Chapter – 5
Summary, Inferences and Recommendation of the Research

5.1 Introduction:

Educational research is a constructive, practical and useful work for educational improvement. In every research, practical use of results of other researcher, the psychological relation is maintained. Studies conducted in education with psychological viewpoint create a branch of educational psychological which has an organized discipline in education. Generally, education is an ideal study whereas psychology and educational psychology are natural studies. Psychology provides effective guidance about educational problems, difficulties and specifications. In education field new problems arise everyday and therefore it cannot be predicted as to what research should be taken up or what needs will arise for which type of educational guidance. The search of a problem is experienced through the class work of a teacher, and keeping in mind the results of study, necessary change can be made in education.

People look at research results with respect behind which lies faithfulness and scientific approach. A teacher can also conduct research in education. Precision, scientific attitude, organized and sequential work method are the things which are associated with a research. An experimental work done in a meaningless way cannot be called a research. Only the research conducted in a scientific way can be qualitative, and the truth or generalization obtained in the end of a research can be considered reliable.

In this chapter research abstract is presented. Statement of problem, definitions of the key terms, variables, limitations, area of research, type of research, method of research, population, sampling, tools selection, data collection & its analysis are discussed in this research abstract and provides noted findings on the basis of interpretation of analyzed data by t-test. At the end, educational implications & suggestions about future research are presented.
5.2 Research Summary:

A record of work done in any subject field becomes its characteristics, through which an unknown person can also get guidance. This research discusses every chapter in details and is given in the form of summary presented below.

5.2.1 Problem Statement of the research:

This investigator has selected the following research subject to study the organizational culture and organizational leaning in grant in aid and non-grant in aid schools.

“A comparative study of organizational culture and organizational leaning in grant in aid and non-grant in aid educational institutions of Gujarat.”

5.2.2 Objectives of the study:

A clear statement or goal to fulfill a work or a certain reason to do a certain work can be termed as objective. Objectives are a path towards a research. Thus, it is essential to determine objectives to fulfill a work. The objectives of this study were as under.

1. To study organizational culture of grant in aid and non-grant in aid schools/institutions.
2. To study organizational learning of grant in aid and non-grant in aid schools/institution.
3. To study the effect of type of institution on organizational culture and organizational learning.
4. To study the effect of level of management on organizational culture and organizational learning.

5.2.3 Definitions of the key terms:

Organizational Culture:

The organizational culture of an organization is relatively a similar perspective which has common characteristics, it is descriptive and differentiates an organization from other organizations and
integrates the variables of individual group and organization system. Its eight dimensions are as follow:

1. **Openness**: Spontaneous expression of feeling and thoughts and sharing of these without defensiveness.

2. **Confrontation**: Facing rather than shying away from organizational problems. It also implies deeper analysis of interpersonal problems.

3. **Trust**: Maintaining the confidentiality of information shared by organization and not missing it.

4. **Authenticity**: It shows congruence between what one of organization feels, says and does. It is reflected in owning up one’s mistakes and in unreserved sharing of feelings.

5. **Pro action**: Taking the initiative, preplanning and taking preventive actions in organizations works, before taking action, evaluate the succession of alternative way.

6. **Autonomy**: Organizational employee use freedom to plan and act in own field. And by this freedom to take on responsibility, initiative, better succession planning.

7. **Collaboration**: Working together for problem solving, team spirit.

8. **Experimentation**: To use innovative approaches with new eyesight and encouragement of creativity and use feedback for improvement.

**Practical definition:**
The scores obtained through the tool of OCTAPACE used for organizational culture is considered as organizational culture.

**Organizational learning:**
Organizational learning is a process through which an organization obtains, maintains and uses outputs of development and this process enhances the abilities of self-learning and self-reconstruction. Its eight dimensions are as follow:
(1) **Innovation:** Any change introduced in the organization. For e.g. new approach, new structure, new technology.

(2) **Implementation:** Implementation will be effective if organization innovation and planning is integrated with existing organizational situation and practices.

(3) **Stabilization:** To adept with new input with reference to gained experience of institution.

(4) **Experimentation:** To apply new methods in scientific way by using past experiences for solving present issues.

(5) **Mutuality:** Mutual support, mutual respect, learning from one another, collaborative work and making effective team to solve problem.

(6) **Planning:** The plan which helps the organization to prevent possible difficulties and to take alternative action if they occur.

