

## Educational Planning and Policy Research

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Choudhury, Birendra Nath Roy. 1990. **Aesthetic interests of pre-adolescent pupils of the secondary schools of Greater Guwahati and their bearing on educational planning and organisation: A critical study.** Ph.D., Edu. Gauhati Univ.

*Objectives:* (i) To find out the aesthetic interests of pre-adolescent pupils, (ii) to find out the development of the aesthetic interests of both the sexes, (iii) to find out the present approach of aesthetic teaching in the school curriculum and in the other environment and training, and (iv) to recommend a suitable scheme of aesthetic education and suggest measures to organise the schemes in the secondary schools of Assam.

*Methodology:* Survey testing, questionnaires and the interview techniques were used to find out the data on the aesthetic interests of pre-adolescent pupils of secondary schools of Greater Guwahati. The sample comprised 400 subjects selected from different schools of Greater Guwahati on a random sampling basis.

*Major Findings:* (1) Boys aged 10 years were more interested in aesthetics than the boys of 11 and 12 years of age. (2) Girls aged 11 years were more interested in aesthetics than the girls of 10 and 12 years of age. (3) The girls' groups were more interested in aesthetics as compared to the boys' groups. (4) The girls were more

consistent than the boys in their responses on the Welsh Figure Preference Test. (5) Aesthetic interest develops by providing a good cultural environment and training. (6) Girls have more aesthetic sense than the boys. [RD 0139]

Kapoor, M.M. and Premi, Kusum K. 1988. **Development and maintenance of educational services: A study of norms.** Independent study. National Institute of Educational Planning and Administration.

*Problem:* The Government of Haryana wanted to work out comprehensive and sound norms for development and maintenance of educational services in that state.

*Objectives:* (i) To assist Haryana State in the revision of the existing norms with regard to the opening and upgrading of schools, school buildings, provision of furniture and equipment, including library and laboratory facilities, provision of teaching and non-teaching staff and supervisory personnel, and (ii) to compile and present the revised norms relating to different aspects of the school system.

*Methodology:* Three districts, namely, Ambala, Mahendragarh and Gurgaon, were selected for conducting a sample survey. For survey purposes, schools in the districts were selected

on the basis of random sampling without replacement, taking 10% of the primary schools, 20% of the middle schools and 15% of the secondary schools. On the whole, 12% schools of all types constituted the sample. The study was conducted in the following phases: (a) a study of existing practices in the schools of Haryana vis-a-vis the existing norms with regard to different aspects of the schools system; (b) an opinion survey of the senior education officers of the Haryana Government regarding the adequacy of prevailing norms and their suggestions for desirable norms; (c) Preparation of working papers on the equity, quality, and administrative and financial aspects of the norms, keeping in view the existing situation in the state; (d) a comparative study of norms in different states and the opinions of field officers; and (iv) meetings with the experts to discuss the various working papers, and finalisation of the recommendations for the state government.

*Major Findings:* (1) Norms were suggested with regard to the provision of various spaces in schools; space norms with regard to classrooms, science laboratories and other rooms; as regards classrooms and fittings, sanitary fittings, plot area on all floors, dimensions of classroom furniture — the details were worked out. (2) Regarding the provision of furniture and equipment in schools, it was found that shortage of accommodation in schools and non-availability of grants to make purchases were the two main reasons for the inadequacy of furniture and equipment, in science laboratories and craft for health, recreational and sports activities. (3) Regarding provision of teaching staff, there were three main areas for which norms were suggested. They were: (a) provision of minimum teaching staff to schools; (b) provision of additional teaching staff to schools; and (c) the overall teacher-pupil ratio for planning and budgeting purposes. [NS 1039]

Rai, D.N. 1989. **Educational legislation in India.** Ph.D., Edu. *Bombay Univ.*

*Problem:* The study attempts to trace the educational legislative measures introduced in India between 1857 and 1980 with special reference to university education and their impact on university education. The study also examines the causes for the decline of standards and educated unemployment.

*Objectives:* (i) To trace the evolution of university legislation in India between 1857 and 1980, (ii) to examine whether university legislation had been in consonance with the needs, norms and values of Indian society, (iii) to examine the philosophy of change in university legislation during different periods of political rule, (iv) to find out whether the legislative set-up has any in-built system of self-evaluation, self-correction, renovation, and protection to preserve its autonomy from external forces, (v) to assess the effect of legislation on the mode of university administration, (vi) to study the role of the university in achieving the national goals and objectives, and (vii) to find out whether Central and State control was necessary for the proper and efficient functioning of the universities in the past, and its need in the present set-up.

