## CHAPTER-III

### REVIEW OF RELATED LITERATURE

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3.1 INTRODUCTION

Knowledge accumulation is the result of constant and continuous application of human endeavour. Uniqueness of human intellect always attempts to penetrate the secrets of the world and it increases the storehouse of accumulated knowledge. Accumulated knowledge gained and collected through research study framed the basis of further research. Stored knowledge provides the opportunities in this constant search for new knowledge. The existing stock of knowledge guides the researcher to view and to review the phenomena of the world for searching new knowledge. The secondary sources of information are the foundation for selecting primary search for knowledge. Here lies the essentiality of literature search. Literature search and survey is a continuous process for any research. It facilitates to reveal the specific theoretical base for the study and in locating the important independent and dependant variables of research study. It is the base for deciding the research problem, selecting objectives and formulating hypotheses, to sharpen the focus of a proposed study and even to develop the research design. Literature survey reveals the ‘research gap’ or the areas which have been studied so far or which have been studied in other cultures but not in the cultural environment of the investigator. Any systematic academic investigation is made with the help of some related variables and search of related literature to design and complete the study for achieving research findings of the study. Therefore review of related literature is placed in the research synopsis prior to objectives and hypothesis. Review for research study is one of the essential parts of any research endeavour as it fulfils two basic conditions in the way of accruing new knowledge. It supplies information on (i) the area of proposed investigation enlighten and facilitate the investigator to locate the research already done on that area. (ii) what are the areas
need to be studied and remains to be done. It even helps to find out the variables that have been studied from one point of view or perspective or need to be studied from different perspective. The variables of a study must have some theoretical base, must be related with the proposed research problem in certain ways and must be related to each other within a frame work.

A survey of relevant literature helps to analyse application or implications of the findings and variables involved in the research study for the well being and the practices of the society. Moreover research surveys provide the frame of reference for a study and enlighten to understand and describe the 'significance of study' in writing the final research report for a research study.

This chapter of this study intended to present a brief review of the researches done in this area. The studies related to educational planning, role and influence of institutional heads in planning and implementation for preparing skilled human resources, importance of commitment of the concerned persons for accomplishing the whole process contains an enormous area of research study. So it is almost impossible to review the entire studies of this area. Therefore this chapter is confined itself to those studies only which have considerable bearing in framing this study. On the basis of the relation with the variables of the studies, gravity and intensity of the available literature and previous studies relating to the present investigation in India and abroad, these are placed in two main heads viz. studies conducted in abroad and studies conducted in India in relation to the variables and indicators used to fulfil the objectives of the study.

1. Studies on Institutional planning.
2. Studies on Need and importance of systematic training of Institutional Heads / Principals.
3. Studies on Organisational commitment /Teacher's Commitment/ Initiative.

4. Studies on Role of Principals and Teacher in relation to academic achievement of an institution.

3.2 STUDIES CONDUCTED IN ABROAD:

Keith, D. (1963) in a study and titled: 'The case of participative management' concluded that the teachers want academic freedom for innovative teaching and job related academic activities. Committed teachers are interested to work in a stress free environment, where they can satisfy their creative tendencies.

Sheldon (1971) study on 'organizational commitment' revealed that planning and investment mechanism is an important factor for bringing organisational commitment of the employees. Length of service is also another criterion for commitment of the employees.

Lawless (1972), Thompson (1965), Robin (1974) studies in the area of 'administrative effectiveness' revealed that administrative effectiveness of schools is best manifested if the principal has commitment to his institution.

Marsh and Minnari, (1977) revealed that planning of job allocation may also influence commitment to some degree. They observed a correlation of 0.20 between life time commitment to the employer and job satisfaction in a sample of Japanese workers.

Griffin (1989), Beura (1993), Gouson (1996), Andrew (1994) in their study on 'organizational commitment' concluded that commitment of a person to organization results in achieving organizational effectiveness.

Jindal, S.K. (1989) studied on 'Constructive thinking and commitment in relation to life satisfaction among University teachers & students' and found
significant positive relation among various factors of constructive thinking and life satisfactions.

