherance of Science of Education, and that of Teacher-Education. In tune with modern tendency of the times, a Specialised University of Education may be founded embracing all the Teacher-Education Institutions of the State.

A State University of Education embracing all Teacher-Educational Institutions should be developed.

The Executive	:	79.4%
The Educationists	:	66.7%

Such a University of Education, if established should cover the whole of the State, including all the Training Colleges managed by the Government, Universities or the Private Management, should work in close co-operation with the NCERT and SCERT and Board of Teacher-Education to elevate the standards of educational training and research to the desirable level.

4. Encouraging Formation of Professional Organisation:-

There is a great need to encourage formation of different professional organisations in the State, to lead the personnel towards more and more professionalism.

It is essential to encourage formation of Professional Organisations of Educational Administrators.

The Executive	:	79.4%
The Educationists	:	78.6%

Obvious is the fact that the State Government has been giving due recognition to the different professional organisations in the State and has been according necessary facilities for the proper working of these organisations from time to time. Still the inadequacy of such organisations that work on academic lines rather than on the lines of trade unionism is felt much. Some more professional organisations pertaining to different fields should be encouraged to be organised to satisfy the needs and aspirations of different personnel working in different capacities.

The following types of professional organisations of educational field are suggested to be established in the State.

(a) The Andhra Pradesh Teacher Educators Association.-

(APTEA) This is essential to provide a common forum to all

types of teacher-educators working in the State to enable them to develop themselves professionally and to tackle some of the major problems of Teacher-Education in the State and contribute their mite to the Governmental endeavours in their own way.

(b) The Andhra Pradesh Organisation of School Administrators.- (APOSA) At present there is no organisation that is worth mentioning that brings the school administrators on to a common platform. Such an organisation is suggested to be formed to bring all the heads of institutions working under different managements together to enable them to solve their administrative problems and organisational difficulties in a practical manner after due discussions in the conferences and seminars to be organised by the Association.

(c) The Andhra Pradesh Educational Inspectors' Association.- (APEIA) This would facilitate bringing in all cadres of Inspectorate under one organisation, whereby tackling of inspectoral problems is made easy after mutual discussions and exchange of ideas. They would be able to evolve common school improvement programmes.

(d) The Andhra Pradesh Principals' Association.- (APPA) All the Principals of Arts, Science, Training, Commerce and Technical Institutions can be brought together into one fold to enable them to chalk out plans for their

professional improvement as well as for the improvement of the internal administration of their institutions.

(e) The Andhra Pradesh Educational Administrators' Association.-(APEAA) Now there is no association that serves as a common meeting ground for the educational administrators of the State. Such an association, if formed, would do well to bring all the educational administrators of the State working in different capacities together and enable them to solve many of the administrative problems and help in the improvement of the education function by offering concrete suggestions to the school administrators and the State Government as well.

(f) The Andhra Pradesh Educationists' Association.-(APEA) There is a dire need to bring all the educationists of the State to a common plat-form to enable them to offer concrete suggestions to the Government for the improvement of educational sphere.

5. Soliciting the Help of Private Educational Foundations.- In the State of Andhra Pradesh, there are very few Private Educational Foundations that are worth mentioning the name. In Western Countries, the Private Educational Foundations play a great role in taking active measures for the development of education by

establishing educational institutes and by spending huge amounts on educational research and educational publications. In India too, there are Tatas and others who spend much on research projects.

In Andhra also, the State Government must try to attract private educational foundations to promote educational research and experimentation.

It is essential that the private educational foundations are allured to encourage educational research.

The Executive	:	64.7%
The Educationists	:	64.3%

6. Encouragement of Educational Research by the Individuals and the Institutions.- The State Government should encourage educational research in the field of educational administration and other areas of education by the individuals and the institutions by sanctioning adequate grants-in-aid and using other incentive motivations, economic and non-economic, such as scholarships, stipends, educational loans, advance increments and the like. Critical studies and appraisal of existing practices should be encouraged to be undertaken by the personnel courageously. They should be free to write and publish standard books on education. Conduct rules should be relaxed to extent possible in this connection.

7. Reforming of the Educational Field.- Radical reformation is to be effected in different areas of education also as enumerated below:-

(a) Quantitative Expansion.- Educational institutes of diverse varieties are to be established to provide education to different types of pupils, seeking admission, as a result of equalisation of educational opportunities for all. The institutional expansion, considering the needs of the localities and resources on hand, should be effected in such a way as to cater to the interests and aptitudes of children. Part-time educational opportunities should also be amply provided for those who have missed, some how, education in their early ages. Education for vocation and avocation or vacation should be provided.

(b) Qualitative Improvement.- Quality versus quantity have been problems of perennial discussion in the field of education. Hasty and undue expansion of education is harmful and hazardous to the normal development of the individual as well as that of the nation. Hence qualitative improvement and quantitative expansion should go hand in hand. State educational planning should keep a balanced perspective of both in a judicious manner, and try to keep these seemingly opposite phenomena well-balanced.

(c) Curricular Reconstruction.- Educational content is not static. Curricular reconstruction is an important aspect of any educational reform. As times change new subjects find their entrance into the domain of education. Hence readjustment of content of education is an imperative need to adopt education to the constantly changing requirements of the developing nation. Appropriate content reorganisation of specific branches of knowledge giving place to the newly developed disciplines should take place to make men socially strong, economically efficient, culturally competent and vocationally virtuous. Periodical evaluation and reconstruction of curricula should be undertaken by the State Departments of Education after due experimentation and adequate research in the field.

(d) Teaching Technology.- Methodology of teaching should also be subjected to constant modification. Teaching methodology has assumed new dimensions in recent years due to different worth-while innovations in the field. Hence the teaching technology is also to be considered as amenable to reformation. Methodological adjustments are to be effected by the educators to suit the needs of the educands in this atomic age of ours. Static methods of instruction would lead to stagnated state of affairs in the field of education. Hence flexible

and dynamic methods of teaching, keeping the educational objectives in view, should be adopted by the teachers of different fields in accordance with the technical and technological development of the nation.

Specific Suggestions

The following specific suggestions are put forth to improve the administrative effectiveness in the State:-

- Educational planning should take into consideration the requirements of the people, the needs of the locality and the aspirations of the nation besides the need for opening schools newly in certain areas to remove regional imbalances, which should not be governed by political considerations or directed by the political pressures or manoeuvres. The institutional expansion should be commensurate with the rise of enrolment of student population.
- The educational administrators should be so trained as to assume the varied roles as the democratic leaders and should shelve off their bureaucratic leanings, if any.
- It is high time that the traditional procedures of confidential reports should be abolished and objective and impersonal tools of appraisal of the teachers and subordinate officers should be designed. The educational administrators should be trained in the technique of objective type of assessment of their subordinates such as Rating Scales. It is also essential to develop

appraisal procedures involving rating by a team of superiors and colleagues, three or five, and not by a single individual, for whom there is always an ample scope to be biased or prejudiced for one reason or another.

