

## Educational Administration

### A Trend Report

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Administration of education, like any other field of administration, is oriented to human experiences and has concern about effective management, quality output and greater and speedier development in the area that is administered. The earlier emphasis in educational administration lay upon direction and control, discipline and penal acts, strict and detached personnel administration and production emphasis. The outputs were conceived in a greater quantum irrespective of the size and nature of the inputs. The system of educational administration was coloured with bureaucratism and saturated with the cult of authority and domination. The product was valued more than the process and the producers. And there was little concern for consumers too.

The research in educational administration at doctoral level had its small beginning in the early years of the nineteenth century. The dominant trend in these researches was description and evaluation of the role of educational structure and authorities and agencies, at different stages of education, with focus on the emergent problems. The focal points were structure, officials, rules and regulations, inspection and control and finance, and the guiding philosophy stressed the practical or the operational aspect of the administration of education. The two oft manifested dimensions of research in educational administration that cut right through the nineteen sixties were 'historical' and 'comparative'. None of these lines of studies reflected a concern for evolving some base or seeking support in the 'theory' of educational administration. Even to-day researches in educational administration hardly recognise the role of 'theory of educational administration' and they seldom use any model of administrative theory as the frame of reference.

The welcome change noticeable in some of the doctoral researches that were completed in late sixties or early seventies is comparatively greater reliance

on human relations approach. The administrator's and the supervisor's jobs have begun to be viewed and evaluated in terms of not only their leadership acts, hierarchical organisational structure, authority oriented production emphasis, maintenance of discipline and order through strict observation of rules and regulations, interference, hindrance and intimation but in terms of effective personnel management, satisfaction of staff's social needs and psychological needs and considerate use of the skill of human engineering on the part of the administrators.

In the matter of approach and treatment of data, welcome departures are also noticeable. The treatment now tends to be more analytical and interpretative in place of the large scale use of descriptive and aggregate compilation approach prevalent in the fifties and early sixties.

Sophisticated statistics also sometimes finds a place in doctoral studies, but this trend is still feeble. Field investigations and case study methods have also been used at some places though in a partial measure. In an area like centre-state relationship in educational planning and financing, the use of 'aggregate analysis' method mainly based on field studies, case studies, critical and interpretative study of published and unpublished documents, authoritative reports, proceedings and decision making process and results has also emerged.

A recent trend, that has emerged in researches in educational administration, though still it is embryonic, is to study the administration of education as a cumulative effect of evaluation of the *processes* of administration involving such facets such as planning, organising, directing, coordinating, communicating, human relations and evaluation.

Another concern that has been reflected in some doctoral researches and research projects is to draw, of course with discrimination, upon insights into administration derived from other fields and disciplines.

Some of the neglected areas of research in educational administration are: administrative climate of educational institutions, administrative behaviours of principals, human relation, communication, evaluation as a feedback device, institutional and decentralised educational planning, the evaluation of the planning machinery in education, training of educational administrators in managerial skills and procedures of planning, university governance, and operational effectiveness of its authorities, boards and committees, decision making in universities, and educational administration as a social science discipline.

In all 161 research studies have been completed till 1978 of which 75 were reported in *A Survey of Research in Education* (Buch 1974) and 86 are reported in the present volume. Ever since Desai (Bombay), Mukherjee (Lucknow) and Shah (Bombay) submitted their theses in 1951, there has been a steady progress recorded in the doctoral research work in India. Though during the first decade and a half, i.e., 1951-1965, the progress of research in educational administration was slow and halting, it has gained momentum during the period 1966-75 turning out over seventyfive percent of the total research output in educational administration.

The sponsored research, i.e., the research other than the doctoral, forms fiftytwo percent of the total research output in the field.

The areas covered by the researches are: (i) educational agencies, (ii) inspection and supervision, (iii) stages of education, (iv) educational problems, (v) organisation and planning, (vi) organisational climate and teacher morale, and (vii) other areas like policies and reforms, teachers' problems and attitudes, etc.

## 1. EDUCATIONAL AUTHORITY OR AGENCIES

### (a) Government of India

With the adoption of planning as a strategy and method to achieve national development speedily and effectively in different vital sectors, the role of the centre has become all the more pervasive, persistent and intensive. In education, this is also true, though constitutionally 'education' is a state subject. Despite this, the paucity of research in this field is surprising. Shah (1951) was perhaps the first researcher to examine the role of the centre in education in historical, comparative and administrative perspectives, but she studied the central role in education as a part of her perspective study on the problems of administration of education in India. Vyas (1963) at-

tempted almost a similar task but the accent in his study was more on educational and historical assessment. His concern was to analyse the factors which influenced the judgment of the central government, from time to time (between 1813 and 1961), and identify the principles and practices underlying them.

Singh (1964) reports that there exists little coordination between the efforts of the central and state governments. He suggests a better partnership between the centre and the states.

Baker (1976), however, presents a more searching analysis of the role of the centre in relation to states in the two vital dimensions, viz., financing of education and educational planning. The study reflects a trend that in educational research on the role of the centre or states, disciplines like law, political science and economics would also provide valuable clues, if not a base, to interpret and evaluate the expanding role of the centre in education.

### (b) State government

Though under the Constitution of India, state governments are basically responsible for administration of education excepting those items included in the central list, operationally there seems to prevail a duality. Shah (1951) provides historical insights into the role of the states as it developed in India. Sharma's (1964) study opens up new vista of ideas in the administration of education at the state level, and makes out a case for decentralised democratic administration.

In the field of administration of education at state level, the paucity of research constitutes a disturbing factor, and it accentuates the fact that educational research at the level of agencies or authorities has not received the attention it deserves from the growing band of researchers.

### (c) Local bodies

The history of administration of education by local bodies is around a century old. Most of the researches of historical and administrative content and dimensions present examination of administration of education at the local level, district school boards in rural areas and municipal boards in urban areas. Such discussions are to be found in the doctoral works of Shah (1951), Desai (1951) and a few others who researched during the sixties. The first doctoral study which focussed directly on the role of local authorities in education was by Kaul (1969). Kaul (1969), in his study on the role of local bodies in Indian education, reports that the local bodies attended to the educational needs of the masses and develop-

ed leadership qualities in young generation. The results of the studies by Joshi (1973), Patel (1975) and Shinde (1975) show that leadership is in the hands of the middle age group belonging to higher castes and advanced families of the farming community. In order to strengthen and rationalise educational administration under local bodies including Panchayati Raj, Krishnamurthy (1968) observes that the powers and responsibilities of the deputy secretary in charge of education in Zilla Parishad should be clearly specified and he should be designed as Educational Secretary, Zilla Parishad. He further observes that instead of nominating politicians as members on advisory committee for education, it would be more appropriate to nominate retired teachers and educational administrators. Vartak's (1971) study also falls in the realm of the role of Zilla Parishad in the administration of school education. It is comprehensive and intensive. She argues that due to the decentralisation of educational administration, the spread of education in rural areas shows greater extent and pace and this type of administrative set up is more beneficial to the cause of rural education. As against these, studies by Joshi (1973), Patel (1975) and Shinde (1975) are more critical of the achievements of the Panchayati Raj.

Inamdar (1971) contends that though the Zilla Parishads have tackled the problem of expansion of primary education to an appreciable extent, the quality of education has in reality suffered. He attributes it to the widespread interference of the nonofficials in matters of teachers' transfers, particularly during the academic year, resulting in the dislocation of smooth and stable running of the schools. The other reason, according to him for the fall of standards is that the Zilla Parishads have been slack in regard to the inspectional and supervisory work. Similar overtones are noticeable in Joshi's (1973) study in the same field.

Joshi (1973) examined critically the contributions of the Panchayati Raj bodies in South Gujarat. A trend that this study has revealed is that administration of education cannot be fully studied unless the sociological, political and economic pressure groups operating in Panchayat bodies are examined adequately and in right perspective.

Iqbal Narain et al. (1974) report that the rural education has improved quantitatively, though qualitative improvements in areas such as teacher morale and teacher discipline leave much to be desired. Further, they report political involvement of teachers

under Panchayati Raj system. It is reported that teachers are apprehensive of political pressurisation and victimisation. One more alarming feature reported by the investigators is that even now untouchability is being practised in the school situation when the schools function in the temple premises. Shinde (1975) reports that the Panchayat leaders of "A" (advance) type villages are oriented towards the development of primary education and that the Gram Panchayats are more efficient than Taluka Panchayats in dealing with matters of education. Studying the impact of Panchayati Raj on primary education, Patel (1975) makes a bold attempt to evaluate the impact of the Panchayati Raj bodies on the quantitative expansion and qualitative improvement of primary education based on carefully and objectively formulated criteria. Patel reports that Panchayati Raj has made an impact on the expansion of primary education though much more is still to be done in the areas of welfare, school quality, teacher morale and integrating the school and the rural community.

Shah et al. (1968) studying the physical efficiency and mental and nutritional status of school children have reported that the children in non-municipal schools were far better in all aspects than the children in municipal schools.

#### (d) *Private agencies*

One of the dominant trends revealed in comparative education on administration of education in colonial countries of Asia and Africa, is that the colonising alien governments relied largely on private enterprise and politically and economically oriented theories like Downward Filtration Doctrine. The role of private enterprise in Indian education has been steadily growing after 1854. Shah (1951) in her study has examined the role of private enterprise in education historically touching here and there its political, social and economic determinants. This field, though, so vital and contributory to the growth of Indian education, has remained largely unexplored by researchers working in the field of educational administration. It was only recently that Adhyapak (1976) has come out with a full dress doctoral study on the role of the private agencies in the development of education. A notable trend revealed by this study is the accent placed on the examination of private educational societies. The study also focusses attention on the failures and shortcomings of private agencies, such as highmindedness of private management, commercialisation of education, communal spirit, inefficiency of teaching personnel, unwholesome influences in recruitment of staff, etc.

## 2. INSPECTION AND SUPERVISION

Of the seven areas of research on educational administration, the doctoral studies primarily focused in this area occupy the fourth place. Supervision and inspection, however, figured in a number of historical studies of education and general administrative studies like the one by Shah (1951) referred to earlier. But the decade of fifties was largely barren in regard to research output in this vital field. The credit for breaking the ice in the field of school inspection goes to Trivedi (1961) who came out with a survey-cum-problem-analysis study of major dimensions of inspection of schools by the officials of the state education departments in different parts of India.

Sharma's (1964) study throws considerable light on the bureaucracy, its superiority complex, fault-finding attitude and a weakness of school inspecting officers to be considered a 'Saheb' by school principals and teachers.

The school climate is the measure of efficiency of the headmaster. But, Mahajan (1970) reports that most of the principals fail to play effective leadership role because of the limitations of time and energy, lack of proper knowledge of the concept of supervision and proper cooperation from the teachers. In another study, Rawat (1970) reaches a conclusion that there is a general feeling among the principals, teachers and inspecting officers as well, that the main purpose of supervision and inspection should be to guide the teachers for their professional efficiency and to encourage them in taking up new experiments. Shivarudrappa (1970) reports that according to the headmasters and teachers the main purpose of education is to appraise the school work and to promote the professional efficiency of the school teachers. Thakur (1972) maintains that the inspectors present a pessimistic picture of the present day elementary teachers who lack motivation for teaching.

In a study conducted by the State Institute of Education, Gujarat (1965), it is reported that fiftysix percent of the supervisors are ignorant of the new techniques of teaching and the current problems in Indian education.

Sharma (1973) reporting about the prevalent supervisory techniques in science teaching says that supervision in physics did not come upto the teachers' expectation. Karmyogi (1974) concludes that the qualifications, pay, service conditions of divisional educational officers and district educational officers were not satisfactory.

Patel (1974) used a comprehensive approach to the study of school supervision as a means of improving instruction in high schools. His focus was on instructional leadership as reflected in the effectiveness of supervision. Both his and Pandya's (1975) study reveal a new trend in administrative studies on school supervision, namely, that supervision is not merely a function of methods and devices used by school supervisors but its effectiveness is vitally related to variables like leadership behaviour, organisational climate of school, the level of staff morale and the innovativeness of school management and school principal.

The question of leadership of high school principals was critically analysed using the quadrant scheme of Halpin by Shelat (1975) and Darji (1975) with a focus on measuring its effect on staff morale, pupil motivation towards school and school's achievement index.

## 3. DIFFERENT STAGES OF EDUCATION

Research covering pre-primary, primary and the related problems has claimed the lion's share of the research output while a few more researchers have tried to attack the area covering secondary education. Stray investigations into the areas of college/university education and vocational education have been reported. Bapat (1957) has discussed problems concerning philosophy of preprimary education, qualifications and training of the headmistresses and other teachers. Desai (1970) studying the impact of kindergarten education on academic achievement reports no significant differences between the students who had two year kindergarten training and those who did not have with regard to handwriting, personality traits and achievement. In a survey of Montessori classes in Bombay conducted by St. Xavier's Institute of Education (1970) it was found that most of the schools had English as the medium of instruction while only a few had Marathi and Gujarati. About fifty percent of the teachers were Montessori trained; while thirtyseven schools used original apparatus, twelve schools used modified ones. Special difficulties faced by these schools were lack of trained personnel, high teacher-pupil ratio and lack of understanding of Montessori method, particularly by parents. The Educational Survey Unit, NCERT (1970) made a comparative study of unrecognised schools offering pre-elementary education in Hyderabad, Secunderabad and Delhi. The medium of instruction was found to be English in all such schools. Through another investigation conducted by Bombay Municipal Corporation (1958) the age of children

studying in standard I was studied and it was reported that only sixtyseven percent of the new entrants in standard I were between five years and six months, and seven years, whereas the remaining thirtythree percent of the children were above seven years of age. Age of entry into standard I was reported to vary on the basis of the socio-economic conditions. It was also reported that a large number of children from poor families failed to join the school till they were seven years old, whereas the children from economically and socially better families joined the school early.

Sane (1960) investigated into the conditions of primary education with special reference to non-attendance and irregular attendance. He reports that strained relations and ignorance of parents are some of the causes of nonattendance. Chickermane (1964) conducted an experimental study in single teacher schools. In the experimental group he divided the entire academic work into two parts — classes and houses — classes for instruction and houses for activities. In the control group the classes were run on the usual traditional lines. In the experimental group all children were given the same question paper but the level of attainment indicated the class to which they belonged. Evaluation of the progress of achievement of the children was done periodically. The study showed that the new experimental method achieved better results than the traditional method.

Chaudhari (1968) studied the modern trends in elementary education. He found the enrolment at the elementary level to be on the increase in a consistent way and the changes being made in the elementary curriculum to be in consonance with the changes that are taking place. Among other things it was reported that the training programme for teachers was being made longer and richer and that their service conditions were being improved. Gupta, B. C. (1974), tracing the development of primary education in Punjab and Haryana reports that the period 1935-1969, has been a period of expansion in educational facilities, the expansion in the post 1947 period being very accelerated particularly in the areas of girls' education, recruitments of lady teachers and education of schedule castes students. Bose et al. (1972) who studied primary schools and their teachers in West Bengal report that the girls formed 44.5 percent of the cohort in urban areas and 38.3 percent in rural areas. In junior Basic schools girls formed thirtynine percent of the population while in ninetythree percent of schools Bengali was used as the medium of instruction. Sharma (1973) made a

study of the impact of administrative and financial problems of elementary education in the state of Punjab. Ghatge (1973) reporting the development of primary education in the municipal schools of Poona enumerates the factors that hampered the imparting of primary education. Joshi, S. V. (1973) studying the purposes, functions and special problems of one teacher schools in western Maharashtra reports that every village with a population of 200 had a school. He analyses various aspects of the school.

While evaluating secondary schools, Desai (1966) observes that there is a general lack of awareness of purpose of education all over. He feels that institutional evaluation programmes, if earnestly taken up, would help increase self awareness among all concerned. Anjaneyulu (1968) has studied job satisfaction of teachers in secondary schools. Gupta (1967) investigating the problems facing higher secondary schools observes that school finance was the most burning issue. Subbarao (1966) discusses some of the issues involved in Basic education. He has reported that most of the schools were started in rural areas and this created suspicion in the minds of the people that the government was pursuing the education of the masses instead of masses. Sinha (1970) observes that only five percent of the total 1434 schools surveyed have teachers trained in physical and health education; even bare necessities like supply of drinking water and provision for sanitary disposal of human waste and refuse are far from satisfactory. Subhadramma (1974) has studied the food habits of secondary school children in Kerala. She has reported that one-fifth of the students were vegetarians. Ten percent of the students starved during the lunch hours and the academic performance of the non-starvers was found to be superior to that of starvers. Finally, she has reported the impact of the school going children on the family food habits.

Very few studies are reported covering higher education. One of them has sought to study the comparative validity of selection of candidates to medical colleges on the basis of intermediate examination marks and selection test marks. Gaur (1974) has reported that there was relationship of low order between the intermediate examination marks and achievement in medical courses. He did not find any relevance of premedical test marks, either separately or in a composite way, with the achievement in medicine. There was a positive relationship between intermediate science scores and pre-medical test scores.

Sheth (1973) studied the development of colle-

ges of education in Gujarat State. Bose (1973) studied some problems of Calcutta University in order to suggest certain remedial measures. Gajjar (1974) critically examined the diverse need of the student community on university campus using the perceptions of three categories of respondents, viz., students, teachers and administrators and came to the conclusion that student personnel services which are so vitally needed are little understood in their bearing on student adjustment, academic achievement, peace on university campuses; and university administrators have singularly failed in their administrative and financial approach to them. Shah (1975) made an elaborate and extensive study of the campus life in perspective accentuating on the expanding gap between the perceptions of students about their rights and needs and those of college management, administrators and teachers. The study is noteworthy for the insight it affords in understanding college students in context. Franklin (1975) has come out with an analytical study of what goes into building the organisational climate of colleges of education, the correlation matrix of the dimensions of climate and factors of teacher morale and fathoms the failures and successes of college leadership in achieving openness of climate and high staff morale for their institution.

Educational Survey Unit, NCERT made a number of surveys in vocational education. In a survey (1967) of junior technical schools it has been reported that of the 105 junior technical schools only one-third of the schools were located in rural areas. About eighty percent of the total schools were under government management. Rural schools were reported to be spending more than the urban. In another survey by Educational Survey Unit (1968), it was reported that the higher secondary/multipurpose schools offering technical-engineering group offered one to six subjects under technical stream. Applied mathematics and science were offered as compulsory subjects under technical group. Textbooks on technical subjects comprised hardly five percent of the total books available. In another study, the Educational Survey Unit (1968) surveyed the high/higher secondary/multipurpose schools offering agricultural stream.

Bhatt (1972) discusses some aspects of vocational education in India vis-a-vis those in West Germany. Jalihal (1970) studied the concept and role of agricultural universities in India. Among other things the study revealed that the key personnel felt the need of agricultural university, felt the appropriateness of the teaching and research function to be carried out.

#### 4. EDUCATIONAL PROBLEMS

The two major problems, compulsory primary education and wastage and stagnation are covered under this topic. Compulsory primary education was introduced in India more than a hundred years ago. Desai (1951) has studied the history and problems of compulsory primary education very elaborately.

The Bombay Municipal Corporation has conducted a number of surveys covering various dimensions of the problem of compulsory education. In a study (1956) aimed at measuring the extent and causes of the failure of compulsory age children to join school, it was reported that 39.63 percent of the compulsory age group was not attending the school. Boys attended school more than the girls. In other studies conducted in 1957 and 1958, Bombay Municipal Corporation tried to estimate the magnitude of non-attendance of children and the factors thereof, in various localities in Greater Bombay. Ministry of Education (1970) studying the spread of girls' education in Mehsana district, Gujarat has reported that the majority of the girls in the age group of seven to fourteen were not in the schools, the main reasons for such a situation being (i) economic difficulties, (ii) domestic responsibilities, (iii) traditional stigma against girls getting education, (iv) adverse matrimonial chances of educated girls, etc.

While the state and the central governments are doing their best by providing school facilities for all the children of school going age and thereby spending huge amounts of money, wastage and stagnation, particularly at the primary level seem to undo the efforts done in this regard. Several investigators have tried to study this important problems which is proving to be a great drain on our educational resources. This problem has been studied by Dandekar (1955), Bombay Municipal Corporation (1956, 1957, 1958), Desai and Desai (1957), Pandey (1966), Sharma and Sapra (1969), Das (1970), Raj Narain (1970), Vyas and Chowdhary (1970), Panigrahi (1972), Government College of Education, Jabalpur (1973), Khandekar (1974) and Masavi (1971). The above investigators have identified a number of major causes of wastage and stagnation. Rajalakshmiamma (1973) lists besides other things, participation in N.C.C., scouting, students' organisations, etc., as the factors associated with wastage and stagnation. Generally, it has been found that the wastage is relatively more in rural schools, among backward communities, among fair sex, in more distant villages, and in early stages of education. Khan (1972) reviewing the research in the area of wastage in India school education report-

ed that the output per 1000 cohort enrolment (1963-64 to 1964-65) came to 453. For boys, it was 477 and for girls, 409. This indicated that 547 students out of a cohort enrolment of 1000 pupils were dropping out during the period under report.

Gupta (1974) through an experimental study has established that the ungraded school system considerably lessens the dropout rate. Roy and Rath (1972) have found that the school lunch in Orissa attracted higher enrolment in lower primary schools in general and tribal schools in particular.

Colon (1963) studied the reasons for the wastage among the college students and concluded that married students dropped out in the middle, rich students abandoned studies either to enter business or to stay at home but the rate was lower when compared to poorer students. Kamat and Deshmukh (1963) studied wastage among college students. They have reported that forty percent of the wastage was noticed in science students. The greater portion of failure was due to failure in three subjects and a large majority of failures was decisive, not marginal. Failures were mainly due to lack of preparation or lack of general ability on the part of the candidates rather than to vagaries of examinations or to uneven standards of examinations. English was the subject in which nearly seventy percent of the students failed. IAMR (1969) studied wastage in agricultural education in Maharashtra and it was reported that wastage in M.Sc. Agriculture was 15.8 percent while in B.Sc. Agriculture it was 22.2 percent. Desai (1976) examined the problems of wastage and stagnation in the case of girls in the context of parental perceptions of the usefulness of present type of education for girls, social habits, social restraints, lack of economic opportunities for educated girls and women, the dowry system and difficulty of getting suitable educated bridegrooms for educated daughters.

## 5. ORGANISATION AND PLANNING

The task of education is increasingly becoming huge and complex and it needs organisational vision and wisdom to get results commensurate with the set objectives in such a huge enterprise. The organisation of education in India which involves efforts and finances on such a huge scale, is more complex because of the heterogeneity of its sub-cultures, languages, castes, religions and geographical regions. The organisational responsibility is becoming more and more the concern of the state, as the state which never thought that education was its responsibility in the past, has begun to assume increasingly more responsibilities. Mukherjee (1951) studied in depth the

role of the state in the organisation of education in India right from the pre-British period.

Vartak (1971) confined her study to the organisational aspect of education under Panchayati Raj (Local Self Government). She reports that the democratic decentralisation of education has brought masses nearer to education and the participation of the representatives in the educational administration has lessened the bureaucratic attitudes of the officers and the delays in decision making. Increase in the number of school going children and the enlightened and the positive attitude of the people towards education have multiplied the workload of education officers in a variety of ways. The Bombay Municipal Corporation (1966) studied the problem of organising parallel classes for failures and under-achievers in different subjects in primary classes. The aim of this study was to reduce the incidence of stagnation on one hand, and to raise the standard of achievement on the other. This experimental study revealed that nearly sixtyone percent of the pupils would get the benefit of continuing in the regular higher classes and suggested that the parallel classes can advantageously be started in classes I, II and III.

The explosion in population, industrialisation and the consequent urbanisation have put unprecedented pressure on urban schools for more and more admissions. To cope up with such an increasing pressure in certain schools the shift system has been introduced. Tannu (1959) studied the problem of the shift system in primary schools in some parts of the former bilingual Bombay State (now called Maharashtra State). He reported that the timings of the shift system schools were ill adjusted and the duration of such schools was less than that of the normal schools.

