A Proposed Model Program For The Preparation Of Educational Administrators In India

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A PROPOSED MODEL PROGRAM FOR THE PREPARATION OF EDUCATIONAL ADMINISTRATORS IN INDIA

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Ronald Shaw
May 1981
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A PROPOSED MODEL PROGRAM FOR THE PREPARATION OF
EDUCATIONAL ADMINISTRATORS IN INDIA

Abstract of the Dissertation

Problem: The existing facilities and arrangements for the training of educational administrators in India are totally inadequate. In a struggling new democracy where some twenty million babies are born each year, where great strides have already been made in the field of education in the last three decades, greater attention needs to be given to the training of teachers, teacher educators and educational administrators on whose shoulders rests the responsibility of the organization of education and the spread of literacy which is so basic to its functioning as a democracy. Presently, educational administration is not looked upon as an area of expertise that goes beyond the limits of teacher preparation. Educational administration must be taught and mastered as an additional facet in the preparation of educational administrators.

Purpose: The purpose of this study was to propose a model program for the preparation of high school principals and administrators for India. The program would detail: (1) suggested courses to be taught with the related experiences, (2) the pre-requisites for admission, (3) the requirements for graduation, (4) the resources needed, and other relevant information.

Procedures: A pilot study was conducted by the researcher in January, 1980, to ascertain the need for a program for the preparation of educational administrators in India. Subsequently, some of the programs now available in England and the United States were examined for relevant information with regards to courses taught and related experiences, admission requirements, duration of program and the resources needed. Finally additional questionnaires were given in January, 1981, to principals and educational administrators to assess their felt needs and the competencies required for the Indian situation.

Findings: The pilot study made the researcher aware of the very high percentage of the present principals and educational administrators who had no formal training in educational administration. From the subsequent questionnaires the following prioritized list of felt needs and desired competencies emerged: (1) Personnel Management, (2) Techniques of Administrative Leadership, (3) Self Awareness, (4) Human Relations Abilities, (5) Instructional Leadership, (6) Legal Processes related to Schools, (7) School-Community Relationship, and (8) Political and Cultural Awareness.
Recommendations: As a result of the completion of this study the following recommendations are offered: (1) That the Central and State Ministries of Education, private agencies interested and involved in education, Institutes of Education and Teacher Education Colleges should determine to implement programs for the preparation of educational administrators. (2) The Universities should take the lead in initiating programs for the preparation of educational administrators. (3) Further planning should be done for the development and commencement of programs for the preparation of educational administrators. (4) A date should be set by which untrained principals should have completed the program in educational administration. After that date the diploma/degree in educational administration should become a pre-requisite for appointment to the post of principal or educational administrator. It is recommended that an implementation time-line be established.
DEDICATION

This dissertation is dedicated to
my wife, Felicia, and
my children, Marcus, Stephen, and Juliana,
for their patience, understanding, and
constant encouragement and prayerful
support.
ACKNOWLEDGMENTS

Many generous and wonderful people have contributed to making this study possible. I am deeply indebted to them.

First, I would like to express my heartfelt thanks to the members of my committee for their patient and tireless encouragement. Dr. T. C. Coleman, Chairman, Dr. Joe Anastasio, Dr. Marge Bruce, Dr. Cliff Kelley, and Dr. Heath Lowry were always available to help when I needed them. Their timely and insightful assistance made the task easier. I am also grateful to Dr. Bobby Hopkins for his willing help with the computer data processing. A special word of thanks to Mrs. Carol Sarnoff for the pains that she took in typing this study.

The many principals who took time to answer the questionnaires need special thanks. Their contribution was invaluable. Their continued guidance and advice are essential to the success of this program. I am indebted to Mr. A. E. T. Barrow, Member of Parliament, for his personal encouragement to me to work on this much needed program for India.