- Conduct rules of the Superior and Subordinate Services should be altered in the light of the democratic ideals of the nation. Officials should be viewed as the active participants in the national endeavour but not as 'servants' as were designated during the British regime. Fundamental rights should be as well applied to them and they should not be deprived of their citizenship rights for being in the active State or Government of India Service.
- Effectiveness of any reformation will primarily depend on the type of personnel placed at the helm of affairs and hence a careful selection and judicious posting of the personnel is necessary in view of their attitudes towards a particular reform.
- It is essential that occupational security, better service conditions and adequate pay scales are offered to teachers and administrators as well. But a person once employed should never be allowed to develop self-complacency and to be under the impression that he can continue to be in the service unless he functions efficiently and continues to grow professionally and academically during the period of his service.

- Reform in educational administration should be a natural corollary of our attempts for educational reconstruction which itself should be an indispensable part of our larger programme of social resurgence and national resuscitation. Hence even the slightest radicalism of outlook takes it for granted that one should welcome any such reformation with open-mindedness and broad-heartedness. There should be a constant endeavour by the State and University Departments of Education to undertake continuous appraisal of such reformation and continual campaign for readjusting structures to effect improvement. Administrators should extend an all-out support unhesitatingly and uninhibitedly for such appraisal studies and research undertakings. Rather research personnel should be encouraged to take up such undertakings by way of incentive motivation by the administration.

PROPOSED PLAN FOR FUTURE REFORMS

In addition to the relevant recommendations offered earlier to make the already introduced educational-administrative reforms in the State more effective, the following plan for future reforms is offered so that these prospective reforms may be favourably considered to be implemented by the State educational authorities and other public concerned with the determination of policies and educational reforms, in the larger interests

of efficacy and efficiency of the administration of education. Many more reforms in educational administration are still to be effected at the State level to improve the quality of the administrative function of education. The Education Commission of 1964-66 has given some good lead in this regard and many a clue can conveniently be found in its report. It is a matter of great satisfaction that both the Directorates of Education in the State and the Education Department have accepted broadly the recommendations of the Kothari Education Commission in general. Implementation of some of the recommendations is under the active consideration of the Government of Andhra Pradesh. The recommendations concerning the field of educational administration are to be favourably viewed and should be rigorously implemented by the vigorous administrators, with right earnestness to build the confidence in the minds of the people about the bright future of educational administrative edifice of the State, which would be paving path for effective administrative facilitation and receive due felicitation from the public at large. Rapidity of such reformation would help to erase vapidness of administration.

For reaping further fruitful results from the already introduced reforms, some more reforms are put forth below:-

Proposed Pattern of the State Department of Education

In the light of the views expressed by the different persons the following further reforms can be proposed to have futurer reorganisation of the Education Department to effect administrative economy, better coordination and concerted organisation:-

Establishment of a State Educational Commissionerate.-

In lieu of the State Educational Secretariate and the Directorates of Education, a single State Educational Commissionerate should be established. The Commissionerate should be headed by an Education Commissioner, who will be liaison official between the Education Ministry and the Education Department. Next in the hierarchy, should be the Director of Education, who will be in charge of Executive activity of the Department. He should be assisted by an adequate number of Joint Directors for each type of education as the Joint Director of Higher, Higher Secondary on Teacher-Education, Joint Director of Primary and Secondary Education, Joint Director of Technical and Professional Education, Joint Director of Public and School libraries, Joint Director of Board of Publications, and the Joint Director of the State Council of Educational Research and Training.

Figure 27 gives the Proposed Pattern of the State Department of Education.

MINISTRY OF EDUCATION

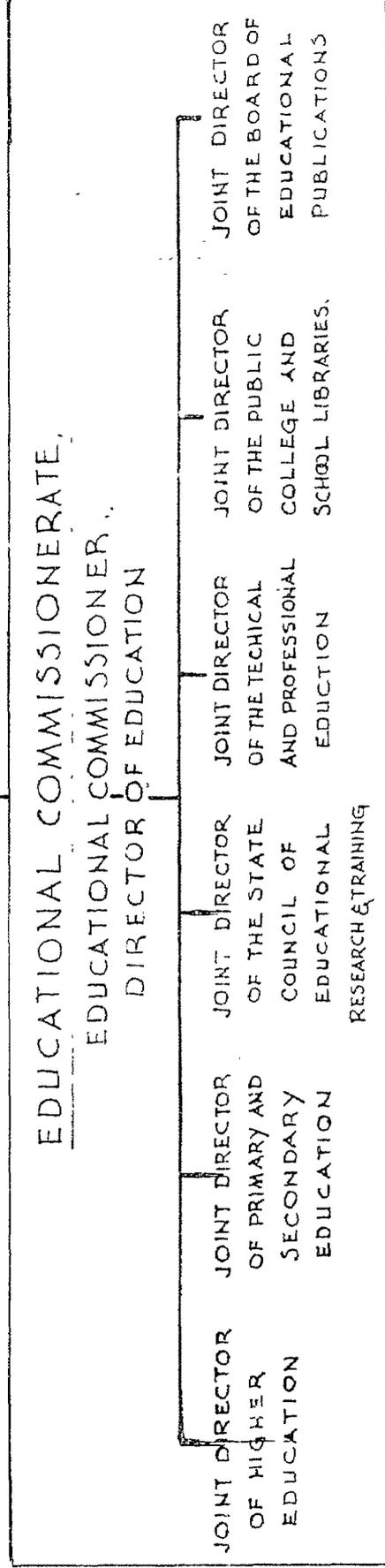
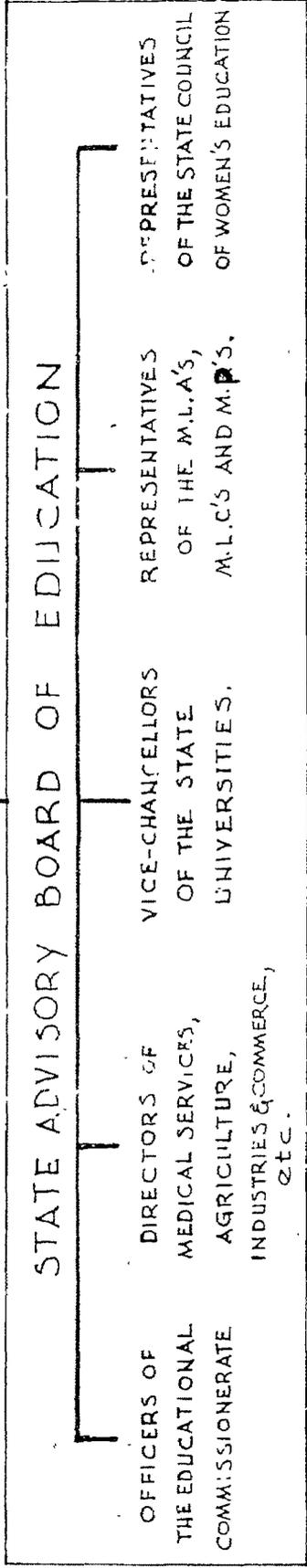


FIGURE:-27

THE PROPOSED ADMINISTRATIVE PATTERN OF THE STATE

All these high level administrators together with the Directors of Medical Services, Agriculture, Industries and Commerce, and the Vice-Chancellors of all Universities in the State should form State Advisory Board of Education, which will be advising on all types of education and all stages of education, including library^{services} and text book publication, educational planning and its implementation. The policies should be decided by the Board and approval of the Education Ministry is to be got before their implementation is taken up. Each of the Joint Director will be responsible for the particular type of education of which he is in charge and the administrative control of all the personnel in the Joint Directorate vests in him.