*Major Findings :* (1) The first three Indian universities were established by the British government as affiliated universities with strong government control. (2) The Indian Universities Act of 1904 remained the base for all the Indian universities' acts which were, by and large, directed towards the democratisation and decentralisation of power. These acts, however, failed to achieve the desired ends due to British apathy. Frequent modifications of the Indian Universities' Act, both prior to and after Independence, curbed the autonomy of the universities and created administrative problems. (3) Decentralisation of power was observed in the creation of new boards and authorities. The teachers of the universities predominate in the senate, the syndicate and the academic councils. Students, too, have their representatives at the decision-making levels, though they are being misused by vested

interests. (4) Government control over universities has been exercised right from the first Indian Universities Act of 1857 through the Chancellor, who was the Governor of the State and the final decision-making authority in the universities. This not only politicised the functioning of the universities but also interfered with the democratic norms and the autonomy of the universities. (5) The Vice-Chancellor's post, which was an honorary post for a two-year tenure till 1920, was later converted into a salaried post for a three-year period. Initially, the university acts did not specify the qualifications and service conditions of college teachers, as they were laid down by statutes during the provincial autonomy. Since Independence, the universities have been empowered to prescribe the qualifications of college teachers. Tribunals, too, have been set up for regulatory purposes. [GJK 0233]

Sahoo, C. 1990. **A study of educational planning and finance.** Orissa. (1951-66) Ph.D., Edu. Utkal Univ.

*Problem:* The study centres round the educational planning and finance of Orissa of the period 1951-66.

*Objectives:* (i) To trace the origin and evolution of educational planning in India, (ii) to spell out priorities in educational planning for the First, Second and Third Plans, (iii) to trace the quantitative expansion of general education in Orissa from 1951 to 1966, (iv) to study the pattern of allocation of resources (Plan, Non-plan, Direct-Indirect, Recurring, Non-recurring) in Orissa from 1951 to 1966, (v) to study the sector-wise and item-wise expenditure on education in Orissa from 1951 to 1966, and (vi) to study the per capita expenditure and budgetary provision on education in Orissa from 1951 to 1966.

*Methodology:* The source method was followed for the study. Published documents, unpublished mimeographed reports and notes, departmental files and other papers of the Planning Commission (Government of India and

Government of Orissa), the UGC, the NIEPA and the NCERT formed the primary sources for the study. The secondary sources were the various books on educational planning and finance.

*Major Findings:* (1) At the commencement of the First Plan in 1951, there were 9,521 primary schools, and their number rose to 25,077 by 1965-66. The number of middle schools rose from 501 in 1950-51 to 3,310 by 1966. The total number of high schools increased from 172 in 1950-51 to 1,028 in 1965-66. The number of colleges increased from 14 to 62, and the enrolment increased from 6,282 to 23,458 during this period. (2) The major sources of educational expenditure were the government, local bodies, fees and endowments. (3) The Plan expenditure on elementary education was 59% of the total allocation during the First Plan, which declined to 47% in the Second Plan and registered a steep rise to 72% during the Third Plan. (4) The percentage of expenditure on secondary education was 15% in the First Plan which rose to 28% in the Second Plan and to 29% in the Third Plan. (5) The Plan expenditure on higher education was 3.2% in the First Plan, 2.5% in the Second Plan and 18% in the Third Plan. (6) During 1951-52, the direct expenditure on education was 60.8%, which steadily rose to 85.2% by 1965-66. Indirect expenditure registered a steady decline from 39.2% in 1951-52 to 14.8% by 1965-66. (7) In 1951-52, the percentage of expenditure on education to total expenditure on social services was 64%. This steadily rose in subsequent Plans up to 1956-57. Thereafter, the percentage of expenditure registered a steady decline and reached 51% by 1965-66. (8) The per capita expenditure on education was less than a rupee in Orissa in 1950-51, and this increased to Rs 8.00 by 1965-66. (9) The average annual cost per pupil in India was Rs 88.20 in 1965-66. In Orissa, it was Rs 74.20. [KCP 0406]

Setharamu, A.S. 1987. **Education in Karnataka State: AD 2001. Scenario Construction.**

Independent study. *Bangalore: Institute for Social and Economic Change.*

*Problem:* It attempts to construct a scenario of education in Karnataka by AD 2001.