Khanolkar (1960) who studied the problem of organisation of secondary schools in India with special reference to multipurpose schools, observed that the Indian secondary school instead of being able to influence the society, was itself getting influenced by the class and caste dominated society. Regarding multipurpose schools, he reported that the courses and content were greatly defective.

Jalihal (1970) studied the role of agricultural universities in India. The study reports the views of both the Western and Indian experts on the concept of an agricultural university.

Verma (1974) made a comprehensive study of the administrative problems of shift schools and non-shift schools. He reported that the single shift schools were better from programme's point of view.

Two non-doctoral studies have been reported in the area of manpower and planning. IAMR (1965) sponsored a study of the "Manpower Survey" of the Meerut district. The study has revealed that Meerut's educational development index for the year (1961) was 44, whereas those of U.P. and India, were respectively 22 and 37. Educational level of urban population was five times that of the rural population though fortyfive percent of boys and eightytwo percent of girls of the age group of six to ten years were out of school. Goyal (1975) has studied procedures and criteria of planning teacher requirements in the states.

Baker's (1976) study is perhaps the first full dress doctoral study on educational planning. The study underscores a vital fact that questions like educational planning or educational financing cannot be studied unless they are critically viewed in the perspective of centre-state relationship.

## 6. THE ORGANISATIONAL CLIMATE AND TEACHER MORALE

In India, the movement of identification of organisational climate came at the beginning of the seventies and it used the ideology, tools and techniques developed in the west. The new path carver in this field of administrative research was Sharma of Rajasthan Department of Education who began his initial research explorations in 1969 on smaller scales eventually culminating into a doctoral work in 1974 (Sharma 1974). Other studies in this field were by Patel (1974), Pillai (1974) Shelat (1975), Pandya (1975), Franklin (1975) and Darji (1975). These researches are all in the field of secondary education. They show a way of describing differences in organisational climates of schools.

## 7. OTHER AREAS

### (a) *Policies and reforms*

Educational policies and reforms assume the main concern of some studies. While studying the educational policies in Madras Presidency since 1882 Sargurudoss (1961) noted progressive domination of the school by the university.

Mathur (1959) studied the administrative policies governing substitute teachers serving in higher secondary schools. Krishnamurthy (1968) studied the reforms in educational administration introduced in Andhra Pradesh during the decade 1956-66.

Bhouraskar (1964) reports that majority of educational administrators who entered the service as teachers had no job aptitude and the length of service in the department was the only criterion for promo-

tion as administrators. Sarwan Kumar (1974) who studied the administration in India has reported that the central government grew vigorous in playing educational role in the post-independence period because of its capacity to finance and the one party rule it had throughout. He reported that a working partnership developed between the centre and the states. Joshi (1973) has screened the administrative and fiscal policy pursued in Gujarat in the field of primary education, whereas Desai (1972) and Desai (1976) did the same in girls' school education; and Sheth (1973) and Desai (1974) did it in the field of teacher education.

### (b) *Teacher problems and teacher attitudes*

The unprecedented expansion of education in the post-independence India has brought into the teaching profession persons with varied socio-economic backgrounds of whom many are not adequately equipped and who do not have the needed aptitude for the profession. In the overcrowded classrooms with many constituting the first generation of young learners coming from multiple socio-economic backgrounds, the students experience a new sense of freedom coupled with a new value system greatly different from the cultural milieu of their home life. The ever expanding complex of educational administrative machinery with its roots in the imperialistic authoritarianism is being asked to play a role in a fast changing social order in a democratic context. The political leadership stemming from aristocratic and feudalistic moorings with no sobering effect of the democratic tradition has tasted the political power for the first time particularly in the decentralized set up under the Panchayati Raj system with the entire school system operating under its grip. A juxtaposition of all these factors has generated a host of teacher problems and a number of investigators have ventured to analyse the emergent problems.

An NCERT (1972) study revealed that the average income of secondary school teachers in India was Rs. 3620 per annum. Twentythree percent of teachers were indebted. Indebtedness among males was more than in females. Twentyfive percent of the teachers were unmarried among whom the females outnumbered the males. Ezekeil (1966) studied the problems of teachers' participation in school administration and reported that democratic school administration facilitated improved communication, whereas the authoritarian method violated the principle of science. He observed that participation is essentially an attitude of mind and not a form of organisation.

Sinha (1969), in a survey of problems and attitudes of university teachers in Bihar, reports that almost half of them chose the profession without any liking for it. Anjaneyulu (1968) studied job satisfaction of teachers in secondary schools. He reports that poor economic and social status are causes of dissatisfaction among teachers in secondary schools. Rigid rules, orthodox service conditions, frequent transfers and lack of parental cooperation are the causes of dissatisfaction of teachers working in government institutions. Paranjape (1970) listed problems of women primary teachers in her study. Singh and Singh (1970) have studied the problems of probationary trained graduate teachers. They have reported (a) removal of teachers from service without any cause, (b) withholding of their increments, (c) job insecurity, (d) non-payment of salaries in certain cases, and (e) appointment of teachers in lower grades, as the major problems of the probationary teachers.

(c) *Associations*

Kausik (1971) who studied Teachers' associations in Rajasthan and the neighbouring states reports that these associations were functioning more to fight for the teachers' economic benefits than to mould the policies of the government with regard to education. They have failed to create public opinion on the educational issues and they have no lobbies either in the legislatures or the parliament. Sreedhara Swamy (1977) has studied the role and effectiveness of professional organisations of teachers in India.

Educational Survey Unit of NCERT (1967) has studied the working of the parent-teacher associations in India. It has been reported that the maximum number of parent-teacher associations was found in Kerala (22.3 percent) followed by Maharashtra (18.3 percent) and Tamil Nadu and the smallest numbers were found in U.P. and Gujarat (both sharing only 0.5 percent each). Nearly eighty percent of the associations were found in rural areas. It has been reported that the parents showed better initiative in the association in the schools of local bodies and in the coeducational institutions. Parent-teacher associations in fifty-nine percent schools helped in getting suggestions for school improvement, about one-third of associations helped in getting cash donations and about one-fourth in raising book donations.

(d) *Educational Surveys*

Ministry of Education (1960) surveying the state of education in India reported that all habitations with a population between 300 and 500 had a school with-

in about half a mile's walking distance and those below 300, within one mile's walking distance. As many as 28.58 percent of habitations with 16.90 percent of the total population were not being served by the existing schools. Of the 176.24 lakh children enrolled at the primary school stage, 127.73 lakhs were boys and 48.51 lakhs were girls. On an average there were thirty-four pupils per teacher, the teacher-pupil ratio varying from 1:41 in Assam to 1:24 in Himachal Pradesh. Out of 11,230 institutions, 2,892 were girls' schools providing education at the middle school stage. Out of 32,55,013 pupils enrolled in middle school stage, girls formed 28.59 percent.

Buch et al. (1967) surveyed the state of education in India. The report dwells on educational facilities in all the habitations in the country.

(e) *Miscellaneous*

Judicial review: A lone study by Sharma (1969) covering the field of "Judicial Review and Education" has been reported. Indicating the main trends the investigator has reported that (i) the states have exclusive jurisdiction to prescribe medium of instruction at primary and secondary stages; (ii) for the medium of instruction at college stage, though the states could indicate preference, the centre has the authority to act to safeguard coordination and higher standards; (iii) the constitution enables the government to make special provision for the backward people, backward because of caste, economic status, occupation, place of birth, region of upbringing, literacy condition, etc.; (iv) education is an industry and teachers are employees; and (v) law courts honoured the academic autonomy.

Education standards: Raj Narain (1970) studied the phenomenon of deterioration in education standards. While the foreign experts believed that the standards were not falling in India, within the country the general belief subscribed to the thinking that the standards were falling. The causes for such deterioration in standards were listed as, quality of students, deterioration in educational life, wastage, quality of teachers, defective curriculum, social distractions, defects in society, policies in education and others.

Libraries: Adaval et al. (1957) studied the secondary school libraries in U.P. They have reported that only 14.5 percent of institutions had the provision for separate library and reading rooms. Generally, the libraries were poorly equipped and furnished. A small percentage of the school libraries were open

to the public. In another study, Murthy (1964) reported that the stocks of the books, periodicals and reference material in the secondary school libraries in Madras State were quite inadequate and the number of books added annually was very small. Most of the schools did not have qualified librarians. No provision was made in the school time table for library work. Very few schools received government grants for the library and whatever fees were collected from the students for the library, were spent on the purchase of new books. Vora (1975) studied the role of libraries in primary and secondary schools.

**Teaching aids :** Ahluwalia and Aggarwal (1970) studied the extent of the use of films and filmstrips as a medium of instruction in secondary schools in Tamil Nadu. They have reported that 249 schools possessed 35 mm film strip projectors along with 16 mm filmstrip projectors and 227 of the projectors were in working order. On an average a school possessed thirteen classroom filmstrips and thirteen general filmstrips. More than half of the schools had technicians. The general feeling of the schools was positive towards the advantages of the films. In another study, Khanna (1970) surveyed the source materials in filmstrips and books on audiovisual education. It is reported that the materials were classified under the heads—art, communication, craft, films, filmstrips and slides, graphics, mechanical aids, printing, photography, puppetry and creative art, radio and T.V., etc.

**Physical education :** Bakshi (1965) studied the state of physical education in Delhi schools. The survey reports that 16.8 percent and 12.7 percent of other teachers in boys' and girls' schools, respectively, helped physical education teachers. It is reported that the expenditure on physical education was too low to carry on the programme effectively. Provision for gymnasium, swimming pool and the store room was rarely found in schools. And fortyone out of fifty-nine boys' and eleven out of thirtyone girls' schools provided facilities for physico-medical examination.

In another study, Bakshi (1971) reports that there was at least one graduate with a physical education degree/diploma in 121 schools of Delhi. There existed a great gulf between the expenditure on general education and physical education. Playground facilities were not as per requirements and the conditions for physico-medical examination in schools were unsatisfactory.

In a survey of colleges and institutes of physical education, Educational Survey Unit (NCERT, 1968) has reported that the courses in physical education were offered at diploma and certificate levels and in some institutions at postgraduate level also. In most of the private institutions, the physical facilities and equipment were found to be inadequate. The expenditure was met from the fees received from the trainees, grants received from the government and contributions received from the management.

**Physically handicapped :** Two studies in 1968 by Educational Survey Unit (NCERT) have been reported. They are the surveys of institutes of physically handicapped in India, institutes for the blind, the deaf, the mute and the dumb. About the institutions for the blind it has been reported that the number of institutions has grown from forty in 1947 to 128 in 1967. Seventyone out of eightythree institutions that responded, were located in urban areas. Some schools had nursery classes while only twentyfive schools had classes upto secondary level. About half of the staff had some training in teaching the blind. As many as forty out of the sixtyeight schools for the deaf, the mute and the dumb that responded, were managed by private organisations getting aid from different agencies. Fortyeight schools had group hearing aids, twelve had individual hearing aids, and only eighteen schools had audiometers. Private aided schools got fortyeight percent of their income through the government and the balance was got through contributions from managements, donations and fees from the pupils.

## ABSRTACTS : 655-740

655. *BAKER, M. A., Centre-State Relations in Indian Education during the Four Plan Periods, Ph.D. Edu., MSU, 1976.*

The major objectives were : (i) to examine critically the historical background of centre-state relations in education over a period of time; (ii) to identify the bases of relationship in education between the centre and the state within the constitutional provisions; (iii) to assess the effectiveness of the centre-state consultative machinery in education in respect of financing and planning; and (iv) to inquire into the effect of financial inputs in education through the operational union-state financial relationship regarding education.

The aggregate analysis method was used in the present study. The data were collected from both primary and secondary sources. Some of the important primary sources were reports of the constitutional assembly and Loksabha debates, official commissions and committees on education, statutory commissions, annual and periodical reports of the Union Ministry of Education, Reserve Bank Bulletin, etc. Secondary sources comprised published books, research papers, articles, reports of non-official conventions, etc.

The study revealed that (i) the 'but's' in the main constitutional provision regarding education, i.e., entry 11 of list II of the seventh schedule of the constitution imposed to it a certain degree of 'amorphousness' so that it lent itself to interpretations investing the centre and the states with overlapping jurisdiction; (ii) the financial superiority of the central government tended to become its political opportunity in education; (iii) the linkages between the centre and the states in the planning of education had been, largely, rendered ineffective; (iv) the selected centre-state consultative devices studied here did not constitute anything more than administrative pyrotechnics; and (v) the emergence of the planning commission had considerably reduced the capacity of these devices to intervene effectively in policy formulation.

656. *BOSE, P. K., BANERJEE, P. K. and MUKHERJEE, S. P., Educational Facilities available in the Higher Secondary Schools of West Bengal (1963-64), Dept. of Stat., Cal. U., 1965. (NCERT financed)*

The objectives of the study were : (i) to assess the impediments in the way of smooth and successful change over of the then existing high schools into

higher secondary institutions; and (ii) to suggest directions along which efforts could be made to improve upon the existing situation.

The present study is a descriptive survey. Data were collected from six districts of West Bengal and also from schools of centrally administered areas like Andaman and Nicobar Islands, and Tripura where the secondary schools were affiliated to the Board of Secondary Education, West Bengal. Questionnaire was the main tool used in this survey.

The main findings of the study were : (i) Existing conditions did not allow the students adequate freedom of choice of their subjects. (ii) Crafts and general science were some of the new features of the revised syllabus, but existing facilities for teaching these subjects were hardly adequate. (iii) Absence of an adequate pool of competent and devoted teachers was one of the greatest impediments to a successful implementation of the courses. (iv) Tutorial classes were not regularly arranged in most of the schools. (v) Library facilities were very poor in many of the schools. In very few schools whole time librarians were appointed. In some of the schools, there were no separate library rooms and books were kept inside office room or teachers' common room or headmaster's room. (vi) In a majority of schools, the total number of teaching days in a year was less than 200. (vii) In a large percentage of schools, especially in urban areas, there was no playground for the pupils. Physical education programmes were also poorly organised. (viii) Regular periodical examinations (monthly/weekly) were not much stressed, nor were they given proper weightage at the time of promotion to next higher class. (ix) In a large percentage of schools, students unable to pass in all subjects at the annual examination were promoted to next higher class.

657. *BOSE, P. K., BANERJEE, P. K. and MUKHERJEE, S. P., Primary Schools and their Teachers in West Bengal, Dept. of Stat., Cal. U., 1972. (NCERT financed)*

The main objectives of this investigation were to find out the facilities for study and work available in primary schools of West Bengal and to study the socio-economic conditions of their teachers.

The sample consisted of 535 schools selected from the total number of primary and junior Basic

schools in West Bengal. The sample included between four to five percent of schools from rural areas and ten percent of schools from urban areas on the principle of random sampling. Two questionnaires, one for the school and the second for the teachers were the tools used in the survey.

The major findings of the study were : (i) in the rural areas thirtyeight percent of the children in primary schools were girls, whereas the corresponding percentage in the urban areas was 44.5 percent; (ii) in junior Basic schools, the girls formed thirtynine percent and seventythree percent of the total number of children in the rural and urban areas respectively; (iii) in about 93.6 percent of schools Bengali was the only medium of instruction, whereas in rest of the schools, Nepali, Hindi or Urdu was the medium of instruction; (iv) nearly ninety percent of the schools were housed in their own buildings; (v) in less than twentyfive percent of rural primary schools there were separate rooms for different classes and in about thirtysix percent of schools there was only one room where all the classes were held; (vi) in about twentyone percent of rural schools and about fifty percent of urban schools separate common rooms for teachers were provided; (vii) in fortyfour percent of schools in rural areas no facility for drinking water within the school or near the school premises existed; (viii) in eightyfive percent of rural schools no urinals existed; (ix) in a large majority of rural schools, there were no teaching aids; (x) most of the schools worked at least for 200 days per year with the maximum weekly teaching time varying between twentytwo to twentysix hours; (xi) teachers in primary schools ranged in their qualifications from those who did not pass their matriculation examination to those who held post graduate degrees; (xii) more than twentyfive percent of teachers in rural areas were not matriculates; (xiii) a majority of teachers in rural areas lived in their own houses, whereas nearly fifty percent of teachers in urban areas lived in rented houses; (xiv) a rural primary school teacher had an average family of about seven members, the corresponding average for an urban school teacher was about six; (xv) one-fifth of all the members in the families of teachers in rural schools and one-third in the families of urban school teachers were earning members; (xvi) in rural areas, teachers devoted between 4.5 and 5.5 hours a day to school teaching, whereas their urban counterparts spent about 3.5 to 4.5 hours for school teaching, and (xvii) more teachers in urban areas undertook private coaching than those in rural areas.

658. CHATTERJEE, G., *A Study on Agricultural Education at the Higher Secondary Stage in West Bengal*, Bureau of Educational and Psychological Research, Calcutta, 1971.

The major objectives of this investigation were : (i) to study the intake position at class nine level; (ii) to study the selection procedures adopted for agricultural courses; (iii) to study the educational facilities available in schools and their neighbourhood; and (iv) to study the personality traits and other qualities needed for successful completion of agriculture course.

The data were collected through a questionnaire from thirtyfour out of fiftysix schools having agriculture stream.

The major findings of the study were : (i) there was a decreasing trend in the enrolment in the agriculture stream at class ninth from 1968 to 1970; (ii) except in a few cases, practically no objective techniques were used for selection procedure; (iii) in the absence of objective tools, the selection was mainly done on guardians' and pupils' opinion; (iv) most of the schools offered essential facilities like laboratory, gardening and farming; (v) very few schools appeared to utilize community resources for vitalizing classroom instruction; (vi) according to the heads of the institution, some of the predominant traits considered essential for success in the course were capacity to work hard, cooperativeness, persistence, self-confidence, leadership, sociability and sense of responsibility; and (vii) some additional factors reported essential for success in the course were good physique, hereditary occupation and bringing up in rural areas.

659. CHAUDHARI, F., *Modern Trends in Elementary Education*, Ph.D. Edu., RSU, 1968.

The study aimed at finding out good practices of the present day elementary schools and to enumerate critically the present trends in methods of teaching, curriculum, finances and other related factors concerning elementary education.

The sources of the data were annual reports and other publications of Ministry of Education, DEPSE and NCERT. Opinions of eminent educationists, district education officers, deputy and assistant directors of education in charge of elementary education were also obtained.

The major findings of the study were as follows : (i) the elementary education was concerned with vital areas of life such as health, family life, communication and cooperative living; (ii) the enrolment at the elementary level was constantly on an increase; (iii)

changes in the curriculum of elementary schools had been brought about as a result of changes in social and economic life as well as advances in science; (iv) emphasis was put upon acquisition of skills and abilities rather than knowledge; (v) there were corresponding changes in teaching methods and points of focus, e.g., in teaching of arithmetic emphasis was on functional and operative arithmetic; (vi) developed as well as developing nations were becoming increasingly conscious to provide compulsory, free and longer duration of elementary education to all the children; (vii) the need for the improvement of elementary teachers through planned and quality supervision was being felt more and more; (viii) elementary education was receiving more finance; (ix) facilities such as transport, mid-day meals, free supply of reading and writing materials, and health services were becoming more common; and (x) training programmes for elementary school teachers were becoming of longer duration and richer in content.

660. *CHHABRA, N., A Study of Certain Social Psychological Variables relating to Teachers Morale at Secondary and College Levels, Ph.D. Psy., Mee. U., 1975.*

The study was undertaken with the following objectives in view : (i) to make a comparative survey of a sample of secondary and college teachers of Meerut district relating to variables like morale, teachers' adjustment, study habits and values; and (ii) to explore differences on above variables relating to sex, length of teaching experience and level of academic attainment. The study proposed to test the hypotheses of positive relationship between morale and adjustment, morale and study habits, study habits and theoretical values, study habits and vocational adjustment, and hypotheses of negative relationship between aesthetic values and study habits, and social values and social adjustment.

The sample for the study was drawn from forty intermediate and degree colleges of Meerut district. The sample comprised 410 teachers. The tools used in the study were : (i) the Purdue Teachers' Morale Inventory (Indian adaptation); (ii) the Bell's Adjustment Inventory (adult form), (iii) an adaptation of the Jain's Study Habits Inventory, and (iv) the Kulshrestha's Study of Values. The statistics used included means, standard deviations and coefficients of correlation.

Some of the major findings were : (i) female teachers possessed higher morale than male teachers; (ii) level of academic attainment had no bearing on teachers' morale; (iii) there was a positive and signi-

ficant correlation between morale and study habits, morale and adjustment; (iv) there was a negative relationship between morale and economic values of male teachers; (v) as far as morale and political values were concerned, the relationship was positive with respect to male teachers and it was absent in case of female teachers; (vi) positive relationship existed between morale and study habits of post-graduate teachers, whereas the same was absent in case of trained graduates and teachers with Ph.D. degree; (vii) significant sex differences existed in case of health, emotional and occupational adjustment of teachers were positively related; (ix) the teachers' adjustment had no relationship with their professional experience; (x) male and female teachers did not differ in their study habits; (xi) study habits had a positive relationship with educational qualifications; (xii) length of teaching experience did not show significant relationship with study habits; (xiii) aesthetic and social values were cherished more than economic and political values by teachers; (xiv) male teachers placed prime importance to aesthetic values and social values, whereas female teachers gave this place to religious values; and (xv) principal's interest in teachers and their problems, lack of cooperation among teachers, interdepartmental and intradepartmental conflicts, contacts with students, salary policies, regularity of payment, feeling of economic security, prestige and status given to teaching profession, and teacher-taught ratio were some of the factors affecting teachers' morale.

\*661. *DARJI, D. R., A Study of Leadership Behaviour and its Correlates in the Secondary Schools of Panchmahals District, Ph.D. Edu., MSU, 1975.*

The study was undertaken with a view to (i) identifying the leadership behaviour patterns of principals of sampled schools of the selected district; (ii) identifying the organizational climate of the sampled schools; (iii) measuring teacher morale in the sampled schools; (iv) studying interrelationship among leadership behaviour of the principals of secondary schools, organizational climate, teacher morale, innovativeness of the school, and motivation of pupils towards the schools and ultimately building up a picture of the achievement of the pupils in terms of the S.S.C. Examination results; (v) measuring academic motivation of pupils of the sampled schools; and (vi) studying the significance of relationship between each of the two dimensions of leadership behaviour, namely, 'initiating structure' and 'consideration' with (a) the nature of management of the school, (b)

location of the school, (c) size of the school, (d) sex-type classification of the school, (e) academic status of the school, (f) socio-economic status of the school, (g) innovativeness of the school, (h) age of the principal, (i) sex of the principal, (j) experience of the principal as a principal, (k) leadership behaviour patterns of the principal, (l) teacher morale, (m) organizational climate of the school, and (n) motivation of pupils towards their schools.

The necessary data were collected from 400 teachers and 1000 pupils of 100 schools selected on stratified bases from the Panchmahals District. The tools used were: (i) the Leadership Behaviour Description Questionnaire (LBDQ), (ii) the Organisational Climate Description Questionnaire (OCDQ), (iii) the tool for measuring Teacher Morale by Robert Coughlan (School Survey); (iv) the Innovativeness Scale prepared by Doctor; and (v) the Junior Index of Motivation (JIM) Scale.

It was found that (i) the leadership behaviour dimensions and patterns were critical indicators of organizational climate, staff morale, academic motivation, school innovativeness and academic status; (ii) the percentage of principals manifesting the HH pattern of leadership behaviour was the highest (forty-nine percent); (iii) all the principals of the open-climate schools manifested the HH leadership behaviour pattern; (iv) the percentage of the principals manifesting the HH pattern went on decreasing from high morale schools to low morale schools; (v) there was no direct relationship between pupil motivation and the leadership behaviour of the principals; (vi) most of the schools having 'high innovativeness' had principals who manifested the HH and the HL leadership behaviour patterns; (vii) most of the schools of high academic status had principals with the HH leadership behaviour pattern; and (viii) the leadership behaviour dimensions and patterns were found to be significant in relation to variables of climate, morale, and innovativeness but not in relation to pupil motivation towards schools and academic status of schools.