Such a measure would ^{not only} minimise the overlapping of administrative machinery of the Education Secretariate over the Education Directorates but also effects administrative economy, ensures better coordination, affords opportunity for efficient educational planning and its effective implementation, facilitates concerted effort for educational expansion and qualitative improvement of education, and helps adequately in solving most of the inter-Directorate or intra-Directorate administrative problems.

Joint Directorate of Higher Education.- The administrative pattern of the Joint Directorate of Higher Education should be as follows:-

The Joint Director of Higher Education should be the Head of this Joint Directorate. He should be responsible for the following branches of education:- (1) Higher Education, (2) Oriental Education, (3) Teacher-Education, (4) Higher Secondary or Intermediate Education, and (5) Board of Higher Secondary or Intermediate Education.

Each of the branches of education to be administered by this Joint Directorate should be in charge of a Deputy Director of Higher Education, who in turn will be assisted by the Assistant Directors of Higher Education, Principals of the Colleges, and other teaching and ministerial staff.

Figure 28 gives the Proposed Administrative Pattern of the Joint Directorate of Higher Education.

Joint Directorate of Primary and Secondary Education.- The administrative pattern of the Joint Directorate of Primary and Secondary Education should be as follows:-

The Joint Director of Primary and Secondary Education should be in the over-all charge of the Primary and Secondary Stages of Education and have complete administrative control over the officers working in the Joint Directorate.

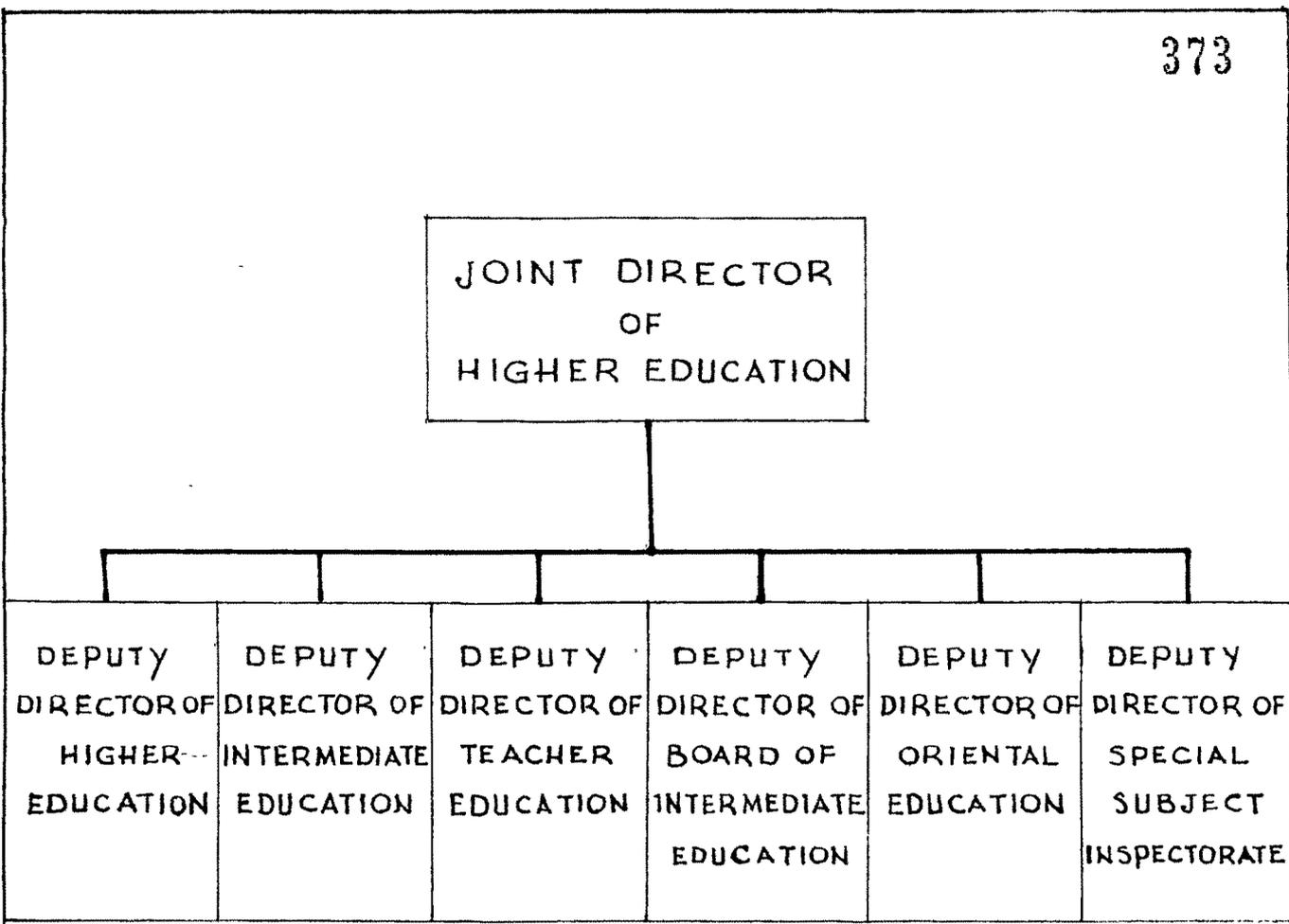


FIGURE = 28

THE PROPOSED ADMINISTRATIVE PATTERN OF
JOINT DIRECTORATE OF HIGHER EDUCATION.

He will be duly assisted by the Deputy Directors of Education who will be, in turn, in over-all charge of respective branches of Primary and Secondary Education, viz., (1) Pre-Primary and Primary Education, (2) Secondary Education, (3) Board of Secondary Education, (4) School Text Book Publication and (5) Inspection (6) Women's Education, etc.

These officers shall be assisted by an adequate number of Assistant Directors for Primary and Secondary Education and the District Educational Administration, and District Educational Inspectorate.

The Deputy Director of Inspection is suggested to have the principle of separation of inspection from administration in an effective manner. He will look to the Academic inspection, while other administrators will take care of supervisory functions. He will be guiding the District Educational Inspectorate in their inspectoral functions and follow-up activities.

There is a need to appoint an Academic Officer in the Board of Secondary Education to investigate into the curriculum aspect of education periodically and recommend necessary steps for the reconstruction of curriculum of Primary and Secondary stages. He should work in collaboration with the Department of Curriculum

and Evaluation of the State Council as is being proposed. There is need for establishing Curriculum and Examination Laboratories in the Board of Secondary Education, and in the State Council and in some of the selected colleges of Education of the Government, of Universities and the Private Management, to carry out research in the Curricular problems and on the procedures of examinations including their administration, besides giving guidance services to schools.

Figure 29 gives the Proposed Administrative Pattern of the Joint Directorate of Primary and Secondary Education.

