CHAPTER - III

REVIEW OF RELATED STUDIES

3.1 General Comprehensive Surveys

3.2 School Education

3.3 Teacher Education

3.4 School Inspection and Supervision

3.5 Third All-India Educational Survey

CHAPTER - III

REVIEW OF RELATED STUDIES

3.1 General Comprehensive Surveys

Educational effort in India is growing not only in size and scope but also in complexity as well and has now become a major national endeavour designed for maximum utilization of available human and material resources leading to self sufficiency in all spheres of national development. Side by side a determined effort is also being made all over the country to fulfill the formidable task of providing free and compulsory education to all children under 14 as guaranteed under Article 45 of the Constitution of India. All this has naturally led to focus the attention on Educational Survey Work and Research which has to provide the fundamental basis for educational planning whether at national, state, district or institutional level. Although systematic and more comprehensive educational survey work did not start in India until 1957 some attempts were made earlier at local level by pioneers like J.P. Naik, who in 1939, conducted a survey of a taluka in Dharwar district

and later on in Kolhapur district. R.V. Parulekar and his associates also made a survey covering the Rajpur taluka of Ratnagiri district and revealed important facts about villages as educational units. Under the supervision of Parulekar two more surveys were conducted by the Government of Bombay in the districts of Ratnagiri and Kolaba.

Earlier in 1922 a survey was also conducted in Mysore State to find out the provision of educational facilities in three population slabs. Later in 1927-28, Kini studied the provision of educational facilities in three different areas with reference to seventeen community groups. Thereafter two more studies, one in Myadi taluka of Mysore State and the other in Satara district of Bombay State were conducted to study the lapse into illiteracy. Between 1947 and 1953, education of backward classes was studied in the districts of Thana, West Khamdesh, Nasik, Panchmahal, Karwar and Kolaba.

Since all these studies were concentrated around few talukas and districts in a big country like India, their results provided limited implications for national planning. Educational surveys in India, began to play their due role in national planning only after the conduct of

the 'First All-India Educational Survey' (Ministry of Education - 1960), which, being the first of its kind, revealed several important facts regarding educational facilities in the country as they existed on March 31, 1957. For example it indicated that of the 8,40,033 habitations with a population of 27,95,50,946 only 2,29,023 habitations (27 percent of the total)with a population of 16,70,44,295 (59.76 percent of the total) had schools in them. There were 944 school areas served by peripatetic teacher schools. Of the 2359 small habitations served by peripatetic teacher schools, 1888 had peripatetic teacher centres in them. In all,5,99,985 habitations (71.42 percent) with a total population of 23,23,01,692 (83.10 percent) could take advantage of the existing location of schools which were located either in the habitations themselves or in adjoining habitations which, ordinarily, did not require the children to walk more than a mile. Thus, 28.58 percent of the habitations with 16.90 percent of the total population were not being served by the existing schools. It also indicated that 176.24 lakh children were on the rolls of primary schools out of which 127.73 lakhs (72.47 percent) were boys and 48.51 lakhs (27.53 percent) were girls. On an average, there were thirtyfour pupils per teacher. The pupil teacher

ratio in different states varied from fortyone in Assam to twenty-four in Himachal Pradesh.

Unfortunately the Union Territory of Goa, Daman and Diu could not benefit from the First All-India Educational Survey as the territory was then still under the foreign rulers and as such did not come under its jurisdiction. However, as soon as it was liberated and amalgamated with the Union of India on December 19, 1961, a special committee known as B.N. Jha Committee was appointed by the Government of India (April, 1962) to make a thorough on the spot study of all the Educational activities in Goa and accepted the following recommendations based on their findings, namely: That the pattern of school education in Goa should ultimately be of five years of primary school,three years of middle school and three years of higher secondary school in accordance with the general pattern operating in other union territories. That education should be free and compulsory for the age group 6 to 11. That the entry age should be 6+ instead of five as in the former administration. That the school hours in primary schools should be 5½ to 6 instead of 4 as in the former administration. That the medium of instruction in primary schools should be the mother tongue or any of the languages in the eight

schedule of the Constitution, the choice being left to the guardians. That no religious instruction is to be given in any government school but moral instruction or giving information about basic principles of all religions is not debarred. In private schools religious instruction, if any, should be given outside the school hours with written permission of guardians concerned. That the teaching of Konkani, if selected, should be through Devnagiri script. That the opening of a school/division with a particular language as medium will be subject to a maximum of 20 students.

