Kindly mention educational reforms that were introduced in Karnataka during the period 1966-1976 and which in your opinion are important.
QUESTIONNAIRE ON DISCHARGING OF DUTIES INDEPENDENTLY AND SUCCESSFULLY AS A RESULT OF DECENTRALISATION

Instructions
You will find questions pertaining to reforms in Educational administration in Karnataka during the period commencing from 1956 to end of 1976. Kindly respond to them suitable by ticking (✓) at the appropriate response. Kindly provide the main reason for coming to your conclusion at the intended space.

1. Do you opine that the decentralisation at district level in Educational Administration as progressive?  
   - Yes  - No

2. Has the measure achieved the expected result?

3. Has this measure brought satisfaction to the concerned in getting their problems quickly settled?

4. Compulsory free universal primary education is the responsibility of the State. Has the present reorganisation helped in realisation of the goal?

5. Have the reforms meant to involve greater number of people in the formulation of policy acted as a hurdle in the running of smooth administration?

6. G O No ED-429MPE.69 dated 22-6-70 approving the scheme of reorganisation states that sanction was accorded to achieve "reduction in wastage and to minimise ineffectiveness." Do you feel after a span of six years the measure has achieved this aim?
7. Can working conditions of teachers working in quasi-government and private management be termed satisfactory?

8. Have the supervision and inspection improved after reorganisation and proved more useful to the institutions?

9. Can we assume that all high schools in the district be inspected annually as the result of reorganisation?

10. Do you think that sufficient powers are delegated to Education Officers to discharge their duties?

11. Has the system of taking over of schools by Government improved education at
   a) Primary level
   b) Secondary level

12. Are you of the opinion that as a result of reorganisation the number of cases referred to Director of Public Instruction and Divisional Officers are reduced?

13. Has the introduction of the set up of subject inspectors in different subjects helped to improve
   a) Teaching technique.
   b) Providing guidance.
# Tools of Appraisal

## Score Card

### Decentralisation of Powers and Involvement of More People in the Process

**Instructions**

Please find below some of the reforms in Educational Administration introduced in Karnataka during the period of 1956-76. Kindly evaluate them as **Effective (E)**, **Effectiveness cannot be judged (EJ)** or **Ineffective (IE)** by ticking (✓) against the appropriate heading for each of them.

<table>
<thead>
<tr>
<th>SI No</th>
<th>Reforms</th>
<th>E</th>
<th>EJ</th>
<th>IE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Decentralisation of powers and involvement of more people in the process</td>
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<td>2</td>
<td>Reorganisation of District Educational Administration</td>
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<td>3</td>
<td>Role of Educational Officers at</td>
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<td></td>
<td>a) District level</td>
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<td></td>
<td>b) Divisional level</td>
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<td>4</td>
<td>Enhancement of stability fund to start a high school to Rs 50,000</td>
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<td>5</td>
<td>Formation of Additional Directorates</td>
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<tr>
<td></td>
<td>a) for primary education</td>
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<td></td>
<td>b) for preparation and distribution of text books</td>
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<td>c) for examination and</td>
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<td></td>
<td>d) coordination of the work of State Educational Research and Training</td>
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<td>6</td>
<td>Role of subject Inspectors in the office of the Deputy Director of Public Instruction</td>
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<tr>
<td></td>
<td>a) Revision of syllabus of Secondary schools</td>
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<td></td>
<td>b) Training of teachers of Science and Mathematics</td>
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<td>c) Training of teachers of English at different centres</td>
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<td></td>
<td>d) Taking over of Municipal and Taluka board high schools</td>
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<td>7</td>
<td>Formation and working of School Complex</td>
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<tr>
<td></td>
<td>a) Taking over of primary schools from the District Boards to Government control</td>
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<td></td>
<td>b) Formation and working of School Betterment Committees and Midday meal schemes.</td>
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<td></td>
<td>d) Appointments of trained graduates as Head Masters of Model Primary Schools to provide effective guidance to teachers and to improve efficiency.</td>
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<tr>
<td>8</td>
<td>Reforms in general carried out in Karnataka</td>
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</table>
QUESTIONNAIRE ON PROSPECTIVE REFORMS IN EDUCATIONAL ADMINISTRATION

Instruction

You will find reforms pertaining to educational administration. Kindly respond to them suitably by ticking (√) at the appropriate response.

