

## Organisation, Administration and Management of Education

T. V. RAO AND B. SRIDHAR

Bhende, R.G. 1991. **A study of the facilities available for music education in schools and junior colleges and the role of parents and other factors with reference to students' interest in music.** M. Phil., Edu. Nagpur Univ.

*Problem:* The study attempts to find out the mode of impact and effect (favourable or otherwise) of parents and of other factors such as musical instruments, atmosphere for learning music, music teacher, motivation from parents, music room, conditions, etc., and facilities on the interest the students have in music.

*Objectives:* (i) To find out the interest of students in music, (ii) to study the effect of the role played by parents and by other factors on the students' interest in music, and (iii) to study the effect of the various facilities available in schools and the junior college on the students' interest in music.

*Methodology:* The sample comprised 750 students selected randomly from three schools and one college. Out of these 500 students belonged to Standards V, VI, and VII, 200 students belonged to Standards VIII, IX and X, and 50 students were selected by the lottery system from Standards XI and XII. The tool used included a questionnaire. The collected data were treated with percentage.

*Major Findings:* (1) Music was the school subject liked most by students, followed by language. (2) As far as hobbies were concerned, most of the students gave 'games' as their hobby, while 'music' as a hobby stood second. (3) As regards singing, dancing and instrumental music (all three being components of music as a whole) only 44% of students liked singing while picture songs were liked most by the students (the highest) among classical music, picture music and light music, whereas among musical instruments the harmonium was liked most, followed by the tabla. (4) 72.2% students were found to be always present for the music period, and most of the students took part in all sorts of singing competitions and activities in music but none of the students took part in playing the musical instruments. (5) 76.4% students attended programmes concerned with music in schools and in the college, and 62.4% students took private tuition for music. (6) 44.93% parents guided their students in music sometimes, 66.93% per cent parents motivated their children to sing, 62.4% parents paid attention to the progress of their wards in music regularly. (7) Fifty per cent of the students stated that their parents never sang, nor played any instrumental music. (8) Ninety-five per cent students listened to classical music 'regularly' or 'sometimes'; 52.67% students sometimes purchased classical audio

cassettes. (9) 97.72% students felt like practising but due to non-availability of musical instrument, 37.2% students went to other places for practice, 74.27% teachers motivated their students to take part in music competitions.

(10) All the three schools in the sample did not have a separate music room, and two of them did not even have sufficient musical instruments.

(11) Only the junior college included in the sample was found to organise oral as well as written tests in music. [GPK 1707]

Britto, R.S. 1988. **Unequal schools**. Ph.D., Edu. Bombay: Tata Institute of Social Sciences.

*Problem:* The study addresses the problem of understanding whether the facilities available to schools catering to different socio-economic strata are different and desperate.

*Objectives:* (i) To study three schools belonging to three socio-economic strata of society, and (ii) to understand the differences among the three schools in terms of (a) their physical facilities, (b) their structural attributes, (c) the interpersonal behaviour patterns, (d) the socio-economic background of the students, (e) students' and teachers' perception of the school and its activities, and (f) quality of the provision made for the academic and the all-round development of the students.

*Methodology:* Questionnaire, interview schedule, observation and secondary data analysis were used as tools and techniques in the study.

*Major Findings:* (1) A positive relationship was found to exist between the class to which a school catered, and (i) the academic performance of its students; (ii) the physical facilities available to the school; (iii) the powers given to the principal; (iv) the aspiration level among the students; (v) expectation from the students; (vi) teachers' efficiency, and (vii) home support to education. (2) A negative relationship was found to exist between the class to which a school catered, and (i) failures and drop-out rate; (ii) disciplinary

problems. Having less powers, the principals of the school catering to the lower class got crippled in resolving day-to-day problems and in the finance management of the school. The lower class got late entrants which created an educational gap between them and the students from other schools. The best performance in arts and sports was seen in the lower class. A higher percentage of teachers having high qualification, long teaching experience and drawing good salaries could be found in the lower class. The students of the lower class were more enthusiastic about their school. [RJ 0218]

Chakraborti, Manas. 1990. **A study of the organisational climate of secondary schools in West Bengal and its correlation with other relevant variables**. Ph.D., Edu. Univ. of Calcutta.

*Problem:* It attempts to study the organisational climate of secondary schools in West Bengal and its correlation with other relevant variables.

*Objectives:* (i) To develop a Bengali version of Sharma's School Organisational Climate Description Questionnaire (SOCDQ, English version), (ii) to test the practical applicability of the newly developed SOCDQ (Bengali version) on a properly selected random sample of Bengali medium secondary schools in West Bengal, (iii) to identify and classify the organisational climates of these schools, (iv) to compare the results of this study with those of Sharma's, and (v) to find out the extent of relationship between the school organisational climate and (a) leadership behaviour of the headmaster, (b) job satisfaction of the teachers; (c) academic motivation of students; (d) socio-economic status of students; (e) school effectiveness.

*Methodology:* The sample consisted of 86 boys and 46 girls schools of Calcutta and 24 Paraganas in West Bengal. The total number of respondents from 132 schools was 1,672 teachers, covering both male and female. Tools used to collect the data included School Organizational Climate

Description Questionnaire (SOCDQ), Leadership Behaviour Description Questionnaire (LBDQ) and five point rating scales. Collected data were treated with mean, SD, simple rank difference correlation and ANOVA.

*Major Findings:* (1) It was found that Sharma's SOCDQ (English version), if adopted in Bengali, could work in the West Bengal school context. (2) Out of 132 Bengali medium secondary schools of the present sample, 16, 15, 21, 27, 39 and 1 schools were perceived by their teachers as having, respectively, an open, autonomous, familiar, controlled, paternal and closed type of climate. This arrangement had been arrived at on the basis of mean 'esprit' scores of each climate type. (3) The paternal climate was the most frequently perceived (29.55%) climate in the present sample followed by 'controlled' (20.45%), 'familiar' (15.91%), 'open' (12.12%), 'autonomous' (11.36%) and 'closed' (10.61%) climates, respectively. (4) Significant and positive correlations were found between the school organisational climate and the leadership behaviour of the principal, the job satisfaction of the teacher and school effectiveness. [SPB 0195]

Chandola, Lata. 1988. **Organisational climate: A review.** *Indian Educational Review*, Vol. 23 (2): 47-61.

*Problem:* In the present study an attempt has been made to review literature on organisational climate in educational institutions and the problem of effectiveness of the organisational relation to intellectual climate, achievement, quality of educational and impulse control.

*Objective:* To review the literature and factors of the Organisational Climate Index (OCI) and the trends prevalent in organisational climate.

*Methodology:* The researcher has used literature review and its analysis in the study. The researcher used a questionnaire and administered it to 71 suburban schools.

*Major Findings:* (1) Each institution had a

unique organisational climate of its own, and the quality of the organisational climate varied directly in proportion to the quality of leadership and motivation it had. (2) The OCI factors were Intellectual Climate, Achievement Standards, Personal Dignity, Organisational Effectiveness, Orderliness and Impulse Control. [SPBa 0870]

Choudhary, R. and Vyas, J.C. 1991. **A study of the school supervision performed by the Range Education Officers.** Independent study. Udaipur: State Institute of Educational Research and Training.

*Problem:* It attempts to study school supervision work done by the Range Education Officers of the State of Rajasthan.

*Objectives:* (i) To find out the expected role of the range officers, (ii) to review the school supervision work done by the range officers in the context of the expected role, and (iii) to give suggestions to the range officers regarding the improvement of school supervision work.

*Methodology:* All the school-supervision reports of the 10 range officers (supervision done from July 1989 to June 1990) were taken as the sample. The total number came to 205. One hundred Education Officers were selected on the basis of proportionate representation from secondary, higher secondary, boys, girls, urban, rural, government and private schools for the expected role of the range officers.

*Major Findings:* (1) The range officers (boys schools) supervised only four to five schools in a session, whereas more than 10 schools were supervised by the range officers of girls schools. (2) Around 95% Education Officers expected that the range officer should supervise all the educational activities of the school in detail and gave creative suggestions for improvement. The study revealed that 14.4% range officers gave general comments, 1.3% appreciative comments, 0.87% gave detailed comments, 1.69% gave critical comments, 6.85% gave general

suggestions for improvement, 1.10% gave specific suggestions and only 0.63% range officers gave suggestions with examples regarding educational activities of the school. (3) 80% of the Education Officers expected that the range officers should supervise all the co-curricular activities of the school very minutely and gave creative suggestions for improvement. Analysis of the supervisory reports showed that only 8.39% range officers gave general remarks, with appreciation, 0.56% gave detailed remarks and 0.13% gave critical comments. As far as suggestions for the improvement were concerned only 3.69% range officers gave general suggestions, 0.43% gave specific suggestions with examples. (4) The study revealed that the Education Officers expected that the range officers should take keen interest in the physical development of the school, but the supervision reports showed that the range officers hardly took any interest in the physical development of the schools. (5) Eighty-four per cent Education Officers expected that the range officers should supervise the administrative aspect of the school. Analysis of the supervision report showed that the range officers took less interest in the administrative aspect of the schools. (6) Regarding other aspects like the teacher-headmaster relationship, the role of teachers in the development of the school, the teachers-parents association, discipline, etc. the Education Officers expected minute supervision whereas the range officers did not find the time to supervise these activities. [JCV 0882]

Devi, Usha. 1992. **A study of the communication process in relation to decision-making in the offices of the Department of Education.** Ph.D., Edu. Univ. of Mysore.

*Problem:* It attempts to study the communication process in relation to decision making in the offices of the Department of Education.

*Objectives:* (i) To understand the existing communication process in the offices of the Education Department and its ramifications for

speedy and just disposal of cases, and (ii) to critically examine the process of decision-making in relationship to the communication process adopted in various offices of the Education Department, with respect to different sample areas.

*Methodology:* The study adopted the multiple-case analysis approach involving 300 sample cases (files) drawn from ten offices of the Education Department at different hierarchical levels. The lodged files for three years (1979-80, 1980-81, 1981-82) were selected proportionately at random from the ten offices. The cases represented primary and secondary education in equal proportion. The areas selected for the study included approval of appointment of teaching staff in aided schools, sanctioning maintenance grants to aided schools, sanctioning permission to start private schools, sanctioning recognition to private schools, starting of government schools and settlement of arrear bills of teachers. These areas were selected on the basis of number of cases and their significance for communication and decision-making.

*Major Findings:* (1) The delegated powers were not utilised to the fullest extent by different officers. The predominant areas of lesser efficiency were : (a) settlement of arrear claims, (b) sanctioning maintenance grants, (c) sanctioning recognition to private schools. (2) The pattern of message flow during decision-making tended to become more complicated and inefficient with increase in the hierarchical level for decision-making. (3) Generally, there was total lack of control over the time-limit in disposing of cases. The average disposal time per case was three months to 36 months in primary education, and six months to 24 months in secondary education. (4) 'Settlement of Arrear Bills of Teachers' was found to consume the maximum time (more than two years on an average) for disposal. (5) Violation of the time-limit prescribed in the Manual and Grant-in-Aid code was common at all levels. (6) The case worker was the key person in influencing the decision of a

case since the rules also provided the option for him to suggest or recommend sanction or rejection, which was exhibited to the extent of 70% of the cases. The supervisors, by and large, were found to play the mechanical role of ratifying the decisions already suggested by the case workers. The case worker was found to violate the stipulation of five days for attending to appear in almost all the cases. [MKh 1291].

Dhaundiya, D.C. 1989. **The efficiency of institutional performance in intermediate colleges of Garhwal region.** Ph.D., Edu. Hemvati Nandan Bahuguna Garhwal Univ.

*Problem:* The study examines the relatively neglected efficiency dimension of institutional performance in the intermediate colleges of Garhwal.

*Objectives:* (i) To identify the ingredients of the efficiency of institutional performance, (ii) to assess and examine: (a) Institutional Functional Style, (b) Teacher's Personality, (c) Achievement Motivation, and Study Habits of students as measures of institutional efficiency, and (iii) to compare different types of institutions on psychological and organisational characteristics.

*Methodology:* Data were collected from 562 students and 316 teachers and administrators of these colleges. The tools used included Institutional Functional Style Scale developed by the researcher, 16-PF Questionnaire by R.B. Cattell, adapted for Indian conditions by Kapoor, Achievement Motive Test of V.V. Bhargava and Test of Study Habits and Attitudes by C.P. Mathur. The collected data were treated with mean, SD and CR.

*Major Findings:* (1) There was a marked significant difference between the perception of teachers of efficient and inefficient institutions on Institutional Functional Style. (2) Out of the 16-PF related to teachers' personality, 11 factors were normally distributed among efficient and inefficient institution teachers, whereas factors Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub>, M and N were ranked on the direction

to be closely related with a high institutional examination result, and so-called efficient institution. (3) There existed a high significant difference on achievement motivation between students of efficient and inefficient institutions. (4) The perception of the students on Study Habits differed significantly between the efficient and inefficient institutions. [KBB 1283]

Dhulia, Usha. 1989. **A study of the role of administrative style, teachers' job satisfaction and students' institutional perception in determining the nature of school climate.** Ph.D., Edu. Hemvati Nandan Bahuguna Garhwal Univ.

*Problem:* It attempts to study administrative styles, job satisfaction of teachers and institutional perception of students as related to school climate.

*Objectives:* (i) To identify the various administrative styles prevalent in our schools, (ii) to understand the quantum of job satisfaction of teachers in the different administrative styles, (iii) to identify the perception of students pursuing studies in the institutions having different administrative styles, (iv) to identify the nature of the climate in schools having different styles, (v) to investigate the relationship between the above-mentioned variables on the basis of different administrative styles, (vi) to identify the role of the interaction of the above-mentioned variables in determining the nature of the school climate, and (vii) to suggest a theoretical model of administration.

*Methodology:* The sample comprised 30 principals, with 470 teachers and 470 students drawn by the proportionate allocation technique of sampling. The tools used included the School Climate Description Questionnaire (SCDQ) by Shah, M.L. and Sah. A Principals' Administrative Style Scale (PASS), Teachers' Job Satisfaction Scale (TJSS) and Students' Institutional Perceptual Scale (SIPS) for secondary level. The collected data were treated with correlation.

*Major Findings:* (1) All the variables mentioned in the study — JJS-SIP-TJS-SC SIP-SC — were identified to be positively and significantly correlated with each other on the basis of different types of administrative styles, AS-LFS-AS, respectively. (2) The highest agreement was seen with the democratic style as well as the laissez-faire style whereas the lowest agreement was seen with the autocratic style. Hence, the democratic style and the laissez-faire style can be located at the positive points and the autocratic style at the negative point of administrative style. [KBB 0542]

Emmanuel. Raj A. 1990. **Functional efficiency of autonomous colleges.** Ph.D., Edu. Madurai Kamaraj Univ.