Jindal (1990) studied ‘Conflict resolution behaviour and commitment to Organisation’: A study of teacher’s perception in the colleges of Haryana. Results revealed that teachers on the whole were committed to their organisations to a large extent. There was no significant correlation between commitment and length of service of teachers. The teachers from University-colleges and Govt. colleges were having similar conflict resolution behaviour and commitment to organisation.

Louis and Miles (1990) studies revealed that the image of change presented is evolutionary and non-synoptic, full of unpredictable crisis and choices that can not be anticipated ahead of time, they found that role of the principal is very critical. The challenge for the principal is to provide an environment and leadership in which successful change can occur. The principal initiated new ways of doing things.

Lucas (1991) research on ‘Leadership and Management’ supported the argument that management in academic institution does not require a different leadership role. Leadership beliefs and shared decision making carried out between the institutional head and staff for planning at institutional level was successful.

Epsten, S. (1998) in a study on ‘constructive thinking and commitment’ found that commitment attitude leads to constructive thinking and constructive thinking was significantly correlated with success of work, in love, in social relationships and in the achievement of mental and physical wellbeing.

Jaffar, Kammaruzzaman, Bin. (1999) a study on ‘Effectiveness in the functioning of junior college at Malaysia’ which revealed that effective functioning of the institution depends upon the proper management of the heads of the institution and the commitment of the teachers.
Antriep, (2001) revealed the achievement in high quality education is the very base of national prosperity which can bring through the persons who possess high commitment attitude for teaching.

Crawford, M. (2001) conducted an on line study in the United States on the ‘Effect of democratic, cooperative administration by the principals’ revealed that encouraging and sustaining leadership encouraged faculty members to make full use of their talent for total wellbeing and development of the institution. Democratic administration of principals brings a sense of security and belongingness of the employers.

Calvin College (2002) conducted a study in thirty schools for eight years which revealed that principals and teachers must have an abiding faith in the possibilities of youth. Open minded analysis of assumptions is a strong stimulant to vigorous constructive thinking. Moreover pleasant surroundings and favourable working condition facilitated preparation for institutional reconstruction in all aspect.

Meyer, (2002) A review of the research suggests that organisational outcome and commitment has a high degree of correlation. However individual level factors like stress, wellbeing, work family conflict affects the level of commitment of an individual.

Lawrence & Brain (2003) Studied on the ‘Principal’s class code of practice’ revealed that the principal had final responsibility for the delivery of quality education of students. He encouraged student council to develop, provided leadership in promoting a positive image of the college, encouraged high quality teaching learning practices, ensured provision of professional development of staff in the achievement of college goals and priorities, provided opportunities for regular performance
feedback to individuals and groups encouraged and facilitate community involvement in student learning and college decision making.

Murphy and Sauter, (2003) in a study employees commitment revealed that committed employees are less likely to withdraw and are willing to make sacrifices for the organisation.

Lawrence & Brain (2003) studied on the ‘Principals class code of practice’ revealed that the Principal has final responsibilities for the delivery of quality education for students. He encouraged school council to develop, provided leadership in promoting a positive image of the college, encouraged use of high quality teaching learning practices, ensured provision of professional development of staff in the achievement of college goals, facilitated community involvement in student learning and college decision making.

Middlewood & Lumby (2003) revealed through a study on ‘planning and management’ revealed that college principals should work in collaboration with the staff to develop plans which are consistent, better structured, inspirational and farsighted which enables to withstand financial turbulences etc. The developmental programmes for the staff from time to time in motivation, problem solving, team building, and resource management are also very important. Planning and management thus becomes every body’s responsibility and reduces staff grievances. Principals should work in collaboration with the staff to develop plan which are consistence

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in motivation, problem solving, team building, resource management etc. are also very important part of planning for an institution. These programmes provide encouragement to the staff and keep them motivated from time to time and also make the staff responsible for many of the activities of the organisation. Planning and management thus become everybody's responsibility. Exercises and monitoring and evaluation enabled them to understand the past and organise more properly the future as well as build confidence and vigour among the members of the organisation.

