

CHAPTER I
INTRODUCTION

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PRELUDE

Education has grown to be a huge public enterprise throughout the world. In recent years, the changing role of the State is clearly discernible in its acceptance of the ultimate responsibility of educating the public. Free India has also rightly accepted the responsibility of educating its people. The Constitution of India has made education a State subject, and has guaranteed the right of education to all. It has laid down the responsibility on States for education including Universities, subject to the provision of entries 63, 64, 65 and 66 of List I and Entry 25 of List III.¹ In fact, State responsibility for education started much earlier in India. " Since 1921, education has been made a State subject under the direct control of an elected education

¹The Constitution of India, Seventh Schedule, Art. 11.

minister responsible to the State legislature.²

In the past-independent era, our State Governments are busily engaged in educational and other reconstructional activities. Their efforts range from pre-primary stage of education to post-doctoral training and research. With this, the size of education has become gigantic, the business of education complex, and the functions of education, complicated. Education to-day is a mass phenomenon and its organisation, massive. Yet education in India has to grow much in its size, business and functions in years to come, as our national development is closely related to our educational development. Naik has pointed out the significance of education in India in these words -

' As education is the most significant factor in development, this is equivalent to saying that entire future of country would largely depend upon the development of Indian education during next 10-15 years.'³

Hence there is a great need for modernising the educational administrative machinery so as to enable it to shoulder the new responsibilities and to function effectively in the larger interests of the nation.

Existing administrative practices and procedures are to

² S.N.Mukerji(ed.,): Administration of Education in India, A Symposium, (Baroda: Acharya Book Depot, 1962), p.76

³ J.P.Naik: Educational Planning (New Delhi: Allied Publishers, 1965), p.31.

studied and evaluated critically, before we take up the programme of reforming them.

Educational Administration Today

Educational administration in India has not yet assumed a new role as a service-agency. Many educationists recognise the need to make it serviceable and efficient to implement the national objectives.

Moehlman speaks of modern educational administration in the following terms -

' Administration is essentially a service activity, an agency through which the fundamental objectiges of the educational process may be more fully and efficiently realised.'⁴

Educational administration is a part of public administration. At present in our country, public administration has grown to a large extent because Governmental activities, now range from local affairs to international endeavours. As a result educational administration has also grown up very much, since the proliferation of schools has taken place in an unprecedented proportion being the public concern in our democracy.

French and others define educational administration as follows : -

⁴ Arthur B. Moehlman, School Administration (Boston: Houghton Mifflin Company, 1951), p. ix.

'Educational administration, therefore, along with the administration of social-service organisations of educational, religious or philanthropic nature, quasi-public in character may be regarded as in the same class as governmental administration and may be considered as public administration.'⁵

Hence educational administration can be rightly considered as a part of the public administration at large. However, educational administration in India, as it was before independence, is considered to be bureaucratic in nature and, therefore, not compatible with the democratic era of free India. Sayidain writes:-

'Administration' in India has developed certain habits of mind and stereotypes of action which has slowed down the speed and efficiency of our people in all departments of national life. This would be understandable anywhere but is specially so in the field of education which does not lend itself to the bureaucratic approach.'⁶

Similar views are expressed by many other educationists of our country. Lulla remarks in his comparative study of Educational Administration of U.S.A. and India:-

'Unfortunately, the educational institutions of India are also operating in within the steel frame work of bureaucratic administration..... The existing institutions also find it awkward to veer from the traditional role or to take new lead in education without incurring heavy risks. So, the possibilities for improvement depend upon the necessary changes within the present administration.'⁷

⁵Will French, J. Dan Hull and B.L. Dodds: American High School Administration: Policy and Practice, (New York: Rinehart and Company, Inc., 1956), p. 19.

⁶K.G. Sayidain: Problems of Educational Reconstruction, (Bombay: Asia Publishing House, 1957), p. 194.

⁷B.P. Lulla: Study of Educational Administration in the United States and in India, (Baroda: Acharya Book Depot, 1965), p. 262.

The consensus of expert opinion on the characteristics of the present educational administration in India is as follows :

- It has been bureaucratic in nature,
- It was only developed to satisfy the narrow needs of the foreign regime.
- Its purposes and goals have not been in tune with the national interests of free India.
- The organisational structure has proved to be insufficient and inadequate for the growing tasks of democracy in India.
- Administration has been 'inhumane' and impersonal in functioning.
- The State Departments of Education have not assumed much leadership role in education.

Hence the educational administrative machineries are required to be re-modelled according to the present needs and purposes of the nation after attainment of independence.