Regarding syllabus for primary schools during transmission period it was recommended that the same syllabii as prescribed by the former government were to be continued except Portuguese. History and Geography which were to be replaced by History and Geography of India with special emphasis on Goa. As for Secondary Education it was recommended that the ultimate pattern should be of the higher secondary type similar to that prevailing in Delhi and that the secondary schools should be affiliated to the Central Board of Secondary Education, New Delhi. The Committee also laid down some broad principles on which rules for grant-in-aid for non-government primary and

secondary schools were to be passed by the Education Department. The Committee also recommended the establishment of higher secondary institutions and the opening of a training College for graduates.

The next comprehensive survey entitled 'The Second All-India Educational Survey' was originally divided into three phases. The first phase relating to the revision of the data of the first survey (Ministry of Education, 1960) and the collection of data required to prepare the district development plans was conducted by Buch and others (1967). The second phase aimed at intensively studying the existing conditions of the educational institutions in respect to staff, enrolment and wastage, and physical facilities as well as some special educational problems. The third phase related to human resource development and educational planning in some industrially developing areas. The findings of the survey by Buch and others (1967) revealed that the percentage of rural population with primary sections in their own habitations or within a mile's distance was 87.23. There were 4,55,681 primary sections in the country. A primary section had, on an average, 104 pupils. The average for rural and urban areas were 90 and 226, respectively. In rural areas, 40.72 percent of

the primary sections were single-teacher sections; 28.50 percent were two teacher sections; 14.72 percent of the sections had three teachers each; 15.95 percent of the sections had four or more teachers. In urban areas, only 8.37 percent of the primary sections were single teacher sections. Girls constituted 36.20 percent of the enrolment in the primary sections of the country. The corresponding figures for rural and urban areas were found to be 34.26 and 43.20 respectively. In rural areas, 82.25 percent of the population was served by middle sections. A middle section had, on an average, 112 pupils. The corresponding figures for rural and urban areas were 84 and 212, respectively, of the enrolment in the middle sections, girls constituted only 27.78 percent. The percentages of enrolment for rural and urban areas were 22.00 and 36.13, respectively. Enrolment at the middle stage was largest in private aided institutions. There were 26,883 secondary sections in the country. On an average, a secondary section in the country had 232 pupils. The corresponding figures for rural and urban areas were 168 and 329, respectively. Girls constituted 23.36 percent of the enrolment in secondary sections. There were 19,09,187 school teachers in the country. Of these 62.6 percent were in primary sections, 22.8 percent in middle sections and

14.6 percent in secondary sections. Percentages of trained teachers in primary, middle and secondary stages were 73.7, 75.2 and 69.5 respectively. Women teachers constituted 21.6 percent of the total population of school teachers.

With special reference to the Union Territory of Goa, Daman and Diu, the Second All-India Educational Survey (Buch and others - 1967) revealed that primary education was made available to 89.34 percent of the total rural habitations whereas 10.66 percent of the habitations did not even have a primary section within the vicinity of one mile. Middle stage education was available for 74.2 percent of the habitations within a distance of two miles and accounted for the enrolment of 40.3 percent only. Secondary education was available to only 65.6 percent of the rural habitations within a distance of three miles and provided enrolment for 26 percent only. That many of the schools in this territory, particularly primary schools were being conducted in verandahs, corridors, temporary sheds or some sort of improvised arrangements. Many of the present buildings, particularly in which non-government schools are functioning do not have proper arrangements for ventilation, sanitary arrangements etc. and as such the non-government secondary schools were in receipt of a payment

of building grant made possible through a government scheme. Girls are still backward comparatively in respect of education in this territory and particularly in the rural areas where the percentage of enrolment of girls does not compare so well with that of boys. There is a heavy backlog of untrained teachers. At the primary stage only 23.63 percent of the teachers were trained; at the middle stage 47.35 percent and at the secondary stage 55.09 percent.

