CONTENTS

CHAPTER 1 INTRODUCTION 1-45

1.1 DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
1.1.1 SYSTEMS APPROACH MOVEMENT 6
1.1.2 TOTAL QUALITY MANAGEMENT (TQM) 9
1.1.3 QUALITY MANAGEMENT PLUS (QM+) 10
1.1.4 STRATEGIC THINKING AND PLANNING (STP) 11
1.2 MEANING AND NATURE OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT 12
1.3 EDUCATIONAL ADMINISTRATION DURING THE BRITISH PERIOD 14
1.4 RECOMMENDATIONS OF COMMITTEES AND COMMISSIONS ON EDUCATIONAL ADMINISTRATION 17
1.5 CONSTITUTIONAL MAKE-UP OF MANAGEMENT OF EDUCATION IN INDIA 21
1.6 ROLE OF THE CENTRAL AND STATE GOVERNMENTS 23
1.6.1 EDUCATIONAL ADMINISTRATION AT THE CENTRE LEVEL 24
1.6.2 EDUCATIONAL ADMINISTRATION AT THE STATE LEVEL 24
1.7 THE PRINCIPALSHIP 25
1.8 DISTRICT EDUCATION OFFICER (DEO) 31
1.9 POSITION OF DIRECTOR PUBLIC INSTRUCTION (DPI) 32
1.10 MANAGEMENT OF EDUCATION IN THE UNION TERRITORY OF CHANDIGARH 34
1.11 NEED OF THE STUDY 36
1.12 STATEMENT OF THE PROBLEM 41
1.13 OBJECTIVES 42
4.2 Teaching Personnel 101
4.3 Non-Teaching Personnel 114
4.4 Students 120
4.5 Time-Table 129
4.6 Curriculum 135
4.7 Conduct of Examinations 139
4.8 Supervision and Inspection 147
4.9 P.T.A. and Community Relations 152
4.10 Indiscipline 160
4.11 Inadequate Physical Facilities 169
4.12 Government Interference 173
4.13 Finance 179
4.14 Comparison of Group Mean Scores 184

CHAPTER 5 Analysis, Interpretation and Discussion of 187-248 Results

PART-A (INTER-GROUP) 188
Comparative Analysis of Administrative Problem Areas Pertaining to School Administration as Perceived by the Nine Groups of Senior Secondary Schools

5.1 Male vs. Female 189
5.2 Urban vs. Rural 193
5.3 Government vs. Private 198
5.4 Age 203
5.5 Educational and Professional Qualifications 207
5.6 Administrative Experience 212
5.7 English Medium vs. Ordinary 216
5.8 Academic - Vocational vs. Exclusively Academic Schools 221
5.9 Girls/Boys/Co-Educational 226
CHAPTER 6 SUMMARY AND CONCLUSIONS 249-293

6.1 INTRODUCTION 249
6.2 NEED OF THE STUDY 250
6.3 REVIEW OF RELATED LITERATURE 253
6.4 STATEMENT OF THE PROBLEM 256
6.5 OBJECTIVES 256
6.6 HYPOTHESES 257
6.7 METHOD AND PROCEDURE 259
  6.7.1 DESIGN OF THE STUDY 259
  6.7.2 SAMPLE/POPULATION 260
  6.7.3 RESEARCH TOOLS USED 260
  6.7.4 DATA COLLECTION 261
  6.7.5 SCORING OF DATA 261
  6.7.6 STATISTICAL TECHNIQUES 261
6.8 CONCLUSIONS 262
  6.8.1 DEMOGRAPHIC INFORMATION 263
  6.8.2 ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE SENIOR SECONDARY SCHOOL PRINCIPALS 264
  6.8.3 INTER-GROUP ANALYSIS 270
    6.8.3.1 SEX VARIATIONS 270
    6.8.3.2 URBAN/RURAL VARIATIONS 271
    6.8.3.3 GOVERNMENT/PRIVATE SCHOOLS 272
    6.8.3.4 AGE VARIATIONS 273
    6.8.3.5 EDUCATIONAL AND PROFESSIONAL 273
QUALIFICATION VARIATIONS

6.8.3.6 ADMINISTRATIVE EXPERIENCE DIFFERENCES

6.8.3.7 ENGLISH MEDIUM/ORDINARY SCHOOLS

6.8.3.8 ACADEMIC-VOCATIONAL/EXCLUSIVELY ACADEMIC SCHOOLS

6.8.3.9 GIRLS/BOYS/CO-EDUCATIONAL SCHOOLS

6.8.4 ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE EDUCATION OFFICERS AT THE DISTRICT AND DIRECTORATE LEVELS IN THE UNION TERRITORY OF CHANDIGARH

6.9 MAIN FINDINGS

6.9.1 ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE PRINCIPALS

6.9.2 INTER-GROUP ANALYSIS

6.9.3 PERCEPTION OF EDUCATION OFFICERS

6.10 RECOMMENDATIONS

6.10.1 ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE SCHOOL PRINCIPALS

6.10.2 INTER-GROUP

6.10.3 PERCEPTIONS OF EDUCATION OFFICERS

6.11 SUGGESTIONS FOR FURTHER STUDIES

BIBLIOGRAPHY

APPENDICES (I & II)