

## CHAPTER IV

### CRITICAL APPRAISAL OF THE REFORMS UNDER INVESTIGATION

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Educational reforms either in administration or teaching or in any other field are not ends in themselves but are only means for better ends. The end of the reformation of educational administration involves improvement of instruction through improvement of executive activity and its operation.

The operational executive activity of educational administration includes organisation and maintenance of school plants, educational finance, personnel administration, inspection and supervision, etc. Instructional executive activity includes organisation of instructional programmes, reconstruction of curriculum, its administration through organisation of proper curricular activities, administration of

teacher-education, including remedial instruction, provision of instructional materials and aids, and administration of instruction in different educational levels, teacher welfare, pupil services, and evaluation and certification programmes.

Moehlman shows the relationship between the executive activity and growth through research and appraisal in the following manner:-

Purpose precedes and justifies organisation; organisation is the instrument for putting the elements and activities essential to the purpose into systematic relationships. Organisation includes dissimilar elements of operation and growth. Operation is concerned with achieving objectives in terms of current possibilities and growth is the improvement of the entire through continuing research. Functional organisation provides flexible vehicle for combining purpose, program and material into dynamic expression, and is in direct contrast with the conventional beliefs.<sup>1</sup>

So the executive activity in education involves the operational function on one side and the developmental function on the other, which naturally involve continuous educational research and constant appraisal.

#### APPRAISAL AND RESEARCH

##### Nature of Appraisal

Appraisal is but the process of assessment of an activity or the outcome of a certain course of action.

<sup>1</sup>Moehlman, Op.Cit., pp.84-85.

It involves judgment of the outcomes of the operations or processes undertaken. Moehlman defines appraisal in the following way:-

Appraisal is that functional activity which attempts through careful examination and study of facts and conditions to determine (a) the efficiency of operation of the general and specific activities and (b) the worth of the results of the activities in relation to the efficiency and value of instruction.<sup>2</sup>

Hence appraisal of educational reforms or that of educational-administrative reforms is to be carried out against certain criteria such as their utility and serviceability in the furtherance of operational and instructional functions. It means that better service rendered by the educational-administrative set up after reformation serves as a criterion of appraisal. Evaluation of reformation can also be made in terms of the attainment of the objectives of the reformation effected. Moehlman speaks of the purpose of Appraisal in the following terms:-

The purpose of appraisal is to help plan, execute and interpret instruction ~~at~~ more efficiently. Appraisal or evaluation judges the effect of the plan and operation of several phases of the executive activity and their value to instruction. These two forms of appraisal are frequently confused in practice: each activity requires first, its own mechanical effectiveness and second, appraisal of its contribution to facilitate instruction.

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<sup>2</sup> Ibid., p.83.

Such an act of judgment involves choice and existence of values. Thus the process of evaluation is subjective in its fundamental nature because all theories of values possess elements intrinsically emotional. The degree of subjectivity is diminished by the objective information that is used as the basis of evaluation. Appraisal can be improved only if the method of securing facts and evidences are as objective as scientific method and the nature of activity permit. It is constantly recurring act through which formalisation and stagnation are avoided, planning improved, operating efficiency increased and public interpretation made effective.<sup>3</sup>

Evaluation becomes an art as it involves in its process such subjective elements as insight and judgment on the part of the evaluators. Scientific research is objective in its real sense. It is experimental and empirical rather than speculative and introspectional.

In this study, which included appraisal of reforms of administration of education carried out in Andhra Pradesh, appraisal programme has been attempted to be as objective as possible by collecting evidences from the administrators and the administrated on an empirical basis. The evaluative criteria have been predetermined against which effectiveness or reformation has been assessed. Operational effectiveness and instructional improvement have been considered as the factors of evaluative criteria besides adequacy of personnel size, qualifications of the personnel, financial adequacy and objectives of the reformation, in addition to the popular satisfaction.

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<sup>3</sup>Loc.Cit.

To effect greater objectivity and impersonal assessment percentages of responses on different opinions have been furnished in the reporting of appraisal.

#### Types and Levels of Appraisal

There are three types of appraisal: " Appraisal exists on the executive, legislative and popular levels."<sup>4</sup>

In this study only two types of appraisal are, however, made use of :- (1) The Executive Appraisal and (2) The Popular Appraisal.

(1) The Executive Appraisal. - The executive appraisal included assessment by the personnel in the administrative positions and also the administrated persons.

Moehlman defines the executive appraisal in the following terms. " Executive appraisal, functionally organised, includes the participation of all agents and is both individual and organisational."<sup>5</sup>

In this investigation, the participation of the individuals is involved and organisations as such are kept out of the purview of the appraisal programme. Questionnaire, Interview Schedules and Score Cards have been administered to the different categories of administrators and the administrated with a view to assessing the reforms under study. The executive

<sup>4</sup>Ibid., p.83.

<sup>5</sup>Ibid., p.254.

personnel like the District Educational Officers, Gazetted Inspectors of Schools, Deputy Secretaries (Education), Assistant Directors, Principals etc. who were directly connected with the reforms, and whose individual judgments, suggestions and reports form the data of appraisal, had been the subjects. Similarly appraisal tools were administered to the teachers, assistant lecturers and lecturers, headmasters and headmistresses, who were affected by the reforms indirectly.

(2) The Popular Appraisal. - The popular appraisal took into its cognizance, the views of educationists and other public interested in education. Opinionnaires and Score Cards were administered to the retired Headmasters, District Educational Officers, Members of Legislative Council from Teacher and Graduate Constituencies and University Professors, Readers and Lecturers besides persons connected with the private educational enterprise. Popular opinion is usually known through conjectures, gossip, rumour and unsolicited remarks of the public. To give, more or less, an objective bias and empirical basis to the appraisal programme on hand, opinionnaires and score cards have been administered to gather evaluational data as objectively and precisely as possible. Conjectures and gossip will be subjective - emotional and irrational too ! Hence they cannot be used as the data.

In the Opinionnaires that were administered, the respondents were required to express their opinions on a three point scale as 'Agree,' 'Uncertain' or 'Disagree.'

Both the types of appraisal are incorporated duly in the appraisal programme of the reforms in educational administration carried out in Andhra Pradesh to make it complete and comprehensive.

Levels of Appraisal.- According to Moehlman, there are four levels of appraisal:-

- (1) Arbitrary statements or judgments based on sentiments;
- (2) Judgments made after collecting available facts and interpreting them in terms of training and experience;
- (3) Judgment based on collection of data as well as experimentation through trial and practice; and
- (4) Judgment based upon conclusive evidences secured through scientific experimentation, the highest degree of objectivity possible.<sup>6</sup>

Educational administration cannot be subjected to the third and fourth levels of appraisal as it has not yet approached the status of exact sciences. Being a branch of education, which is approaching nearly the level of a social or behavioural science, appraisal of educational administration can only be conveniently

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<sup>6</sup>Ibid., pp. 255-56.

carried out at the second level of appraisal and partly at the third level. Hence opinions of the executive personnel and the public have been collected as data on different aspects of reformation effected and interpreted to yield the relevant results as objectively and reliably as possible.

#### Relationship of Research and Appraisal

Research is an essential tool for appraising the administrative phenomenon and the executive activity which will enable the functionaries to adjust the structures or remodel the patterns. Hence research tends to become a means for the end by utilising the technique of appraisal for evaluating the process and progress of the administrative machineries of education.

In the functional analysis of the executive activity research gets a place of prominence as it helps for the furtherance of the operational activity. " Research is concerned with the collection, tabulation, analysis and interpretation of data upon all conditions within the community and the schools, both for appraisal of existing conditions and for improvement of current levels of operation."<sup>7</sup>

Scientific research is the means through which information about the existing conditions might be secured, the relative value of existing means determined, and

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<sup>7</sup>Ibid., p.85.



policy and procedure developed and appraisal and interpretation made. Research is 'the foundation of appraisal' and 'the technique aspect of evaluation.' When research is comprehensive and intelligent and appraisal is competent to make judgments from these data, appraisal can be made objective," says Moehlman.

Thus research and appraisal are inter-related and research, through appraisal, can help for the improvement of administration and consequently that of instruction. Research, which is the hand-maiden of evaluation, is a vital phenomenon in the process of improvement of administration and instruction as it helps for the progress of the same.

Research in reforms in educational administration is apt to include the process of appraisal too ! Creative research demands that a researcher should be a capable appraiser as well, as he has to make a critical study and analysis of data gathered, use it wisely in the task of interpretation in a competent manner and pass judgments judiciously, rationally and objectively based on his own findings from the data collected.

Research in Educational Administration is to be regarded as that which should be carried out in the real life conditions. The laboratories of such educational research in the field of different areas of

administration are the education departments and institutions themselves, and results of findings are to be empirically validated against the criteria of successful implementation and effectiveness of administration, to be assessed by either executive appraisal or popular appraisal or by both. Appraisal of working conditions should be made practically by administering appropriate tools of investigations.

Researcher should develop competence in the technique of evaluation as creativity in educational research demands the ability for effective evaluation of administrative changes effected. Consumer research demands that such an appraisal is made in the larger interests of administrative facilitation and practicability of making use of research findings.

In the investigation under study, appraisal aspect of research has been rightly included to help future reformers of educational administration to develop a clear perspective and to form a nuclear basis for further action.

This type of operational research attempts to enable the educational administrators to solve some of the questions of immediate concern and enables them to develop suitable administrative norms in the process of executive functioning, as measurement of the success of

reforms at the executive and popular levels ~~w~~ould facilitate readjustment of patterns and procedures through vigorous re-thinking and proper planning of prospective reforms to achieve the desired goals.

#### TECHNIQUE OF APPRAISAL

The technique of appraisal involved collection of opinions on different aspects of reformation of educational administration at the executive and popular levels by administering different tools of investigation.

The plan of administration of tools has been carried out according to the programme as given in Table VI.

Figure 21 gives Strategy of Appraisal.

#### Tools of Investigation

Different tools of investigation have been made use of in this study for different purposes, such as Interview Schedule, Score Card, Information Inventory, Questionnaires and Opinionnaires.

The tools of investigation, made use of, in the course of study can be classified into two types:- (1) General Tools of Investigation and (2) Specific Tools of Appraisal.

##### 1. General Tools of Investigation

There are two kinds of general tools of investigation that have been administered to all - educationists,

TABLE : VI : DETAILED PLAN OF APPRAISAL PROGRAMME UNDERTAKEN

S.No.	Tool of Investigation	Purpose of the Tool	Personnel Involved	Time Schedule
1.	The Information Inventory	To solicit classification of Reforms under study as 'Major' or Minor	Administrators, Educationists, Educators & Other Public Interested in Education	May to June 1967
2.	The Score Card	To elicit assessment of the Reforms under Study	As above	May to July 1967
3.	The Questionnaire on Prospective Reforms	To elicit desirable Reforms in the Field	As above	May to August 1967
4.	The Questionnaire on Different Reforms effected under investigation	To get the appraisal of the Reforms	Administrators like D.E.Os., Deputy and Assistant Directors, Gazetted Inspectors, Headmasters, Principals, Deputy Secretaries, Education, and Deputy Inspectors of Schools, Lecturers and experienced Teachers	May to Sept. 1967
5.	The Opinionnaire on Different Reforms	To know their Views and assess the effectiveness of the Reforms	M.L.As. & M.L.Cs. interested in Edu., Retired Administrators, Persons of the Private Edul. Enterprise, Members of the Teachers' Organisations	As above
6.	The Interview Schedule and Interviews	As above	Prominent Men in and out of the Edu. Dept. including University Readers & Professors and other Educationists.	As above

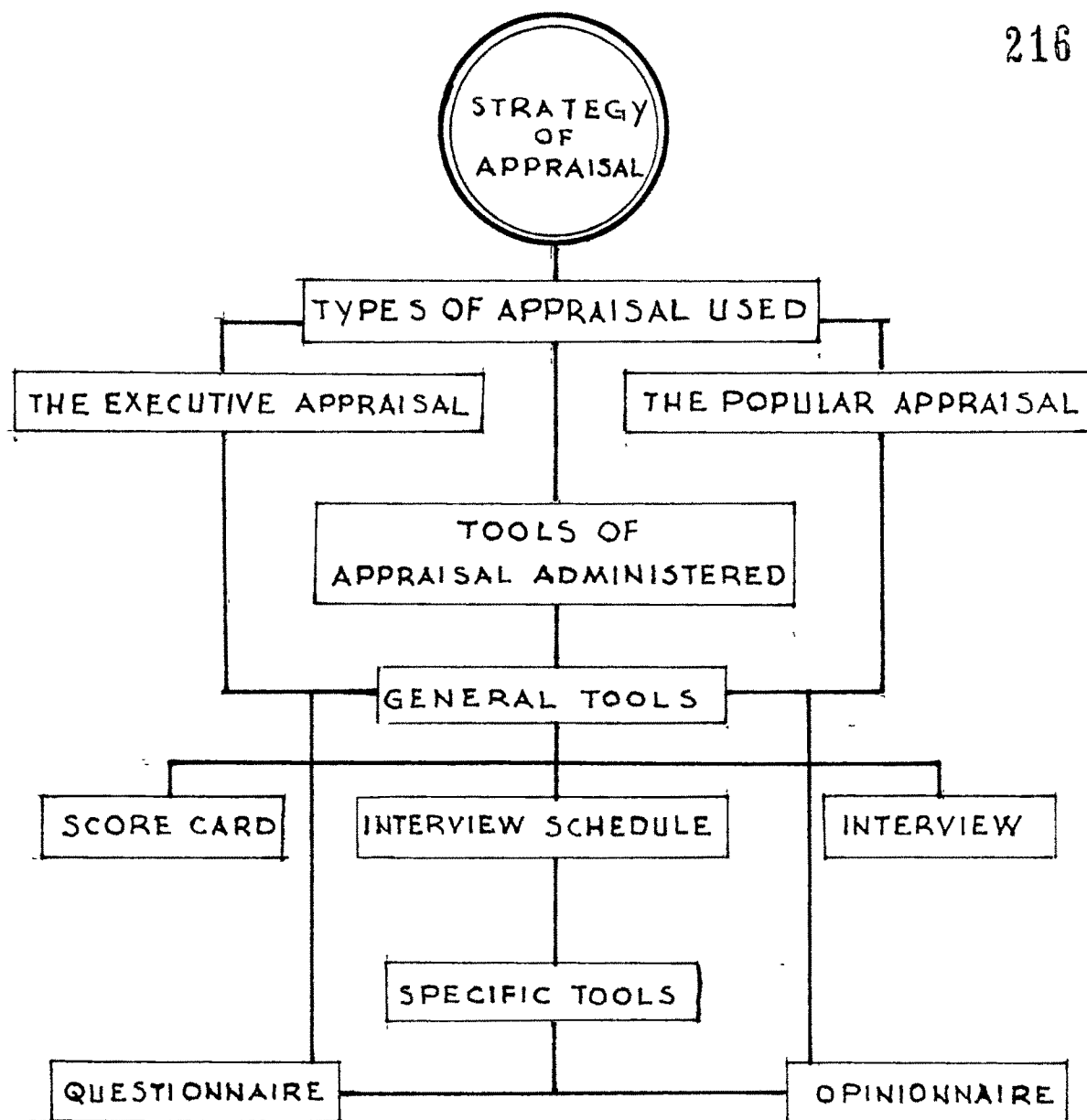


FIGURE - 21

STRATEGY OF APPRAISAL

administrators, teachers and the interested public - as common tools.

1. Information Inventory. - This has been administered with a view of eliciting information as regards to educational-administrative reforms introduced in Andhra Pradesh and classifying them as 'major' or 'minor.'

The chief purpose of this tool was to collect the popular opinion regarding the reforms that are considered as major by the majority of respondents so that the critical study and appraisal of those reforms can be undertaken.

Consequent to the finding of major reforms, the study has been limited to the five reforms that were declared to be the major by a greater percentage of responses.

The Information Inventory, which is of prime importance to this study, consisted of twelve reforms, with the possibility of adding some more reforms and classifying them as major or minor. Appendix I gives the Information Inventory administered.

Reforms having a percentages of responses exceeding 40 are considered as 'Major' and are studied in this investigation. Some others, though had higher percentages of responses, were not studied in greater details as they

are but parts of one or more 'Major' reforms under the investigation. Casual references have been made to them wherever necessary.

2. Questionnaire on Prospective Reforms in Educational Administration.- This was another general tool that was administered to all with the idea of eliciting favourable or unfavourable responses towards the proposed prospective reforms in educational administration to be introduced either in the State or on all-India basis. This questionnaire consisted of fifteen items, to which the respondents were expected to express their responses as 'Yes' or 'No.' The sixteenth question was given <sup>as</sup> an open-end question asking them to suggest some more desirable reforms in educational administration in the order of preference.

The purpose of the tool was to get suggestions from the people of different categories and levels on the prospective reforms to be proposed to be implemented in the State or on the national level in the concluding chapter of this thesis.

Accordingly the views of the educationists and educational administrators were taken into consideration in carefully designing the fifth chapter of Review and Relevant Recommendations. Appendix I - (2) gives the Questionnaire on Prospective Reforms in Educational Administration.

## 2. Specific Tools of Appraisal

The specific tools of appraisal, that have been made use of, for the investigational purpose, can be considered as belonging to four kinds:-

- The Score Card;
- The Questionnaire;
- The Opinionnaire; and
- The Interview Schedule.

1. The Score Card. - The Score Card has been designed as an evaluational tool of appraisal, a common one, to be administered to all the persons, departmental as well as the public, with the objective of evaluating the educational-administrative reforms that were effected in the State of Andhra Pradesh, directly from the responses given by the respondents. Sukhia and others speak of the Score Card in the following way:-

The Score Card is an elaborate form of Rating Scale.....  
The Score Card provides for the appraisal of relatively large number of aspects. Its ratings usually yield a total weighted score and thus reach an overall evaluation.<sup>8</sup>

In the Score Card used, however, only descriptive terms have been used and not numerical scores. The respondents were expected to score on different aspects of reformation as " effective ", " effectiveness cannot be

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<sup>8</sup> S.P.Sukhia and Others, Elements of Educational Research (Delhi: Allied Publishers Pvt., Ltd., 1963), pp.118-119.



judged" and "In-effective". Over-all evaluation of each reform has been made on the basis of the percentage of positive responses. There are twenty items dealing with different reforms.