\*662. DEKHTAWALA, P. B., *Teacher Morale in Secondary Schools of Gujarat*, Ph.D. Edu., MSU, 1977.

The important objectives of the study were: (i) to construct and standardise a teacher morale inventory to measure morale of the secondary schools of Gujarat State; (ii) to study the morale of teachers in schools of Gujarat in relation to various regions, area, types of schools, size, and achievement of schools; and (iii) to subject the results of the developed inventory to factor analysis.

A teacher morale inventory was standardised. The sample comprised 1220 secondary teachers. Means, standard deviations and t values were found out. The data were subjected to factor analysis by the principal axis method.

The major findings of the study were: (i) South Gujarat region possessed highest morale (362.19), whereas Kutch-Saurashtra manifested lowest morale (330.97). (ii) There was significant relationship between teacher morale and achievement of students, but no significant relationship was found in relation to size of the schools, types of the schools, and area of the schools. (iii) The male teachers, older teachers, and married teachers had higher morale than their counterparts. But no significant relationship was found between teacher's morale and teacher's experience. (iv) Through factor analysis thirteen factors were extracted. They were Teacher Characteristics and Leadership Behaviour, Teacher Feelings towards Teaching Profession, Teacher Cheerfulness, Group Cohesiveness, Rationality and Efficiency towards the Teaching Profession, Leadership Behaviour and Teaching Profession, Leadership Behaviour and Teaching Efficiency, Satisfaction with the School Climate, School Climate and Teacher Workload, Feelings towards the Institution, Community Support, Teacher Zeal and Extra Effort, Satisfaction towards the Job, and Attitude towards the Job.

\*663. DIXIT, R. C., *School Environment Scales—(Hindi Form)*, Dept. of Psy., Jod. U., 1971. (NCERT financed)

The present research was undertaken to explore psychological characteristics of the school environment. As a result of this study, School Environment Scale (SES) was constructed for the purpose of studying the learning environment of various types of schools. The test has been constructed in Hindi. It is a five-point scale in which practicality, community awareness propriety and scholarship constitute as items.

\*664. EHSANUL HAQ, *Education and Politicization: An Analysis of the Sources and Consequences*, Ph.D. Edu., JNU, 1975.

In terms of the sources of politicization, the objectives of the study were: (i) to examine the nature and quantum of political content incorporated into the school textbooks and its relationship with constitutional values; (ii) the relationship between the teachers' level of politicization and that of their students; (iii) to examine the relationship between the parents' level of politicization and that of their sons; and (iv) to examine the relationship between the degree of ex-

posure to mass media and the level of political awareness of students, teachers and parents.

Three representative schools, each from Government, Aided and Public schools of Delhi, were selected for the study. The sample included 308 class XI students, 164 parents and 128 teachers. Observation, questionnaires, and interviews were used as the tools of data collection. Data, in connection with teachers, pupils, and parents were analysed on the basis of rural-urban background, caste, age, scholastic performance (for students), length of teaching experience (for teachers), and occupation and income (for parents). Content analysis of textbooks was also done.

The study revealed the following: (i) The textbooks prescribed for different types of schools did not carry much significance for the inculcation of political values. (ii) The non-public school teachers and parents had lower level of political commitment and participation. The same pattern was also reflected in students. (iii) The public school teachers had medium level of political awareness, participation and exposure to mass media but higher level of political commitment. The parents of public schools had higher level of political awareness, commitment and exposure to mass media but medium level of political participation. The students had the same pattern as that of their parents. (iv) Thus, two general patterns in terms of political awareness and participation of students were identified. They were termed as "illiterate-militants", and "intellectual-retreatists".

\*665. FRANKLIN, I., *A Study of Organizational Climate and Teacher Morale in Colleges of Education in Gujarat*, Ph.D. Edu., MSU, 1975.

The specific objectives of the study were: (i) to identify the types of climate of the colleges of education of Gujarat, (ii) to investigate into the relationship between organizational climate of the colleges and morale of the teacher educators working in them, (iii) to delineate the leadership behaviour patterns of college principals, and (iv) to examine and assess the impact of variables of organizational climate, teacher morale and leadership behaviour on the effectiveness of teacher education programme at the B.Ed. level.

Three standardized instruments, the OCDQ (Halpin and Croft), the LBDQ (Halpin and Winer) and the PTO (Bentley) were used besides a self-devised questionnaire on 'effectiveness of teacher education programme.' A proforma on personal data was also developed by the investigator to collect further data. Other data gathering techniques employed were participant and nonparticipant observation and interview. The data were collected from a sample of thirtyfive

colleges which constituted 87.50 percent of the population of the study. The respondents were 300 college teachers working in colleges of education. The statistical measures employed were contingency coefficient, coefficient of correlation by product moment method, analysis of variance and t test.

Some of the major findings of the study were as follows. (i) The openness of climate in contrast to closedness of the climate did not lead to 'high' or 'low' effectiveness of the teacher education programme. However, the dimension 'Esprit' indicated a significant effect on the low side. (ii) The teachers' rapport with the principal and the teacher educators, the teacher's job satisfaction, the teacher's salary, the teacher educators' satisfaction with work load, the community support and pressure, and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the state of Gujarat. (iii) There was no significant difference in morale of teacher educators with an urban background and those with rural background. (iv) Morale of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators. (v) The background data of the teacher educators in colleges of education in Gujarat did not show any marked difference under the six climate categories, viz., the open, the autonomous, the controlled, the familiar, the paternal and the closed.

\*666. GADGIL, A. V., *Evolution of the Concept and Practice of Inspection and Supervision of Secondary School in Maharashtra 1855 onwards*, Ph.D. Edu., Poona U., 1976.

The investigation was conducted on the basis of the following theses — The present concept and practice of inspection and supervision of secondary schools in the state of Maharashtra is out of date. There are likely to be some deficiencies in the organisation and procedure of the district inspectorate. There is also a possibility of social and political forces influencing the inspectorate and demanding their valuable time running counter to the expected tasks of the inspectorate. Further, the methods of inspection seem to need a new formulation. The study aimed at testing this broad proposition by finding the concept and practice of inspection and supervision in the State since 1855 and on the basis of findings, suggesting practical measures for recasting the structure, functions, procedures and dynamics of the machinery.

The study was limited to the secondary schools of Western Maharashtra. It was a library-cum-descriptive survey type of study. Data were collected from records, reports and books on inspection, super-

vision and educational administration. Data were also collected from representative headmasters and district educational officers and other inspectorial staff with the help of questionnaires developed for the study. Some retired headmasters and educational inspectors were interviewed with a schedule to obtain first hand information about school inspections in their own days. A scheme of panel inspection was developed with the help of experts in education department and tried out in two schools which volunteered.

The study has traced the historical development of inspection and supervision with special reference to the government inspectors, their selection, appointment, salary, status, working conditions, duties, responsibilities and training, women inspectors, problems of inspectors, and essential criteria for inspection and supervision. The study has also indicated the lines on which inspection and supervision could be improved.

\*667. GANDHI, K. A., *A Study of School Climate, as a Function of Personality of School Personnel and Pupil Control Ideology*, Ph.D. Edu., MSU, 1977.

The major objectives of the study were (i) to classify the secondary schools of Gujarat on a Climate Continuum, with open and close climates at extremes; (ii) to study the factors that contribute most to the creation of extreme climates, and to examine to what extent some biographical variables of teachers and some physical variables of school influence school climate; (iii) to find out whether teachers with certain type of personality patterns tend to view one or more dimensions of school climate in a manner indicative of an extreme climate; (iv) to find out the difference between teachers' and principals' perceptions of open and closed climates; (v) to examine the possible relationship between teachers' perception of organisational climate of schools and their pupil control ideology; (vi) to determine the extent to which the belief systems (dogmatism) of teachers in open climate schools differ from those of teachers of the closed climate schools; and (vii) to investigate the relationship between certain biographical characteristics of teachers and their pupil control ideology and belief systems.

The sample consisted of 128 secondary schools from North, South, West and Central Gujarat. The sample included 1014 teachers (820 males and 194 females). For collecting the data, the major tools were (i) the Organisational Climate Description Questionnaire (OCDQ-Baroda version), (ii) the Pupil Control Ideology Form (PCIF-Baroda version) developed by the investigator, (iii) the 16 PF Questionnaire by Cattell (1956), and (iv) the Dogmatism Scale by

Rokeach (1960). Mean, standard deviation, t test, chi-square test, correlation technique, analysis of variance and Scheffe's test were the statistical techniques used to analyse the data.

The major findings were as follows: (i) Thirty-six percent of schools belonged to closed type, thirty-five percent to intermediate type and twenty-nine percent to open climate type in Gujarat State. (ii) Small sized schools tended to be of open climate type and larger schools tended to be of closed climate type. (iii) The category of schools did not bear any relationship with organisational climate. (iv) Age had significant relationship with teacher perception of climate, but not sex. (v) Experience had significant relationship with teacher perception of climate, but not qualifications and four SES categories. (vi) Significant differences were found to exist among open, intermediate and closed climate schools on nine out of the sixteen personality factor means. (vii) The correlation studies showed that personality factors of teachers tended to influence the way they apprehended the twelve dimensions of climate. (viii) Teachers serving in relatively open schools were significantly more humanistic in their pupil control ideology than their counterparts and they viewed the dimensions of climate in the same way. (ix) Personality characteristics of teachers did not differ significantly with the size of the schools and the three quality categories. (x) Larger schools had more custodial pupil control ideology; but the teachers of coveted schools had humanistic ideology. (xi) Female teachers, young teachers and less experienced teachers were found to be more humanistic than their counterparts in pupil control ideology, whereas qualification was unrelated with the same. (xii) Pupil control ideology and personality characteristics had good relationship. (xiii) Belief systems of teachers in open and closed climate schools differed significantly. (xiv) Dogmatism level of teachers did not differ significantly with quality categories and size of the schools; sex and qualifications were not the contributing factors, but SES was. (xv) Using factor analysis some general and specific factors were extracted.

668. GAUR, I. B., *A Study into the Comparative Validity of Selection of Candidates to the Medical Colleges on the basis of Intermediate Examination Marks on the one hand and Performing such selection on the other*, Ph.D. Edu., Mee. U., 1974.

The major objective of the study was to provide answers to the following: (i) whether the marks secured by students in intermediate examination in phy-

sics, chemistry, and biology had any correlation with the academic achievement of students at medical colleges; (ii) whether the marks obtained by the students in the Combined Pre-Medical Test (C.P.M.T.) of any of the universities in Uttar Pradesh had any correlation with the academic achievement of students at the medical colleges; and (iii) whether factors like age, sex, place of residence, etc., had any relationship with achievement in medicine. The hypotheses examined in the study were: (i) the marks secured by students in intermediate science examination would have no significant relationship, either separately or compositely, with the achievement in medical colleges; (ii) the marks secured by the students in the combined pre-medical test, either separately or compositely, would have no significant relationship with the marks secured by them in the courses at the medical colleges; (iii) there would be significant relationship between the predictive validity of the two tests, referred to above with regard to the academic achievement in the medical colleges; (iv) there would be no significant relationship between either the personal factors like age, sex, or the socio-economic factors such as place of residence, qualifications, income and the profession of the parents, and the achievement in medicine.

The sample for the study comprised 250 students from five medical colleges of Uttar Pradesh giving due representation to male, female, rural and urban students. The basic tools used were questionnaire and interview. The statistical techniques involved the use of Pearson product-moment correlation, t test, F test and discriminant function.

Some of the major findings were: (i) there was relationship of very low order between the marks in the intermediate science examination and the achievement in the courses in medicine; (ii) physics had better efficiency for prediction of success in medicine than chemistry or biology; (iii) C.P.M.T. marks had no relationship either compositely or separately (subject wise) with the achievement in medicine; (iv) there was positive and significant correlation between intermediate science examination and C.P.M.T. scores; and (v) age and interest influenced the achievement in medical colleges, whereas factors like place of residence (rural or urban), sex, and socio-economic status had no effect on it.

669. GHATGE, A. V., *The Progress of the City of Poona Education Department (School Board, Poona Municipal Corporation) in the development of Primary Education (With special reference to Sociology)*, Ph.D. Soc., Poona U., 1973.

The main objectives of the present study were:

(i) to discuss the development of primary education in Poona city taking into account the sociographic dimensions, namely, the locality differentials in respect of social, economic and cultural background, tradition of education or its absence in the families of educands; (ii) to study the primary schools in extended areas, which had been recently included in the Corporation, in order to elicit relationship between socio-economic factors and primary education; (iii) to enquire into the age at which the child entered the school, and its performance; and (iv) to know the problems of defaulting parents who refused to enrol their children in the schools in their wards (Peths).

The study is an exploratory sociological survey. All the relevant information was collected from the schools pertaining to thirtytwo wards or Peths selected for the study on the basis of the proforma prepared for the purpose. The total sample of 1,030 children highlighted the picture of socio-economic background, caste and educational status of the parents, and the children per family. Another sample of 200 parents of the children from the eminent private primary schools like Navin Marathi Shala and Nutan Marathi Vidyalaya was drawn for comparing socio-economic differences in respect of providing impetus for education.

The following were some of the significant findings of the study: (i) Lack of proper school building, location of the school in busy and noisy locality, lack of proper sitting arrangement, hygienic conditions and sanitary arrangement, and scarcity of good drinking water, seriously hampered imparting of education in primary schools. (ii) Education being free in municipal primary schools, these were overcrowded without having adequate number of teachers. (iii) Teaching materials and resources were inadequate. In some schools teaching aids were not available and libraries were most inadequate. (iv) By and large the pupils in the municipal primary schools belonged not only to poor socio-economic stratum, but they were mostly first generation educands. (v) It had been observed that there was a close relationship between the school and social stratification, i.e., those belonging to relatively lower socio-economic stratum were constrained to send their children where education was provided free, even though it might be deficient in certain respects. (vi) It was found that the teachers in schools run by private bodies were better trained and equipped, better paid, more contented than the teachers in municipal schools. There were differentiations in respect of discipline, receptivity to education, and guidance and help provided by the parents in respect of the pupils belonging to municipal and private schools.

670. *GOVERNMENT COLLEGE OF EDUCATION, JABALPUR, A Study of Incidence and Causes of Wastage and Stagnation in Primary Schools of M.P., Jabalpur, 1973. (Govt. of Madhya Pradesh financed)*

The purpose of the study was to determine the incidence of wastage and stagnation at the primary level in Madhya Pradesh and to diagnose the causal factors.

Students admitted in class I in the year 1964-65 for the first time, formed the cohort. The career of each member of the cohort was followed till he/she left school either after completing primary education or prematurely. Sample was drawn from 175 rural and urban primary schools spread over the whole of Madhya Pradesh. Thirtyseven basic training institutes were made data collection centres to collect data from five schools each. Data for estimation of the extent of wastage and stagnation were collected through a basic data sheet. For diagnosing the causal factors, three questionnaires — one for teachers and prominent persons, second for students and third for their parents — were administered. Pupils who left school without completing primary education were cases of wastage, and pupils who repeated any class were cases of stagnation.

Main findings of the study were : (i) percentage of cases of wastage among boys and girls were respectively fortytwo and fiftythree, while among scheduled tribes/castes girls it was seventy; (ii) only thirtyeight percent of boys and twentyeight percent of girls completed their primary education; (iii) percentage of wastage in urban schools was thirtyeight and in rural schools fiftyseven; (iv) highest percentage of wastage (sixtythree) was found among pupils from schools situated twenty kilometres away from a pucca road; (v) about seventy per cent of pupils who dropped out did so before passing class II; (vi) overall percentage for stagnation was fifty, while for tribal communities it was sixtyeight; and (vii) the following were regarded as the main causes of wastage and stagnation : (a) lack of basic facilities in schools, (b) lack of interest on the part of parents and pupils, (c) poverty, (d) large family, (e) early marriage, (f) necessity to do household work or to earn, (g) irregularity of teachers, and (h) teachers not using local dialect.

671. *GOYAL, J. C., Planning Teacher Requirements in the States — A Study of Procedures and Criteria, Dept. of Teacher Education, NCERT, New Delhi, 1975.*

The main objectives of the present project were : (i) to find out whether some machinery existed in the states for manpower planning; (ii) to study the proce-

cedure used for assessing teacher demands for schools in the states, and the criteria applied for estimating teacher requirements; (iii) to find out whether shortage of any kind of teachers was felt during the period (1969-70 to 1971-72) under study; and (iv) to find out whether any coordination was done between the likely demand for teachers and their supply from the teacher training institutions.

The study was a survey. A questionnaire was prepared and mailed to the state departments of education of all the then existing twentyone states and nine union territories. Data, which were received from eighteen states and seven union territories, were compiled and analysed.

The following were some of the salient findings of the study : (i) There was no proper machinery in the state departments of education to look after the work of estimating teacher requirements for future years on a systematic basis. In most of the states the responsibility was with a section in the department while in others state institutes of education, state boards of teacher education and universities were said to be sharing the responsibility. (ii) Either no procedure was followed for the purpose, or if followed any, it was not adequate and systematic. The main procedure to work out demand had been to compile the information received from the district level education officers in the state. (iii) Criteria used for assessing teacher demand were mainly teacher-pupil ratios which generally varied from 1:35 to 1:50 in case of primary schools. For middle and high/higher secondary schools the pattern differed greatly; in certain states the teachers were provided on the basis of enrolment in a section which varied from 1:25 to 1:45 in general; in some other states it was on the basis of sections — one teacher per section or three teachers for two sections; some other states used the criteria of certain periods per week for a teacher varying from twentyseven to thirtysix periods a week. In case of opening new schools in certain states, some fixed number of teachers were appointed. (iv) The replacement needs of teachers were not taken into consideration at all in some states; some states reported that the provision was made according to budget allocations; while there was a large number of unemployed teachers in almost all the states, shortage of teachers in some states and in some specific subjects such as science, mathematics, English, classical subjects and craft was felt. Shortage of trained, specially lady teachers was acutely felt in many states. (v) In most of the states, there was no proper coordination between various agencies like the state departments of

education and universities to match the supply with demand for teachers. (vi) There was an increasing trend to provide trained graduate teachers in middle schools in most of the states usually in the subjects of science, mathematics, English and social studies. (vii) In most of the states and union territories teachers in privately managed but recognised and aided schools were appointed with the approval of the official authority concerned.

672. GUPTA, B. C., *The Development of Primary Education in Punjab, with special reference to the Region now called Haryana, from 1935 to 1969, Ph.D. Edu., Kur. U., 1974.*

The study aimed at finding out facts related to the development of primary education in Haryana and Punjab, and at organising them into a complete history. It also aimed at re-evaluating the qualitative and quantitative progress of primary education.

Historical research method was applied and the data were collected through both the primary as well as secondary sources.

The findings of the study revealed that (i) the period from 1935 to 1969 had been a period of great expansion in educational facilities; (ii) in the post independence period the expansion was much greater than in the pre-independence period; (iii) there was an overall reduction in wastage during the post independence period; (iv) during the period under study, education of girls increased in both the states, and it was rapid during the post independence period; (v) there was a significant increase in the number of women teachers in both the states — in Haryana it increased from 390 in 1934-35 to 590 in 1946-47, i.e., an increase of 51.3 percent, while in Punjab during the same period the increase was 62.2 percent and the increase continued during the post independence period also; (vi) number of students belonging to scheduled castes/tribes steadily increased, but the number of separate schools for them decreased; (vii) the number of primary teachers in Punjab increased from 14,694 in 1934-35 to 18,777 in 1946-47; correspondingly there was an increase in the number of training institutions; and (viii) voluntary agencies played a very important role in the development of education in India.

\*673. GUPTA, B. R., *An Exploratory Investigation into the Present Educational Administration with a view to Streamlining it, Ph.D. Edu., Punjabi U., 1976.*

The objectives of the study were: (i) to examine critically the existing educational administration with a view to mirroring such aspects as administrative roles, functions, rigidities, individual idiosyncracies, hold-ups, which tend to slow down, deteriorate or in

any way adversely affect the process of education; (ii) to dig out the factors which underline the naivete of the existing educational administration; and (iii) to suggest on the basis of the data, the steps for improving the existing educational administration.

The sample consisted of 400 heads of high/higher secondary schools, twentyfive divisional/district education officers, assistant/deputy directors of education, 1000 trained graduate teachers and 200 lecturers in schools. The data were collected through questionnaire, interview and observation. The chi-square test was used to analyse the data.

The findings of the study were as follows. (i) The educational administration at the time of the study was not serving education as it should. The educational administration was not distinct from the general administration. The educational administration was so bureaucratic that it could not extricate itself from rigid rules and regulations. The hierarchical approach in administration left no scope for mutual communication between various levels. The communication was from top to the bottom. There was no communication from teacher to the administration. The administration was poor in decision taking. (ii) Political influence seemed to hamper or spoil the normal process of educational administration. The educational administration was not periodically evaluated. The administration failed to serve the emerging social order. (iii) The teachers were put on administrative assignments just on the basis of seniority in educational administration. There was no special recruitment of personnel for educational administration. There was no pre-service training for educational administrators. The whole structure was mechanical with least regard for human hopes, aspirations, and objectives. (iv) The school administration did not encourage teachers to express their feelings and wishes about purposes, plans, and methods of work. The situation in schools failed to arouse active participation of teacher community. The human relationship in schools was at cross purposes. The teachers' dissatisfaction with school administration made them frustrated and discontented. The teachers seemed to be suffering from a paralysing idea that no improvement in schools was possible. The school administration was found to lack democratic procedures.

\*674. GUPTA, G. P., *Leadership Behaviour of Secondary School Headmasters in Relation to Their Personality and the Climate of their Schools, Ph.D. Edu., SGU, 1978.*

The major objectives of the study were: (i) to identify and classify the organisational climate of the secondary schools of Rajasthan; (ii) to study the lea-

dership behaviour dimensions of the headmasters of secondary schools in Rajasthan having different types of school climate; (iii) to study the personality factors of the headmasters of schools having different types of school climate; and (iv) to examine the dimensions of leadership behaviour and the factors of personality of secondary school headmasters which may be used as predictors of the school climate.

A sample of hundred secondary schools from Rajasthan State was drawn by using stratified two stage random sampling technique. The Sharma's School Organizational Climate Description Questionnaire, the Stogdil's Leadership Behaviour Description Questionnaire (LBDQ) and 16 PF Test Form A of Cattell and Eber (standardized for Indian adults by S. D. Kapoor, 1962) were used as tools for data collection. Correlation, chi-square, Kolmogorov Smirnov two sample test, analysis of variance and Scheffe's test were used for the analysis of data.

The major findings of the study were as follows : (i) Out of the 100 schools, 15, 15, 14, 20, 26 and 10 schools were perceived by their respective staff as open, autonomous, familiar, controlled, paternal, and closed respectively. (ii) Headmasters of different climate type schools were found to differ significantly on eight dimensions of LBDQ, viz., 'Demand-Reconciliation', 'Tolerance of Uncertainty', 'Initiation of Structure', 'Tolerance of Freedom', 'Role-Assumption', 'Consideration', 'Production-Emphasis', and 'Superior-Orientation'. (iii) 'Tolerance of Uncertainty' mean score was reported highest for headmasters of 'Paternal' type climate schools and lowest for the 'Closed' climate type schools. (iv) Headmasters of 'Open' climate type schools scored highest 'Integration' mean score, whereas the same was lowest in case of 'Closed' climate type schools. (v) There were significant positive relationships between school climate and all the different dimensions of LBDQ. (vi) There were no significant relationships between school climate and factors A, C, E, H, N, O, Q<sub>1</sub>, Q<sub>3</sub>, and Q<sub>4</sub> of 16 PF. (vii) The following predictor variables for predicting the school climate were located : (a) Consideration (leadership behaviour dimension), (b) Predictive-Accuracy (leadership behaviour dimension), (c) Expedient vs. Conscientious (personality factor), (d) Tough-minded vs. Tender-minded (personality factor), (e) Practical vs. Imaginative (personality factor), and (f) Group-dependent vs. Self-sufficient (personality factor).