Shein, Aye. (2003) a study on the 'Investigation into instructional leadership practices of head teachers of high schools in Myanmar' revealed the finding that all educational achievement lies with the head teacher as an administrator and as an instructional leader and the study also recommended that introduction of systematic training in technical skills, human relation skills and conceptual for the heads of the institution may as a positive step for qualitative educational achievement.

ACT Policy Report, (2004), (ACT, 1997; Adelman, 1999; Kern, Fagley, & Miller, 1998; Robbins, Davenport, Anderson, Kliewer, Ingram, & Smith, 2003; Tinto, 1997) in a series of studies on 'Retention problem' revealed that retention problems in colleges and universities is dynamic and involves a complex interplay between academic and non-academic factors. To develop well-planned, comprehensive, and tailored improvement programs at institutional level for removing the problem, assimilation of academic and non-academic factors is a positive step. Finding out the academic and non academic factors for fulfilling the felt needs at institutional level is an important step for the planners.

Veronica A. Lotkowski, Steven B. Robbins, Richard J. Noeth (2004); in a study on 'The role of academic and non-academic factors in improving college retention programme' revealed that determining student's characteristics and needs,
identifying available resources is an essentiality to meet their institutional needs through a comprehensive institutional planning.

Arzoo, M.J, (2005) a research study on the ‘Functioning of secondary school’ inspection and supervision in Bangladesh suggested that for ensuring proper utilisation of resources training on the supervisory functions of the heads and the higher authorities can be an effective measure for increasing academic performance of the students.

Hamed, Saif Ale Mahfoodh, (2005) in a comparative study on the ‘Effectiveness of teacher training programme’ at Oman found that adequate planning mechanism is an essential condition for good performance of the colleges and administrative training for the heads as well as for the staff.

Osuji, Rose Aikwe (2005) in a study on ‘Teacher motivation in secondary schools of Nigeria’ suggested institutional heads and teachers should get the opportunities for upgrading professional skills through training.

Grant Thornton (2008), in his study entitled “Higher education institutions can find silver lining in current economic storm” concluded that along with the nation as a whole, higher education institutions are experiencing difficult economic time. Current and prospective students may see their ability to pay diminish, govt. financial support may decrease. Colleges and Universities should prepare for all the possible negative consequences of the economic crisis, but there is a silver lining for some higher education institutions. Good planning can create opportunities to display leadership qualities that will ultimately improve institutional focus and strategy.
3.3 STUDIES CONDUCTED IN INDIA

All India Education Survey conducted by NCERT, New Delhi in 1965, 1973, 1978, 1986, 1989 in which one of the main objectives was to study the existing deficiencies of the system which is meaningful for planning educational development. The third All India Educational Survey included higher education stage, 4th Survey published its findings on minimum physical facilities in educational institutions and 5th Survey (1986) report also published its report on higher education, educational administration and inspection along with other areas.

Kothari, D.S. in his report (Kothari Commission Report, 1966) expressed his views that destiny of nation is being shaped in the class rooms. The institutional settings should be more concerned for the future make up of new generations.

The Planning Commission appointed a working party on Educational, Planning, Administration and Education, 1968 to review the Educational Administration and this working party laid specific importance on broad-based and decentralized system of educational planning and to that end, to prepare well coordinated plans at the Institutional, District, State and National levels. The base for this new process of educational planning will be provided by institutional plans.

This study laid special emphasis on the active involvement of institutional heads in making plans as because every institution has its own individual existence.

Asian Institute of Educational Planning and Administration (1968) recommended the need and importance of Administrative Training for the institutional head specially to make proper planning.

National Council of Educational Research and Training in Collaboration with the Ministry of Education, Govt. of India a National Seminar at Regional College of
Education, Bhopal on 03-11-1968 to 05-11-1968 to make an in depth study on 'Institutional planning'. In that seminar seventy four educationists of the country presented their views on Institutional planning. Prominent educationists like Prof. B.D. Nagchoudhury, M.V. Mathur, J.P. Naik etc. made extensive analysis on the studies by the educationists. The group of experts summarised the effective findings of the studies and recommended some very important view points on the role, functions, and duties of the Principals. They also suggested the code of duties to be discharged by the principals as institutional head. The studies also suggested some guideline on the essentials of institutional planning at college level and areas of institutional planning to be considered at the time of planning of an educational institution.