3.2 School Education

Besides these two major efforts of comprehensive nature conducted at All-India level, other educational surveys were also conducted in the area of school education on different aspects relating to Primary and Secondary Education. Bombay Municipal Corporation conducted three surveys on primary education. The first of these, conducted in 1956, was an intensive educational survey to find out the extent and causes of the failure of compulsory age children to join the schools and it was confined to the Worli area of Bombay. It was found that of the 911 children of compulsory age enumerated in the sample, 60.37 percent were attending the schools. Fifty-eight percent

of these children were boys and 42 percent were girls. Main reasons for the non-attendance of compulsory school age children were hesitation of parents to send their children un-accompanied, approaching the school after the last date of admission, truancy, gainful employment, and unfavourable socio-economic conditions of parents. Percentage of non-attending children was highest among sweepers which was due to the general backwardness of the community. Bombay Municipal Corporation conducted a similar survey again in 1957. This study covered ten different localities of Greater Bombay. In another study the Bombay Municipal Corporation (1958) surveyed the age of entry of all children studying in standard I. The sample comprised 6,041 children from thirty schools which were selected at random. The survey revealed that only 67 percent of the new entrants in standard I were between 5½ and 7 years of age. However, the age of entry to standard I varied perceptibly in different localities depending upon the socio-economic conditions of the inhabitants of the locality. The survey by Sharma and Sapra(1969) dealt with the problem of wastage and stagnation in the primary and middle schools of India. It was found that wastage and stagnation was 65 percent by the time children

reached class V and it went upto 78 percent in class VIII. Incidence of wastage and stagnation was more among girls than boys. Dropouts were usually older in age and came from families of the low income group. Regarding the secondary and higher secondary education the Maharashtra State Board of Secondary Education (1964) collected relevant data regarding the academic and professional qualifications of teachers of English and Hindi. The percentage of teachers with English as a subject at their degree level was 45.8 and the corresponding figure for Hindi was 41.4. Percentages of trained graduates in these subjects were 31.9 and 22.2 respectively. Also there was a large proportion of non-graduate teachers who were teaching English and Hindi to standards X and XI. In 1966, the same institution conducted a similar study in Aurangabad Nagpur and Poona divisions. In 1968, the Educational Survey Unit conducted two census surveys of schools in India which were offering agricultural and technical streams. The survey of schools offering agricultural stream indicated that about 60 percent of these schools were located in rural areas. More than 80 percent of the pupils who opted for this group belonged to rural areas and agricultural families. Majority of the teachers had obtained training in agriculture. The survey of schools

offering technical streams revealed that the duration of the technical stream was different in different states and the number of technical stream varied from one to six. About 70 percent of the teachers held Diplomas in various branches of engineering. Singha (1967) surveyed craft education in West Bengal and reported that in most of the schools craft was taught in classes VI to IX; only in a few schools it was taught upto class XI. Absence of properly trained craft teachers, low salary, absence of well planned programmes, over-crowding in the craft classes, dearth of equipment and raw materials were some of the common difficulties faced by these schools.

Kulkarni and others (1970) conducted a national survey to study the standards of achievements in mathematics at the end of primary, middle and high school education. They found that in all the states the percentage of performance was higher at the primary level than at the middle and the high school levels. Except in a couple of states, students from the science group scored higher than those from the humanities group. At all the three levels, boys scored higher than the girls. Students with high aspiration and favourable attitude towards mathematics scored higher than their counterparts with low aspiration and unfavourable attitude towards mathematics. The survey conducted by

Educational Survey Unit (1971) regarding textbooks, revealed that except in the mother tongue there was no uniformity regarding the introduction of textbooks in different subjects, at the primary stage, in different states and union territories. In all the states, textbooks were provided for almost all the subjects at the middle and secondary stages. Except in Andhra Pradesh and Kerala, textbooks at the school stage were nationalised and approved by the State. The total number of school books in use was 12,292 of which 6,552 were for the secondary stage. Bakshi made a survey of physical education in Delhi schools, once in 1965, and again in 1971. His former study revealed that the teacher pupil ratio for physical education was 1 : 447. Expenditure on physical education was too low to carry out the programmes efficiently. The average area of the playground was 10.23 sq. yards per pupil and in most of the schools physical education facilities existed only on records. The survey in 1971 reported that except for a slight improvement in the teacher-pupil ratio, conditions remained the same as during the previous study. The Ministry of Education and Youth Services (1970) conducted a survey in Mehsana district concerning the spread of girls' education in that area. It revealed that the number of girls attending the primary