675. GUPTA, S. L., *A Study of the Impact of the Ungraded School System on Reducing School Drop-out and Stagnation in Primary Schools (1970-74)*, NCERT, New Delhi, 1974.

The major objectives of the study were : (i) to

study the impact of ungraded school system on reducing school dropout and stagnation in primary schools; (ii) to develop teaching-learning materials and teaching aids suitable for the system; and (iii) to develop scientific system of recording and reporting the progress of pupils.

The study involved experimental (project) schools and control (nonproject) schools. One of the procedures for the collection of data was survey. The other procedure comprised the collection of bench mark data, development of sequential teaching — learning materials, teaching aids, and progress recording system through workshop, orientation of teachers, headmasters, and supervisors, and assessment of the impact on the bases of their progress on tests, and interview. The data were analysed in terms of percentages and means. Comparisons were made between the project and nonproject pupils.

The study revealed that (i) the system provided for full opportunities to all project pupils for individualised instructional arrangement and pace of progress; (ii) the dropout rates for the experimental groups for the project period was 31.7 percent as against the average of fiftyseven percent; (iii) from 9.1 percent to 14.9 percent of the experimental group pupils secured accelerated progress; (iv) the average daily attendance percentage in case of the project pupils was much higher than the nonproject pupils for the project years; (v) the levels of achievement of the project pupils were higher in all the subject areas as compared to the nonproject pupils; (vi) since there was no pass mark level and learning units were given after complete learning, the gaps in the learning of the pupils were minimum in the ungraded system; and (vii) the additional cost involved in the ungraded system was only Rs. 1.26 per pupil per year and hence negligible.

\*676. GURAV, K. S., *To Survey the Applied Nutrition Programme and to Find Out the Ways and Means to Improve the Same through Schools*, Ph.D. Edu., Shi. U., 1977.

The objectives of the study were : (i) to evaluate the working of the agreed points under the Master Plan of operation, i.e. to review the general working of the programme, particularly with reference to the training and nutrition education, organisational and administrative arrangements and coordination between different functionaries; (ii) to see how the programme had created nutritional awareness and how far the people had been benefited through this programme and thus to find out the general impact of Applied Nutrition Programme (ANP) on the village; (iii) to

suggest ways and means to improve the present working of the programme; and (iv) to recommend the design or designs for reorganisation of ANP through schools for securing more effective implementation of the programme.

The study involved both survey and experimental techniques. Survey was conducted to understand the existing condition of ANP. The sample for the survey included four training centres and eighty-eight schools of eighty-eight villages belonging to ten ANP blocks from three districts of Maharashtra. The survey involved a questionnaire, a question schedule, interview, observation, discussion, and documentary study. In order to recommend a design for reorganisation of ANP through schools to secure more effective implementation of the programme, an experimental study was conducted. For this purpose, four ANP schools (two experimental and two control) from Radhanagari block of Kolhapur district, and four non-ANP schools (two experimental and two control) from Bhudargad block of Kolhapur district formed the sample. Four tests were developed and used to judge the performance of the pupils.

The following were some of the major findings of the study: (i) There was no remarkable difference between the trained and untrained teachers in respect of attitudes towards ANP. (ii) It was found that nobody was interested in ANP schemes. Nobody was knowing his exact responsibility in this programme due to lack of proper guidance. (iii) In none of the blocks health agencies were associated with ANP in any manner. (iv) It was observed that the training and experience in ANP was not taken into account by the State departments while posting the block officials. (v) It was found statistically that the new approach of ANP in the schools was proper, and that it could be introduced in the schools as a part of the school curriculum.

677. *IAMR, Area Manpower Survey — Educational Report: Meerut District, New Delhi, 1965.*

Major objectives of the survey were: (i) to study the growth of educational level of the population; (ii) to analyse the demographic-educational structure of the population in regard to the development of primary education; (iii) to appraise the existing educational and training facilities in vocational and technical institutes; and (iv) to assess the adequacy of the training facilities provided for the skilled craftsmen in regard to their demand in employment market.

Data were collected through (i) survey of skilled

industrial occupants; (ii) follow-up study of the trainees after they left industrial technical institutes (ITI); and (iii) employment exchange records. The study involved the data from Meerut district.

Major findings of the survey were: (i) Meerut's educational development index for the year 1961 was forty-four in comparison to twenty-nine of U.P. and thirty-seven of India; (ii) educational level of the urban population was five times more than that of rural population; (iii) nearly forty-five percent of the boys and eighty-two percent of girls in the age group six to ten were out of school; (iv) the percentage of increase in the number of primary schools during 1951-61 was forty-seven; (v) no training facilities in engineering and technology were available at degree level; (vi) there was no medical college and only one hospital was imparting training to nurses; (vii) teacher training facilities were available; (viii) there were facilities for commerce education; (ix) thirty-five private institutions were imparting training in typewriting and shorthand; (x) seventy-one institutes were providing training facility to learn tailoring and embroidery; (xi) sixty-seven percent of the ITI trainees were employed; (xii) unemployment rate was very high among electroplaters, radio mechanics, and tractor mechanics; and (xiii) quite a number of certificate holders in blacksmithery, turnery, automobile mechanism, moulding, electroplating and electrician's jobs were on the live rolls of employment exchange.

678. *IAMR, Wastage in Agricultural Education in Maharashtra, New Delhi, 1969.*

The major objectives of the study were: (i) to examine the prevailing rates of wastage in agricultural education in Maharashtra; (ii) to have more accurate estimates of the future supply of agricultural graduates, and (iii) to examine post-collegiate career of dropouts.

The sample consisted of 1,506 B.Sc. (Agri.) and 202 M.Sc. (Agri.) students of six agricultural colleges of Maharashtra. The tools employed were: (i) institutional proforma; (ii) cohort proforma; and (iii) individual student proforma. Besides, the general characteristics of the dropouts were collected from the college records.

Major findings of the study were: (i) wastage rate in M.Sc. (Agri.) was 15.8 percent; (ii) wastage rate in B.Sc. (Agri.) was 22.2 percent; in three year course it was 18.6 percent, and in four-year course it was 25.9 percent; (iii) stagnation rate in B.Sc. (Agri.) and M.Sc. (Agri.) were 16.8 percent and 11.9 percent respectively; (iv) stagnation rate was

higher in three-year course than in four-year course; (v) main reason for dropping out was either lack of finances, or failures, or availability of employment elsewhere; and (vi) majority of dropouts from B.Sc. (Agri.) were employed in nonagricultural jobs, whereas majority of dropouts from M.Sc. (Agri.) were employed in agricultural jobs, viz., agricultural supervisors, assistants, gramsewaks, garden inspectors and extension workers.

679. IQBAL NARAIN, PANDE, K. C. and SHARMA, M. L., *Rural Local Government and Educational Administration (A Case study of the Management of Primary Schools under Panchayati Raj in Rajasthan)*, Dept. of Pol. Sc., Raj. U., 1974. (NCERT financed)

The present study of the management of primary schools was undertaken with a view to ascertaining the nature of changes brought about in the management of the primary schools by their Panchayati Raj institutions, and highlighting the achievements and failures of this experiment. The specific points to study were : (i) the direction of change in terms of improvement or deterioration of teaching standards, of equipment, and of functioning of schools; (ii) the pattern of dual control exercised respectively by the Panchayati Raj (PR) functionaries and the education department of the Government of Rajasthan; (iii) promotional role of PR functionaries in specific areas like provision of school buildings and other facilities, and overcoming the reluctance of the rural people in sending their children to primary schools; (iv) the extent of politicisation of management of primary schools and its implications in terms of future primary education; and (v) the steps needed to improve the management of primary education in the state.

The sample was drawn from five districts. It consisted a total of 610 persons, of which 197 were teachers, 180 were Panchayati Raj functionaries, 195 were parents and thirtyeight were government officials. The tools of research were : (i) interview schedules; (ii) observation schedule; (iii) a questionnaire; (iv) study of records; and (v) study of general conditions of the building, cleanliness, attendance, etc.

Results of the study were as follows : (i) Under the management of PR leaders, the quantitative improvement was observed which included number of schools opened, number of students going to school, buildings and regular function of the school. (ii) The qualitative improvement was lacking under the management of PR leaders which included discipline

among teachers, morale of teachers, and teaching methods. (iii) The PR leaders harassed the teachers and their morale was found to be low. Teachers were deprived of the protection which was supposed to be given by authorities. (iv) No proper coordination was found between PR leaders and officials in education departments. Education officers had little contacts with the schools. (v) Some teachers were involved in politics of their own while others were forced to take part in politics. Teachers participated in PR election campaign which made them remain casual to their duty. (vi) Teachers were found to be afraid of political leaders of being victimised and threatened. (vii) 'School chalo' drive was found to be lost. (viii) Teachers were not provided the accommodation facilities by PR in most of the villages. (ix) Untouchable students from scheduled castes and scheduled tribes were not allowed to sit inside the school which was in a temple. (x) The need of the revision of syllabus was felt as the curriculum taught was not related to the present life. (xi) Most of the male teachers were found more qualified as compared to female teachers. (xii) Most of the single teacher schools were manned by new recruits. (xiii) The primary schools were found poorly equipped, furnished and poorly housed. (xiv) Teachers were mostly from upper caste and upper middle class.

\*680. JOSHI, C. L., *Bureaucracy in Secondary Schools of Rajasthan*, Ph.D. Edu., Udai, U., 1976.

The study was undertaken with the following objectives : (i) to inquire how far the rational character of the educational bureaucracy was affected by the sectarian interests of kinship ties, caste relations, property interests, and political partisanship; (ii) to inquire into the development of different types of bureaucratic personalities and the bearing of these types on the functioning of bureaucracy; (iii) to investigate into the role performance of bureaucracy in the efficient administration of secondary schools; (iv) to assess the returns of educational investment with reference to the functioning of bureaucracy; (v) to locate the troubled areas in the bureaucratic administration at secondary level which was commonly charged for being slow and over official; and (vi) to locate tensions and conflicts manifest amongst the members of school community and their causal relationship with bureaucracy. A few hypotheses were framed as follows. (i) Educational bureaucracy is partly affected by sectarian interests of caste, creed, and political interests and is based on personality's interpretation and discrimination. (ii) Bureaucratic personalities in

school bureaucracy exhibit stronger ties with traditional aspects of the society than the modern ones. (iii) Benefit returns of educational investments are proportionate to the judicious decisions of educational bureaucracy. (iv) The effectiveness and efficiency of school bureaucracy is proportionate to the effectiveness and efficiency of educational bureaucracy as a whole. (v) Teachers' efficiency is proportionate to the efficiency of educational bureaucracy. (vi) Bureaucracy helps in maintaining the equilibrium of school organization.

The sample was taken from the respondents belonging to some specific cadres in the bureaucratic hierarchy at three levels, namely, (i) range, (ii) district, and (iii) school. The sampling at the range and district levels was purposive, while at the school level random sampling was adopted. As many as forty-five headmasters, 115 teachers and twenty-five clerks were taken from the secondary and higher secondary schools irrespective of caste, religion, sex, and residence (urban and rural). Structured and unstructured interviews were used as techniques of collecting data. Information was also collected from the records at the office of the inspector of schools, higher secondary schools, secondary schools, educational records, reports of regional and state seminars. A few case studies were also made. The data were analysed by means of content analysis and other descriptive measures. The purchasing policy as found by headmasters was also analysed.

The major findings of the study were as follows : (i) There was personalisation of school bureaucracy, i.e., it had envisaged the sectarian interests of caste, creed, and political interest. (ii) The popular denunciation of bureaucracy was the result of the fear of undue usurpation of power, vested interests of officers, red tapes, and lack of practical judgment. (iii) The clerical staff had a dominating role in decision-making that led to conflict.

681. JOSHI, H. R., *A Critical Study of Problems of Administration and Finance in Primary Education in the Gujarat State with special reference to the Present Working and the Role of Panchayat Raj Bodies in Southern Gujarat*, Ph.D. Edu., MSU, 1973.

The main objective of the study was to find out the extent to which the democratic decentralised administration of primary education had been realised in Gujarat State since the operation of Panchayat Act, 1961. The following major hypotheses were tested : (i) the adoption of decentralised pattern of administration

of primary education would draw the local community together for the task of spreading free and compulsory primary education; (ii) the community would be enthusiastic to ensure that students not only join the schools but remain there till the age of fourteen; and (iii) the association of leaders of rural community would result in indirect adult education.

The survey covered four districts in Southern Gujarat. In all, eighty-two villages from nineteen Talukas were selected on the basis of certain criteria.

The major findings were : (i) the local community was not drawn close to a desirable extent and it was due to lack of a proper training programme for Panchayat leaders; (ii) the administration of primary education had not improved to any significant extent; (iii) village leadership was based on considerations of caste and/or political affiliation; and (iv) the administration of primary education was becoming increasingly complex.

682. JOSHI, S. V., *An Investigation into the Purposes, Functions and Special Problems of One Teacher School in Western Maharashtra*, Ph.D. Edu., SNDT, 1973.

The main objectives of the study were to investigate whether (i) the one teacher schools were functioning properly and carrying out their everyday programmes as expected, (ii) the daily attendance of pupils was very low, (iii) the schools had very low academic standard, (iv) the minimum educational facility was available to the students, (v) the rural people were interested in educating their wards in these schools, (vi) the teachers showed interest and enthusiasm in teaching and in other works of these schools, and (vii) these schools were inspected occasionally and the teachers were guided by the higher authorities.

Three western districts of Maharashtra were selected as the geographical sample. The types of schools selected were : (i) one school from rural area; (ii) Marathi medium schools; and (iii) twenty-five per cent of the schools in the block area in each district. In this survey type of study, questionnaire and interview were the main tools which were administered to (i) the teachers of the selected schools; (ii) prominent persons of the village, (iii) students of standards I to IV of the schools (test questions), (iv) all inspecting officers in the district, (v) all block development officers, and (vi) all chairmen of the Panchayat Samitis of the districts. The data were collected in person.

A number of useful findings of a factual nature have been drawn.

683. *KARMYOGI, R. P., An Investigation into the Problems of Educational Administration in Madhya Pradesh from 1947 with reference to Secondary Education, Ph.D. Edu., RSU, 1974.*

The aim of the investigation was to study the problems of (i) educational administration, namely, integration of services, pay scales, administrative procedures, size of educational divisions, number of schools, work load, appointments, promotions, transfers, and training of teachers; and (ii) school administration, such as, school organisation, indiscipline, examinations, evaluation, and the cooperation between home, school and society.

The sample included some officers of the directorate of education, principals of education colleges, D.S.E.s', Dy.D.S.E.s, A.D.S.E.s, D.E.s, lecturers in education and teachers. Total number of questionnaires sent were 3,250. Interviews were conducted. Proceedings of Vidhan Sabha and education office records were also referred.

Major findings of the study were: (i) the qualifications, pay scales and working conditions of divisional and district educational administrators were not found satisfactory; (ii) there was no provision for training of educational administrators; (iii) methods of promotions were not scientific; (iv) the selection procedures and transfers of lecturers and teachers were not objective; (v) sixty percent of schools lacked adequate facilities; (vi) schools were rarely inspected; (vii) there were no means by which effective and ineffective teachers were differentiated; (viii) working of extension departments were not effective; (ix) there was no provision for moral education in school curriculum; (x) there was no cooperation between school and community; (xi) there were no alumni associations existing in schools; (xii) quarterly and half yearly examinations were not given due credit; (xiii) promotion rules in the schools were incoherent; and (xiv) invigilators of examinations faced threat to personal security.

684. *KHAN, Q. U., Wastage in Indian School Education (A Review and Further Analysis), Institute of Applied Manpower Research, New Delhi, 1972.*

The objectives of the study were: (i) to review the studies on wastage conducted in the country; (ii) to analyse the latest available information and to calculate the wastage rates for the primary education; and (iii) to apply the UNESCO methodology for calculating wastage rates and find out the adequacy of the published statistics with a view to collecting more detailed information for the study of wastage.

The analysis of wastage in the Indian school edu-

cation (primary stage) was based on the classwise enrolment for the year 1963-64 and 1964-65. The analysis was done separately for boys and girls and individual states of the Indian union. The computations were done on the steps followed by the UNESCO to study the educational wastage. The promotion rate, repetition rate and dropout rate for individual grades were calculated separately for boys and girls. The real progression of pupils was calculated in the form of a flow chart. The internal efficiency of education system was calculated using a number of indicators.

The following were the findings revealed by the study: A review of the existing studies on the subject showed their noncomparability both on account of different methodologies adopted and also on account of their varying coverages. An analysis of the available information (1963-64 and 1964-65 data) showed that the output per 1000 cohort enrolment came to 453 only (473 for boys and 409 for girls). This indicated that 547 students out of a cohort enrolment of 1000 pupils were dropping out in the period 1963-64 to 1964-65. This output varied from 682 to 224 in the states following the 5-grade system and from 813 to 412 in states following a 4-grade system. Besides these huge dropouts, if the phenomenon of stagnation was also considered, the input-output ratio came to be in the order of eightyseven percent (ninetyfour percent for girls and seventyone percent for boys). The statewide wastage rates varied from one another considerably.

685. *KHANDEKAR, M., Parents and the B.I.S.: Parents' opinion about the Development of the Bombay International School, TISS, Bombay, 1971.*

The main objective of the study was to ascertain the views of the Bombay International School Association (BISA) members on certain issues like supporting poor but intelligent and deserving students, allowing their children to be taught along with the handicapped children, and fixing up the size of the school. It was also attempted to find out the understanding of the BISA members on the concept of equality of educational opportunity.

The investigation was conducted in three phases: Phase I consisted of a study into the school records, Phase II consisted of questionnaire mailed to all the BISA members, and Phase III was detailed interviews with the help of a schedule of all those who answered the mailed questionnaire.

Majority (sixtytwo percent) of the BISA members felt that equality of educational opportunity

meant to lay a greater stress on the development of individual abilities of all the children belonging to different social classes and in addition, the weaker sections of the society should receive compensatory facilities and amenities to enable them to derive full benefit of such opportunity.

686. *KHANDEKAR, M., A Study of Drop-outs, TISS, Bombay, 1974.*

The objectives of the study were : (i) to find out the socio-economic and environmental characteristics of dropouts; (ii) to determine the educational background of the dropouts and their siblings; (iii) to ascertain the factors contributing to dropping out from schools; (iv) to determine their motivation for further education and vocational training; and (v) to ascertain their reaction to programmes of rehabilitation and to invite their own suggestions.

The sample consisted of youth in the age group of fourteen to twentyone years, those who had been to school for sometime but could not complete the secondary stage of education. The subjects were living in the ten slum areas of Bombay. The technique used for the collection of data was interview.

Major findings of the study were : (i) fathers of the dropouts were ill educated; (ii) the dropouts' families were poor; (iii) girls' ratio was less in the dropouts; (iv) financial resource was the single most important factor for dropping out; (v) more girls than boys stopped education due to non-economic reasons; (vi) as many as sixty-nine percent of dropouts stopped on their own while thirtyone percent on the suggestions of their parents; (vii) majority of the dropouts and their parents said that they were compelled to discontinue studies; (viii) only thirtyeight percent of dropouts had jobs; (ix) quite a few dropouts had higher job aspirations; (x) as many as seventytwo percent of dropouts who had no job spent their time aimlessly; and (xi) as many as fiftytwo percent of dropouts wished to start education again.

\*687. *LINGAJAMMANI, A., An Enquiry into the Impact of Foreign Countries on the System of Education in India since 1947, Ph.D. Edu., Mys. U., 1976.*

The objectives of the study were to understand the impact and influences of UK, USA, USSR, France, Germany, Japan, Canada, and the UNESCO on Indian educational system since 1947.

The study sought (i) to critically examine the changes and new trends in Indian education since 1947, and to trace their sources; (ii) to gather information from the diplomatic sources; (iii) to collect re-

levant information from the governmental agencies; (iv) to interview educationists and experts in comparative education in India; and (v) to study relevant publications and books.

The findings of the study were as follows : (i) The major influence of UK on Indian education was in the establishment of the University Grants Commission (UGC) and correspondence courses in several Indian universities. (ii) The major influence of USA on Indian education was in the establishment of the National Council of Educational Research and Training (NCERT). The influence was also felt in the fields of school curriculum, instructional materials, science and mathematics education, guidance, extension service programmes, action research, evaluation, semester system, establishment of junior colleges, etc. (iii) The major influence of the USSR on Indian education was felt in the organisational changes in school education, curricular reorganisation, introduction of the concept of work experience, creation of agricultural polytechnics, popularisation of teacher education through correspondence, etc. (iv) The influence of Germany and Canada was in the fields of adult education, industrial and technical education, vocational education, etc. (v) Japan's influence was in the education for reorganisation of agriculture, cottage and small industries, etc. (vi) The contribution of the UNESCO was mainly in the field of universal compulsory primary education.

\*688. *MANDALIA, G. M. and NAJAMUDDIN, School Buildings' Standards, Economy, Efficiency and Environment, Dept. of Architecture and Planning, Roorkee U., 1975. (NCERT financed)*

The scope of the present study was to investigate the following : (i) space economy with respect to classroom — form and function; (ii) combination of classrooms and use of the maximum space; (iii) timetable and shift adjustment; and (iv) construction and materials.

An observation survey of fifty schools in different parts of the country was conducted. The samples included a wide range of school buildings — from the pitiable schools in Saliyar village (Saharanpur district), the basement classrooms in Sanatan Dharam School at Roorkee, to the posh American School in New Delhi.

The study concluded that the forms not only enhance the environment, add to the superior functional utilisation, fulfil varied needs in the classroom for latest teaching methods, but also lead to economy in

cribe and evaluate institutional climate and teacher morale of the sampled colleges; (ii) to find out whether perceptions of different dimensions of institutional climate by principals and teachers differ significantly; (iii) to inquire into possible effects some institutional and some teacher variables leave on institutional climate; (iv) to determine whether any significant relationship exists between (a) climate and teacher morale in general, and (b) dimensions of institutional climate and factors of teacher morale; and (v) to find out the relationship between types of institutional climate and student control ideology.

The stratified sample consisted of 122 colleges excluding the faculty of medicine, the strata being city-town, small-large colleges and south-north zones. The tools used were: (i) Institutional Climate Description Questionnaire (ICDQ), (ii) the College Teacher Morale Opinionnaire (CTMO), and (iii) Student Control Ideology (SCI). Standard procedures were used to analyse the data. The statistical techniques used were the t test, F test, chi-square and regression equation and others.

The major findings of the study were as follows: (i) About half the number of colleges were found to manifest closed climate, as against a little less than one-fourth of them showing open-climate, the cause for variation being the dimensions 'Hindrance' and 'Disengagement'. (ii) The two negative behaviours of principals were 'Aloofness' and 'Production Emphasis', the positive ones being 'Thrust' and 'Consideration'. (iii) The mean perceptions of principals and teachers on eleven out of twelve dimensions of climate showed significant differences either at 0.01 or 0.05 level, twelfth being 'Production Emphasis'. (iv) Marked variations existed between different faculties of colleges of Gujarat University in general. (v) Greater number of colleges located in cities and large and small colleges fell in intermediate climate. (vi) The relationship between college size and institutional climate, regional location and climate typology, and SES and climate were not tenable. (vii) The teachers belonged to the 'average morale' category. A little more than half of central zone teachers manifested 'high morale', whereas teachers of south, and north zones had 'average morale'. (ix) Facultywise variations were significant but size of the colleges and location did not significantly relate to morale of teachers. (x) Teacher morale and institutional climate were related at 0.01 level. (xi) Significant facultywise differences were found in mean perceptions of teachers on custodial and humanistic control ideology. (xii) Positive and significant inter-relationships existed among insti-

tutional climate, teacher morale and student control ideology of the teachers of affiliated colleges.