This study would not have been possible had it not been for the generous financial support of Dr. and Mrs.
Mark Buntain, missionaries to Calcutta, India, and the General Council of the Assemblies of God, Springfield, Missouri. The constant prayerful support of Mr. and Mrs. H. M. Shaw, my parents, and their watchful upbringing have made this possible today. (Proverbs 22:6)

A personal word of thanks must be mentioned to my wife and children and a host of friends, for the two and a half years of patient understanding that they afforded me. I am deeply indebted to all.
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Chapter I

THE PROBLEM AND OBJECTIVES OF THE STUDY

Introduction

To understand the present position of educational administration in India, some knowledge of its background is essential. A state administrative machinery of the modern type did not exist in pre-British days (before the 1700's), and education was not controlled by an external agency.¹ Rulers, whether Hindu or Muslim, considered it a religious obligation to help the spread of education.

Liberal grants and donations were awarded to deserving students. Royal patrons founded universities and other educational institutions and endowed them with funds, but they neither claimed any authority over them or interfered with their management. Public instruction, so far as it went, was not a business of the state. Education was unconstrained, and no one was taxed for schools.² This resulted in only the fortunate few receiving any education. The situation did not improve too radically under the British.

Arthur Howell, the famous British historian, remarked:

²Ibid.
Education in India under the British government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing. The administrative policy of the British in the field of education can be divided conveniently into four main periods: 1) A period of indifference (from the early days of British rule till 1812), 2) Introduction of centralization (1813-1853), 3) Extreme centralization (1854-1919), 4) Provincial autonomy (1920-1947). It is only with the advent of independence in 1947 that the central (federal) government began to function in close partnership with the states, partly because of the new found freedom and partly because of the commitments of the Five year Plans. Mukerji said:

...If good teachers are to be given a chance of doing good work, two things at least are necessary. There must be integrity of administration throughout and there must be a continuity in educational policy.

It must be remembered that integrity cannot be legislated and that continuity in policy is difficult to ascertain if it is not in the hands of educationists but rather in the hands of politicians that change.

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4 Mukerji, loc. cit.
5 Ibid., p. 18.
The vital difference between the learned pre-independence Commissions - the Hunter Commission (1882), the Sadler Commission (1919), the Hartog Committee (1929) and the Sargeant Commission (1944), and the post independence Commissions - the Kher Committee (1950), the Mudaliar Commission (1954) and the Kothari Commission (1964), is that not only have they been accepted in theory but followed up in the practice by the Center (federal) as well as the states. 6

The State Education Departments are the principal agencies to prepare and implement educational plans. Unfortunately no adequate attention has been paid so far to the development of these plans on proper lines. It is, therefore, necessary to accord priority to programs for the improvement of educational administration at the state level. 7

The existing facilities that are available for the training of educational administrators are inadequate. Dr. D. S. Kothari, in the Commission referred to by his name, says:


Training for an educational administrator is needed, not only because the tasks he is required to perform are difficult and complex, but mainly because it is necessary to orient him to the program of educational expansion and improvement which has to be implemented in the next two decades and to the role which educational administration should play therein.8

Review of Literature

A review of the literature indicates very little writing in the area of educational administration in India, especially prior to 1960. For example, a review of the principal indices to Indian educational research (e.g. India Index, Guide to Indian Periodical Literature and the Bibliography of Asian Studies) produced very little in the way of programs for the preparation of educational administrators, especially at the higher secondary school level.

The most accessible sources were the dissertations of Indian students who had studied in the United States of America. These writings indicated a new direction of thought and planning—the training of educational administrators. A search was also conducted at the University of California, Davis, and the Automated Information Retrieval Service (AIRS) revealed that little was available from the Educational Resources Information Center (ERIC) that was new.

8Ibid., pp. 460-461.
Notwithstanding the problems enumerated above, there appears to be a new trend of concern for the preparation of Indian educational administrators in current literature. The application of modern management techniques to educational administration, as discussed at a regional seminar in Delhi (1970) and written about by C. B. Padmanabha, Jamanlal Bayti, E. V. Joseph, and others, is heartening.