The Score Card was developed in such a way as to enable general appraisal as well as the executive and the popular aspects of appraisal on all areas of reformation of educational administration. Appendix I - (3) gives the Score Card used.

2. Questionnaire.- Questionnaire on reforms in educational administration was administered to all the concerned officers of the department with the specific objective of appraising the related aspects indirectly by their expressed responses.

Questionnaire is defined as " a systematic compilation of questions, that are submitted to a sampling population from which information is desired."<sup>9</sup>

The advantage of the Questionnaire as a tool of investigation is pointed out by Sukhia and others in the following terms:- " Questionnaire<sup>is</sup> yet the most flexible tool which possesses unique advantage over other kinds of tools and collecting both quantitative and qualitative

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<sup>9</sup>A.S.Barr et.al. Educational Research and Appraisal (Chicago: J.B.Lippon Coff. Co.,1953),p.65.

information."<sup>10</sup>

The questionnaire was administered to the educational administrators like Principals, Deputy Directors, Assistant Directors, District Educational Officers, Gazetted and Deputy Inspectors of Schools, Coordinators, Gazetted and Non-Gazetted Headmasters and Headmistresses and Deputy Secretaries, Education, Zilla Parishads and also to other Departmental persons like lecturers, assistant lecturers, teachers etc.

In the Questionnaire, under discussion, two types of questions were used:- (a) Closed-end questions and (b) Open-end questions. In the closed-end questions, the persons were expected to respond as 'Yes' or 'No' to the given questions. To the open-end questions, they were required to give brief answers on the questionnaire itself. The questions were designed to yield the requisite information in an exquisite manner.

The questions related to different aspects of reformation as to their progressiveness, attainment of objectives, adequacy of finance, personnel size and powers endowed, qualifications of personnel, etc., with particular reference to each of the reforms and also one or two general related questions. In addition, an open-end question is also given. The responses were expected to yield the

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<sup>10</sup> Sukhia and Others, Op.Cit., p.103.

required information enabling the researcher to assess the effectiveness of the reforms and also to make necessary recommendations, in the light of the responses available. Hence this tool may be stated as having dual purpose behind it - making indirect appraisal and taking direct suggestions for making recommendations for further reformation or readjustment. Appendix I - (4) gives a Questionnaire administered and Table VII gives the Details of the Questionnaire Administered.

3. Opinionnaire. - This was also designed to indirectly assess the reforms by means of popular reactions and also to know their attitudinal tendencies towards the different aspects of reformation and to elicit suggestions for improvement of the State Educational Administrative Machinery. Sukhia and others explain the term of opinionnaire in the following way:-

To obtain the measure of the attitude of belief of an individual or group of individuals towards such phenomenon the inquiry form called opinionnaire or attitude scale is used... Opinion is what a person says, about his attitude towards some phenomenon.<sup>11</sup>

Expression of opinions indicate the attitudes of the concerned persons, which will enable evaluation of the phenomenon under consideration. Hence opinionnaire, consisting of statements favourable and unfavourable, on different aspects of educational administrative reformation of the

<sup>11</sup> Ibid., p.119.

TABLE : VII : DETAILS OF QUESTIONNAIRE ADMINISTERED

Sec. No.	Title of the Section	Questions			
		<del>Closed-End</del>		<del>Open-End</del>	
		General	Particu- lar	General	Particu- lar
I	Democratic Decentrali- sation of Educational Administration.	2	16	-	1
II	Reorganisation of District Educational Administration.	5	12	-	1
III	Reorganisation of District Educational Inspectorate.	6	10	-	1
IV	Bifurcation of Directorate of Public Instruction.	5	10	-	1
V	Establishment of Special Educational Institutes, Units and Bureaux.	3	10	-	1
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	Total	21	58	-	5 = 84
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State were prepared and administered to the public, such as members of the State Legislative Council and Assembly, Professors, Readers, Lecturers of the State Education, Department and University Education Faculty, Members of the Professional Organisations of teachers of schools and Colleges, retired Educational Administrators and teachers.

The Opinionnaire was so designed as to serve as a tool of popular appraisal, soliciting their reactions towards a set of opinions placed before them which would enable eliciting assessment of the reforms under discussion. The responses on the statements were taken on a three point scale as Agree (A), Uncertain (U), and Disagree(D), The statements pertained to the general and particular aspects of the reforms - Some positive and some negative and in the end blank spaces were provided for writing the opinions that were not found in the list. The opinionnaire consisted of six sections, details of which are given in Table VIII. Appendix I - (5) gives the Opinionnaire administered.

4. Interview Schedule. - Interview schedule has been prepared to be used while having interviews with the eminent educationists and educational administrators of the State.

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Interviews/ of two types:- (1) Unstructured and (2) Structured. The structured interviews are deemed to be

TABLE : VIII : DETAILS OF OPINIONNAIRE ADMINISTERED

Section	Reforms	<u>Statements</u>		Blank Items	Total
		Positive	Negative		
I :	Democratic Decentra- lisation of Educational Administration	12	4	2	18
II :	Reorganisation of District Educational Administra- tion	12	4	2	18
III :	Reorganisation of District Educational Inspectorate	11	3	-	14
IV :	Bifurcation of Directora- te of Public Instruction	10	2	-	12
V :	Establishment of Special Educational Institutes, Units and Bureaux	5	-	-	5
VI :	General Educational Reforms	6	-	-	6
Total		54	13	4	73

more preferable than the unstructured ones. To have a recorded data, Interview Schedule was designed and made use of.

The interviews have been informal and oral to some extent. Wherever it was not possible to use interview schedule, points discussed were noted subsequently and the views were utilised in the interpretation of data and in making appropriate suggestions and necessary recommendations. The Interview Schedule was administered wherever it was possible and the data was used as usual.

Schedule is the name usually applied to a set of questions which are asked and filled in an interview in face to face situation. Sukhia and others enlighten on the Schedule in the following terms:-

A Schedule is different from a questionnaire in that the former is administered personally to a respondent or a group of respondents while the latter is usually mailed. The advantages this has over the questionnaire are that it provides opportunity to establish rapport, to explain the purpose and to make the meaning of items. It also economises time and expenses and provides complete and usable returns.<sup>12</sup>

Interview Schedules covered all aspects of the reforms under study. The items included were (1) Questions demanding 'Yes' or 'No' answers were about twentyfive and (2) Questions demanding brief answers were about five.

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<sup>12</sup>Sukhia and Others, Op.Cit., p.110.

Questions were designed to help the appraisal and also to assist the arriving at some suitable conclusions regarding recommendations and suggestions to be made. Appendix I - (6) gives the Interview Schedule administered.

#### Nature and Size of the Sample

In any research undertaking of survey-of - opinion type, the nature and size of the sample are very important, as it is on the basis of sampling of population that the ultimate result of the endeavour depends to a large extent.

In this investigation of appraisal, views of two types of personnel were sought, namely (1) the departmental personnel and (2) the public interested in education. The first category was again consisted of two types of persons, namely (a) the administrators of education such as Deputy Directors, Assistant Directors, District Educational Officers, Gazetted Inspectors of Schools, Principals of Training Colleges, Headmasters and Headmistresses of Schools, Deputy Secretaries, Education, Deputy Inspectors of Schools, who are associated directly with administration and (b) lecturers, assistant lecturers and experienced teachers who are affected by the reformation. The public interested in education consisted of four kinds of personnel, namely (a) of the Legislative Council members (M.L.C.) elected to legislative Council from the Teacher Constituences and Graduate



Constituencies, (b) Members of Legislative Assembly and Parliament (M.L.A's and M.P's), (c) Heads of privately managed schools and (d) teachers working in the private educational institutions.

(i) Sampling of the Departmental Personnel.- As the educational administrators that are implementing the reforms, do not exceed a hundred and odd, it was originally planned to have the whole population as sample. But actually, only about 70% of administrators could be approached due to some practical difficulties. The sampling of educational administrators is as given below:-

<u>Sr.No.</u>	<u>Designation</u>	<u>No.of officers</u>	<u>Number approached</u>
1.	Deputy Directors	5	2
2.	Directors of State Institutes	4	4
3.	Assistant Directors etc.	6	6
4.	District Educational Officers	21	18
5.	Gazetted Inspectors of Schools	67	30
6.	Deputy Secretaries, Education	21	18
Total		124	78

Other departmental persons included in the sampling were about 20 in number, who represented other categories than those listed above.

(ii) Sampling of the Public.- Similarly for the popular appraisal it is attempted to cover the whole population of M.L.Cs. from Teacher and Graduate Constituencies and others in a limited manner. The details are as furnished below:-

1. M.L.C's and M.L.A's	...	20
2. Principals, Professors and Readers...		12
3. Headmasters of Private Institutions and those working in the Zilla Parishads..	...	20
4. Teachers working in the Private Institutions and Zilla Parishads	...	30
5. Retired Personnel	...	10
Total		92

Thus, it will be seen that all the types of personnel are covered in the appraisal programme to the possible extent in the sampling.

(iii) Percentage of Returns.- Percentage of returns are generally satisfactory, though they are discouraging from some of the administrators and M.L.C's from Graduate Constituencies. The percentage of returns for different tools of investigation ranged from 29.6% to 50% giving an average of 40% roughly as indicated in detail in Table IX. It will be observed that the percentages of returns from the administrative personnel are relatively

TABLE @ IX : PERCENTAGE OF RETURNS OF DIFFERENT  
TOOLS OF INVESTIGATION

S.No.	Name of the Tool & the Personnel	Number Despatched	Number Received	Percentage of Returns
I	<u>Information Inventory</u>			
	- Administrators & Others	98	40	40.8
	- Educationists & Others	92	44	48.9
	Total	<u>190</u>	<u>84</u>	<u>44.2</u>
II	<u>Score Card</u>			
	- Administrators & Others	98	29	29.6
	- Educationists & Others	92	44	48.9
	Total	<u>190</u>	<u>73</u>	<u>38.4</u>
III	<u>Questionnaire on Prospective Reforms in Educational Administration</u>			
	- Administrators & Others	98	40	40.8
	- Educationists & Others	92	43	47.8
	Total	<u>190</u>	<u>83</u>	<u>43.7</u>
IV	<u>Questionnaire to Administrators &amp; Others</u>			
	-	98	49	50.0
V	<u>Opinionnaire to Educationists and others</u>			
		92	44	48.9
	Total	<u>190</u>	<u>93</u>	<u>49.0</u>

lesser than those of the public interested in education, perhaps due to some reservations as government officials.

However, the Government of Andhra Pradesh, educational administrators and educationists are to be heartily thanked for the kind gesture shown in extending hearty co-operation in the collection of the data for this empirical and operational type of investigation.

#### TREATMENT, ANALYSIS AND INTERPRETATION OF THE DATA

The data gathered has been subjected to simple statistical treatment so as to enable us to make analysis clearly and to offer appropriate interpretations critically.

#### TREATMENT OF DATA

In the treatment of data, three steps have been followed:-

- Numerical Presentation;
- Graphical ostentation; and
- Statistical Representation.

#### Numerical Presentation of Data

The responses of different personnel on different tools of investigation have been tallied and percentages have been worked out for each of the item in the respective tools. Then the findings have been tabulated into different tables<sup>as</sup>/shown hereunder; which have been presented at the appropriate contexts:-

- Percentage of Responses on the Score Card;
- Percentage of Responses on a Score Card by Administrators and others.
- Percentage of Responses on Score Card by Educationists and others.
- Percentage of Responses on the Questionnaire by Administrators, and others.
- Percentages of Responses on the Opinionnaire by Educationists and others, and
- Percentage of Responses on the Interview Schedule.

#### Graphical ostentation of Data

The data tabulated has been ostentatiously represented as Bar Graphs and Circular Graphs and Frequency Polygons as described below; which have been duly presented at appropriate places:-

- (i) Bar Graph Showing Appraisal of Reforms in Educational Administration effected in Andhra Pradesh during 1956-66;
- (ii) Circular Graph showing Appraisal of Reforms in Educational Administration introduced in Andhra Pradesh during 1956-66;
- (iii) Circular Graph showing Relative 'Effectiveness' of Different Educational Administrative Reforms introduced in Andhra Pradesh during 1956-66; and
- (iv) Frequency Polygons showing Relatively Responses of Administrators and of Educationists on the Score Card.

Statistical Representation of Data

Correlation Coefficients for the percentages of responses of administrators and educationists on reforms and on all the items of the Score Card have been calculated as a part of statistical treatment of data on hand and with a view to knowing the degree of agreement between the educational administrators and the educationists. For this purpose the percentage of responses given on the Score Card stating the reforms as "Effective" were taken. The Rank Order Method of finding out Correlation Coefficient has been used.

$Rho(P)$  is 0.87 for the percentage of responses indicating " Effectiveness" on the five reforms under study as given on the Score Card by the administrators and educationists and 0.76, for all items.

This shows that the evaluation made by the two types of persons on the tool is agreeing to a greater extent as the Coefficient of Correlation worked out to be as highly positive as 0.86 and 0.76. The appraisal made in general by those subjects agrees in essence, even leaving margin to other factors. Hence the views expressed by the administrators and the educationists may be stated to concur.

Tables X and XI show the Correlation between the Percentage of Responses indicating "Effectiveness" on the Five Reforms under study and on all Items on the Score Card by the Administrators and the Educationists.

#### ANALYSIS OF DATA

The analysis of data, that has been secured by administering different tools of investigation to different categories of persons associated with educational administration and education, is based on the "Statement-Percentage-of-Response-Technique." The views expressed by departmental personnel and the public are given separately indicating positive, negative or neutral statements to which the percentage of response is greater.

#### A. Analysis of Responses on the Score Card by Administrators and Educationists

The below is presented a combined performance of administrative personnel and educationists and public interested in education on the Score Card:-

##### I. By All Persons:-

Table XII gives the percentage of Responses of the administrators and educationists indicating combined assessment on which the following analysis is based:-

TABLE : X : CORRELATION BETWEEN PERCENTAGES OF RESPONSES  
ON DIFFERENT REFORMS ON THE SCORE CARD GIVEN  
AS "EFFECTIVE" BY THE ADMINISTRATORS AND THE  
EDUCATIONISTS

S. No.	Reform	Percentages of Responses		Ranks		D	D <sup>2</sup>
		Administrators	Educationists	I	II		
1.	Democratic Decentralisation of Education	27.0	30.2	3	3.5	8.5	0.25
2.	Reorganisation of District Educational Administration	69.2	55.8	1	2	1	1.00
3.	Reorganisation of District Educational Inspectorate	57.7	60.4	2	1	1	1.00
4.	Bifurcation of Directorate of Public Instruction	27.0	30.2	4	3.5	0.5	0.25
5.	Establishment of Special Educational Institutes etc.,	15.4	9.3	5	5	0	0.00
Correlation = + 0.87							



**TABLE : XI : CORRELATION BETWEEN PERCENTAGES OF RESPONSES  
ON ALL ITEMS OF THE SCORE CARD GIVEN AS  
"EFFECTIVE" BY THE ADMINISTRATORS AND THE  
EDUCATIONISTS**

Item No.	Percentages of Responses		Ranks		D	D <sup>2</sup>
	Administrators	Educationists	I	II		
1.	27.0	30.2	10.5	8.5	2.0	4.00
2.	34.6	20.9	6	13	7	49.00
3.	23.0	7.0	14	18	4	16.00
4.	15.4	7.0	18	17.5	0.5	0.25
5.	27.0	4.7	10.5	20	9.5	91.25
6.	23.0	7.0	14	18	4	16.00
7.	69.2	55.8	1	2.5	1.5	2.25
8.	53.8	39.5	4	5	1.0	1.00
9.	57.7	60.4	3	1	2	4.00
10.	61.5	55.8	2	2.5	0.5	0.25
11.	27.0	30.2	10.5	8.5	2.0	4.00
12.	15.4	28.0	17.5	10	7.5	56.25
13.	15.4	23.8	17.5	11.5	6	36.00
14.	30.8	32.6	7.5	7	0.5	0.25
15.	30.8	39.6	7.5	4	3.5	12.25
16.	42.2	34.9	5	6	1	1.00
17.	15.4	9.3	17.5	15.5	2	4.00
18.	0.0	9.3	20	15.5	4.5	20.25
19.	27.0	23.3	10.5	11.5	1	1.00
20.	23.0	14.0	14.0	14.0	0	0.00

Correlation = + 0.76

TABLE : XII : PERCENTAGES OF RESPONSES ON THE SCORE CARD

Item No.	Percentages of Responses		
	Effectiveness	Effectiveness : cannot be : judged	Ineffectiveness
1.	29.0	21.7	49.3
2.	26.2	20.3	53.5
3.	13.1	17.4	69.5
4.	10.2	31.8	58.0
5.	13.1	37.7	49.2
6.	13.1	31.4	55.5
7.	60.9	24.6	14.5
8.	44.9	37.7	17.4
9.	59.4	29.0	11.6
10.	58.0	23.2	18.8
11.	29.00	40.6	30.4
12.	23.2	36.3	40.5
13.	20.3	39.1	40.6
14.	31.8	42.0	26.2
15.	36.3	39.1	24.6
16.	37.7	33.3	29.0
17.	11.6	62.2	26.2
18.	5.8	63.8	30.4
19.	24.6	37.7	37.7
20.	17.4	47.8	34.8

Higher Percentage of Positive Responses on the Score Card

Stating the Items as "EFFECTIVE"

<u>Item No.</u>	<u>Item</u>	<u>Response</u>
7	: Reorganisation of District Educational Administration	: 60.9 %
8	: Role of the Upgraded District Educational Officers	: 44.9 %
9	: Reorganisation of District Educational Inspectorate	: 59.4 %
10	: Role of the New Gazefted Inspectors of Schools	: 58.0 %
16	: Separation of Inspection from Administration	: 37.7 %

Higher Percentage of Negative Responses on the Score Card

Stating the Items as "INEFFECTIVE"

<u>Item No.</u>	<u>Item</u>	<u>Response</u>
1	: Democratic Decentralisation of Education	: 49.3 %
2	: Administration of Secondary Education by Zilla Parishads	: 53.5 %
3	: Administration of Primary Education by the Panchayat Samithis	: 69.5%
4	: Working of Standing Committees of Education in the Panchayat Raj	: 58.0 %
5	: Coordination between Panchayat Raj and the Education Department	: 49.2 %
6	: Role of the Deputy Secretaries of Education in the Zilla Parishads	: 55.5 %

Higher Percentage of Neutral Responses on the Score Card

Stating the Items as "EFFECTIVENESS CANNOT BE JUDGED"

<u>Item No.</u>	<u>Item</u>	<u>Response</u>
11	: Bifurcation of Directorate of Public Instruction	: 40.6 %
12	: Establishment of State Bureau of Educational and Vocational Guidance	: 36.3 %
13	: Establishment of State Evaluation Unit	: 39.1 %
14	: Establishment of State Institute of Education	: 42.0 %
15	: Establishment of Science-Education Unit	: 39.1 %
17	: Functioning of the newly established Institutes, Units etc.,	: 62.2 %
18	: Functioning of the Consultative Committee of Education	: 65.8 %
19	: Reforms in Educational Administration Carried out in the State so far:	37.7 %
	(Percentage on "Ineffective" is also equal to it in this case)	
20	: Reforms in Education in General carried out in Andhra Pradesh so far	: 47.8 %

Figure 22 gives Bar Graph showing Appraisal of Reforms in Educational Administration effected in Andhra Pradesh during 1956-66; Figure 23, Circular Graph showing Percentage of Responses Indicating "Effectiveness" of different Reforms in Educational Administration and Figure 24, Circular Graphs Showing Appraisal of Different Reforms Effected.