Committee on Rural Higher Education (1967-69) appointed by the National Council for Rural Higher Education made extensive survey, reviewed existing structure, analysed it and recommended to provide courses in higher education specially suited to rural needs. Higher Educational Institutions should introduce short courses of varying duration in certain fields of special relevance to the rural population.

It laid special emphasis to undertake problem oriented research to find out suitable courses upon the local needs and which can create opportunity for using local resources. This committee also recommended to introduce new courses or new optional in the rural institutes only after taking into consideration the possible employment potential for the products of the rural institutes who would be completing the particulars course.

Naik, J.P. (1969): The institutional plan is the unique answer to all the problems like (1) giving freedom to the teacher, (2) making the good teacher
effective, (3) involving every teacher in the formulation and implementation of plans, (4) emphasizing what can be done here and now by mobilising our existing resources rather than wait for the impossible to happen. If all these four problems have to be solved, we must develop the concept of institutional planning and tell each institution to prepare and implement its plans.

Asian Institute of Educational Planning and Administration had constituted a Study Group in April, 1970 on the Training of District Education Officers under the Chairmanship of Prof. M.V. Mathur, Director of the Asian Institute at National Institute of Educational Planning and Administration, New Delhi, 1972 revealed the importance of active involvement and influence of District Level Education Officers in coordination with the heads of educational institutions in making planning for the institutions (micro level). This Study Group also recommended that administrative training is necessary for the District Education Officers and Head of the schools.

A committee on Governance of Universities and Colleges (1969-73) convened by the University Grant Commission and Youth Services held in April, 1969 on the recommendations of the Vice Chancellors held at UGC, New Delhi 1973 to consider issues relating to the governance of Universities and Colleges under the Chairmanship of Dr. S.N. Sen. The committee recommended that importance of training for the College and University teachers. The training should focus on organization and management of higher education, human psychology, problem of students along with some other related matters of governance of higher education. The committee also recommended that UGC in collaboration with Universities should arrange such training for research students and young teachers.

National Commission on Teachers II (1983-85) set up by Government of India in February, 1983 for teachers at the higher education level concluded and
recommended to take initiative by the teachers and academic administrators at higher education stage in establishing training programmes to find out highly relevant programmes for improving commitment level, employability of the students graduating in the system.

The National Policy on Education (1986) emphasizes that the higher education needs to be dynamic and responsive to the desired need of the country. Creations of College Development Council (CDC), in this context were intendment to coordinate the academic planning of colleges and universities.

Sharma, G.D. & Ahmed, R. Shakti (1986), A collaborative study by UNESCO, UGC & NIEPA(NUEPA) on ‘Methodologies of Teaching in Colleges’ suggested on the basis of their research study that self learning has to be incorporated as an approach or as a methodology into the existing teaching practices to make learning more effective, efficient and meaningful which demand careful planning by giving importance on own individual style and pace of the institution and student by mixing the old with the new; in the right proportion, at the right time.

Gnanam Committee towards New Educational Management (1987-90) made a detailed and in depth study on

➢ Management pattern.
➢ Planning to develop effectiveness of educational institutions of higher learning.
➢ Setting up of criteria for assessment of performance of educational institutions. Summary of recommendations revealed that management of colleges always need flexibility in relation to the current changes and challenges. It also revealed that to make the system better work, it is advisable to constitute “a Planning and Evaluation committee to formulate the specific goals for the colleges, to perform a more effective role for the collegiate
system, to meet the demands for higher education, to establish grievance redressal Mechanism for Teachers, students and staff members.

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NUEPA, 1988; Regarding Planning and Management of colleges laid importance on preparing an academic calendar which would guide the college activities round the year. The study reveals that a good Principal regularly monitors so that the classes are taken regularly in his/ her college.