*Objectives:* (i) To depict the educational scenario in Karnataka State by the year AD 2001, on the basis of a review of past performance and present trends, and (ii) to analyse trends in the growth and development of secondary education, vocational education, higher education, general and professional education, and critically appraise their implications for the development of education by AD 2001.

*Methodology:* The study mainly used secondary sources of data which included annual reports of the Department of Public Instruction, Karnataka; reports published by the Comptroller and Auditor General of India; survey reports of the NCERT, the UPSC, the NIEPA, the Ministry of Education, and mainly, the Ph.D and other researches in the Education Unit. The time-series documentary analysis techniques were used. The analysis was made using linear trend analysis and percentage analysis. Time-series analysis was also made.

*Major Findings:* (1) The enrolment ratios at primary and higher education levels increased over 25 years. However, the relative enrolment of SCs was higher at lower primary stage — which was not so at the higher primary stage. (2) The overall performance of Karnataka State with reference to utilisation of educational facilities and incentives has been moderate. (3) It is estimated that by AD 2001, around 30% of the population in the age -group 14-17 (13.82 lakh) would be demanding secondary education. Similarly, those demanding higher education would be 4.5 lakhs. (4) Karnataka will reach a maximum of only 60% literacy rate by AD 2001, unless and until special literacy drives and efforts are taken up for enhancing this rate. [MKh 1124]

Srivastava, H. S. et al. 1990. **The Fifth All-India**

**Educational Survey: A concise report.** New Delhi: National Council of Educational Research and Training.

*Problem:* Educational surveys provide the statistical foundation for educational planning, as effective planning and administration depend on a sound database. Some educational data are collected from all the schools annually, but it is not possible to provide reliable and up-to-date data on a complete-enumeration basis on some aspects related to education in time. All India Educational Surveys (AIESs) provide a one-time baseline data for formulation of educational policies and plans. They have played a significant role in strengthening the programme of universal elementary education by bringing out the imbalances in provision of educational facilities. They have also exposed the imbalance between the educational levels of the socially disadvantaged groups like SC, ST, and girls. The major thrust of these surveys has been on the availability of academic and physical facilities in schools. The Fifth AIES also studied these aspects, with special emphasis on facilities at the primary school stage, vocational courses at the +2 stage, etc.

*Objectives:* (i) To assess the availability of educational facilities at various school stages — general and those predominantly populated by SC and ST, (ii) to collect information about enrolment in general and enrolment of girls and SC and ST in particular, (iii) to assess the availability of physical and academic facilities in schools, (iv) to assess the position of inputs like blackboards, libraries, etc. and (v) to study the academic and professional qualifications of the teachers.

*Methodology:* The study was conducted on a complete-enumeration basis. Three questionnaires, namely village information form, urban information form and school information form, were used. The analysis involved frequency counts and development of indices like gross enrolment ratio and age-specific enrolment ratio.

*Major Findings :* (1) There was a 16.03% increase in the number of schools from 1978 to 1986. The corresponding increase in schools in rural areas was 14.01%. The largest increase (48.29%) was in the case of higher secondary schools during the period under review. (2) The percentage of habitations having primary schools within the habitation was 51.16% in 1986, and within one kilometre of the habitation, 83.84%. (3) The percentage of rural population covered by the primary school section within the habitation was 80.38%, and within one kilometre of the habitation, 94.45%. (4) There was an increase of 25.23% in the enrolment in Classes I-V during the period 1978 to 1986. The percentage increase in the enrolment for girls during the same period was 33.55%. The percentage increase in the enrolment for Classes VI-VIII, IX-X and XI-XII was 51.86%, 63.67% and 91.41%, respectively. There was a substantial increase in the SC and ST enrolment during the period under study. (5) The age-specific enrolment ratios for the age-group 6-11 stood at 75.89, and for the age-group 11-14 at 51.17 in 1986. The corresponding gross enrolment ratios for these age-groups were 91.69, and 47.95, respectively. (6) 13.54% of the primary schools and 4.12% of the upper primary schools were without buildings. (7) The teacher-pupil ratio at the primary stage was 1:45, and at the upper primary stage, 1:31. (8) 28.91% of the primary schools were single-teacher schools. [DMESDP 1005].