*Problem:* Autonomy to colleges in India was conferred by the University Grants Commission and the state government through the parent universities in 1978. After a decade of experience of autonomy, an assessment of the functioning of autonomy in these colleges was due. Hence the present attempt.

*Objectives:* (i) To develop a comprehensive set of criteria for assessing the functional efficiency of autonomous colleges, (ii) to assess the functional efficiency of these colleges in Madurai Kamaraj University, (iii) to find out the strength and weakness of these colleges in terms of the developed criteria, and (iv) to identify the measures suggested by the personnel for improving the functional efficiency of these colleges.

*Methodology:* Four colleges were studied using the survey and the interview methods. Questionnaires were administered to students, lecturers, Heads of departments, deans of student welfare, directors of physical education, controllers of examinations and principals.

A comprehensive set of criteria was evolved under nine dimensions, viz. societal need-fulfilment, faculty excellence, learning experience provided, evaluation, co-curricular excellence, student services rendered, material resource

management, academic management and personnel management, comprising 30 sub-dimensions, 116 criteria and 57 sub-criteria.

*Major Findings:* (1) All the four colleges were found to be functionally strong in terms of one dimension, viz. material resource management and five sub-dimensions, viz. thrust of courses offered to full-time students, weightage to (CIA), provision of character formation, college material management and interpersonal management, but were weak in terms of one dimension, viz. faculty excellence, and two sub-dimensions, viz. faculty qualification and faculty production. The colleges for women seemed to stand at the same level followed by the colleges for men. (2) As regards the common strength and weakness of the four colleges, the common strength was found to be greater than their common weakness. In the case of additional strength and weakness, both the colleges for women and one college for men were found to possess more additional strength as compared to their weakness, while it was the reverse in the other college for men. [GSP 1568]

Fernandez, M.S. 1990. **A study of the psychological aspects of human relations in educational administration of heads of schools.** Ph.D., Edu. Univ. of Madras.

*Problem:* The study explores the influence of psychological factors like the headmaster's ego states, basic assumptions about the motivation for work on the part of teachers, and the organisational climate and on the headmaster's sharing and shouldering of administrative responsibilities.

*Objectives:* (i) To identify the pattern of distribution of the grades of human relations in school administration in terms of the relative degree of sharing - shouldering of administrative task responsibilities, and (ii) to explore the relationship between the grades of human relations on the one hand and (a) the headmaster's/headmistress's ego states, (b) his/her mode of thinking (i.e., logical or intuitive),

(c) his/her basic assumptions about the motivation for work on the part of teachers, (d) the organisational climate, on the other.

*Methodology:* The sample comprised 192 schools randomly chosen from the higher secondary schools in Madras City. The tools used included Educational Administrative Sharing Practices Questionnaire, Cognitive Style of Thinking Questionnaire, Assumption (about Work Motivation) Inventory, Ego States Inventory, and Organisational Climate Description Questionnaire. Chi-square, correlation, critical ratio and analysis of covariance were used to analyse the collected data.

*Major Findings:* (1) The pattern of distribution of grades of human relations in terms of the relative degree of sharing of responsibilities was not normal; it was very skewed, i.e. there was a heavier concentration in the high- and the moderate-sharing groups as compared to the low-sharing one. (2) A higher score on sharing practice was associated with a higher score on perception of intrinsic work motivation. (3) Sharing practice and cognitive style of thinking were not related. (4) Sharing practice and ego states were not related. (5) Sharing practice was related to the following dimensions of organisational climate — disengagement, hindrance, esprit, and intimacy behaviours of teachers (as perceived by senior teachers) — and to aloofness, thrust, and consideration behaviour of heads of schools. [DRG 0094]

Gandhi, K.A. 1992. **A study of the relationship between pupil control ideology and school robustness.** *Journal of Educational Research and Extension*, 29(1).

*Problem:* It attempts to study the relationship between pupil control ideology and school robustness.

*Objective:* To find out the relationship between pupil control ideology and school robustness.

*Methodology:* The sample consisted of 1,200 teachers from 120 secondary schools of South Gujarat and 3,500 pupils of Standard X of 40 humanistic and 40 custodial schools drawn from the original sample of 120 schools. The Pupil Control Ideology (PCI) Form developed by the investigator was the operational measure for pupil-control orientation and Robustness Semantic Differential Scale by Willower and Licata was used to measure pupils' perceptions of the environmental robustness of the school. The collected data were treated with mean, SD and 't' test.

*Major Findings:* (1) The mean robustness score of the humanistic schools was significantly greater than that of custodial schools. (2) The teachers' humanistic control ideology was associated with pupil-reports of high level of school robustness. (3) In the schools in which the teachers were more custodial, the pupils tended to report the schools as more boring, uneventful, static, and so forth. [JHS 0717]

George, S.N. 1992. **Entrepreneurship in education: The case of our college.** M.Phil., Edu. Bombay: Tata Institute of Social Sciences.

*Problem:* The study attempts to understand the structure and functioning of parallel colleges (PC) in Kerala.

*Objectives:* (i) To study the emergence and growth of the PCs in Kerala, (ii) to study the organisational set-up of a PC, and (iii) to study the academic activities undertaken by the PCs, and (d) to study the socio-economic profile of the students and teachers of the PC.

*Methodology:* Simple random sampling was used for selecting the student respondents. Observation, interview, self-administered questionnaires and secondary data analysis were also used.

*Major Findings:* (1) Although parallel colleges fall outside the formal educational system, they have become an integral part of the post-school

educational system in Kerala. (2) The politicised atmosphere of the regular colleges resulting in frequent closure of the same has made PCs attractive to students from regular colleges also. (3) The infrastructure of the PCs were usually inadequate but the college studied (our college) had a comparatively better infrastructure. (4) The PCs were financed through tuition fees and were highly profit-oriented. (5) Due to the high unemployment rate in the educated population in Kerala, the PCs did not face problems in getting teachers. (6) There was a highly unfavourable teacher-student ratio and these teachers got low salaries and had no job security. [RJ 0212]

Ghose, S.C. 1989. **Politicisation of educational institutions: The role of teachers.** *Indian Educational Review*, Vol. 24(4): 1-13.

*Problem:* This study tries to explore the question of politicisation of educational institutions and the role of teachers in it, as the teachers are very often blamed for politicising the educational institutions.

*Objective:* To find out the role played by various categories of people such as students, teachers and non-teaching employees in the politicisation of educational institutions.

*Methodology:* Two hundred and seventy students, 100 teachers and 30 non-teaching employees of seven colleges (out of the 26 colleges of different managements: private, government, government-sponsored, university, missionary) and characters (commerce college, women's college) spread over the five districts of North Bengal (the northern half of the state of West Bengal) were studied using questionnaires, interviews and observation.

*Major Findings:* (1) An overwhelming majority of the sample college teachers supported one or the other of the many political parties. (2) Sixty-nine per cent of the teachers held that a few teachers (approximately 25%) were active supporters of one or the other of the Indian

political parties. (3) Active politician teachers did not generally have the time or attention to devote to academic studies. 'Uncommitted' teachers were more concerned with politics than with serious studies and teaching. (4) 57.8% of the students made a positive response. (5) Active politician-teachers apart, the teachers in general were no longer politically neutral. This fact greatly inclined students towards politics. (6) Political orientation had stabilised in the students as well, and this was confirmed by the students. To the question whether they supported a particular party, 60% gave a positive reply. (7) As large as 72% of the teachers were in favour of the continuance of the union with all its evils and they persisted in their belief that it was necessary to safeguard the interests of the students. (8) The political division between sections of students and between sections of teachers comes out in the open when there were some crisis in an institution. (9) The positive response of 72% of the teachers to the question whether the attitude of the teachers towards grouping among the teachers encouraged grouping among the students reinforced the above statement. [VKR 1447]

Gill, H.K. 1988. **Factors influencing the management at the directorate level.** Independent study. Chandigarh: Technical Teachers' Training Institute.

*Problem:* The study attempts to identify factors which can influence the management at the directorate level in order to help the states to frame policies and to reorganise for better functioning.

*Objective:* To help the states to frame policies and reorganise the directorates for efficient and effective functioning by identifying influencing factors.

*Methodology:* The case study method supported by interviews, questionnaires and observation was employed in the present study. The directorates of two states, A and B, and two polytechnics from each state constituted the



sample. The tools used included interview schedules and questionnaires. The collected data were treated qualitatively.

*Major Findings:* (1) The directors of the two states, A and B, possessed limited knowledge and skills about the system design, development, implementation and system evaluation but they had a positive attitude towards the functioning of the system. The lack of competencies in terms of knowledge and skills in the management of the technical education system affected the working of the system. (2) The middle-level management people lacked knowledge and skills in planning, management, emerging areas of technology and futuristic trends but they had a positive attitude towards the technical system. The lack of this knowledge and skills on the part of middle level management people affects support to the working of the system as the DTE did not get support from within the system. (3) The directorates of technical education of the two states were getting support from the state and central governments in terms of policy planning and resources but support/interaction from industry and other agencies (NCERT, ISTE, AICTE, Directorate of Employment Training Education) is limited. (4) The directorates are getting adequate support from the resource system, e.g. TTTI. The views expressed by the middle level management people from within the system in the two states suggest that the Director, Technical Education, must be from within the system. The tenure of the Director, Technical Education, should range from three to five years. [MMM 1301]

Gomathinayagam. S. 1992. **The perception of teachers towards the supervisory procedures adopted in the higher secondary schools of Tamil Nadu.** M.Phil., Edu. Annamalai Univ.

*Problem:* Currently there are few studies on educational supervision, and none on the panel inspection method of supervision adopted by the Directorate of School Education in Tamil Nadu which has promoted this study.

*Objectives:* (i) To study teachers' perception about panel inspection, and (ii) to determine the significance of the difference in this perception of the teachers due to the differences in their background characteristics like age, sex, qualifications, etc.

*Methodology:* Three hundred and fifteen teachers from 32 higher secondary schools were studied, using a questionnaire constructed and standardised by the investigator.

*Major Finding:* No relationship was found between age and experience with the perception of teachers on panel inspection. The perception of teachers centred around a single factor which may be called the 'encouragement factor'. [MDa 1377]

Grewal, J.S. 1988. **A study of the perceptions of the secondary school learning environment by the students, staff and administrators.** Independent study. Bhopal: Regional College of Education.

*Problem:* Studies in learning environment have generally been conducted on students' perception. This investigation has attempted to extend the area from the point of view of teachers who are to play a major role in the educational system.

*Objective:* To study the perception of the learning environment of the school by the students, teachers and administrators.

*Methodology:* For this study, the Learning Environment Inventory developed by Walberg was used with adaptations. The learning environment was studied in terms of location of school, type of school, school management, medium of instruction and state of the region. The data were collected on 117 teachers from the four states of the Western Region — Madhya Pradesh, Maharashtra, Gujarat and Goa. The sample was incidental since all the teachers were undergoing the final year of on-the-job teacher training course. Teachers' perceptions of each component were analysed. However, the students and staff

sample were not considered for final analysis. Perception scores on school locality were subjected to analysis of variance and the chi-square test was applied for determining the significance of the difference on each item.

*Major Findings:* (1) Out of the five components of school learning environment, only two were found to be differential for groups. (2) On activity environment, the schools were differentiated by area and medium, whereas in terms of academic environment the schools differed by medium alone. The psycho-social dimension of school environment demonstrated that group differences did not exist, but the schools in all groups perceived as highly heterogeneous in psycho-social environment. [SRA 1129]

Guha, Ushoshi. 1990. **The impact of litigation on university autonomy.** Ph.D., Edu. Nagpur Univ.

*Problem:* The study attempts to develop a conceptual framework as to how Nagpur University and other universities at large are affected financially in administration and other respects which certainly hampers and disturbs smooth functioning of the university due to the growing litigation filed by the teachers, students and other allied agencies in which university is made instrumental.

*Objectives:* (i) To study the types of suits brought against Nagpur University after introduction of the Nagpur University Act, 1974, (ii) to examine the attitude of the court towards the university litigation and the administrative responses, (iii) to ascertain why and in what ways the court interferes and to determine what the university proposes to do to prevent such intrusion in the future, and (iv) to study the extent to which litigation creates hindrance to university autonomy.

*Methodology:* The sample comprised 86 cases of litigation by students, relating to post-graduate students from 1974 to 1987, and 110 cases of affiliated colleges in the same period of 14 years.

The litigation relating to teachers comprised 131 cases, covering 69 suits from university teachers and 62 suits from affiliated colleges. There were 43 cases of litigation relating to the non-teaching staff of Nagpur University and affiliated colleges. Fifty-two cases of litigation were related to the managements. The relevant data were collected from the above sample by interviewing lawyers, judges, eminent educationists, and vice-chancellors of Nagpur and Bombay Universities and the Governor of Maharashtra.

*Major Findings:* (1) The university was found to secure a favourable decision from High Court. In the period of 14 years (1974 to 1987), 432 cases were filed, out of which 272 (72.97%) were in favour of Nagpur University and 160 (37.08%) were against. (2) In the Supreme Court, these types of cases were not found to recur. They were found to be of an individual nature. (3) The majority of law suits fell in the category of teachers (131 out of 432). (4) Among the faculty at the post-graduate level, the faculty of medicine filed more litigations. (5) Cases of revaluation recurred frequently. (6) Fifty-eight out of 69 cases were related to appointment. (7) Forty-two cases out of 131 (32.06%) were decided in favour of teachers. (8) Rs 1.5 lakh a year was spent by Nagpur University on these cases. (9) Ninety-eight per cent of the dismissed cases landed in High Court; they did not go to tribunal. (10) The tribunal was very limited in jurisdiction. [GPK 1691]

Jain, Puspa Devi. 1991. **An in-depth study into the functioning of Andhra Pradesh Open University (APOU—Dr. B.R. Ambedkar Open University).** Ph.D., Edu. Osmania Univ.

*Problem:* This is an in-depth study of the functioning of Andhra Pradesh Open University.

*Objectives:* (i) To evaluate the functioning of the Andhra Pradesh Open University, (ii) to understand the knowledge-level of the masses and their attitude to the open university system, and (iii) to study the attitudes of the students,

staff and administrators towards various services of the University such as audio-visual, counselling, library, etc.

*Methodology:* Heads of various departments of the University (at headquarters), 30 coordinators, 200 counsellors and 500 students formed the sample. The tools used were questionnaires and interview schedules. The collected data were treated with chi-square.

*Major Findings:* (1) It was found that the University reduced the pressure on higher education. (2) Students support services were inadequate. (3) Students felt that the University should run short-term diploma courses along with the degree courses. (4) Audio-video services at the study centre were very poor. The library at the study centre did not have all the facilities which a good library should have. The courses of study were less costly and were economical when compared to the formal degree courses. [SSS 1032]

Jayajothi, K.V. 1992. **Organisational climate and leadership behaviour of principals in relation to teacher morale in Central Schools.** M.Phil., Edu. Annamalai Univ.