It is interesting to note that, as the research report is in the final stage of progress, the Government of Andhra Pradesh have revised their decision on the bifurcation of the Directorate of Public Instruction and effected the merger,¹¹ giving the following reasons in support of the action taken:-

1. Education being a continuous process, it is found that bifurcation at a particular level is not conducive to effective educational administration;
2. The change-over to two-year intermediate course, as decided by the Government, required continuity of administration, from the Secondary level to the Higher Secondary and Collegiate sectors;

¹¹Government Order, Ms.No.860(GA.Spl.)Dept. dated 4-10-1967.

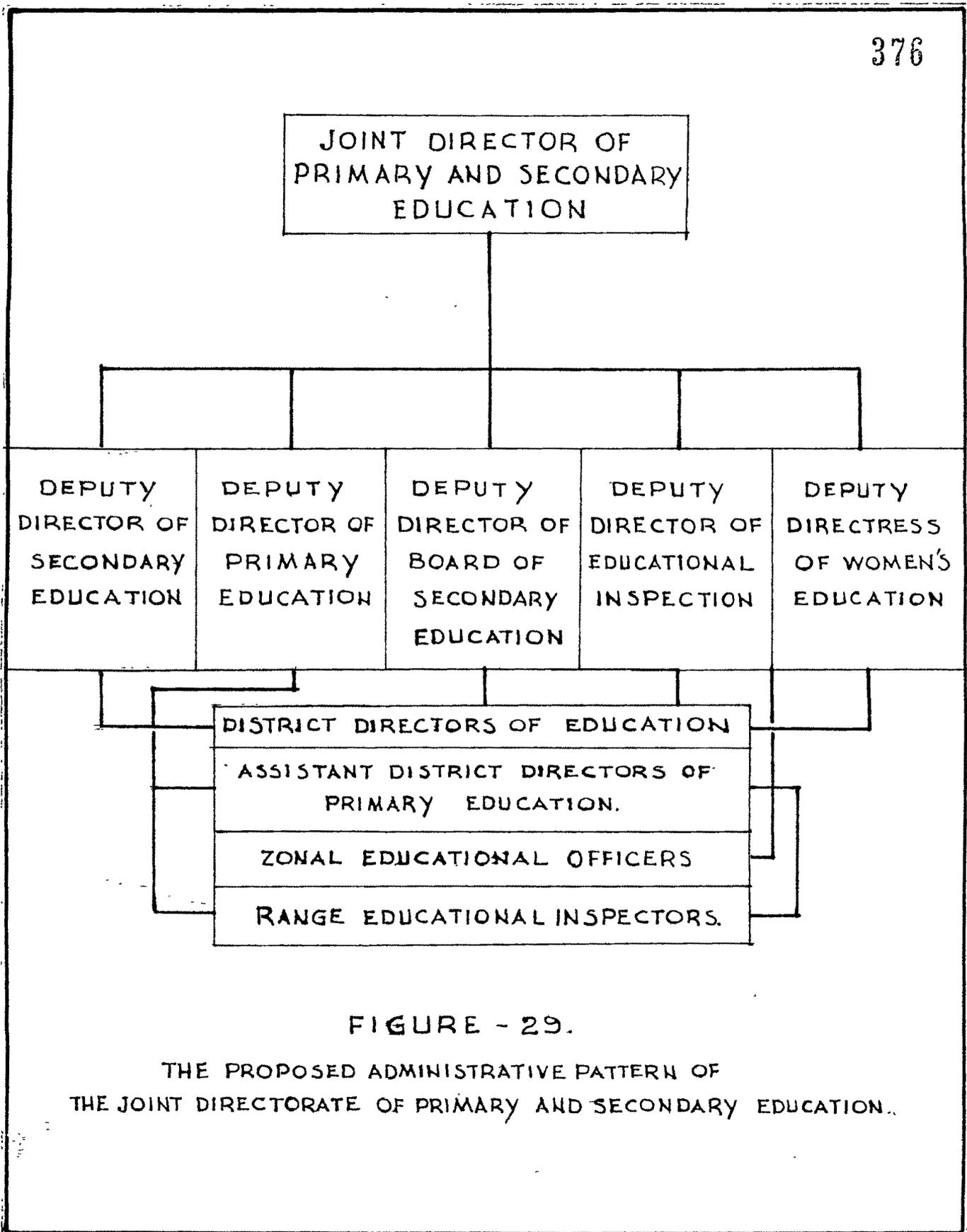


FIGURE - 29.

THE PROPOSED ADMINISTRATIVE PATTERN OF
THE JOINT DIRECTORATE OF PRIMARY AND SECONDARY EDUCATION..

3. The proposed switch-over to Telugu medium of University Education by 1969, would also require effective coordination between the three independent agencies, namely, the Directorate of Public Instruction, the Directorate of Higher Education, and the Universities, and it can be ensured by only one department in charge of education at all levels;
4. Moreover, the Administrative Reforms Committee has recommended regrouping of two or three departments and thus reduce the number of the heads of departments, in the interests of the administrative economy;
5. In practice, the working of both the Directorates has been found by the Government to be not conducive for effective functioning between the both.

In view of the above reasons, the Government has decided that the Directorates of Public Instruction and Higher Education should be merged into, one with immediate effect i.e. from 5-10-1967.¹²

Joint Directorate of Technical and Professional Education.- The administrative pattern of the Joint Directorate of Technical and Professional Education should be on the following lines:-

¹²The Indian Express, Vol.XXXV, No.279, dated 7-10-67.

The pattern should be on the existing lines except for the change in the designation of the head and also for the fact that professional education like Medical Education, Legal Education, Agricultural Education, Commerce Education etc., should be brought into its fold. Consequently, there will be need for associating the Director of Medical Services, Director of Agriculture, Director of Industries and Commerce, etc., with the functioning of this Joint Directorate in the matter of deciding policies pertaining to the respective type of education; in the matter of Agricultural and Veterinary Sciences, the Vice-Chancellor of the Andhra Pradesh Agricultural University may be associated. Each type of Education should be under the charge of one Deputy Director.

This Joint Directorate should, in addition, be responsible for the Industrial and Vocational Education and conduct examinations in technical, vocational, commercial and industrial subjects, and trades and arts and craft through a Board of Technical and Professional Education.

Joint Directorate of Public, College and School Libraries. - The proposed Joint Directorate of Public, College and School libraries should have an over-all

control on the libraries of the State, which are under different managements - Government, Universities, Local Library Authorities and Private Managements. Besides its supervisory function and of approving standard books and recommending the same to all libraries in the State, it should be invested with the responsibility of performing such functions of subscribing to educational periodicals and other standard journals on behalf of all libraries.

Joint Directorate of Board of Educational Publications.-

In the same manner, the proposed Joint Directorate of Board of Educational Publications should be in over-all charge of Government Publications like textbooks, educational periodicals and research journals in the State. It should be in charge of publishing nationalised text books, getting standard books written or translated for Higher Education in Science and Technical Education in Regional languages of the State to make a smooth switch over of Higher Education feasible in a few years. It should be concerned mainly with the promotion of educational literature of all types including research findings. There should be separate Deputy Directors in charge of publication of books of various stages of education, who should work in close cooperation with the Deputy Directors of the respective Joint Directorates.