Dissertations dealing with the preparation of secondary school principals in India (Atwal), of educational administrators (Joshi), of developing principles and practices of educational administration in India (Sinha), clearly indicate a new need being recognized in this direction. The Indian Institutes of Management are working on


Management Development Programs for Educational Administrators. However, these are geared especially to higher education.

**Statement of Problem**

Since no formal preparatory program for school administrators exists in India, the problem of this study was to develop a model program for the preparation of school administrators in India.

**Purposes of Study**

The purpose of this study was to develop a model program for the preparation of high school principals or administrators for India. Currently there is no such program. "Every educational program, national, state or local, should be administered and supervised by trained educational leaders."\(^{15}\) The crying need for knowledgeable personnel cannot be overemphasized. The study focused on the development of a program description detailing the following:

1) suggested courses to be taught with related experiences,

---

2) entrance requirements for the students,
3) time needed for program completion and
   the awarding of diploma, certificate, or
   credential,
4) the resources needed—personnel (the qual-
   ifications of the faculty), facility, and
   finance.

Significance of the Study

The systematic training of educational administra-

utors has been ignored and almost considered unnecessary
as other areas needed the priority of attention.\textsuperscript{16} It was
evident from the findings of the researcher's 1979 pilot
study that there was almost a total absence of any "formal
training" among the principals of schools. Those who had
received some had acquired it outside the country. Most of
the training had been limited to in-service seminars and
a minimal number of courses at the under-graduate level which
were a part of their teachers' training curriculum. There
are a few more courses that are offered at the Masters of
Education degree level.

The researcher observes that traditionally in the
Indian School system, perhaps inherited partially from the

\textsuperscript{16}Report of the Education Commission (1964-1966),
op. cit., p. 460, 18:51.
British, a "good and responsible" teacher finds him/herself taking on more and more responsibility for the administration of the school, till s/he "graduates" or "surfaces" to become the "headmaster/mistress" or "senior teacher."

The vacancy of a principal's post is applied for and secured. Consequently, a "first-rate" classroom person may become a "second-rate" administrator. Fortunately, the situation has been partially remedied in that many of these people are highly intelligent and motivated, and they teach themselves the necessary intricacies of the task with a fair amount of success.

D. S. Kothari reports:

...The existing facilities and arrangements for the training of administrators are inadequate... Their standard leaves a good deal to be desired because they are taught by persons who themselves have little experience of administration...one has largely to rely on in-service education...The objective should be to provide in-service training (for those who are currently administrators)... Training is needed, ...to orient to the program of educational expansion and improvement... We must now initiate a new process under which the administration will be distinguished by elasticity and dynamism... 

In the light of the above recommendations of the Kothari Commission this study takes on added significance. As an immediate objective the researcher will be encouraging

17 Ibid., p. 460.
18 Ibid., p. 460.
19 Ibid., p. 462.
existing Institutes of Management training businessmen and Colleges of Education, teacher preparation institutes, to expand their programs to include the preparation of educational administrators. A synthesis of these two types of institutes would be essential to such a preparation program. The institutions functioning currently can make the provisions for the necessary instruction which could be made available in the evenings and during vacations.

Further significance can be added to the program in the future by the following:

1) by organizing a panel of Indian experts for periodic assessment of its adequacies, feasibility and appropriateness to the Indian situation.

2) by establishing a practice of holding periodic seminars, conferences, and workshops on matters related to educational administration.  

3) by building up inter-state contacts and encouraging comparative studies in the different state practices in all administrative matters (exemplified by the USA) to cross-fertilize administrative experiences,

20 Ibid., p. 462.

21 Ibid., p. 462.
4) by organizing journal/s on educational administration.\textsuperscript{22}

These again are recommendations of the Kothari Commission to add "elasticity and dynamism" to educational administration.