*Problem:* This study addresses the problem of the organisational climate, the leadership behaviour of the principals and the morale of teachers in Central schools, which form the three major components of educational administration. It focuses on the liability of the administration of the Central schools.

*Objectives:* (i) To identify and classify the organisational climate of the Central Schools in Madras and make a climate-wise comparison with the western classification of Halpin and Croft, both by distribution and trend, (ii) to investigate the relationship of the organisational climate, the sex, age and experience of the faculty, the leadership behaviour of the principals and the teacher morale of Central Schools, (iii) to study the influence, predictive ability and accountability of each of these variables with

respect to the others, and (iv) to analyse the climate-wise leadership behaviour of the principals and the teacher morale of the Central Schools.

*Methodology:* The sample consisted of 308 post-graduate teachers teaching Classes VI to XII, selected by random sampling from 20 Central Schools in the Madras region. The tools used were a questionnaire consisting of four parts, the Organisational Climate Description Questionnaire (OCDQ) of Halpin and Craft, Leadership Behaviour Description Questionnaire of Halpin and Winer and the Teacher Morale Opinionnaire of Anjali Mehta. The collected data were treated with 't' test, analysis of variance, and coefficient of correlations.

*Major Findings:* (1) The Central Schools of the Madras region differed in their climate. 18.75% had 'open' climate; 12.5% had 'controlled' climate; 6.25% had 'familiar' climate; 6.25% had 'paternal' climate; and 37.5% had 'closed' climate. (2) Experience and age did not discriminate the perception of school climate, teacher morale and leadership behaviour. (3) The 'open' climate related best to the perception of leadership behaviour of principals by the teachers, and the 'autonomous' climate had the least relationship. (4) Female teachers had a better perception about the leadership and teacher morale. (5) Sex was not a discriminator of perception of school climate. (6) Leadership behaviour differed with climate. [MDa 1274]

Jehan, Anwer. 1988. **A comparative study of the problems experienced by secondary school teachers under different managements in Andhra Pradesh and their impact on performance of students.** Ph.D., Edu. Osmania Univ.

*Problem:* The present study tries to compare the problems experienced by secondary school teachers under different managements in Andhra Pradesh and their impact on the performance of students.

*Objectives:* (i) To identify the problems of high schools under different managements, (ii) to study the educational facilities available in the high schools under different managements, (iii) to study the views of headmasters and teachers working in different managements, (iv) to study the effect of these problems on competency of teachers, and (v) to analyse the relationship between problems of teachers, their competency and standard of achievement of students in SSC public examination.

*Methodology:* The study is a descriptive survey based on empirical data, collected from the heads of institutions and teachers. Relevant data were collected using questionnaires and observations. Data were also collected from documents of different offices.

*Major Findings:* (1) There were marked differences in the infrastructure facilities in the schools under different managements. (2) Private schools were in a much better condition followed by Z.P. schools and government schools took the third position. (3) Mode of selection for the recruitment of teachers varied in different managements. Government school teachers were found to have certain advantages like good financial support, good salaries, leave facilities and retirement benefits. Government and Z.P. schools also had job security. Private school teachers were answerable to the management for the performance of the students. With the revision of syllabus in mathematics, physical sciences and social studies, teachers felt the need for orientation programmes. [SSS 1030]

Joshi, R.P. 1992. **Intensive study of the recipients of middle school and high school scholarships in 1984 in Pune City and their follow-up.** M.Phil., Edu. Univ. of Poona

*Problem:* The study aims at investigating the socio-economic educational background of the students who were successful in receiving the middle school and high school scholarships in 1984 in Pune. It also aims at studying the

organisational and management aspects of the scholarship examination.

*Objectives:* (i) To trace the historical development of scholarship examinations in Maharashtra, (ii) to study its syllabus, subjects, mode of question papers and mode of assessment, etc., (iii) to study organisation and administration of the scholarship examinations, and (iv) to study socio-economic, educational and family background of scholars.

*Methodology:* The sample comprised 100 students, 100 parents, 46 teachers, 22 headmasters and six government officials. The relevant data were collected using a questionnaire prepared by the researcher. The statistics used included simple averages and percentages.

*Major Findings:* (1) The number of students who appeared for the scholarship examination was constantly increasing over the years. (2) Out of the hundred students contacted, 98% were Hindus, and of them 77% were Brahmins. (3) More than 63% of the scholars put additional efforts to achieve the success. (4) A unique socio-economic and educational background was found in respect of these scholars, such as in most of the cases, parents were well educated, had small family and belonged to middle income group, etc. [LHB 0070]

Kak, Vinode Kumari. 1992. **Cybernetic approach to school administration.** Ph.D., Edu. Univ. of Kashmir.

*Problem:* The study attempts to develop a cybernetic model of school administration.

*Objective:* To find necessary and sufficient conditions to make a system in-built and self-evolving.

*Methodology:* The study was an experimental one. Two comparable school systems were chosen and rotation design of experimentation was used. The experiment was related to the comparison of traditional and cybernetic approach to school administration. Observation method was used to

collect the data. The data were analysed using analysis of variance and 't' test.

*Major Findings:* (1) Extensive experimentation revealed that the conditions that were necessary and sufficient to make the system in-built and self-evolving were : autonomy, opportunity to exert, immediate reward, interaction, manageability, and immediate awareness. (2) Autonomy was found to be a function of security, stability, and freedom to perform; and a sense of responsibility was found necessary for self-actualisation. (3) The opportunity to exert was found essential for liberating proprioceptive effort which was found to be very crucial for creative performance. (4) Immediate reward was found to be a function of tangible and intangible rewards and was found necessary for system activation. (5) Interaction that must take place both within the system and with other systems was found necessary for system evolution. (6) Manageability which has to be both, system-controlled and self-controlled was found necessary for system stability. (7) Immediate awareness was found to be a function of system awareness, and interactional awareness. Self-awareness was found necessary for automatic control. [AGM 1865]

Kalpande, V.A. 1990. **A study of the problems of the Block level educational administration in Maharashtra State with special reference to the role of the extension officers (education) in the administration of elementary education.** Ph.D., Edu. Shivaji Univ.

*Problem:* The attempt is to study the problems faced by the extension officers in the administration of elementary education at the Block level in Maharashtra.

*Objectives:* (i) To diagnose the organisational structure of the education department at the Block level in Maharashtra State with special reference to the role of the extension officer, (ii) to diagnose the various factors influencing the motivation of education extension officers, (iii)

to diagnose the organisational climate of the education department at the Block level in Maharashtra, as perceived by the education extension officers, and (iv) to suggest ways and means by which weaknesses in Block level educational administration, in respect of role specifications, work motivation and organisational climate of education extension officers, can be removed.

*Methodology:* The study adopted the Getzel's Model of Social Systems, concentrating on the most important but neglected aspect, 'transforming mechanism' rather than on input, output or environment. The selected aspect consists of three elements, namely institutional, individual and informal elements. Six districts were purposively selected from the seven educational administrative divisions of Maharashtra. From a total of 398 education extension officers of the six districts, 209 were studied. Senior officers in the Directorate of Education, Block Development Officers, Block Education Officers, Education Officers and Presidents of Zilla Parishads, Chairmen of Panchayat Samitis and the Education Committees of Zilla Parishad and office bearers of the state level association of Primary School Teachers were interviewed for gathering supplementary information. Relevant data were collected using a questionnaire, open-ended interviews and examination of documents for gathering supplementary information were also used. Percentages and mean were used to analyse the collected data.

*Major Findings:* (1) With regard to role perceptions: (a) The Education Extension Officers were found to work in a professionally impoverished climate, their roles were inadequately defined, hence role conflicts existed. (b) The Education Extension Officers were found to be greatly attached to their work as 'Inspectors' and not 'Extension Workers'; their work should not be 'control-oriented' but 'development-oriented'. (c) The Block Development Officer virtually held control of the Education Extension

Officers leading to frustration among them. (2) With regard to Work Motivation: (a) Delayed promotion and the need for selection grade were found to affect motivation. (b) Professional growth and development of Education Extension Officers was not thought of. (c) Heavy work-load and political interference adversely affected their work. They had to devote 12.20% of their time to activities not related to education. (3) With regard to organisational climate, the existing organisation of the Education Department can be described as a system with poor or low level of (a) confidence or trust in subordinates, (b) constructive use of ideas and opinions of subordinates, (c) sharing of information, decision-making, goal-setting process, use of control data, and management training, communication and interaction. [CYM 0891]

Kaul, C.L. 1988. **Secondary analysis of the Fourth All India Educational Survey.** Independent study. *National Council of Educational Research and Training.*

*Problem:* The Fourth All India Educational Survey provides a lot of useful information on educational facilities, enrolment and teachers, etc. fulfilling the basic objectives for which the survey was conducted. However, there are still certain types of information which can be extracted from the data to get greater insight into availability of facilities for education in the country. Therefore, it was considered necessary to reanalyse the data contained in the original questionnaires.

*Objectives:* (i) To find out the availability of curricular and co-curricular facilities and facilities of school plant equipment, (ii) to estimate the proportion of children in schools whose schools which have buildings/tents/thatched huts/kachcha buildings and in schools run in the open, (iii) to estimate the average space per pupil and the average number of pupils per class in primary and middle schools, (iv) to estimate the proportion of school-going children who have access to a library and textbook bank facilities,

and (v) to estimate the proportion of pupils having playgrounds, sports material, facilities of medical check-up, drinking water, etc.

*Methodology:* No fresh data were collected for this study. Some of the items relating to the physical plant of the schools including school building, playgrounds, libraries, sports and games materials, etc. were reanalysed to focus on the pupils to whom these were available rather than to the institutions. The school information data were analysed only of those states/UTs that adhered to the sampling procedure. The states/UTs covered were Himachal Pradesh, Jammu and Kashmir, Karnataka, Orissa, Punjab, Tamil Nadu, Tripura, Andaman and Nicobar Islands, Delhi, Goa, Daman and Diu and Lakshadweep. The analysis was confined to the availability of the following facilities to pupils: building, libraries, book banks, blackboards, playgrounds, games and sports materials, medical check-up, vaccination, drinking water and teachers.

*Major Findings:* (1) It was observed that pucca buildings existed in all the states and the Union Territories except Himachal Pradesh, Jammu and Kashmir and Tripura. (2) Textbook banks facilities were available in all the states and Union Territories. (3) Library facilities existed in all the states. (4) The overall picture of blackboard availability showed that it was not satisfactory. (5) Playground and sports material were available in all the schools. (6) Medical facilities were negligible in all the places and in all the schools. (7) Drinking water facility was available in all the schools except in Tripura. (8) The majority of female teachers were found to be more in different types of schools in all the places. [SRA 1871]

Khader, M.A. 1992. **Analysis of the differences between private and public schools on their effectiveness on school achievement.** Independent study. *Mysore: Regional College of Education.*

*Problem:* Questions which prompted the researcher to undertake this study include: Why

do private schools excel public schools in academic achievement? Did private schools have a more effective learning environment than public schools? Which features of the school were important in explaining academic performance?

*Objectives:* (i) To find out if private and public schools differ by school factors, student characteristics and school achievement, (ii) to study the dimensions/factors by which both private and public schools can be differentiated, and (iii) to study the effects of school factors and student characteristics on school achievement.

*Methodology:* Using the stratified random sampling method, 10 high schools, covering five Christian missionary private schools and five government schools, and 455 Class X students were selected from the Calicut District of Kerala. A School Inventory for teachers, headmasters/headmistresses, a School Environment Scale, a Personality Characteristic Tool, a Language Proficiency Test and a Science Achievement Test were used by the investigator. The collected data were analysed with multiple regression and multivariate analysis.

*Major Findings:* (1) The private high quality schools had an effective management system and a low teacher-student ratio. At the other extreme, private and public low quality schools, despite a low teacher-student ratio, had a weak management system and followed an open-door admission policy. (2) The public high quality schools with a higher teacher-student ratio and a management system varying from average to moderately effective, maintained higher work ethics. (3) In general, students from public high-quality and average-quality, and private average quality schools perceived that the environments of these schools were either average or high. It was likely that those who were less affluent depended primarily on schools for academic-oriented behaviours and considered school environment as important and perceived it as effective. (4) Those from the higher social class were highly academic-oriented; in contrast those

from the lower social class were considerably low on academic orientation. (5) The tendency to show similar patterns of behaviour among students of the same school was highly visible in private high-quality and private and public low-quality schools. (6) The differences among schools were more sharp if they were compared across the quality level of private and public schools rather than treating them merely as private and public schools. (7) Intelligence, educational aspiration, school environment, language proficiency, linguistic level and academic emphasis were found to be the factors critical to school success. [SKB 1214]

Mahashabde, R.S. 1990. **A study of the relationship between effectiveness of principals of polytechnics in Maharashtra State and institutional climate, teachers' morale and job satisfaction, and students' academic achievement.** Ph.D., Edu. Univ. of Poona.

*Problem:* The study is based on the assumption that the leadership of the principal has its effect on the behaviour of the teachers, which, in turn, influences the climate of the institution. Similarly, the morale and job-satisfaction of the teachers play an important role in motivating students and is further reflected in the academic achievement of students. The study aims at finding out the relationship between these variables.

*Objectives:* (i) To study the leadership styles of principals, (ii) to find out the relationship between leadership styles of principals and job-satisfaction of teachers, (iii) to categorise institutions into those having more effective leadership, average effective leadership and less effective leadership, and (iv) to investigate the relationship between leadership effectiveness styles of principals and institutional climate, teachers' morale and job satisfaction and students' academic achievement.

*Methodology:* Twenty-three polytechnics in

Maharashtra were studied. Questionnaires were developed and personally administered by the researcher, and responses from 25 principals and 500 teachers were collected. Interviews of all the principals and of 10% of the teachers, selected at random, were conducted. The tools used included a modified version of Leader Effectiveness and Adaptability Description (LEAD) of Hersey and Blanchard, a modified version of Organizational Climate Description Questionnaire of Halpin and Croft and a modified version of Purdue Teacher Opinionnaire designed by Bentley and Rempel.

*Major Findings:* (1) None of the principals appeared to have used the 'telling style' and the 'delegatory style' of leadership according to their own perception; whereas in the opinion of the teachers, 12.5% of principals adopted these two styles. (2) The teachers' perception indicated that no principal used 'participating style' whereas 25% principals felt that they were adopting this style. (3) The perception of teachers and principals showed that 75% principals were in favour of using the 'selling style' of leadership which is indicative of high task and high relationship. (4) The majority of principals (70%) had flexibility in varying their styles according to the situation. Two styles — 'telling' and 'delegatory' — correlated negatively with the job-satisfaction of teachers. (5) The relationship between leadership effectiveness (LE) and teachers' morale was significant; that between LE and institutional climate was not significant; that between LE and the job-satisfaction of teachers was not significant. (6) No relationship was found between LE and students' academic achievement. [KC 0077].

