# CONTENTS

## CHAPTER I  INTRODUCTION  
01 - 14  
1.1. Teacher Education 02  
1.2. Academic Management of Teacher Education 05  
1.3. Leadership in Teacher Education Institutions 08  
1.4. Self Acceptance 10  
1.5. Student Satisfaction 11  
1.6. Scope of the Study 12  

## CHAPTER II  REVIEW OF RELATED LITERATURE  
15 - 75  
2.1. Studies Conducted Abroad 16  
2.1.1. Studies Related to Academic Management 16  
2.1.2. Studies Related to Leadership Styles 20  
2.1.3. Studies Related to Self-Acceptance 28  
2.1.4. Studies Related to Student Satisfaction 32  
2.2. Studies Conducted in India 42  
2.2.1. Studies Related to Academic Management 42  
2.2.2. Studies Related to Leadership Styles 49  
2.2.3. Studies Related to Self-Acceptance 61  
2.2.4. Studies Related to Student Satisfaction 66  

## CHAPTER III  THEORETICAL FRAMEWORK  
76 - 116  
3.1. Theoretical Bases of Academic Management. 77  
3.1.1. Theories on Management 77  
3.1.2. Theories on Academic Management 83  
3.1.3. Management of Teacher Education 86  
3.1.4. Management of Teacher Education in India 89  
3.2. Theoretical Bases of Leadership 95  
3.2.1. Types of Leadership 97  
3.2.2. Educational Leadership and Management 99  
3.2.3. Educational Leadership 101  
3.2.4. Instructional Leadership 102  
3.3. Theoretical Bases of Self-Acceptance 103  
3.4. Theoretical bases of student satisfaction 107  

## CHAPTER IV  METHODOLOGY  
117 - 150  
4.1. Rationale for the Study 117  
4.2. Need and Significance of the Study 118  
4.3. Statement of the Problem 120  
4.4. Operational Definition of Key Terms 121  
4.5. Background of the Research Design 123  
4.6. Objectives of the Study 124  
4.7. Hypotheses 126  
4.8. Delimitations of the Study 127  
4.9. Method of the Study 127  
4.10. Variables of the Study 128  
4.11. Tools Used for the Collection of Data 128  
4.11.1. Academic Management Questionnaire 129  
4.11.2. Leadership Effectiveness Scale (LES) 134  
4.11.3. Kakar Self-acceptance Inventory (KSAI) 138
CHAPTER V DATA ANALYSIS

5.1. Management of Academic Activities
   5.1.1. Percentage Analysis of Curricular Activities
   5.1.1.1. Planning for Teaching
   5.1.1.2. Methods of Classroom Teaching
   5.1.1.3. Pre Practice Teaching
   5.1.1.4. Micro Teaching
   5.1.2. Evaluation Activities
   5.1.2.1. Evaluation Activities on Theory
   5.1.2.2. Evaluation Activities on Practical
   5.1.3. Co-curricular Activities
   5.1.3.1. Activities of Various Clubs and Associations
   5.1.3.2. Other Co Curricular Activities
   5.1.4. Staff Improvement Activities
   5.1.5. Community Relation Activities
   5.2. Differential Analysis of Academic Activities
   5.3. Differential Analysis of Leadership Effectiveness
   5.4. Self Acceptance of Teacher Educators
   5.4.1. Level of Self Acceptance
   5.4.2. Differential Analysis of Self Acceptance
   5.5. Differential Analysis of Student Teacher Satisfaction
   5.6 Findings and Interpretations

CHAPTER VI SUMMARY

6.1. Need and Significance of the Study
6.2. Synthesis of Review of Related Literature
6.3. Statement of the Problem
6.4. Variables of the Study
6.5. Objectives of the Study
6.6. Hypotheses
6.7. Methodology in Brief
6.8. Major Findings
6.9. Educational Implications of the Study
6.10. Suggestions for Further Research
6.11. Conclusion

BIBLIOGRAPHY

APPENDIXES