schools was 41.2 percent of the total number of pupils in these schools. The main reason for the non-attendance of school age girls at the primary schools were financial difficulties, household work, customs, difficulty in getting educated bride-grooms and parents' indifference. The Government of Goa, Daman and Diu also conducted an evaluation study of primary education in Goa (1970). It revealed that over the period 1962-69 while the total number of primary schools in the territory had gone up by over 120 percent, the corresponding increase in the total enrolment was 140 percent. About 32 percent of the students on roll in 1968-69 were actually stagnating in one class or the other. About one-fifth of these stagnating students had failed twice. The proportion of stagnation was found to be higher in girls then in boys. Almost every alternate student in standard I was observed to be a repeater. Only about half of the schools were reported to be having adequate accommodation. In many schools two or even more classes were being held simultaneously in one room. About 85 percent of the schools did not have any play ground. A large number of teachers were untrained and the teacher training facilities were found inadequate. About 93 percent of the teachers interviewed were Government employees and

more than 50 percent had less than three years of continuous service.

3.3 Teacher Education

A few studies have also been conducted in respect of pre-service and in-service training of teachers. Sharada Devi (1964) in her attempt to work out in detail an integrated pattern of graduate teacher education combining the traditional and basic methods made a comparative study of two types of training colleges. Reddiar (1964) studied and evaluated the effectiveness of the professional competence of the teachers trained by the colleges of education. It was a follow-up study of the trained graduate teachers wherein classroom observation was employed as a tool to evaluate the teaching. In another by Srivastava (1970)the investigator confined himself to the evaluation of practice teaching in teacher training institutions. Sharma (1971) conducted an experimental study with a view to analysing the potential of carry over of B.Ed. theory course in educational psychology to the classroom situation in terms of behaviour of student teachers. An attempt of tracing the history of in-service programme in India from its inception with special reference to agencies involved and the organisational patterns was made by Srivastava (1966).

He tried to find out the impact of in-service programme on teacher attitude in the context of the major issues in the field on the basis of case studies. In a later study Srivastava (1970) studied the practices of evaluating class teaching and found out that student teachers were more inclined in favour of a system of evaluation which was based more towards external assessment. Gupta (1971) studied the existing admission procedures in elementary and secondary teacher training institutions and emphasised the need for a suitable selection procedure so that the best candidates could be admitted to the training colleges. Saikia (1971) studied the problems of teacher education at the secondary level in Assam. This study revealed that none of the trained teachers prepared lesson plans for their work and attributed the discrepancy to the training course itself and the conditions under which a trained teacher had to work in a school. Patel (1971) made a critical evaluation of the organisation of audio-visual education training programme in the secondary school teachers' training colleges in India. It revealed that most of the training colleges had inadequate curriculum. That there was an acute shortage of qualified and experienced staff. The topics taught in the theory of audio-visual education were of elementary nature with very little practical experience.

Joseph (1967) studied closely the system of preparation of secondary school teachers in Kerala. It revealed that there was a gradual improvement in the qualifications of the trainees, better qualifications of women teachers, greater number of women and the general increase in the number of science graduates. Mallaya (1968) studied the modern trends in teacher training programme and the problems of teacher training in Madhya Pradesh and came to the conclusion that the preliminary teacher training facilities were insufficient and that Montessori training was very costly and needed redrganisation. It was also observed that there was no proper dissemination of research findings in the field.

3.4 School Inspection and Supervision

With regard to the research studies conducted on the aspect of Inspection and Supervision of schools Sharma(1964) reports that supervision of teaching is very inefficient and the introduction of diversified courses has made it all the worse. Singh (1964) observes that inspectors are there more to find fault with than to make the teachers competent; the desirability of inspectors being specialist in teaching various school subjects is much more useful. Trivedi(1961) concludes that in order to achieve expected results, the

inspector should be relieved of his administrative duties gradually so as to enable him become a true educational leader. He feels that good professional education and special training for effective performance of his role as educational leader are essential for the inspector. He further recommends that the inspector should attend inservice programmes, from time to time, to keep himself abreast of the latest developments in his functions. Mahajan (1970) reports that most of the principals fail to play effective leadership role in the academic field in schools because of the limitation of time and energy, lack of proper knowledge of the concept of supervision and non-cooperation from the teachers. He feels that principals in most cases fail to impress upon the teachers that visits to their classes in session are meant for helping rather than finding fault with them. In another study Rawat(1970) observes that there is a general feeling among the principals, teachers and inspecting officers as well, that the main purpose of supervision and inspection should be to guide the teachers for their professional efficiency and encourage them in taking up new experiments. Shivarudrappa (1970) concludes that according to the headmasters and teachers the main purpose of inspection should be to appraise the work of secondary schools and promote the