(7) **Temporary System:** It is the mechanism to generate ideas & take quick action for e.g. Project group, problem identification.

(8) **Competency Building:** To manipulate skill for those resources that can be used when needed in organization.

**Practical definition:**

The scores obtained through the tool of OLD used for organizational learning are considered as organizational learning.

**Grant in aid school/institution:**

The school/institution which obtains grant in aid from Gujarat Government is known as Grant in aid school/institution.

**Non- Grant in aid school/institution:**

The school/institution which does not get grant in aid from Gujarat Government is known as Non Grant in aid school/institution.

**5.2.4 Variables under the study:**

Variables of this research were according to table 5.1
Table 5.1
Variables under the study

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Types of Variable</th>
<th>Variable involved in the study</th>
<th>Level of variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Independent Variable</td>
<td>Types of institutions</td>
<td>Grant in aid school Non-grant in aid school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level of management</td>
<td>Middle, lower, Clerical</td>
</tr>
<tr>
<td>2.</td>
<td>Dependent Variable</td>
<td>Organizational Culture</td>
<td>Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, Experimentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizational Learning</td>
<td>Innovation, Implementation, Stabilization, Experimentation Mutuality, Planning, Temporary Systems, Competency Building</td>
</tr>
</tbody>
</table>

5.2.5 Limitations of the study:

The following are the limitations of the study.

1. This research is confined to the employees of secondary and higher secondary schools of Gujarat state.

2. This research includes only the employees of Gujarati medium grant in aid and non-grant in aid schools of Gujarat state.

3. In this research the middle level of management includes principals and teaching staff, the lower level includes peons, ward boys, lab assistants and the clerical management includes clerical cadre such as office superintendent, sr. clerk and junior clerks.
(4) This research includes dimensions like openness, confrontation, trust, authenticity, pro action, autonomy, collaboration and experimentation in studying organizational culture.
(5) This research includes dimensions like innovation, implementation, stability, experimentation, mutuality, planning, temporary system, and competency building in studying organizational learning.
(6) This research is confined to 300 employees of grant in aid and non-grant in aid schools.

5.2.6 The Field of the research:
This research is based on organizational culture (openness, confrontations, trust, authenticity, pro action, autonomy, collaboration and experimentation) and organizational learning (innovation, implementation, stability, experimentation, mutuality, planning, temporary system, and competency building) of the employees of grant in aid and non grant in aid schools, therefore its fields is educational psychology.

5.2.7 Type of the research:
This research is based on organizational culture (openness, confrontations, trust, authenticity, pro action, autonomy, collaboration and experimentation) and organizational learning (innovation, implementation, stability, experimentation, mutuality, planning, temporary system, and competency building) of educational institutions (grant in aid and non grant in aid schools) therefore this research is applied research.

5.2.8 Research Method:
This study aimed at studying organizational culture (openness, confrontations, trust, authenticity, pro action, autonomy, collaboration and experimentation) and organizational learning (innovation, implementation, stability, experimentation, mutuality, planning, temporary system, and competency building) in grant in aid and non-grant in aid schools, so the survey method was found to be more effective. Moreover, the investigator
has selected the survey method so that future predictions and programs can
be determined from the obtained results.

5.2.9 Population and sample of the research:

★ Population:

This study includes the whole state of Gujarat, therefore the
population of the study was the employees (middle, lower and clerical
cadre) of all three types working during the academic year of 2011-12 in
Grant in aid and non-Grant in aid Gujarati medium secondary and higher
secondary schools of Gujarat state.

★ Sample:

In this research, the readiness of the respondent who gave responses
could create direct impact, so the investigator had made contacts with
various schools and those schools were selected in the sample which had
given their consent to join in his study. Thus the districts and schools were
selected by intentional method.

From the selected schools the respondents were divided in to three
levels according to the level of management.

Thus, the respondents were selected by stratified intentional
sampling method and 300 employees were selected as the final sample of
the study. It was according to table 5.2

Table 5.2
Sample Distributions

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Middle Level</th>
<th>Lower Level</th>
<th>Clerical Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant in aid schools/Institutions</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>Non-Grant in aid schools/Institutions</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>Total no. of employees</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>300</td>
</tr>
</tbody>
</table>
5.2.10 Selection of Tool:

In this research the investigator had selected the OCTAPACE profile developed by Uday Pareek to know the organizational culture of educational institutions. The OCTAPACE profile consists of 40 items which provides the emotional profile of an institution in terms of 8 values which are openness, confrontations, trust, authenticity, pro action, autonomy, collaboration and experimentation. The investigator has also used ‘OLD’ (Organizational Learning Diagnostics) developed by Uday Pareek to know the organizational learning. Both these standardized psychological (eight dimensional) tests were translated into Gujarati and were used after suggestions from the experts of psychology. The tests were selected on the basis of validity and reliability of the tests. Which can be seen in annexure-1.