Proposed Pattern of District Educational Administration

There appears to be some contradiction in the views expressed by respondents over the principle of separation of inspection from administration. Though the principle has been upheld equivocally by all, some felt that inspection stripped off administrative powers may not be of great avail. To strike at a compromise, it is being proposed to have the following administrative set up at the district level in the interest of administrative effectiveness and inspectoral efficiency.

- The District Directors of Education should have the supervisory powers over all the Secondary schools of all types of managements in the district.
- Each Educational District is to be divided into some Educational Zones, which should be kept under the charge of Gazetted Inspectors of Schools, who should be designated as the Zonal Educational officers. They will be inspecting all the Secondary schools in their jurisdiction and have the administrative control over the Deputy Inspectors of schools in their area and the Head Masters of the Upper Primary Schools.
- Each of the Educational Zone should, in turn, be divided as the Educational Ranges and the power of inspecting all the Upper Primary schools in an Educational Range vests with the Deputy Inspectors of Schools, who should be designated as the Range Educational Inspectors.

Thus there will be further decentralisation of executive function which will help for improving efficiency of educational administration by lessening the work load of the District Directors of Education.

The Range Educational Inspectors should be endowed with minimum of administrative powers to enable them to take on the spot action whenever situation warrants such an action.

The number of schools to be inspected by a Zonal Educational officer should be 35 to 40 and that to be inspected by the Range Educational Inspectors should be between 45 and 50 to effect inspectional efficiency.

The administrative control of Range Educational Inspectors should vest in the Zonal Educational officers and they will, in turn, be controlled by the District Directors of Education, who will be controlled by the Joint Director of Primary and Secondary Education. The Deputy Directors of Primary Education, Secondary Education, and Inspection will have supervisory powers over the District Directors of Education, Zonal Educational Officers and Range Educational Inspectors respectively.

There is need to create an Assistant District Director of Primary Education who should look to the development and improvement of all Upper Primary Education in the District leaving the Secondary Education

to the District Director.

Under this scheme of administrative arrangement, the task of inspecting the Higher Secondary Education or the proposed Intermediate Education will be transferred to the Joint Directorate of Higher Education and the supervisory function and inspectoral duty of the Higher Secondary Schools or Junior Colleges vests with the Deputy Director of Higher Secondary Education or the proposed Intermediate Education and consequently the Special Subject Inspectorate should be attached to this Deputy Directorate for organising Inspectoral activity.

Figure 30 gives the Proposed Pattern of District Educational Administration and Inspectorate.

Proposed Pattern of the State Council of Educational Research and Training

In view of the opinions expressed by the educationists and the administrators, it is essential to have further reorganisation of the State Council of Educational Research and Training. The following is proposed pattern in this regard:-

It is essential to develop the State Council further on the lines of the NCERT, as a Joint Directorate in the Education Commissionerate, if not as an autonomous organisation.

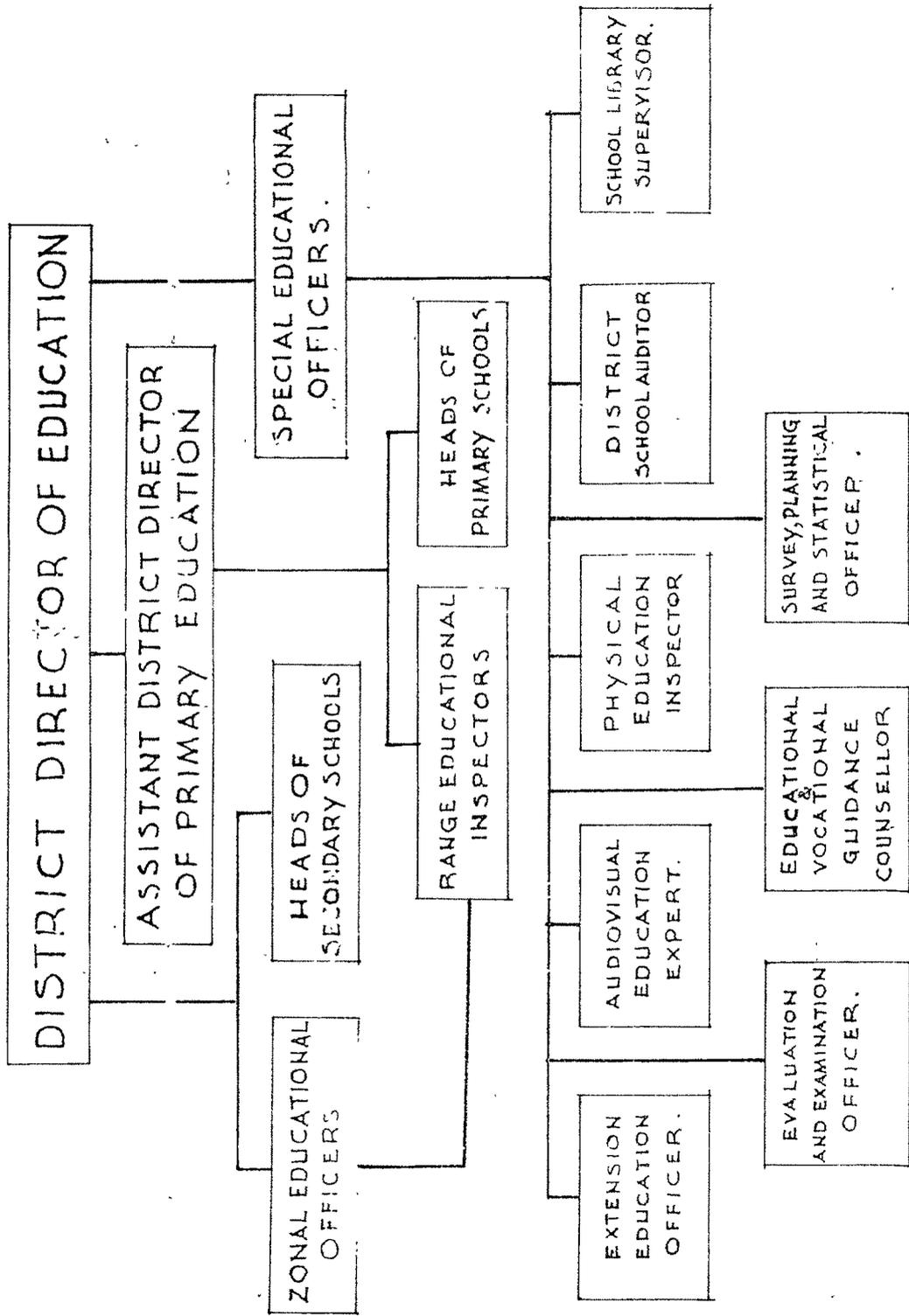


FIGURE : 30

THE PROPOSED PATTERN OF DISTRICT EDUCATIONAL ADMINISTRATION AND INSPECTORATE .

A Department of Field Services should be developed to coordinate Extension Education activities carried out by the different agencies like Extension Services Departments and Centres attached to the Training Colleges in the State and the Extension Education Units, already proposed to be developed in the District Educational Administration. The Department should try to have the upward extension of the schemes to the collegiate education and downward extension of the same to the Primary Education also in a planned manner.