**Procedures for the Study**

Prior research and educational activity made the researcher aware of the need for formal preparation of school administrators. The pilot study conducted helped ascertain this information.

1) A questionnaire (Appendix A, an adaptation of the one used for evaluation and analysis of the Extern Program in educational administration at Michigan State University),\textsuperscript{23} was given to the visiting principals and administrators at the Fifty-eighth Annual Conference of the Association of Heads of Anglo-Indian Schools in India, Bombay, January 10-12, 1980. This served the purpose of granting credence to the view that an educational administration preparation program was needed.

2) For the purpose of collecting data related to the preparation of educational administrators, the

\textsuperscript{22}Ibid., p. 462.

researcher also visited the University of London, Institute of Education. The data collection included:

a) an examination of the programs, the courses and related experiences,

b) the entrance requirements of the students,

c) the time needed for the completion of the program and the awarding of diploma/certificate or credential,

d) the resources needed--personnel, facility, and finance.

This visit was considered beneficial in that there are many ties with the British pattern, even today.

3) The researcher also gathered data in India on educational administration in India and reviewed literature related to the preparation of school administrators. The data obtained related to the areas outlined in 2 above.

4) Business Management Institutes and Colleges of Education were visited to explore the feasibility of implementing the program, and for the needed information related to staffing, curriculum and physical housing.

5) A modified form of the current questionnaire of the necessary competencies established by the Commission for Teacher Preparation and Licensing for the Administrative Services Credential in California (Appendix B), and a modified form of the proposed questionnaire, (Appendix C) were sent to principals and administrators of schools for further
feedback and guidance in the development of the details outlined earlier.

**Definition of Terms**

The following terms need clarification. It is imperative at the outset to be clear about the concept of administration in general and of educational administration in particular.

Administration, as the term is commonly understood, is a machinery through which any organization or institution is managed. It is a means set up for a smooth and efficient working of a political government or of an educational structure.\(^{24}\)

According to Good, it is all those techniques and procedures employed in operating the educational organization in accordance with the established policies.\(^{25}\)

**Educational Administrator:** A term referring to the person responsible for the total administration of an educational institution,\(^{26}\) particularly the position of the Principal, and can be extended to the Inspector of Schools and the Director of Public Instruction.

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\(^{24}\) Mekerji, op. cit., p. 20.


\(^{26}\) Ibid.
Indian: For this research an Indian is one who belongs to the country of India.

High School Administrator: For this research, a high school administrator is one who administers a school containing grades kindergarten through twelve.

Central Government/Center: The federal government.

Overview

The Report of the Education Commission (1964-1966), often referred to as the Kothari Commission, drew attention to the inadequacies of the present facilities for the preparation of educational administrators and also urged the development of a program of this nature. This study was not primarily concerned with the discovery of new knowledge but with the organization of knowledge that already exists in this field in the United States and other countries for the Indian situation.

In Chapter I the problem was defined and the need for a program for the preparation of educational administrators in India was discussed. Chapter II reviews the literature in selected areas. In Chapter III the design and procedures for the study are outlined. Chapter IV

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details the analysis of the collected data. In Chapter
V, the proposed program, conclusions and recommendations
for further study are summarized.
Chapter II

REVIEW OF THE LITERATURE

Introduction

The major purpose of this study was to develop a model program for the preparation of higher secondary educational administrators for India. In one sense, India is one of the oldest of countries, and in another, it is merely 34 years young having received her independence only in 1947. The impact of the past centuries of conquest and subjection cannot be written off lightly.

The educational conditions during the times of the Hindu, Muslim and British rules are still of consequence today after 34 years of freedom. To the legacy of the past are added the problems of the present. Almost 20 million children are born each year in India. That in itself presents a problem of mammoth proportions when their education must be planned. Population growth at such a rate opens up a Pandora's box of ills for the world of education.