\*692. MUKHOPADHYAY, G. C., *Mass Education in Bengal (1882-1914)*, Ph.D. Hist., Jad. U., 1974.

The present study is an attempt to delineate the problem of elementary education of the masses of Bengal, as distinguished from higher education of the classes. The main purpose of the study was to explore how far this fundamental social problem was tackled in the period under study and in what light it was viewed by the government and the people of different social classes in Bengal.

The present investigation is a historical survey. The period covered was roughly the three decades following the appointment of the Hunter Commission of 1882. The study confined its geographical limits to the Bengali-speaking districts of the then Province of Bengal. Materials for this study were collected from the official proceedings of governments of West Bengal and India, reports of different commissions and periodicals, literary works, annual reports, tracts and pamphlets of the missionary societies, reports of different associations and libraries. The different evidences were compared, critically analysed and interpreted. The study was divided into seven thematic sections in which significant features of mass education in the then Bengal were critically exposed.

The following were some of the major conclusions of the study: (i) there were socio-cultural forces to uphold mass education programmes in the period under study; (ii) Bengal renaissance gave a great boost to elementary education programmes in all communities; (iii) the private enterprise, specially the Zamindars, had a progressive role in promoting mass education at that time; (iv) contribution of the Christian missionaries in promoting mass education in the then Bengal could hardly be over estimated; (v) after Hunter Commission, the government's policy was to support mass education; the newly originating middle class came forward to promote it, but certain conservative sections of the society failed to accept this progressive slogan.

\*693. NAGPAL, G. L., *Problems of Secondary School Teachers in the Border Area of Punjab, Saraswathi College of Education, Charkhi Dadri, 1972. (NCERT financed)*

The study was conducted mainly to find out the nature of problems secondary school teachers faced in the border areas of Punjab as distinct from other areas.

resources : for example, man, material and money. The study came out with a formula, namely, forms, functions and feasibility, i.e., 3Fs, when organised through 3 Ms, i.e., man, material and money, will lead to fulfil the demand of 3 Rs, i.e., reading writing and arithmetic.

689. *MASAVI, M. I., Wastage and Stagnation in Primary Education Amongst the Tribals of Gujarat, Tribal Research and Training Institute, Gujarat Vidyapith, Ahmedabad, 1971.*

The major objectives of the study were : (i) to ascertain the nature and extent of the problem of wastage and stagnation in tribal areas of the state; (ii) to identify the causes responsible for it; and (iii) to suggest appropriate remedial measures.

The sample consisted of 104 schools and fourteen ashram schools belonging to the fifteen tribal development blocks in the eight tribal districts of the State of Gujarat. Students who joined in class I in the years 1967 and 1968 were followed for four years for measuring the extent of wastage and stagnation. Besides this, the techniques used for data collection included individual and group interviews of (i) local leaders, (ii) parents, (iii) teachers, and (iv) educational inspectors.

Main findings of the study were : (i) the rate of wastage in the two selected base years of 1967 and 1968 was forty-nine percent and thirty-four percent respectively; (ii) first grade was found to be stumbling block in the sphere of primary education; (iii) the rate of stagnation was high in the first grade; (iv) ashram schools showed lower rate of wastage than panchayat schools; (v) economic backwardness was found to be the primary cause for wastage and stagnation; and (vi) other causes for wastage and stagnation were found to be illiterate parents, untrained and inefficient teachers, unsuitable curriculum and medium of instruction, and nonstimulating school environment.

\*690. *MEHARE, K. T., Evaluation of Administration of Secondary Teachers' Training Colleges in Maharashtra with Special Reference to the Principal's Role, Ph.D. Edu., MSU, 1977.*

The major objectives of the study were : (i) to measure the existing climate of the secondary teachers' training colleges; (ii) to measure the teacher educators' morale; (iii) to evaluate the effectiveness of teacher training programme in colleges of education in Maharashtra; (iv) to appraise the principals' leadership behaviour; and (v) to determine the principal's role in the order of priority with the help of rating scale.

The normative survey had the sample of twenty-six colleges of education from different regions of Maharashtra. The number of principals was twenty-six and that of teacher educators was 190. The tools used for the study were : (i) the Organizational Climate Description Questionnaire (OCDQ) of Halpin and Croft (1963), (ii) the Purdue Teacher Opinionnaire (PTO) of Bentley and Rempel (1970), (iii) the Leadership Behaviour Description Questionnaire (Real Teacher) (LBDQ) devised by Halpin and Croft (1963), (iv) the Leadership Behaviour Description Questionnaire (Real-Self), (v) a questionnaire to evaluate effectiveness of teacher education programme, (vi) a rating scale to evaluate the role of the principal, and (vii) biographical data proformas to obtain the information about the college, the teacher educators and the principal. Along with them interviews were also conducted. The statistical techniques used were factor analysis, analysis of variance, chi-square and t tests.

The major findings of the study were as follows : (i) The colleges could be arranged on a continuum with 'open' and 'closed' climates as extremes. The colleges of Greater Bombay were found to be more open than the colleges in towns. (ii) Significant relationship existed between administrative experience and climate types but not with the age of principals. No relationships were found between climate types and type of management or newness of the college or the size. (iii) Variations in teacher morale existed in colleges of education but was not related to the age of the principal. The relationship was with his administrative experience. (iv) Teacher morale was found to be dependent on their faculty experience, but not on type of management, year of establishment of the college or their own age. (v) College climate was closely associated with teacher morale. (vi) Rapport among teacher educators was more in 'open climates' than their counterparts. (vii) Positive and significant relationship was found between the perception of teacher educators about the behaviour of the principal and his own perception about himself. (viii) The factorial analysis revealed four factors, viz., Democratic Training, Staff Attitude, Plant Economy, and Finance, as independent in measuring the effectiveness of the teacher education programme, which was different in different colleges.

\*691. *MEHTA, A. V., Institutional Climate as a factor of Staff Morale and Student Control Ideology in the Affiliated Colleges of Gujarat University, Ph.D. Edu., MSU, 1977.*

The important objectives of the study were : (i) to develop two research instruments to identify, des-

Two thousand teachers from various middle/high and higher secondary schools for boys and girls of Amritsar and Ferozepur Districts were drawn as sample of the study.

It was found that only one-third of the total number of teachers serving in these areas preferred to work there. The majority of them, i.e., over sixtysix percent felt insecure due to improper arrangements of civil defence. Punctuality in attending the schools was another casualty. The reason was that very few dwelling units could be located in that area and, therefore, the teachers had to live at distances ranging from one kilometre to thirty kilometres away from the place of work. The lack of such necessities of life as means of transport, good family life, the lack of entertainment, etc., affected the working of these teachers.

694. *NCERT, Secondary School Teachers in India, Teachers — Preliminary Report, 1969-70, Data Processing and Educational Survey Unit, NIE, New Delhi, 1972.*

The major purposes of the study were: (i) to undertake a study of teachers in various states and union territories; (ii) to obtain demographic information of teachers at first entry into teaching profession; (iii) to study the socio-economic background, workload, service conditions, stability and mobility, teaching competence, etc., of teachers; (iv) to study the teacher-community relationship and the reaction of teachers to the profession and their professional problems; and (v) to study teachers' views on national integration.

The sample was limited to teachers from (i) all the secondary schools of a rural community development block, (ii) all the secondary schools within the municipal limits of two towns under categories III and IV, i.e., having population between 10,000 and 1,00,000 under category III and below 10,000 under category IV, (iii) five percent of secondary schools within municipal limits of a city in category II, i.e., between a population of 1,00,000 and 10,00,000, and (iv) all the secondary schools located within the municipal limits of the headquarters of the union territories with the exception of Delhi and North East Frontier Agency. In addition, two cities with highly developed industrial complex were also included in the sample. In all, 377 schools were selected. The collection of data was done through specially prepared schedules.

A few of the major findings were: (i) on an average a secondary school had 529 pupils, with the average being 319 in rural areas and 628 in urban areas; (ii) of 7,688 posts of teachers sanctioned as on the thirtyfirst day of the month of March in the year

1969, a total of 7,555 teachers were in position; (iii) of 377 schools in the sample, 204 schools had no provision for deputing teachers for higher studies, whereas 130 schools had no provision for deputing teachers for inservice training; (iv) about fortythree percent of the schools had parent teacher associations; (v) about eightytwo percent of the schools in the sample were running in one shift; (vi) most of the schools running in two shifts were located in urban areas; (vii) the duration of work for single shift school was 5.5 hours, whereas it was 4.57 hours for the double shift schools; (viii) a little over two-thirds of the total number of teachers were male; (ix) twentyfive percent of the total teachers were unmarried, the percentage of unmarried teachers being more amongst female teachers; (x) the average annual income of the teachers at the time of the survey was Rs. 3,620; (xi) more than twentythree percent of the teachers in the sample were in debt, the indebtedness being higher among male teachers; (xii) the maximum of pay scales of about sixtyfive percent of teachers did not exceed Rs. 350 per month; and (xiii) about fiftythree percent teachers had rented accommodation, thirtysix percent had their own accommodation and the rest had free accommodation provided by school management. In addition to these, the study provides details about service and working conditions, stability and mobility, professional growth, and professional competence of teachers.

695. *NCERT, Survey of Secondary School Teachers in India — Perception of Teachers as revealed by Heads of Institutions, Data Processing and Educational Survey Unit, NIE, New Delhi, 1972.*

The major objectives of the study were: (i) to study the variation in head's perception on individual items with respect to some school variables such as character, management, and type of schools; (ii) to study variation in overall perception with respect to above variables; and (iii) to determine the contribution of individual item to overall perception.

Three questionnaires and interview schedules were the main tools used in the study. The sample was drawn from the states and union territories giving proper representation to regions, nature of managements and types of institutions. The sample consisted of three percent teachers of the total population of three lakhs of secondary teachers in the country. This sample of teachers was drawn from 377 secondary schools of India. The head's assessment of cognitive structure that builds dynamics of relationship with teachers was quantified by assigning weights to the responses.

The major findings of the study were: (i) in ninetythree percent of the schools, all teachers carried out instruction with regard to adjustment in timetables; (ii) in eightyone percent of schools, all teachers carried out instruction with regard to curricular and cocurricular assignments, whereas in eightyfive percent of schools, teachers willingly undertook assignments of administrative work and in sixty percent of schools, teachers undertook work other than school work; (iii) teachers in seventyseven percent of schools were consulted before heads took any decision regarding changes in day-to-day running of schools; (iv) teachers voluntarily offered suggestions in eightythree percent of schools; (v) in fortyone percent of schools, headmasters felt that teachers' work required to be supervised generally, whereas headmasters of fiftytwo percent of schools felt the need to supervise teachers' work sometimes; (vi) heads of five percent of schools did not feel it necessary to supervise teachers' work; (vii) heads were not found to be strict in matters of grant of leave in fiftyone percent of schools, whereas heads from twentythree percent of schools reported that they had taken disciplinary actions against teachers for irregularity, deliberate absenteeism or refusal to carry out orders; (viii) heads of thirty percent of schools maintained considerable social distance from teachers even outside school hours, whereas heads of sixtysix percent of schools reported that their teachers occasionally visited their homes; (ix) sixtythree percent of headmasters usually sought advice from teachers on their personal matters; and (x) about seventyeight percent of headmasters made efforts to keep their teachers up to date.

696. *NCERT, Report of a Comprehensive Survey of Education in Manipur (1972-73), Data Processing and Educational Survey Unit, NIE, New Delhi, 1973.*

The purpose of the survey was to make available to the Manipur government the data on various aspects of education for taking policy decisions and planning a programme of improvement and development in education. The specific objectives of the study were: (i) to make a status study of education in all its aspects and for every stage of education; and (ii) to identify the pressing problems of education.

In the survey an attempt was made to cover all aspects of education including general education, vocational education, technical education, professional education and educational administration and planning. Schedules and interviews were the main tools of the survey.

The survey yielded data about (i) educational

administration, inspection and supervision, the various governmental agencies like the Board of Primary and Middle School Leaving Certificate Examination, Educational Planning and Finance; (ii) preschool education — its management, administration, teachers and enrolment; (iii) school education — number and location of schools, management, enrolment, teachers, curriculum, media of expression, etc.; (iv) school teachers — their workload, academic and professional qualifications, training competence, competence to teach science, salaries, inservice growth facilities, etc.; (v) higher education — number of institutions, administrative control, enrolment, facilities, libraries, laboratories, student welfare programme, etc.; (vi) teacher education — enrolment, qualification of trainees, medium of instruction, buildings, library facilities, extension services, control and finance, etc., (vii) professional education including medicine, law, music, drama and dance, drawing and painting — the staff enrolment, administration and control, and facilities; and (viii) vocational and technical education and social education.

\*697. *NCERT, Planning Vocational Education for Mathura District (U.P.), Work Experience and Vocationalization of Education Unit, NIE, New Delhi, 1976.*

The study attempted (i) to explore the employment market in the district under the control of the state and central governments and private agencies to ascertain the short fall, if any, in properly qualified and skilled personnel in the various occupational fields; (ii) to identify the emerging individual and commercial development trends and to assess the employment opportunities during the next ten years for the trained personnel in specific vocations; (iii) to identify occupations which offer reasonably good prospects for self employment; (iv) to assess the capability of schools or colleges to institute the new vocational courses with minimum financial outlay and to identify the courses which can be instituted in each of them; (v) to recommend to the State of Uttar Pradesh the types of courses that could be started immediately, and (vi) miscellaneous issues which would help the State in the implementation of the scheme successfully.

The data were collected through interviews, discussions and visits to various employment agencies. Certain data were also obtained from the Directorate of Education, U.P., and the Applied Man Power Research Institute. The reports on Industrial Potentials Survey, and Credit Services for Small and Marginal Farmers and Agricultural Labourers were also referred to. Five questionnaires were prepared and

administered to industrialists, trade organizations, educational institutions, block development officers and students of standard ten.

The following were the findings of the study: (i) Mathura district was felt to be surplus in agricultural product. Agra made a good progress in agricultural production. Soil was found to be highly suitable for sugar-cane cultivation. Mathura district produced about 1.5 lakh litres of milk per month. (ii) The power supply for irrigation was only 30 MW and had not illuminated even one half of the villages in the district. (iii) Uttar Pradesh established agriculture diploma courses of two year duration. There was enough scope for self employment in certain areas for all those who had requisite initiative, training and enterprise. Dairying, sugar-cane crushing units, animal husbandry, inland fishery, cooperative farming, agricultural extension services, food preservation and processing units and veterinary services were felt to be the desirable vocational courses in schools. There was a scope for setting up twentythree new small scale industries to meet the needs of the district. (iv) There appeared to be a need for midwives and nurses. (v) There were thirty montessori schools in the district and there was not a single trained teacher in any one of these schools. Adequate number of teachers in Urdu for the primary and junior secondary schools were not available.

\*698. PALSANE, M. N. and PATHAK, C. C., *Enquiry into the Rise or Fall in Educational Standards, through the Comparison of Scholastic Achievements in different School Subjects at the Various Grades of Secondary School Level, SPU, 1971. (UGC financed)*

The study aimed at enquiring into the change over a decade, in the level of educational achievement in different school subjects, namely, Gujarati, English, history, geography, arithmetic, algebra, geometry and general science at grades VIII, IX, and X as measured by standardised tests of educational achievement.

The Faculty of Education and Psychology of the M.S. University of Baroda had standardised achievement tests all over Gujarat State in the various subjects mentioned above for grades VIII, IX, and X and norms were calculated during the year 1958-59. The same standardised tests were again administered to pupils drawn from all over Gujarat State and norms were redetermined during 1968-69. The sample drawn was as far as possible comparable to the original sample for norms study carried out in 1958-59 with respect to adequacy and representativeness. In all, about 2000 pupils were tested, each one in eight

subjects. The scores were analysed subjectwise and gradewise and compared statistically with the original norms for the tests. The means and standard deviations calculated for each subject in each grade separately constituted the norms for comparison.

The findings of the study were as follows: (i) In grade VIII, there was a small positive gain in the subjects of English and algebra, but was not significant. In all other subjects there was a significant loss at 0.01 level. (ii) In grade IX, although there was a positive gain in mean in English, the mean difference was not significant. But, in other subjects there were significant mean differences in favour of norms for the year 1958-59 indicating a loss in performance standards. (iii) In grade X, there was a significant positive gain in English. There were negative differences in Gujarati and geometry, although not significant. In the other subjects, the mean differences were negative and significant showing a fall in performance standards.

699. PANDEY, K. P., *Factors Affecting Continuance of Girl's Education in Meerut District, Department of Education, N. A. S. College, Meerut, 1966. (NCERT financed)*

The major objectives of the study were: (i) to study the factors influencing the continuance of girls' education, (ii) to analyse those factors responsible for noncontinuance of the education of girls, (iii) to enlist the opinion of teachers and parents with regard to the education of girls in general and with special reference to the factors responsible for the continuance of girls' education, (iv) to indicate educational implications for the programmes of girls' education, and (v) to derive general conclusions about the factors that affect girls' education at higher secondary level.

The study was a descriptive survey type research. The techniques used were questionnaire and interview. The questionnaire in its final form consisted of seventyfour questions. It covered areas like general information, personal data, factors related to school, home and socio-economic factors. Two interview schedules were prepared — one for parents and another for teachers. The study was conducted on a sample of 792 students of different girls' institutions of Meerut district who were continuing their education, and 102 such students who had discontinued their education. These 792 girl students of the sample were selected from twentytwo institutions of Meerut district and 102 subjects were selected from schools in Meerut city and from schools in nine other places. For analysis of data tables showing frequencies and percentages were prepared.

The main findings were : (i) factors responsible for continuance of girls' education were eligibility for service, the motive of being literate and civilised, urge for new knowledge and developing the skill of efficient home management; (ii) discontinuance of studies was attributed by the respondents to the reasons of parents' liking, marriage, lack of interest, absence of further facilities for study, inability of parents to afford further education and distance from the school; (iii) teachers opined that factors responsible for discontinuance of girls' education were poverty of the family, its customs and traditions, distance from the school, lack of proper educational facility at home, poor achievement of the student in the class, transfer of parents, absence of a suitable curriculum for girls, and attitude of parents towards girls' education; (iv) parents held that girl's education discontinued mainly due to marriage, poverty of the family, repeated failure of the ward, her illness and illness of the mother, distance from school, house work and absence from school; and (v) in general, some of the most significant factors hindering the progress of girls' education in our country were conservative outlook of parents, family inhibitions and financial and social conditions; early marriage, lack of suitable facilities for girls' schools were other factors responsible for the discontinuance of girls from their regular education.

\*700. PANDA, S. N., *Administrative Behaviour of Headmasters: Some Correlates and Background Factors*, Ph.D. Edu., Raj. U., 1975.

The major objectives of the study were : (i) to find out the real and ideal trends and patterns of administrative behaviour of the headmasters; (ii) to study the relationship between real and ideal administrative behaviour and between the behavioural trends and the reputation of the institution and the effectiveness of the school; and (iii) to identify the background factors of administrative behavioural patterns.

The study was conducted on 2000 teachers from 168 schools of Rajasthan selected through stratified random sampling technique, bases being higher secondary versus secondary, rural versus urban and boys versus girls. The data on headmasters' behaviour — idea and real, and background factors were collected through Headmaster's Behaviour Description Questionnaire — Ideal and Real separate, and Background Factors Description Questionnaire. The data were analysed by using chi-square test.

The study revealed that (i) headmasters in their administrative behaviour were more self-oriented, authoritarian, traditional, academically apathetic and rejecting on the one hand and less effective in commu-

nication, less cooperative, less outcome-oriented and less permissive on the other; (ii) the ideal administrative behaviours were others-oriented, outcome-oriented, permissive, cooperative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting; (iii) headmasters of effective schools were more others-oriented, less authoritarian and less rejecting; (iv) the headmasters of urban schools were more adaptable, outcome-oriented and effective in communication and less rejecting; (v) the headmasters of boys' schools were less authoritarian, less communicating, less outcome-oriented and less permissive as compared to the headmasters of girls' schools; and (vi) the background factors that were related to headmasters' administrative behaviour were teachers' indifference to carry out work, groupism among teachers, students' indifference to education, level of literacy in the surrounding community, interference in administration by authorities and poor self perception.

\*701. PANDYA, D. G., *A Study of Effectiveness of Supervision as a Function of Organismic Variables and Professional Equipment of High School Supervisors*, Ph.D. Edu., MSU, 1975.

The study was undertaken with the following objectives : (i) to study the academic set up of the secondary schools of Kheda and Panchmahals districts; (ii) to assess the ideology of supervision and ascertain the extent of acceptability of the new ideology of supervision by the school teachers; (iii) to evaluate the impact of organisational climate of school on the effectiveness of school supervision; and (iv) to compare the supervisory services done in secondary schools of an advanced district and a backward district in Central Gujarat.

The study consisted of two districts, Kheda (educationally advanced) and Panchmahals (educationally backward) from which fifty percent of the secondary schools were selected on the basis of random stratified sampling. The tools used were : (i) the Organisational Climate Description Questionnaire (Halpin and Croft), (ii) the Leadership Behaviour Description Questionnaire (Halpin), (iii) a rating scale for measuring teacher's sensitivity to new ideas in supervision, (iv) a proforma for basic data about schools, and (v) a rating scale for measuring instructional leadership. Chi-square and t test were used for analysis.

The main findings of the study were as under. (i) Teachers of the advanced district schools differed significantly in respect of teachers' sensitivity and innovative instructional practices. (ii) Advanced district schools stood higher in the openness of organi-

sational climate of schools and lower in closeness of climate than the backward district schools. (iii) Teachers of the advanced district schools seemed to be much more benefitting from the supervision services. (iv) The group differences in respect of supervisors were significant between the two district groups of schools. (v) The advanced district schools were having a good degree of regularity in maintaining various supervision tools. (vi) The scale in regard to the quality of supervision tilted in favour of the Kheda district schools. (vii) Advanced schools were found to have achieved more gains from supervisory services. (viii) The possibility for the adoption of new concepts of supervision was definitely more in the case of the advanced district schools. (ix) So far as the factors that brought innovations and change in the secondary schools, the staff structure and motivation in the advanced schools were higher and better than those in the backward schools. (x) A clear upward trend in the case of the forward district schools and a downward trend in the case of the backward district schools were observed in all the aspects of leadership.

702. PATEL, B. N., *Study of Leadership for Improving Instruction in High Schools of Selected Districts in Gujarat*, Ph.D. Edu., MSU, 1974.

The study was undertaken : (i) to survey and evaluate the instructional leadership in the high schools of the Surat district; (ii) to compare the results with similar survey and evaluation of instructional leadership in high schools of the Bular district and the Panchmahals district for the purpose of comparison; (iii) to determine the relationship between the leadership and organisational climate, the leadership and teachers' morale, and the leadership and supervisory practices; and (iv) to determine the possible main dimensions and directions of improvement of instruction in the high schools.

The sample of 162 schools was drawn from Surat, Bular and Panchmahals districts. For the collection of necessary data the following tools were used : (i) the questionnaire to find out the organisational climate; (ii) rating scales to obtain data about the general leadership behaviour, principals' instructional leadership, teachers' sensitivity for new ideas in supervision, perception of teachers about the practicability of implementation of innovative instructional practices in schools, and morale of teachers; and (iii) checklists to find out basic data about the methods and programmes in supervision used in schools and the problems of supervision.

The major findings of the study were : (i) leadership, organisational climate, teacher morale, super-

visory practices, and innovation and change were significantly related to the progressive characteristics of high schools; (ii) instructional leadership in high schools was highly correlated with organisational climate; (iii) leadership and organisational climate of the schools influenced the morale of their teachers; and (v) where the leadership, organisational climate, and teacher morale were of high quality, the supervisory practices for the improvement of instruction were found to be effective, and the teachers were more innovative.

