

A P P E N D I C E SAPPENDIX ITOOLS OF INVESTIGATION ADMINISTEREDA. GENERAL TOOLS OF INVESTIGATIONI (1) Information Inventory :

Instruction.-Kindly find below some of the Reforms in Educational Administration introduced in Andhra Pradesh, during 1956-66. Please Tick them as MAJOR or MINOR reforms. If you consider that the list is incomplete, add a few more and classify them also by putting a tick(✓) in the space provided.

S.No.	Reform	Major	/	Minor
1.	Democratic Decentralisation of Education.	:	:	:
2.	Reorganisation of District Educational Administration.	:	:	:
3.	Bifurcation of Directorate of Public Instruction.	:	:	:
4.	Reorganisation of District Educational Inspectorate.	:	:	:
5.	Establishment of Special Educational Institutes, Units and Bureaux.	:	:	:
6.	Formation of Consultative Committees of Education.	:	:	:
7.	Creation of Joint Councils.	:	:	:
8.	Creation of the Post of Joint Director of Public Instruction.	:	:	:

S.No.	Reform	:Major:	Minor
9.	Abolition of Regional Directorates of Public Instruction.	:	:
10.	Abolition of Separate Inspectorate for Girls' Schools.	:	:
11.	Decentralisation of Workload of Board of Secondary Education.	:	:
12.	Making Revenue Districts as Educational Districts.	:	:
13.	:	:
14.	:	:
15.	:	:
16.	:	:

I (2) Questionnaire on Prospective Reforms in Educational Administration:

Instruction:- Kindly find below some questions regarding Prospective Reforms in Educational Administration desirable to be introduced and respond to them by ticking(✓) against appropriate response.

S.No.	Questions	:Yes	: No
1.	Do you think that there is need to effect further reformation of Educational Administration in Andhra Pradesh ?	:	:
2.	Is there need for establishing a Co-Ordinating Machinery to coordinate the work of different Directorates of Education ?	:	:
3.	Do you agree with the idea of establishing a State Council of Educational Research and Training as an autonomous body ?	:	:
4.	Do you concur with the Recommendations of the Education Commission that State and District School Boards should be established ?	:	:
5.	Do you think that a State Board of Teacher-Education should be established?	:	:

S.No.	Questions	:Yes	:No
6.	Is there need to establish a Publication Unit in the Education Department to publish educational journals, textbooks and brochures to disseminate information and research findings ?	:	:
7.	Do you agree with the recommendation that State Educational Administrative Service should be instituted ?	:	:
8.	Is it essential to encourage formation of Professional Organisations of Educational Administrators ?	:	:
9.	Is it essential to establish a State College of Educational Administrators to give professional education - pre-service and in-service - to the personnel ?	:	:
10.	Is it essential that Private Educational Foundations are allured to encourage Educational Research ?	:	:
11.	Do you contribute to the idea of developing a State University of Education embracing all teacher-educational institutions of the State ?	:	:
12.	Is there need for extending the activities of the Evaluation Unit to Higher and Teacher Education ?	:	:
13.	Do you think that Special Inspectorate for Collegiate Education is to be constituted ?	:	:
14.	Do you consider that All India Educational Service should be established ?	:	:
15.	Do you consider that Higher Education should be brought to Concurrent List ?	:	:
16.	What more reforms in Educational Administration do you suggest ?	:	:

B. TOOLS OF APPRAISAL

I (3) The Score Card :

Instruction:- Please find below some of the Reforms in Educational Administration introduced in Andhra Pradesh during 1956-66. Kindly evaluate them as "Effective"(E), "Effectiveness Cannot be Judged"(EJ) or "Ineffective" (IE), by ticking (✓) against the appropriate heading for each item.

S.No.	Reform	: E	: EJ	: IE
1.	Democratic Decentralisation of Education.	:	:	:
2.	Administration of Secondary Education by the Zilla Parishads.	:	:	:
3.	Administration of Primary Education by Panchayat Samithis.	:	:	:
4.	Working of the Standing Committees in the Panchayat Raj.	:	:	:
5.	Coordination Between the Education Department and the Panchayat Raj.	:	:	:
6.	Role of the Deputy Secretaries, Education, in the Zilla Parishads.	:	:	:
7.	Reorganisation of District Educational Administration.	:	:	:
8.	Role of the Upgraded District Educational Officers.	:	:	:
9.	Reorganisation of the District Educational Inspectorate.	:	:	:
10.	Role of Gazetted Inspectors of Schools in the new Set Up.	:	:	:
11.	Bifurcation of Directorate of Public Instruction.	:	:	:
12.	Establishment of State Bureau of Educational and Vocational Guidance	:	:	:
13.	Establishment of State Evaluation Unit.	:	:	:
14.	Establishment of State Institute of Education.	:	:	:
15.	Establishment of Science-Education Unit.	:	:	:

S.No.	Reform	: E	: EJ	: IE	:
16.	Separation of Inspection and Administration.	:	:	:	:
17.	Functioning of newly established Institutes, Units and Bureaux.	:	:	:	:
18.	Functioning of the Consultative Committee of Education.	:	:	:	:
19.	Reforms in Educational Administration carried out so far in A.P. in general.:	:	:	:	:
20.	Reforms in Education in general carried out in Andhra Pradesh so far.	:	:	:	:

I (4) The Questionnaire to the Departmental Personnel

Instruction:- Kindly respond to the following questions on the Reforms in Educational Administration introduced in Andhra Pradesh during 1956-1966 by ticking (✓) at the appropriate response. For Open-end questions, please write below or on the reverse side of the page.

Section 1 : Democratic Decentralisation of Education.

S.No.	Question	:Yes	: No:
1.1.	Do you think that Democratic Decentralisation at the District level in Educational Administration is progressive ?	:	:
1.2.	Has the Democratic Decentralisation that has been introduced in Andhra Pradesh resulted in attaining the desired goals?	:	:
1.3.	Has it enabled the rural masses to learn democratic practices and values ?	:	:
1.4.	Can we do away with the Centralisation of financial powers, control, supervision, guidance etc., completely ?	:	:
1.5.	Was the Community participation in educational matters encouraging ?	:	:
1.6.	Have they come to share in the educational expenditure ?	:	:

S.No.	Question	:Yes	: No	:
1.7.	Has it facilitated improvement of management and supervision of schools ?	:	:	:
1.8.	Has the system of handing over Elementary Education to the Panchayat Samithis improved its condition ?	:	:	:
1.9.	Did it help in the implementation of compulsory Primary Education ?	:	:	:
1.10.	Is the role of the Extension Officers, Education, satisfactory ?	:	:	:
1.11.	Are the composition and working of the Standing Committees at the Panchayat Samithis level satisfactory ?	:	:	:
1.12.	Do you consider that Secondary Education is safe in the hands of the Zilla Parishads? :	:	:	:
1.13.	^{Are} Do you the Deputy Secretaries, Education, endowed with adequate powers ?	:	:	:
1.14.	Are their functions clearly defined ?	:	:	:
1.15.	Are the composition and working of the Standing Committees at the Zilla Parishads level satisfactory ?	:	:	:
1.16.	Are the working conditions of teachers satisfactory in the Zilla Parishad Administration ?	:	:	:
1.17.	Is the supervision of the Education Department over the Educational Wing of the Zilla Parishads satisfactory ?	:	:	:
1.18.	Do you contribute to the recommendation of the Education Commission of creating District Boards of Education as the Local Education Authorities ?	:	:	:
1.19.	What general suggestions do you give to improve education under the Panchayat Raj?	:	:	:

Section 2: - Reorganisation of District Educational Administration

Q.1.

S.No.	Question	: Yes	: No
2.1.	Do you consider that the reorganisation of District Educational Administration made in Andhra Pradesh is a progressive reform ?	:	:
2.2.	Do you think that making each Revenue District as an Educational District is a right step ?	:	:
2.3.	Are the powers delegated to the District Educational Officers in the new set up adequate ?	:	:
2.4.	Do you consider that the present set up will be able to improve educational planning in the District and its implementation ?	:	:
2.5.	Will the District Educational Officers in the new set up be able to discharge all the administrative functions entrusted to them with respect to education in the district ?	:	:
2.6.	Is it essential that they should be delegated with some more powers ?	:	:
2.7.	Will they be able to inspect the Educational Wing of the Zilla Parishads and High Schools headed by the Gazetted Officers effectively in addition to the administrative work ?	:	:
2.8.	Is it sufficient if the District Educational Officers exercise only appellate functions over the schools of the Panchayat Raj ?	:	:
2.9.	Is there need for further strengthening of the supervisory function of the Education Department over the Zilla Parishad Schools ?	:	:

Sr.No.	Question	:Yes:	No	:
2.10.	Is the present relationship of the District Educational Administration and the Panchayat Raj in the matter of school education satisfactory ?	:	:	:
2.11.	Is there a need to have an Assistant or Deputy District Educational Officer in the District Education Office to assist the D.E.Os. in the new set up ?	:	:	:
2.12.	Is there need for appointing an Evaluation Officer in the D.E.O's Office to look to the examination and evaluation work in the district ?	:	:	:
2.13.	Do you feel that the Statistical Section of the D.E.O's Office should be strengthened ?	:	:	:
2.14.	Is the present arrangement of the Ministerial Staff of the District Education Office satisfactory ?	:	:	:
2.15.	Is there need for organising a special Audit Wing in the D.E.Os office to facilitate auditing of different schools in the district ?	:	:	:
2.16.	Is it essential that the District Educational Officers should be relieved of the Inspectoral work completely ?	:	:	:
2.17.	Are the District Educational Officers to share the follow up programmes of the inspection work ?	:	:	:
2.18.	What more suggestions do you offer to improve the District Educational Administration ?	:	:	:

Section 3 : Reorganisation of District Educational Inspectorate

S.No.	Question	:Yes:	No	:
3.1.	Do you consider that reorganisation of District Educational Inspectorate is a progressive step ?	:	:	:

S.No.	Question	:Yes:	No :
3.2.	Does the separation of inspectoral work from the administrative function improve efficiency ?	:	:
3.3.	Is the composition of Inspectorate in your district satisfactory ?	:	:
3.4.	Does this reorganisation, in your view, lead to the improvement of educational standards? :	:	:
3.5.	Do you think that a single Gazetted Inspector can adequately inspect 50 schools annually and also take up the following up programmes as well ?	:	:
3.6.	Do you think that subject-wise Inspectorate is preferable to Panel-wise Inspectorate ?	:	:
3.7.	Is there need for appointing special Inspectors of Schools to inspect schools headed by the Gazetted Officers, Training Schools and the Educational Wings of the Zilla Parishads ?	:	:
3.8.	Do you consider that inspection without administrative powers will be effective ?	:	:
3.9.	Should there be Deputy Inspectors of Schools under each Gazetted Inspector to assist him? :	:	:
3.10.	Do you think that there should be surprise inspections ?	:	:
3.11.	Do you think that in the present set up well-organised and uninterrupted inspection is made possible ?	:	:
3.12.	Do you think that the Gazetted Inspectors should be endowed with some administrative powers to improve follow up programmes ?	:	:
3.13.	Do you consider that abolition of separate Inspectorate for Girls' Education is a right step ?	:	:
3.14.	Do you consider that Educational Inspectorate should be a combined cadre irrespective of sex ?	:	:

S.No.	Question	:Yes:	No:
3.15.	Is the District Educational Officer able to coordinate the inspection work of schools in the district and give effective guidance to all inspectors under his control ?	:	:
3.16.	Do you consider that there is a need of giving pre-service and in-service education to the Inspecting Officers?	:	:
3.17.	What more measures do you suggest for the improvement of inspectoral work in the educational domain of the district ?	:	:

Section 4 : Bifurcation of Directorate of Public Instruction

S.No.	Question	: Yes :	No :
4.1.	Will you discern progressive trend in the reform of bifurcating the Directorate of Public Instruction?	:	:
4.2.	Do you consider that it has facilitated both the Directorates to concentrate well on the respective stages of education ?	:	:
4.3.	Has it helped to improve administration, control and supervision ?	:	:
4.4.	Have the subjects to be administered by both the Directorates been clearly defined ?	:	:
4.5.	Did the bifurcation lead to the betterment of educational planning and its implementation ?	:	:
4.6.	Did it help in improving internal administration of educational institutions ?	:	:

S.No.	Question	:Yes:	No:
4.7.	Do you think that it would lead to inspectoral efficiency and instructional effectiveness ?	:	:
4.8.	Do you contribute to the idea that Primary Education should be brought under a separate Directorate ?	:	:
4.9.	Do you think that Higher Secondary Education should be brought under the Directorate of Higher Education ?	:	:
4.10.	Is the conducting of Higher Secondary Examinations to be transferred to the Directorate of Higher Education ?	:	:
4.11.	Are the powers delegated to the both Directorates adequate ?	:	:
4.12.	Is the personnel size of these Directorates adequate ?	:	:
4.13.	Do you consider that the Education Secretariate is acting well as the effective coordinating agency ?	:	:
4.14.	Is there need for creating a new Directorate of Educational Research and Training?	:	:
4.15.	Do you consider that a State Board of School Education should be established as recommended by the Education Commission of 1964-66 ?	:	:
4.16.	What other suggestions do you offer for the improvement of Educational Administration at the Directorates' level ?	:	:

Section 5 : Establishment of Special Educational Institutes, Units and Bureaux.