In many third world countries there is a race for education to avoid a catastrophe. It is to win this race that a young democratic republic has committed itself. India's resolve to this end is well expressed in the words of Humayun Kabir:
In conformity with her democratic ideals, India has decided to expand her educational facilities so that all her citizens may enjoy equality of opportunity. Simultaneously, she has undertaken a vast reconstruction of her educational system to make it a more suitable instrument of her new needs and new aspirations.¹

This task of reconstruction cannot be fulfilled unless the teachers and administrators are adequately prepared. The present framework is a legacy of the British. It was planned to buttress their policies of colonialism. The aim and purpose was to facilitate the governing of the vast country of India. To change this, planning must be done in the context of progressive "pedagogical principles as well as the systems and practices in the advanced countries."²

In this chapter, the following aspects relative to educational administration in the United States, Great Britain, and India are considered: (1) the historical background, (2) the current status, (3) the courses taught and related experiences, (4) entrance requirements for the students, (5) the time needed for completion of an administrative program, and (6) the resources necessary—personnel (the faculty qualifications), facility and finances to support an administrative preparatory program.


The educational system of the United States was fathered by democratic ideas. More than two hundred years of this growth, experience and development can provide examples for the world's largest, yet one of the newest democracies, India. A consideration of the British system of education will help in understanding the past and planning for future changes in the Indian setting.

Educational Administration in the United States

The System of Education

Education has made remarkable progress in the United States. Not only is elementary education available to all, but even secondary and higher education is possible for all who desire it. There is a sincere recognition of the importance of education and the professional educator in the country.

The development of education in the United States is marked by the interplay between two principles—the recognition that the stability and welfare of the democratic state depend upon universal education and the ideal equality of opportunity. These would lead to enlightenment of the citizens forming the basis for national stability, and that each individual can make the best of him/herself as s/he has this equality of opportunity. George Washington emphasized enlightenment in his farewell address, John

Adams stressed the equality of opportunity but it was Thomas Jefferson who combined both these ideals in the two quotations that Kandel presented:

If a nation expects to be ignorant and free in a state of civilization it expects what never was and never will be. The functions of every government have propensities to command at will the liberty and property of their constituents. There is no safe deposit for these but with the people themselves; nor can they be safe with them without information.

A system of general information which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest. (Thomas Jefferson)⁴

During the second half of the nineteenth century and more exactly after the Kalamazoo Case, 1874, the principle was established that "the high school is an essential part of the common school system."⁵ This firmly rooted the conviction that equality of educational opportunity must be guaranteed to all children irrespective of social status or creed.

Since colonial days the leadership of the nation has stressed the importance of education. Proper education was considered essential to democracy. There is a desire for excellence in education "to bring an all round improvement in education in harmony in the best American traditions culture and democracy. Thus, education and democracy

⁴Kandel, op. cit., p. 78.
⁵Kandel, op. cit., p. 79.
have become synonymous."\textsuperscript{6}

"State responsibility of education is firmly embedded in the constitutions of the several states and buttressed by tradition and court decisions."\textsuperscript{7} The state does not deal directly with the schools. Local control is at the very heart of the administrative system in the United States. Public concern for education has helped in its development and progress. The part played by educators, administrators and leaders of education is not insignificant. Writes Sinha:

Their scientific thinking and advocacy at all stages in propounding philosophy, defining objectives, establishing programs, finding methods and discovering principles consistent with the democratic ideologies for the administration and organization of education present sufficient guidelines for any prospective and practicing administrator.\textsuperscript{8}

Educational Goals

It is not possible to consider any educational system without reference to the fundamental goals and aims of the nation. In 1954 the Supreme Court of the United States declared: "Today, education is probably the most important function of the state and local governments.... In these days, it is doubtful that any child may reasonably be expected to succeed in life, if he is denied the

\textsuperscript{6}Radha Sinha, op. cit., p. 105


\textsuperscript{8}Sinha, op. cit., p. 106.
opportunity of an education. 9

Over the years there have come many statements of the purpose of education in the United States. Knezenvich places these chronologically (see Table 1).10 Perhaps the best known of these statements of purpose is the "Seven Cardinal Principles."11 This was advocated in 1918 by the National Educational Association. Worthy home membership, health, command of fundamental processes, worthy use of leisure time, vocation, citizenship, and the building of ethical character were the stated principles.