professional efficiency of the teachers working in the schools. At the same time inspecting officers feel that the main aim of inspection should be to appraise the school programmes to promote the professional efficiency of the teacher and to see that the rules and regulations of the department of education are properly followed. Thakur (1972) maintains that the inspectors present a pessimistic picture of the present day elementary teachers who lack motivation for teaching. In another study conducted by the State Institute of Education, Gujarat (1965), it is reported that 56 percent of the supervisors are ignorant of the new techniques of teaching and the current problems in Indian Education. The study also indicated that the supervisors felt that they were unable to do fair justice to the academic guidance of the teachers and headmasters due to heavy work load.

3.5 Third All-India Educational Survey

Besides these studies, work is also in progress in connection with the publication of the final report of the comprehensive survey entitled 'THIRD ALL-INDIA EDUCATIONAL SURVEY' with December 31, 1973 as its date of reference. Part of this survey, dealing with the area of School Education, has been undertaken by NCERT, on behalf of the Ministry

of Education and Social Work. Since the final report is not yet available, NCERT has been publishing individual piece-meal reports regarding the data and provisional statistical figures already available for the benefit of the educational planners and other users. First such publication, in the form of a brochure, entitled 'THIRD ALL-INDIA EDUCATIONAL SURVEY - SOME PROVISIONAL STATISTICS ON SCHOOL EDUCATION (1975)' has indicated that there is an overall increase of 14.29% in the total number of schools at all stages in Goa in comparison with the figures of the Second All-India Educational Survey (Buch and others 1967). Concerning the primary schools in Goa, the increase is 6.51 percent; middle schools it is 6.16 percent, whereas in the case of secondary schools the increase shot up to 71.09 percent. The estimated child population as on December 31, 1973, in the age-group 6 to 11 was 1,20,450, in the age-group 11 to 14 was 61,340, in the age-group 14 to below 17 was 58,970 and in the age-group 17 to below 18 was 15,750. The percentage increase in the enrolment figures of 1973 in stage I to V in Goa is recorded as 24.20 percent for boys, 48.22 percent for girls and 36.94 percent for the total; whereas in the stage VI to VII the total increase is recorded as 121.90 percent, that for boys as 115.51 percent and for girls 145.89 percent. The total increase at All-

India level in the stage VI to VIII is recorded as 39.77 percent. The percentage of girls' enrolment in Goa to the total enrolment in 1965 was 41.18 percent as compared to 44.03 percent in 1973 in stage I to V; and in stage VI to VIII it was 37.16 percent in 1965 as compared to 40.14 percent in 1973. Although the number of sanctioned teachers was 6,600 the number actually working as at December 31, 1973 was 6,637, out of which 6521 worked as full-time and 116 as part-time - thus recording a surplus of 37 and indicating an increase in the total number of teachers over the 1965 figure as 54.64 percent. The teacher/pupil ratio for the Union Territory of Goa, Daman and Diu was recorded as 29 whereas the All-India Teacher/ Pupil ratio stood at 32.

According to the second publication entitled 'Third All-India Educational Survey - selected Tables of Goa, Daman Diu'(1975), there were in all 834 primary schools, 153 middle schools, 183 secondary schools and one Higher Secondary School in the Union Territory of Goa, Daman and Diu. The rural population of the territory estimated to be 7,13,419 persons, resided in 1670 habitations in 188 villages of the 13 talukas. Out of the total of 1670 habitations, 1613 had a primary school/section within a distance of 2 kms., 1530 habitations had a middle school/

section within a distance of 5 kms and 1383 habitations also had a secondary school/section within a distance of 5 kms. The enrolment figure for stage I to V of primary education is recorded as 1,29,139, for middle stage i.e. VI to VIII as 37,705 and for secondary stage i.e. IX to XI as 22,695.