703. PATEL, V. A., *Impact of the Panchayati Raj on the Administration of Primary Education in Mehsana District*, Ph.D. Edu., MSU, 1975.

The main objective of the study was to find out how far the introduction of the Panchayati Raj succeeded in expanding and improving the programme of primary education in Mehsana District of North Gujarat. The impact was to be seen in terms of leadership, event of success, strengths and limitations and the policy of the transfers of teachers.

The total sample covered in the study constituted ten percent (ninetyfive Gram Panchayats) of the total Gram Panchayats in the district. An attempt was made to select a representative sample based on the factors like social situation, social advancement, and economic status. The data were collected mainly from five sources : (i) published and unpublished official documents and nonofficial writings; (ii) analysis of the responses on the research tools; (iii) discussion with Panchayati Raj officials and the members of the Panchayati Raj bodies; (iv) the field study of the Panchayati Raj bodies; and (v) discussions and findings of the researches on the operation of Panchayati Raj systems in Gujarat, Maharashtra, Rajasthan and Andhra Pradesh. To collect the data, proformas, rating scales, opinionnaire and data sheets were used. The statistical techniques employed were descriptive statistics and chi-square.

The study revealed that (i) Panchayati Raj was working fairly well in the case of those Panchayats that were advanced, progressive and effective; (ii) service minded, committed to democratic ways and means, less politicised, and benevolent leadership proved to be successful; (iii) the factors of caste and economic status had an impact on the decision making of leaders; (iv) the weaker sections of the people boosted up by government and politicians played a dominant role in the decision making process at village, block and district levels; (v) the Panchayati Raj appeared to have impact on the expansion of primary education; and (vi) much appeared to be desirable in terms of improving school quality, expanding and enriching

pupil welfare services, raising teacher morale, and bringing rural community closer to the rural school.

704. PILLAI, J. K., *Organisational Climate, Teacher Morale and School Quality*, Ph.D. Edu., MSU, 1974.

The present study was planned to determine the extent to which the organisational climate of schools and faculty morale in the school were related to the quality of schools. The specific objectives were: (i) to investigate the relationship between organisational climate and pupil performance; (ii) to investigate the relationship between organisational climate and innovativeness of schools; (iii) to investigate the relationship between faculty morale of school with the pupil performance; and (iv) to investigate the relationship between faculty morale and the innovativeness of schools.

The sample consisted of 190 secondary schools, selected from Tamil Nadu State. The tools administered were: (i) the Organisational Climate Description Questionnaire of Halpin and Croft; (ii) the Bentley and Rempell's Purdue Teacher Opinionnaire; (iii) an inventory scale prepared by the investigator to assess the innovative ability of the school; and (iv) a questionnaire for demographic data and pupil performance data. Pearson product-moment correlation was used to analyse the data.

The major findings of the study were as follows: (i) Performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate types; (ii) performance of pupils in high morale school was superior to that of the average morale schools which in turn was better than the low morale schools; (iii) the ability of the school to introduce innovation in educational practices was higher in high morale schools than the average or low morale schools; (iv) higher the faculty morale, quicker and better was the school introducing newer practices; (v) both climate and morale were positively and highly related to both criteria, namely, pupil performance and innovative ability of the schools; (vi) esprit, thrust, disengagement and hindrance were found to significantly influence the level of performance of pupils in schools; (vii) curricular issues, school facilities and services, community support of education, rapport among teachers, teacher salary, satisfaction with teaching, teacher rapport with principal, community pressures, teacher status and teacher load were found to contribute to pupils performance in schools; (viii) the innovative ability of the school was significantly related to the three climates, namely, esprit, thrust and disengagement; (ix) the four morale dimensions, name-

ly, school facilities and services, curricular issues, teacher salary and community pressures were found to influence the innovative ability of the schools; and (x) there was a high correlation between climate and morale.

\*705. PUROHIT, J. N. and others, *A Comparative Study of the Efficacy of Various Methods of Supervision in Improving Teaching Learning Process and Students' Achievement, Government Teachers' Training College, Ajmer, 1972.* (NCERT financed)

The objectives of the study were: (i) to find out the extent of efficiency of the planned supervision by the headmaster, the team supervision by the subject teachers and the self supervision by the teacher in terms of teacher performance and students' achievement; (ii) to compare the efficacy (in terms of teacher performance and students' achievement) of (a) planned supervision by the headmaster with that of team supervision by the subject teachers, (b) planned supervision by the headmaster with that of self supervision by teacher, and (c) team supervision by the subject teachers with that of self supervision by the teacher; and (iii) to identify relatively the most effective method of supervision.

The sample consisted of fifteen schools selected from three districts. These five schools in each district formed as clusters to adopt one method of supervision. A cluster of schools consisted of at least one rural school, a boys school at the district headquarters and one nongovernment school. Compulsory Hindi, English, compulsory and elementary mathematics were supervised for standards IX and X. A team of five professors/teachers of Government Teachers' Training College, Ajmer was constituted for the rating of the teaching performance. The data were collected by using the schedules for supervision, rating scales for teacher performance and teacher effectiveness, and achievement tests.

The following were the findings of the study. (i) Under the planned supervision of the headmaster (a) teachers' performance improved in all the subjects and in all the classes but this improvement was not significant; (b) there was a significant increase in students' learning achievement scores in Hindi of standards IX and X, English of Standard IX, and mathematics of standard X, but a significant downward trend was noted in students' learning achievement scores in English of standard X and mathematics of standard IX. (ii) Under the team supervision by the subject teachers (a) the teachers performance scores increased in Hindi and elementary mathematics in standards

IX and X; (b) students' learning achievement scores increased significantly in all subjects and classes except in mathematics of standard IX. (iii) Under the self supervision by the teacher (a) a significant increase in teacher performance scores was found in all the subjects and classes; (b) there was a significant increase in students' learning achievement scores in all the subjects and classes except in the case of mathematics of standard IX, where the increase was not significant. (iv) When the mean gain in all the subjects and classes were combined, (a) the efficacy of the method of self supervision by the teacher, both in terms of improvement in teacher performance and increase in students' learning scores, was found significantly higher than that of the method of planned supervision by the headmaster; (b) efficacy (in terms of increase in students' learning achievement) of the method of self supervision by the teacher was higher than that of the method of team supervision by the subject teachers; (c) on comparison between the methods of team supervision by the subject teachers and planned supervision by the headmaster, the former was found to be more effective than the latter in terms of improvement in teacher performance; but in terms of the increase in students' learning achievement the difference between the mean gains of the two methods were not found significant, though the trend was in favour of planned supervision.

706. RAJALAKSHMIAMMA, V. M., *Comparative Study of Repeaters and Nonrepeaters in Secondary Schools in Kerala, Ph.D. Psy., Ker. U., 1973.*

The major aim of the study was to determine the causes of failure in secondary schools and the factors that influenced academic achievement. It was hypothesised that significant differences could be obtained between repeaters and nonrepeaters in certain psychological as well as environmental variables.

The investigation was a correlational study. The group of repeaters was divided into three subgroups — those who had failed once in any standard, those who had failed twice, and those who had failed thrice or more. The two year repeaters and three or more year repeaters were together termed as chronic or consistent repeaters. Comparison of different categories of repeater groups was also made in psychological as well as environmental factors to observe whether those who consistently failed differed from chance failures. A pilot study to pinpoint variables which had significant association with class repetition was conducted on a sample of 268 pupils (140 boys and 128 girls) of standards VIII and IX from four mixed schools in

Trivandrum Educational District. The main investigation was conducted on a sample of 998 pupils (547 boys and 451 girls) of standards VIII and IX in seventy-eight complete high schools in the district mentioned. Proportionate random sampling technique was used for selecting the sample. A test of general mental ability, an inventory of motivational traits, an adjustment inventory, a manifest anxiety scale and a general data sheet were the tools of research. For statistical analysis of data chi-square test and multivariate analysis of variance and were utilized.

The following were some of the significant findings of the study: (i) Caste showed significant difference among the four groups; the nonrepeating successful group contained pupils of forward class in proportion greater than those of backward and scheduled classes. (ii) Education of parents was found significantly related to nonrepeaters. (iii) A large proportion of successful children was found to have fathers in higher level occupations. High level occupation of the mother demonstrated positive relationship with success in schools. (iv) There was significant association between family income and achievement, higher income groups comprising larger percentage of nonrepeaters. (v) Number of siblings also indicated notable differences among the four groups. A great proportion of nonrepeaters were either 'only children' or children with four or less than four siblings. (vi) Hindrances to study showed a positive relationship to class repetition. Parental attention was seen here as a variable conducive to success in school. (vii) When cocurricular activities were considered, participation in N.C.C., scouting, and in student organisation activities demonstrated significant association with stagnation.

\*707. RANA, S. S., *A Critical Study of the Debates and Decision on Education in the Parliament of Republic of India, Ph.D. Edu., Pan. U., 1977.*

The study aimed at getting knowledge and information from the important debates and decisions on education in the Parliament of India from 1952 to 1976.

The data were collected through a questionnaire consisting of twenty statements on different educational issues.

The opinion of the majority of the persons sending responses agreed on the following statements of the opinionnaire: (i) Parliament should extend all the financial assistance to autonomous and privately managed educational institutions with right of supervision and guidance, coordination and maintenance of

standards. (ii) Provision of universal free compulsory basic education including pre-primary education vide Act 45 of the Constitution must be included in the Union list of schedule seven. (iii) Medium of instruction at the school level should be regional language/languages. (iv) Medium of instruction at the university level should be Hindi/English. (v) The Union Government should enter into a working partnership with the State Government by bringing education in the concurrent list of schedule seven. (vi) Students and teachers must have the right of representation on the academic and executive bodies of educational institutions. (vii) Scheduled caste and scheduled tribe students are getting equal educational opportunities at all levels. (viii) Women are not getting equal educational opportunities in all spheres. (ix) Parliament should not make by law military education compulsory for high school/college students. (x) Educational planning has not helped as yet in the establishment of a socialist, secular and democratic society in India. (xi) Indian education system must be guided by the philosophy of scientific humanism.

\*708. RAO, T. R. S., *A Study of the Classroom Climate in Secondary Schools, Ph.D. Edu., Madras U., 1977.*

The investigation was undertaken with the following objectives: (i) to study and locate a few (dominant) factors which go towards building up desirable classroom climate; (ii) to study how these factors are interrelated; and (iii) to develop methods of deriving a simple, reliable, numerical classroom climate index using these selected variables.

On the consensus of opinion and testimony of a sample of 200 educationists, including head-teachers, faculty from teacher training colleges and others interested, six primary variables — (i)  $V_1$ : attitude of teachers towards the pupils, (ii)  $V_2$ : attitude of teachers towards the profession, (iii)  $V_3$ : Class homogeneity index, (iv)  $V_4$ : T/S — ratio, (v)  $V_5$ : D/I — ratio, (vi)  $V_6$ : teacher-pupil agreement — were selected for the study. A questionnaire to teachers, a questionnaire to students and two attitude scales were developed for the purpose. A category system for observing classes in progress was also prepared. This system included, along with the first nine categories of the Flanders Interaction Analysis Category System, the following new categories: (i) teacher demonstrates, uses-aids, etc. (ii) student demonstrates, uses aids, etc., (iii) teacher uses the blackboard, (iv) student uses the blackboard, (v) pupils work silently on a given assignment, (vi) mass response, and (vii) silence/confusion/no work going on in the class. A

hundred classes were observed (for the full period) using the above tool. Immediately after the period, the questionnaires were administered to the students in the class and the teacher whose lesson was observed. The responses were suitably scored to yield measures on the six primary variables selected for the study.

Some of the major findings of the study were as follows: (i) The inter-correlations between the six variables showed that the variables  $V_1$ ,  $V_2$  and  $V_6$  tended to cluster together with significant positive correlation. (ii) The classroom climate in classes handled by women teachers was significantly better than the climate in classes handled by men teachers. (iii) There were no differences in the climate of classes from urban and rural areas. (iv) The climate prevailing in classes of different subject disciplines did not show significant differences. (v) Professional qualification, age, or experience of the teacher seemed to have no influence on the classroom climate. (vi) The classroom climate indices correlated positively and significantly with school achievement of pupils.

709. ROY, P. and RATH, R., *School Lunch in Orissa, Dept. of Psy., Utkal U., 1972. (Council for Social Development financed)*

The study is an attempt to evaluate the school feeding programme in Orissa State. The major objectives of the study were: (i) to measure differences in enrolment, attendance and dropout rates between fed and nonfed schools with specific reference groups such as scheduled castes and scheduled tribes; (ii) to determine if children in fed schools received a better overall diet and to what extent the mid-day meal programme was a substitute for food they would otherwise get at home; (iii) to measure physical differences such as height, weight, chest, biceps and slingfold thickness between children of fed and nonfed schools, holding constant as many social and cultural factors as possible; (iv) to determine if children under the programme showed better academic performance and less absence due to illness; (v) to assess the attitude of the teachers, parents and children towards the programme.

The present investigation is a descriptive survey study. At the first stage a frame development survey was conducted by mailed questionnaires to determine the characteristics of the universe from which the sample could be drawn. This survey obtained reliable information from over 23,000 schools in the state on enrolment, attendance, and the feeding programme. Based on this survey and other official re-

cords, a three-stage random sampling design was adopted. After categorising the districts of the state into two strata, namely, tribal and non-tribal, stratified random selection was made at the levels of blocks, schools and school boys. A subsample of four schools per block was used for the nutritional study. Thus, a total of about 3,500 boys and their parents were selected for the main study and a subsample of about 1200 was used for the nutritional study. For statistical analysis of data t test, correlation analysis, and chi-square test were applied.

Corresponding to the objectives of the study following conclusions were drawn: (i) fed schools seemed to attract a higher enrolment in lower primary schools in Orissa in general, especially the tribal students; (ii) there was a decrease in absence in fed schools where the programme had more than 300 feeding days in two years; (iii) whereas for the survey year the drop out rate in fed schools was generally higher, it decreased when computed longitudinally; (iv) the children in fed schools had a better overall diet than those in the nonfed schools and further the school lunch was not a substitute for the home lunch which was saved for them when they went home; (v) the overall diet for children in Orissa had the total calorie intake below the recommended Indian standard; (vi) correlation analysis showed a statistically significant relation between the days of feeding and the physical measures of the children like weight and chest circumference; (vii) no significant differences were found on academic performance measured by examination marks between the fed and nonfed boys; (viii) in schools with better feeding programmes, the days of absence were fewer; and (ix) the pupils, teachers, and parents expressed highly favourable attitudes with respect to the school lunch being 'clean', 'tasty', 'healthy', and providing 'enough' food.

\*710. *SACHDEVA, M. L., Critical Study of Central State Relationship in Education in India from 1871-1973, Ph.D. Edu., Pan. U., 1977.*

The investigation aimed at making a critical study of the centre-state relationship in education in India from 1871 to 1973.

The study has traced a historical account of the problem on hand.

The study revealed the following: In 1870, on the resolution by Lord Mayo, the then Viceroy of India, the provinces had the freedom to conduct educational administration without reference to the centre. In 1913, the resolution of Government of India, wanted to give powers to the states to some extent and to retain some powers with the centre. In 1921, the

Central Advisory Board was established and the centre remained aloof from educational administration except giving some advices. The Hartog Committee again stressed on superiority of the centre over educational administration. In 1935, the Government of India Act stressed on the separate entities of states; however, the centre acted as a coordinating authority of educational schemes. In 1944, the Sargent Committee report wanted the decentralisation of education upto the lower stages and the centre to take responsibility of secondary, university and technical education. In 1945, the All India Council for Technical Education and University Grants Committee were established. In 1950, the new constitution empowered the states to control the educational policies.

In post-independence period, the free India appointed the Indian University Commission which submitted its report in 1949. The University Grants Committee was appointed and the centre took interest in financial matters of education. In 1952, the Secondary Education Commission wanted that the centre should take the responsibility of vocational education at secondary stage. Then Central Bureau of Text Books and All India Council for Secondary Education were established. The University Grants Commission was established to promote and coordinate university education. The central government also took steps on allocation and distribution of grants to the universities.

In the second five year plan, the central government started programmes of compulsory primary education in the country. In the third five year plan, the nation envisaged a national system of education which required the cohesion of the centre and state governments. In the fourth five year plan, education became the 'joint concern' of the centre and states. In the fifth five year plan, 10+2+3 pattern was proposed for bringing conformity in the standard of education at national level.

\*711. *SAHASRABUDHE, S. A., Institutional Climate as a Function of Pupil Control Ideology and Student Indiscipline, Ph.D. Edu., MSU, 1977.*

The purposes of the study were: (i) to identify institutional climate of various faculties/institutions and major departments of the M. S. University of Baroda; (ii) to examine different dimensions of the ICDO to determine the extent to which they contribute to create a specific climate type; (iii) to examine the climate of faculties comprising disciplines of humanities, social sciences, sciences, applied sciences and fine arts; (iv) to measure to what extent biographical

characteristics of university teachers influence the climate; and (v) to determine to what extent students control ideology entertained by university teachers contributes to its institutional climate and how the belief systems of teachers in open climate differ.

The sample constituted about 25 to 28.9 percent of the teachers from different professional ranks — professors, readers, and lecturers — from ten faculties and five institutions of the M. S. University of Baroda. The data were collected through the Institution Climate Description Questionnaire (ICDQ), the SCI, the dogmatism scale, the Cattell's 16PF Questionnaire and the SAI developed by the investigator. The data were analysed by using statistical techniques like standard scores, t test, chi-square, analysis of variance, the Scheffe's test, factor analysis, correlation and regression equation.

It was found that (i) there were variations in the faculty climate and a corresponding variation was also found in the climate categories at departmental level; (ii) the mean scores of two negative dimensions of teacher's behaviour (hindrance and disengagement) were higher in closed climate than in open climate; (iii) marked variations were found on the mean scores of the twelve dimensions of ICDQ in case of open and closed climate categories; (iv) the perceptions of the faculty deans and teachers differed significantly; (v) the mean score on students' acts of indiscipline in open climate was lower than in closed climate; (vi) positive significant relationship was found between the scores of the teachers on SAI and the two negative dimensions of teacher behaviours, i.e., disengagement and hindrance; (vii) the correlation of the SCI with all four dimensions of administrative behaviour of the ICDQ was found to be negatively significant; (viii) the difference in mean teacher perceptions on control ideology was significant between teachers of humanities and pure sciences, humanities and fine arts, social sciences and applied sciences, and social sciences and fine arts; (ix) the four dimensions of ICDQ, viz., esprit, thrust, communication and organisational structure exhibited negative significant relationship with the dogmatic scores of teachers; (x) communication and consideration were negatively related to dogmatism; and (xi) sex of the teachers influenced the climate.

\*712. *SAMRONG PENGNU, A Study of Organisational Climate and Teacher Morale in Secondary Schools in Central Zone of Thailand, Ph.D. Edu., MSU, 1976.*

The major objectives of the study were: (i) to identify organisational climate of each of the sampled schools on a continuum with three focal points, open-

ness on one end, closeness on the other end and an intermediate position between the two extremes; (ii) to measure teacher morale of the sampled schools; (iii) to identify the leadership behaviour patterns of the principals; and (iv) to examine some of the results yielded by the present research pertaining to climate, morale and leadership interlocking them with some selected independent variables.

Sixty secondary schools were selected randomly from the total of 105 schools in the city of Bangkok and round about provinces. The data were collected with the help of three tools developed by the investigator, viz., tool on organisational climate, tool on teacher morale, and tool on leadership behaviour.

The study revealed the following: (i) In the central zone of Thailand, majority of schools (fiftyfive percent) belonged to the intermediate climate type and the least (fifteen percent) belonged to the closed climate type. The open climate schools constituted thirty percent of the total number of schools. All the three categories of climate were distributed over the four regions. (ii) Open climate schools were highest in the West region and lowest in the East region. In open climate category, 33.33 percent were boys schools, 11.11 percent were girls schools and 55.56 percent were mixed schools. (iii) Open climate schools had higher mean scores on dimensions of Esprit (69.50), Intimacy (56.50), Thrust (56.17), and Communication (55.44). (iv) Of the total sampled schools, 36.6 percent had high teacher morale, 33.3 percent had average teacher morale and 30.1 percent schools had low teacher morale.

713. *SARWAN KUMAR, A Study of Administration of Education in India before and after Independence (1921-1966) with special reference to Punjab, Ph.D. Edu., Kur. U., 1974.*

The study intended to highlight the major discernible trends in educational administration in India during the period 1921 to 1966, and the causative factors thereof. The specific objectives of the study were: (i) to identify the factors that influenced the administration of education during the period of study; (ii) to pinpoint significant trends at the Centre and the State; and (iii) to suggest measures for strengthening the educational administration in India.

The investigation adopted a historical approach to study the administration of education in India during the above specified period.

The main findings were: (i) The Centre desired to control education in the Provinces through the secretary of state controlled services. (ii) As a result

of constitutional reforms of 1919, certain anomalies cropped up which weakened State Directorates. (iii) After independence the Centre was more vigorous than before in its educational role. This was possibly due to one party rule at the Centre as well as in most of the states coupled with the big purse at the Centre. This role was gaining momentum with the passage of time. (iv) During the post-independence period the State Directorates were not only strengthened but were more and more supported by the academic wings. (v) The concept of 'working partnership' between the Centre and the states was not essentially a post-independence phenomenon, but had grown during the early thirties when the concept of Federation had begun to take clearer shape.

\*714. *SHAH, H. P., A Study of Parents' Attitude towards Secondary Education in Kaira District, Ph.D. Edu., SPU, 1976.*

The main objective of the investigation was to study the parents' attitude towards secondary education in the context of (i) locality of their residence, (ii) their education level, (iii) their income, (iv) their profession, (v) their age, (vi) the size of their family, and (vii) their sex.

The sample of the study consisted of 2000 parents from Kaira District, selected by simple stratified sampling method. An attitude scale prepared by Thurstone's method, formed the principal tool of the study. Analysis of variance was used to analyse the data.

The findings of the study were: (i) educated parents had more favourable attitude towards secondary education than less educated ones; (ii) sex had no influence on parental attitude; (iii) parental attitude had a negative relation with their age; (iv) attitudewise, serving parents were more favourable than farmers and businessmen, and farmers were more favourable than businessmen; (v) rural parents had less favourable attitude than urban ones; (vi) there was downward trend in favourableness of parental attitude with the increase in their income; and (vii) parents with smaller family size had more favourable attitude than those with a larger family.

\*715. *SHAH, K. M., A Study of the Characteristics of Innovative Teachers of Secondary Schools in the State of Gujarat, Ph.D. Edu., SPU, 1977.*

The objectives of the study were: (i) to develop a construct of innovative teachers and innovativeness on the basis of literature and to prepare statements to fit the paradigm; (ii) to find out the most innovative

secondary school teachers of Gujarat; (iii) to find out certain patterns of behaviour characteristics, if any, amongst the innovative secondary school teachers.

The sample consisted of 215 innovative teachers from different secondary schools of Gujarat. A tool was constructed to study the innovativeness of teachers. Cluster analysis and factor analysis by the centroid method were used to analyse the data.

The study arrived at different factor arrays regarding the patterns of behaviour characteristics of innovative teachers.

716. *SHARMA, G. N., An Investigation into Supervisory Techniques in Science (Physics) Teaching in Higher Secondary Schools in the Union Territory of Delhi, Ph.D. Edu., Del. U., 1973.*

The investigation aimed at (i) studying the position of teaching physics in the higher secondary schools of Delhi; (ii) studying the inspection reports of physics teaching of the past three years; (iii) developing the main objectives of teaching physics; (iv) developing effective programme for teaching physics; (v) assessing the expectations of the physics teachers regarding the supervisory techniques in physics teaching; and (vi) preparing the rating scale of the supervisory techniques for self-evaluation by science (physics) supervisors. It was hypothesized that (i) the supervisory techniques used by the supervisors would be more of inspectional type than an attempt to help, guide and encourage teachers; and (ii) there would be a big gulf between what the teachers expected from the supervisors and what would actually materialise.