National reconstructional endeavours have been taken up now and educational reconstruction is a part of the above programme. Educational reconstruction is to be carried through introduction of educational reforms. Educational administration is the means for effecting reformation. Hence reformation of educational administration itself has become the pivotal activity of all reconstructional programmes of education in the nation. The Kothari

Commission observes:-

A systematic and imaginative system of supervision and administration can initiate and accelerate educational reforms. On the other hand a rigid bureaucratic approach can stifle all experimentation and creativity and make educational reconstruction impossible.⁸

Hence educational administration today is to be considered as to be in the process of reconstructing. New set up has not yet been shaped to replace the old one. Efforts are being made at the Centre and in the States to remodel their administrative structures to meet the needs and conditions of modern times. Mukerji remarks:-

In fact, the magnitude of the problems facing today is taxing the leadership and the resources of the State departments of education to the utmost. These problems cannot be solved effectively if departments are forced to operate under organisation structures which are not conducive to efficient functioning.⁹

Organisational structures of administration are to be modified from time to time in accordance with the changing circumstances. So reconstruction of educational administration has become one of the imminent tasks to be tackled by the eminent educationists, educational planners and educational administrators.

The modern concept of educational administration involves a careful planning in (i) Instructional Administration; (ii) Personnel Administration;

⁸ Government of India, Ministry of Education, Report of the Education Commission, (1964-66), Education and National Development, (Delhi: Government of India Press, 1966), p. 249.

⁹ Mukerji, (ed.), Op.Cit., pp. 84-85.

(iii) Institutional Administration and (iv) Financial Administration. They are interrelated as shown in Fig.1.

Research in Educational Administration

Search and research have been handmaidens of human progress and development. Research in education has gained fillip after the attainment of independence.

Educational research can be considered as a scientific study of different problems of educative processes and those of the educational field either by the individuals or by the research agencies. It is to be regarded as a highly specialised social activity that is carried out for the sake of larger interests of the society. Educational administration rightly comes under the educational field. Research in educational administration includes research on administrative processes and procedures, school organisation and administration or management, supervision and inspection, and the like.

Research in educational administration is essential as it would enable educationists and administrators of education to plan and implement educational programmes and reformation so to improve administrative efficiency and academic standards.

Hence research in administration of education is to be considered as the crucial aspect of all educational research.

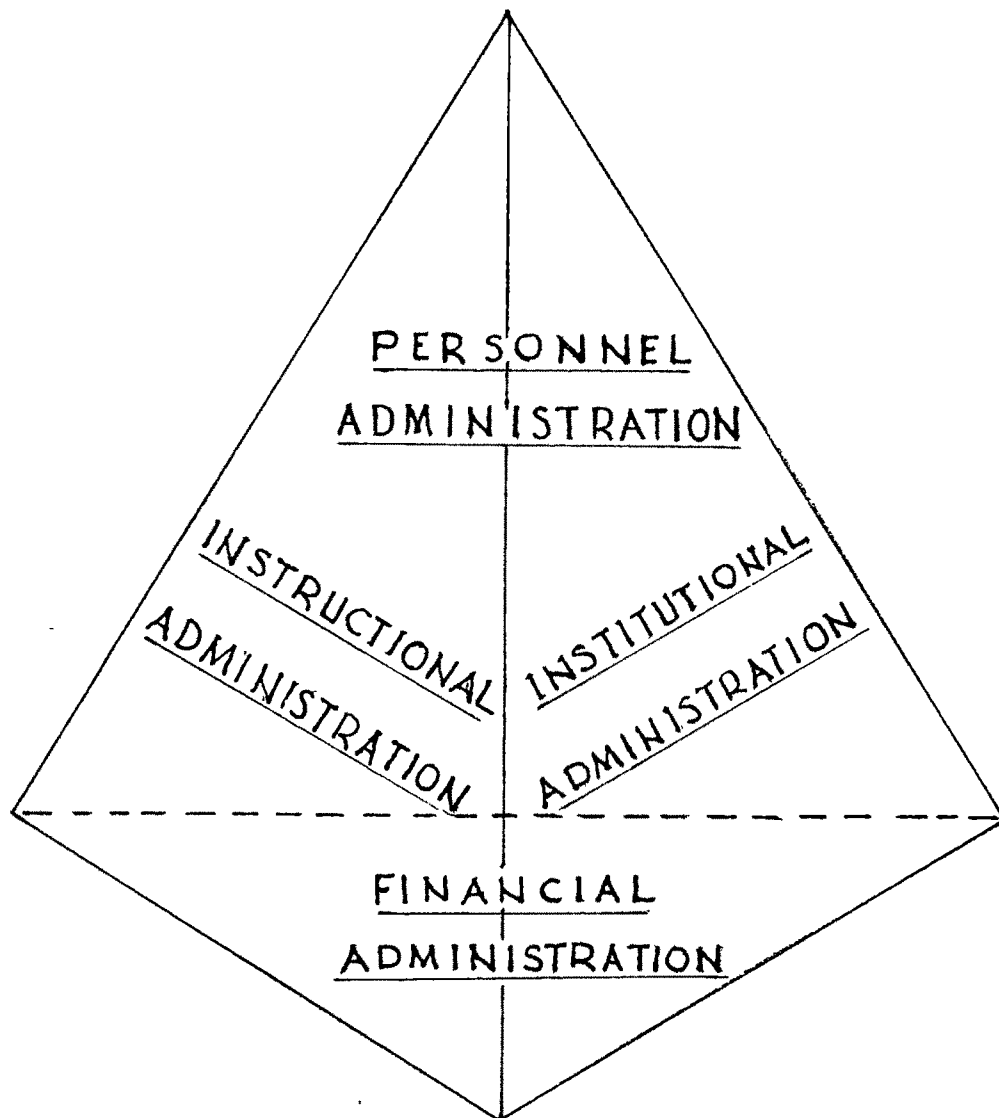
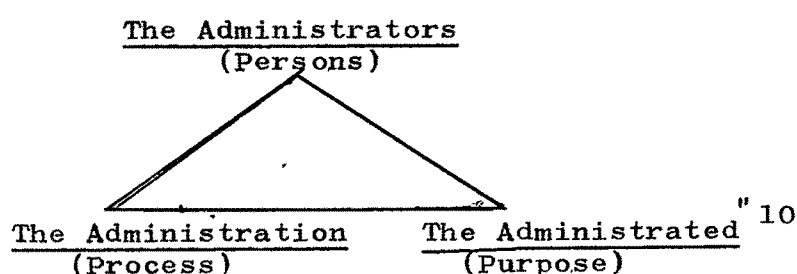