5.2.11 Data Collection and analysis:

- **Data Collection:**

  Firstly, the employees of the educational institutions (grant in aid and non-grant in aid) selected in the sample were individually contacted and permission for the study was obtained. There after 15 employees (five from each of the school) of grant in aid schools and 15 employees (five from each of the school) of non-grant in aid schools were selected according to various levels (middle, lower and clerical cadre) of management. These employees were ensured that their responses would be used only for the study and would be kept confidential. Then they were given instructions about the test and these standardized tests were administered on all the subjects of the sample. Then, scoring was done according to respective manual of the tests. Thus, data was collected by administering the tests on 300 employees of 10 grant in aid and 10 non-grant in aid schools of the five areas of Gujarat.
Data Analysis:

The score obtained on various variables in the study were statistically analyzed. The whole analysis was done through computer. In this study the statistical analysis of the acquired data was done with the help of t-test. In terms of type of organization two groups of grant in aid schools and non-grant in aid schools were formed. In terms level of management the comparisons between middle and lower level, between middle and clerical level and between lower and clerical level of both groups were conducted and statistical analysis was conducted through t-test and findings were drawn.

5.3 Research Hypothesis and its Testing:

Null hypothesis were constructed as follows. Null hypothesis are tested by t-test. Its details are presented in table 5.3