For studying the teaching of physics twelve percent, for developing the objectives of teaching physics thirtyeight percent, and for assessing the supervisory techniques thirtyfour percent of the higher secondary schools of Delhi were taken as sample.

The study evidenced that (i) the supervision in physics did not come up to the expectations of the teachers; (ii) many of the supervisors did not use the techniques of supervision that were most likely to be helpful to the teachers; (iii) their approach towards supervision was not usually in tune with what the authors in the field rated as being supervisory services with the needs of the time; and (iv) the reason for poor supervision included (a) absence of cadre of physics method masters, (b) confusion of supervision with inspection, (c) lack of orientation for supervisors, (d) lack of proper opportunity for the professional growth of physics teachers, and (e) lack of leadership functions in the process of supervision.

717. SHARMA, G. S., *Judicial Review and Education — A Study in Trends, Indian Law Institute, New Delhi, 1969. (NCERT financed)*

The major objective of the study was to examine and assess the constitutional and legal implications of "effective planning and direction" in the sphere of education, both at the state and central levels.

This was a piece of library research. Supreme Court and High Court cases relating to educational matters from August 1947 to December 1964 were studied in detail. It also analysed some of the important judgments indicating specific trends. In studying the cases, the following categories were adopted: (i) conflict between regional and national interest; (ii) conflict between public and private interest; (iii) whether educational institutions are industries; and (iv) courts and autonomy of educational institutions.

Some of the important conclusions drawn were: (i) states had exclusive jurisdiction to prescribe medium of instruction in primary and secondary stages; (ii) states might indicate medium of instruction in higher education but where it had an impact on coordination and determination of standards for higher education or research, only the union had the authority to act; (iii) to arrive at a decision regarding fitness of a medium of instruction for higher education materials such as books, journals, periodicals, etc., and the facility of teaching and understanding in that medium might be taken into consideration; (iv) public interest was in obtaining proper academic standards and conditions in institutions; the education departments in states controlled all government and quasi-government institutions in so far as teaching and teaching conditions were concerned; (v) the constitution enabled the government to make special provision to educate those who had lagged behind in the field of literacy and academic advancement; in this respect, the criteria for backwardness were caste, poverty, occupation, place of habitation — rural or urban, and literacy; (vi) with regard to student indiscipline cases, it was held that while exercising its disciplinary powers, the authority concerned had to see the interest of all the three parties concerned — the institution, other students and the students against whom action was taken; (vii) the main function of educational institutions was to impart education to students and if it was held that the imparting of education was industry in reference to which the educational institution was the employer, it followed that the teachers who cooperated with the institution and assisted it with their own labour were the employees of the institution; and (viii) the law courts had

shown great restraint and unwillingness to interfere with the internal autonomy or internal working of educational institutions; in matters connected with admission, examination and indiscipline of students, the courts had not preferred to interfere with the exercise of discretion of the educational authorities.

718. SHARMA, M. L., *An Investigation into Organizational Climate of Secondary Schools of Rajasthan, Ph.D. Edu., MSU, 1974.*

The study aimed at (i) replicating Halpin and Croft's study on a random sample of schools in Rajasthan; (ii) identifying and classifying the organisational climate of the sampled schools; (iii) constructing a profile for each of the schools; (iv) comparing the results of the study with those of Halpin and Croft; (v) comparing climate of various types of schools; (vi) investigating relationship between organisational climate and faculty size, faculty experience, faculty age, and experience of the headmaster; (vii) investigating relationship between organisational climate and teacher satisfaction; (viii) investigating relationship between organisational climate and school effectiveness; and (ix) investigating relationship between school organisational climate and leadership behaviour. It was hypothesised that (i) secondary schools would differ among themselves in the organisational climate; (ii) the schools under study would not differ from Halpin and Croft's sample with respect to the proportion of distribution of schools among different climate categories; (iii) boys' secondary schools would not differ from girls' secondary schools with respect to the proportion of schools distributed among different climates; (iv) there would be no difference between government and private secondary schools with respect to the proportion of schools distributed among different climates; and (v) urban schools would not differ from rural secondary schools with respect to proportion of distribution of schools among different climates.

To collect the necessary data for the present investigation a sample of 1,066 secondary schools of Rajasthan spread over twentyseven districts was used. The tools used were: (i) the Halpin and Croft's OCDQ; (ii) the Halpin and Winer's LBDQ; and (iii) simple five point scales to measure 'teacher satisfaction', 'principal effectiveness' and 'school effectiveness'. Moreover, external and internal examination results were used as the school's academic performance index. Factor analysis was used to identify the basic factors underlying organisational climate. Chi-square test and multiple regression equation technique were also employed in the analysis of data.

In addition to identifying the eight dimensions of

organisational climate given by Halpin, some new dimensions, namely, Psychological Hindrance, Alienation Controls and Humanised Thrust were also found out. 'Humanised Thrust' manifested by the leader was composed of 'Thrust' and 'Consideration' of the OCDQ. The results of the present study were in consonance with the findings of Halpin and Croft. With respect to the principal's behaviour significant positive correlations were found between (i) faculty age and 'Disengagement'; (ii) faculty size and 'Disengagement'; (iii) teacher satisfaction and school climate; (iv) headmaster effectiveness and school climate; (v) leadership behaviour of the principal and school climate; (vi) esprit, controls and humanised thrust; (vii) school academic achievement index and humanised thrust; and (viii) school climate and teacher satisfaction, headmaster effectiveness and school effectiveness.

719. SHARMA, R. S., *Administrative and Financial Problems of Elementary Education in the Punjab and their impact on the Educational Progress in the State, Ph.D. Edu., Pan. U., 1973.*

Objectives of the study were : (i) to assess the impact of administrative and financial problems upon the progress of elementary education; (ii) to locate the administrative and financial problems of elementary education in the state of Punjab; (iii) to analyse the decisions taken by the administrators to solve the day-to-day problems at the school and block levels; and (iv) to offer suggestions for better administrative and financial organisation of elementary education.

The whole state of Punjab came under extensive study and Bhatinda and Ludhiana districts were included in intensive study. A sample of 300 headmasters and 300 teachers was randomly chosen on the 'proportional probability basis'. For extensive study twentytwo blocks — one from each district of Punjab — were chosen. The tools employed in the study were : (i) questionnaire, (ii) interviews, (iii) diary, etc.

Findings of the study showed that (i) there was a lack of adequate and suitable accommodation in elementary schools as reported by a majority of the headmasters and supported by the block education officers (B.E.O.s), district education officers (D.E.O.s) and the deputy director; (ii) most of the headmasters, B.E.O.s, D.E.O.s and officers at higher levels of administration reported that faulty curriculum and defective textbooks were found in elementary education; (iii) at the various levels of administration, work and conduct of teachers, their negligence, unpunctuality and irregularity were the most serious problems; (iv) the delay in deciding the cases pertaining to accounts by the higher authorities was a perennial problem of financial manage-

ment with the B.E.O.s; (v) the headmasters of elementary schools reported a variety of problems pertaining to supervision of schools by B.E.O.s and D.E.O.s who were overburdened on account of excessive work assigned to them; (vi) heavy political pressure was being exerted at the district level particularly in the matter of transfer of teachers; (vii) majority of D.E.O.s reported the problem of putting on with inexperienced and inefficient clerks; (viii) at the district and higher levels, there was no criterion for distributing work to ministerial staff and shirking habits were rampant among them; (ix) D.E.O.s reported that educational administration in the state was ineffective on account of weak officers who were indulging in political maneuvering; (x) the assistant director reported that junior officers were not being properly guided and encouraged by the senior officers; and (xi) as things existed the head of a primary or a middle school in Punjab was a person who could only feel the pinch of the problems but was not in a position to take any decision for their solution.

720. SHELAT, N. A., *Study of Organizational Climate, Teacher Morale and Pupil Motivation Towards Institution in Secondary Schools of Baroda District, Ph.D. Edu., MSU, 1975.*

Major objectives of the study were : (i) to measure and identify organisational climate, teacher morale and academic motivation of pupils; (ii) to find out interrelationship between organisational climate and leadership behaviour, organisational climate and teacher morale, organisational climate and pupil motivation, organisational climate and pupil achievement at the S.S.C. Examination; (iii) to find out interrelationship between teacher morale and pupil achievement, teacher morale and leadership behaviour, teacher morale and academic motivation of pupils; and (v) to examine the relationship between organisational climate and its correlates with reference to the location, size and effectiveness of schools.

The sample consisted of 100 high schools selected from the thirteen Talukas of Baroda district. Tools employed for the collection of data were the adapted Gujarati version of (i) the Organizational Climate Description Questionnaire by Halpin and Croft; (ii) the Leadership Behaviour Description Questionnaire by Halpin and Winer; (iii) the School Survey by Robert Coughalan; (iv) the Junior Index of Motivation by Jack Frymier; (v) personal data sheet; and (vi) external criteria sheet.

Major findings of the study were : (i) the organisational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant; (ii) greater percentage of small

size schools had open and autonomous climate as against greater percentage of large size schools having controlled and familiar climate; (iii) most of the high achievement schools had closed climate and low achievement schools had open climate; (iv) schools having closed climate had low teacher morale, whereas schools of open climate had high teacher morale; (v) open and autonomous climate contributed to boys' academic achievement, whereas controlled and familiar climate contributed to girls' academic achievement, and paternal climate contributed to the academic achievement of both boys and girls; (vi) no relationship existed between the age of the teachers and school climate; and (vii) leadership behaviour did not influence pupils' academic achievement.

721. SHETH, K. V., *A Critical Study of Development, Organization, Programming and Finances of Colleges of Education at graduate level in Gujarat State, Ph.D. Edu., MSU, 1973.*

Major objectives of the study were : (i) to study the impact of political, social, cultural and economic factors on the growth and development of teacher education in Gujarat; (ii) to study the background of staff and student teachers; (iii) to study the organisational climate in some selected colleges of education; and (iv) to review and examine the recent trends and issues in teacher education at graduate level in Gujarat.

The sources for the collection of data were : (i) government reports, books, papers, articles, calendars, catalogues, educational journals, proceedings of academic councils and syndicate resolutions of universities; (ii) unpublished government records; (iii) opinions expressed by student teachers, staff members, principals and administrators; and (iv) published and unpublished M.Ed. and Ph.D. theses, research abstracts, year books and research encyclopedias. Tools employed were : (i) basic information proforma; (ii) rating scale; (iii) questionnaire; (iv) opinion survey sheet; and (v) case study.

Major findings of the study were : (i) in the nineteenth century, government and the society were against the idea of giving training to teachers; (ii) only from 1904 the attitude began to change; (iii) the number of teachers who entered the S.T. College, Bombay, was very small; (iv) only teachers belonging to brahmin and parsi community got themselves trained; (v) till 1960's private bodies were reluctant to start training institutions; (vi) after 1950 percentage of women teacher trainees increased; (vii) teacher education courses were mostly borrowed from England; (viii) after 1965 Baroda teacher training programme adopted a number of innovative practices such as institutional planning,

semester system, internal assessment and grade-credit system; (ix) at the time of the study majority of the institutions were in urban areas; (x) twelve percent of women teacher educators possessed first or second class degrees against fiftyone percent of men teacher educators; (xi) about fiftyeight percent possessed master's degree; (xii) there was a marked trend of young members getting into teacher education profession; (xiii) number of student teachers having post graduate degree was on the increase; (xiv) four out of ten student teachers had pass class graduate degrees; and (xv) most of the colleges of education had deficit budget.

722. SHINDE, G. B., *Role of the Panchayati Raj Leadership in Expansion and Improvement of Primary Education in Panchmahals District, Ph.D. Edu., MSU, 1975.*

Major objectives of the investigation were : (i) to study the major elements of leadership in the Panchayati Raj with regard to the administration of primary education; (ii) to find out the relationship between Panchayati Raj leadership and the success achieved in the development of primary education; and (iii) to study the leadership role of the Panchayats in relation to their status.

The sample consisted of 100 Panchayats of the eleven Taluks of Panchmahals district of the state of Gujarat. Tools employed in the investigation were : (i) basic data sheet for Gram Panchayats; (ii) questionnaire; and (iii) rating scale.

Major findings of the investigation were : (i) leaders of Gram Panchayats of the 'A' type were found to be oriented towards the development of primary education; (ii) Panchayati Raj bodies did not achieve expected amount of improvement in primary education; (iii) Gram Panchayat education committees were relatively more effective than Taluk Panchayat education committees; and (iv) the Panchayati Raj leadership had failed in creating a positive image of unbiased personality.

\*723. SINGH, H. M., *A Study of Leadership Behaviour of Heads of Secondary Schools in Haryana and its Correlates, Ph.D. Edu., Kur. U., 1978.*

The study proposed (i) to investigate into the leadership behaviour of the school headmasters in Haryana as described by their teachers, and to compare their leadership behaviour with some other professional leaders; and (ii) to explore the relationship of variables such as personality factors, sex, age, teaching and administrative experience with leadership.

From each of the ten districts of Haryana State, ten schools were selected. Five teachers from each of these 100 schools were selected. Thus 100 heads as perceived by their 500 teachers were included in the study. The sample for the professional leaders consisted of seven factory managers as perceived by their twentyeight factory superintendents, seven army officers as perceived by twentyeight junior commissioned officers, seven college principals as perceived by their twentyeight lecturers, and seven municipal committee presidents as perceived by twentyeight municipal committee members. The Leadership Behaviour Description Questionnaire and the Cattell's 16PF Inventory were used to collect data.

It was found that (i) out of five professional leaders, headmasters occupied the third position on the leadership scale; (ii) total leadership was significantly related to the four personality factors, viz., outgoingness, intelligence, emotional stability, and assertiveness; (iii) the leadership behaviour of the heads was not related to sex, except on 'integration' in which women heads exceeded men heads; (iv) the leadership behaviour of heads was not related to their age between twentyfive and sixtytwo years; (v) total leadership behaviour was not related to academic qualifications in terms of graduate and postgraduate degrees, except that postgraduate heads were significantly better than graduate heads on demand reconciliation; (vi) the leadership behaviour of heads was not related to their teaching experience between six and thirtyfive years; and (vii) the leadership behaviour of heads was not significantly related to their administrative experience.

724. SINGH, H. N., and SINGH, L. P., *The Problems of Probationary Trained Graduate Teachers of Class IX and X in Higher Secondary Schools in Varanasi Region of Uttar Pradesh, T. D. College, Jaunpur, 1970. (NCERT financed)*

The major objective of the study was to understand the nature and the extent of the problems faced by probationary teachers with a view to improving preservice training programme and developing effective inservice programmes for teachers.

The study was a survey type research. In order to investigate the problems of probationary teachers of Varanasi region, a quick survey of probationary teachers of Jaunpur was made with a view to preparing the instrument for collection of data. This survey was made through visits, contacts and letters to the principals of institutions of the district. The techniques used for collection of data were questionnaire, checklist and interview. About twentyfive teachers of Jaun-

pur district who had completed one year of service after training and taught classes IX and X were given a checklist regarding problems faced by them. The checklist was structured on the problem areas related to class teaching including methods, subject matter and presentation, class discipline, maintenance of records and registers, home work and its correction, security of service, grade, welfare and health, institutional aspects of library, hostel, cocurricular activities, staff council, home examination, human relationships vis-a-vis students, colleagues, authorities and guardians, leisure time occupations, future prospects, promotion, field of specialisation, further studies, etc. The final checklist was prepared out of the collected data. Comments of the Department of Teacher Education, NIE (NCERT) were obtained to further improve the checklist. The final checklist consisted of about one hundred problems under broad areas as mentioned above. The survey included the entire population of the category (in the Varanasi region) who joined the schools in the month of July/August, 1968, after their training. Personal and background data pertaining to the teachers as well as information regarding their institution were also collected.

The revised checklist was administered to 120 teachers of the Varanasi region but only eightytwo teachers returned the checklist. After the collection of questionnaire data, some principals and senior teachers were interviewed. Frequency of each problem in each category was counted and percentage was computed. Thus the important problem areas were identified.

The findings of the study were : (i) There were three main categories of problems : acute (in sixty percent cases), milder (in fifty to sixty percent cases) and negligible (less than fifty percent cases); under the first category (acute) came the problem areas regarding size of the class, courses of study, presentation of lesson, time table (working hours), school records, home work and its correction, home examination, service conditions of teachers, residential accommodation, medical facilities, staff council, relations with senior colleagues, utilisation of leisure time, character building of students, libraries and staff rooms. The findings in regard to above problem areas were amply corroborated by the interview report also. (ii) Courses of study in all the subjects were too heavy to cover them in allotted time. (iii) It was felt that only experienced teachers should be given charge of preparing the courses of study. (iv) In most cases the concerned teachers had not been given practical training in preparing and maintaining school records, such as register, time table and so on. (v) Teachers were often removed from their jobs without showing any cause. (vi) It was revealed that in-

crements of probationary teachers were withheld after confirmation on inadequate grounds. (vii) The relation between the teachers' professional efficiency and security of service was not at all strong, rather it depended on the pleasure of management. (viii) Teachers were not serious about character and attitude building of the students. (ix) A great majority of teachers who did not participate in cocurricular activities did so because of heavy load of teaching work for them and in many cases, they did not have required training. (x) In some cases probationary teachers were not given their prescribed grades of pay. (xi) Probationary teachers dreaded the management like anything lest it might not remove them from service and they abstained from giving anything in writing (answering the questionnaire) against the management. (xii) Often the probationary teachers were appointed in lower grades of pay scale and were made to teach higher classes. (xiii) As regards method of teaching, no teacher under the purview of the present study prepared lesson plan before going to the class. As regards usefulness of planning the lesson, about forty percent said that it was unnecessary.

\*725. *SINHA, D. P. and others, Descriptive-cum-Critical Study of Education System in Andhra Pradesh, Administrative Staff College of India, Hyderabad, 1976. (Andhra Pradesh Government financed)*

The main objective of the study was to describe and identify the strengths of the existing educational administration as well as the critical areas of concern at State, District, and Panchayat levels.

The field work was conducted in the districts of Warangal, Kurnool and Guntur which represented three regions of Andhra Pradesh. The personnel engaged in various strata of administrative work of different organisations were the sources of data. Questionnaire and interview schedule were used for data collection. As many as 1725 persons responded the mailed questionnaires and 217 persons were interviewed. The important administrative issues and problems were studied at various levels — Secretariat, Directorate, SCERT, Board of Secondary Education, Board of Intermediate Education, and Field Level Organisation at Districts and Blocks.

The study revealed the following: (i) Due to the kind of expertise available within the Secretariat, managerial functions received only scanty attention. (ii) In the Directorate more time was spent on issues of personnel administration, whereas little attention was paid to planning, budgeting, financial control and academic administration. The appellate procedures seem-

ed to be clogging up a lot of normal administrative work. Due to lack of pertinent information from the field level, i.e., Districts and Blocks, problems were arising frequently at the time of planning and budgeting. It was also marked that under the present system many financial issues go unexamined. (iii) Though the functions of Board of Secondary Education and Commissionerate for Government Examinations were to conduct examinations and to approve and revise the syllabi and textbooks, in practice the office remained busy with the examination work. The demands in examination work were increasing with the growth in the number of students and schools. There were frequent delays in announcing the results and issuing the certificates. (iv) One of the most serious problems faced by SCERT was the under utilisation of its professional resources. (v) The deputy secretaries in Zilla Parishad and the extension officers in Panchayat Samities had not been able to identify themselves with the local bodies. The local bodies also viewed them as just another hand for doing the routine work. (vi) The ability of inspection as a controlling device faced a major set back when the administrative powers were transferred to the local bodies. (vii) On the whole, some of the major strengths of the state education administration system were — ability to experiment with new ideas, concern for improvement, ability to expand and sustain its growth, and dedicated and hard working force of teachers and officials.

726. *SINHA, G., Control and Administration of Secondary Education in Bihar — A Critical Study of its Evolution and Growth, Ph.D. Edu., Pat. U., 1973.*

The major objectives of the study were: (i) to examine the problems of secondary education in Bihar, with particular reference to its administration; and (ii) to make a critical study of the evolution and growth of the machinery of educational administration and control of secondary education in Bihar.

The data were collected from the primary sources like the educational records, the annual reports, the quinquennial reviews of the progress of education issued by the central and the state governments and the Acts passed from time to time by the state legislature.

The director of public instruction was responsible for the administration and control of education in the province. His functions also included preparation of budget and compilation of education reports. No change was made in the administrative set up for secondary education till the end of the nineteenth century nor any separate agency of control was created. Both the Wood's Despatch and the Indian Education

Commission recommended the policy of state withdrawal of control from secondary education. It was found that the central government was fully alive to the needs of an all India educational policy. Education in India had been the sole responsibility of the state government. The government of Bihar ever since 1921 has been fully responsible for the development of education in the state. The execution of policy was the responsibility of the director of public instruction. The director was responsible for the planning, administration and supervision of education and educational institutions. He was also responsible for the preparation of the educational budget and for sanctioning and distributing grants-in-aid to schools. The inspector of schools was responsible for education in the whole of the commission's division. He was the controlling officer for the government managed schools and supervised and inspected all high schools in the division. Besides, he supervised his subordinate officers, the district inspectors, the deputy inspectors and sub-inspectors of schools. The deputy inspectors of schools and the sub-inspectors of schools were responsible for the control and supervision of middle and primary schools. Thus, the hierarchy of inspectors was organised at all levels. The inspector was directly under the administrative control of the director of public instruction, whereas others were under the control of the inspectors of schools and through him under the control of the directors. Even after independence, the same machinery of educational administration continued to function in the field of education. During the post independence period, both the directorate and the inspectorate have been greatly strengthened in order to meet the increased responsibilities for the expansion and reconstruction of education at all stages. But the machinery of education control in the state has been getting stale. The old system dating from the Wood's Despatch has been still in operation and no attempt has so far been made to establish national administrative machinery. The new agencies in the field of secondary education are: the secondary examination board, the director of public instruction and the deputy director of secondary education. They are responsible for the planning of secondary education but execution is with the board of secondary education and the inspecting officers. As a matter of fact, the board of secondary education has become the real controlling agency for non-government secondary schools of all types, higher secondary and multipurpose schools. The government-managed schools are under the administrative control of the district education officers and the regional deputy directors. The local authorities like the district and municipal boards have no share in the control of secondary edu-

cation. Private enterprise has played a very important role in the development and expansion of secondary education. Every school is under the local control of a managing committee duly created according to departmental rules. The managing committees are responsible for the management, maintenance and control of their respective schools. The Secondary School Examination Board conducts the secondary as well as the higher secondary school examinations and prescribes courses of study for these examinations under the guidance of the State Education Department. Thus, through the system of examination the Secondary School Examination Board exercises a good deal of control on secondary schools.

\*727. *SMRITI, S., Attitudes, Values and Level of Aspiration of Teachers and 'Their' Pupils, D. Phil. Edu., All U., 1977.*

The investigator aimed at discovering the differences and relationship between attitudes, values, needs and level of aspiration of teachers and their pupils.

The sample was drawn from sixteen boys intermediate colleges of Allahabad city. It consisted of 230 teachers and 780 students. An attitude scale developed for the purpose, the Allport-Vernon-Lindzey Scale of Values (adopted in Hindi), the Edwards Personal Preference Schedule (R. P. Bhatnagar's Hindi adoption), the Ansari's Coding Test of Level of Aspiration, and one Personal Data schedule developed for the purpose were used for data collection. The teachers and pupils were compared on all the variables using the t test. The data on teachers and 'their' pupils were rearranged in a way that it ensured the group of teachers to include only those teachers who had an exclusive teaching-learning contact with their counterpart group of pupils. Teachers were rated by their pupils on two extreme dimensions of likability with reference to their own attitudes and values.