Committee on Accreditation and Assessment Council (1988) constituted by UGC in pursuance of the programme of action of the NPE (1986) under the Chairmanship of Dr. Vasant Gowarikar, Secretary, Ministry of Science and Technology in their qualitative criteria for the assessment of institutional effectiveness laid prime importance on Institutional Mission and objectives at micro level planning or planning done by Institutional heads (at college level).
the cost of production at each level and type is preferable for long term developmental structure of the system.

Subudhi, B. (1997) study on ‘Effects of Management training for principals on Institutional Planning’ on Indian Collegiate system revealed that lack of adequate knowledge in institutional planning brings major hindrance for the college principals for preparing an institutional plan.

Subudhi, Bhagaban (1997) made another study on ‘Indian Collegiate system’ reveals that management training for Principals has significant and positive effects on institutional planning with respect to introducing innovation and change in the organizing structure of the colleges, resource management and organizing curricular activities. The study reveals that trained Principals posses more positive attitude regarding resource mobilization and resource utilization than the untrained.

Sharma, G.D. & Indiresa, Jaya, NIEPA (NUEPA), (1999), conducted a pilot study on ‘Power, Status and Responsibilities on Principals of Colleges’ revealed that Principals felt the importance of training to exercise the power of decision making judiciously and to bring desired changes in the collegiate system.

Bharadwaj, B.P. (1999), made a study on ‘Institutional Climate in relation to Academic achievement’ and found that various dimensions of the organisational climate appear to contribute significantly to academic achievement.

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SEED (1993) conducted a study on ‘Indian Collegiate System’ revealed that collegiate education would improve both the quality of higher education as well as quality of life provided its standard is maintained. The study also revealed that efficiency in leadership on the part of the college principals is an important factor for improving quality of higher education in India and which is possible through systematic administrative training for the college principals.

Johnson and Johnson (1994), Slavin (1995) and Pintrick and Schunk (1996) studies on ‘Cooperative learning environment’ revealed that cooperative learning and democratic set up in an educational institution increases the institution and the teacher accountability. Increase of accountability reflected in the student’s academic performance. Research on cooperative learning environments reveals that these environment increase learner achievement.

Ramachandran (1995) made a study and titled ‘Managing a college effectively’ reveals that growth of an academic institution depends much on the personality of its head. The college Principal is to be honest, hard working, optimistic and a man of principles. Democratic attitude of a Principal brings team spirit among the staff members which help an institution to achieve institutional goal.

A research study report published by NUEPA, New Delhi, made by Prakash, S. & Choudhury, S. (1996) on ‘Expenditure on Education: Theory Models and Growth’ show their investigation findings that to workout a balanced and effective educational planning both theoretical and practical exploration of different approaches of the system are necessary.

Prakash, S. & Choudhury, S. (1996) on Expenditure on Education, NUEPA, New Delhi, expressed their opinion on the basis of their research on Educational planning study that the guiding principle of the educational planners is to minimise
Sinha A, Mjumdar, S. & Baruah, P.K., NUEPA (1999), on 'Educational Administration in Assam' opined that the heads of the institutions is largely responsible for the effectiveness with which the institution is able to implement its plans. To manage its resources for effective utilisation of the available material and human resources proper planning and care at institutional level is a necessary condition.


A Research Project on 'Efficient Utilisation of Resources in Higher Education' sponsored by the Planning Commission by G.D. Sharma & Farque Qamar (2001), revealed in its findings that 60% of college principal felt the importance of professional training for the concerned staff for efficient and proper utilisation of resources in the field of higher education. Another finding of this study revealed that lack of concern for using the available resources is a major problem in the field of higher education. The study suggested that efficient utilisation of available resources by the concerned authority with proper planning at institutional level will prove a wise step for solving this problem. Parent's occupation and involvement in the schooling of their ward influenced learning environment.