S.No.	Question	: Yes :	No :
5.1.	Is the establishment of new special educational Institutes, Units and Bureaux a progressive trend ?	:	:

S.No.	Question	:Yes:	No:
5.2.	Have the educational institutes been attached to the appropriate Directorate?	:	:
5.3.	Is the personnel size of the different Institutes adequate ?	:	:
5.4.	Do you consider that the budgets allotted to the different institutes are adequate?	:	:
5.5.	Are the achievements of these institutes satisfactory ?	:	:
5.6.	Did the Educational and Vocational Guidance Movement gain sufficient impetus?	:	:
5.7.	Do you think that in-service education given by the Extension Services Departments has improved the teachers' efficiency ?	:	:
5.8.	Do you think that State Evaluation Unit has contributed enough to the examination reform ?	:	:
5.9.	Do you think that the Science Education Unit has helped to improve the quality of Science Teaching in the State ?	:	:
5.10.	Do you agree with the view that the State Institute of Education has improved the condition of Primary Education in the State ?	:	:
5.11.	Do you agree with the idea of the Education Commission that its activities should be extended to the other stages of education also ?	:	:
5.12.	Do you think that there is need for establishing a State Institute of Educational Administration to give pre-service, in-service and extension education to the educational administrators of the State ?	:	:
5.13.	Is there need for instituting a Deputy or Joint Directorate of Research, Training and Publications in the Directorate of Higher Education ?	:	:
5.14.	What other measures do you suggest for improving the functioning and administration of these special educational institutes?	:	:

I(5) Opinionnaire to the Educationists and Other Interested Public :

Instruction:- Please find below some opinions expressed on the reforms in Educational Administration introduced in Andhra Pradesh during 1956-66. Kindly indicate your opinion by ticking () against the appropriate response for each item - as AGREE(A), UNCERTAIN(U), or DISAGREE(D).

Section 1 :- Democratic Decentralisation of Education

S.No.	Opinion	A	U	D
1.1.	Democratic Decentralisation has helped to develop democratic values and practices in rural people.	:	:	:
1.2.	Democratic Decentralisation has provided further safe-guard to freedom obtained.	:	:	:
1.3.	Local communities came to contribute their share in the educational expenditure	:	:	:
1.4.	Better management and supervision of schools are facilitated.	:	:	:
1.5.	Adjusting schools to local needs is made possible.	:	:	:
1.6.	Improvement of community participation in educational planning and implementation took place.	:	:	:
1.7.	Local leaders are taking much interest in educational matters.	:	:	:
1.8.	Schools became schools of the Community, by the community and for the community.	:	:	:
1.9.	Democratic decentralisation of education without educating the masses is a failure.:	:	:	:
1.10.	Certain amount of centralisation of financial power, control, guidance and supervision are required.	:	:	:
1.11.	Education has suffered much because the teachers are drawn into local politics and strifes.	:	:	:
1.12.	Teachers should be placed under the administrative control of the Education Department only.	:	:	:

S.No.	Opinion	A	U	D
1.13.	There should be separate Standing Committees of Education at the Zilla Parishad and the Panchayat Samithi levels.:	:	:	:
1.14.	Deputy Secretary, Education; should be made completely responsible for the Educational Wing of the Panchayat Raj.	:	:	:
1.15.	Supervision of the Education Department over the Zilla Parishad Schools should be strengthened.	:	:	:
1.16.	It is better to take away education from the Zilla Parishad Administration and establish School Boards as recommended by the Education Commission of 1964-66.	:	:	:
1.17.	Any other opinion not expressed above....	:	:	:
1.18. do do	:	:	:

Section 2: Reorganisation of District Educational Administration

S.No.	Opinion	A	U	D
2.1.	Reorganisation of District Educational Administration has improved administrative efficiency.	:	:	:
2.2.	Organised and uninterrupted inspection and avoidance of undue administrative delays are facilitated.	:	:	:
2.3.	There has been consequent improvement of educational standards.	:	:	:
2.4.	Collection of Statistical Data is made easy.	:	:	:
2.5.	Upgraded District Educational Officers are able to carry out their tasks relating to administration and inspection effectively and an efficiently.	:	:	:
2.6.	They are able to render all the technical assistance in the matter of educational planning and implementation in the district.:	:	:	:

S.No.	Opinion	A	U	D
2.7.	Adequate powers have been delegated to the District Educational Officers in the new set up.	:	:	:
2.8.	The District Educational Officers are over-burdened with both administrative and inspectoral functions.	:	:	:
2.9.	They should be relieved of the Inspectoral functions completely.	:	:	:
2.10.	They should be assisted by the Assistant District Educational Officers which posts are to be created now.	:	:	:
2.11.	The Statistical and Audit sections of the District Educational Office should be strengthened.	:	:	:
2.12.	A Post of the District Evaluation Officer should be created in each of the D.E.O's office to look after the examination and evaluation work in the district.	:	:	:
2.13.	The District Educational Officers should have over-all control over the Educational Wing of the Panchayat Raj.	:	:	:
2.14.	It is desirable to switch over to the old type of District Educational Administration.	:	:	:
2.15.	Some sort of Regional Administration of Education is needed because of the unprecedented expansion of education.	:	:	:
2.16.	Making Revenue Districts as Educational Districts did not provide administrative facilitation.	:	:	:
2.17.	Any other opinion not mentioned above regarding this reform.....	:	:	:
2.18.do.... do.....	:	:	:

Section 3 : Reorganisation of District Educational
 Inspectorate

S.No.	Opinion	:	A	:	U	:	D	:
3.1.	Separation of inspection from administration has ensured better inspection and supervision.	:		:		:		:
3.2.	Reorganisation of District Educational Inspectorate has facilitated taking up of follow up programmes effectively.	:		:		:		:
3.3.	Strengthening of District Educational Inspectorate has helped improvement of educational standards.	:		:		:		:
3.4.	The Strength of the reorganised District Educational Inspectorate is still inadequate.	:		:		:		:
3.5.	Specialised subject Inspectorate is better than Panel type of Inspectorate.	:		:		:		:
3.6.	Periodical surprise visits are necessary to improve the tone of the schools.	:		:		:		:
3.7.	Adopting of Schools by the Officers has helped in improving the academic standards.	:		:		:		:
3.8.	The new Educational Inspectorate has helped in improving school discipline, instructional techniques and educational attainments.	:		:		:		:
3.9.	Inspection stripped out of administrative powers did not help much.	:		:		:		:
3.10.	Inspecting and taking up of follow up programmes of 50 schools annually is a hard job for a single Gazetted Inspector of Schools.	:		:		:		:
3.11.	He should be given a Deputy Inspector of Schools to assist him.	:		:		:		:

S.No.	Opinion	A	U	D
3.12.	Training Schools and Schools headed by Gazetted Officers should be inspected by a Special Inspector of Schools appointed for the purpose.	:	:	:
3.13.	There should be a Special Inspector to inspect the Educational Wing of the Zilla Parishad.	:	:	:
3.14.	Lack of coordinating machinery of school inspection in the district is a handicap of the new set up.	:	:	:

Section 4 : - Bifurcation of Directorate of Public Instruction

S.No.	Opinion	A	U	D
4.1.	Bifurcation of Directorate of Public Instruction has helped for better concentration on different levels of education.	:	:	:
4.2.	Creation of a new Directorate has facilitated Inspectional effectiveness and instructional improvement.	:	:	:
4.3.	Administrative facilitation is discernible.	:	:	:
4.4.	Improvement of administration of institution has resulted.	:	:	:
4.5.	Educational planning of different levels of education is better facilitated.	:	:	:
4.6.	Clear-cut demarcation of subjects to be administered was lacking.	:	:	:
4.7.	Problems of transfers of personnel and of coordination have arisen.	:	:	:
4.8.	Status of Higher Secondary Education remained unsettled.	:	:	:
4.9.	There is a need for creating a State Board of Higher Secondary Education.	:	:	:
4.10.	Primary Education should be brought under a separate Directorate, as was done in some States.	:	:	:
4.11.	There is need to bring Educational Research and Training under a separate Directorate.	:	:	:
4.12.	A separate Joint Directorate will suffice for the purpose.	:	:	:

Section 5 : Establishment of Special Educational Institutes,
Units and Bureaux

S.No.	Opinion	A	U	D
5.1.	Establishment of Special Educational Institutes has helped in giving specialised training to teachers.	:	:	:
5.2.	In-service Training given to teachers has helped improvement of teaching.	:	:	:
5.3.	The functioning of the State Institute of Education should be extended to other levels of education also.	:	:	:
5.4.	A State Staff College of Educational Administrators should be established.	:	:	:
5.5.	There should be an autonomous body, i.e. A State Council of Educational Research and Training and all these institutes should be brought into its fold.	:	:	:

Section 6 : General Opinions

S.No.	Opinion	A	U	D
6.1.	Reforms in Educational Administration introduced in Andhra Pradesh so far are progressive.	:	:	:
6.2.	Yet radical reforms are to be introduced.	:	:	:
6.3.	Higher Education should be brought on to the concurrent list.	:	:	:
6.4.	There is need to establish an All India Educational Service.	:	:	:
6.5.	There is need to establish State Educational Administrative Service.	:	:	:
6.6.	Education Secretariate is acting as an efficient coordinating agency.	:	:	:

6. Is the Upgrading and delegating of more powers to the District Educational Officers a satisfactory measure ? Yes - No
7. Do you consider that the personnel appointed to the new D.E.Os posts have adequate qualification and experience ? Yes - No
8. Is the staff position of the Reorganised set up of District Educational Administration adequate ? Yes - No
9. Do you consider that separation of inspection from administration is a radical step ? Yes - No
10. Is the reorganised set up of District Educational Inspectorate at the rate of one Gazetted Inspector of Schools for each group of 50 schools a satisfactory measure ? Yes - No
11. If not, what should be the reasonable number of schools to be inspected by a single Gazetted Inspector of school ?
12. Are the qualifications and experience of the personnel appointed for the inspectoral work satisfactory ? Yes - No
13. Do you consider that it is essential that administrative and inspectoral work should be given to the specialists in the field of Educational Administration to those possessing post-graduate qualification in education? Yes - No
14. Is it essential that they should be given proper in-service education after they are posted as the educational administrators or educational inspectors ? Yes - No
15. Do you think that since education is to be viewed as an integrated whole, it is essential to have only one Directorate of Education ? Yes - No
16. Or do you subscribe to the notion that in view of the unprecedented expansion of different stages of education, and educational needs and objectives of different stages of education being different, there should be a separate Directorate for each of the stage of education? Yes - No
17. Is in-service education essential for the personnel engaged in administrative, inspectoral and/or academic work ? Yes - No
18. Are the in-service programmes carried out by the different agencies proving to be useful ? Yes - No

19. Do you think that they have tended to improve the quality of teaching and that of inspection ? Yes - No
20. Do you find apathy for the Extension Education among the teachers and administrators ? Yes - No
21. Do you believe that offering professional education to the prospective educational administrators will be advantageous ? Yes - No
22. Is there a need for establishing special professional organisation of the educational administrators ? Yes - No
23. Do you think that there is need to conduct adequate research on problems of educational administration ? Yes - No
24. Is it essential to establish State Educational Administrative Service on the lines of the proposed All India Educational Service ? Yes - No
25. Is it essential to establish a State College of Educational Administrators at the State level or the national level ? Yes - No
- At what level ? State / National
26. Do you agree with the recommendations of the Kothari Education Commission that there is need to establish Boards of School Education - at the National, State, District and Municipal levels ? Yes - No
27. Is there need for establishing a State Board of Teacher Education to improve Teacher-Educational programmes ? Yes - No
28. What more measures do you suggest to improve the functioning and effectiveness of:-
- (a) Democratic Decentralisation of Education.
 - (b) District Educational Administration.
 - (c) District Educational Inspectorate.
 - (d) Directorates of Education.
 - (e) Special Educational Institutes, Units and Bureaux.
29. What more reforms in educational administration do you propose at the State level to improve its efficiency ?
30. What measures do you suggest to make use of the present administrative machinery of education to effect improvement in instructional efficiency?

THANK YOU

INDIAN INVESTIGATIONS IN THE ALLIED AREAS *

The following are presented some of the Indian Educational Investigations in the allied areas that have been submitted for Ph.D., and M.Ed., as Theses and Dissertations during 1939 - 1961.