Malhotra, M.M.; Tulsi, P.K. and Kaur, Satwant. 1990. **A case study of YMCA Institute of Engineering.** Independent study. Chandigarh Technical Teachers' Training Institute.

*Problem:* The study focuses on the problem of identifying the factors that contribute to the

quality or to the deterioration of the quality of an institute.

*Objectives:* (i) To identify the characteristics of student input, (ii) to identify the resources (human, physical, information, and financial), (iii) to understand the nature of the curriculum and the instructional processes being used to transform input into output, (iv) to assess the outcomes of the institute, (v) to identify the factors that contribute to improving the quality of a technical institute, and (vi) to identify the factors that could lead to deterioration of the quality of an institute.

*Methodology:* The sample included two directors and heads of departments, three heads of sections, six lecturers, three instructors, 35 students, seven post-graduates and 12 professionals from industry. A set of six interview schedules, eleven questionnaires and a questionnaire for obtaining the profiles of the teachers was developed. Documents like annual reports, brochures and curriculum were studied.

*Major Findings:* (1) The factors contributing to the quality of a technical institute identified included: (a) the institute attracting a large number of students with scholastic achievement higher than that prescribed for admission; (b) students' interest in studies as well as co-curricular activities; (c) staff interest and enthusiasm in organising curricular and co-curricular activities; (d) adequate number of classrooms, laboratories and workshops; (e) well equipped laboratories, workshops and library, and adequate student amenities; (f) courses offering in specialised fields of engineering/technology with in-plant training; (g) adoption of instructional strategies promoting learning to learn and problem-solving capabilities among students; (h) providing equal weightage to theory and practical work; (i) systematic planning and scheduling of various activities; (j) establishing internal structures with adequate involvement of industry; (k) setting up committees involving students and staff; (l) se



organising in-plant training; (m) conducting an entrance test; (n) selecting staff with adequate industrial experience; (o) staff development, participation of industry in training and management, securing funds from industry, high demand ratio for courses, presence of healthy instructional climate, high graduate ratio, high employability rate, self-employability of institute graduates, linkages with industry, etc. (2) Some of the factors that could affect the decline of a good institute included: (a) increasing number of students with low scholastic achievement taking admission; (b) declining interest and seriousness of students and staff; (c) lack of integration between theory and practical work; (d) decreasing emphasis on practical work; (e) increasing use of unfair means in examinations; (f) decreasing efficiency of the maintenance system for buildings, equipment, etc.; (g) recruiting staff with little or no industrial experience; decreasing funds and decreasing generation of institution resources; (h) increasing reservation of specific categories for admission; (i) political interference; (j) emergence of groups for and against management, etc. [MMM 0997].

Mandliya, S.S.; Gupta, S.P. and Shrimali. N.L. 1990. **A study of the academic programmes and school supervision by educational administrative officers.** Independent study. Udaipur: State Institute of Educational Research and Training.

*Problem:* The study focuses on the academic programmes organised and the school supervision done by the educational administrative officers.

*Objectives:* (i) To know the existing position of the academic programmes conducted by the educational administrative officers, (ii) to identify the actual position of the school supervision done by these officers, and (iii) to give suggestions to make the academic programmes and school supervision more effective.

*Methodology:* Twenty educational administrative officers belonging to 13 districts of the state were selected purposively. Questionnaires and interviews were used. The collected data were treated with percentages and averages.

*Major Findings:* (1) The target of pupils enrolment achieved by these officers was 60 to 100% in the case of the 6-11 age-group and 40 to 100% in the case of the 11-14 age-group. (2) The drop-out rate was between 10% to 40%. (3) Sixty per cent educational officers did not conduct any meeting of their subordinate officers. (4) In most of the districts two or three meetings of the headmasters' forum of secondary and higher secondary schools were held, whereas only one meeting of the primary and upper primary schools' headmasters' forum was held in 35% districts/regions. (5) Meetings of the District Educational Researchers' Forum were held only in five districts. (6) Seventy per cent of the educational administrative officers prepared their district education plans and among them only 60% officers evaluated the execution of the plans. (7) About 90% officers established school complexes in their areas, and 70% of them were evaluated. Only 20% officers conducted supervision work according to the prescribed norms. [JCV 0879]

Mary, M.T. 1990. **An appraisal of the educational institutions (schools) run by the Society of Jesus, Mary and Joseph in Andhra Pradesh.** Ph.D., Edu. The Maharaja Sayajirao Univ. of Baroda.

*Problem:* This study addresses the appraisal of educational institutions run by the Society of Jesus, Mary and Joseph in Andhra Pradesh so as to suggest appropriate measures for their development.

*Objectives:* (1) To appraise the schools and to know their strengths and weaknesses, and (ii) to suggest programmes for their improvement.

*Methodology:* The sample was drawn from 25 schools run by the Society of Jesus, Mary and Joseph in Andhra Pradesh. Twenty-five principals, 233 teachers and 346 students selected randomly and 276 parents of the selected students formed the sample for the study. Relevant data were collected using the School Appraisal Questionnaire (SAQ), a general information schedule and an observation schedule. Mean, SD, correlations, multivariate analysis and profile analysis were used to treat the collected data.

*Major Findings:* (1) The appraisal of Mary and Joseph Jesus Schools revealed that they were above average or high in almost all aspects, viz. institutional planning, leadership, organisation, curricular programmes, co-curricular activities, system maintenance, system renewal, investment and innovations. (2) The schools were found to be average or below average on four aspects, viz. awareness of aims, pupil welfare services, school community relations and religious and moral education. (3) There was no significant difference in the ratings of the headmistresses between English-medium and Telugu-medium schools in any aspect. (4) To remove the weaknesses of the schools, appraisal should become a regular feature of all schools and efforts should be made to strengthen the aspects which were found weak. [MSY 0932]

Mathew, Raju M. 1990. **Allocation of resources in recently started university libraries in developing countries with special reference to some Indian university libraries.** Ph.D., Edu. Univ. of Kerala.

*Problem:* The study investigates the allocation of resources for library and information services of universities so as to ascertain the allocative efficiency and optimability in relation to the overall academic standard of the university.

*Objectives:* (i) To examine the nature and allocation of resources in Calicut University and Madurai Kamaraj University, (ii) to identify the existing and possible user-resources interaction

in these two universities, and (iii) to examine the basis of the measure for attaining greater user-resource interactions and thereby increasing the allocations efficiency of university libraries in developing countries, especially in India.

*Methodology:* The study was confined to two universities. The sample of the study covered 260 students, 152 research scholars and 90 teachers. The data for the study was obtained by using a questionnaire prepared for the purpose. Collected data were analysed using average and percentages.

*Major Findings:* (1) The administrative set-up of the two universities was different. (2) The percentage of total expenditure for books and journals varied from year to year but was seen to be decreasing in Calicut University and increasing in Kamaraj University in recent years. (3) The majority of the students, research scholars and teachers were of the view that (a) the library resources were not adequate, (b) they were not relevant, (c) and not up-to-date. (4) There was no common or fixed pattern of allocation of resources for books and journals in the two universities. (5) User-resource interactions and their contributions could be termed as almost non-existent; only 15% of users showed any impact of library resources. (6) Resource allocations were done at a sub-optimal level and user-resource interactions were very low. An alternative strategy for improvement was suggested. [VR 1678]

Mittal, S.C. 1990. **An intensive study of school buildings in secondary and higher secondary schools in four selected states.** Independent study. National Council of Educational Research and Training.

*Problem:* This study addresses itself to finding out the position regarding school buildings in secondary and higher secondary schools in the four selected states of Bihar, Himachal Pradesh, Karnataka and Madhya Pradesh, which would provide information regarding the general conditions of the secondary/higher secondary school buildings of these states.

*Objectives:* (i) To study the general condition of the secondary/higher secondary school buildings, (ii) to study in depth the quality of school buildings regarding their suitability for educational and co-curricular purposes, (iii) to study the hygienic conditions of school buildings, and (iv) to study their expansion potential.

*Methodology:* This study covered the four selected states of Himachal Pradesh, Bihar, Madhya Pradesh and Karnataka. A total number of 534 schools from 19 districts from the above four states, giving due representation to all available regions, were studied. While selecting the schools, due weightage was given to the management, the area and the type of schools. A comprehensive questionnaire constituted the main tool for data collection. Besides, 'Guidelines for Tabulation of Data' were developed by the project investigators. An additional questionnaire for an 'in-depth study' of the school buildings was also prepared.

*Major Findings:* (1) As regards the land possession of government schools, Bihar and Karnataka had adequate portion but with regard to per child covered area it was poor in all the four states. The schools in all the four states had unsatisfactory boundary walls and poor buildings, coupled with poor/inadequate ventilation and lighting facility. (2) As regards the existence of science labs it was very poorly supported with lights and water in Bihar. There were no science labs at all in Himachal Pradesh, Karnataka and Madhya Pradesh to the tune of 26%, 32% and 14%, respectively. (3) Quite an alarming percentage of schools did not possess separate library rooms in all the four states. (4) The drinking water facility and toilet facilities were quite unsatisfactory in all the four states. [VKR 1176]

Mohanty, B. 1988. **A study of the pattern and problems of administration and supervision of primary schools in Orissa.** Ph.D., Edu. Utkal Univ.

*Problem:* The study focuses on the pattern and problems of administration and supervision of primary schools in Orissa.

*Objectives:* (i) To study the present pattern of administration and supervision in the field of primary education in the state of Orissa, (ii) to identify different kinds of problems faced by the administrative officers, (iii) to analyse the problems, and (iv) to locate possible agencies and institutions which can contribute to improvements.

*Methodology:* The sample of the study comprised all the administrative officers concerned with primary education in the state and 1,000 headmasters of primary schools selected at random from all the education districts of the state. The tools used included questionnaires and an opinionnaire.

*Major Findings:* (1) Supervision is to be separated from administration particularly at the grassroots level so that sub-inspectors are free to look to the academic growth of the teachers. (2) Sub Inspectors of Schools were to be brought back from Panchayati Raj to the control of the District Inspector of Schools and be freed from any para- and non-academic work. (3) Headmasters of primary schools should be given sufficient administrative and supervisory powers so as to control and guide the teachers. [KPC 0407]

Mohitkar, P.M. 1991. **A critical study of financial management and its implications on development of agricultural universities in Maharashtra.** Ph.D., Edu. Nagpur Univ.

*Problem:* The attempt is to study the financial management of the agricultural universities of Maharashtra and its impact on their development and progress.

*Objectives:* (i) To study the development of higher agricultural education in the Maharashtra State, (ii) to trace the actual and functional conformity of the financial administration of these

universities with academic and agricultural goals, (iii) to analyse the financial working of these universities in relation to their income grants and development grants, (iv) to analyse the expenditure pattern, and (v) to study some financial problems.

*Methodology:* All the four agricultural universities of Maharashtra were studied, covering Mahatma Phule Krishi Vidyapeeth, Punjabrao Krishi Vidyapeeth, Kakan Krishi Vidyapeeth and Marathawada Krishi Vidyapeeth.

*Major Findings:* (1) The percentage of the state plan grant sanctioned as against the demand by the university ranged between 40 to 60%, while utilisation of the grants have never been below 99% during the Fourth, Fifth and Sixth Five Year Plans. This hindered the progress envisaged under the scheme. (2) As regards the Indian Council of Agricultural Research assistance under the Fourth, Fifth and Sixth Five Year Plans, the percentage of sanctioned grant was 40 to 110%, while utilisation of grant was never below 100%. (3) University receipts were very low. These consisted of examination fees, tuition fees, farm income, etc. (4) Grant-in-aid was paid to the agricultural universities on the basis of total expenditure minus receipts and therefore infrastructure facilities could not be taken in here by the agricultural universities. (5) The agricultural universities had to incur expenditure on some schemes and projects, 100% aided by foreign countries. This was done on submission of details of expenditure to the Central Government which released the grant to the state government. This was done by making a budget provision for reimbursement of the expenditure incurred on such schemes. This resulted in the cash balance of universities being depleted. [GPK 1624]

Nagaraju, C.S. and Ramachandran, H. 1991. **Schooling of rural population : Organisational and structural determinants.** Independent study. Bangalore: Institute for Social and Economic Change. [ICSSR Funded]

*Problem:* The study attempts to understand the structural and organisational factors that produce uneven distribution and utilisation of educational facilities in the rural areas.

*Objectives:* (i) To examine the performance of formal education in rural areas, and (ii) to reflect on the determinants of the differential educational attainment, obtaining in rural India wherein three factors are treated in three broad phases — (a) village specific factors, (b) household specific factors, and (c) person specific factors.

*Methodology:* The sample of this study consists of a survey of 4,040 households spread over 25 villages of Tumkur District in Karnataka, classified under four different types representing different degrees of conflict. A Household Questionnaire was canvassed among the households in the 25 villages. The collected data were treated using percentages, tests of significance and gini-coefficients.

*Major Findings:* (1) The distribution of educational level analysed along caste lines indicated a step-like hierarchical distribution rather than a continuous distribution. (2) At the apex of this hierarchy were the dominant castes. (3) The sharpness of the breaks in the distribution of education along the caste line was blunted when the distribution was analysed in terms of occupational classes or income classes, notwithstanding the nexus between caste, occupation and income. (4) A greater level of educational achievement in a low-conflict situation was restricted to the dominant castes. (5) When the weaker sections did find themselves numerically dominant in a village, their performance was in fact, worse than their counterparts in a village where the major community was the dominant caste. (6) In a caste homogeneous community, the degree of inequality in the distribution of educational level was of a lower order than in the case of a diversified community. This, again, was found to be invalid where caste homogeneity of the village was that of Scheduled Castes and service castes population, where the level of educational

achievement was low and the inequality was high. (7) The gender differences in educational attainment in each strata and the increasing inequality in the educational level of the female population were striking. (8) On the educational scale, the increasing gap between the lower and the upper strata was noticed. [NR 1237]

Nair, Gangadharan R. 1989. **Management of higher educational institutions in Kerala.** Ph.D., Soc. Sc. *Cochin: Univ. of Science and Technology.*

*Problem:* It attempts to analyse the existing system of management of arts and science colleges and to suggest a model for better management of these institutions in Kerala.

*Objectives:* (i) To analyse the existing system of management of arts and science colleges in Kerala, and (ii) to suggest a model for the better management of these institutions.