✓ Varandani, Krishna. 1992. **A study of reactions of teachers, administrators and guardians to the National Policy on Education.** Ph.D., Edu. Agra Univ.

*Problem:* The Government of India in 1986 declared the National Policy on Education (NPE). The study aims at analysing the opinion of various groups regarding its utility.

*Objectives:* (i) To study the reaction of teachers, administrators and guardians to all the task forces mentioned in the National Policy on

Education, (ii) to make a comparison of the reactions of teachers, administrators, and guardians, and also find out the extent of their agreement, on a multidimensional rating scale, (iii) to make a comparative study of the recommendations of the National Policy on Education with the recommendations of other commissions after 1947, and (v) to study the practicability of the National Policy on Education in the present set-up of the society.

*Methodology:* The sample comprised three categories of respondents, covering 125 teachers, 50 administrators and 125 guardians. A questionnaire developed by the researcher, in which the names of 23 task forces were included, was used. Median and 'W' test were used in treating the data.

*Major Findings:* (1) The defective contents of the school programme need improvement. (2) Women's education, as included in the NPE, is desirable and necessary. (3) Education of SCs, STs and BCs is very essential, important and desirable. (4) The need for giving due care to and making efforts for the implementation of education for the handicapped is necessary. (5) Adult and continuing education need due care and effort. (6) Pre-primary education is to be taken care of properly and suitably. (7) Pace-setting schools are necessary for the country and should find an important place in the NPE. (8) The task force on vocationalisation is important, practical, feasible, desirable and would fetch good returns. (9) Higher education should be implemented carefully. (10) The task force for open university and distance education is desirable, important practical and feasible in the NPE. (11) Technical and management education are important and desirable. (12) New technologies are very much needed for better educational results. (13) The force for delinking degrees from jobs is important. (14) Cultural education, sports and physical education should be included in the NPE. (15) The defects of examination and evaluation should be removed and a good pattern of examination must be taken

up. (16) The new programme of teacher training should be implemented in the appropriate manner. (SS 1350)

Vyas, J.C. 1991. **A study of the implementation of institutional planning in Rajasthan.** Independent study. *State Institute of Educational Research and Training, Rajasthan.*

*Problem:* It attempts to study the implementation of institutional planning in Rajasthan.

*Objectives:* (i) To find out the number of institutional plans, and the half-yearly and annual evaluation reports of these plans received and reviewed in offices of District Education Officers, (ii) to identify the programmes and innovations done in different areas, (iii) to identify the programmes taken up in the district education plans from the institutional plans, (iv) to study the comments on institutional plans made in supervision reports, and (v) to identify difficulties as regards the institutional planning.

*Methodology:* The sample comprised the boys' and girls' primary, upper primary, secondary and higher secondary schools during 1989-90 in the Udaipur, Ajmer and Jodhpur districts; the selection of the districts was based on areas, i.e. hilly, plain and desert. The procedure adopted for the selection of the districts was purposive. The tools used included an information blank, (for District Education Offices) and questionnaires (for DEOs, Deputy DEOs and Academic Cell Officers). Percentages and averages were calculated for interpretation of data.

*Major Findings:* (1) The DEOs' offices received institutional plans from 65.68% of the secondary

schools (71.31% boys and 41.66% girls) educational planning and policy research. (2) 59.47% plans (52.92% boys and 100% girls) were reviewed by the academic cells of the DEOs' offices. (3) Most of the schools undertook programmes like result improvement, effective supervision, environmental education, correction of written work in curricular areas, small-savings schemes, preparation of wall magazines, parent-teacher association and co-curricular activities. (4) Among the innovations taken up in the plans were population education, community participation in developmental activities, propagation of Indian culture, school museum and awareness of environmental problems. (5) More than 50% district units took the programmes of the institutional plans into their district education plans, like enrolment drive, improvement of Boards results, socially useful productive work and community services, plantation, awareness of environmental problems, construction of school buildings and maintenance of playgrounds. (6) In 44.74% of supervision reports, comments regarding preparation of institutional plans were incorporated, whereas only in 46.05% (53.85% boys' and 37.84% girls' institutions) reports, suggestions on implementation of the plans were given. (7) The following difficulties were being faced by the DEO offices: lack of human resources in comparison to the work-load in academic cells, lack of funds (for paper, stencils and other stationery items), lack of provision to impart training in designing, executing and evaluating the plans' and lack of provisions to take disciplinary action against the schools from where institutional plans and evaluation reports were not received. [JCV 0880]

### Also See

Aggarwal, Santosh. 1988. **The three-language formula—Its status in school curriculum.** Ph.D., Edu. *Univ. of Delhi.* [RDM 0345] (See in Chapter 1.)