FIGURE. 1

TETRAHEDRAL DIAGRAM SHOWING INTER-RELATED FACETS
OF EDUCATIONAL ADMINISTRATION.

According to Lulla, there are three facets of educational administration. " Educational Administration or administration of education involves three main phases in the total phenomenon as indicated in the following figure:-



Therefore, the problem areas of educational research can be conveniently found in these three dimensions of educational administration, viz., (1) The process of educational administration, (2) the educational administrators and (3) the goals of educational administration. As can be noticed, the present study directly pertains to the first dimension and indirectly deals with the persons and purposes of administration also.

It will be interesting in the context of this study to review briefly the related research in educational administration available in our country.

A brief perusal of the Indian Educational Investigations in the field of educational administration

¹⁰ Lulla, Op.Cit., pp.319-320.

shows that the research at the Ph.D. level in the field is too meagre. There are only three researches covering administrative problems of education, educational authorities and educational finance.

Lot of research has been carried out at the M.Ed. level in the field on various aspects such as (1) Administrative Problems of Education (2) Supervision and Inspection, (3) Educational Authorities, (4) Educational Planning, (5) Educational Finance, (6) Administration of Primary Education, (7) Administration of Secondary and Higher Secondary Education, (8) Administration of Teacher-Education, (9) Administration of Women's Education and (10) Comparative Educational Administration at the Inter States' Level or the International Level. There are about 107 investigations in the form of M.Ed., theses and dissertations on the above facets of educational administration. But the number is considerably less in Educational Planning, and Administration of Women's Education as indicated in Table I. The details are given in Appendix II.

It will be interesting to note, however, that there is little research effort in the field of Reformation of Educational Administration in view of the changing needs of our country. This investigation attempts to study this aspect of educational administration.

**TABLE : I : ANALYSIS OF EDUCATIONAL RESEARCH IN
ADMINISTRATION AND ORGANISATION OF
EDUCATION CARRIED OUT IN INDIA DURING
1939 AND 1961 ***

Sr.No.	Area of Research	Number of Studies	
		Ph.D.	M.Ed.
1.	Administrative Problems of Education	1	11
2.	Supervision and Inspection	-	13
3.	Educational Authorities	1	26
4.	Educational Planning	-	2
5.	Educational Finance	1	10
6.	Administration of Primary Education	-	11
7.	Administration of Secondary and Higher Secondary Education	-	15
8.	Administration of Teacher Education	-	6
9.	Administration of Women's Education	-	3
10.	Comparative Educational Administration at the State or International Level	-	10
11.	Educational Administrative Reforms	-	-
12.	Research in the Field of Educational Administration	-	-

* Based on "Educational Investigations in Indian Universities(1939-1961)", (Delhi: Publication Section, NCERT, 1966).

THE PROBLEM

Educational administration in different States has been subjected to a number of desirable reforms since the advent of Independence in our country. With the reorganisation of States, Andhra Pradesh had its birth, combining the three-year old Andhra State and a major portion of the erstwhile Hyderabad State, specially the Telangana region, on the 1st November 1956. Consequently Education Department, with two different traditions of former Madras Presidency and those of the Nizams Dominions, have been fused together to become the Education Department of the newly-born State of Andhra Pradesh. From its inception, various reforms in educational administration have been effected, which, in fact, reflect the national endeavour, to a great extent in this respect. But there has been no attempt to assess the efficacy of such changes and reforms made in the educational administration of Andhra Pradesh over a decade.