Organisational set up of the Extension Services Departments attached to the different Training Colleges require reconsideration in the light of the changing circumstances. In proportion to the functions they have to carry out, the Coordinators should be endowed with adequate powers to enable them to act independently without any hindrance or hesitation. The Honorary Directors should only be concerned with the task of administrative sanction for the different programmes chalked out by the Advisory Committee of the Extension Services Department and with the payments of the dealings and other monetary transactions, leaving the technical work to the Coordinators. They should also be provided with trained Librarians, accountants and film-operators on full time basis and not on part time basis as is in vogue now.

A separate Department of Advanced Educational Research should be developed in the S.C.E.R.T. to coordinate the Educational Research activities in the State carried out by the different agencies like the University Departments of Education, Extension Services Departments, and the individuals through grants-in-aid schemes of the council or those of the University Grants Commission or those of the Department of State Archives and the like. The Department should also take up publication of worthwhile dissertations and theses submitted by the Post-graduate students of Education and others and attempt to add to the fund of published literature of Educational Research. In addition, it should encourage individuals and institutions to carry on research on topics to be approved by the Department before hand, and sanction adequate financial aid for doing the said research and leave the right of disposing the research findings either to the Government or to the private parties to the researcher himself. It should not insist to own the copy right of the research work simply because it has financed it which would serve more as a disincentive rather than an incentive. The grant-in-aid may be also extended to the research projects carried out leading to a degree at any reorganised University or an Institution. It should also publish

an Advanced Educational Research Journal.

Similarly a Department of Educational Administration should be developed in the State Council, to conduct research in the field of educational administration and school organisation, to organise pre-service, in-service and extension education to the direct recruits and promotees such as District Directors of Education, Assistant Directors of Education, Zonal Educational Officers, Range Educational Inspectors, School Administrators etc., It should work in collaboration with the Training College Departments of Education and Extension Services Departments and such other agencies carrying out the function of educating the administrators of education and schools.

The Department of Evaluation should be developed as the Department of Curriculum, Text Books, and Evaluation to cover the curricular reform and preparation of instructional material on the basis of educational objectives and examination reform. It should develop Curriculum and Evaluation Laboratories to provide guidance services, Test Material Services and Instructional Material Services. It should work in close cooperation with the State Boards of Secondary Education and Intermediate Education and the Examination and Evaluation

Units of the District Educational Administration and the Extension Services Departments of the Colleges of Education.

The Department should work to extend the concept of Educational Evaluation to the Higher Education and to Teacher Education as well upwardly, as well as to the Primary Education level downwardly.

A Department of Languages and Language-Teaching should be developed in the Council to work out for the gradual implementation of regional languages as the media of Higher Education, to develop the regional languages as administrative media, to develop Hindi as the link language and also to take up such necessary steps as to give fillip to the Oriental languages and teaching of other International languages like French, German, Russian, Chinese and Japanese. This should work in close collaboration with the University Departments of Languages, the Central Institute of English, the Departments of Language-Teaching in the Colleges of Education, the proposed Institute of Telugu, which is under the active consideration of the Government to be established at the earliest opportunity. It should undertake establishment of Language Laboratories in the State in the premises of the Council, in the University Departments of languages and in the Colleges of Education.

A Department of Audio-Visual Education should also be initiated in the State Council to give lead to the Audio Visual Education and train the teachers for one-year diploma courses or short term certificate courses under the Guidance of the Department of the NCERT. The Audio-visual Assistants to be employed in the schools should undergo such a training in the State Council or any other agency recognised for the purpose.

Under the proposed reorganisation of the State council, it becomes an independent Joint Directorate and the administrative control of the Directorate of Higher Education over it as exists presently ceases. Of course, the Council has to work in close collaboration of different Joint Directorates of Education, especially with those of Higher Education and Primary and Secondary Education.

Figure 31 gives the Proposed Pattern of the Joint Directorate of the State Council of Educational Research and Training.

Creation of Local Education Authorities.- In view of the invectives showered on the reform of Democratic Decentralisation of Education by both the executive and the public, saying that it did not obtain the desirable goals; and in consideration of the obvious shortcomings and all-in-all dissatisfaction of the public; and in

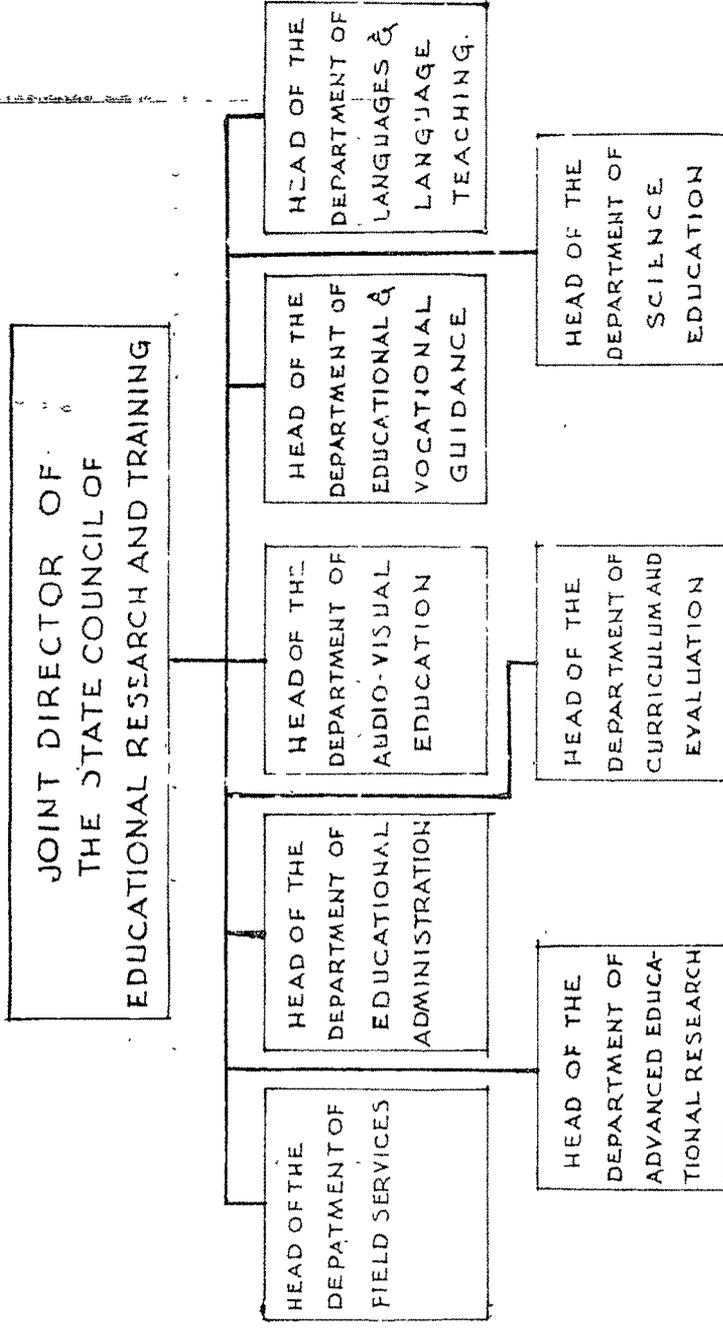


FIGURE - 31

THE PROPOSED PATTERN OF THE STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

the light of the fact that the whole of the educational expenditure is borne by the State Government, it is essential that the pattern of democratic decentralisation of education is modified, by taking away education from the Panchayat Raj and handing it over to the Local Education Authorities, to be specially created for the purpose in the form of District Boards of School Education on the pattern recommended by the new Education Commission.