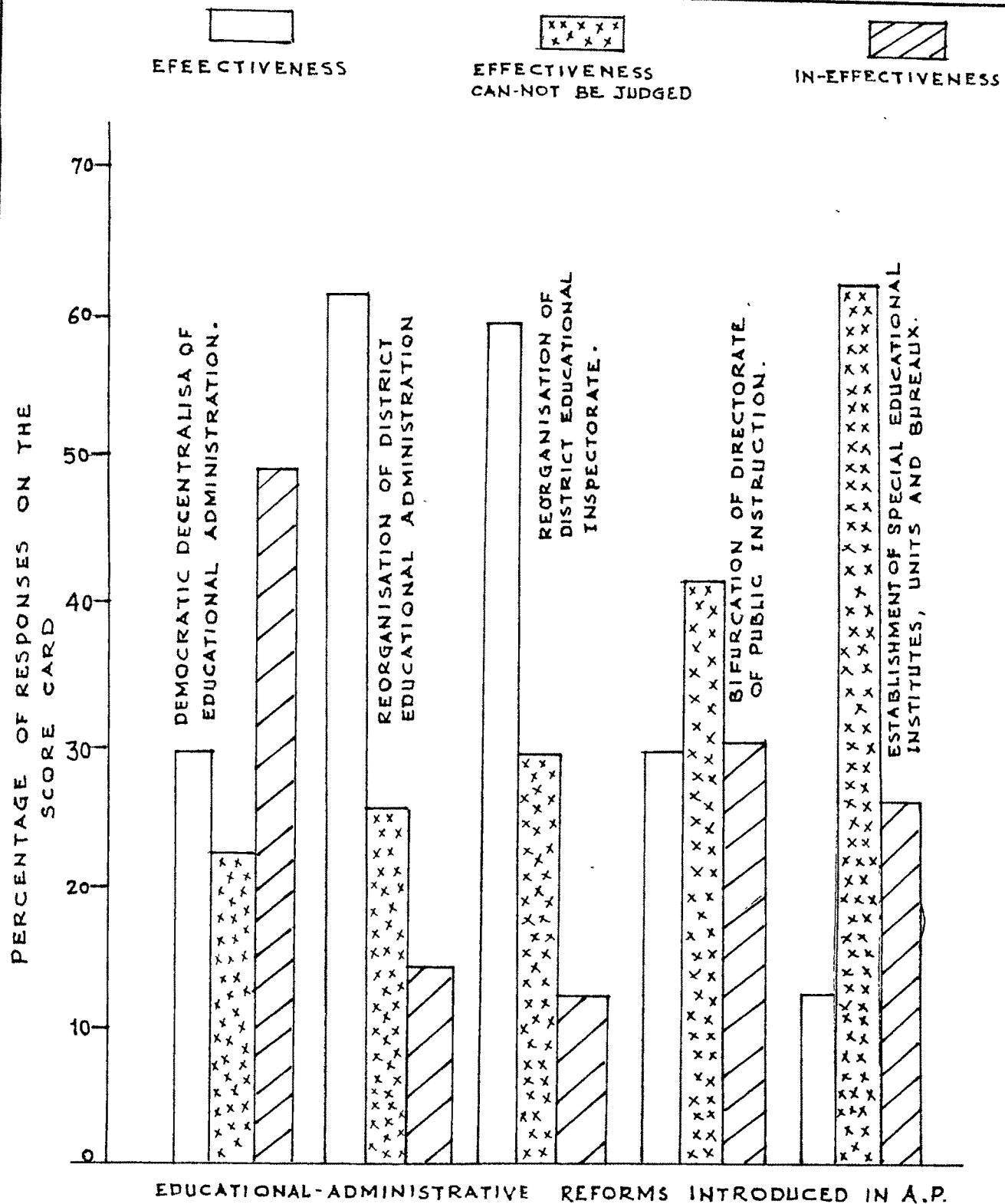


FIGURE : 22.

BAR GRAPH SHOWING OVERALL APPRAISAL OF REFORMS IN EDUCATIONAL ADMINISTRATION EFFECTED IN ANDHRA PRADESH DURING - 1956 - 1966.

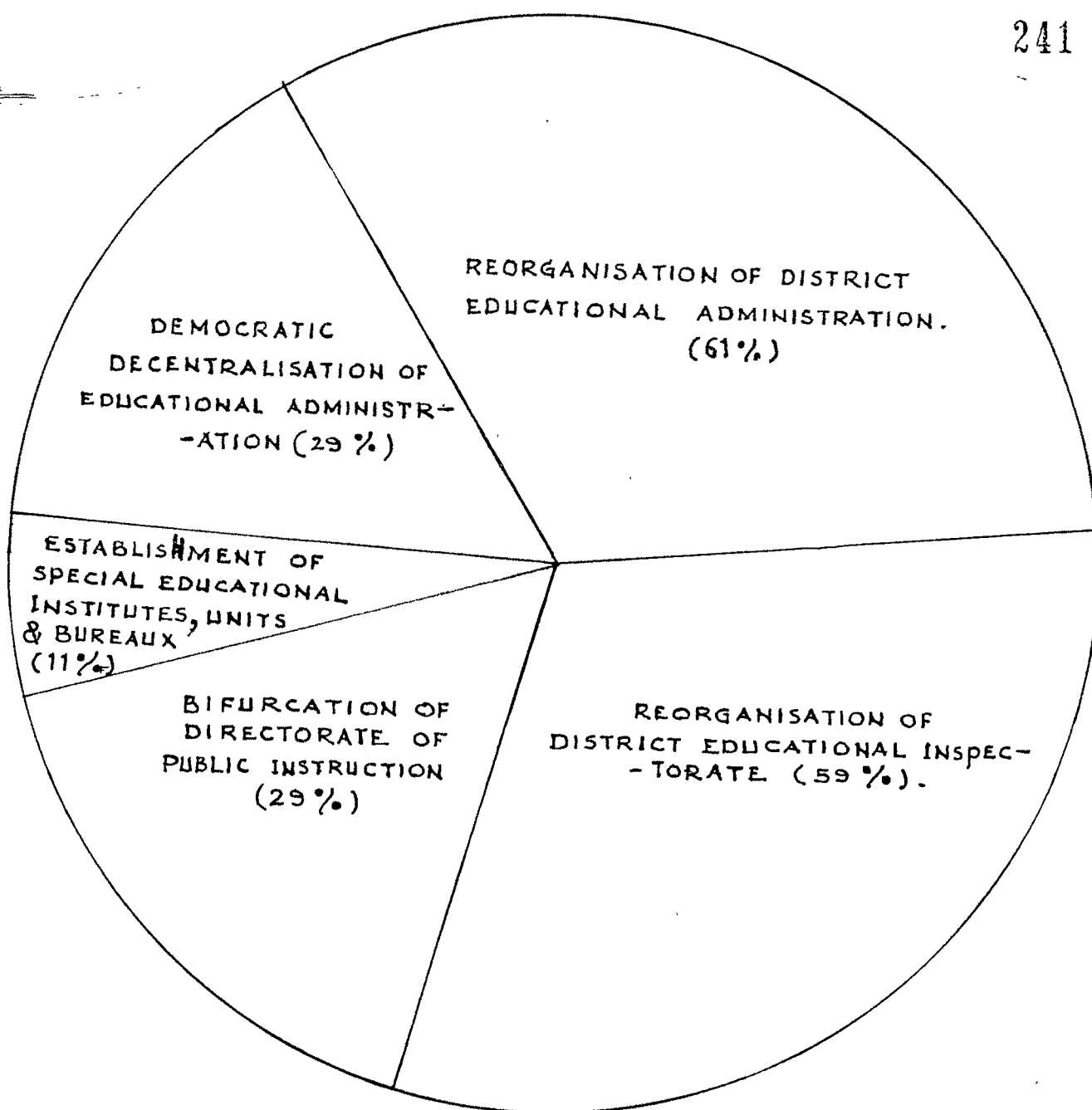


FIGURE .23.

CIRCULAR GRAPH SHOWING RELATIVELY PERCENTAGES OF RESPONSES INDICATING "EFFECTIVENESS" OF DIFFERENT REFORMS IN EDUCATIONAL ADMINISTRATION INTRODUCED IN ANDHRA- PRADESH DURING 1956-1966.

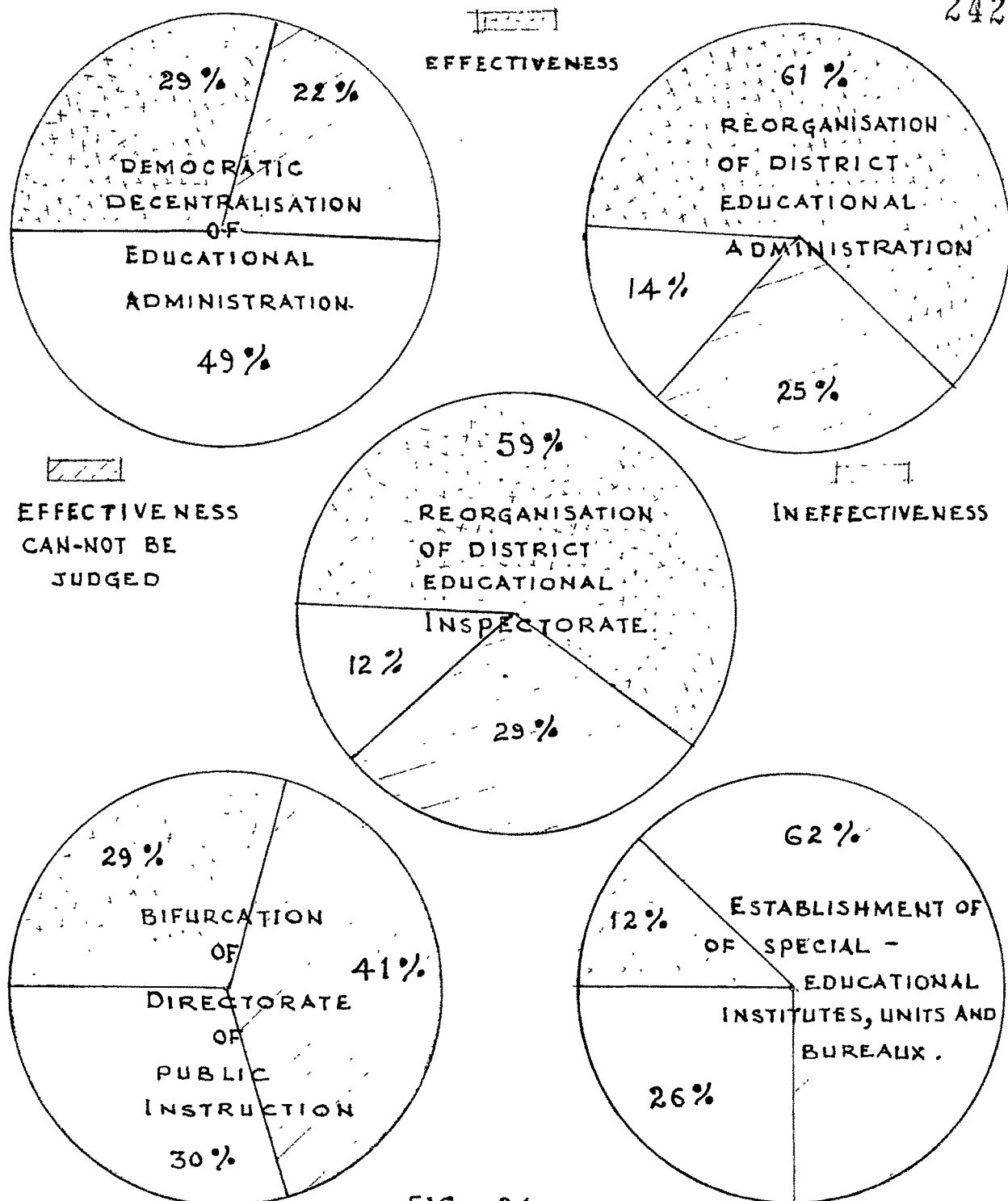


FIG. 24  
CIRCULAR GRAPH SHOWING RELATIVE APPRAISAL OF  
REFORMS IN EDUCATIONAL ADMINISTRATION INTRODUCED  
IN ANDHRA PRADESH DURING  
1956-1966.

## II. By Both Types of Persons Separately :

Tables, XIII and XIV give the percentage of responses of the administrators and the educationists on the Score

Card separately on which the following analysis is made :

Higher Percentage of Responses showing items as effective

<u>Item No.</u>	<u>Reform</u>	<u>Response</u>
7	: Reorganisation of District Educational Administration:	
	Executive Appraisal :	69.2 %
	Popular Appraisal :	55.8 %
9	: Reorganisation of District Educational Inspectorate :	
	Executive Appraisal :	57.7 %
	Popular Appraisal :	60.4 %
8	: Role of the Upgraded D.E.Os.	
	Executive Appraisal :	53.8 %
	Popular Appraisal :	39.6 %
	("Effectiveness cannot be Judged" also got equal percentage of response)	
10	: Role of the new Gazetted Inspectors of Schools.	
	Executive Appraisal :	61.5 %
	Popular Appraisal :	55.8 %
16	: Separation of Inspection and Administration	
	Executive Appraisal :	42.2 %
	Popular Appraisal :	34.9 %
	("Effectiveness Cannot be Judged" also got equal percentage of responses)	



TABLE : XIII : PERCENTAGE OF RESPONSES ON THE SCORE  
CARD BY THE ADMINISTRATORS AND OTHERS

Item No.	Percentage of Responses		
	Effectiveness	:cannot be :Judged	: Ineffectiveness
1.	27.0	30.7	42.3
2.	34.6	27.0	38.4
3.	23.0	11.6	65.4
4.	15.4	23.1	61.5
5.	27.0	42.3	30.7
6.	23.0	30.8	46.2
7.	69.2	15.4	15.4
8.	53.8	34.6	11.6
9.	57.7	30.7	11.6
10.	61.5	23.1	15.4
11.	27.0	50.0	23.0
12.	15.4	34.6	50.0
13.	15.4	38.4	46.2
14.	30.8	34.6	34.6
15.	34.8	42.2	27.0
16.	42.2	30.8	27.0
17.	15.4	53.8	30.8
18.	0.0	69.2	30.8
19.	27.0	38.4	34.6
20.	23.0	46.2	30.8

**TABLE : XIV : PERCENTAGE OF RESPONSES ON THE SCORE CARD  
BY THE EDUCATIONISTS AND OTHERS**

Item No.	Percentage of Response		
	Effectiveness :	Effectiveness : cannot be Judged	Ineffective :
1.	30.2	16.3	53.5
2.	20.9	16.3	62.8
3.	7.0	20.9	72.1
4.	7.0	37.2	55.8
5.	4.7	34.9	60.4
6.	7.0	32.6	60.4
7.	55.8	30.2	14.0
8.	39.55	39.55	20.9
9.	60.4	28.0	11.6
10.	55.8	23.3	20.9
11.	30.2	34.9	34.9
12.	28.0	37.2	34.8
13.	23.3	39.5	37.2
14.	32.6	46.5	20.9
15.	39.6	37.2	23.2
16.	34.9	34.9	30.2
17.	9.3	67.4	23.3
18.	9.3	60.4	30.3
19.	23.3	37.2	39.5
20.	14.0	48.8	37.2

Higher Percentage of Negative Responses on the Score Card  
Stating the Items as "INEFFECTIVE"

<u>Item No.</u>	<u>Reform</u>	<u>Response</u>
1.	Democratic Decentralisation of Education :	
	Executive Appraisal :	42.3 %
	Popular Appraisal :	53.5 %
2.	Administration of Education by the Zilla Parishads.	
	Executive Appraisal :	38.4 %
	Popular Appraisal :	62.8 %
3.	Administration of Education by the Panchayat	
	Executive Appraisal :	65.4 %
	Popular Appraisal :	72.1 %
4.	Working of the Standing Committees of Education in the Panchayat Raj	
	Executive Appraisal :	61.5 %
	Popular Appraisal :	55.8 %
5.	Cooperation between the Education Department and the Panchayat Raj	
	Executive Appraisal :	30.7 %
	('Effectiveness Cannot be Judged' has greater percentage of Responses in this Case i.e. 42.3 )	
	Popular Appraisal :	60.4 %
6.	Role of the Deputy Secretaries of Education in the Zilla Parishads	
	Executive Appraisal :	46.2 %
	Popular Appraisal :	60.4 %