I. ADMINISTRATIVE PROBLEMS OF EDUCATION

1. Shah, M.R. (Smt.). Some Problems of Educational Administration in India - Ph.D., Bombay, 1951.
2. Puri, T. (Kum.) A Study of the Administration of Teacher Personnel (Teacher-Load) - M.Ed., Aligarh, 1960.
3. Mullick, C.K. Selection of Teaching Personnel - M.Ed., Allahabad, 1953.
4. Singh, S.K. (Smt.) The Administrative Problems of the Headmasters of Private Schools of Agra Division - M.Ed., Delhi, 1957.
5. Jain, M.D. The Administrative Problems of Government High Schools in Ferozpur and Hissar Districts of the Punjab - M.Ed., Delhi, 1959.
6. Varkey, M. (Smt.) The Control and Management of Education in the Madras Presidency and Neighbouring States - M.Ed., 1945.
7. Goel, B.S. An Investigation into the Impact of the Introduction of Free Education (Upto the 9th Class) in the Government High and Higher Secondary Schools and in the Privately Managed High Schools in the Punjab - M.Ed., Punjab, 1961.
8. Coelho, A.A. (Kum.) The Centralisation and Decentralisation of Education - A Plan of Administration for ~~M.Ed.~~ India - M.Ed., Patna, 1956.
9. Das, S.P. The Problem of Educational Reconstruction (Secondary) in Nepal - M.Ed., Patna, 1956.
10. Tikawa, S.P. Educational Administration in Rajasthan - M.Ed., Rajasthan, 1954.

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APPENDIX IIIPOTENTIAL RESEARCH PROJECTS FOR THE PROSPECTIVE
RESEARCH PERSONNEL OF THE FIELD FOR FURTHER
STUDYI ADMINISTRATIVE PROBLEMS OF EDUCATION

1. An Exhaustive Investigation into the Internal Administration of Educational Institutions at the National or State Level.
2. A Study of Administrative Pattern of Teacher Education/ Higher Education / Higher Secondary Education / Secondary Education / Pre-Primary Education / Primary Education at the State Level.
3. An Investigation into the Administrative Organisation and Functioning of the Central School System.
4. A Critical Study of the Impact of Democratic Ideology on the Internal Administration of Institutions.
5. A Critical Study of the Administration of Universities in a State.
6. A Detailed Probe into the University Autonomy.
7. A Critical Study into the Administrative Organisation of Professional Associations of Teachers/ College Lecturers/Headmasters/Educational Inspectors or Educational Administrators in a State, or at the National Level.
8. A Detailed Investigation into Administration of Social Education/ Agricultural Education / Technical Education / Vocational Education / Industrial Education / Women's Education or Workers' Education at the District, State or National Levels.
9. An Objective Study of the Roles of Modern Educational Administrators at a State or National Level.
10. An Empirical Study of Administrative Partnership of the Centre and a State/ State and Universities / State and Local Bodies / Public and Private Enterprise in a State/ Education Secretariate and Directorates of Education etc.

11. An Ingenuous Investigation into the Supervisory Procedures and Inspectoral Practices in a State.
12. A Detailed Survey of Administrative Problems of Headmasters / Headmistresses / Principals / Educational Administrators in a State.
13. An Elaborate Enquiry into the Administrative Problems of Teacher-Educational Institutions and the Co-Operating High Schools.
14. A Potential Probe into the Effects of Ministerial Changes on Educational Policies of a State or those of the Centre.
15. A Study into the Administrative Problem of Affording Professional Education to the Teachers / the Heads of the Institutions / the Educational Inspectors or the Educational Administrators of a State.
16. A Critical Investigation into the Changing Roles of Educational Administrators as a Social Statesmen and Democratic Leaders.
17. A Study of the Pattern of the Administrative Services and Service Conditions in a State.
18. A Critical Evaluation of Attainment of Purposes by a State Educational Administrative Set Up.
19. An Empirical Evaluation of the Changing Patterns of a State Educational Administrative Machinery.
20. An Evaluative Study of the Organisation of the State Advisory Boards of Education / State Consultative Committees of Education / Central Advisory Board of Education / Joint Staff Councils etc.,
21. A Critical Study of Administration of Extension Services Departments in a State.
22. A Critical Survey of Organisation of Curriculum of Professional Education for Educational Administrators in a State.
23. A Critical Study of the Institutional Expansion in Relation to Enrolment Drives.
24. A Study of the Psychological Role of Incentive-Motivation for Stimulating Professional Growth of Educational Administrators.

II PERSONNEL ADMINISTRATION

25. An Investigation into the Management of Teaching Personnel in a State.
26. A Study of Behavioural Problems of Educational Administrators / School Administrators or School Inspectors in a State.
27. A Critical Survey of Organisation of Welfare Services for Teachers in a State or at the National Level.
28. An Enquiry into the Relation of Salary Structures to Recruitment, Growth and Morale of the Teaching Personnel.
29. An Inquisitive Inquiry into the Types of Personnel Need - Teaching or Administrative - in a State.
30. An Investigation into the Salary Adequacy and Personal Satisfaction of the Personnel.
31. An Inquiry into the Financing Problems of the Administrative or Teaching Personnel.
32. A Survey of the Personnel Classification at Different Levels of a State Educational Administrative Service.