Good et al., (2002), A comprehensive survey by the institutional heads of colleges and planners at the university level help to develop programs to meet the specific needs of students as well as to monitor and improve the overall effectiveness of the programs to increase the overall academic performance.
Sahney, S. (2002) conducted a study on ‘Total quality management in higher education in India” which suggested based on his research study that educational institutions must plan specific policies, procedures at institutional level.

J.S. Rajput, Director, NCERT, (2003) opined in a forwarding note on an edited book on ‘Teacher Commitment” edited K. Walia that commitment, dedication, devotion indicates teacher’s willingness to do what they are require to do and thus it become the major pillar of their duties.

Joseph, Roma, Smart, Lucknow University (2003), a study on ‘Professional Commitment in relation to working environment’ revealed that there exist a positive relationship between the professional commitment and working condition.

Mathew, Thomas, C. (2003), made a study on ‘Organisational Commitment of Degree college teachers’ found that there is a significant and positive relationship organisational commitment and work values, organisational commitment and leader behaviour of principals.

Rath, K.K. and Panigrahi, N., NCERT (2003), conducted a study on ‘Indicators of Quality education’ revealed a finding that effective strategies planned at institutional level increases student participation and performance level. For teachers also it was motivating. It motivates them to apply their own innovative method to face the challenges they faced in their practical institutional level environment. It also helped them keep pace with the wide ranging development in the fields ensuring professional growth.

Riechi, A.R.O., Jawaharlal Nehru University (2003), a study on ‘Revenue Diversification’ revealed that revenue diversification enhanced the overall institutional development, reduction of student dropouts, more intensive use of
available resources including physical space, quality of academic programme and educational output.

Sudarshan, P. (2003) a study on ‘Classroom environment and Achievement’ introduction of innovative method of teaching according to the need and individual environment of the institution resulted better achievement level of the students.

Maheswari, A. (2004), made a study on ‘Professional Commitment’ suggested that an educational institution should maintain participatory decision-making and democratic style of functioning by principals and management.

Agarwal, M., Jain, V.K., Chandrasekhar, K., NCERT, Delhi, (2004), revealed that School management affect the learning achievement. Physical facilities are found to be most important factor for institutional effectiveness.

Richard J. Noeth (2004) revealed and suggested that postsecondary institutions cannot and should not ignore the principal’s contribution that the academic factors make towards improvements in college performance.

Karmakar, Anjali (2008): A research study on ‘Organizational Commitment and constructive thinking as predictors of Administrative effectiveness of college Principals in Assam reveals that young Principals are effective administrators as they are dynamic, prone to change, ready to take risk and daring to reject traditions. The rural college Principals have to face more challenges than the urban college Principals. Effective Principals commitment to the organization reflected in college activities.

Christy, V. Anita & Vijay Kumar, T. (2010) in a study on ‘Organisational Climate: A key to success of Reforms in Higher Education’ revealed that the quest for effective college begins with the commitment of principals and his staff towards their college and pupils. Factors to be considered for college effectiveness are
administrative functioning, leadership behaviours, teacher’s morale, culture and climate, parental involvement, community support, teacher’s efficiency and commitment, loyalty and satisfaction of teachers and academic performance.

Dhankar, Dharmesh (2010). In a study on 'Media’s Assessment on Governance of Higher Education: A Critique' revealed that to contribute to a dialogue about the challenges facing higher education among education leaders and policy makers, community and government leaders and other key stakeholders, including researchers, faculty, staff and administrators. The goal of these exchanges is to understanding of the complex structures and cultures in state systems of higher education and their college and universities, with the intent of contributing to improve decision making, policy making and leadership practices'.

Sharma, Saroj (2010) in a study on 'Dynamics of Effective Management of Physical Resources in an Educational Organisation' revealed that the institutional plan seek improvement in all directions. It endeavours to touch the human and physical resources to optimum utilisation for the institution. The material equipment of the institution is as a body to the soul, machinery to the factory and tool to the workman'.

Naik, J.P. as mentioned by Kochhar, in his 'School Administration and Management, 2011, ISBN 978 81 207 47883: “The programme of institutional planning is both a challenge and opportunity” for the concerned person. To rebuild the existing planning structure encouragement and freedom must be guaranteed to the creative and committed teacher’s initiative.