*Major Finding:* No college was found to make use of a formal information system and this adversely affected planned utilisation of resources. [Author 0376]

Nanda, A.R. 1992. **A study of the leadership behaviour of primary school headmasters of Cuttack City.** M.Phil., Edu. *Utkal Univ.*

*Problem:* The attempt is to study leadership behaviour of heads of primary schools in Cuttack City.

*Objectives:* (i) To study the leadership behaviour of heads of the primary schools of Cuttack City as perceived by their respective teachers in terms of two dimensions of leadership, i.e. initiating structure and consideration, and (ii) to find out the difference in the leadership behaviour of the heads of primary schools in respect of their age, sex, teaching experience and controlling authority.

*Methodology:* The sample for the present study consisted of 30 primary schools in Cuttack

City, 30 heads of primary schools and 189 teachers. The Leadership Behaviour Description Questionnaire of Halpin and Croft was used to collect the data. The collected data were treated using mean, 't' test and chi-square tests.

*Major Findings:* (1) Out of 30 heads of primary schools in Cuttack City, only 10 heads were most effective leaders. (2) The heads of four primary schools were found to show more consideration behaviour and less initiating behaviour, which was not desirable for a leader. Ten heads of schools were not efficient in initiating structure and in consideration. So these heads were the most ineffective leaders. (3) Six heads of schools were found to manifest a higher type of leadership in 'initiating structure' and consideration items. (4) There was no significant difference between the leadership of male and female heads of primary schools in Cuttack City. (5) There was no significant difference in leadership between the heads of primary schools in Cuttack City controlled by the Municipality and of those controlled by the D.I. of Schools. (6) Age and length of experience were not contributing factors in leadership behaviour amongst the heads of primary schools in Cuttack City. [KCP 0486]

Narain, Iqbal. 1988. **The teaching community in Rajasthan and research organisations.** Independent study. *Indian Council of Social Science Research.*

*Problem:* The attempt is to study the teaching community and research organisations in Rajasthan.

*Objectives:* (i) To find out the perceptions of academics about the role of the Indian Council of Social Science Research (ICSSR), New Delhi, the Social Science Research Centre of Rajasthan University (SSRC) and the Instituté for Development Studies (IDS), Jaipur, and (ii) to find out the utility of SSRC and IDS as catalytic agents of research and specialisation in social sciences.

*Methodology:* The sample of the study comprised 105 university teachers, selected by

using a survey research method. The data were collected using a questionnaire. The collected data were treated with qualitative techniques.

**Major Findings:** (1) Seventy-one out of the 105 respondents were familiar with the ICSSR. The number of such knowledgeable teachers among the non-Ph.D. respondents was 57.15% as compared to 88.57% among the Ph.D. degree holders. Thirty non-Ph.D.s were not at all familiar with the ICSSR. (2) The respondents considered research (35.56%) and funding (31.60%) as the main activities of the ICSSR followed by documentation (21.86%) and seminar symposia/conferences (6.52%). (3) College teachers expected greater support from the ICSSR in regard to workshops (75 responses) and research (52 responses). They also felt the need for better organised publicity about ICSSR and its activities. (4) The SSRC has not lived up to the expectations of the teachers of the university/affiliated colleges. Awareness about the SSRC even among the Ph.D.s was not as high (68.57%) as it was in regard to the ICSSR (88.5%). Among the non-Ph.D.s, it was 48.57% as against 57.15% in the case of the ICSSR. (5) Out of 164 responses, 61 teachers (37.20%) expected the SSRC to organise workshops, seminars, etc. for their benefit, while 40 (24.3%) in the 'Others' category suggested that the Centre should bring out a journal of social sciences and create infrastructure facilities for research in colleges. (6) There was very little interaction between the teaching community and the IDS (J). The respondents perceived a greater role for the IDS in the area of research activities on regional/local problems and suggested that the Institute's faculty members should participate in academic and research activities at the college level and the Institute should keep the teachers informed about its research activities. [NR 1791]

Pandey, Vishnu Prakash. 1989. **A study of the Saraswati Vidyamandirs with reference to the students' academic achievement and psycho-social development.** Ph.D., Edu. Univ. of Lucknow.

**Problem :** It attempts to study the students' academic achievement and psycho-social development of the Saraswati Vidyamandirs.

**Objectives:** (i) To study the academic achievement of students in different types of schools in comparison to the Saraswati Vidyamandirs, (ii) to study the psycho-social development (development of life values) of students in different types of schools in comparison to the Saraswati Vidyamandirs, and (iii) to compare the different types of schools from the point of view of progressive teaching (e.g. physical condition of the school, class management and discipline, curriculum organisation and teaching techniques).

**Methodology:** Sampling was done in four steps. First, two schools each from the four types of schools (i.e. Saraswati Vidyamandirs, convent schools, government schools and private schools) in Lucknow and Kanpur were randomly selected. Second, 645 students studying in Class VIII in these schools were taken as the initial sample. Third, on the basis of scores obtained by these students on a Mental Ability Test, 50 students from each of the four types of schools were selected by the matching technique to form the final sample of 200 students. Finally, all the 110 teachers who were teaching the junior high school classes in these schools were taken to form the sample of teachers. The tools used were the Group General Mental Ability Test (GMAT) by Jalota, Hindi Achievement Test by L.N. Dubey, Mathematics Achievement Test by L.N. Dubey, *Sadgun Vikas Mapni* by S.S. Srivastava and Kamla Rai, and Teacher's Questionnaire by Benett, adapted by S.Dua. The collected data were analysed using mean, SD, critical ratio/ 't' test and ranking.

**Major Findings:** (1) Students in the Saraswati Vidyamandirs had a significantly higher achievement in Hindi than those in convent schools but they were at an equal level to those in government and private schools. (2) In mathematics, the performance of Saraswati

Vidyamandirs was found to be significantly higher than that of government and private schools but almost equal to that of convent schools. (3) Saraswati Vidyamandirs were found to be significantly higher in patriotism and aesthetic values than convent and government schools, respectively. (4) Convent schools were better than Saraswati Vidyamandirs in the development of economic values and they were also better than government and private schools in the development of knowledge, economic and aesthetic values. (5) Private schools were better than Saraswati Vidyamandirs in the development of social values and they were also better than convent schools in the development of patriotism. (6) Government schools were better than Saraswati Vidyamandirs and convent schools in the development of values relating to power. (7) Teaching in the Saraswati Vidyamandirs was as progressive as that in the convent and government schools but more progressive than that in private schools. [RJS 0686]

Pankajam, G. et al. 1991. **Appraisal of DIETs in Tamil Nadu**. Independent study. *Madurai Kamaraj Univ.*

*Problem:* The study attempts at an appraisal of the DIETs of Tamil Nadu.

*Objectives:* (1) To review the progress of implementation of DIETs which were sanctioned in 1987-88, (ii) to appraise the work done by the DIETs by way of pre-service and in-service training on elementary teachers and adult education, non-formal education personnel, extension/field interaction, curriculum and material development, and action research as well as to assess their impact, and (iii) to suggest ways of making the DIETs more effective.

*Methodology:* Out of the seven DIETs, five were selected for the appraisal. An appraisal committee was constituted. It had a two-day initial meeting with the principals of the five DIETs to modify the proforma. The committee visited the five DIETs for direct observation and

appraisal, held discussions with the staff and trainees of the DIET, and with headmasters and others who had undergone in-service training. Six different proformae were used to collect the data.

*Major Findings:* (1) The location of each DIET was properly chosen. (2) There were high and higher secondary schools in the towns or villages where the DIETs were located but no DIET had a model school of its own. Regular pre-service and in-service programmes were carried out. (3) The staff position in all the DIETs was good. (4) In all the five DIETs, the civil works were completed and the basic amenities existed, but their maintenance was not adequate. (5) Adequate equipment for laboratories and for physical education was provided but the quality was not good and the use was not adequate. (6) The books supplied to the library were not adequate. (7) The action research component in the appraised DIETs was inadequate. [MKU 1093]

Pati, S. 1992. **A study of the administrative and supervisory problems of secondary school headmasters of Cuttack-I Circle, Cuttack**. M.Phil., Edu. *Utkal Univ.*

*Problem:* The attempt is to study the administrative and supervisory problems of the secondary school headmasters of Cuttack-I Circle, Cuttack.

*Objectives:* (i) To study the educational climate of the secondary education institutions, (ii) to identify various administrative and supervisory difficulties of the secondary school headmasters, (iii) to identify the causes of such problems, (iv) to assess the views of the headmasters on these problems, and (v) to suggest measures to overcome those problems.

*Methodology:* The sample covered 40 secondary school headmasters. Relevant data were collected using a questionnaire and interviews. The collected data were treated using qualitative techniques.

*Major Findings:* (1) Curricular problems included appointment of an inadequate number of teachers and lack of professional qualifications among the teachers. (2) According to 75% of headmasters the guardians came and consulted the headmasters about the progress of their children. (3) Headmasters stated that their teachers followed teaching methods properly while teaching in class. (4) Eighty-five per cent have said that they did not have adequate provision for audio-visual aids in their schools. (5) In 90% secondary schools various activities existed. In 32.5% schools there was sports activities and 97.5% organised annual sports. (6) Seventy per cent headmasters stated that they did not have sufficient funds for organising co-curricular activities in their schools. (7) All the headmasters stated that their colleagues assisted them in their office work. (8) In 29 schools, there was the required number of peons. (9) Seventy per cent schools did not have a typing machine. (10) 67.5% headmasters stated that the teachers of their schools got regular payment. (11) Most of the headmasters, i.e. 35 (87.5%), opined that the school-community relationship was helpful. (12) Around 90% headmasters stated that the local people cooperated with them in their school work. (13) In eight schools, a parent-teacher association had been organised, while in seven schools a social service programme had been organised. (14) Thirty-five out of 40 responding headmasters did not face any type of student indiscipline in their schools. [KCP 0477]

Pradhan, C. 1991. **Effect of school organisational climate on the creativity, adjustment and academic achievement of secondary school students of Orissa.** Ph.D., Edu. Utkal Univ.

*Problem:* The study attempts to investigate the effect of the school organisational climate on the creativity, adjustment and academic achievement of secondary school students of Orissa.

*Objectives:* (i) To study the effect of the school

organisational climate on creativity, (ii) to study the effect of the school organisational climate on adjustment, and (iii) to study the effect of the school organisational climate on academic achievement.

*Methodology:* The teacher sample consisted of 355 teachers, including both sexes belonging to different subjects and from the concerned 27 schools of Cuttack and Puri Districts, Orissa. The student sample included students from the same 27 schools of Cuttack and Puri. The number of students sampled were 1,055 including 530 boys and 525 girls. Out of the 27 selected schools, 17 were co-educational schools, two were schools exclusively for boys and remaining six were schools for girls. The tools used included School Organizational Climate Description Questionnaire by Sharma, Wallach-Kagan Test of Creativity, Adjustment Inventory, average marks of two consecutive examinations of previous year and an Information Schedule. The collected data were treated with descriptive and inferential statistics.

*Major Findings:* (1) The school organisational climate was found to significantly affect the students' scores of creativity. (2) The school organisational climate did not affect the uniqueness score creativity, home adjustment, the social adjustment, the health and emotional areas of students, and the school adjustment of students. (3) The school organisational climate significantly affected the academic achievement of students. [KCP 0451]

Purohit, P. 1989. **A study of the role of the secondary school teachers' organisations in relation to the qualitative improvement of secondary education in Orissa after Independence.** Ph.D., Edu. Utkal Univ.

*Problem:* The present study focuses on the role of the secondary school teachers' organisations in relation to the qualitative improvement of secondary education in Orissa after Independence.



*Objectives:* (i) To trace the history and development of secondary school teachers' organisations in Orissa, (ii) to examine the functioning of the secondary school teachers' organisations of Orissa, (iii) to assess what role the teachers' organisations are expected to play by the different role definers in the society, and (iv) to assess the role played by these organisations in Orissa for the qualitative development of that stage of education.

*Methodology:* Questionnaires were administered to the principal functionaries of the professional organisations of secondary teachers of Orissa, members of the secondary school teachers' organisations and the educationists of the State, respectively. Personal interviews were also conducted. The collected data were treated using qualitative techniques.

*Major Findings:* (1) The secondary school teachers' organisations of Orissa were at the initial stages motivated by trade unionism and then gradually drifted towards enhancing academic excellence of its members. (2) They have shown concern both for the betterment of the socio-economic status and promotion of professional competence of the teachers. However, they were more effective in improving the socio-economic status of their members than in promoting professional competence. (3) Although they did not acquire the status of professional consultants in the formulation of educational policies and programmes, they did influence these to a limited extent, by expressing their unilateral considered views. (4) For improving the professional competence of their members, the efforts of the secondary school teachers' organisations of Orissa were mostly in the form of educational conferences and irregular publications. These programmes of the organisations were really not assured of active participation by the teachers in large numbers and were devoid of follow-up actions. [KCP 0414]

Rajaram, M. 1992. **Development of human resources in the district level educational**

**administration in Tamil Nadu.** Ph.D., Edu. Univ. of Madras.

*Problem:* The attempt is to study the policies, practices and problems relating to development of human resources in education, administration at district level in Tamil Nadu.

*Objectives:* (i) To study the criteria adopted for selection of administrative officers, (ii) to study the attitude towards external selection for the posts of administrative personnel, (iii) to study the weightage to be given to written tests for the selection of officers, (iv) to study the academic qualifications prescribed for the officers, the promotional policies, the need for and efficacy of refresher courses, and the training strategies, (v) to study the nature and extent of political interference in the administration, (vi) to study the job satisfaction of the officers, and (vii) to study the power structure at present and the amount of decentralisation required, and the type of relationship the district officers maintain with the higher and lower level staff.

*Methodology:* Sixty-two District Education Officers and 17 Inspectresses of Girls' Schools in Tamil Nadu were involved in the study. The relevant data were collected through a questionnaire and semi-structured interviews. The collected data were treated using qualitative techniques.

*Major Findings:* (1) The criteria for selection of district level officers was not satisfactory. It caused frustration among the cadre staff. (2) Experience was not considered a necessary qualification and merit was not judged impersonally. (3) The respondents were against the selection of district level officers from outside the department. Direct recruitment was not favoured by 46% of the officers. (4) Nearly all the officers felt the need for refresher and orientation courses. (5) Internship was needed for both promotees and fresh recruits. (6) Posts were kept vacant for long and seniority lists were not maintained up-to-date. (7) Eighty per cent of the officers were for making the district

administrators' posts, the selection posts, selection being made from the lower cadre. (8) The main constraints for the optimum exercise of the talents of the officers as perceived by them were want of proper training, heavy administrative burden, political interference, stereotyped work, lack of encouragement, and lack of facilities to implement innovative programmes. (9) The problems encountered by district level officers included more statistical work, lazy and unwilling subordinates, and unwillingness of the staff to change from the routine overwork. [DRG 1822]

Rao, Prakasa D. 1990. **The educational administration of Visakhapatnam Municipal Corporation as viewed by teachers of primary and secondary schools.** Ph.D., Edu. Andhra Univ.