Higher Percentage of Neutral Responses on the Score Card  
Stating the Items as "EFFECTIVENESS CANNOT BE JUDGED"

<u>Item No.</u>	<u>Reform</u>	<u>Response</u>
11	Bifurcation of Directorate of Public Instruction.	
	Executive Appraisal :	50.0 %
	Popular Appraisal :	34.9 %
	(Equal has been the percentage on "Ineffective")	
17	Functioning of the newly established Institutes, Units and Bureaux.	
	Executive Appraisal :	53.8 %
	Popular Appraisal :	67.4 %
18	Functioning of the Consultative Committee of Education.	
	Executive Appraisal :	69.2 %
	Popular Appraisal :	60.4 %
19	Reforms in Educational Administration in A.P. in general.	
	Executive Appraisal :	38.4 %
	Popular Appraisal :	37.2 %
	(Ineffective has greater percentage here i.e. 39.5)	
20	Reforms in Education in General Carried out in Andhra Pradesh so far	
	Executive Appraisal :	46.0 %
	Popular Appraisal :	48.0 %

**B. Analysis of Responses on Questionnaire given by the Departmental Personnel on Important Aspects of Different Reforms in Educational Administration having highest Frequencies on Respective Items:-**

The responses of the administrators and other departmental personnel are given in Table XV on which the following analysis is based:-

**1. Democratic Decentralisation of Education**

<u>Section No. and Item No.</u>	<u>Item No.</u>	<u>Response</u>
<b><u>a. Positive Responses:</u></b>		
1.1.	Democratic Decentralisation of Education at the District level is progressive	: 53.3 %
<b><u>b. Negative Responses:</u></b>		
1.2.	Democratic Decentralisation of Education that was introduced in Andhra Pradesh did not result in attaining the desired goals.	: 90.0 %
1.3.	It did not enable the rural masses to learn democratic practices and values.	: 70.0 %
1.4.	We cannot do away with decentralisation of financial powers control, supervision, guidance etc., completely:	73.3 %
1.5.	Community participation in educational matters is not encouraging.	: 83.3 %
1.6.	They have not come to share in educational expenditure	: 66.7 %
1.7.	It has not facilitated improvement of management and supervision of schools	: 73.3 %
1.8.	The system of handing over Elementary Education to Panchayat Samithis did not improve its condition.	: 83.3 %

**TABLE:XV: PERCENTAGE OF RESPONSES ON THE QUESTIONNAIRE BY  
THE ADMINISTRATORS AND OTHERS**

Item No.	Percentage of Positive Responses	Item No	Percentage of Positive responses
<u>1. Democratic Decentralisation</u>		3.4	73.0
1.1	53.3	3.5	37.8
1.2	10.0	3.6	70.3
1.3	30.0	3.7	24.3
1.4	26.7	3.8	32.4
1.5	16.7	3.9	67.6
1.6	33.3	3.10	89.2
1.7	26.7	3.11	70.3
1.8	16.7	3.12	78.4
1.9	20.0	3.13	56.8
1.10	10.0	3.14	67.6
1.11	26.7	3.15	62.2
1.12	36.7	3.16	94.6
1.13	23.3	<u>4. Bifurcational of Directorate of Public Instruction</u>	
1.14	33.3	4.1	68.0
1.15	26.7	4.2	68.0
1.16	33.3	4.3	56.0
1.17	36.7	4.4	44.0
1.18	73.3	4.5	52.0
<u>2. Reorganisation of Dist. Edul. Adm.</u>		4.6	52.0
2.1	82.1	4.7	64.0
2.2	85.7	4.8	48.0
2.3	78.6	4.9	44.0
2.4	67.8	4.10	40.0
2.5	67.8	4.11	60.0
2.6	46.4	4.12	52.0
2.7	78.6	4.13	52.0
2.8	32.1	4.14	32.0
2.9	92.9	4.15	76.0
2.10	25.0	<u>5. Establishment of Special Educational Institutes etc.</u>	
2.11	53.6	5.1	76.0
2.12	57.1	5.2	44.0
2.13	71.3	5.3	52.0
2.14	53.6	5.4	28.0
2.15	71.8	5.5	24.0
2.16	14.8	5.6	16.0
<u>3. Reorganisation of District Educational Inspectorate</u>		5.7	44.0
3.1	83.8	5.8	28.0
3.2	56.8	5.9	40.0
3.3	59.5	5.10	44.0
		5.11	80.0
		5.12	68.0
		5.13	52.0

<u>Section No. and Item No.</u>	<u>Item No.</u>	<u>Response</u>
1.9.	: It did not help much in the implementation of compulsory primary education.	: 80.0%
1.10.	: The role of the Extension Officers of Education was not satisfactory.	: 90.0 %
1.11.	: The Composition and working of Standing Committees of Education at the Panchayat Samithis level is not satisfactory.	: 73.3 %
1.12.	: Secondary Education is not safe in the hands of Zilla Parishads.	: 63.3 %
1.13	: Deputy Secretaries, Education, are not endowed with adequate powers.	: 76.7 %
1.14	: Their functions are not defined clearly.	: 66.7 %
1.15 <sup>1</sup> <sub>2</sub>	: The composition and working of the Standing Committees for Education at Zilla Parishad level are not Satisfactory.	: 73.3 %
1.16.	: The working conditions of teachers in the Zilla Parishads are not satisfactory.	: 66.7 %
1.17.	: The supervision of the Education Department over Educational Wing of Zilla Parishads is not satisfactory	63.3 %

## 2. Reorganisation of District Educational Administration

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
<u>a. Positive Responses :</u>		
2.1.	: Reorganisation of District Educational Administration is a progressive reform.	82.1 %

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
2.2.	: Making each revenue district as an educational district is a right step	: 85.7 %
2.3.	: The powers delegated to the District Educational Officers in the new set up are adequate.	: 78.6 %
2.4.	: The present set up will be able to improve educational planning in the district and its implementation.	: 67.8 %
2.5.	: The District Educational Officers in the new set up will be able to discharge all the administrative functions entrusted in them with respect to education in the district.	: 67.8 %
2.7.	: They will be able to inspect the educational wing of the Zilla Parishad and High Schools headed by the Gazetted Officers in addition to the administrative work effectively.	: 78.6 %
2.9.	: There is need for further strengthening of supervisory function of education Department over Zilla Parishad Schools.	: 92.9 %
2.14.:	The present arrangement of Ministerial staff of the District Educational Office is satisfactory.	: 53.6 %
<b>b. <u>Negative Responses</u> :</b>		
2.6.	: The D.E.Os. need not be delegated with more powers.	: 53.6 %
2.8.	: It is not sufficient if the D.E.Os. exercise only appropriate functions over schools of Panchayat Raj.	: 67.7 %
2.10.:	The present relationship of District Educational Administration and the Panchayat Raj in the matter of School education is not satisfactory.	: 75.0 %



<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
2.16.	: The District Educational Officers need not be relieved of the Inspectoral work of any kind completely.	: 85.7 %
<u>3. Reorganisation of District Educational Inspectorate</u>		

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
<u>a. Positive Responses :</u>		
3.1.	: Reorganisation of District Educational Inspectorate is a progressive step.	: 83.8 %
3.2.	: Separation of Inspectoral work from administrative functions improves efficiency.	: 56.8 %
3.13.1	: Composition of the Inspectorate in the districts is satisfactory.	: 59.5 %
3.4.	: This reorganisation leads to the improvement of educational standards.	: 73.0 %
3.11.	: In the present set up, well-organised and uninterrupted inspection is made possible.	: 70.3 %
<u>b. Negative Responses :</u>		
3.5.	: A single Gazetted Inspector cannot adequately inspect 50 Schools annually and also cannot take up follow up programmes as well.	: 62.2 %
3.8.	: Inspection without administrative powers will not be effective.	: 67.6 %

#### 4. Bifurcation of Directorate of Public Instruction

Section No.  
and Item No.

Item

Response

##### a. Positive Responses:

- 4.1. : Progressive trend is discernable in the reform of Bifurcation of Directorate of Public Instruction : 68.0 %
- 4.2. : It has facilitated both the Directorates to concentrate well on the respective fields of education. : 68.0 %
- 4.3. : It has helped to improve administration, control and supervision. : 56.0 %
- 4.5. : This bifurcation leads to betterment of educational planning and its implementation. : 52.0 %
- 4.6. : It helps in improving internal administration of educational institutions. : 52.0 %
- 4.7. : It would lead to inspectorial efficiency and instructional effectiveness. : 64.0 %
- 4.11. : The powers delegated to both the Directorates are adequate. : 60.0 %
- 4.12. : The personnel size of the Directorates is adequate. : 52.0 %
- 4.13. : The Education Secretariate is acting well as the Coordinating agency. : 52.0 %

##### b. Negative Responses :

- 4.4. : The subjects to be administered by both the Directorates have not been clearly and properly defined. : 56.0 %

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

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
<u>a. Positive Responses :</u>		
5.1.	: The establishment of Special Educational Institutes, Units and Bureaux is a progressive trend.	: 76.0 %
5.3.	: The personnel size of the different units is adequate.	: 52.0 %
<u>b. Negative Responses :</u>		
5.2.	: The educational institutes have not been attached to the proper Directorate.	: 56.0 %
5.4.	: The funds allotted to different institutes are not adequate.	: 72.0 %
5.6.	: The Educational and Vocational Guidance Movement did not get sufficient impetus.	: 84.0 %
5.7.	: In-service education given by the Extension Services Departments did not improve teachers' efficiency.	: 56.0 %
5.8.	: Evaluation Unit has not contributed enough to the examination reform.	: 72.0 %
5.9.	: Science-Education Unit has not helped Very much to improve the quality of science teaching.	: 60.0 %
5.10.	: The State Institute of Education has not much helped for the qualitative improvement of Primary Education in the State.	: 56.0 %

C. Analysis of Responses on the Opinionnaire given by the Educationists and other Interested Public on Different Aspects of Reformation of Educational Administration Effected in Andhra Pradesh.

Table XVI gives the Percentage of Responses on the Opinionnaire by the educationists and other persons interested in education, on which the following analysis is based:-

Hereunder are given percentages of responses given on Opinionnaire administered as a means of popular appraisal to the educationists, educators and other eminent persons interested in Education. The responses are furnished for all important aspects of all reforms of educational administration effected in the State in the form opinions expressing Agreement, Uncertainty and Disagreement. Lastly some opinions expressed on general aspects of reformation under study are given. Percentages indicate maximum frequencies on A, U or D as positive, negative or neutral responses.

1. Democratic Decentralisation of Education

<u>Section No and Item No.</u>	<u>Item</u>	<u>Response</u>
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a. Positive Responses:

1.9.	: Democratic decentralisation of education without educating rural masses is a failure.	: 83.7 %
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**TABLE : XVI : PERCENTAGE OF RESPONSES ON THE OPINIONNAIRE BY THE EDUCATIONISTS AND OTHERS INTERESTED IN EDU.**

Item No.	Percentage of Responses			Item No.	Percentage of Responses		
	Agree	Uncertain	Disagree		Agree	Uncertain	Disagree
<b>1. Democratic Decentralisation of Education</b>				3.6	88.3	2.3	9.4
1.1	34.8	23.3	41.9	3.7	41.9	7.5	20.6
1.2	23.3	32.6	44.1	3.8	16.4	48.8	34.8
1.3	32.6	39.7	27.7	3.9	62.8	25.5	11.7
1.4	18.5	41.9	39.6	3.10	69.8	2.4	27.8
1.5	25.5	39.7	34.8	3.11	65.1	2.4	32.5
1.6	30.4	27.7	41.9	3.12	50.8	9.4	39.8
1.7	34.8	20.6	44.6	3.13	62.8	20.8	16.4
1.8	27.7	20.6	51.7	<b>4. Bifurcation of Directorate of Public Instruction</b>			
1.9	83.7	6.9	9.4	4.1	53.5	11.7	34.8
1.10	93.1	6.9	6.6	4.2	39.7	25.5	34.8
1.11	83.7	11.7	4.6	4.3	41.9	41.9	16.2
1.12	86.0	11.7	2.3	4.4	27.8	46.6	25.6
1.13	60.5	16.2	23.3	4.5	52.4	21.5	26.3
1.14	81.4	11.7	6.9	4.6	59.4	28.6	12.0
1.15	95.4	2.3	2.3	4.7	85.7	12.0	2.3
1.16	86.0	2.3	11.7	4.8	85.6	7.2	7.2
<b>2. Reorganisation of District Educational Administration</b>				4.9	69.0	9.6	21.4
2.1	44.6	27.7	27.7	4.10	54.8	2.3	42.9
2.2	37.5	41.9	20.6	4.11	59.5	0.0	40.5
2.3	4.6	48.8	46.6	4.12	57.2	4.6	38.2
2.4	37.5	32.6	30.9	<b>5. Establishment of Special Edul. Institutes, Units &amp; Bureaux</b>			
2.5	41.9	37.5	20.6	5.1	47.6	35.7	16.7
2.6	37.5	48.8	13.7	5.2	52.4	30.9	16.7
2.7	83.7	6.9	9.4	5.3	57.2	19.0	23.8
2.8	50.7	18.8	30.5	5.4	71.4	2.3	26.3
2.9	46.5	6.9	46.6	5.5	83.3	9.5	7.2
2.10	60.6	4.6	34.8	<b>6. General Opinions</b>			
2.11	86.0	2.3	11.7	6.1	47.6	35.4	19.0
2.12	76.7	9.4	13.9	6.2	92.9	2.3	4.8
2.13	86.0	2.3	11.7	6.3	83.3	4.6	12.1
2.14	44.1	18.4	37.5	6.4	90.5	2.3	7.2
2.15	48.6	13.9	37.5	6.5	90.5	2.3	7.2
2.16	32.6	25.5	41.9	6.6	35.7	42.9	21.4
<b>3. Reorganisation of District Educational Inspectorate</b>							
3.1	58.2	18.5	23.3				
3.2	39.7	39.7	20.8				
3.3	39.6	37.4	23.0				
3.4	53.6	18.6	27.8				
3.5	72.1	9.4	18.5				

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Responses</u>
1.10 :	A certain amount of centralisation of financial powers, control, guidance and supervision are required.	: 93.1 %
1.11 :	Education has suffered because teachers were drawn into local politics and strifes.	: 83.7 %
1.12 :	Teachers should be placed under the administrative control of the Education Department only.	: 86.0 %
1.13 :	There should be separate Standing Committees for Education at the Zilla Parishad and Panchayat Samithi levels.	: 60.5 %
1.14. :	Deputy Secretary of Education should be made completely responsible for the Educational Wing of the Panchayat Raj.	: 81.4 %
1.15 :	Supervision of the Education Department over the Zilla Parishad Schools should be strengthened.	: 95.4 %
<b>b. <u>Negative Responses :</u></b>		
1.1. :	Democratic decentralisation has not helped to develop democratic practices and values in rural people.	: 41.9 %
1.2. :	Democratic Decentralisation did not provide further safeguard to freedom obtained.	: 44.1 %
1.6. :	Improvement of community participation in educational planning and implementation did not take place.	: 41.9 %
1.7. :	Local leaders did not take much interest in educational matters.	: 44.6 %
1.8. :	Schools did not convert themselves into schools of community, by the community, and for the community.	: 51.7 %

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
<u>c. Neutral Responses :</u>		
1.3.	It is not known for certain that the local communities came to contribute their share to the educational expenditure.	: 39.7 %
1.4.	It is uncertain whether better management, supervision and control are facilitated.	: 41.9 %
1.5.	It cannot be stated with certainty that adjusting schools to local needs is made possible.	: 39.7 %
<u>2. Reorganisation of District Educational Administration</u>		
<u>a. Positive Responses :</u>		
2.1.	Reorganisation of District Educational Administration has improved administrative efficiency.	: 44.6 %
2.2.	Collection of statistical data is also made easy.	: 37.6 %
2.5.	The Up-graded District Educational Officers are carrying out their tasks, relating to administration and inspection effectively and efficiently.	: 41.9 %
2.7.	Adequate powers have been delegated to the District Educational Officers, in the new set up.	: 83.7 %
2.9.	They should be relieved of the Inspectoral function completely. (Percentage of Disagreement is also equal on this statement).	: 46.5 %
2.13.	The District Educational Officers should have over-all control over the educational wing of Zilla Parishads	: 86.0 %

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
2.16.	: Making Revenue Districts as Educational Districts have provided administrative facilitation.	: 41.9 %
<b>b. <u>Negative Responses:</u></b>		
2.8.	: The D.E.O's are overburdened with administrative and inspectoral functions.	: 50.7 %
2.14.	: It is desirable to switch over to old type of District Educational Administration.	: 44.1 %
2.15.	: Some sort of Regional Administration is needed because of the unprecedented expansion of the education in the State.	: 48.6 %
<b>c. <u>Neutral Responses :</u></b>		
2.2.	: It is not known for certain that organised and uninterrupted inspection and avoidance of undue delay are facilitated.	: 41.9 %
2.3.	: It cannot be stated that there had been consequent improvement of educational standards.	: 41.9 %
2.6.	: It is uncertain whether they are able to render all technical assistance in the matter of educational planning and its implementation in the district.	: 48.8 %
<b>3. <u>Reorganisation of District Educational Inspectorate</u></b>		
<b>a. <u>Positive Responses:</u></b>		
3.1.	: Separation of inspection from administration has ensured better inspection and supervision.	: 58.2 %



<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
3.2.	Reorganisation of District Educational Inspectorate facilitated taking up follow up programme effectively. (Percentage of uncertainty on this Statement is also the same )	: 39.7 %
3.3.	Strengthening of Educational Inspectorate has helped improvement of educational standards.	: 39.6 %
3.6.	Periodical surprise visits are necessary to improve the tone of the schools.	: 88.3 %
3.7.	Adopting schools by Officers has helped in improving academic standards.	: 41.9 %
<b>b. <u>Negative Responses</u> :</b>		
3.4.	The Strength of the reorganised District Educational Inspectorate is still inadequate.	: 53.6 %
3.9.	Inspection stripped out of administration did not help much.	: 62.8 %
3.10.	Inspection and follow up programmes of 50 schools annually is a hard job for a single Gazetted Inspector of Schools.	: 69.8 %
3.14.	Lack of Coordinating Machinery of school inspection in the district is a handicap of the new set up.	: 62.8 %
<b>c. <u>Neutral Responses</u> :</b>		
3.8.	It is not certain whether the new Educational Inspectorate has helped in improving school discipline, instructional technique and educational attainments.	: 48.8 %

#### 4. Bifurcation of Directorate of Public Instruction

##### a. Positive Responses :

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
4.1.	: Bifurcation of Directorate of Public Instruction has helped better concentration on different levels of education.	: 55.5 %
4.2.	: Creation of a new Directorate has facilitated inspectional effectiveness and instructional improvement.	: 39.5 %
4.3.	: Administrative facilitation is discernible. (Percentage of Uncertainty on this item is the same).	: 41.9 %
4.5.	: Educational Planning at different levels is better facilitated.	: 52.4 %

##### b. Negative Responses :

4.6.	: Clear-out demarkation of subjects to be administered is lacking.	: 59.4 %
4.7.	: Problems of transfers of personnel and coordination have arisen.	: 85.7 %
4.8.	: Status of Higher Secondary Education remained unsettled.	: 85.6 %

##### c. Neutral Responses :

4.4.	: Whether Improvement of administration of institutions has resulted cannot be stated.	: 46.5 %
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#### 5. Establishment of Special Educational Institutes, Units and Bureaux

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
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##### a. Positive Responses:

5.1.	: Establishment of Special Educational Institutes, Units and Bureaux has helped in giving specialised training to the teachers.	: 47.6 %
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<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
5.2.	: In-service training given to teachers has helped improvement of teaching.	: 52.4 %

#### 6. Responses on General Items

<u>Section No. and Item No.</u>	<u>Item</u>	<u>Response</u>
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##### a. Positive Responses:

6.1.	: Reforms in Educational Administration introduced in Andhra Pradesh so far are progressive.	: 47.6 %
6.2.	: Yet radical reforms are to be introduced.	: 92.9 %

##### c. Neutral Responses:

6.6.	: It cannot be stated for certain that the Education Secretariate is acting as an efficient Coordinating agency.	: 49.1 %
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#### D. Analysis of Responses to Open-End Questions

Responses to open-end questions are rather recommendatory than evaluationary. Some of the opinions of general nature are as given below:-

- All types of schools should be brought under the management of State Government only.
- Non-Official functionaries should be associated with education in advisory capacity only.
- Executive functions should not be entrusted to them for they have not developed maturity in administrative skill.