The percentages of responses for this prospective reform are as given below:-

The recommendations of the Education Commission for creating District Boards of School Education as Local Education Authorities is essential.

(The Executive 73.3% and the Educationists 86.0%)

The role of the local bodies in the matter of educational administration is not uniform through out the nation. Hence the Education Commission has suggested for having uniformity in the association of local bodies in the administration of education. Hence it has mooted for establishing " District School Boards" and " Municipal School Boards " as the competent Local Education Authorities at the District level and at the Urban level. They should discharge all functions of

education below the university level as a national policy. It should be adopted by the State Government of Andhra Pradesh, also to fall in line with the national pattern of associating local bodies with the educational transaction. This would be, in fact, a better form of democratic decentralisation of educational executive activity for it would enable us to associate the local communities with education to the extent required, while overcoming the shortcomings sighted in the present mode of decentralisation through the Panchayat Raj system.

Implications for the Other States

Even though this has been a critical study of reforms in educational administration carried out in Andhra Pradesh during 1956-66 and their appraisal, the investigation has obviously some implications for the other States that have effected or contemplating to effect such reforms.

They are enumerated in brief below:-

1. Democratic decentralisation, though considered to be an ideal one in concept, has not satisfactorily worked in the form of Panchayat Raj system in Andhra Pradesh. Hence it is better to adopt the recommendation of the new Education Commission for establishing District and Municipal Boards of School Education as Local Education Authorities and develop a uniform mode of associating local bodies with education throughout the nation.

2. Secondly the Bifurcation of the Directorate of Public Instruction also did not work to the satisfaction of the executive and the public in Andhra Pradesh. Hence it can be stated that separate Joint Directorates for different stages of education may be tried out to achieve the desired goals.

3. In the matter of reorganisation of District Educational Administration and Inspectorate, the example of Andhra Pradesh may be favourably considered as there has been a general consensus of opinion as to its progressiveness and effectiveness. It is also better to develop a hierarchy of Inspectorate from top to bottom to enable efficient inspectoral function.

4. Lastly, amalgamation of all special educational institutes into a single unit as the State Council of Educational Research and Training can well be adopted by other States because of its obvious advantages in affording educational research and training.

The study indicates that the other States would be well-advised if they carefully plan the reformation in educational administration, previously prepare the ground for implementation of such reforms and patiently give a fair trial over a sufficient period after their initiation.

FOCUS ON FURTHER RESEARCH

Another major implication of this study would be the focus on further research on the field of reformation in educational administration specifically and on the educational administrative domain itself. As pointed out earlier, research in the field of educational administration in our country at the doctoral level is still in a budding stage. Consequently the field of educational administrative reforms has been a virgin field of research. A good deal of research of this kind is to be undertaken in each State. Though research in educational administration has been of very recent ^{origin} in our country, considerable headway has been made during the post-independent era with the help of the U.G.C. and and N.C.E.R.T.

The current research is based on historical and descriptive surveys more than scientific hypothesization. In this connection Lulla comments on available research in the field and makes a strong plea for the educational research to shift " from the status studies and descriptive studies to the basic research in administrative behaviour, and stresses that " empirical studies related to India's environment and culture are needed. And that such studies should be undertaken in job analysis and administrative role, leadership behaviour, performance, decision-making, power-structure, group-dynamics etc."¹⁶

¹⁶Lulla, Op.Cit., p.278.

Establishing a close relationship, between educational research and educational administration and effective use of research findings that affect educational administrative procedures and phenomena to improve administrative function in the service of mankind are equally essential. Bringing about attitudinal change in the educational administrators towards researchers is very important, for lack of proper understanding among them will defeat the cause of educational research itself. Experimental and empirical research or operational type of educational research would be more advantageous than the historical or survey type of research for the former would enable the administrative personnel to assess their functions and undertakings in a clearer perspective and enable them to prepare their prospective plans in the desirable way effecting economy of time and energies.

Experimentation and research are the two crucial steps leading to any kind of progress of mankind. This study has attempted in a humble way to focus the attention of the prospective researchers on respective areas of education in the course of dissertation.

Specially in the field of educational administration and its reform, it is necessary to re-examine the old concepts and practices and, experiment with the new

ideas and procedures. New practices should be tried out on an experimental basis before they are introduced as reforms in the field. This should become a prior step before their actual adoption or adaptation is taken up.

The investigator feels strongly from the experience of this study that further research is essential on the questions and issues related to the concept of reforms in educational-administration. As stated earlier research into the Educational-Administrative Reforms and their appraisal is a new rendezvous of educational research endeavours.

It may be noted that in this pioneering investigation, it is attempted to make a critical study and appraisal of educational-administrative reformation effected in the Andhra Pradesh State during a decade and over after its inception.

Educational-administrative reforms-either at the National level or at the States' level - being in a state of flux, there is a great necessity to carry out vast research and appraisal programmes in the field so as to serve as guide-lines for prospective reformation in the administrative practices.

Reforms in educational administration should be based on research findings and not on the whims of the

persons at the helm of affairs or on the political considerations.

The following areas are suggested for further study with reference to reforms in educational administration:-

- A Critical Study of the Educational administrative Reforms carried out at the Centre;
- A Critical Investigation into Reorganisation of a State Education Department;
- A Critical Evaluation of Democratic Decentralisation effected in a State;
- An Evaluative study of Reformation of District Educational Administration in a State, and so on.

The following questions and issues yet remained unanswered by this study. Hence they are to be tackled tactfully and tacitly by the prospective researchers:-

1. Why does Democratic Decentralisation of Educational Administration, a theoretically sound principle, fail to get public and executive satisfaction?
2. What are the inherent weaknesses of this reform that led to the negative appraisal as "Ineffective"?
3. What are the necessary changes that should be brought about in the official and non-official functionaries to make this reform effective?
4. What are the administrative changes or readjustments required to make this reform successful?
5. How should we make the community more responsible for the decentralisation of the educational activity

and make it an efficient partner in the administration of education ?

6. When the principle of decentralisation of executive activity is worthwhile, why does the bifurcation of Directorate of Public Instruction not function well ?

7. When the principle of separation of inspection from administration is deemed educationally sound, why did the people consider the inspectorial work not so effective ?

8. What are the essential steps to make effective coordination of executive activity of education at various levels - Centre, State and District ?

9. What is the best way of coordinating in-service educational activities in the State ?

10. What steps should be adopted to have the impact of in-service education on the teachers, examiners, administrators and the public ?

Figure 32 gives the Areas of Research in Reforms in Educational Administration and Appendix IV presents Potential Research Projects in Educational Administration.