*Problem:* The attempt is to study the educational administration planning, organising, staffing, directing, co-ordinating, reporting and budgeting (POSDCRB Model) of Visakhapatnam Corporation Schools as perceived by teachers of primary and secondary schools.

*Objectives:* (i) To study the correlation between the various aspects of educational administration under the Visakhapatnam Municipal Corporation, and (ii) to compare teachers and heads, males and females and primary and secondary schools in terms of their response patterns on different aspects of educational administration of the Visakhapatnam Municipal Corporation.

*Methodology:* The sample comprised 404 teachers and heads (Including males and females) from the primary and secondary schools of Visakhapatnam Municipal Corporation. The subjects were administered an opinionnaire and a check-list. The official records of the Municipal Corporation were also examined. The collected data were treated using 't' test and chi-square.

*Major Findings:* (1) Non-payment of salaries

was not reported as a problem because the salaries were met from the State Government Grants and were on par with those of the government school teachers. (2) The respondents did not consider it desirable that the Visakhapatnam Municipal Corporation should monopolise both primary and secondary education in its area of jurisdiction as well as the starting of English-medium schools. (3) Areas of dissatisfaction among school personnel were evident from their views of the educational administration of the Corporation authorities. [SCS 1567]

Ray, Pradiptaranjan. 1988. **An assessment of the educational enterprise of Christian missionaries in the district of Nadia: Its legacy and present state.** Ph.D., Sc. Univ. of Calcutta.

*Problem:* The study attempts to assess the educational enterprises of the Christian missionaries in Nadia District, against the background of its legacy and its present status.

*Objectives:* (i) To understand the educational activities started by Christian missionaries in the district, (ii) to study the attitude of the local people towards the missionaries' educational enterprises, and (iii) to examine whether their educational enterprises have made any long-lasting contribution to the locality.

*Methodology:* This study was based on primary sources, such as the various documents kept in the archives (as autobiographies, diaries, journals, newspapers and magazines, accounts, etc.) of some prominent missionaries. The study covered the period from the early 19th century to the third quarter of the 20th century.

*Major Findings:* (1) The work of the missionaries started in the district of Nadia with evangelisation and conversion and with the starting of schools in 1832 by Rev. W. Deerr, a C.M.S. missionary of a German order. (2) The seeds of Christianity in the district were sown by the Protestant C.M.S. missionaries and they were then watered, nurtured and planted on stronger

ground by the missionaries of the Roman Catholic Church. (3) The missionary societies in the district did not work in harmony with each other. The primary aim of their various activities including educational activities was the conversion of Indians to Christianity. (4) As the real object of the conversion was to improve the temporal circumstances of those converted, the missionaries organised such a type of education that the youth educated in their schools could get employment in the Indian Railways and in factories. They established industrial and agricultural schools. (5) The missionaries wanted education for the masses through the medium of the local language Bengali as they wanted conversion in large numbers. The local people were poor, lower-caste people. (6) The Christian missionaries wanted to promote general knowledge, literature, science, and vocational education, for all castes and religions with a view to destroy the traditions and the ancient learning so that the converts or converts-to-be might see the superiority of Christianity as a religion and a way of life as compared to the local religion and community living. [SPB 0192]

Salehi, Morteza. 1991. **The educational environment of higher secondary schools of West Azarbaijan of Iran as perceived by principals, teachers, students and the local community and their attitude toward school system.** Ph.D., Edu. *Panjab Univ.*

*Problem:* The attempt is to study the educational environment of the higher secondary schools of West Azarbaijan in Iran, as perceived by the principals, teachers, students and the local community and their attitude toward the school system.

*Objective:* To formulate a plan of action for vitalising the educational system of Iran with special emphasis on the higher secondary schools of West Azarbaijan.

*Methodology:* The principals of 20 schools and 100 teachers and 100 students of Grade XII (five

from each of these schools), 47 parents, 22 experienced members of the board of education and education officers and 31 experienced teachers (either retired or teachers in different schools) comprised the sample. An Educational Environment Questionnaire and an opinionnaire were used to collect the data. The collected data were treated using mean, SD, 't' test and correlations.

*Major Findings:* (1) Principals, teachers, students and the local community expressed their unfavourable perception about the school environment. The factors affecting their negative perceptions included, physical facilities of the schools, educational aspirations, moral and emotional needs, co-curricular and extra-curricular activities, strong environment control, parents involvement and intellectual orientation. (2) The attitudes of the principals, teachers, students and the local community—either indifferent, or neutral or unfavourable—towards the school system by and large can be ascribed to the bureaucratic nature of the school administration and lack of appropriate educational programmes. (3) The attitudes and perceptions of the principals, teachers, students and the local community went side by side. [JNJ 0256]

Sarma, M.S.R. 1991. **A study of the administrative behaviour of principals as perceived by teachers in relation to job satisfaction of teachers and student achievement in junior colleges.** Ph.D., Edu. *Andhra Univ.*

*Problem:* The attempt is to study the administrative behaviour of principals, the job satisfaction of teachers and students' achievement in junior colleges.

*Objectives:* (i) To study the relationship between administrative behaviour (effectiveness rating as perceived by teachers of principals) and teachers' job satisfaction, (ii) to study the relationship between the administrative behaviour of college principals and student

achievement, (iii) to study the relationship between teachers' attitude towards job satisfaction and student achievement, (iv) to study the relationship between the socio-economic variables and the administrative behaviour of the principal, and (v) to study the interrelationships of administrative behaviour and job satisfaction dimensions.

*Methodology:* A sample of 150 teachers was selected from all the 14 junior colleges in Vizianagaram District of Andhra Pradesh, from various faculties like humanities and science. The tools used in the study included, a Principal's Administrative Behaviour (teacher perception) Questionnaire, and the Teachers' Job Satisfaction Questionnaire of the investigator. Mean, SD, critical ratios chi-square and correlations were used to analyse the collected data.

*Major Findings:* (1) There was a strong association between sex and college type. (2) More females were employed in private colleges than in government colleges. (3) The colleges were staffed with relatively young teams of teachers. (4) Training and research degrees were conspicuously absent among the college teachers. (5) Association was found between family type and college type. (6) The average level of principals' administrative behaviour as perceived by teachers was moderately effective. (7) There existed a positive relationship between the principals' administrative behaviour and teachers' job satisfaction. (8) There existed a low and non-significant relationship between the principals' administrative behaviour and student achievement. (9) The age of the teacher did not have any relationship in the perception of the teachers towards principals' administrative behaviour. (10) The educational attainment of the teachers had established a relationship with the administrative behaviour of principals. (11) Teachers irrespective of sex, type of management, course of study, professional experience, age and marital status had the same opinion towards principals' administrative

behaviour. (12) Men and women teachers handling arts subjects did not hold similar opinion towards principals' administrative behaviour. (13) The job satisfaction among college teachers was moderately high. (14) There was no significant relationship between the job satisfaction of college teachers and students' achievement. (15) There existed a relationship between the age of the teachers and the job satisfaction and professional experience of the teachers. (16) Teachers, irrespective of sex, type of management, course of study, professional experience, age, and marital status had the same opinion about satisfaction. [SCS 1841]

Sehgal, Alka. 1992. **Developing a model programme for preparing effective educational administrators at grassroots level (primary school headmasters)**. M.Phil., Edu. Univ. of Delhi.

*Problem:* To trace the growth and ascertain the present status of the in-service education for primary school heads.

*Objectives:* (i) To conduct a task analysis of the duties of the headmasters of primary schools, (ii) to study pre-service courses like JBT, B.Ed., M.Ed. with respect to school organisation and administration, (iii) to study the courses run by DIETs to train headmasters, (iv) to critically examine models of the programmes being run for educational administrators in some developed countries, (v) to conduct a training need analysis for headmasters to bridge the gaps between training and practice, and (vi) to develop a model programme of in-service training and orientation of headmasters of primary schools on the basis of the information gained.

*Methodology:* The sample of the study comprised 30 headmasters of NDMC and MCD schools. The relevant data were collected using a questionnaire with 10 parts and job analysis was undertaken with the help of an interview schedule. The collected data were treated with percentages.

*Major Findings:* (1) Students of JBT, B.Ed., M.Ed., etc. were exposed to elementary and introductory content of educational administration. (2) In-service courses for headmasters were not need-based and evaluated. (3) The majority of headmasters, i.e. 70%, opted for a five to 11 days programmes; 90% of the experts and headmasters wanted these programmes to be conducted during holidays with incentives like stipend and compensatory leave. (4) Eighty-four per cent headmasters favoured the idea of internship in educational administration and use of the results of performance in internship in the selection for the headmasters' post. On the other hand, the experts were unanimously against this idea. (5) Eighty per cent of headmasters and all the experts agreed that these programmes should be made compulsory. A theoretical perspective and a model programme was developed. [RDM 1327]

Shah, M.L. 1988. **A study of the characteristics of the academic climate in educational institutions.** Ph.D., Edu. *Hemvati Nandan Bahugana Garhwal Univ.*

*Problem:* The attempt is to study the characteristics of the academic climate in the educational institutions in the Garhwal Mandal.

*Objectives:* (i) To find out the perceptions of students about the academic climate, (ii) to monitor the views of teachers and administrators about the academic climate, (iii) to construct and develop a measure of academic climate with the help of the responses of students, teachers and administrators, and (iv) to verify the efficiency of the measure.

*Methodology:* The study was conducted in the intermediate colleges of Garhwal Mandal. According to government-private and boys-girls characteristics one college from the rural and one from the urban area were selected with the help of the lottery system. Fifty students were selected from Classes XI and XII of each college. One hundred teachers, principals and administrators

were also included in the sample. An academic Climate Description Questionnaire (ACDQ) was developed for the purpose of studying the academic climate of general educational institutions.

*Major Findings:* (1) The boys and girls belonging to urban and rural, government and private colleges differed in the perception of the physical material, school provision and academic provision dimension of the ACDQ, while the teachers, principals and administrators perceived the importance of the physical material, school provision and academic provision dimension in a uniform way. (2) There was a marked similarity of the responses among the students of government colleges from rural and urban areas on the interpersonal trust dimension of ACDQ. Contrary to this the private college students differed significantly on this dimension. (3) The responses of principals and administrators invariably differed from the teachers on the interpersonal trust dimension. (4) The teachers displayed a more significant relationship with interpersonal trust than boys and girls. (5) The interpersonal trust dimension was globally accepted by boys, girls and administrators for enhancing academic climate. (6) Since the academic achievement of the student is closely related to academic climate, it gave rise to the proposition that academic achievement is a firm determinant of academic climate. [KBB 0547]

Sharma, S.N. 1989. **Management techniques in educational administration with special reference to colleges situated in and around Delhi.** Independent study. *New Delhi: Motilal Nehru College.* [ICSSR Funded]

*Problem:* The attempt is to study management techniques in educational administration at college level in and around Delhi.

*Objectives:* (i) To examine the present practices of management of colleges, (ii) to compare and analyse the techniques which were popularly used, (iii) to find the relationship

between college profiles (viz. age of the college, student strength, experience of management, grant, teacher strength, etc.) and management technique variables, and (iv) to analyse the impact of training and orientation programmes.

*Methodology:* Four universities (Delhi, Maharishi Dayanand, Meerut and Agra) and four colleges were selected through the multistage random sampling method. Data were collected through the interview method with the help of an interview schedule.

*Major Findings:* (1) In most of the colleges under study, though the principals possessed good academic record and teaching experience, they had no administrative experience. (2) All the colleges were satisfied with the courses which had been prescribed by their respective universities. (3) Preparation of syllabus for the students was done by the universities. No college prepared the syllabus. (4) Out of 16 selected colleges, only one college (Agra College) was undertaking long-term academic plans. (5) In none of the colleges, new and innovative teaching methods were being practised. (6) Shortage of funds hampered academic programmes. (7) In 10 colleges, teachers' performance was reviewed annually, while in others it was not. (8) Every college expressed dissatisfaction over the present constitution of the Students' Union since it was not helpful for improving the academic atmosphere in the colleges. A number of detailed recommendations were presented in the study. [NR 1231]

Sharma, Sudha. 1982. **A study of the leadership behaviour of headmasters vis-a-vis the school climate.** Ph.D., Edu. Agra Univ.

*Problem:* To study the impact of the leadership behaviour of the headmasters on the school climate and to know the effect of school climate on the achievement of pupils.

*Objectives:* (i) To identify and classify the organisational climate of the junior high schools of Agra City, (ii) to study the leadership behaviour

dimensions of the headmasters of these junior high schools, and (iii) to study the relationships between leadership, school climate and student achievement.

*Methodology:* Sixty junior high schools of both sexes situated in Agra District (rural and urban) were included in the study. From these 548 teachers were taken and 1346 students studying in Class VIII comprised the sample. The random sampling procedure was used. The Leadership Behaviour Descriptive Questionnaire (LBDQ) (Hindi version of LBDQ by Ralph M.I. Stogdill), School Organisational Climates' Description Questionnaire (SOCDQ) by M.L. Sharma and the Achievement Record Form by Sudha Rani were used. The collected data were treated using 't' test, chi-square and analysis of variance.

*Major Findings :* (1) A significant difference was found between the different types of school climate and leadership behaviour. (2) Five types of school climate were found in three HSS of Agra, viz. open, autonomous, familiar, controlled and parental. The closed climate did not find a place in any school. (3) No significant difference was found among the various types of climates prevailing in the JHS of Agra City. (4) No significant difference was found on the basis of sex (B and G), locality (R and U) and management (G and P). (5) A significant difference was found in the open, autonomous and parental type of climates of JHS whereas controlled and familiar climates had no significant difference. (6) The leadership behaviour of the headmasters of the JHS was not significant on the basis of area (R and U) and management (G and P). The leadership behaviour of the headmasters of the JHS was significant on the basis of sex. (7) A significant difference was found among open, controlled, familiar and parental type of school climates on the leadership behaviour. (8) No significant difference was found among the various dimensions of LBDQ. (9) A better achievement was found in the case of the familiar-climate schools though they did not show a positive relationship with leadership behaviour. [SS 0792]

Singh, H.C. 1988. **A study of organisational climate: Its relationship with teacher's self-concept, attitude and some other characteristics of the colleges of Gorakhpur University.** Ph.D., Edu. Univ. of Gorakhpur.

*Problem:* An attempt is made in the study to relate organisational climate with teachers' self-concept and their attitudes and to find out the relationship between the organisational climate of the colleges.