- Frequent reformation should be avoided. Each one effected should be tried out at least over a decade before further reformation is undertaken.
- Deputy Secretaries, Education, should have overall control of education in the Zilla.Parishads.
- The District Educational Administration and Inspectorate should be further strengthened.
- There should be only one Directorate of Education.
- Education Secretariate and the Directorate should be merged.

#### E. Analysis of Responses on the Interview Schedule

Table XVII gives the Percentage of Responses of Respondents on the Interview Schedule.

The analysis of responses of administrators and educationists on the Interview Schedule administered is as follows:-

Percentages of Responses, showing the Appraisal of the Reforms under study are as given below:-

#### Higher Positive Percentages of Responses:(Vide Table XVII)

<u>S.No.</u>	<u>Item No.</u>	<u>Reform</u>	<u>Percentage of Response</u> Progressive: Effective	
1	2(a)	Democratic Decentralisation of Education.	60.01	: 12.0
2	2(b)	Reorganisation of District Educational Administration	88.00	: 76.0
3	2(c)	Reorganisation of District Educational Inspectorate	100.00	: 80.0
4	2(d)	Bifurcation of Directorate of Public Instruction.	98.00	: 52.0
5	2(e)	Establishment of Special Educational Institutes, etc.,	100.00	: 52.0

TABLE: XVII: PERCENTAGE OF RESPONSES ON THE INTERVIEW SCHEDULE

S.No.	Item No.	Percentage of Responses			
		Agreement	Disagreement		
1.	1	20.0	80.0		
2.	3	20.0	80.0		
3.	5	36.0	64.0		
4.	6	92.0	8.0		
5.	7	40.0	60.0		
6.	8	28.0	72.0		
7.	9	80.0	20.0		
8.	10	56.0	44.0		
9.	12	36.0	64.0		
10.	13	84.0	16.0		
11.	14	100.0	0.0		
12.	15	52.0	48.0		
13.	17	96.0	4.0		
14.	18	40.0	60.0		
15.	19	36.0	64.0		
16.	20	40.0	60.0		
17.	21	88.0	12.0		
18.	22	76.0	24.0		
19.	23	100.0	0.0		
20.	24	76.0	24.0		
21.	25	76.0	24.0		
22.	26	96.0	4.0		
23.	27	84.0	16.0		
		Progressive	Retrograde	Effective	Ineffective
24.	2(a)	60.0	40.0	12.0	88.0
25.	2(b)	88.0	12.0	76.0	24.0
26.	2(c)	100.0	0.0	80.0	20.0
27.	2(d)	98.0	2.0	52.0	48.0
28.	2(c)	100.0	0.0	72.0	28.0

<u>Item No.</u>	<u>Item</u>	<u>Response</u>
6.	: Upgrading and delegating of more powers to the District Educational Officers is a satisfactory measure.	: 92.0 %
9.	: Separation of Inspection from administration is a radical step.	: 80.0 %
10.	: Reorganised set up of District Educational Inspectorate at the rate of one Gazetted Inspector of schools for each group of schools is a satisfactory measure.	: 56.0 %
14.	: It is essential that they should be given proper in-service education after they are posted as educational administrators or inspectors.	: 100.0 %
15.	: Since education is to be viewed as an integrated whole, it is essential to have only one Directorate of Education.	: 52.0 %
17.	: In-service education is essential for personnel engaged in administrative, inspectoral and/or academic work.	: 96.0 %
23.	: There is need to conduct adequate research on problems of educational administration.	: 100.0 %

Higher Percentage of Negative Responses to the  
Different Items on the Interview Schedule are as follows:-

<u>Item No.</u>	<u>Item</u>	<u>Response</u>
2(a)	: Democratic Decentralisation of Education is ineffective.	: 88.0 %
1	: The present set up of educational administration in the State is not satisfactory.	: 80.0 %

<u>Item No.</u>	<u>Item</u>	<u>Response</u>
3	The objectives of Democratic Decentralisation of Education have not been fulfilled.	: 80.0 %
6	The funds provided for education in the Panchayat <sup>Raj</sup> are inadequate.	: 64.0 %
7	The personnel appointed to the new posts of District educational officers did not have adequate qualifications and experience.	: 60.0 %
8	The staff position of the reorganised set up is not adequate.	: 72.0 %
12	The qualifications and experience of the personnel appointed for the inspectoral work are not satisfactory.	: 64.0 %
18	In-service programmes carried out by the different agencies are not proving to be useful.	: 60.0 %
19	They have <sup>not</sup> tended to improve the quality of teaching and instruction.	: 64.0 %
20	Apathy is found for the Extension Education among the Teachers.	: 60.0 %

#### INTERPRETATION OF DATA

The above-given analysis of data of responses obtained on different tools of appraisal from various persons does not place any hurdle in the process of offering objective and scientific interpretation of the results, though interpretation aspect of any research project is always felt to be a difficult task to be made precisely and concisely. To avoid the danger of subjectivity entering into the process of interpretation

of the analysed responses and to ensure sufficient objectivity, this part of the thesis has been divided into three sections, namely, (1) The Factual Interpretation, (2) The Comparative Interpretation and (3) The Personal Interpretation.

#### The Factual Interpretation

In this section of interpretation it is attempted to arrive at the interpretation of results on the basis of the actual percentages of responses given by different respondents. This will be an objective and scientific approach because it can be verified by others and the same conclusions can be drawn by others too ! Hence there is no risk of subjective element entering into this kind of interpretation.

Here the analysed results, presented earlier as the responses of the executive and the public on the score card, questionnaire, opinionnaire and interview schedule are made use of.

#### A. Interpretation of Responses on the Score Card

Below is presented the factual interpretation of responses of the executive personnel, and educationists and other public on the Score Card:-

1. Reforms in Educational Administration introduced in Andhra Pradesh during the last Decade.- A brief perusal of the responses on the Questionnaire and Opinionnaire will



enable us to note that majority of the respondents have hailed the reforms under study as the progressive.

Viz. Executive Appraisal : 53.3% to 83.8 %

Popular Appraisal : 47.6%

(Vide Table XV and XVI)

However, the percentage of responses on the Score Card go to prove that there have been wide divergencies with respect to estimation of effectiveness of the said reforms.

(Vide : Tables XIII and XIV )

Executive Appraisal	: Effectiveness cannot	
	be judged :	38.4%
Popular Appraisal	: Ineffective :	39.5%

It means that while the Executive personnel considered that their "Effective<sup>ness</sup> cannot be Judged", the educationists felt them as " Ineffective. " The percentage of responses on "effectiveness cannot be Judged" in popular appraisal is also high i.e. 37.2 %

2. Decentralisation of Educational Administration at the District level by handing over Education to Panchayat Raj system.-

Executive Appraisal : Ineffective : 42.3 %

Popular Appraisal : Ineffective : 53.5 %

This means that both the executive and popular appraisal has been critical of this reform, as the percentages of responses are maximum on " Ineffectiveness."

The public appear to be more critical about the effectiveness of the reform.

3. Reorganisation of District Educational Administration effected in 1965:-

Executive Appraisal : Effective : 69.2 %

Popular Appraisal : Effective : 55.8 %

Here both the executive and the public are obviously favourably disposed towards the 'effectiveness' of the reform as indicated by the above percentages of responses, the executive being more favourable.

4. Reorganisation of the District Educational Inspection:-

Executive Appraisal : Effective : 57.7 %

Popular Appraisal : Effective : 60.4 %

Both the types of appraisal are concurring in assessing this reform as " Effective ", the public appraisal being more favourable.

5. Bifurcation of Directorate of Public Instruction.-

Executive Appraisal : Effectiveness cannot be Judged : 50.0%

Popular Appraisal : Effectiveness cannot be Judged : 34.9%

Here the percentage of responses show that the appraisal is not decisive about the "Effectiveness" of the reform under consideration as the responses are more on " Effectiveness cannot be Judged " than on the other two.

This might be so because of the recency of the implementation of the said reform and the executive and the public, perhaps, would require more time to be able to make definite assessment as to its " Effectiveness " in the matter of its implementation ( In the case of Popular appraisal, "Ineffectiveness" also got the equal percentage of responses i.e. 34.9 %).

6. Establishment of Special Educational Institutes, Units and Bureaux in the State:-

Executive Appraisal : Effectiveness cannot be Judged: 53.9%

Popular Appraisal: Effectiveness cannot be Judged: 67.4%

Here too the percentage of responses are more on " Effectiveness cannot be Judged " than on the others. The popular percentage is more than the executive. This is, perhaps, due to lack of dissemination of information regarding various activities and the programmes conducted by these institutes, units, bureaux, etc., on one side and partly due to their lack of standing up to the expectation of the people, or due to partial failure of realisation of the objectives of the institutes due to various factors like financial considerations, non-cooperation of the Heads of the institutes in making use of the training got by their teachers, or apathy of the teachers themselves towards in-service education, lack of coordination among various in-service educational activities, and the like.

B. Interpretation of Responses of the Executive Personnel  
On the Questionnaire

The views of the executive personnel are expressed in their responses to the different sections of the questionnaire, wherein various questions are asked on varied aspects of the different reforms under investigation. These views helped in indirectly appraising the reforms. Below is given the factual interpretation of their responses with the help of the actual data on hand.

(Vide Table XV )

1. Democratic Decentralisation of Educational Administration.- The responses are negative on almost all the items of this reform, which ranged from 63.3% to 90.0% except that one that it is progressive (53.3%).

The negative views are as follows together with the percentages of responses that are higher, in the brackets:-

- It did not enable attaining the desirable goals(90.0%);
- It did not enable rural masses to learn democratic practices and values (70.0%);
- We cannot do away with the centralisation of financial powers, control, supervision, guidance etc. completely (73.3%);
- The community participation in the educational matters was not encouraging. (83.3%).
- It did not facilitate improvement of management and supervision of schools. (73.3%);

- the system of handing over elementary education to the Panchayat Samithis did not improve its condition.(83.3%);
- it did not help much in the implementation of compulsory primary education (80.0%);
- the composition and working of the Standing Committees at the Panchayat Samithis and Zilla Parishad levels are not satisfactory(73.3%);
- the functions of the Deputy Secretaries, Education, are not clearly defined (66.7%);
- the supervision of the Education Department over the Zilla Parishad Educational Wing is not satisfactory(63.7%).

From the above, it is clear that the executive personnel are sceptical about this reform though they conceived it as progressive.

2. Reorganisation of District Educational Administration.- The percentages of responses on this section of the questionnaire are more positive than negative. The higher percentages of responses that are positive ranged from 53.6% to 92.9% and that of negative percentages, from 53.6% to 85.7%.

The positive views along with the percentages of responses are as given hereunder:-

- This is a progressive reform; : 82.1%
- making each Revenue district as an Educational district is a right step : 85.7%

- the powers delegated to the D.E.Os. in the new set up are adequate; : 78.6%
- the present set up will be able to improve educational planning in the district and its implementation; : 67.8%
- the D.E.Os. will be able to discharge all the administrative functions entrusted to them in the new set up; : 67.8%
- they will be able to inspect the educational wing of the Zilla Parishads and the High Schools headed by the Gazetted Headmasters in addition to the administrative work; : 78.6%
- the D.E.Os. should share the follow up programmes of inspection work; : 85.7%

-

Some of the negative views expressed by the executives and their percentages are given below:-

- It is not essential to delegate to the D.E.Os. some more powers; : 53.6%
- it is not sufficient if the D.E.Os. exercise only appellate functions over schools in the Panchayat Raj; : 67.9%
- The present relationship between the District Educational Administration and the Panchayat Raj in the matter of school education is not satisfactory; : 75.0%
- the D.E.Os. need not be relieved of the inspectorial work completely; : 85.7%

From the above, it is obvious that the departmental personnel are favourably disposed towards this reform

and that their negative views only expressed some of the undesirable things.

### 3. Reorganisation of District Educational Inspectorate.-

The percentages of responses on this section of questionnaire are also more positive than negative. The positive have the range between 56.8% and 83.8% and those of negative responses, 62.2% to 75.7%.

Some of the positive views, on which percentage of responses are higher, are given below, together with the percentages:-

- Reorganisation of District Educational Inspectorate is a progressive step; : 83.8 %
- the separation of inspectoral work from administrative functions helped to improve efficiency; : 56.8 %
- the composition of inspectorate is satisfactory; : 73.0 %
- in the present set up well organised and inspection uninterrupted is made possible; : 70.3 %

Some of the negative views having maximum percentages of responses are furnished below:-

- A single Gazetted Inspector of Schools cannot adequately inspect 50 schools annually and also he cannot take up follow up programmes as well; : 62.2%
- inspection without administrative powers will not be effective. : 67.6%

4. Bifurcation of Directorate of Public Instruction.- The percentages of responses that are definitely positive ranged from 52.0% to 68.0%; and that of negative, 56.0%.

Some of the definitely positive responses together with their percentages of responses are listed below:-

- Progressive trend is discernible in the reform of bifurcation of the Directorate of Public Instruction; : 68.8%
- it has facilitated both the Directorates to concentrate well on the respective levels of education; : 68.0%
- it has helped to improve administration, control and supervision; : 56.0%
- the Bifurcation leads to better educational planning and its implementation; : 52.0%
- it would lead to better instructional effectiveness and inspectional efficiency : 64.0%
- it helps in the improvement of internal administration; : 52.0%
- the powers delegated to both the Directorates are adequate; : 60.0%
- the personnel size of both the Directorates is adequate; : 52.0%

and so on.

Some of the definitely negative views on which percentage of responses is very high are as follows:-



- The subjects to be administered by both the Directorates have not been clearly and properly defined; : 56.0%
  - Higher Secondary Education should have been brought under the control of Directorate of Higher Education; : 56.0%
- and so on.

Here most of the percentages of responses are positively inclined while the negative views expressed are on some minor aspects.

5. Establishment of Special Educational Institutes, Units and Bureaux.- Here the positive responses have been less in number than the negative responses. The positive responses which have higher percentages of ranged from 52.0% to 84.0%, while those of negative, ranged from 56.0% to 84.0%.

Some of the positive responses to the items on the Questionnaire on this reform which have higher percentages are mentioned below:-

- The establishment of Special Educational Units, Institutes and Bureaux is a progressive trend; : 76.0%
- the personnel size of the different institutes is adequate; : 52.0%
- and so on.

Some of the negative views that have higher percentages are as given below:-

- The funds given to different institutes are not adequate; : 72.0%
- the achievements of the different institutes are not satisfactory; : 76.0%
- the Educational and Vocational Guidance movement did not get sufficient impetus; : 84.0%
- the in-service education given by the Extension Services Department did not improve the teachers' efficiency; : 56.0%
- Science-Education Unit has not helped much to improve the quality of science teaching; : 60.0%
- the Evaluation Unit has not contributed much to the examination reform; : 72.0%
- the State Institute of Education has not helped much for the qualitative improvement of Primary Education; and the like.. : 56.0%

Here critical notions are expressed on the effective functioning of these educational institutes etc., though the reform is considered to be progressive.

Hence it can be seen from the above factual interpretation that the Executive has hailed the Reorganisation of District Educational Administration and Inspectorate, and the Bifurcation of Directorate of Public Instruction while being critical about the newly established educational units, bureaux etc., and the decentralisation of education. However, it is interesting to note that

while on the Score Card it is stated that the effectiveness of the reform of Bifurcation cannot be judged, <sup>are</sup> responses more favourable on the questionnaire as to the possible advantages that may accrue from its implementation.