Bhattacharyya, K.G. (2012) in a ‘Report on UGC..Academic Staff College Report of Gauhati University’ mentioned that the ASC determined its mission for the public good higher educational institutions must play leadership role by giving training to the teachers of Colleges and Universities. UGC guided the Academic Staff
Colleges to provide special short-term courses for increasing motivation level, leadership quality and to develop policy making skill of the educational administrator.

3.4 RESUME OF THE STUDIES REVIEWED

Going through the relevant studies done by different researchers both at national and international level on the area of Institutional planning and on their related fields investigator find that former researchers throws light on the following aspects of study, which can be briefly summarised as below:

- Development of educational institutions to a great extent depends upon good planning and good planning can create opportunities for showing leadership qualities (Thornton 2008, Nag Choudhury, Mathur, Naik 1968, Planning Commission 1968, Gnannam Committee 1990).

- Principal holds the key position in creating motivated behaviour among staff of the institution. (Middlewood, Lumby 2003, Sinha, Majumdar, Baruah 1999, Naik 2011).

- Institutional set up has an influential impact on the members (Calvin 2002).

- Planning at institutional level is important as every educational institution has its own individual existence. (Buch 1964, Education Commission 1964).

- To develop well-planned, comprehensive, and tailored improvement programs at institutional level Finding out the academic and non academic factors for fulfilling the felt needs at institutional level is an important step for the planners. ACT Policy Report, 2004).

• Higher educational institutions in rural areas need problem oriented research study for its proper development. (National Council for rural Higher Education 1967-69).

• For a comprehensive institutional planning determining student’s characteristics and needs, identifying available resources is an essentiality. Veronica A. Lotkowski, Steven B. Robbins, Richard J. Noeth (2004):

• Institutional level planning can bring active involvement and co-ordination as micro level planning demand this aspect. (Asian Institute of Educational Planning and Administration 1970, Gowarikar 198, Sahney 2002).

• Administrative training is necessary for the educational officers. (Mathur 1972).

• Finding out existing deficiencies of physical facilities is not sufficiently done yet in our country. (All India Education Survey, NCERT-1986, 1989)

• Guiding principle of the educational planners is to be minimised. (Nag choudhury, Mathur, Naik, NCERT, 1968)

• Micro level or institutional level planning should be based on individual institutional mission.(Planning Commission, 1968)

• Management of the college always needs flexibility. (All India Education Survey, NCERT-1989).

• Grievance Redressal Mechanism is a necessity for every higher educational institution for bringing healthy environment. (Gnanam Committee, 1987-90).

• Academic planning for the college and universities is necessary for bringing dynamism to the system. (Gnanam Committee, 1987-90).

• Lack of adequate knowledge in institutional planning brings major hindrance for the college principals for preparing institutional planning. (Subbudhi, 1997).
• Trained principals possess more positive attitude regarding resource mobilisation and resource utilisation. (Subbudhi, 1997).

• Educational institutions must plan specific policies, procedures at institutional level (Sahney, 2002).

• Efficient utilisation of available resources with proper planning at institutional level can solve many problems of the institution. (Sharma, Omar).

• More than 60% college principal felt the need of administrative training. (Sharma, Omar 2001).

• Heads of the institutions is largely responsible for the effectiveness of the institutions. (NUEPA, 1999).

• For effective use of available material and human resources proper planning and care at institutional level is a necessary condition. (NUEPA, 1999).

• For qualitative educational achievement systematic training in technical skill, human relation skill and conceptual skill of the institutional heads is a positive step. (Shein, 2003).

• Adequate planning mechanism is an essential condition for good performance of the colleges. (Hameed, 2005).

• Administrative training for the heads as well as for the staff is necessary for good performance of the colleges. (Hameed, 2005).

• Heads and higher authorities need supervisory training for ensuring proper utilisation of resources. (Arzoo, 2005).

• Institutional heads of educational institutions should get the opportunities for achieving professional up gradation through training. (Osuzi, 2005).
• Universities should arrange training for research scholars and young teachers for getting quality service. (Sen, 1973).