*Objectives:* (i) To study the relationship between organisational climate and teachers' self-concept, (ii) to investigate the relationship between organisational climate and teachers' attitude towards their job, and (iii) to study how organisational climate is related to some other organisational characteristics such as location, sex, undergraduate, post-graduate colleges, type of management and professional-non-professional colleges.

*Methodology:* A sample of 520 teachers was drawn from 104 colleges of Gorakhpur University. The School Organisational Climate Description Questionnaire by Motilal Sharma, the Personality Differential by K.G. Agrawal and the Teachers' Attitude Scale by P.C. Shukla were used. Mean, SD, chi-square and critical ratio were used to analyse the data.

*Major Findings:* (1) The open climate generated a higher degree of conformity in the teachers while the closed climate caused a low degree of conformity. (2) In the closed type of climate, the level of the tenseness of the teachers was high. (3) Organisational climate was significantly related to teachers' attitude. The open climate was found to lead to a more positive attitude, and the closed climate to a less positive attitude in the college teachers. (4) The college climate was not found to be different between urban and rural colleges, undergraduate and post-graduate colleges, private and government colleges and professional and non-professional colleges. [BKS 1727]

Singh, M.M. 1990. **A study of the functioning of a rural primary school in Bihar with reference to social and economic structure.** M.Phil., Edu. Univ. of Delhi.

*Problem:* This is a case study of the functioning of a rural primary school with special reference to its social and economic structure.

*Objectives:* (i) To analyse the social and economic condition of a village whereby the caste composition of the village population and caste-wise land-holding by the households would be analysed, (ii) to assess the achievement of the school in fulfilling the primary objective of dispensing literacy among the inhabitants of the village, (iii) to analyse the enrolment, non-enrolment and drop-out of the children in the age-group 6-11 years with reference to their socio-economic conditions, (iv) to analyse the interaction between the teachers and pupils in the classroom and dispensation of the curriculum in the classroom, (v) to analyse the relationship between teachers and parents, and (vi) to analyse the relationship between the school and the community.

*Methodology:* The researcher has studied the functioning of a rural primary school in Bihar vis-a-vis enrolment, drop-outs, pupil-teacher interaction, teacher-parents' interaction, and relationship between the school and the community, using the case study approach.

*Major Findings:* (1) The distribution of land which was the main source of income in village was unequal among the households of the village. About 45% depended on agriculture, 20.3% were engaged in other traditional occupations, 15.22% were engaged in service, 15.22% were landless agricultural and domestic labourers. Most of the cultivable land was owned by the upper castes. (2) There was unequal literacy too. Literacy among the labour class was negligible. (3) The school has a 'pucca' single room with three female teachers with working facility. (4) The drop-out rate is the lowest among the children of Rajputs, followed by the children of Brahmin, Yadav and

Mallah castes. (The drop-out in Scheduled Castes could not be inferred as there was insufficient enrolment). A relationship (not tested) between the land possession by the parents, the enrolment and the drop-out rate of their children was also noticed. (5) 'Segregated nurturing' was being carried out by teachers and students within a single classroom. (6) Curriculum dispensation relied on the conventional method of merely memorising the contents of the textbooks. (7) The different attitudes held by parents and teachers were the main hurdles in establishing a proper relationship between teachers and parents. This reflected the antipathy or the indifference of the middle class upper castes teachers towards the poor lower castes children. (8) The educational goals of the village education committee were displaced by the pulls and pressures of organised political and community interests. [RDM 0364]

Singh, Virendra. 1988. **Analysing teaching behaviour of effective teachers in different types of school climate in Etah.** Ph.D., Edu. Agra Univ.

*Problem:* It attempts to study the effectiveness of teaching as influenced by school climate.

*Objectives:* (i) To identify the impact of school climate on students' achievement, (ii) to find out the difference in the teaching behaviour of arts and science teachers, (iii) to find out significant sex differences in the teaching behaviour of teachers, and (iv) to identify any special impact of school climate on the teaching behaviour of teachers.

*Methodology:* Three hundred teachers from the high schools and intermediate colleges of Aligarh District were randomly selected. The Rating Scale of Effective Teachers by R.C. Deva, the Organisational Climate Descriptive Questionnaire by Halpin and Croft and Teaching Behaviour by Flander were used. The data were analysed using mean, SD, 't' test and 'F' test.

*Major Findings:* (1) The schools had different

types of school climate. (2) Stream or subject, sex, culture, and place of living had no effect on teaching effectiveness. (3) The differences between the means of academic achievement of boys in different organisational climates were significant. (4) The lowest academic achievement was obtained in the open climate while in the controlled and closed climate the academic achievement was the highest. (5) The academic achievement of girls and urban students was better. (6) In the case of science male urban teachers, there was high task orientation. (7) The female arts teachers were conventional in their style of teaching. (8) The teaching behaviour of all the teachers could not be the same in all the identified climates. [SS 0771]

Singh, Urmila. 1992. **A study of some organisational correlates of job satisfaction and role conflict among secondary school teachers.** Ph.D., Edu. Univ. of Allahabad.

*Problem:* The attempt is to study the organisational correlates of job satisfaction as well as role conflict among secondary school teachers of Allahabad District.

*Objectives:* (i) To compare the job satisfaction, role conflict, perceptions regarding the various dimensions of the organisational climate of the school and leadership behaviour of the principals, of male and female secondary school teachers, (ii) to compare the job satisfaction, role conflict, perceptions regarding the various dimensions of the organisational climate of the school and leadership behaviour of the principal of rural and urban secondary school teachers, (iii) to determine the relationship of teachers' job satisfaction and role conflict with their perceptions regarding the various dimensions of the organisational climate of the school and leadership behaviour of the principals, (iv) to compare the job satisfaction and role-conflict of teachers working in various types of organisational climate, and (v) to compare the job satisfaction and role conflict of teachers



working under various patterns of leadership behaviour.

*Methodology:* The sample consisted of 400 secondary teachers, 200 males (100 urban and 100 rural) and 200 females (100 urban and 100 rural). The teacher sample was drawn using the purposive-cum-incident technique from schools located in Allahabad District. The schools were selected randomly. The tools used included Teachers' Job Satisfaction Scale by S.P. Gupta and J.P. Srivastava, Role Conflict Opinionnaire for Teachers by S.P. Gupta, School Organisational Climate Description Questionnaire by M.L. Sharma, Leadership Behaviour Description Questionnaire of Halpin and Winer (Indian adaptation by S.Pandey). Product-moment coefficient of correlation, 't' test and analysis of variance were used to analyse the data.

*Major Findings:* (1) Female teachers had more job satisfaction than male teachers. Male teachers were higher on the 'alienation' dimension while female teachers were higher on 'esprit' and 'intimacy' dimensions of organisational climate. (2) Male teachers were higher on the 'consideration' dimension of the leadership behaviour of principals. (3) Rural teachers had more job satisfaction than urban teachers. Rural teachers were higher on the 'esprit' and 'intimacy' dimensions while urban teachers were higher on the 'disengagement' and 'control' dimensions. (4) Job satisfaction was positively related with 'esprit', 'intimacy', 'production emphasis' and 'humanised thrust' but negatively related with the 'disengagement' and 'psycho-physical hindrance' dimensions of organisational climate. (5) Job satisfaction was positively related with the 'initiating structure' and 'consideration' dimensions of the leadership behaviour of principals. (6) Role conflict was positively related with 'disengagement' but negatively related with the 'esprit', 'controls' and 'humanised thrust' dimensions of organisational climate. (7) Role conflict was negatively related with the 'initiating structure' and 'consideration' dimensions of the leadership behaviour of principals. Teachers

working in the 'open' climate were more satisfied than teachers working in the 'autonomous', 'controlled', 'paternal' and 'closed' climates. (8) Teachers working under the 'HH' pattern of leadership behaviour were more satisfied than teachers working under the 'LH' pattern. [PCS 1935]

Solanki, Kantilal N. 1992. **A study of the relationship between the educational management and the organisational climate of the secondary schools of Saurashtra region.** Ph.D., Edu. Saurashtra Univ.

*Problem:* The attempt is to study the relationship between the educational management and the organisational climate of the secondary schools of Saurashtra region.

*Objectives:* (i) To examine the educational management with reference to the resource management system of the secondary schools of Saurashtra region, (ii) to identify the organisational climate of the secondary schools of Saurashtra region, and (iii) to find out the interrelationship between educational management and its factors and the organisational climate and its correlates.

*Methodology:* Using the stratified proportional random sampling technique, 165 schools were selected. A total of 1,339 teachers from the 165 sample schools had responded to the Educational Management Description Scale (EMDS) of Joshi and the Organisational Climate Description Questionnaire (OCDQ) of Halpin and Croft.

*Major Findings:* (1) The educational management of a school depended upon the resources of the school system. It was independent of sex, of student population, of organisational management and place of school but mostly depended upon the human, educational and physical dimensions of the resources. (2) The secondary schools differed among themselves in their organisational climate. The organisational climate of secondary schools appeared to be independent of organisational

management, place of school and sex of the student population. (3) There was a relationship between the resource management system and the organisational climate of the schools. Highly resourceful schools were included towards the open range climate, whereas the low-resourceful and very-low-resourceful schools were inclined towards the closed range climate. [DAU 0010].

Soman, N.B. 1990. **A survey of the problems of secondary school students staying in hostels and the problems of administration of these hostels in the state of Maharashtra.** Ph.D., Edu. Univ. of Poona.

*Problem:* The study focuses on the socio-economic status of students, the impact of peers in the hostel, the impact of hostel culture, and problems of administration of the hostels.

*Objectives:* (i) To find out the reasons for which parents keep their children in hostels, with special reference to their socio-economic status, (ii) to find out the efforts made by the hostel authorities to help students in their academic achievement, (iii) to find out the impact of hostel culture, (iv) to study the effect of the peer group, (v) to find out the problems experienced by students at home during the vacations, (vi) to find out the difficulties experienced by hostel students in behaving with parents or elders, and (vii) to find out the working conditions and job satisfaction of the hostel staff.

*Methodology:* Questionnaire, survey and interviews including group interviews were used in the study.

*Major Findings:* (1) A hostel was better than a home for those students who could continue their education in hostels only. In some exceptional cases it provided security and meals which the home failed to provide. (2) Hostels created a permanent impact on the later life of students. (3) A majority of students preferred home to hostels during the vacations. (4) Due to the peer group influence students acquired regularity in studies, but also acquired habits of

chewing tobacco, smoking, etc. All the students opposed friendships based on caste and religion; hostellers did not find any difficulty in behaving with the elders or parents. (5) They preferred school teachers more than the wardens for solving their problems. [KC 0078]

Sr. Christine. 1990. **Stella Maris : A college for women.** M.Phil., Edu. Bombay: Tata Institute of Social Sciences.

*Problem:* It attempts to study the structure and functioning of Stella Maris College as a Christian organisation providing higher education for women.

*Objectives:* (i) To identify the goals of the college, (ii) to study the programmes and activities through which the college pursues these goals, (iii) to understand the role of the faculty and the administration in the pursuit of these goals, (iv) to understand the extent of students' participation in different activities, and (v) to understand the views of the students on the benefits derived from the various activities.

*Methodology:* It is a case study of Stella Maris, a college for women. The tools and techniques used included participant observation, Socio-economic Status Scale for participation in co-curricular activities, interview guides, and self-administered questionnaires. Secondary data were also used in the study.

*Major Findings:* (1) Students were found to have insufficient knowledge of the college. (2) They were indifferent towards issues affecting the country and the world. (3) Students were found to have conflicting values, viz. the value of service and that of self-interest. [RJ 0217]

Srivastava, Ranjana. 1990. **Rural manpower assessment and planning: Educational needs for India's rural development.** Ph.D., Edu. Univ. of Delhi.

*Problem:* The study concerns itself with the development and utilisation of the vast human

resources of rural India. It focuses mainly on three important aspects of development: (a) Rural development, (b) Manpower and employment policies, and (c) Educational needs.

*Objectives:* (i) To examine the rural development plans of India in order to assess the relationship between educational planning and manpower planning within the framework of overall development planning in India, (ii) to determine the manpower and educational needs of rural areas in the overall framework of a strategy for rural development, and (iii) to identify the essential elements of the educational policies and training requirements needed for development depending upon the level of advancement of the rural areas.

*Methodology:* Analysis of secondary sources of data and document analysis were undertaken in the study.

*Major Findings:* (1) About 100 tables in the study showed the various types of information on the basis of which conclusions had been drawn by the researcher. (2) Education of parents correlated significantly with the educational attainments of the children. (3) Gender differentials in rural society tended to decrease in the more educated households/literate villages. (4) Education, in purely economic terms, was seen to affect rural life in various ways, e.g. by influencing productivity, etc. (5) Policies and programmes of educational development had been such that they failed to create a mass base of literate and educated manpower. (6) Rural manpower planning emerged as an essential component of the rural development planning process. [RDM 1322]

Subudhi, Bhagaban. 1990. **Management of in-service training for college principals and its impact on institutional management.** Ph.D., Edu. Kurukshetra Univ.

*Problem:* The attempt is to study the management of in-service training for college

principals and to study its impact on institutional management.

*Objectives:* (i) To study the institutional planning of colleges in terms of organising structural planning of resources, curricular activities, attitude towards institutional planning and problems faced by the principal in institutional planning, (ii) to study the college administration in terms of accountability, interpersonal relations, communication, motivation, decision-making, resolution of conflicts/problems and monitoring, supervision and evaluation, (iii) to study the financial management of the colleges, (iv) to study the teaching-learning process, (v) to evaluate students and teachers in colleges with trained principals, (vi) to study the significance of differences between trained and untrained college principals on different dimensions of institutional management, (vii) to study the management of in-service training programmes, especially for college principals, and (viii) to study the NIEPA orientation course for college principals in terms of its objectives, contents, resource persons and orientation methodology.

*Methodology:* The sample of the present study was 236 college principals out of whom 128 were trained principals who had attended four consecutive training programmes, e.g. from September 7, 1987 to September 23, 1988. The tools used included Institutional Management Questionnaire (IMQ) developed by the researcher, Orientation Programme Evaluation Questionnaire (OPEQ), and Information Blank (IB). Data were analysed by the chi-square and percentage techniques.

*Major Findings:* Trained college principals were found significantly better than the untrained principals: (1) In planning the colleges, e.g. changing the organising structure of the college, planning resources and curricular activities, and possessing a favourable attitude towards institutional planning; (2) In college administration (accountability to work, interpersonal

relations, communication, motivation skills, decision-making, resolving conflicts and monitoring supervision and evaluation); (3) In financial management (e.g. in budgeting, costing and accounting); (4) In the teaching-learning processes. The training programme provided by NIEPA had equipped the principals with various techniques and methods of institutional planning, college administration, improvement of the teaching-learning process, financial management and evaluation of the institution fairly well. [CLK 0329]

**Sudharmma, A. 1988. A study of the efficacy of certain measures adopted for preventing wastage and stagnation in the schools of Kerala.** Ph.D., Edu. Univ. of Kerala.