The problem of this study is stated as follows :

' A CRITICAL STUDY OF REFORMS IN EDUCATIONAL ADMINISTRATION INTRODUCED IN ANDHRA PRADESH DURING 1956-1966. '

Reforms in educational administration introduced in Andhra Pradesh are to be looked in its special context. In addition to the amalgamation of Departments of Education with different traditions of former two States to which the different regions belonged, the newly emerged Department

had to adjust itself to the ever-changing needs of the democratic nation and ever-expanding sphere of education. Reforms effected in Andhra Pradesh in the field of educational administration during the last decade, now under the purview of this investigation, can be classified as major reforms according to weightage of responses on the Information Inventory, exceeding 40% as shown in Table II.

- Democratic Recentralisation of Educational administration.
- Reorganisation of District Educational Administration.
- Reorganisation of District Educational Inspectorate.
- Bifurcation of Directorate of Public Instruction.
- Establishment of Special Educational Institutes, Units and Bureaux.

Item Numbers 9,11 and 12 have percentages higher than 40%. As they form part of Item No.2, they are not treated separately.

Some of the reforms that were indicated as 'minor' on the Information Inventory are as follows:-

- Formation of Consultative Committee for education;
- Creation of Joint Staff Councils;
- Creation of the post of a Joint Director of Public Instruction and
- Abolition of separate Inspectorate for Girls' Education.

Figure 2 indicates Bar Graph on Major Reforms under this study.

TABLE : II : PERCENTAGE OF RESPONSES OF THE INFORMATION INVENTORY SHOWING MAJOR AND MINOR REFORMS IN EDUCATIONAL ADMINISTRATION EFFECTED IN ANDHRA PRADESH DURING 1956 - 1966

S.No.	Reforms	Major	Minor
1.	Democratic Decentralisation of Educational Administration	<u>89.8</u>	11.0
2.	Reorganisation of District Educational Administration	<u>75.3</u>	24.7
3.	Bifurcation of Directorate of Public Instruction	<u>61.1</u>	38.9
4.	Reorganisation of District Educational Inspectorate	<u>68.0</u>	32.0
5.	Establishment of Special Educational Units etc.,	<u>46.6</u>	<u>53.4</u>
6.	Formation of Consultative Committee of Education	28.2	<u>71.8</u>
7.	Creation of Joint Staff Councils	31.0	<u>69.0</u>
8.	Creation of the Post of Joint Director of Public Instruction	12.5	<u>87.5</u>
9.	Abolition of Regional Directorates of Public Instruction	<u>42.3</u>	<u>57.7</u>
10.	Abolition of Separate Inspectorate for Girls' Education	25.0	<u>74.0</u>
11.	Decentralisation of Workload of Board of Secondary Education	<u>56.2</u>	43.8
12.	Making Revenue Districts as Educational Districts	<u>46.6</u>	<u>53.4</u>

(Note:-1) Item No.11 has 56.2%, which is but a part of No.2, in fact; and

2) Though Item No.5 has been classified as a 'Minor' Reform, its study has been taken up because of importance.)