1. Do you think that there is still scope for further reforms in educational administration in Karnataka?

2. Do you think that the present arrangement of coordination of different wings under the Department of State Educational Research and Training is satisfactory?

3. Are you satisfied with the work of subject inspectors attached to the office of Deputy Director of public Instruction?

4. Do you feel that the present system of deputing officers to the Administrative Training Institute at Mysore is satisfactory?

5. We have university for Agricultural Sciences and another is actively mooted for Medical Sciences. Do you feel that a university for Teacher Education is necessary?

6. Education is now brought under concurrent list. Do you feel this a progressive step?

7. Do you find a need for establishing All India Educational Service?

8. Do you find the enhancement of stability fund for opening a High School to Rs. 50000/- is not in tune with the spirit of decentralisation?
National Staff College for Educational Plans and Administrators feel

a) Office of the Educational Administrator at district level should be able to carry out changes in curriculum, syllabus prescribed by the State to meet the special needs of the district. Do you agree? If so mention the officials designation entrusted with this work.

b) The office of the Educational Administrator at district level should be able to carry out innovations and experiments to provide solutions to the special problems arising out of the implementation of new programmes. If you agree with this kindly name the agency that is eligible to attend to this work.

c) That the office should have expertise and rooms to such district level inservice and other programmes for teachers that are necessary for implementation of new programmes. If you agree kindly name the agency you have in your district.

10 Do you think that sufficient powers are delegated to Education Officers to discharge their duties?

11 Has the system of taking over of schools by Government improved education at

a) Primary level
b) Secondary level

12 Are you of the opinion that as a result of reorganisation the number of cases referred to Director of Public Instruction and Divisional Officers are reduced?

13 Has the introduction of the set up of Subject inspectors in different subjects helped to improve

a) Teaching technique.
b) Providing guidance
Instructions

Various posts are created to enhance efficiency and to involve more and more people in the formulation and execution of policy. Please let me know your honest opinion regarding the functioning of the introduced reforms.

Administration

1) Creation of the posts of additional Director of Public Instruction to look after
   a) Primary Education
   b) Examination work
   c) Preparation and distribution of text books and
d) for coordination of evaluation, research bureau, science teaching and
   teacher education.

2) Delegation of greater powers to
   a) Deputy Directors of Public Instruction and
   b) Assistant Educational Officers at district and taluka level

3) Reorganisation of District Educational Inspectorate

4) Starting of two teachers centres one at Dharwar and another at Bangalore to
give effective inservice training of teachers of
   a) Primary Schools and
   b) Secondary Schools.
Any other reforms in administration you consider most useful may kindly be recorded below.

a) 

b) 

c) 

d) 

e) 

f) 

g) 

h)
Primary School Education

1) Delegation of greater powers to the Assistant Education Officers at Taluka level to disposal of cases of Primary School teachers quickly

2) Furnishing incentives like attendance scholarships to girls and midday meals to all children to improve attendance

3) Formation of School Betterment Committees to improve attendance, to provide amenities like slates books, furniture, building etc and thereby to involve the public in the cause of education

4) Formation of School Complex to bring about greater coordination between the teachers of high schools and primary schools in matters of teaching subjects like Mathematics, Science, Social Studies and languages

5) Any other reforms you feel as important or useful may kindly be written below.

a) 

b) 

c) 

d)
High School Education

1) Provision of Subject Inspectors to facilitate furnishing greater guidance to teachers of secondary schools at district level and at state level. At District level, they are to cater the needs of teachers teaching the subjects in Kannada and English media. At State level, they are to cater the needs of teachers teaching the subjects in Marathi and Urdu.

2) Provision of Education Officers to attend to the inspection of High Schools in the District with an intention of conducting annual inspection of all High Schools.

3) Providing greater time to the District authorities to attend to the administration work by providing Education Officers.

4) Any other reform pertaining to High Schools that you feel useful may kindly be recorded below.

a) 

b) 

c) 

d)