*Problem:* The study evaluates certain measures adopted by the government in preventing wastage and stagnation in secondary schools in Kerala.

*Objective:* To study the efficacy of certain measures adopted for preventing wastage and stagnation in the secondary schools of Kerala.

*Methodology:* The sample was made up of 1,52,565 secondary school pupils drawn from thirty-five schools selected on the basis of stratified random sampling, 192 parents and 100 drop-outs. The tools used were school records, questionnaire and interviews. Percentages, critical ratios and chi-square were used for data analysis.

*Major Findings:* (1) The incidence of wastage and stagnation among the secondary school children selected for study was 38.41% as the maximum percentage was seen in Standard X. (2) A high proportion of wastage and stagnation was seen in boys as compared to girls; in rural pupils as compared to urban; and in Scheduled Castes and Scheduled Tribes as compared to other castes pupils. (3) Of the eight measures adopted by the government for preventing wastage and stagnation, only four were found to be effective, namely lump-sum grant for SC/ST

students, meritorious scholarship for SC/ST students, upper secondary scholarships and coaching classes for SC/ST students. [VR 1657]

**Taj, Haseen. 1992. Social-psychological and situational correlates of the administrative behaviour of secondary school heads.** Ph.D., Edu. Bangalore Univ.

*Problem:* It attempts to study the social-psychological and situational correlates of the administrative behaviour of secondary school heads.

*Objectives:* (i) To develop a tool to measure the administrative behaviour of secondary school heads, (ii) to investigate the relationship of attitude, job-satisfaction and personal-interpersonal-social adequacy with the administrative behaviour of secondary school heads, (iii) to find out the main effect of each of the situational variables (sex, type of school management, educational qualification, field of specialisation and length of experience) on the administrative behaviour of secondary school heads, (iv) to study the joint effect of situational variables on the administrative behaviour of secondary school heads, (v) to examine the main effect of each of the social-psychological variables, and (vi) to study the joint effect of the social-psychological variables on the administrative behaviour of secondary school heads.

*Methodology:* The study involved 50% of the school population in Bangalore City, covering 192 secondary school heads of both sexes working under different managements constituted the final sample. The tools used in the collection of data included Administrative Behaviour Scale (ABS), Job-Satisfaction Inventory (JSI), Ahluwalia's Teacher Attitude Inventory (TAI), Personal Interpersonal Social Adequacy of Secondary School Heads of Nalini Rao, and an information proforma to collect the data on situational and demographic variables. The data were analysed statistically using correlation, multiple regression and two-way analysis of variance.

*Major Findings:* (1) Attitude towards profession, job satisfaction and personal, interpersonal and social adequacy were found to be significantly related to the administrative behaviour of secondary school heads. (2) The educational qualification, and the administrative experience of the heads were found to have a significant effect on their administrative behaviour. (3) The sex, type of school management, field of specialisation and teaching experience of the heads did not seem to produce any difference in the administrative behaviour of secondary school heads. (4) Attitude towards profession, job satisfaction and personal, interpersonal and social adequacy were found to be significant predictors of the administrative behaviour of secondary school heads. [MKH 0321]

Thirumalaivelu, T.S. 1992. **Research possibilities in educational journalism.** *Indian Educational Review*, Vol. 27 (2): 129-37.

*Problem:* This study deals with the structure and nature of the work in educational journalism. It also addresses the problems of research in educational journalism. The why, what and how of such researches are gone into. A research design for educational journalism is discussed. The study also deals with the practical application of a theoretical model in educational journalism research and furnishes a research model.

*Objectives:* (i) To study the importance of educational journalism, (ii) to enrich educational journalism and make it resourceful, and (iii) to strengthen the state of research studies in educational journalism.

*Methodology:* This is a theoretical paper based on a conceptual framework regarding the concept, meaning and scope of educational journalism.

*Major Findings:* (1) There were commendable resources for research in educational journalism. (2) There are research designs and models for research in educational journalism and their

usefulness will be felt only when the state of research studies in educational journalism is strengthened and its present pace expedited. [SP 1535]

Thresiamma, N.M. 1989. **A study of university administration in Maharashtra with special reference to the newly proposed Bill of 1984.** Ph.D., Edu. Nagpur Univ.

*Problem:* It attempts to study the administration of seven non-agricultural universities in Maharashtra.

*Objectives:* (i) To study the emergence and growth of the modern university system in India with special reference to the development of Maharashtra universities and to analyse the administrative pattern of the same, (ii) to make a comparative analysis of the various reports of the major education commissions and committees in the period 1947-72, (iii) to study the participation in university administration, (iv) to make a critical analysis of the proposed new Bill of Maharashtra Universities, and (v) to investigate the views of university teachers and administrators on university administration.

*Methodology:* The sample comprised seven universities in Maharashtra — Bombay, Pune, Nagpur, SNDT Women's, Marathwada, Shivaji, and Amravati universities — and the study consisted of an analysis of various reports.

*Major Findings:* (1) The reports have not taken a very practical stand regarding the current problems which the universities are facing today. (2) The Kothari Commission has not been able to provide a very dynamic outlook as regards university administration. (3) It was found that the Maharashtra Universities Bill 1984, has reduced the strength of the senate from 200 members to 90; the students council from 140 members to 45; and the executive council from 21 members to 15/16, only to curtail expenditure. [GPK 1587]

Upadyaya, Rajeshwar. 1992. **Patterns of student participation in university administration.** Independent study. *Sampurnanand Sanskrit Vishvavidyalaya.*

*Problem:* What should be the area of student's participation and to what extent will student's participation in decision-making processes in various university affairs be conducive to a healthy campus life are certain issues that are examined in the present study.

*Objectives:* (i) To determine the area, patterns and the extent of student's participation in the university administration, (ii) to measure the attitudes of the existing bureaucracy in the university towards the demand of students, (iii) to measure the attitude of different categories of the teachers in the university and of parents towards the student's demand for participation in different areas of university administration, and (iv) to evolve a suitable participation model for Indian universities.

*Methodology:* The study covered the three universities of Varanasi namely, Banaras Hindu University, Kashi Vidyapith and Sampurnanand Sanskrit Vishvavidyalaya. The sample consisted of students (post-graduate, undergraduate), teachers, lecturers, readers, professors and administrative staff of the above three universities. A Survey Questionnaire, a Student Participation Scale, and an Attitude Scale were used. Chi-square was used to analyse the collected data.

*Major Findings:* (1) The students were of the view that they may be made co-partners in all the decisions of the universities, whether they were administrative, academic or financial. (2) The guardian's views were not in agreement with the views of the students. The foremost duty of the students was to devote time to their studies, and they had nothing to do with university administration. (3) The teacher community expressed the view that there should be students' representation in different bodies of the university but they did not desire a drastic change in

university administration. (4) The teachers did not want students to be active members of various academic bodies. The administrative staff were of the firm opinion that matters relating to decisions on appointments, promotions and other issues affecting the positions of members of the staff should not be the concern of students, though they may be given the opportunity to discuss general principles. (5) In fact, students' participation could be considered in the field of student welfare, such as health services, cooperative messes, canteen and hostel accommodation, etc. [SKB 1213]

Upasani, N.K.; Chaudhury, K.; Deshpande, V.S.; Deshpande, S.S. and Katre, S.A. 1991. **A study of some models of efficient and inefficient administration and management at the secondary school level in Pune district.** Independent study. *Pune: Adarsha Comprehensive College of Education and Research.* [SCERT Funded]

*Problem:* This study aims to identify the correlates of effectiveness of a headmaster and to locate models of efficient and inefficient administration and management at the secondary school level.

*Objectives:* (i) To survey the present practices of administration and management in the secondary schools of Pune District, (ii) to study the various aspects of administration and management with a view to identifying the correlates of effectiveness of a headmaster, (iii) to locate the models of efficient and inefficient administration and management in the secondary schools of Pune District, and (iv) to study the leadership behaviour of the headmaster and the organisational climate of the school of some efficient and inefficient models.

*Methodology:* For the survey, 122 volunteering secondary schools—rural-urban, corporation-aided, boys-girls—from Pune District were taken. For the case study eight schools were taken up. A questionnaire developed by the investigators

for the headmasters was mailed to all the secondary schools in Pune District, of which 122 schools responded. This questionnaire was analysed on six aspects of efficient administration and management. Eight schools were taken up for a detailed case study and were visited by the investigators. The headmaster and two teachers were interviewed in each of these schools. Questionnaires for organisational climate and leadership qualities were also administered to them.

The tools used in the present study included a Questionnaire, adapted version of Leader Effectiveness and Adaptability Description (LEAD) developed by the Centre for Leadership Studies, Ohio University, and Organisation Climate Description Questionnaire (OCDQ) developed and standardised by Halpin and Croft, adapted for Indian conditions by M.L. Sharma.

*Major Findings:* (1) A significant difference was found between efficient and inefficient schools on the scores obtained for the following aspects of the headmaster's questionnaire: (a) planning and implementation of curricular and co-curricular activities, (b) scholastic and other achievement of students, (c) efficiency and enrichment of teaching staff, (d) administration, and (e) relationship with the community. (2) Three typical examples of the findings from the case studies were discussed. All indicated a discrepancy in the perception of teachers and headmasters regarding the organisational climate and leadership style. Also, what was stated personally in the interview differed from the findings. (3) The organisational climate varied from open to closed to autonomous. Yet all the three kinds of schools were identified as efficient. The correlates of efficiency of a headmaster were found to be planning, implementation of curricular and co-curricular activities, good relationship with the staff and the community, and provision of extra facilities for students. [KC 0079]

Usmani, Shaheen. 1988. **A study of principal**

**effectiveness in relation to professional attainment, socio-economic background, values of life and attitude towards teaching.** Ph.D., Edu. Aligarh Muslim Univ.

*Problem :* The attempt is to study principal effectiveness in relation to professional attainment, socio-economic background, values of life and attitude towards teaching.

*Objectives:* (i) To assess the effectiveness of school principals in relation to age, sex, professional attainment, socio-economic status and attitude towards teaching, and (ii) to find out the relative contribution of professional attainment, socio-economic background, attitude towards teaching and values of life of the principals to their effectiveness.

*Methodology:* The sample comprised 40 school principals and 200 teachers. The tools used included Principal Effectiveness Scale Measure of Professional Attainment, Socio-Economic Background Scale by the investigator, Scale of Attitude Towards Teaching by Verma, and Measure of Personal Values by Ojha. The statistics used included 't' test, product-moment correlation and multiple regression.

*Major Findings:* (1) Age, sex and professional attainment had no effect on principal effectiveness. However, attitude towards teaching was influenced by sex. (2) Socio-economic background was inversely related to principal effectiveness. (3) Aesthetic value was negatively correlated with principal effectiveness. (4) Professional attainment, attitude towards teaching, socio-economic status, economic value, political value and social value contributed significantly to principal effectiveness. [CPSC 0086]

Vasanth, A. 1989. **Modern management techniques in school administration: A feasibility-cum-model setting study with particular reference to schools in Tamil Nadu.** Ph.D., Edu. Karnatak Univ.

*Problem:* The study focuses on modern management techniques in school administration among the schools of Tamil Nadu.

*Objectives:* (i) To create an awareness of modern management techniques in schools, (ii) to identify the factors that hinder the introduction of modern management techniques in schools, (iii) to suggest changes in the existing school environment so as to make the introduction of modern management techniques feasible, and (iv) to provide models of application of modern management techniques in every function of school administration.

*Methodology:* The sample of the study comprised 120 schools, which were selected randomly. The relevant data were collected using a questionnaire and an on-the-spot observation. The collected data were treated using percentages and averages.

*Major Findings:* (1) Most of the management techniques (88%) are applied in most of the schools (53% to 96%). (2) There was no awareness of and encouragement for the application of modern management techniques in school administration in all the schools studied. (3) Even in these schools the climate was favourable and there was a scope for creating the awareness. Not all the management techniques are applied even in schools applying those techniques. (4) There is scope for application of those management techniques not applied at all so far. (5) Even the techniques applied were not applied totally, they were applied partially. There was scope for making this partial application total. [KR 0584]

Verma, Yoginder and Rana, Surekha. 1992. **Organisational effectiveness in a university: Impact of personal characteristics of managers.** *Indian Educational Review*, Vol.27(1): 1-11.

*Problem:* An attempt has been made in this paper to study organisational effectiveness in a university and the influence of personal characteristics of the managers in its functioning.

*Objectives:* (i) To study the level of organisational effectiveness as perceived by the managers of different age-groups, experience and educational levels, (ii) to compare the effectiveness levels as perceived by managers of academic and non-academic backgrounds, and (iii) to examine the impact of education on the degree of effectiveness as perceived by academic and non-academic managers.

*Methodology:* The primary data were collected from 50 managers of a university, who were involved in decision-making, supervision, planning, controlling, organising and in the communication function in either the academic or the non-academic area of university administration. The data were collected through a questionnaire especially designed to suit the requirements of university functioning. Collected data were treated with mean, SD, 't' test and correlation.

*Major Findings:* (1) The differences of mean scores in case of both highly qualified and low qualified managers on the adaptability and flexibility, communication, decentralisation and accountability elements of effectiveness and total effectiveness were found to be significant. (2) The mean differences of leadership and performance factors were found to be significant. Factors which did not show significant mean differences were satisfaction and morale control. (3) The mean values of the post-graduate and below group were more than those of the highly qualified group. (4) The total mean score on organisational effectiveness in terms of academic and non-academic background did not differ significantly. [SP 1887]



## Also See

- Ali, Md. Mahsin. 1991. **A descriptive study to investigate into the problems of business education offered by sixteen government commercial institutes in Bangladesh.** Ph.D., Edu. *Univ. of Kalyani*. [PDR 0626] (See in Chapter 34.)
- Behera, M. 1988. **Growth and development of education under the Baptist missionaries in Orissa.** Ph.D., Edu. *Utkal Univ.* [KCP 0446] (See in Chapter 4.)
- Buam, Berylda Hedi-Pati. 1989. **A study on the reactions of students, teachers and administrators towards the changes made at the collegiate level in Meghalaya.** M.Phil., Edu. *North-Eastern Hill Univ.* [PPG 0165] (See in Chapter 17.)
- Chinnamma, P. 1992. **A comparative study of the performance of degree colleges under different managements in coastal A.P.** Ph.D., Edu. *Osmania Univ.* [SSS 1031] (See in Chapter 17.)
- Deota, N.P. 1990. **A study of the characteristics of effective leadership behaviour of secondary school principals.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.* [MSY 0905] (See in Chapter 6.)
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