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Null Hypotheses</th>
<th>t-value</th>
<th>Level of significance</th>
<th>Hypotheses Rejected/Not Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Openness” dimension of organizational culture.</td>
<td>5.45</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>2</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Confrontation” dimension of organizational culture.</td>
<td>5.19</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>3</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Trust” dimension of organizational culture.</td>
<td>6.28</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
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</tr>
<tr>
<td>4</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Authenticity” dimension of organizational culture.</td>
<td>7.94</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>5</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Pro action” dimension of organizational culture.</td>
<td>6.18</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>6</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Autonomy” dimension of organizational culture.</td>
<td>6.75</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>7</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Collaboration” dimension of organizational culture.</td>
<td>6.48</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>8</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Experimentation” dimension obtained by organizational culture.</td>
<td>7.41</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>9</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Openness” dimension of organizational culture.</td>
<td>2.91</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
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<tr>
<td>10</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Openness” dimension of organizational culture.</td>
<td>1.40</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>11</td>
<td>There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Openness” dimension of organizational culture.</td>
<td>1.26</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>12</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Confrontation” dimension of organizational culture.</td>
<td>2.65</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>13</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Confrontation” dimension of organizational culture.</td>
<td>1.97</td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>14</td>
<td>There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Confrontation” dimension of organizational culture.</td>
<td>0.35</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>15</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Trust” dimension of organizational culture.</td>
<td>2.22</td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
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</tr>
<tr>
<td>16</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Trust” dimension of organizational culture.</td>
<td>0.99</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>17</td>
<td>There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Trust” dimension of organizational culture.</td>
<td>0.82</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>18</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Authenticity” dimension of organizational culture.</td>
<td>2.82</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>19</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Authenticity” dimension of organizational culture.</td>
<td>0.92</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>20</td>
<td>There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Authenticity” dimension of organizational culture.</td>
<td>1.25</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>21</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Pro action” dimension of organizational culture.</td>
<td>2.67</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>22</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Pro action” dimension of organizational culture.</td>
<td>1.42</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
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<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
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<tr>
<td>23</td>
<td>There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Pro action” dimension of organizational culture.</td>
<td>0.95</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>24</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Autonomy” dimension of organizational culture.</td>
<td>2.21</td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>25</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Autonomy” dimension of organizational culture.</td>
<td>1.19</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>26</td>
<td>There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Autonomy” dimension of organizational culture.</td>
<td>0.66</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>27</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Collaboration” dimension of organizational culture.</td>
<td>3.07</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>28</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Collaboration” dimension of organizational culture.</td>
<td>1.18</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
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</tr>
<tr>
<td>29</td>
<td>There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Collaboration” dimension of organizational culture.</td>
<td>1.15</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>30</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Experimentation” dimension of organizational culture.</td>
<td>2.42</td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>31</td>
<td>There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Experimentation” dimension of organizational culture.</td>
<td>0.98</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>32</td>
<td>There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Experimentation” dimension of organizational culture.</td>
<td>1.02</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>33</td>
<td>There will be no significant difference between mean scores obtained by grant in aid schools and non grant in aid schools on the “Innovation” dimension of organizational learning.</td>
<td>5.31</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>34</td>
<td>There will be no significant difference between mean scores obtained by grant in aid schools and non grant in aid schools on the “Implementation” dimension of organizational learning.</td>
<td>7.00</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
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</tr>
<tr>
<td>35</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Stabilization” dimension of organizational learning.</td>
<td>5.15</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>36</td>
<td>There will be no significant difference between mean scores obtained by grant in aid schools and non grant in aid schools on the “Experimentation” dimension of organizational learning.</td>
<td>6.68</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>37</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Mutuality” dimension of organizational learning.</td>
<td>6.38</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>38</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Planning” dimension of organizational learning.</td>
<td>6.72</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>39</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Temporary System” dimension of organizational learning.</td>
<td>5.64</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>40</td>
<td>There will be no significant difference between the mean scores obtained by grant in aid schools and non grant in aid schools on the “Competency Building” dimension of organizational learning.</td>
<td>5.18</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>41</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and lower level of management on the “Innovation” dimension of organizational learning.</td>
<td>0.86</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
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</tr>
<tr>
<td>42</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and clerical level of management on the “Innovation” dimension of organizational learning.</td>
<td>0.33</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>43</td>
<td>There will be no significant difference between the mean scores obtained by lower level management and clerical level of management on the “Innovation” dimension of organizational learning.</td>
<td>0.57</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>44</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and lower level of management on the “Implementation” dimension of organizational learning.</td>
<td>1.90</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>45</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and clerical level of management on the “Implementation” dimension of organizational learning.</td>
<td>2.03</td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>46</td>
<td>There will be no significant difference between the mean scores obtained by lower level management and clerical level of management on the “Implementation” dimension of organizational learning.</td>
<td>0.21</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>47</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and lower level of management on the “Stabilization” dimension of organizational learning.</td>
<td>0.13</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>48</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and clerical level of management on the “Stabilization” dimension of organizational learning.</td>
<td>0.64</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>49</td>
<td>There will be no significant difference between the mean scores obtained by lower level management and clerical level of management on the “Stabilization” dimension of organizational learning.</td>
<td>0.46</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>50</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and lower level of management on the “Experimentation” dimension of organizational learning.</td>
<td>0.42</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>51</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and clerical level of management on the “Experimentation” dimension of organizational learning.</td>
<td>0.66</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>52</td>
<td>There will be no significant difference between the mean scores obtained by lower level management and clerical level of management on the “Experimentation” dimension of organizational learning.</td>
<td>0.24</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>53</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and lower level of management on the “Mutuality” dimension of organizational learning.</td>
<td>0.10</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>54</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and clerical level of management on the “Mutuality” dimension of organizational learning.</td>
<td>1.03</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>55</td>
<td>There will be no significant difference between the mean scores obtained by lower level management and clerical level of management on the “Mutuality” dimension of organizational learning.</td>
<td>0.94</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>56</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and lower level of management on the “Planning” dimension of organizational learning.</td>
<td>0.65</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>57</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and clerical level of management on the “Planning” dimension of organizational learning.</td>
<td>1.53</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>58</td>
<td>There will be no significant difference between the mean scores obtained by lower level management and clerical level of management on the “Planning” dimension of organizational learning.</td>
<td>0.87</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>59</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and lower level of management on the “Temporary systems” dimension of organizational learning.</td>
<td>0.99</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>60</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and clerical level of management on the “Temporary systems” dimension of organizational learning.</td>
<td>1.17</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>61</td>
<td>There will be no significant difference between the mean scores obtained by lower level management and clerical level of management on the “Temporary systems” dimension of organizational learning.</td>
<td>0.15</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
<td>t-value</td>
<td>Level of significance</td>
<td>Hypotheses Rejected/Not Rejected</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>62</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and lower level of management on the “Competency” dimension of organizational learning.</td>
<td>0.62</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>63</td>
<td>There will be no significant difference between the mean scores obtained by middle level management and clerical level of management on the “Competency” dimension of organizational learning.</td>
<td>0.42</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>64</td>
<td>There will be no significant difference between the mean scores obtained by lower level management and clerical level of management on the “Competency” dimension of organizational learning.</td>
<td>1.07</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
</tbody>
</table>

5.4 Inferences of the Research:

The inferences were drawn by calculations of data through the statistical techniques in the research, which were as given below.