In 1938 these seven cardinal principles were amended to "Four Groups of Objectives," including self-realization, economic efficiency, civic responsibility and human relations.12 By 1952, the "Ten Imperative Needs" were stated: family life, health, ability to think and communicate clearly, arts (esthetics), science, use of leisure, occupational skill, ability to consume wisely, civic understanding


Table 1
Educational Aims and Imperatives

<table>
<thead>
<tr>
<th>Year</th>
<th>Aims of Education</th>
<th>Imperatives in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918</td>
<td>“Seven cardinal principles”</td>
<td>1. To discover and nurture creative talent</td>
</tr>
<tr>
<td>1938</td>
<td>“Four groups of objectives”</td>
<td>2. To make urban life satisfying</td>
</tr>
<tr>
<td>1952</td>
<td>“Ten imperative needs”</td>
<td>3. To strengthen the moral fabric of society</td>
</tr>
<tr>
<td>1960</td>
<td>“Four dimensions of the task of the school”</td>
<td>4. To deal constructively with psychological tensions</td>
</tr>
<tr>
<td>1966</td>
<td>“Imperatives in education”</td>
<td></td>
</tr>
</tbody>
</table>

1. Worthy home membership
2. Health
3. Command of fundamental processes
4. Worthy use of leisure time
5. Vocation
6. Citizenship
7. Ethical character

**Notes:**
These needs were restructured by Downey and re-stated as the "Four Dimensions of the task of the School" in 1960. These dimensions were as follows:

A. Intellectual Dimension
1) Possession of Knowledge—concepts
2) Communication of Knowledge—skills
3) Creation of Knowledge—habits
4) Desire of Knowledge—values

B. Social Dimension
1) Man to man: co-operation in day-to-day relations
2) Man to state: civic rights and duties
3) Man to country
4) Man to world: relationships of peoples

C. Personal Dimension
1) Physical: bodily health and development
2) Emotional: mental health
3) Ethical: moral integrity
4) Esthetics: culture and leisure pursuits

D. Productive Dimension
1) Vocation: selective
2) Vocation: preparative

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3) Home and Family
4) Consumer: Personal buying, selling, investment

In 1966 there appeared the nine "Imperatives in Education." This was published by the American Association of School Administrators. The Association felt that it was imperative to: make urban life satisfying, strengthen the moral fabric of society, deal constructively with psychological tensions, discover and nurture creative talent, make the best use of leisure time, prepare people for the world of work, make intelligent use of resources, keep democracy, and work with other peoples of the world for human betterment.\(^{15}\)

It is obvious that there is a definite overlapping of the ideas as they are re-stated, but the thrust seems to be the same. Knezenvich comments:

Education is being perceived as a significant force for amelioration of social injustices and as a creative agency for improvement of man and his society as well as a conserver and transmitter of our most noble traditions.\(^{16}\)

Knezenvich goes on to say: "Through the philosophical debates described by Plato to the great society goals of Lyndon B. Johnson runs the theme that education can be a


\(^{16}\)Knezenvich, op. cit., p. 8.
powerful force in the building of an ideal society or a better world." 17

Development of Educational Administration

Some two hundred years ago laymen served on school committees and assisted in the organization and management of schools. It was not till the middle of the nineteenth century that school boards or committees were ready to appoint school administrators. Educational administration did not develop as a field until the end of the nineteenth century, but it was only in this century that it became an area of study. Knezevich writes:

The need for the formal study of the administration of public education grew out of the increasing complexity of educational instructions. School administration as a unique area of formal study and research is a twentieth century phenomenon. It was first in evidence in rapidly developing urban school districts. It now encompasses rural areas as well as where the organization of school districts produced more complex administrative units. 18

Educational administration has been greatly influenced by the development of management techniques in the world of industry. It was Frederick Taylor who was the first to influence educational administration in this century with the publishing of his book, The Principles of Scientific Management. 19

17Knezevich, loc. cit.
18Knezevich, op. cit., p. 4.
The next major influence was the human relations period of the 1930s and 1940s. Mary Parker Follett was one of the more important names in these efforts. Follett contended that maintenance of dynamic, yet harmonious human relationship was fundamental to the efficient functioning of any organization.