The findings of the study suggested the following: (i) Institutions were important variables in determining teacher-pupil relationship. Teacher-pupil relationship might be studied in relation to social, emotional and academic climate of the institution. (ii) Teacher-pupil relationship might also be studied with reference to organisational structure, communication channels and decision making processes in institutions.

728. *SREEDHARA SWAMY, S., Role and Effectiveness of Professional Organisations of Teachers in India. Ph.D. Edu., MSU, 1977.*

The study had the following objectives: (i) to analyse the characteristics of a profession and to examine whether the profession of teaching satisfies these

conditions; (ii) to trace the genesis, growth and development of professional organisations of teachers in India; (iii) to critically examine the functioning of professional organisations of teachers in India since 1966 in the context of their role in accomplishing the professed objectives and also the limitations under which they function; (v) to study the functioning of some of the premier professional organisations of teachers in the United States and the United Kingdom so as to draw probable inferences; and (v) to assess the effectiveness of professional organisations of teachers in India and to suggest possible measures to improve their functional efficiency.

Data were collected through two questionnaires (I and II) constructed for the purpose, interviews and observations. The sample comprised 120 organisations and 1000 teachers. Seventyfive persons who had been actively associated with teachers' organisations and teachers' movement were interviewed.

The following are some of the major conclusions drawn by the study: (i) After tracing the history of growth and development of the professional organisations of teachers in India, it is pointed out that besides a variety of categories of teachers many other factors like diverse managements, class consciousness, sectional interests, faction fights, group rivalries, ideological differences among the teachers, administrative divisions in the states, regional heterogenities and elections to the legislative councils through the teachers' constituencies, are responsible for the multiplicity of professional organisations of teachers in India. (ii) The professional organisations of teachers in India are characterised by the general absence of full time executives and permanent headquarters, while this is not the case in U.S.A. and U.K. (iii) The major and, normally, the common objectives of these organisations are promoting socio-economic status of the teachers, improving their professional competence and securing for them participatory status in the formulation of educational policies and educational administration. But they are found more effective in improving the socio-economic status and less effective in promoting professional competence of the teachers. (iv) The growth of the professional organisations of teachers in India, the United States and the United Kingdom followed a uniform pattern. Initially they had the concern for academic excellence, but they gradually drifted towards trade unionism. (v) Even though the teachers' organisations in India have not acquired the status of professional consultants, they do influence the formulation of educational policies and programmes by unilateral expression of their considered views. But such organisations

in the United States and the United Kingdom are not only consulted but are also involved in the process of evolving educational policies. Their participation is ensured through statutorily constituted machineries.

The study has recommended measures to make the functioning of these organisations more effective and rewarding.

729. *SRI AVINASHLINGAM HOME SCIENCE COLLEGE, Problems of Educating Girls Between 11-17 Years of Age, Coimbatore, 1970. (NCERT financed)*

The aim of the study was to find out the problems in educating girls of the age eleven to seventeen years in rural areas in relation to the aspirations and attitudes of the girls and their parents towards education.

The sample consisted of 500 girls who were students and their parents and 500 dropout girls and their parents from fifty villages of one district. Tools employed were questionnaire-cum-interview schedule and an attitude scale. The attitude scale consisted of forty statements.

Major findings of the study were: (i) parents of high income, small family structure, higher educational and occupational levels favoured their daughters going to school; (ii) school going girls of eleven to seventeen years had higher aspirations than the dropout girls; (iii) the socio-economic conditions were more conducive to school going girls than to dropout girls; (iv) school going girls had less problems than dropout girls; and (v) parents of both the school going girls and dropout girls expressed dissatisfaction towards the prevailing school conditions.

\*730. *SRIVASTAVA, S. K., Problems of Women Education and Their Impact on Its Progress in East U.P. at the Secondary Level since 1947, Ph.D. Edu., Gor. U., 1979.*

The study had the following objectives: (i) to develop a questionnaire on the problems of women education; (ii) to study the problems of women education with respect to the girls of secondary stage; (iii) to discriminate between the perception of guardians and girls about the problems of women education; (iv) to study the development of women education since 1947 and the problems faced in the field; and (v) to make a comparative study of the development of boys and girls education.

The sample of the study consisted of 180 girls studying in each of the classes VIII, IX and X, and their guardians. The sample girls were selected from the districts of Basti, Gorakhpur, Deoria, Azamgarh, Banaras, Ballia, Ghazipur, Jaunpur, and Mirzapur.

Data were collected by a questionnaire developed for the purpose. The subareas of the questionnaire were family, social, economic, political, moral, religious, cultural, and administration. Mean, SD, and chi-square were used for the analysis of the data.

The major findings of the study were as follows : (i) There was no uniformity in the perception of girls of classes VIII, IX, and X about the problems of women education. (ii) There was difference in the perception of guardians of girls of classes VIII, IX, and X about the problems of women education. (iii) There was uniformity between the perception of the girls of class VIII and their guardians. (iv) There was uniformity in the perception of girls of classes IX and X about the problems of women education. (v) On the basis of opinion of all groups of respondents twenty-five problems were identified which were considered mainly responsible for the hindrance in the progress of women education. (vi) In tracing the history of development of women education since 1947 it was found that women education developed more in urban areas than in rural areas. (vii) With respect to the development of women education, Varanasi and Gorakhpur were more progressive; Basti and Deoria were most backward; and Jaunpur, Ballia, Azamgarh and Mirzapur were average.

731. *SUBHADRAMMA, T. K., An Investigation into the Food Habits of the Secondary School Children of Kerala, Ph.D. Edu., Ker. U., 1974.*

This was a multidisciplinary study involving education, nutritional sociology and history. The major objectives of the study were : (i) to assess the extent to which the science of nutrition had penetrated into the dietary practices of the people; (ii) to decide the steps needed to diffuse the knowledge of nutrition science; (iii) to study the type of food the children bought when they had an opportunity to do so; and (iv) to find out whether lunching at school was being capitalised to achieve nutritional and educational needs.

The sample consisted of fifty schools selected from the twentyfour educational districts and the city of Trivandrum. From each school, thirty students were selected with equal representation of boys and girls. Four hundred mothers were also included in the sample. To obtain the opinion of headmasters, a sample of two hundred headmasters on random basis was selected. The tools included questionnaires, interviews, food diaries and historical records.

The major findings were : (i) one-fifth of the pupils were vegetarian and an equal number supplemented vegetarian food with eggs; (ii) milk was not consumed at all by four percent of pupils and fish was

favoured more than meat; (iii) the consumption of rice was more than that of wheat; (iv) practice of religious rituals before and after meals at home and at school had completely disappeared; (v) girls preferred more company during meals than boys; (vi) mixed caste company was preferred by more students while lunching at school; (vii) schooling induced the tendency to share food beyond one's household; (viii) school situations made the pupils eat those foods which would normally have been refused at home; (ix) ten percent of the students starved during the mid-day; (x) the academic score of noon-starving pupils was significantly less than that of the nonstarving pupils; (xi) teaching of the science of food and nutrition in schools improved food habits and made students nutrition conscious; (xii) certain changes had come in the family food habits due to the influence of school going children; and (xiii) the school appeared to have effected a little change in the food habits of population.

\*732. *TIKMANI, S. C., Critical Evaluation of Administration of Elementary Teacher Education in Gujarat State, Ph.D. Edu., MSU, U., 1977.*

The main objective of the study was to identify the strengths and weaknesses in the various dimensions of administration of primary teacher education in Gujarat State and on the basis of the above information to suggest modification of the administrative system.

The tools used in order to study the administration were Organisational Climate Description Questionnaire, Leadership Behaviour Description Questionnaire and a tool constructed by the investigator which had various dimensions, viz., structural framework and relationship, planning, organisation and their operation, internal organisation of primary teacher's colleges, organisational direction and its impact, leadership, coordination, communication, decision making, human relations, financial dimension and evaluation. About fifty percent of the sixtyseven primary teachers colleges were selected using stratified random sampling. About 210 teacher educators were selected. The perception of twenty administrators was also studied and twentythree teacher education experts were interviewed. The data collected were classified according to the main dimensions selected in the present study.

The study came to the following conclusions : Educational planning constituted inter-governmental operation in a dual policy of the centre and the state, and therefore, planning in primary teacher education became highly intricate and complex. The officials of the state education department were mostly at the receiving end. The primary teacher education was a part of the national framework. Quantitatively the

administration of primary teacher education had gained substantially. Government's stress appeared to be greater on supporting private colleges. From fourth plan onwards, there had been a shift of emphasis from quantity to quality. The set-up of the State Board of Teacher Education was such that its leadership was considerably influenced by the leadership in the State Institute of Education and the Deputy Director of Education incharge of primary teacher education. The coordination role of the office of the Deputy Director of Education was given a mean rating of 2.1, 2.3 and 1.9 by administrators, principals and teacher educators respectively.

\*733. *TRIPATHI, M. K., Organisational Climate and Teacher Attitudes : A Study of Relationships, Ph.D. Edu., BHU, 1978.*

The study aimed at finding out : (i) the organisational climate of the intermediate colleges of Varanasi district; (ii) the professional attitudes of selected teachers of these colleges with respect to teaching profession, classroom teaching, child-centred practices, educational process, pupils and teachers; and (iii) the nature and degree of relationship between the professional attitudes of teachers and certain factors of organisational climate.

The sample of the study constituted 840 teachers, ten each from all the eightyfour intermediate colleges in Varanasi district. The tools used were : (i) Organisational Climate Description Questionnaire (OCDQ); and (ii) The Ahluwalia's Teacher Attitude Inventory (TAI). The statistical techniques used were t test and product-moment correlation.

The major findings of the study were as follows : (i) Under rural-urban dichotomy of intermediate colleges, only on autonomous climate, percentage difference was highly significant; (ii) under government-private dichotomy, percentage difference on open climate was significant; (iii) on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges, and girls' and boys' colleges, were not significant; (iv) there existed a statistically significant relationship between 'thrust' and attitude towards child-centred practices; and (v) 'disengagement' showed significant negative relationship with attitude towards classroom teaching and teachers.

\*734. *TRIPATHI, V. D., A Comparative Study of the Efficacy of Various Methods of Supervision in Improving Teaching-Learning Process and Students' Achievement, Government Teachers Training College, Ajmer, 1975. (NCERT financed)*

The following three methods of supervision were

studied for their comparative efficacy in the teaching-learning process : (i) planned supervision by the headmaster; (ii) team supervision by the subject teachers; and (iii) self-supervision by the subject teachers.

Five schools each in three districts of Ajmer, Jaipur and Sikar were selected, with one section each of classes IX and X in each school taken for experimentation in the supervision of teaching compulsory Hindi, compulsory English and elementary mathematics. The groups were, thus, not equated but were simply comparable. The group of five schools in each district formed a cluster for experimentation in one particular method. Planned supervision by the headmaster was tried in Sikar, team supervision in Jaipur and self-supervision in Ajmer district schools. In this way, five headmasters acted as supervisors for all subject teachers in their respective schools in Sikar district, fifteen teams of two experienced senior teachers in each subject worked as team supervisors in Jaipur district, while in Ajmer the concerned subject teachers acted as self-supervisors. All the supervisors were duly oriented in the use of observation schedule, writing remarks, and dimensions of all types of supervision they were concerned with. Besides, a team of five subject specialists from the Government Teachers Training College, Ajmer, who provided necessary orientation, later acted as overall raters of the teachers' performance. A five-point rating scale was developed for this purpose. In addition to the observation schedule common to all the groups, use of separate proforma was made in teaching of Hindi. And to evaluate the performance of the students, achievement tests in these subjects were prepared by subject experts.

The study revealed that mean gains in the teacher's performance under self-supervision were greater than under the other two methods of supervision.

\*735. *TRIVEDI, S. L., The Dynamics of Pressures on Certain Practices in Educational Administration, Ph.D. Edu., Udaipur, U., 1974.*

The major purposes of the investigation were : (i) to study dynamics of pressures on certain practices in educational administration; (ii) to make an attempt at initial probe into the theory of dynamics of pressures on administration; and (iii) to locate courses, objectives, extent and impact of pressures in the field of educational administration.

For the intensive study and the study of records the geographical area selected was the revenue district of Banswara and Udaipur division of which the observations were made at primary and secondary school levels. The study involved a total stratified sample of 123 persons which included administrators such as offi-

cers, headmasters, inspectors of schools and teachers working at various levels. Firstly, the investigator prepared a checklist of all the known administrative practices. Then in the light of the results of the checklist responses, the records of four offices were studied; interviews of 113 were held; and six case studies were done, the cases being selected on the basis of higher frequency of pressure experiences as victims or operators, as observed from records and interviews. At the initial stage unstructured interviews with the above mentioned administrators were held. On that basis a checklist was prepared and administered to locate those practices in educational administration on which maximum weightage of pressures was found. Next a guideline for the study of records of the selected offices and an interview schedule for structured interviews were prepared. For the case studies, an information and depth interview schedule was prepared.

Findings of the study revealed that (i) practices highly affected by pressures were transfers, postings and deputations, appointments and selection of personnel, opening of schools, introducing new subjects, examinations and tests; (ii) no case of pressure of influence of money in any form could be located; (iii) political relation and departmental influences affected the field of pressurisation, and political influences dominated to a greater extent; (iv) the top level officers of the administrative hierarchy and top leaders of political party in power also got involved in pressurising vulnerable sections of administrative machinery and schools; (v) formal groups at district level were not found much active in influencing educational administration; (vi) ninetyfive percent of the pressure cases belonged to individual to individual category; (vii) the caste and communal impact was evident in the pressure oriented posting and appointments and in the political group; (viii) group associations of the individuals in India were far more limited as compared to U.S.A.; (ix) motives of pressurisation were either personal or political vested interests; (x) the district office remained the main target of pressures and the next in significance was the school; (xi) the maximum pressures were received by the establishment sections of the offices and the examination sections of the schools; (xii) heavy financial wastage and loss and unbalanced development of area were the results of pressurisation and this also created the problem of uneconomic schools; (xiii) decline in the traditional ethics of impartiality and justice was clearly noticeable in social behaviour and interaction where self-interest reigned supreme; and (xiv) oral communication was found to be the best means of pressurisation, as it left no evidence of the operation.

\*736. TRIVEDI, S. P., *A Study of Indian Secondary Education Boards with Special Reference to Their Evaluation System*, Ph.D. Edu., APSU, 1976.

The main objectives of the study were : (i) to prepare an outline of an ideal institution which would control the secondary education in the country and plan the final examination; (ii) to establish practical ways of distribution of scientifically prepared textbooks on curriculum which caters to the present and future needs of the society; and (iii) to study the evaluation system at secondary level, to study its merits and demerits and to establish an objective and valid evaluation system.

In order to achieve the above objectives the data were collected through questionnaires, interviews and personal visits to the different boards. The data were analysed quantitatively and qualitatively.

It was found that each board had given emphasis to a particular objective due to which one board succeeded in one area and the other in other area. Central Board of Secondary Education being in Delhi differ in its responsibilities from other boards. It plans examinations for different curricula that fulfils the needs of all the students in its area. The institutions are free to allow their students to appear in March examination or in November examination. The examination system of Indian School Certificate Examination Council at Delhi being more scientific, has more reliable results. Letter grades are awarded on a nine-point scale, which are again converted into number grades to determine the division. The School Examination Board in Bihar has limited the number of examination centres and has strong controls on the use of unfair means in the examination. The evaluation of answersheets of one subject or one paper being done at one centre increases the objectivity and reliability in the examination system. Madhya Pradesh Examination Board has arranged training courses in preparing test items and setting question papers. Similarly, certain other boards are also trying to make the evaluation system more scientific.

\*737. UNIYAL, M. P., *Job Motivation and Satisfaction of Education*, D. Phil. Edu., All. U., 1976.

The main objective of the study was to find out the differences in the motivational patterns of the satisfied and dissatisfied teachers towards the job looking, in particular, into the areas in which the differences existed, if at all. The study hypothesised : (i) there will be significant difference between highly satisfied and low satisfied groups of teachers on such motivational dimensions as achievement, nurturance, endurance, dominance, aggression, etc.; (ii) highly satisfied

teachers are likely to display stronger theoretical, aesthetic, social, and religious values than the low satisfied group; (iii) highly satisfied group of teachers will display least job anxiety in comparison with low satisfied group of teachers; and (iv) highly satisfied group of teachers will exhibit more favourable attitude towards the various aspects of the job than the low satisfied ones.

The study adopted correlational approach. A job satisfaction scale was constructed by administering a fortythree item scale covering seven job areas of teaching, on 1652 male and female teachers of private and government secondary schools. Those who scored below the first quartile point formed the low satisfied group (LSG), and those who scored above the third quartile point were highly satisfied group (HSG). The sample consisted of 300 teachers, male as well as female, belonging to LSG, plus other 300 teachers belonging to HSG. The tools used in the study were : (i) the Job Anxiety Scale, (ii) the Job Motivational Analysis Form, (iii) the Edwards' Personal Preference Schedule, and (iv) the Study of Values. The study utilised mean, SD, t test and rank order correlations to analyse the data.

The following were the major findings : (i) It was found that out of fifteen needs, high and/or low job satisfaction did not have any effect upon the needs for affiliation and succorance. (ii) No significant relationship was found between the need for abasement and job satisfaction in the case of male teachers. (iii) In the case of remaining needs, it was found that highly satisfied teachers of male group displayed higher needs for achievement than the low satisfied group of teachers, irrespective of institutional differences. (iv) By and large, government school teachers were highly satisfied towards their job, while the teachers in the private schools showed both high and low satisfaction towards the job with respect to many of the need patterns and motivational aspects. (v) Simplicity, peaceful living, honesty, good moral conduct, a sense of social service, and love for knowledge were some of the basic attributes that teachers liked to practise in their own job lives. (vi) The highly satisfied groups of male and female teachers were found to have lower level of job anxiety than the low satisfied groups. (vii) Teachers of private schools displayed higher level of anxiety than the government school teachers.

\*738. VARMA, P. L., *Role Conflict and the Corresponding Role Performance among Headmasters*, Ph.D. Edu., Raj U., 1975.

The objectives of the study were : (i) to identify role conflict situations as perceived by the headmasters;

(ii) to study the expectations of teachers, students, parents and administrators from the headmaster and to measure the congruence and incongruence between the expectations actually held by the counter position and focal position incumbents; (iii) to measure the worries experienced by the headmasters when exposed to the role conflict situations; (iv) to study the relationship between role conflict and personality traits of the headmasters; (v) to study the relationship between the role conflict and institutional factors; and (vi) to study the patterns of role conflict — high, moderate and low — of the headmasters. The study was forwarded on a few hypotheses : (i) in a social system, the incidence of congruence or incongruence between the perceived role conflict and observed incompatibility of expectations will vary from situation to situation; and (ii) when exposed to role conflict situation headmaster experiencing (a) high role conflict will seek a compromise between the conflicting situations than full conformity or complete avoidance, (b) low role conflict will tend to conform to one side against the other rather than compromising between the two conflicting situations and (c) moderate role conflict would either conform to one side, or compromise between them or avoid the situation.

The study was conducted on fifteen headmasters, 150 parents, 225 students, 150 teachers and five administrators. The data were collected with a role expectation instrument developed by the investigator. Percentile ranks were calculated in order to group the headmasters into three groups of low, middle and high role conflict. Chi-square test was used to analyse the data.

The study revealed that (i) role conflict was positively related to worry which was highest in situations related to purchase of materials; (ii) in the nineteen role conflict situations the coverage of perceived expectations of teachers was 41.80 percent, of administrators thirtyfive percent and students 11.6 percent; (iii) the incidence of congruence and incongruence between the perceived role conflict and the observed incompatibility in expectation varied from situation to situation; (iv) when the groups of headmasters were dichotomised on the basis of boys and girls school, the difference in the role conflict was significant; but it was not true in cases of rural/urban, higher secondary/secondary, and government/private management types of classifications; and (v) the headmasters with high role conflict sought compromise than full conformity or avoidance, but the headmasters with both moderate and low role conflict conformed to one of the conflicting situations.

739. VERMA, J. P., *A Comparative Study of Administrative Problems of Single and Double-Shift Secondary Schools in Rajasthan*, Ph.D. Edu. Udaipur, 1974.

The aims of the study were: (i) to identify the problems of double shift schools, namely, problems of organisation, coordination, communication, decision making, supervision and proper utilisation of physical and human resources; (ii) to compare these problems with those of single shift schools; (iii) to study the nature and seriousness of the problems in both the types of schools; and (iv) to explore the ways either to solve or at least reduce those administrative problems.

The study was conducted in three stages, having varying number of sample for each stage. The study covered only secondary and higher secondary schools excluding the public missionary and other special types of schools. The sample for preliminary work stage consisted of eight headmasters and thirtytwo teachers from each category of schools, i.e., double shift and single shift systems. The sample for extensive study stage included 130 headmasters and 520 teachers from each of the two systems, the schools representing all types of secondary schools, viz., private, government, rural urban, girls, boys and coeducational. In the third intensive study stage twenty institutions were selected out of the 260 institutions selected in the extensive study. The tools used in the three stages were (i) four questionnaires for headmasters and teachers; (ii) two interview schedules for administrators and students; (iii) a data sheet; (iv) a sociometric tool; (v) one teachers' observation schedule; and (vi) school records and school timetable.

The findings showed that (i) the single shift schools were better than double shift schools from the point of view of organisation of programmes; (ii) more effective coordination was achieved in the single shift schools; (iii) as compared to double shift schools communication was more effective in single shift schools, resulting in the achievement of better staff relationships; (iv) even decision making process was more quick and effective again in single shift schools whether the decisions were at the individual level or at the group level and whether they pertained to day to day affairs or to the policy matters; (v) supervisory conditions were found to be better in single shift schools; (vi) double shift was yielding economy in expenditure by the utilisation of the school for a larger number of students; and (vii) the double shift system did not achieve the purpose with which the schools were being run, i.e., achievement of some desirable curricular and extra curricular skills by the students.

740. VORA, M. K., *The Role of School Libraries in Primary and Secondary Schools*, Ph.D. Edu., Bombay, 1975.

The objective of the investigation was to study the physical facilities of school libraries, such as, area, stock, number of books on different subjects, reading room facilities, indexing and classification of books and audiovisual aids.

The sample consisted of randomly selected primary and secondary schools of Maharashtra, having four media, namely, Gujarati, Marathi, Hindi, and English. Schools of all the types, i.e., public and aided schools, were included. The normative survey method was applied for data collection. The questionnaire was designed to study the physical facilities of school library in the light of the role it was expected to play in the development of future citizens. A try-out was conducted on five schools with a view to finding the propriety of the language used, placement of items, adequacy and clarity of instructions and items, etc. On the basis of the tryout, a modified final questionnaire was prepared and administered to 350 schools in the city of Bombay and various parts of Maharashtra. The data were analysed in terms of percentages and were graphically represented by histograms.

The important findings were: (i) out of the total responses, one-third of the secondary schools had no separate library rooms in the city of Bombay and in the interior of Maharashtra and at the primary stage the existence of a separate library was almost negligible; (ii) three-fourths of the secondary schools having separate library rooms had converted classrooms into library due to the problem of accommodation; (iii) as compared to the English, Hindi and Gujarati medium schools the Marathi medium schools had better facilities for library; (iv) the per head floor area was quite inadequate in Bombay and interior of Maharashtra; (v) in the secondary schools of Bombay except in few cases, the number of chairs and tables was insufficient; as against this, in Maharashtra less number of readers and more furniture were available; (vi) the conditions regarding air, light, and ventilation in Bombay were very unsatisfactory as compared to Maharashtra; (vii) no provision for stackrooms was found; (viii) the total stock of books was found to be insufficient in Bombay and Maharashtra; (ix) as compared to primary schools of Bombay and secondary schools of Maharashtra, secondary schools of Bombay had a satisfactory collection of reference books; (x) the separate stock according to different age groups was found in all schools; and (xi) most of the secondary schools used English newspapers, whereas in interior parts, Marathi newspapers were subscribed.