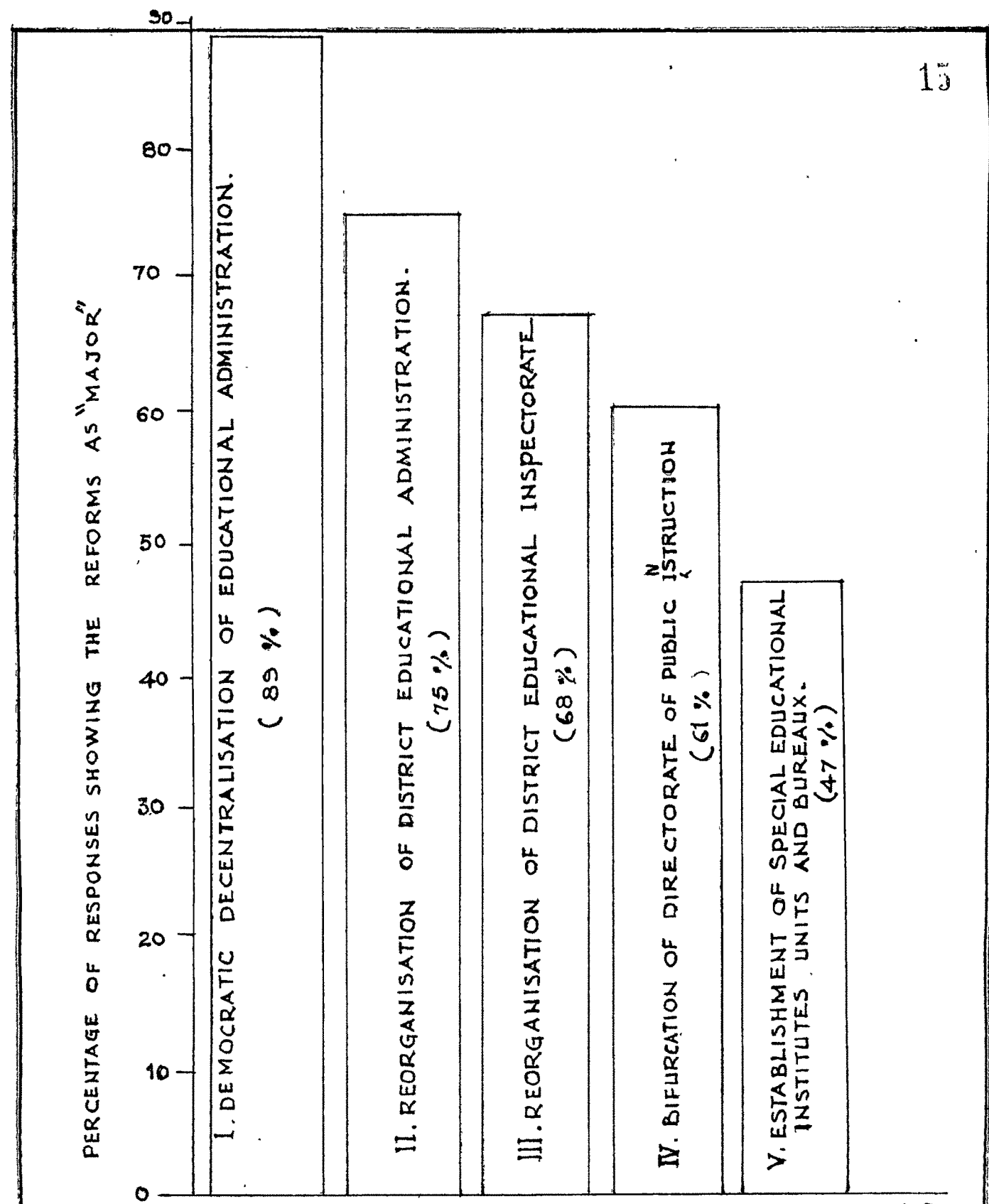


FIGURE.2 REFORMS IN EDUCATIONAL ADMINISTRATION EFFECTED IN A.P.
 BAR GRAPH SHOWING MAJOR REFORMS IN EDUCATIONAL ADMINISTRATION IN ANDHRA PRADESH DURING -- 1956-66.

RATIONALE FOR THE STUDY

After attainment of independence, administration of education has been subjected to radical reformation. Critical studies of the reforms effected in different States or on all India level, would enable the educationists and administrators to review their past deeds, modify the present undertakings and work out the future plans and programmes of reformation and action. Adequate educational research on educational administrative reforms is an imperative need for furtherance of the cause of education, as it helps in planning future reformation and its implementation. Appraisal of reforms introduced is equally important as there can be no progress unless assessment of the present achievements is made objectively and critically. Research and appraisal are essential steps in the path of progress in the field of education or educational administration.

The present study is mainly meant to give a clear-cut and comprehensive picture of the administrative organisational structure of education in Andhra Pradesh - past and present - against the background of national pattern, and of reforms in educational administration carried out in the State during the last decade and to assess the reformation effected in terms of administrative

facilitation and popular satisfaction. The need of the study can be seen from its utilitarian aspect and functional view-point as it would help rethinking and readjusting the steps taken by the State educationists and educational administrators and reformers. This would also serve to guide educational-administrative reformers of other States in planning of remodelling of their administrative structures.

Need for the Reforms

Educational reconstruction which forms the basis of national and social reconstruction has been undertaken by the Centre and the States after we got freedom with a view to developing our country. Educational reconstruction is to be carried out through introducing reforms in various fields of education.

The Secondary Education Commission felt that consideration of administrative machinery is essential before undertaking any large scale educational reconstruction programmes.

In any scheme of educational reconstruction, which envisages a large scale development of educational institutions of diverse varieties, it is necessary to consider carefully administrative machinery that should be responsible for the spread of education and for its orderly development.¹¹

¹¹ Report of the Secondary Education Commission (1952-53),
 Pt. II, p. 144.

The new Education Commission categorically says that many reforms of educational administration are to be introduced, if it is to be improved. " If the administration and supervision of education is to be improved, a number of far reaching reforms will have to be carried out."¹²

The importance of the efficiency of educational administration is also considered essential by several experts. Mukerji writes :

A number of schemes of educational reforms are operating in the country today. It is indeed true that their success depends primarily upon the confidence of the teachers, but it is idle to hope for consistent improvement in the service of education as a whole unless administration is efficient.¹³

Importance of the Study

Though two decades are coming to a close after we got freedom in 1947, we could not develop a yet a national pattern of education; nor could we develop a progressive pattern of educational-administration. The structures of educational administration vary from State to State. For example, in some States there is only one Directorate of Education; in some there are two Directorates for Public Instruction and Higher Education;

¹²Report of the Education Commission(1964-66),Op.Cit.p.249

¹³Mukerji(ed.,) Op.Cit.,p.18.

and in some others there are separate Directorates for Technical Education, Primary Education and so on.