(A) Findings drawn on the basis of analysis of the outcomes based on Organizational Culture:

(1) In terms of Openness:
   - There was a significant difference between grant in aid and non grant in aid schools on ‘Openness’ dimension of Organizational Culture. The Openness was found to be more among the employees of grant in aid schools than the employees of non grant in aid schools.
   - There was a significant difference between middle and lower level of management on ‘Openness’ dimension of Organizational Culture. The Openness was found more among the employees of middle management than the employees of lower level of management.
   - There was no significant difference between middle and clerical level of management on ‘Openness’ dimension of Organizational Culture.
The Openness was found to be similar among the employees of middle and clerical level of management.

- There was no significant difference between lower and clerical level of management on ‘Openness’ dimension of Organizational Culture. The Openness was found to be similar among the employees of lower and clerical level of management.

(2) In terms of Confrontation:

- There was a significant difference between grant in aid and non grant in aid schools on ‘Confrontation’ dimension of Organizational Culture. The Confrontation was found to be more among the employees of grant in aid schools than the employees of non grant in aid schools.

- There was a significant difference between middle and lower level of management on ‘Confrontation’ dimension of Organizational Culture. The Confrontation was found more among the employees of middle management than the employees of lower level of management.

- There was a significant difference between middle and clerical level of management on ‘Confrontation’ dimension of Organizational Culture. The Confrontation was found more among the employees of middle management than the employees of clerical level of management.

- There was no significant difference between lower and clerical level of management on ‘Confrontation’ dimension of Organizational Culture. The Confrontation was found to be similar among the employees of lower and clerical level of management.

(3) In terms of Trust:

- There was a significant difference between grant in aid and non grant in aid schools on ‘Trust’ dimension of Organizational Culture. The Trust was found to be more among the employees of grant in aid schools than the employees of non grant in aid schools.
• There was a significant difference between middle and lower level of management on ‘Trust’ dimension of Organizational Culture. The Trust was found more among the employees of middle management than the employees of lower level of management.

• There was no significant difference between middle and clerical level of management on ‘Trust’ dimension of Organizational Culture. The Trust was found to be similar among the employees of middle and clerical level of management.

• There was no significant difference between lower and clerical level of management on ‘Trust’ dimension of Organizational Culture. The Trust was found to be similar among the employees of lower and clerical level of management.

(4) In terms of Authenticity:

• There was a significant difference between grant in aid and non grant in aid schools on ‘Authenticity’ dimension of Organizational Culture. The Authenticity was found to be more among the employees of grant in aid schools than the employees of non grant in aid schools.

• There was a significant difference between middle and lower level of management on ‘Authenticity’ dimension of Organizational Culture. The Authenticity was found more among the employees of middle management than the employees of lower level of management.

• There was no significant difference between middle and clerical level of management on ‘Authenticity’ dimension of Organizational Culture. The Authenticity was found to be similar among the employees of middle and clerical level of management.

• There was no significant difference between lower and clerical level of management on ‘Authenticity’ dimension of Organizational Culture. The Authenticity was found to be similar among the employees of lower and clerical level of management.
(5) In terms of Pro action:

- There was a significant difference between grant in aid and non grant in aid schools on ‘Pro action’ dimension of Organizational Culture. The Pro action was found to be more among the employees of grant in aid schools than the employees of non grant in aid schools.
- There was a significant difference between middle and lower level of management on ‘Pro action’ dimension of Organizational Culture. The Pro action was found more among the employees of middle management than the employees of lower level of management.
- There was no significant difference between middle and clerical level of management on ‘Pro action’ dimension of Organizational Culture. The Pro action was found to be similar among the employees of middle and clerical level of management.
- There was no significant difference between lower and clerical level of management on ‘Pro action’ dimension of Organizational Culture. The Pro action was found to be similar among the employees of lower and clerical level of management.