The third publication of the NCERT entitled 'THIRD ALL-INDIA EDUCATIONAL SURVEY - GOA, DAMAN AND DIU - STATE TABLES VOL.I' (1976) indicated that out of the total number of 1601 habitations with an estimated population of 6,68,482 living in the rural areas of Goa, only 55 habitations with an estimated population of 8839 persons did not have a Primary school/section within a distance of 2 kms; 140 habitations did not have a middle school/ section within a distance of 5 kms; 284 habitations did not have a high school/section within a distance of 5 kms;and not a single habitation had any higher secondary school in the rural areas of Goa. There were estimated 71,148 children in the age-group 2 to below 6; 85,607 children in the age-group 6 to below 11; 42,936 children in the age-group 11 to below 14; 41,622 children in the age group 14 to below 17 and 9,822 children in the age-group 17 to below 18 years, making a grand total of 2,51,135 children in Goa as at December 31, 1973. The total enrolment figure

for the entire district of Goa, is 1,19,668 for primary classes I to V; 35,250 for middle classes VI to VIII, and 21,554 for secondary classes IX to XI. Out of the total number of 81,417 children of the primary classes in the rural areas of Goa, 44,206 children have a schooling facility within their habitation, 33,647 have it within a distance of 2 kms, and 3564 children have to walk more than 2 kms, for it. In the case of 28,871 children in the middle school classes in the rural areas of Goa, 8221 have a schooling facility within their habitations 16,667 children have it within a distance of 3 kms, but 3,983 children have to walk a distance of more than 5 kms, for it. Besides these three publications of NCERT regarding the 'THIRD ALL-INDIA EDUCATIONAL SURVEY', the National Staff College for Educational Planners and Administrators has also issued a survey report entitled 'EDUCATIONAL ADMINISTRATION IN GOA,DAMAN AND DIU'(1975) as a part of the 'THIRD ALL-INDIA EDUCATIONAL SURVEY'. It observes that in absence of any Educational Act, the Govt. of Goa, Daman and Diu usually accepts the recommendations of the Educational Advisory Council. There is no agency to conduct public examination in the territory. The Secondary School Certificate examination is conducted by the Maharashtra Board of Secondary Education. Hence the territory has adopted the curriculum, syllabi, etc. prescribed by the

Maharashtra Government from time to time. However,Daman and Diu districts follow the curriculum of Gujarat State. All children in Government and private schools are entitled to free medical examination once in a year. Mid-day meals are provided to children of socially and economically backward parents in some Government primary schools located in backward areas. At the primary level untrained teachers in the employment are usually deputed to undergo training in Government Teachers' Training College in the territory which conducts a two year diploma course for matriculates and those with higher qualifications. The untrained teachers to be eligible for deputation must have put in at least a year's service in a regular post. Seniority is the criteria adopted for selection for training provided the deputee agrees to work in government schools at least for 5 years on successful completion of the training. At the secondary education level there is a provision for B.Ed. and M.Ed. courses, where about 50 seats are reserved out of 80 for deputation of untrained teachers of aided high schools whose selection is made by the administration. There is no separate arrangement in the territory for in-service training for teachers and other educational functionaries. The rules and regulations applicable to Central government employees are applicable

to teachers in government schools and colleges in the territory. The prescribed grant-in-aid code provides the conditions of service including those governing termination of appointment, retirement, etc. of teaching and non-teaching staff of aided institutions. There are no rigid norms for providing physical amenities in Educational Institutions in the Territory. The Directorate of Sports and Cultural Affairs has the responsibility for imparting physical education in schools and colleges and the prescribed norm for physical education teachers is 1 : 500. There is no code of inspection or special rules framed to guide the efficient functioning of the inspecting officer who merely follows the prescribed proforma to write his report. One proforma is used for government schools and another for private aided schools. Instructions for preparing five year and annual plans are issued from the secretariat. The planning and statistical section of the Directorate of Education collects the necessary data regarding physical targets, expenditure on each scheme, etc. and after its review by the Director of Education submits the same to the Planning Department of the Secretariat. There is no organisation for the preparation and revision of curricula and textbooks. At present the only arrangement for feedback from the field is the functioning of the

statistical unit of the Directorate of Education. This arrangement may need to be strengthened with the association of educationalists of appropriate level with the working of the unit.

The major findings of the studies already reviewed seem to indicate that there is a need for further research in the areas already covered as well as to make fresh in roads in different aspects of school education in order to provide new directions for planning and organising educational programmes to suit the needs and aspirations of the people of Goa.