Ever since we had independence, each State has been experimenting with educational administrative reforms in its own way. Their experiences have been varied. There were no attempts at effecting educational-administrative reformation as a concerted or concentrated endeavour, nor were there any national programmes to evolve at a national pattern of administrative structures of education which would be more refined and more efficient than the present ones, though it has been universally agreed upon that the existing structures are not compatible with the modern regime of our Democratic Socialistic Sovereign Republic.

However, some attempts are noticeable in the activities of the Union Education Ministry. The Centre's endeavour to revive All India Educational Service, as sort of major reform in educational administration, can be stated as an example.

The importance of the investigation lies in making an attempt to critically study and appraise the reforms in educational administration introduced in Andhra Pradesh. The study is worthwhile from the historical, functional and empirical points of view of educational

research, as it is related to the period of a decade and over after reorganisation of States on the linguistic basis, and as it deals critically ^{with} all the major educational-administrative reforms, such as democratic decentralisation of education etc., and undertakes appraisal of the same on basis of popular and executive opinions.

Justification of the Study

The study of the said problem is justified from the following detailed considerations :

1. No attempt seems to have been made so far either to study or evaluate reforms in educational administration introduced in Andhra Pradesh;
2. Appraisal of the already introduced reforms provides basis for better planning and implementation of future reforms in the field;
3. The experiences of Andhra Pradesh in the matter of reformation of educational administration may serve other States in viewing and reviewing the state of their administrative machineries of education and effecting necessary modifications;
4. Since in no State or on All India level such a study has been taken up, this attempt may be opening a new venue of educational research in the field of educational administration in the country; and

5. Appraisal programme of reforms in educational administration forms a basis for a typical empirical or operational research.

PURPOSE OF THE STUDY

The main purpose of this investigation is to make a critical study of the reforms in the field of educational administration effected in Andhra Pradesh, after its inception as a major linguistic State in the nation, and to appraise the same on popular and executive levels, while giving a detailed description of the educational administrative set up of the State up-to-date as against the background of that one at the Centre.

Specific Objectives of the Study

The following are the specific objectives which the investigator has obviously kept in his purview :

1. Recording the genesis and evolution of educational-administrative reforms effected in Andhra Pradesh since its formation in 1956 upto 1966;
2. Giving a correct and comprehensive picture of educational-administrative machinery of Andhra Pradesh up-to-date in the context of the developments in the administration of education at the Centre;
3. Discussing the progressive trends in the reformation of educational administration in the State and assess the reforms enforced; and
4. Enabling other States of the Indian Union to understand the progress of reforms in Andhra Pradesh and enable them to make comparisons for their benefit.

METHODOLOGY OF THE STUDY

The method of investigation involves documentary evidences and survey of expert opinion on the subject. It cannot be classified as a single-approach research, since it involves several kinds of tools of inquiry such as Information Inventory, Score Card, Questionnaire etc., It follows the concept of educational research methodology as propounded by Moehlman in the following paragraph :

Research in education may be historical, administrative or creative. Historical research attempts to throw light upon past ideas, movements and practices that may be helpful in the solution of present problems. Administrative research is concerned with the study of all phases of the current educative process; it includes research in instruction, with all of its complimentary activities as well as in organisation; it is the basis for scientific appraisal. Creative research starts with the results of administrative research and through experimentation with ideas and methods attempts to improve the current levels of operation. It seeks to make discoveries and inventions in teaching and organisation that will improve less efficient existing practices.¹⁴

The investigation, in short, attempted to combine the three types of researches mentioned above and also kept the functional point of view in its purview of analysis and appraisal process. It can be treated as a historical research since documentary evidences have been made use of for the gathering of data. It is also administrative type in the sense of the afore-mentioned definition as it is related to the administrative practices and involves the present administrators and

¹⁴ Moehlman, Op.Cit., p.252.

educationists in the appraisal programme. It can be considered as creative as it attempted to dig deep into the present organisational structures with a view of evaluating the current practices of administration of education that resulted from the implementation of the reforms under study, so as to enable effecting further improvement, and make relevant recommendations.