(6) In terms of Autonomy:

- There was a significant difference between grant in aid and non grant in aid schools on ‘Autonomy’ dimension of Organizational Culture. The Autonomy was found to be more among the employees of grant in aid schools than the employees of non grant in aid schools.
- There was a significant difference between middle and lower level of management on ‘Autonomy’ dimension of Organizational Culture. The Autonomy was found more among the employees of middle management than the employees of lower level of management.
- There was no significant difference between middle and clerical level of management on ‘Autonomy’ dimension of Organizational Culture. The Autonomy was found to be similar among the employees of middle and clerical level of management.
- There was no significant difference between lower and clerical level of management on ‘Autonomy’ dimension of Organizational Culture. The Autonomy was found to be similar among the employees of lower and clerical level of management.
(7) **In terms of Collaboration**:  
- There was a significant difference between grant in aid and non grant in aid schools on ‘Collaboration’ dimension of Organizational Culture. The Collaboration was found to be more among the employees of grant in aid schools than the employees of non grant in aid schools.
- There was a significant difference between middle and lower level of management on ‘Collaboration’ dimension of Organizational Culture. The Collaboration was found more among the employees of middle management than the employees of lower level of management.
- There was no significant difference between middle and clerical level of management on ‘Collaboration’ dimension of Organizational Culture. The Collaboration was found to be similar among the employees of middle and clerical level of management.
- There was no significant difference between lower and clerical level of management on ‘Collaboration’ dimension of Organizational Culture. The Collaboration was found to be similar among the employees of lower and clerical level of management.

(8) **In terms of Experimentation:**  
- There was a significant difference between grant in aid and non grant in aid schools on ‘Experimentation’ dimension of Organizational Culture. The Experimentation was found to be more among the employees of grant in aid schools than the employees of non grant in aid schools.
- There was a significant difference between middle and lower level of management on ‘Experimentation’ dimension of Organizational Culture. The Experimentation was found more among the employees of middle management than the employees of lower level of management.
- There was no significant difference between middle and clerical level of management on ‘Experimentation’ dimension of Organizational
Culture. The Experimentation was found to be similar among the employees of middle and clerical level of management.

- There was no significant difference between lower and clerical level of management on ‘Experimentation’ dimension of Organizational Culture. The Experimentation was found to be similar among the employees of lower and clerical level of management.

(B) Findings drawn on the basis of analysis of the outcomes based on Organizational Learning :

(1) In terms of Innovation:
- There was significant difference between grant in aid and non grant in aid schools on ‘Innovation’ dimension of Organizational Learning. The Innovation was found to be more among the employees of non-grant in aid schools than the employees of grant in aid schools.
- There was no significant difference between middle and lower level of management on ‘Innovation’ dimension of Organizational Learning. The Innovation was found to be similar among the employees of middle and lower level of management.
- There was no significant difference between middle and clerical level of management on ‘Innovation’ dimension of Organizational Learning. The Innovation was found to be similar among the employees of middle and clerical level of management.
- There was no significant difference between lower and clerical level of management on ‘Innovation’ dimension of Organizational Learning. The Innovation was found to be similar among the employees of lower and clerical level of management.

(2) In terms of Implementation:
- There was significant difference between grant in aid and non grant in aid schools on ‘Implementation’ dimension of Organizational Learning. The Implementation was found to be more among the employees of non-grant in aid schools than the employees of grant in aid schools.
• There was no significant difference between middle and lower level of management on ‘Implementation’ dimension of Organizational Learning. The Implementation was found to be similar among the employees of middle and lower level of management.

• There was a significant difference between middle and clerical level of management on ‘Implementation’ dimension of Organizational Learning. The Implementation was found more among the employees of clerical management than the employees of middle level of management.

• There was no significant difference between lower and clerical level of management on ‘Implementation’ dimension of Organizational Learning. The Implementation was found to be similar among the employees of lower and clerical level of management.

(3) In terms of Stabilization:

• There was significant difference between grant in aid and non grant in aid schools on ‘Stabilization’ dimension of Organizational Learning. The Stabilization was found to be more among the employees of non-grant in aid schools than the employees of grant in aid schools.

• There was no significant difference between middle and lower level of management on ‘Stabilization’ dimension of Organizational Learning. The Stabilization was found to be similar among the employees of middle and lower level of management.

• There was no significant difference between middle and clerical level of management on ‘Stabilization’ dimension of Organizational Learning. The Stabilization was found to be similar among the employees of middle and clerical level of management.

