In comparison to school education, the field of higher education in India seems to have attracted the attention of a few researchers only. This is seen from the educational research in India, covering Ph.D. level as well as non-Ph.D. research projects reviewed by Buch and Yadav in "A SURVEY OF RESEARCH IN EDUCATION" (ed. by Buch, 1974), covering the period of 1939-1974. It appears from this SURVEY that the issues investigated in higher education in India were only limited - they included value systems of university students (Agarwal, 1959), financing of higher education (Azad, 1972), examinations (Houhan, 1967, Bennur, 1971), academic attainment (Jain, 1967), wastage (Colon, 1963), programmed remedial course (Joshi, 1972), personality study of students (Palsane, 1963, Pal, 1969) prejudices among college students (Sharma, 1966), etc. Both Patel (1977) and Shelat (1977) have shown though a beginning in research in organizational climate at school level was made in the country by Mehta (1968) and Sharma (1968), this area of research was not extended to the field of higher education till Shah (1975) and Franklin (1975) made some explorations.
in this field. But a full-fledged climate study of a
unitary, teaching and partially residential university
comes to be undertaken in the present doctoral research
for the first time. Mehta (1977) did study institutional
climate at the stage of higher education, but her study
was limited to affiliated colleges of the Gujarat
University, which is rather a regional university spread
over North and Central Gujarat. The present study differs
from Mehta's study in respect of the construction of a
new climate measurement tool, and in other respects such
as the use of variables like dogmatism and personality
factors of the Heads of the University Departments and
further the inquiry it carries into the possible relation­
ship existing between student acts of indiscipline on the
University campus and institutional climate of the
Faculties/Institutions and Departments of the M.S.University
of Baroda, the student control ideology and dogmatism of
the University teachers as well as of the institutional
administrators. It also seeks to examine the possible impact
of biographical characteristics of the University teachers
on their perception of the climate of their institution,
some of which figure for the first time in the present study.
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It is hoped, that this study would stimulate further research efforts and experiments in improving the institutional climate not only of the M.S. University of Baroda but also of other unitary, teaching and residential universities in the country, by undertaking parallel or similar studies.

: PORBUNDER :

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SEEMA SAHASRABHUTHE