The modern trend is to consider such studies as "Operation Research", because "in its present connotation, the term includes all research attempts that seek to answer questions of immediate concern to the policy-makers, and administrators of education, and such surveys and projects which, whilst involving measurement, do not necessarily lead to the establishment of quantitative norms. It is clear that educational operational research is defined as a broad category though, unlike in industry, long term theoretical research has been excluded from the education."¹⁵

Harold Webster, while speaking of "operations research", refers to the evaluative criteria as the minimum essential. He says, "Where any quality criteria exist the logic of operations research is applicable, but it has not been put to work to any extent in schools except intuitively, perhaps, and this moves it back into

¹⁵ 'Educational Research', Report of a Seminar, (Delhi: Extension Services Department, Central Institute of Education, 1966), p.7.

the domain of administrative decision-making, which may or may not be based on reliable data and discretely defined operations."¹⁶

This research has been taken up with a view of making a critical study and evaluating the operations of the administrative structures after reformation and reorganisation. It has also concern with the measurement of the success of reforms in educational administration which is of immediate concern of the educational administrators and policy-makers. Hence this research can be rightly categorised, from the above definitional view-point of Operational Research, as belonging to the class of "operations research". The evaluative criteria, that have been considered with the help of expert opinion on the subject, are as follows :

- Objectives of the reforms introduced;
- Adequacy of the personnel after reformation;
- Adequacy of the procedures evolved after reorganisation;
- Financial adequacy;
- Quality and training of the personnel; and,
- Public satisfaction.

¹⁶ Harold Webster: 'Planning Educational Research.' Indian Educational Review, Vol. I., No. 1., July 1966, pp. 112-113.

In brief efficiency of executive functioning and popular satisfaction formed the important evaluative criteria to assess the success or failure of the reforms under consideration.

Theoretical Frame of Reference

Any research that is bound to be of some avail should be based on some theoretical basis. Webster observes :

..... research that is not guided by some theory, either implicitly or explicitly, is likely to be wasteful of time and effort. Theory is needed, and preferably explicit theory, because it makes possible careful decisions that some research operations are preferable to others.....¹⁷

The theory that is explicit in this research is the implicit faith in the democratic outlook and procedures. Bureaucratic attitudes and principles are not compatible with democratic type of administrative machinery and organisation. Hence the underlying theory of this investigation is that democratisation of administrative structures of education is most conducive for creating better administrative climate and facilitation.

Data-Collection

The data is collected by a close study of documents and administration of tools of investigation as well. Further evidences have been collected by holding interviews

¹⁷ Webster, Op.Cit., p.123.

with educational administrators and educationists.

The sources of information are usually classified into three kinds:

1. Primary Sources.- e.g., experimentation, first hand information through interviews, and questionnaires, doctoral dissertations and monographs in professional journals, letters, dairies, reports of Government and other agencies, Universities and other research societies, newspapers, newspapers reports and the like;
2. Secondary Sources.-e.g., Summaries of books,reports, research papers and other factual informations; and
3. Tertiary Sources.- e.g., Textbooks and other published materials.¹⁸

In this investigation all the three kinds of sources have been made use of extensively to collect the data.

The primary sources of information used in the investigation are : (1) Government Orders (2) Acts passed by the Andhra Pradesh Legislature; (3) Reports on Public Instruction by the Director of Public Instruction; (4) Proceedings of the Directors of Higher Education and Public Instruction; (5) Report on Educational Survey of the State; (6) Andhra Pradesh Gazettes; (7) 'Andhra Pradesh', A Monthly Journal published by the Department of

¹⁸ Francesco Cordesco and Elliott S.M.Guther: Research and Report Writing, (New York: Barnes and Noble.Inc., 1956),pp.27-28.

Information and Public Relations; (8) Newspaper Reports
(9) Interviews with educationists and administrators of
the State; (10) Replies got for the different tools of
investigation administered by the researcher.

The Secondary sources of information are : (1)
Summaries of documents on History of Education and
Educational Administration; (2) Summaries of Reports of
Education Commissions in India; (3) Summaries of Acts
passed by the State of Andhra Pradesh.

The tertiary sources of information are: (1) Books
and studies by individual authors on History of Education
and Educational Administration; (2) Articles published
in Educational Journals; (3) Unpublished Dissertations.

On the whole, it can be stated that for data
collection both materials in book form and non-book form
are used. References are given not only as a means of
supporting the points under discourse but also as a
source of authority or testimony for the arguments put
forth.

Tools of Investigation

The following tools of investigation have been
administered in this study for the purpose of collecting
data and opinions regarding reforms that have been
introduced in the State and also as a part of the
appraisal programme undertaken, both at the executive

and popular levels.

Tools of investigation used are of five types:

1. Questionnaire;
2. Opinionnaire;
3. Score Card;
4. Inventory; and
5. Interview Schedule.

They are of two broad categories : (A) General Tools and (B) Tools of Appraisal.

A. General Tools of Investigation :

The following tools of investigation are administered to all - educationists, educators, educational administrators and others interested in education:

1. Information Inventory. - This has been used to gather information regarding different reforms introduced in Andhra Pradesh in the field of educational administration and classify them as major or minor.