• There was no significant difference between lower and clerical level of management on ‘Stabilization’ dimension of Organizational Learning. The Stabilization was found to be similar among the employees of lower and clerical level of management.
(4) **In terms of Experimentation:**

- There was significant difference between grant in aid and non grant in aid schools on ‘Experimentation’ dimension of Organizational Learning. The Experimentation was found to be more among the employees of non-grant in aid schools than the employees of grant in aid schools.
- There was no significant difference between middle and lower level of management on ‘Experimentation’ dimension of Organizational Learning. The Experimentation was found to be similar among the employees of middle and lower level of management.
- There was no significant difference between middle and clerical level of management on ‘Experimentation’ dimension of Organizational Learning. The Experimentation was found to be similar among the employees of middle and clerical level of management.
- There was no significant difference between lower and clerical level of management on ‘Experimentation’ dimension of Organizational Learning. The Experimentation was found to be similar among the employees of lower and clerical level of management.

(5) **In terms of Mutuality:**

- There was significant difference between grant in aid and non grant in aid schools on ‘Mutuality’ dimension of Organizational Learning. The Mutuality was found to be more among the employees of non-grant in aid schools than the employees of grant in aid schools.
- There was no significant difference between middle and lower level of management on ‘Mutuality’ dimension of Organizational Learning. The Mutuality was found to be similar among the employees of middle and lower level of management.
- There was no significant difference between middle and clerical level of management on ‘Mutuality’ dimension of Organizational Learning. The Mutuality was found to be similar among the employees of middle and clerical level of management.
• There was no significant difference between lower and clerical level of management on ‘Mutuality’ dimension of Organizational Learning. The Mutuality was found to be similar among the employees of lower and clerical level of management.

(6) **In terms of Planning:**

• There was significant difference between grant in aid and non-grant in aid schools on ‘Planning’ dimension of Organizational Learning. The Planning was found to be more among the employees of non-grant in aid schools than the employees of grant in aid schools.

• There was no significant difference between middle and lower level of management on ‘Planning’ dimension of Organizational Learning. The Planning was found to be similar among the employees of middle and lower level of management.

• There was no significant difference between middle and clerical level of management on ‘Planning’ dimension of Organizational Learning. The Planning was found to be similar among the employees of middle and clerical level of management.

(7) **In terms of Temporary Systems:**

• There was significant difference between grant in aid and non-grant in aid schools on ‘Temporary Systems’ dimension of Organizational Learning. The Temporary Systems was found to be more among the employees of non-grant in aid schools than the employees of grant in aid schools.

• There was no significant difference between middle and lower level of management on ‘Temporary Systems’ dimension of Organizational Learning. The Temporary Systems was found to be similar among the employees of middle and lower level of management.
There was no significant difference between middle and clerical level of management on ‘Temporary Systems’ dimension of Organizational Learning. The Temporary Systems was found to be similar among the employees of middle and clerical level of management.

There was no significant difference between lower and clerical level of management on ‘Temporary Systems’ dimension of Organizational Learning. The Temporary Systems was found to be similar among the employees of lower and clerical level of management.

(8) In terms of Competency Building:

There was significant difference between grant in aid and non-grant in aid schools on ‘Competency Building’ dimension of Organizational Learning. The Competency Building was found to be more among the employees of non-grant in aid schools than the employees of grant in aid schools.

There was no significant difference between middle and lower level of management on ‘Competency Building’ dimension of Organizational Learning. The Competency Building was found to be similar among the employees of middle and lower level of management.

There was no significant difference between middle and clerical level of management on ‘Competency Building’ dimension of Organizational Learning. The Competency Building was found to be similar among the employees of middle and clerical level of management.

There was no significant difference between lower and clerical level of management on ‘Competency Building’ dimension of Organizational Learning. The Competency Building was found to be similar among the employees of lower and clerical level of management.
5.5 Educational Implications:

The Educational implications of this research were as shown below:

(1) Organizational Culture:

Every Organization has its own distinct and specific ideology. With the implementation of this ideology, it originates as an Organizational Culture which shows differences in various factor groups based on type of institution and level of management, which can be shown as below:

- In terms of Organizational Culture (openness, confrontations, trust, authenticity, pro action, autonomy, collaboration and experimentation) the non grant in aid institution are found to be superior than grant in aid institution on all dimension. In case of non grant in aid schools the confrontation is found to be very less which means that the organizational culture is at low level in these institution. It implies that the opportunities for development of institution and self development of employees are not found to be bright.