Bharote, A.C. 1992. **A study of the philosophy of Acharya Vinoba Bhave and its effect on education in the light/reference of the New Education Policy.** Ph.D., Edu. *Nagpur*

- Univ.* [GPK 1702] (See in Chapter 2.)
- Birdi, Hardev Singh. 1990. **The implementation of national educational policies in India.** Ph.D., Edu. *Punjabi Univ.* [AK 1842] (See in Chapter 4.)
- Brar, Harjinder Singh. 1991. **A critical analysis of the policies of physical education and sports in India since Independence.** Ph.D., Edu. *Punjabi Univ.* [AK 1673] (See in Chapter 21.)
- Chandel, N.P.S. 1992. **A cost-effectiveness analysis of national adult education programme with special reference to the Seventh Five Year Plan.** Ph.D., Edu. *Agra: Dayalbagh Educational Institute.* [GDST 0873] (See in Chapter 29.)
- Dhote, A.K. 1991. **On-the-spot study of the implementation of vocationlisation of education programme in the state of Maharashtra.** Independent study. *National Council of Educational Research and Training.* [DVE 1017] (See in Chapter 26.)
- Emmanuel, Mani Alias K.J. 1990. **Vocationalisation of education at +2 stage: A study of some major problems of vocationalisation of education in Andhra Pradesh.** Ph.D., Edu. *Osmania Univ.* [SSS 0848] (See in Chapter 26.)
- Gautam, N.P. 1988. **A study of productivity-oriented education with reference to the new pattern of education (10+2+3).** Ph.D., Edu. *Univ. of Bombay.* [GJK 0226] (See in Chapter 16.)
- Haridas, M. 1992. **A critical appraisal of the N.V. scheme as implemented in Kerala.** Independent study. *Thiruvananthapuram: Centre for Tropical Studies.* (ERIC Funded). [SKB 1210] (See in Chapter 16.)
- Mehta, Perin H.; Bhatnagar, Asha and Jain, V.K. 1989. **A study of home background, selected psychological, academic achievement and educational vocational planning variables of tribal high school students in and around Shillong (Meghalaya).** Independent study. *National Council of Educational Research and Training.* [Authors 1836] (See in Chapter 30.)
- Nirmala, Jyoti M. 1989. **An evaluation of the non-detention system.** Ph.D., Edu. *Sri Venkateswara Univ.* [AVRR 1306] (See in Chapter 35.)
- Panchbhai, P.V. 1990. **A survey of reactions of primary and secondary school teachers of western Nagpur regarding the comprehensive in-service education programme for the guidance of the teachers under the National Education Policy.** M.Phil., Edu. *Nagpur Univ.* [GPK 1600] (See in Chapter 25.)
- Prakash, Vidhya. 1991. **An investigation into curriculum policies, planning and their implementation at the primary school level in Delhi during 1966-76.** Ph.D., Edu. *Jamia Millia Islamia.* [SPR 0609] (See in Chapter 13.)
- Rao, R.R.S.P. 1991. **Development and application of a scale for measuring attitudes towards the new pattern of education and empirical validation of its psychometric properties.** Ph.D., Edu. *Utkal Univ.* [KCP 0385] (See in Chapter 35.)
- Reddy, Venkata Rami A. 1989. **An evaluation of the non-detention system from different angles.** Independent study. *Sri Venkateswara Univ.* (ERIC Funded). [CGVM 1148] (See in Chapter 35.)
- Reddy, Venkata Rami A. and Naidu, Bhaskara

- G. 1988. **Achievement of students under detention and non-detention systems.** *Indian Educational Review*, Vol. 23(3): 41-55. [TNSB 1407] (See in Chapter 35.)
- Sharma, R.D. and Budhori, K.B. 1991. **Student-teachers, teaching profession and manpower planning.** *Indian Educational Review*, Vol. 26(1): 121-25. [JPM 1882] (See in Chapter 25.)
- Varandani, Krishna. 1992. **A study of reactions of teachers, administrators and guardians about the National Policy on Education.** Ph.D., Edu. *Agra Univ.* [SS 1350] (See in Chapter 36.)