C. Interpretation of Responses of Educationists and other interested public in education on Opinionnaire

The views of the educationists and other public interested in education as expressed in their responses to the different items in different sections of the Opinionnaire go to indicate popular appraisal on the reforms under study. Below is attempted the factual interpretation of their views on the basis of their actual responses on hand:-

1. Democratic Decentralisation of Education. - There are sixteen statements in this section, out of which eleven are positive and five are negative. There is "Agreement" with eight statements, "Disagreement" with five and "Uncertainty" about three, as indicated below:-

	Agree	Uncertain	Disagree	Total
Positive Statements	3	3	5	11
Negative Statements	5	-	-	5
Total	<u>8</u>	<u>3</u>	<u>5</u>	<u>16</u>

(a) Positive Statements on which Percentages of Responses indicating \$ Agreement" are higher, along with the actual percentages are given below:-

- There should be separate Standing Committees for Education at the Zilla Parishads and Panchayat Samithis level; : 60.5%
- Deputy Secretary, Education, should be made completely responsible for the educational wing of the Panchayat Raj; : 81.4%
- and supervision of the Education Departments over the Zilla Parishad Schools should be strengthened; : 95.4%

(b) Positive Statements, on which Higher Percentages of Responses indicating "Disagreement" are obtained along with the actual percentages, are given below:-

- Democratic decentralisation has helped to develop democratic practices and values in rural people; : 41.9%
- Democratic decentralisation provided further safeguard to freedom obtained; : 44.1%
- improvement of community participation in educational planning and implementation took place; : 41.9%
- local leaders took much interest in educational matters; : 44.6%
- and schools became schools of the community, by community and for the community; : 51.7%

(c) Positive Statements, on which Higher Percentage of Responses indicating " Uncertainty " are obtained, together with actual percentages, are given below:-

- Local communities came to contribute their share to the educational expenditure; : 39.6%
- better management and supervision and control are facilitated; : 41.9%
- and adjusting schools to local needs is made possible; : 39.7%

(d) Negative Statements, on which Higher Percentages of Responses indicating "Agreement" are obtained, together with the actual percentages are given below:-

- Democratic decentralisation of education without educating masses is a failure; : 83.7%
- teachers should be placed under the administrative control of the Education Department only; : 86.0%
- and it is better to take away education from the Zilla Parishad administration : 86.0%

Here from the above views of the popular appraisal it can be noted that the educationists and the public interested in education are not quite satisfied with the reform under consideration as they only agree upon possible changes to be desired and disagreed with all the probable benefits that are expected to accrue as a result of the implementation of this reform and remained neutral on some of the statements of which they had no information

or with which they had no direct contact.

From their categorical expression of definite views on different aspects of this reformation, suggestions for its effective implementation and necessary steps for its readjustment can be derived appropriately.

2. Reorganisation of District Educational Administration.- There are sixteen statements in this section, out of which twelve are positive and four are negative. In the responses, there were eleven "Agreement," two "Disagreements," three "Uncertainties," and on one item "Agreement" and "Disagreement" have equal percentage, as indicated below:-

	Agree	Uncertain	Disagree	Total
Positive Statements	9	3	(1)	12
Negative Statements	3	-	1	4
	<hr/>	<hr/>	<hr/>	<hr/>
Total	12	3	1	16

(a) Positive Statements on which Higher percentages of Responses indicating "Agreement" are obtained, together with the actual percentages, are given below:-

- Reorganisation of District Educational Administration has improved administrative efficiency; : 44.6%
- collection of Statistical Data is also made easy; : 37.5%

- Adequate powers have been delegated to the District Educational Officers in the new Set up; : 83.7%
- the District Educational Officers should have over-all control over the educational wing of the Zilla Parishads : 86.0%

(b) Positive Statement, on which Percentage of Responses indicating "Agreement" and "Disagreement" are equal, is given below:-

- They should be relieved of the Inspectoral function completely; : 46.6%

(c) Positive Statements on which Higher Percentages indicating "Uncertainty" are obtained, together with the actual percentages, are given below:-

- Organised and uninterrupted inspection and avoidance of undue delays are facilitated: 41.9%
- there has been consequent improvement of educational standards; : 48.8%
- and they are able to render all technical assistance in the matter of educational planning and its implementation in the District; : 48.8%

(d) Negative Statements, on which Higher Percentages of Responses indicating "Agreement" are obtained, together with the actual Percentages, are given below:- The District

- Educational Officers are overburdened with both administrative functions; : 50.7%
- it is desirable to switch over to old type of District Educational Administration: 44.1%

- and some sort of Regional Administration is needed because of unprecedented expansion of education; : 48.6%

(e) Negative Statement on which Higher Percentage of Response indicating as "Disagreement" together with the actual percentage, is given below:-

- Making Revenue District as Educational District did not provide administrative facilitation; : 41.9%

The public appraisal of this reform has been favourable as is evidenced by their positive responses as detailed above. As usual, neutrality has been expressed about the statements on which they had no certain notions for want of factual information. On the whole it may be stated that their appraisal of this reform is positive and their views expressed on many statements only indicate desirable modifications to make the implementation of this reform more fruitful and useful.

### 3. Reorganisation of District Educational Inspectorate.-

This section of the Opinionnaire consisted of fourteen statements, out of which ten are positive statements and four are negative statements. On these, there are twelve "Agreements", one "Uncertainty" and one has equal percentage of responses on "Agreement" and "Uncertainty", as indicated below:-



	Agree	Uncertain	Disagree	Total
Positive Statements	8	1(1)	-	9
Negative Statements	5	-	-	5
Total	13	1(1)	-	14

(a) Positive Statements, on which Higher Percentages of Responses are obtained indicating "Agreement" together with actual Percentages, are given below:-

- Separation of inspection from administration has ensured better inspection and supervision : 58.2%
- strengthening of Educational Inspectorate has helped improvement of educational standards; : 39.6%
- adopting schools by the officers has helped in improving academic standards ; 41.9%  
etc.

(b) Positive Statement on which Percentage of response is higher on "Uncertainty" is given below:-

- New Educational Inspectorate has helped in improving school discipline, instructional technique and educational attainments; : 48.8%

(c) Positive Statement, on which Percentage of responses on "Agreement" and "Uncertainty" are equal, is given below:-

- Reorganisation of District Educational Inspectorate facilitated taking up follow-up, programmes effectively; : 39.7%

(d) Negative Statements, on which Higher Percentages indicating "Agreement" together with the actual percentages, are given below:-

- The strength of the reorganised District Educational Inspectorate is still inadequate: 53.6%
- inspection stripped out of administrative powers did not help much; : 62.8%
- inspecting of 50 schools and taking up of follow up programmes annually is a hard job for a single gazetted Inspector of Schools; : 69.8%
- lack of a Coordinating machinery of School Inspection at the District level is a handicap in the new set up; : 62.8%

Here, too the popular appraisal has been inclined towards favourable disposition only. The effectiveness of the reform has been proclaimed by their agreement with the positive statements and no negation is made on these. There are uncertain views as has been indicated on one or two statements which may be due to lack of adequate knowledge regarding these statements and which rather stands as testimony to their truthfulness in expressing their frank opinions without attempting to camouflaging them with unreliable and unfaithful responses or with responses given without devoting sufficient thinking on their part. The over-all assessment of this reform can be seen as substantially positive.

#### 4. Bifurcation of the Directorate of Public Instruction.-

In this section of the Opinionnaire, there are twelve statements, out of which ten are positive and two are negative. The mode of responses are ten on "Agreement", one on "Uncertainty" and one has equal percentage on "Agreement" and "Uncertainty", as indicated below:-

	Agree	Uncertain	Disagree	Total
Positive Statements	9	1(1)	-	10
Negative Statements	2	-	-	2
Total	<u>11</u>	<u>1(1)</u>	<u>-</u>	<u>12</u>

(a) Positive Statements on which Higher Percentages of Responses are obtained as "Agreement" together with the actual Percentages, are as follows:-

- Bifurcation of Directorate of Public Instruction has helped for better concentration on different levels of education; : 53.5%
- creation of a new Directorate has facilitated Inspectional effectiveness and Instructional improvement; : 39.7%
- Educational planning at different levels of education is better facilitated; : 52.4%
- etc.,

(b) Positive Statement on which the Percentage of Response is higher indicating "Uncertainty" is as follows:-

- Improvement of administration of institutions has resulted; : 46.5%

(c) Positive Statement on which Percentage of Response is equally high indicating "Agreement" and "Uncertainty", is as follows:-

- Administrative facilitation is discernable : 41.9%

(d) Negative Statements, on which Higher Percentage of Responses indicating "Agreement", are got, are as follows:-

- Clear-cut demarkation of subjects to be administered by the Directorates was lacking; : 59.4%
- Problems of transfers of Personnel and of coordination have arisen; : 85.7%

In this section also definite views on the effectiveness of the reform have been expressed by maximum percentage of responses, while "Uncertainty" about administrative facilitation and improvement of internal administration of institutions has been indicated. "Agreement" has been on the lack of clear-cut demarcation of subjects, lack of proper coordination etc., Over-all assessment of this reform has a favourable breeze only.

##### 5. Establishment of Special Educational Institutes, Units and Bureaux etc.

In this section of the opinionnaire, there are five items, which are all positive statements only. The responses on these statements are all given as "Agreeing".

Positive Responses, on which Higher Percentages of Responses are indicated as "Agreement" together with actual percentages, are as follows:-

- Establishment of special educational units, bureaux, institutes, etc. has helped in giving specialised training to the teachers : 47.6%
- in-service training given to teachers has helped for the improvement of teaching; : 52.4%

Here it can be noted that popular appraisal is favourably disposed towards this reform as well, the views expressed being positive to the successful implementation of the reform.

6. General Opinions. - There are six statements in this section, all of them are positive, and responses to five of them indicated "Agreement" and to one, "Uncertainty".

Positive statements on which Percentages of Responses are high indicating "Agreement", are as follows:-

- Reforms in Educational Administration introduced in Andhra Pradesh so far are progressive; : 47.6%
- Yet radical reforms are to be introduced; : 92.6%
- etc.,

Positive Statement, on which Percentage of Response indicating "Uncertainty" is high, is as follows:-

- Education Secretariate is acting as an efficient coordinating agency; : 42.9%

The above presented views indicate that the educationists and the interested public are favourably disposed towards reformation of educational administration in the State and that they are in no way conservative as they are welcoming some more radical reforms to be introduced in the State unhesitatingly and equivocally.

D. Interpretation of Responses on the Interview Schedule

The factual interpretation of the responses on the Interview Schedule may be given as follows:-

There is a general opinion that the educational administrative machinery in the State should be further modified. There is also a feeling that adequate research on problems of education administration should be carried out.

As has been the case earlier, though Democratic Decentralisation of Education has been considered as progressive, the respondents felt that its implementation has not been effective and that its objectives have not been achieved. The defects they have enumerated, however, outweighed the merits. The funds provided are considered to be inadequate.

There has been thorough agreement with the progressiveness and effectiveness of the reform of Reorganisation of District Educational Administration and that of Reorganisation of District Educational Inspectorate. Though

there is agreement with the distribution of number of schools for each Gazetted Inspector of Schools, there has been disagreement as to the staff position of the recognised set up, the qualifications and experience, of the personnel appointed as the Administrators and Inspectors, and the training needed for them before and after appointment as the executive personnel.

There has been opposition for the bifurcation of the Directorate of Public Instruction. Many felt that a single Directorate would suffice with many Joint Directorates for different stages of education for the sake of better coordination, planning and its execution. They also felt that there should be merger of the Directorates of Education and Education Secretariate to avoid unnecessary overlapping of administration resulting in undue delays and that the Director of Education should be given the status of Secretary to the Education Department as the technical and executive head as well. In addition, it is felt that it would be administrative economy also.

The establishment of Special Educational Institutes, Units etc. is also considered to be progressive and partially effective and it is felt that in-service education is essential to all types of personnel - administrators, inspectors and teachers - but doubts are expressed as to the achievement of their objectives. The respondents suggested

that the pattern of these institutes etc., should be altered so as to make their functioning more effective, bringing them together as a single unit as Joint Directorate of Educational Training and Research or a State Council to effect greater coordination of schemes and cooperation of different technical personnel. Pre-service professional education to the administrators is also considered as a necessity.

#### E. Interpretation of Interviews

In addition to the administration of the Interview Schedules, interviews were held with the great educationists and administrators of the State like the ex-Directors of Public Instruction, District Educational Officers, Professors, Readers and Lecturers and discussions were made on the relevant points of the educational administrative reformation effected in the State.

The general consensus of opinion was that reformation of educational administration of any kind was the most welcome and very much needed. Similarly decentralisation of administration, either democratic or executive, is felt to be worthwhile to have in the nation due to the present ideology of our country. What is felt more is that the personnel in the different administrative positions are very important than the set up itself as such because it is the man power that is more responsible for yielding



of better results than any other thing. Administrative reformation will be ultimately effective if only suitable personnel come to occupy respective positions, which should be effected on educational grounds rather than political grounds.

Bifurcation of Directorate is felt to have been creating more problems than helping to solve them such as those pertaining to coordination. Subject-wise inspectorate is considered to replace the former set up and not the present reorganisation of one inspector inspecting the schools. It is said that administration should worry itself more of academic affairs than mere routine procedural affairs and entanglements which would endanger than engender administrative facilitation.

#### The Comparative Interpretation

The comparative interpretation pertains to interpreting the available data in comparison with some other criteria or data.

Here comparative interpretation is made possible by the very strategy of appraisal programme planned. The Score Card was administered to the administrators and educationists alike. This has been made use of to yield general appraisal of the reforms by all of them and also by the separate groups as well. Hence it is possible to compare the performance of the administrators and the

educationists on the Score Card group-wise. Secondly it is also made possible to compare the performance of the executive on the Score Card and the Questionnaire. Similarly comparison of the performance of the educationists and other interested public on the Score Card and the Opinionnaire is also made possible. Finally the performance of the administrators on Questionnaire and that of the educationists on the Opinionnaire on similar items are compared. Such comparisons are useful to know the consistency of responses and thereby their reliability and also the faithfulness of the tools made use of in eliciting similar responses from the same sampling, which establishes the empirical validity.

A. Comparison of responses on the Score Card by the Two types of the subjects, Administrators and Educationists, indicating " Effectiveness".

Below is presented a comparative picture of the performance of the administrators and the educationists on the Score Card indicating the reforms under study as effective:- ( Vide Tables XIII and XIV )

	Executive Appraisal	Popular Appraisal
1. Democratic Decentralisation of Education	27.0%	30.2%
2. Reorganisation of District Educational Administration	69.2%	55.8%
3. Reorganisation of District Educational Inspectorate	57.7%	64.4%

	Executive Appraisal	Popular Appraisal
4. Bifurcation of Directorate of Public Instruction	27.0%	30.2%
5. Establishment of Special Educational Institutes etc.,	15.4%	9.3%
6. Reforms in Educational Administration in A.P.	27.0%	23.3%

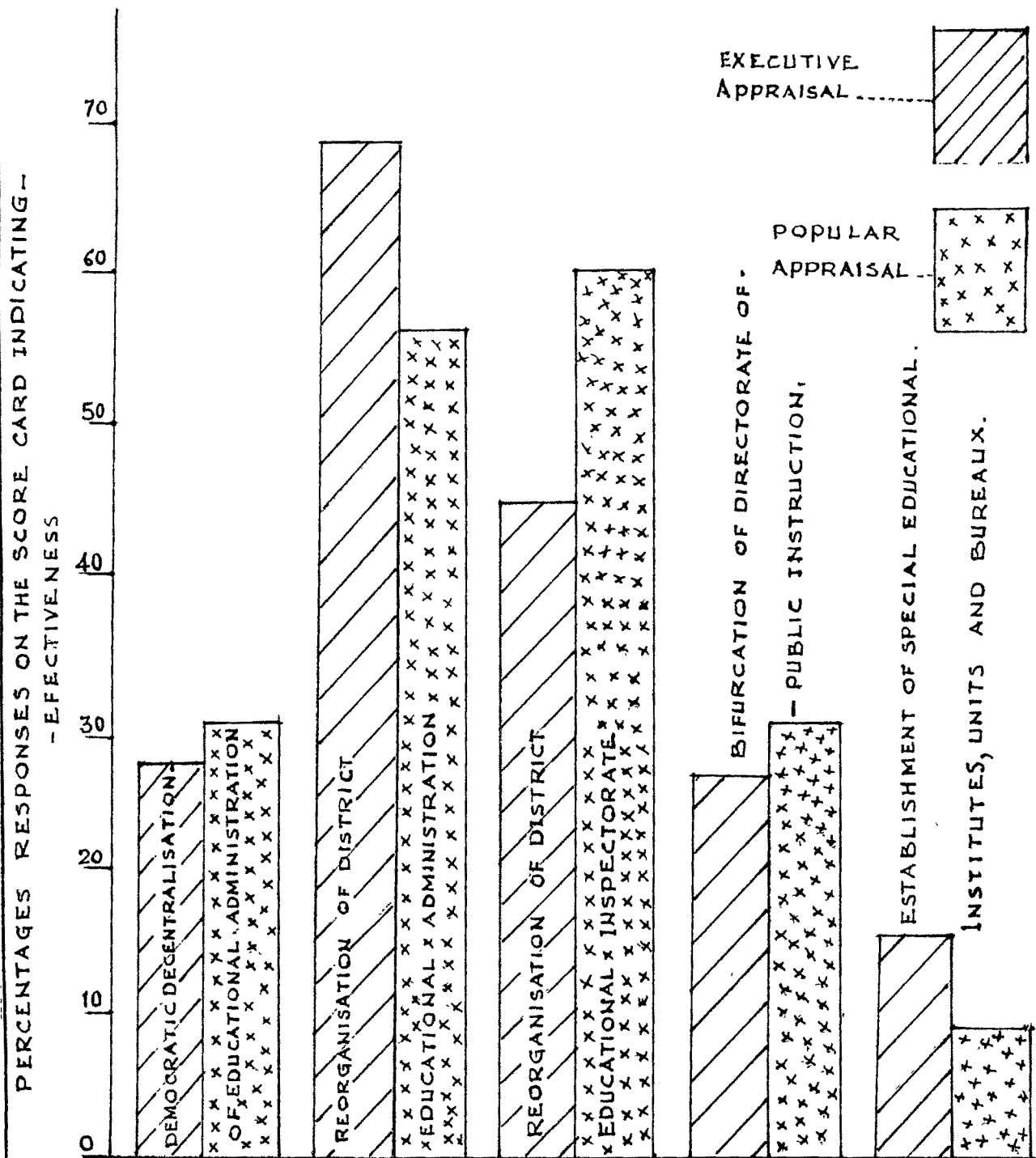
The above comparative data shows that the

- the reorganisation of District Educational Administration and Inspectorate are considered as "Effective" by both the executive and the public;
- Bifurcation of Directorate of Public Instruction and the Establishment of Special Educational Institutes etc., are not considered to be so effective by both the types of subjects;
- Finally the over-all assessment of educational administrative reforms carried out in the State of Andhra Pradesh during the last decade are not considered to be very effective as the percentage of responses did not exceed 30% even on average.