EPILOGUE

Educational research has no known boundaries. It is process of continuum. Yet every educational investigation has to reach a terminus of recommendation

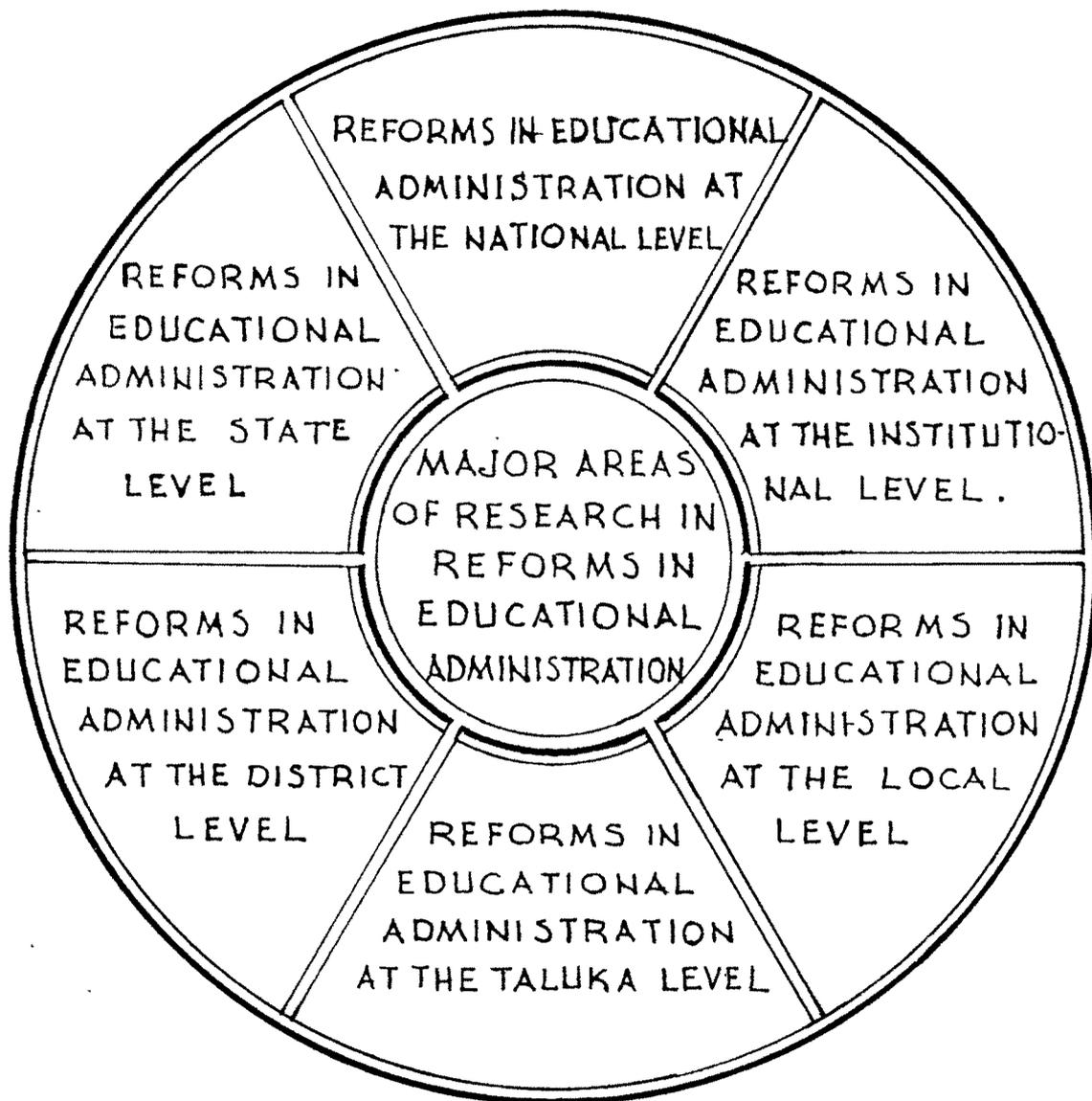


FIGURE -32

FOCUS ON RESEARCH-AREAS IN REFORMS
IN EDUCATIOAL ADMINISTRATION.

and conclusions aptly if not abruptly.

This research endeavour, which has the concept of democratisation of educational administration as the underlying theoretical frame of reference, took to studying critically the reforms in educational administration effected in Andhra Pradesh during 1956-1966 over a decade and appraising of how ^{they} affected the administration of education in the State. This critical study has been made in the light of historical perspective and the reformation of educational administration carried out at the national level.

A resume of the conclusions may briefly be given in the following way:-

- Reforms in educational administration introduced in Andhra Pradesh have been progressive and effective in many cases.
- In view of the great task to be accomplished by the State Education Department further reformation is still needed.
- In the light of the study, suitable recommendations, general and specific- are given.
- Stress on the formation of professional organisations of educational administrators is given.
- Focuss on further areas of educational research in the field has been made.

In retrospect, it may be stated that this research is operational in nature seeking solutions to the problems of educational administration of the State of Andhra Pradesh. It is ^a sort of consumer research as its findings are useful for the State administrators. It has been aimed at the improvement of the administrative structures which are of immediate concern to them. Whether it has helped to simplify administrative and processes/procedures and to develop general principles is to be decided by the time and other researchers.

However, it is to be kept in mind that this little research makes no big and exorbitant claims by a way of pronouncing sure and simplified procedures, though it has attempted on an empirical way to submit some proposals in its own way to affect the administrative machinery to yield better fruitful results in the form of administrative efficiency and instructional effectiveness through inspectorial efficacy.

Some of the recommendations may be carried out by making minor adjustments. Some others may seem to be apparantly very expensive. The recommendation regarding abolition of some posts and merger of the Directorates and Secretariate, would result in considerable economy. They may have a little impingage on the State budget at the utmost. However, it is essential to remember

that in fast-developing nations, educational expenditure will always be on the rise generally.

This work tends to the general advancement of knowledge by casting light on the different aspects of factual information of the reformation of educational administration in the State of Andhra Pradesh and by appraising them in an adequate manner. It attempts to open the gates of the hither-to-untraced-avenue of educational research in the field of educational administration mainly " reformation in educational administration " in the changing conditions of our country.

The prospect of this research is discernible in its becoming a pioneer project for such critical and empirical studies of educational-administrative reformation to be taken up either at the national level or at the States' level by the research scholars, which is needed for continuously readjusting administrative patterns and practices in any progressive nation.

Such studies also merit the trouble because they would enable the educational administrators and planners to take necessary steps to help the furtherance of the reformation in an appropriate way. That is to say that such appraisals provide for the remedial facilitation of the diagnosed defects of the existing patterns of administration.

Before concluding, it may not be out of place to recall what Mr. Harold Webster says about research efforts:- " Research efforts have more uncertainty and more unknown out-comes inherent in them than other kinds of activities." One can easily agree with the above stated fact. As is the case with the literary works, so is the case with the research activities too ! It is possible for the future researchers and research critics to draw out more inherent implications and coherent conclusions of which the original researcher might have lost sight of. Hence it is for the future research personnel to make use of their insight and bring into limelight of what the researcher has lost foresight of-both the merits as well as the demerits - as, in fact, one's shortcomings will serve another to overcome them and thus help for the furtherance of the fund of the human knowledge. Any research should add to its accumulation. This research is an humble attempt in pursuit of that goal.