• Systematic administrative training for the college principals is an important factor for improving quality in higher education. (SEED, 1993).

• Careful planning by giving importance on own individual style and pace of the institution and student in the right proportion at the right time can make teaching learning more effective. (UNESCO, UGC, NUEPA, 1986).

• Principals felt the importance of training on judicious use of decision making power for bringing desired changes in the collegiate system. (UNESCO, UGC, NUEPA, 1986).

• Teachers want academic freedom for innovative teaching and job related academic activities. (Keih, 1963).

• Commitment of the employees help in bringing desired result in an organisation. (Murphy, Sauter, 2003).

• High commitment attitude for teaching brings high quality academic achievement. (Anterip, 2001).

• Commitment of a person to an organisation results in achieving organisational effectiveness. (Griffin, 1989, Beura, 1993, Gouson, 1996 Andrew, 1994).

• Planning and investment mechanism is an important factor for bringing organisational commitment of the employees. (Sheldon, 1997).

• Proper planning in job allocation by the heads of an educational institutions increase commitment level of the employees. (Marsh and Minari, 1977).

• Constructive thinking and commitment in relation to the life satisfaction of the teachers are significantly related factor. (Jindal, 1989).
• Teachers on the whole are committed to their organisation. (Jindal, 1990)

• Committed attitude leads to constructive thinking and constructive thinking was significantly correlated to social relationship. (Epsten, 1998)

• Administrative effectiveness of educational institutions is best manifested under a committed principal. (Lawless, 1972, Thompson 1965, Robin 1974).

• For improving commitment level training programme for teachers and administrator should be arranged. (National Commission on Teacher-II, 1983-85)

• Young principals prove effective administrators as they are dynamic. (Karmakar.2008).

• Principals of rural colleges face more challenges than the urban colleges. (Karmakar.2008)

• College activities reflect the dynamism of the principals. (Lawrence & Brain 2003).

• Principals have the final responsibilities for the delivery of quality education. (Lawrence & Brain 2003).

• Principals should work in collaboration with the staff for developing consistent planning and implementation process. (Middlewood and Lumbi 2003).

• The principal initiated new ways of doing things. (Louis & Miles, 1990).

• Leadership beliefs and shared decision making carried out between the institutional head and staff for planning at institutional level become successful. (Lucas, 1991).

• Principal’s leadership promote positive image of the college. (Jaffar, 1999).

• Effective functioning of an institution depends upon the proper management of the heads of the institution and the commitment of the teachers. (Jaffar, 1999).

• An abiding faith of the principals and teachers in the possibility of youth can stimulate vigorous constructive thinking. (Calvin, 2002).
• Encouraging and sustaining leadership encouraged faculty members to make full use of their talents for total wellbeing and development of the college. (Crawford, 2001).

• Democratic attitude of a principal brings team spirit among the staff members which help an institution to achieve institutional goal. (Crawford, 2001).

• All educational achievement lies with the head teacher as an administrator and as an instructional leader. (Shein, 2003).

• Principals of the post secondary institutions directly influence the academic performance of the institution. Richard J. Noeth (2004,).

• Growth of an academic institution depends on the personality of its head. (Ramachandran, 1995).

• Good principals always monitor the classes for its regularity. (NUEPA, 1999).

• Autonomy for decision making and the same time making the principals accountable for the outcome can bring required changes in the collegiate system. (NUEPA, 1999).

• Special short term courses should be provided for increasing motivation level, leadership quality and to develop policy making skill of the educational administrator'. (Bhattacharyya, K.G. in a review report, 2012 )

• Institutional plan seek improvement in all directions. (Sharma, Saroj, 2010)

On the basis of these findings made by the researchers both at national and international level the investigator find out some research gap that sufficient and detailed systematic investigation has not been done yet on this area of study in Assam. Hence investigator decided to conduct a study on this area. The investigator is associated with teaching profession at college level education, therefore, the curiosity to understand own field of service motivated the investigator for adopting this area for academic investigation.