Figure 25 gives Bar Graph showing comparatively the Executive and Popular Appraisal of Reforms in Educational Administration Introduced in Andhra Pradesh during 1956-1966.

Figure 26 shows the Frequency Polygons showing Percentages of Responses of Administrators and Educationists on all Items of Score Card.

The Frequency Polygons drawn on the different items of the Score Card and Percentages of responses of the



REFORMS IN EDUCATIONAL ADMINISTRATION INTRODUCED IN A.P.

FIGURE.25

BAR GRAPHS SHOWING COMPARATIVELY THE EXECUTIVE AND POPULAR APPRAISAL OF REFORMS IN EDUCATIONAL ADMINISTRATION INTRODUCED IN ANDHRA PRADESH DURING - 1956 - 1966.

- EXECUTIVE APPRAISAL --- ⊗ --- ⊗
- POPULAR APPRAISAL --- ○ --- ○

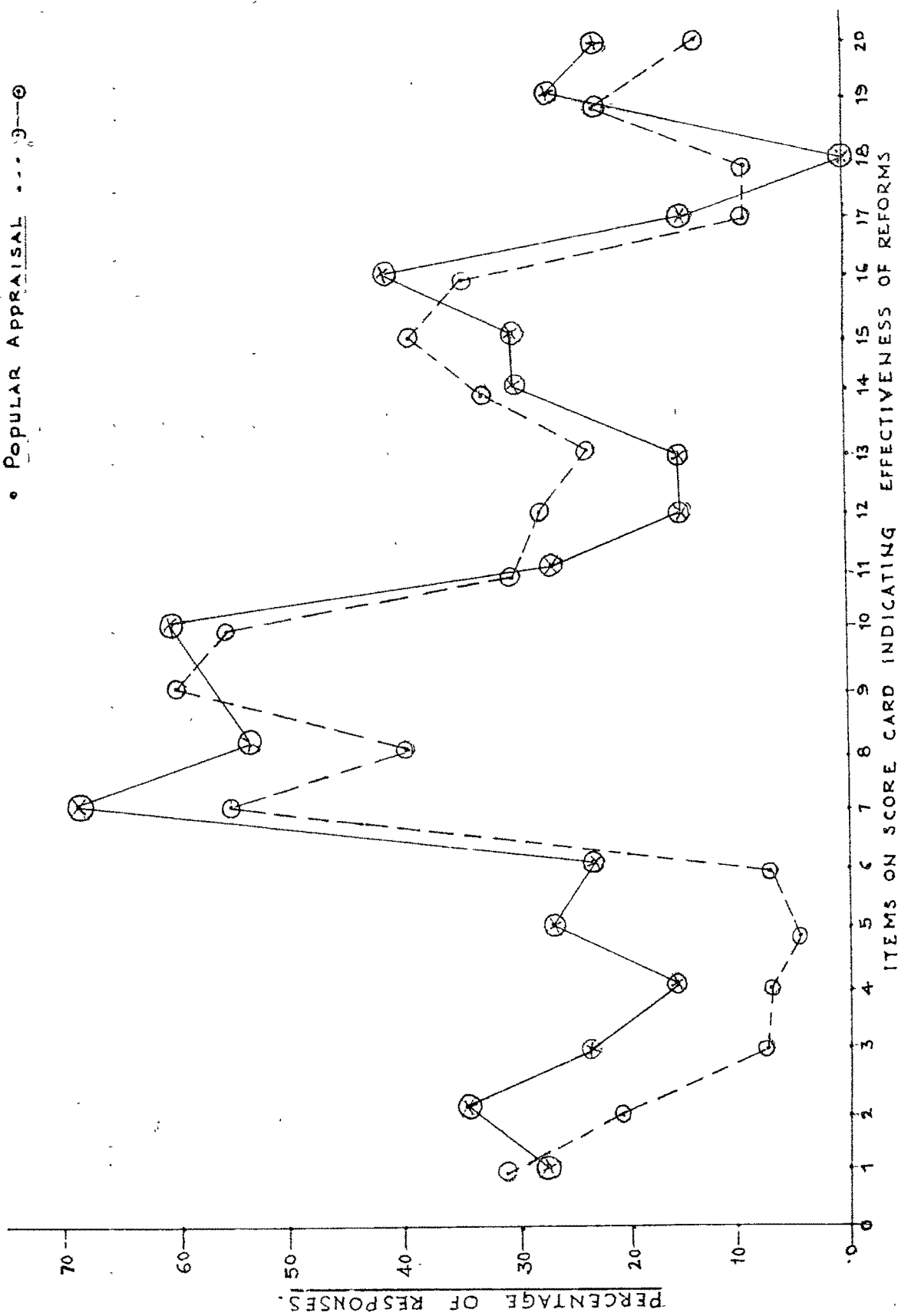


FIGURE . 26  
FREQUENCY POLYGONS SHOWING RELATIVELY PERCENTAGES OF ADMINISTRATORS AND EDUCATIONISTS ON ALL ITEMS OF THE SCORE CARD.

executive and the educationists show a close relationship between them, which can be noted at a glance of the curves, which ran, more or less, parallel.

The correlation between the performance of the administrators and the educationists on the Score Card indicating the "Effectiveness" of the items pertaining to reforms yielded 0.87, and on all the items of the Score Card, 0.76, which shows that coefficient of correlation is very highly positive. This establishes the close relationship between the two sets of responses given by the two types of subjects. It can be comprehended from this, that both the groups of personnel are, having similarity of notions about these reforms and the percentages of such persons is also approximately the same.

B. Comparative Performance of Administrators and Other Departmental Personnel on the Score Card and the Questionnaire on Different Aspects of the Reformation of Educational Administration introduced in Andhra Pradesh:-

The above-mentioned comparative interpretation is as follows:- (Vide Tables XIII and XIV)

1. Democratic Decentralisation of Education:- There have been mostly negative responses both on the Score Card and the Questionnaire, which shows that they are consistently unfavourable to this reform, e.g.,

Score Card.- Working of the Standing Committees of Education in Panchayat Raj is ineffective - 61.5 %

Questionnaire. - Working of the Standing Committees is unsatisfactory - 73.3%

2. Reorganisation of District Educational Administration. - Here the responses on the Score Card and those on the Questionnaire are mostly favourable, which reveals that they are positively disposed towards this reform; e.g.

Score Card. - The Role of the District Educational Officers is " Effective " in the new set up (53.8%);

Questionnaire. - The District Educational Officers will be able to carry out their functions in the new set up effectively ( 67.8%).

3. Reorganisation of District Educational Inspectorate. - Here too the respondents are favourably disposed towards the reform, which can be noted from their favourable responses to different ~~questions~~ on the Score Card as well as <sup>those on</sup> ~~those on~~ the Questionnaire. e.g.,

Score Card. - Role of the Gazetted Inspectors of schools in the new set up is effective (57.7%).

Questionnaire. - In the present set up well-organised and uninterrupted inspection is made possible (70.3%).

4. Bifurcation of Directorate of Public Instruction. - There are ambivalent responses on this reform. The response on the Score Card is that " Effectiveness cannot be Judged," while those on the Questionnaire are partly positive and partly negative. e.g.,

Score Card. - Effectiveness of the Bifurcation of

the Directorate of Public Instruction cannot be Judged (50.0%).

Questionnaire.- It helped to improve administration, control and supervision (56.0%).

The subjects to be administered by the different Directorates are not clearly defined (56.0%).

5. Establishment of Special Educational Institutes etc.,-  
In this part of the Score Card, the responses with respect to " Effectiveness " are either negative or uncertain. The responses on the questionnaire are mostly negative except in the case of two questions. e.g.,

Score Card.- The "Effectiveness" of the functioning of these institutes " cannot be Judged" (53.8%).

Questionnaire.- Achievements of these institutes are not satisfactory (76.0%).

These instances go to prove that the respondents are consistent in their responses. While they are unanimous on the effectiveness of the Reorganisation of District Educational Administration and Inspectorate, and undecisive on the Bifurcation of the Directorate of Public Instruction and on the Establishment of Special Educational Institutes etc., they are virulently critical about the Democratic Decentralisation of Education.



C. Comparison of Performance of Educationists and Other Interested Public on the Score Card and the Opinionnaire on Different Aspects of Educational-Administrative Reformation Effected in Andhra Pradesh

The following is the descriptive presentation of the comparative interpretation of the data on hand:-  
(Vide Tables XIV and XVI)

1. Democratic Decentralisation of Education. - The percentages of responses to <sup>items</sup> ~~questions~~ on the Score Card and the Opinionnaire are largely negative. Uncertainty is also expressed on some of the statements of the Opinionnaire, e.g.,

Score Card. - The coordination between the Education Department and the Panchayat Raj is "Ineffective" (55.8%).

Opinionnaire. - Democratic Decentralisation of Education without educating the rural masses is a failure (83.7%).

2. Reorganisation of District Educational Administration. - Here the responses on the Score Card are positive to one and equally positive and uncertain on two.

In the Opinionnaire, there has been greater agreement with the positive statements and uncertainty on some and disagreement with one, e.g.,

Score Card. - Reorganisation of District Educational Administration is effective (55.8%).

Opinionnaire.- Reorganisation of District Educational Administration has improved administrative efficiency(44.6%).

3. Reorganisation of District Educational Inspectorate.-

In this, the responses on the Score Card are positive.

The responses on the Opinionnaire are mostly positive and partly negative. e.g.,

Score Card.- Role of the Gazetted Inspectors of Schools in the new set up is effective (55.8%).

Opinionnaire.- Strengthening of the Educational Inspectorate has helped improvement of educational standards.(39.6%).

4. Bifurcation of Directorate of Public Instruction.- On the Score Card, the responses that " Effectiveness cannot be Judged" and "Ineffective" have equal percentages.

On the Opinionnaire responses are mostly positive, and neutral on one or two items, e.g.,

Score Card.- " Effectiveness " of Bifurcation of Directorate of Public Instruction cannot be Judged"(34.9<sup>1</sup>/<sub>2</sub>) and is "Ineffective"(34.9%).

Opinionnaire.- Bifurcation of Directorate of Public Instruction has helped different Directorates for better concentration on different levels of education(53.5%).

It is uncertain to state that improvement of administration of institutions has resulted(46.5%).

5. Establishment of Special Educational Institutes etc.-

As regards to this reform, the responses on the Score Card on most of the questions are that "Effectiveness cannot be Judged".

There is complete agreement with all statements of this section of Opinionnaire, e.g., of

Score Card.- "Effectiveness" of functioning of these institutes " cannot be judged "(67.4%).

Opinionnaire.- Establishment of Special Educational Institutes etc., has helped in giving specialised training to the teachers(47.6%).

The above presented comparative data yields the following possible interpretation:-

1. As regards to Decentralisation of Education they are decisively sceptical about the successful gain of the objectives of the reformation.
2. Reorganisation of District Educational Administration and Inspectorate are considered to be quite effective.
3. Establishment of Special Educational Institute etc., is considered to be one the effectiveness of which cannot be judged. But they agreed with other positive views expressed on the reforms.
4. Similarly the effectiveness of the Bifurcation is not agreed upon, but the responses are positive largely on the Bifurcation.

D. Comparison of Performance of the Administrators and Other Departmental Personnel on Questionnaire and that of Educationists and Other Interested Public on Opinionnaire on similar items:-

A comparative picture of the performance of administrators and others and educationists and others on Questionnaire and Opinionnaire respectively on items that are obviously similar goes to prove that there is concurrence of views of educational administrators and the educationists to a large extent.

Table XVIII presents the comparative picture of performance of administrators and educationists on similar items of the Questionnaire and Opinionnaire respectively.

The following comparative picture is presented on the basis of Tables XV and XVI.

1. Democratic Decentralisation of Education:-

- 1.3. Administrators:- Democratic Decentralisation has not enabled masses to learn democratic practices and values; : 70.0%
- 1.1. Educationists.- Democratic Decentralisation has not helped to develop democratic practices and values in rural masses. : 41.9%
- 1.4. :Administrators.- We cannot do away with centralisation of financial power, control, supervision, guidance etc., completely. : 73.3%

TABLE : XVIII : COMPARATIVE PICTURE OF PERCENTAGES OF  
RESPONSES ON QUESTIONNAIRE AND OPINIONNAIRE  
ON SIMILAR ITEMS BY THE ADMINISTRATORS AND  
THE EDUCATIONISTS

S.No.	Item Numbers on Questionnaire : Opinionnaire		Percentages of Responses on Questionnaire:Opinionnaire	
1.	1.3	1.1	70.0	41.9
2.	1.4	1.10	73.3	93.1
3.	1.5	1.7	8.33	44.6
4.	2.3	2.7	78.6	83.7
5.	2.5	2.5	67.8	41.8
6.	3.2	3.1	83.8	58.2
7.	3.4	3.3	73.0	39.6
8.	3.5	3.10	62.8	69.8
9.	3.6	3.5	70.3	72.1
10.	3.8	5.9	67.9	62.8
11.	4.2	4.1	68.0	53.5
12.	4.3	4.3	56.0	41.9
13.	4.4	4.6	56.0	59.4
14.	4.5	4.5	52.0	52.4
15.	4.7	4.2	64.0	39.5

- 1.10. Educationists.- Certain amount of centralisation of financial power, control, guidance and supervision are required. : 93.1%
- 1.5. Administrators.- The community participation in educational matters is not encouraging. : 83.3%
- 1.7. Educationists.- Local leaders did not take much interest in educational matters: 44.6%
2. Reorganisation of District Educational Administration:-
- 2.3. Administrators.- The powers delegated to the District Educational Officers in the new set up are adequate. : 78.6%
- 2.7. Educationists.- Adequate powers have been delegated to the District Educational Officers in the new set up. : 83.7%
- 2.5. Administrators.- The District Educational Officers in the new set up will be able to discharge all the administrative functions entrusted to them with respect to education in the district. : 67.8%
- 2.5. Educationists.- The Upgraded District Educational Officers are able to carry out their tasks relating to administration and inspection effectively and efficiently. : 41.9%
3. Reorganisation of District Educational Inspectorate.-
- 3.2. Administrators.- Separation of Inspectoral work from administrative functions has helped to improve efficiency. : 56.8%

- 3.1. Educationists.- Separation of Inspection from Administration has ensured better inspection and supervision. : 58.2%
- 3.3. Administrators.- This reorganisation leads to improvement of educational standards. : 73.0%
- 3.3. Educationists.- Strengthening of Educational Inspectorate has helped for improvement of educational standards. : 39.6%
- 3.5. Administrators.- A Single Gazetted Inspector of Schools cannot inspect adequately 50 schools annually and take up follow up programmes as well. : 62.2%
- 3.10. Educationists.- Inspecting and taking up of follow up programmes of 50 schools annually is a hard job for a single Gazetted Inspector of Schools. : 69.8%
- 3.6. Administrators.- Subject-wise Inspectorate is preferable to Panel-wise Inspectorate. : 70.3%
- 3.5. Educationists.- Specialised Subject Inspectorate is better than Panel type of Inspectorate. : 72.0%
- 3.8. Administrators.- Inspection without administrative powers will not be effective. : 67.6%
- 3.9. Educationists.- Inspection stripped out of administrative powers did not help much. : 62.8%

4. Bifurcation of Directorate of Public Instruction.-

- 4.2. Administrators.- Bifurcation has facilitated both the Directorates to concentrate well on the respective levels of education. : 68.0%
- 4.1. Educationists.- Bifurcation of Directorate of Public Instruction has helped for better concentration on different levels of education. : 53.5%
- 4.3. Administrators.- It has helped to improve administration, control and supervision : 56.0%
- 4.3. Educationists.- Administrative facilitation is discernable. : 41.9%
- 4.4. Administrators.- The subjects to be administered by both the Directorates have not been clearly defined. : 56.0%
- 4.6. Educationists.- Clear-cut demarkation of subjects to be administered is lacking : 59.4%
- 4.5. Administrators.- This Bifurcation leads to betterment of educational planning and its implementation. : 52.0%
- 4.5. Educationists.- Educational planning at different levels of education is better facilitated. : 52.4%
- 4.7. Administrators.- It would lead to inspectional efficiency and instructional effectiveness. : 64.0%
- 4.2. Educationists.- Creation of a new Directorate has facilitated inspectional effectiveness and instructional improvement. : 39.7%



It should be noted here that the administrators responded on a two point scale, while educationists, on three point scale. Hence the percentages of responses by the educationists given in some places are apparently less than those of administrators.

It may be concluded from the above comparative picture that both administrators and educationists agreed upon most of the views on all reforms except those on the Establishment of Special Educational Institutes etc., on which the administrators are critical, while the educationists are favourably disposed.

#### The Personal Interpretation

In this section of the interpretation, it is tried out to present inferences drawn out of the different responses by the researcher as he feels it deeminglly fit to interpret the data in the light of the Personal observation made by the respondents during the interviews he had with the administrators and the educationists and others interested in the educational administrative phenomenon and the discussions made thereat.

It may be felt that there is the risk of subjectivity entering into the type of interpretation. But, as it is

being offered as a separate part it is not quite unjustifiable to give place to it here. It can be considered as an additional information appended to the factual and comparative aspects of interpretation.