- Attempts should be made to develop dimensions like Openness, Confrontation, Trust, Authenticity, Pro action, Autonomy, Collaboration, Experimentation of Organizational culture and programs should be Organized to bring up the level of Organizational culture in non-grant in aid schools.

- The level of Organizational culture should be brought up by developing dimensions like Openness, Trust, Authenticity, Pro action, Autonomy, Collaboration, Experimentation of Organizational culture in the lower level of management.

- Attempts should be made to bring down Confrontation in middle level of management.

For this, the following programs are required to be conducted:

- Attempts should be made to organize special education and guidance programs for employees of the institution.

- For development of an institution the seminars, conversations, quizzed, opinions and views programs should organized and implemented.
- For development of employees of institution faculty development tours, visits to ideal institutions should be organized.
- Communication development program should be organized for employees of higher cadres to perform human practices at higher level of management to enhance the confidence of the employees by providing guidance warmth and encouragement in every of the institution.
- Every employee of an institution possesses a distinct culture. To include the culture of an employee in the institution various cultural program should be organized.

(2) Organizational Learning:

Organizational learning is a process in which an institution acquires and uses the inputs of developmental process. The organizational learning helps in enhancing self-learning abilities of employees and understanding and adapting to the new changes for development of institution. The grant in aid and non grant in aid institutions have different learning environments and work cultures. In both the types of institutions the innovation, implementation, stabilization, mutuality, planning, competency building and temporary systems are also different. There for these institutions have differences in their learning trends.

- In terms of Organizational learning the non grant in aid institutions were found to be superior than the grant in aid institution in all dimensions. It means that in case of non grant in aid institutions the innovation, mutuality, planning, temporary systems and competency building dimensions had higher values. It implies that the non-grant in aid institutions use new inputs, new syntheses and new advanced technologies in more proportion than the grant in aid institutions.
- Attempts should be made to develop dimensions like Innovation, Implementation, Stability, Mutuality, Planning, Temporary Systems, Competency Building of Organizational learning in grant in aid
schools and level of Organizational learning should be brought up by Organizing programs in grant in aid schools.

- Attempts should be made to increase experimentation in non grant in aid schools.
- A high level meeting should be organized to develop implementation of learning in middle level of management and attempts should be made to bring up the level of learning.
  - Organizational overall development is associated with the learning of the employees of institution, therefore it is necessary to organize various learning corner/guidance meetings for self-learning in institution.
  - Attempts should be made to organize high level meetings and to implement organizational learning for building outcome based emotional atmosphere of institution and to take care of its management at high level.
  - The development of institution is associated with employees’ learning whereas the employee learning depends on learning environment of the institution. So attempts should be made at higher level to provide useful training programs and reference literature to the employees of non grant in aid institutions.
  - Steps should be taken to encourage experimentation and innovation skills among the employees of the institution.

5.6 Recommendations for future researches:

When a researcher passes through a research process, he/she gets many experiences. Many ideas come up in a research and similarly many specific problems also evolve in a research. For instance, it would have been better to do this than doing that. Therefore a researchers is inspired to make valuable suggestions keeping in mind the future researches. This research has some limitations. An individual researcher cannot cover all variables in detailed deep and complex work in the field of education because many factors affect a research in education field and it becomes impossible to conduct a
collective study of all these factors. Therefore, the researcher was inspired to make following recommendations for future researches.

1. A comparative study in terms of Organizational culture of the employees of PPP model, government and private institutions.
2. A comparative study in terms of Organizational learning of the employees of PPP model, government and private institutions.
3. A study of effect of Organizational culture of GSEB and CBSE managed institution on educational achievement.
4. A study of effect of Organizational learning of GSEB and CBSE managed institution on educational achievement.
5. A study of effect of Organizational culture and Organizational learning on organizational management for inclusive education.
6. A study of effect of Organizational culture and Organizational learning on educational quality of schools.
7. A study of things/factors affecting the scholastic emotional environment of organizational culture.
8. A study of effect of organizational culture and organizational learning on educational quality of secondary and primary schools.

5.7 Conclusion:

The researcher has made maximum use of time and energy and skills to make the research successful and significant. An attempt has been made in this research to minimize errors during the process. Then also, if any errors remain in the research it should be considered as a limitation of the experience. The researcher has made a humble attempt to make this research helpful to all the experts and the students in the field of education.


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…………… (2009). शिक्षण अनेक सामाजिक विश्लेषणात संशोधनातु व्यवस्थाशास्त्र.

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