2. Questionnaire on Prospective Reforms in Educational Administration. - Herein various questions on desirable reforms in the field are given to which answers were required as to their desirability of introduction.

B. Tools of Appraisal :

These were administered to different categories of educational administrators and educationists.

1. Score Card. - This consisted of different reforms in educational administration which the respondents had

to score on a three point scale as Effective, Effectiveness cannot be Judged and Ineffective.

2. Questionnaire. - Questionnaire on different reforms was administered to different types of educational administrators like Assistant Directors, Principals of colleges, District Educational Officers, Gazetted Inspectors of Schools, Deputy Secretaries (Education) of Zilla Parishads, Co-ordinators, Headmasters.

3. Opinionnaire. - This was administered to the public who were interested in education like members of Legislative Council and Legislative Assembly, Heads of Institutions managed by the private agencies, retired headmasters and educational administrators, members of the professional organisations of teachers, teachers and others.

In these, the respondents had to respond to statements as 'Agree', 'Uncertain' or 'Disagree', by ticking against the appropriate response.

4. Interview Schedule. - This was prepared to be administered to prominent educationists and educational administrators.

Thus an adequate sampling of the population - the executive and the public - has been made.

The above tools of investigation covered the following reforms in detail:

1. Democratic Decentralisation of Educational Administration;

2. Reorganisation of District Educational Administration;
3. Reorganisation of District Educational Inspectorate;
4. Bifurcation of Directorate of Public Instruction; and
5. Establishment of Special Educational Units, Institutes and Bureaux, as these were given out to be 'major' reforms by the Information Inventories on Educational Administrative Reforms of the State.

Appendix I includes the tools administered.

SCOPE AND LIMITATIONS OF THE STUDY

The scope of the study involves the following points:

1. Educational-administrative reforms introduced in Andhra Pradesh during 1956-1966 only are studied in detail,
2. The reforms in educational administration pertaining to secondary educational level are chiefly dealt with;
3. Description of newly established special educational units, institutes and bureaux, their administrative set-up; objectives and functioning, is also given; only the 'major' reforms are tackled in greater details.

For each reform, the study is made as per the following details : (i) Origin of the reform; (ii) Background of the reform; (iii) Importance of the reform; (iv) Detailed description of the pattern of the reform; and (v) the appraisal of the 'Major' Reform has been attempted at the executive and popular levels.

Other minor reforms have been treated as and when situation warranted during the course of discussion at appropriate places.

Limitations of the study are as follows:

1. The study delimits itself to reformation of educational administration for a period of over ten years i.e., from 1956 to 1966 after formation of Andhra Pradesh consequent to States' Reorganisation effected in 1956;
2. Another limitation is that the research covers secondary educational level mainly i.e. reformation of educational administration dealing with secondary education and formation of special educational units, institutes and bureaux;
3. Another methodological delimitation pertains to the mode of attack on an empirical and functional way rather than that of experimental and scientific for the obvious reason which involves the very nature of the problem on hand.

ORGANISATION OF THE STUDY

Organisation of the thesis is done on the following lines:

The reporting of the thesis is organised, more or less, in a logical way, at the same time, without missing the historical retrospect, empirical perspective and functional prospect as to the different aspects of administration of education such as organisation and control, supervision and inspection, selection and

recruitment, education and research, planning and implementation, experimentation and evaluation, expansion and consolidation, financing and budgetting, and the like.

Division of Chapters

The thesis has been conveniently divided into five chapters that are presented under the following heads:

I. Introduction, II. Evolution of Educational Administration in India and Andhra Pradesh after Independence, III. Major Reforms in Educational Administration introduced in Andhra Pradesh during 1956-66; IV. Critical Appraisal of the Reforms Under Investigation V. Review and Recommendations. These are followed by Bibliography and Appendices.

As has already been observed, the first chapter was designed to define the problem and discuss about its justification, methodology, scope and limitations, and mode of reporting. The next chapter will deal with the evolution of the administrative machinery of education at the Centre and in Andhra Pradesh. The third chapter is devoted to highlight the genesis and pattern of different reforms in the field of educational administration introduced in Andhra Pradesh since its inception in 1956. Next is purported to have a critical appraisal of the much discussed reforms. The final chapter is planned to review the investigation undertaken and to offer

suitable suggestions, relevant recommendations and focus on areas of further research in the field.

SUMMARY

The purpose of this chapter has been to have an acquaintance of the problem proper, its justification, methodology and other technical details.

The problem is to make a critical study and appraisal of educational-administrative reforms introduced in Andhra Pradesh during 1956-1966. The purpose of the study is to present a comprehensive picture of the Administrative Machinery of Education in the State after the introduction of the said major reforms in its historical perspective as against the national background and also assess the reforms in an empirical way. The methodology of investigation can be stated as 'Operational', though it includes historical, administrative and creative types of research methodology as well.