Below presented is the personal interpretation of the responses made by the administrators and the educationists on different aspects of educational administrative reformation under study:-

A. General Evaluation on the basis of Responses on the Score Card.- Reforms in educational administration that have been effected in Andhra Pradesh during the last decade are generally considered to be progressive by all, though they are not unanious about their effectiveness; some are considered to be more effective than others.

- Reorganisation of District Educational Administration and the Inspectorate are considered to be effective by the majority of respondents.
- The effectiveness of the Bifurcation of Directorate of Public Instruction and that of the Establishment of Special Educational Institutes etc., is stated as that which cannot be judged.
- Democratic Decentralisation of Educational Administration is considered to be progressive by all and its effectiveness is considered to be very much less by majority of respondents.

B. Views of the Administrators as expressed on the Questionnaire and Interview Schedule.- The executive and other departmental personnel have expressed their definite views on the different sections of the Questionnaire to the Closed-end and Open-end questions and on items in the Interview Schedule also. The views expressed therein may be summarised in the following manner without leaving the essence of the same:-

The executive has felt that the reforms introduced in educational administration in the State are definitely progressive. There are, however, instances of contradiction to this view. For effective implementation of these reforms, nevertheless, they made valuable suggestions, which will be receiving due attention in the next chapter.

On the "Democratic Decentralisation of Educational Administration," they felt that it was not effective and suggested that education should be taken away from the local bodies and private managements as its expenditure is fully borne by the State Government. Some felt that non-official functionaries should be associated with educational activities in the advisory capacity only; and some have criticised this reform bitterly because of its defective implementation. Naturally for any new venture undertaken, there will be a reaction against it anywhere due to the

innate conservative tendency of man.

The initial stages may be taken as experimental phases, the experiences of which will help the authorities to adjust and readjust as the circumstances would warrant to effectuate better implementation of the undertaken reformation to achieve the desired goals through the desirable means. Democratic Decentralisation has come to stay as a national policy and its extension to various fields of life is but a natural corollary, which is to be effected in slow but successful manner. The shortcomings and the defects are to be overcome by remediating them but we need not be so sceptical or shortsighted as to deny the policy itself which underlies the very concept of democratisation of our national life in this independent era of ours.

On "Reorganisation of District Educational Administration", the reactions of the executive personnel have been favourable, to a large extent. This is because of the growing recognition of the circumstantial necessity of remodelling the old structures of Educational Administration, at the State or the District level, which was warranted by the unprecedented expansion of educational field and the rapid growth of the educational institutions of different managements and consequent need for the expansion of the administrative field as well. The reform is felt to be

welcome and its effectiveness is also favourably assessed.

The negative views expressed are not of serious consequence. They can be taken, more or less, as appropriate suggestions for the readjustment of the reformation in a suitable manner which may tend to improve its effectiveness.

On the reform of "Reorganisation of District Educational Inspectorate" which is the natural result of the above reform, the executive appraisal has been favourable as evidenced by their positive responses to different questions on this section. The negative responses are to be taken as the guiding principles for its effective implementation and improvement of its efficiency.

On the "Bifurcation of Directorate of Public Instruction" positive responses exceeded negative responses and the appraisal has been positively inclined.

Negative responses pertained to only the subjects to be administered by the Directorates. It has been felt by many that the responsibility of administering Higher Secondary Education should be transferred to the Directorate of Higher Education.

Many views are expressed on the reorganisation of the State Department of Education and the District Educational Administration. Some felt that there should be only one Directorate of Education considering education as a whole

and that there should be separate Joint Directorates for all levels of education. Some said that the Education Secretariate and the Directorates of Education should be merged, and that the Director of Education should be made as ex-officio Secretary to the State Government.

On the "Establishment of Special Educational Institutes etc.", the executive functionaries are very critical and they made numerous suggestions for their effective functioning as well as for their reorganisation. Similar views on further "Reorganisation of District Educational Administration and Inspectorate" are expressed. They pertain to their qualifications, experience, strengthening of different sections, improving inspectional procedures and so on. A need for bringing all institutes together is keenly felt. Other views related to details of the functioning and achievement of special educational institutes which are not quite encouraging ones.

Quite obvious is the fact that they are functioning under odd circumstances and there is lack of dissemination of information of the activities they have carried out and the achievements they are attaining, which would handicap one from appraising their functioning in clearer terms. Financial handicap, perhaps, may be one of the hardships that these institutes might be facing in taking

up a large scale programme of activities. Even though there has been consequent qualitative improvement in the teachers, who were given in-service education in different aspects, there may not be perceptible changes in the class-room work due to the unwieldy nature of classes and the overloaded work on the shoulders of average teachers. To have the goals of in-service education achieved, it is essential that the class-room administration of should be so altered as to make it manageable size, whereby the quality of teachers' teaching can be assessed under natural conditions. It is also desirable to give ample scope for the teachers, who have had in-service education, to carry out some experimentation with the particular aspects of training they had, in the schools by the heads of the institutions. Then only much of the in-service education afforded could be fruitfully realised and rightly assessed. Under the present circumstances reaping of better crops may not be possible out of the seeds sown.

C. Views of the Educationists and Others on the Opinionnaire and the Interview Schedule. - The educationists, educators and other eminent persons interested in the process of education and educational administration have expressed their views on the Opinionnaire and Interview Schedule in their responses and also in the personal interviews held with some of them.

On the Democratic Decentralisation of Education and Educational Administration they are equally critical and sceptical about the implementation of the Reform, though some have been favourable to the reform, many are against handing over the responsibility of education to the community leaders before giving to them proper training in the democratic practices and before inculcating democratic values in them. They felt that the Panchayat Raj should be associated with education as far as expansional activities and providing amenities to schools, residences to teachers, building and equipment to schools are concerned, and that the day-today administration should be left to the educational-administrative functionaries only. Some felt that the powers of control, discipline and transfers should vest with the Department of Education only.

On the "Reorganisation of District Educational Administration" and "District Educational Inspectorate" there is no negation to different aspects of these reforms from the public so much as it is for the earlier reform. On the other hand they are quite favourably disposed and felt that it would facilitate better administration, supervision, inspection and hence, lead the way for better instruction and improvement of educational standards.



They are critical about some points like whether inspection deprived of administrative powers would be fruitful, whether a single Gazetted Inspector would be able to inspect 50 schools and also take up follow up programmes adequately and the like. Some suggested that supervision should be separated from administration and made as a separate wing of the Department to improve the educational standards from the academic point of view. It is also felt that there should be effective bifurcation of guidance and evaluative aspects of supervision to improve experimental approach in education.

With regards to the State Education Department and its reorganisation, several observations are made. However, they felt that education system should be allowed to function without frequent wayward reforms. No reformation shall be undertaken unless one that has been effected has been tried out for over a decade.

However, there has been bitter criticism of Bifurcation of the Directorate of Public Instruction in add out the State Legislature. Some of the Educationists and the Members of the Legislative Council and Assembly are not able to see eye to eye with the Government. Similarly some of the Professional Organisations of Teachers are not reconciled with reform introduced by the Government. Hence there is a demand for the merger of the two Directorates. " Several members in the State Assembly

during the question hour today pleaded for the merger of the Directorates of Public Instruction and Higher Education for better coordination."<sup>13</sup>

The arguments were that there would be no need for a separate Directorate of Higher Education (1) due to the decision taken on the opening of the Post-graduate Centres in the State at different places which would minimise the work of this Directorate; (2) due to diminishing of work of the Directorate of Public Instruction consequent to upgrading of the Posts of District Educational Officers and delegating to <sup>them</sup> more powers; (3) due to the growing difficulties that bifurcation has presented and finally (4) as the simplification of work did not take place, and the like.

The State Teachers' Union also seems to be not favourable to the bifurcation. It has resolved in the meeting of the Working Committee held on 9-7-1967 in the following way:- " That the Directorates of Public Libraries, Public Instruction and Higher Education should be amalgamated."<sup>14</sup>

On the "Extension Education" also some views have been expressed (1) that the Organisational Set Up of Extension Services Departments should be reviewed giving more powers to the Coordinators permitting them to carry out the programmes in the desired manner, (2) that there should

<sup>13</sup> The Indian Express, Vol.No.XXXV, No.210, d/15-7-67.

<sup>14</sup> Medhavi, May-June 1967, p.38.

be decentralisation of Extension Educationn Programmes to each of the District Headquarters with a view of covering the whole population of teachers of all districts in a phased manner, (3) that the District Educational Administration should be associated with the Extension work to make it felt by the teachers and public, (4) that efficient follow-up programmes should be taken up, and (5) that renowned educationists should be associated with such activities and programmes.

#### AN OVERVIEW ASSESSMENT

In the light of the above discussions and in view of the different responses given by the executive and the educationists and others, it is possible to present the following overview of appraisal covering both the advantages that have been realised and the shortcomings or the limitations that have been found in the course of implementation of the various reforms in educational administration in the State:-

#### 1. Democratic Decentralisation of Educational Administration

The following advantages are reported to have been realised as a result of this reform:-

- With the introduction of the system of Panchayat Raj, the State has entered into a new phase of its life in all fields including education;

- Ushering in democratic decentralisation of education has helped to develop democratic practices and values in the rural population even though it is to a limited extent only;
- The community leaders have started evincing interest in educational development programmes to some extent;
- Local leaders are coming forward to take part in the school committees to help extending facilities and amenities to schools;
- Management and supervision of the schools have become more effective than they were in the centralised administration;
- It has oriented the schools to the local needs, and local cooperation & support to educational matters has been gradually increasing.
- It has facilitated rapid educational expansion in some districts;

The following disadvantages or shortcomings are stated to have been observed in the implementation of the reform:-

- It is felt that democratic decentralisation of executive authority should have been effected after educating the masses;
- It is complained that democracy of our country is not yet effective; so the democratic decentralisation in education has not borne much fruit.
- The service conditions of the teachers under the Panchayat Raj are reported to be quite unsatisfactory;

- Teachers are said to have been drawn into village strifes and politics resulting in the deterioration of educational standards and discipline in the schools;
- A sort of duelism of governance of schools is also stated to have been felt by the teachers for want of clearly defined areas of functioning of the Zilla Parishads and the Education Department;
- It has been expressed that there should be separate Standing Committees for Education alone at the Panchayat Samithi and Zilla Parishad levels;
- It is felt that there is a need for strengthening supervision and guidance of the Education Department over the Zilla Parishad Schools.
- It is reported that the elected leadership of the Panchayat Raj is not competent to conduct the affairs of education as it comes from less educated and administratively inexperienced populace.
- Abuse of power is also reported, such as exercise of undue pressures specially at the time of admissions and promotions; nepotism, despotism in administration; political black-mailing etc.,
- Uniform development of education in different districts is reported to be lacking;
- Occupational security of teachers <sup>is</sup> stated to have been lost;
- Education is reported to have been used as a lever for self-aggrandisement and Public interest

has come to be equated as political interference;

- Lack of understanding, cooperation and coordination between official and non-official functionaries of education is also reported to exist.

## II. Reorganisation of District Educational Administration

The following advantages of this reform have been enumerated by the different respondents in the tools of investigation:-

- Elimination of undue delay in the matters of administration is facilitated as the District Educational Officers have come to correspond directly with the Director.
- Organised supervision of schools is also made possible in the new set up.
- The District Educational Officers are able to dispose of all administrative matters relating to education in the district effectively and efficiently.
- Collection of necessary statistical data is also made feasible.
- The District Educational Officers are able to carry out those functions pertaining to examinations that resulted from decentralisation of work load of the Board of Secondary Education.
- Facility for correct budgeting and appropriation of expenditure is improved.
- It has helped to streamline the District Educational Administration in the desired way.

- Such decentralisation of executive activity has tended to widen the sphere of sharing of responsibility and functions by men belonging to class I cadre directly subordinate to the Director of Public Instruction.

The defects resulting from this reform, as accounted by the respondents, are as listed below:-

- Improvement of administrative function is found to be more in the individual abilities of the personnel posted rather than the system itself.
- Posting of District Educational Officers in the new set up purely on the basis of seniority does not yield the desired results.
- The District Educational Officers are stated to have been overburdened by the multiplicity of functions they have to carry in the new set up.
- The need to strengthen the District Educational Administration further is still felt by some.
- Lack of over-all administrative control of the District Educational Officers over the schools of the Zilla Parishads has tended to weaken their functioning.
- Lack of subject-wise inspectorate has handicapped the inspectional programmes of the Higher Secondary Educational Institutions.

### III. Reorganisation of District Educational Inspectorate

The respondents have also reported about the good effects and defects of the reform of reorganisation of District Educational Inspectorate. The advantages stated are briefed as follows:-

- Separation of inspection from administration has tended to ensure better supervision of schools.
- Scope for follow up programme has increased.
- Unhindered and uninterrupted inspection is facilitated to a larger extent.
- Opportunities for toning up of academic standards are provided amply.
- Improvement of academic inspection is reported to result as the inspectors are relieved of the routine administrative duties.
- Adopting of schools by the Inspecting officers has also helped to improve school discipline, instructional efficiency and internal administration of schools.

The following defects are also discernible from the responses of the respondents:-

- It is feared that inspection without administrative powers will be of a little avail.
- Academic inspection and taking up of follow up programmes of 50 schools annually is also considered to be a hard job for a single Gazetted Inspector of Schools.



- The District Educational Officers should have been relieved of the inspectoral work in the absence of which both administration and inspection seem to have been considerably handicapped.
- Lack of coordinating machinery for academic inspection in the district is considered to be another disadvantage.
- Lack of subject-wise inspectorate at the district level is another limitation.
- The reorganisation did not, however, alter the pattern of inspection as only one person is expected to inspect the schools in the present set up too just as it was done in the former set up.

#### IV. Bifurcation of Directorate of Public Instruction

Bifurcation of the State Directorate of Public Instruction is also considered to be having advantages and disadvantages. The merits of the reform are as given below:-

- It has helped both the Directors to concentrate well on their respective jurisdiction of educational levels.
- Supervision, control and inspection of institutions are better facilitated.
- Improvement of internal administration of educational institutions is also reported.
- Effectiveness of instruction and efficacy of supervision are discernible.

- Scope for effective planning and its implementation is reported to have been increased.
- Efforts on educational expansion of different stages of education are reported to have been well directed

V. Establishment of Special Educational Units, Institutes, Bureaux etc.

It is attempted below to present the merits and demerits of the reform of the Establishment of Special Educational Institutes etc. as described by the respondents.

Some of the advantages accrued, even though to a limited extent, are as given below:-

- Establishment of such educational institutes has helped for preparing persons as Guidance Counsellors, Career Masters, Specialists in Educational Evaluation and Paper Setting, Experts in Science-Teaching etc.,
- Establishments of these institutes also facilitated affording in-service education to teachers and administrators.
- Extension Services Centres and Departments have helped to provide extension education to the teachers through conduct of workshops, seminars, content courses, experimental projects, and action research programmes.

- The State Institute of Education has been endeavouring to improve the quality of primary Education by taking up in-service programmes for teacher-educators of Elementary Teacher Training Institutions, and intensive research on problems of elementary education such as curriculum reconstruction etc.,
- The State Bureau of Educational and Vocational Guidance has endeavoured to propagate the message of the guidance movement, besides preparation of some verbal tests of intelligence, dissemination of occupational information etc.
- Establishment of Evaluation Unit has helped propagation of evaluation concept and reform of examinations.
- Establishment of Science-Education Unit has helped to improve the condition of Science Teaching.

Some of the shortcomings sighted in respect of this reform are given below:-

- The impact of the in-service education is not felt by the public.
- In-service education has become formal and is not adequately supported by the follow up programmes.
- Incentive motivation for in-service education is lacking and as such it remained unattractive.
- Teachers do not find sufficient time and support to experiment with their new knowledge nor do they get any encouragement from the Heads of the institutions.

- Class-room conditions are out of proportion for either experimentation or for action research;
- Apathy is also found in the minds of the school administrators for in-service or extension education.

In the end of the treatment, analysis and interpretation of data, it is essential to have an overview of findings in a nut shell, which is offered in Table XIX.

#### SUMMARY

The Chapter was designed to be devoted to the appraisal aspect of the investigation in an empirical way.

The technique of appraisal, followed, has been two-fold; (i) The Executive and (ii) The Popular. Four types of tools of investigation have been used for the appraisal programme involving the administrators, educationists, educators and the public interested in education. They are:- (1) <sup>The</sup> Score Card; (2) The Questionnaire; (3) The Opinionnaire and (4) The Interview Schedule. The appraisal programme has been carried out as per the pre-planned strategy.

The data gathered has been statistically treated, clearly analysed and critically interpreted. The technique of interpretation has been three-fold:-  
(i) Factual, (ii) Comparative and (iii) Personal. Finally

TABLE : XIX : OVER-ALL APPRAISAL OF REFORMS IN EDUCATIONAL  
ADMINISTRATION INTRODUCED IN ANDHRA PRADESH  
DURING 1956-1966

Sr. No.	Reforms Introduced	Evaluative Criteria					
		Attain- ment of objecti- ves of Reforms:	Adequa- cy of Person- nel size of Perso- nnel	Quality & Quali- fications of Perso- nnel	Finan- cial adequacy	Adequ- acy of Proce- dures	Public satis- fac- tion
		I	II	III	IV	V	IV
I	Democratic Decentralisation of Educational Administration	-	+	+	*	-	-
II	Reorganisation of District Educational Administration	+	-	-	-	+	+
III	Reorganisation of District Educational Inspectorate	+	-	-	+	+	+
IV	Bifurcation of Directorate of Public Instruction	+	+	+	+	+	*
V	Establishment of Special Educational Institutes etc.	+	+	+	-	-	*

Note:      +    Positive Appraisal  
             -    Negative Appraisal and  
             \*    Ambivalence.

an overview of findings has been presented.

The responses have been favourable on the Reorganisation of District Educational Administration and Inspectorate, ambivalent on the Bifurcation of the Directorate of Public Instruction and on the Establishment of Special Educational Institutes etc., and unfavourable on the Democratic Decentralisation. In the Interview Schedule and Open-end Questions and on the Questionnaire of Prospective Reforms in Educational Administration suitable suggestions and moderate modifications have been put forth by the respondents.

With this background of critical appraisal, it is possible now to enter the domain of the next chapter of "Review and Recommendations."

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