III EDUCATIONAL AUTHORITIES

33. A Critical Investigation into the Educational Role of Government of India.
34. A Critical Investigation into the Educational Role of a State Government.
35. A Critical Investigation into the Educational Role of Private Enterprise in a State.
36. A Critical Study of Educational Role of a Specific Missionary in a State.
37. A Critical Study of the Educational Role of Panchayat Raj or Local Bodies in a State.
38. A Critical Study of Educational Role of Municipalities or Corporations in a State.
39. A Critical Appraisal of Educational Role of Panchayat Samithis with regard to Primary Education.
40. A Critical Study of Educational Role of Zilla Parishads with regard to Secondary Education.

41. A Critical Study of the Educational Role of Universities with respect to Higher Education or Teacher Education.
42. A Critical Study of Educational Role of the Private Educational Foundations with regard to Educational Research in a State.

IV ADMINISTRATION OF FINANCE

43. A Critical Investigation into the Educational Expenditure at Various Levels of Administration - Centre, State, District or Local Bodies.
44. An Enquiry into Allocations to Direct Objects of Education of Different Stages like Higher Education / Higher Secondary Education / Secondary Education / Primary Education / Women's Education / Technical Education / Teacher Education / Industrial Education and the like.
45. An Investigation into the Financial Allocations to Indirect Objects of Education like Administration / Scholarships and Stipends / Buildings / Furniture / Science Equipment and the like.
46. An Elaborate Enquiry into the Financial Commitment in Educational Plans in a State or on National Level.
47. An Inquiry into the Tapping of Private Sources of Educational Finance.
48. An Investigation into the Ways and Means of Meeting the Community Education Needs at a State Level or National Level.

V. EDUCATIONAL RESEARCH

49. An Enquiry into the Administration of Educational Research in a State or Financing of Educational Research.
50. An Inquiry into the Administration of Educational Research Personnel in a State.
51. A Critical Study of the State of Educational Research in Administration of Education in a State.
52. A Critical Study of the Attitudes of Educational Administrators Towards Educational Research in Educational Administration.

VI ADMINISTRATION OF EDUCATIONAL PLANNING

53. An Appraisal of Financing of Educational Plans in a State with Special Reference to Educational Development of the State.
54. A Critical Study of Institutional Expansion in a State in Relation to the Plan Outlays.
55. An Evaluative Study of the Educational Planning of a State or the Nation.
56. A Critical Investigation into the Correlation of Educational Plans and Educational Policies.
57. An Operational Study of the Effectiveness of Decentralisation of Educational Planning.
58. An Experimental Investigation into the Gestalten Approach versus Selected Approach in Educational Planning.

VII COMPARATIVE EDUCATIONAL ADMINISTRATION

59. A Comparative Comprehensive Study of Central Administrative Machinery of Education of India with any other advanced Nation.
60. A Comparative Study of State Educational Administrative Machineries of India with similar machineries of other Advanced Nations.
61. A Comprehensive Comparative Investigation into Democratic Decentralisation of Educational Administration of our Nation with that of any other advanced Country.
62. A Comparative Study of Educational Financing of India with any other Developing Nation.
63. A Critical Study of Comparison of Inter-State Administrative Machineries.
64. A Comparative Study of Inter-State Educational Financing.
65. A Comparative Study of Inter-State Educational Planning.
66. A Comparative Close Study of Inter-State Modes of Associating the Local Bodies with Education.

VIII REFORMS IN EDUCATIONAL ADMINISTRATION

67. A Critical Study of Reorganisation of Union Education Ministry after Independence.
68. A Critical Investigation into the Reformation of State Departments of Education in a State.
69. An ingenuous Inquiry into the Reform of Democratic Decentralisation of Educational Administration in a State.
70. An Investigation into the Reorganisation of Supervisory Patterns and Inspectoral Practices in a State.
71. A Critical and Evaluative Study of Reforms in Educational Administration carried out at the District Level in a State.
72. A Critical Inquiry into the Effectiveness of Reforms of a State Directorate of Education.
73. A Critical and Comparative Study of Educational Administrative Reformation Effected in Two States.
74. An Evaluative Enquiry into the Reforms Introduced in the Administration of Universities in a State.
75. An Appraisal of the Impact of the Reformation of Educational Administration at the Centre on the State Education Departments.
76. An Evaluative Investigation into the Role of State Legislatures in Effecting Reformation in the Field of Educational Administration.

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