**Current Forces in Educational Administration**

In the last three decades many scholars have made contributions to the field of educational administration. Several agencies have also affected the development of administrative theory. The National Conference for Professors of Educational Administration (NCPEA) was established in 1947.

In 1950, through the W. K. Kellogg foundation's support, the Co-Operative Program in Educational Administration (CPEA) was started. This opened new channels of communication between educational administrators and social scientists. "Some of the original nine CPEA centers have made substantial progress in this report." 21

The University Council for Educational Administration (UCEA) was established in 1956. Financial support for its work comes from member universities, the W. K. Kellogg

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21 Andrew W. Halpin, Administrative Theory in Education (Chicago: Midwest Administration Center, University of Chicago, 1958), p. 2.
foundation, and grants from business and institutions for special projects. The fourth agency is the American Association of School Administrators (AASA). The former United States Office of Education and now the Department of Education is another important agency of financial guarantee. The last in this list, but definitely not the least in importance, are the universities and the colleges of education. "The professors in educational administration have performed very useful services through their thinking, investigation, experimentation and massive writing." 22

Griffiths writes: "If any one statement could be made concerning educational administration at this time, it would be that as a field of study it is undergoing radical change." 23 The themes of study today are different from those before 1950. The understanding of human behavior is a new thrust. The emphasis today is on (1) the analysis of competencies needed for school administrators in the changing social scene; (2) identification of the administrator's role in actual situations; and (3) the adjustment of the training programs content in accordance with the findings of research. 24

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22 Sinha, op. cit., p. 119.


During the last two decades the general trend appears to be towards scientific knowledge in administration or towards building administration as an applied science. "This has become necessary in America if educational administration is to be raised to the status of a profession on par with other recognized professions." 25

One of the trends seems to be towards theory building which for a long time seemed to be monopolized by the physical sciences because of their very nature of objectivity. In 1957 the UCEA brought together 51 professors who under the editorship of Andrew Halpin put out papers on the theme, "Toward the Development of a Theory of Educational Administration." Halpin writes:

During the post-war period, however, administrators have become increasingly aware of the role of theory and have come to recognize the contributions that social scientists can make to our understanding of educational administration. 26

There grew a decided feeling that quality programs in educational administration would not be possible if a sound theoretical base was not first built. Coladarci and Getzels emphasized the use of theory to a practical administrator in their 28 page article published in 1955 by the Stanford University Press. 27


The second theory conference was held in 1959 and it was attended by practitioners and professors. The papers were published in 1960, in a volume entitled, Administrative Theory as a Guide to Action. There were two basic questions: (1) What do we learn (in theory)? (2) Is it relevant (in practice)? The report on the conference found "the practitioners ready to obtain new knowledge, new concepts, models and theories and found them helpful guides to a successful practice." 28

There appears to be an increasing tendency toward an inter-disciplinary approach today. "It is also apparent in the preparation programs. There is a move towards inter-disciplinary seminars, joint instructorships, and co-operative research in the schools of education." 29

Another growing trend is the development of varied expressions of new concepts, ideas and constructs. The tridimensional expression, of a concept of the essential elements of educational administration: (1) The Job, (2) The Man, and (3) The Social Setting, 30 is one example. Other concepts like administrative behavior, leadership, competency, inter-personal relationships, tasks of


29 Lulla, op. cit., p. 187.

administration, administrator's role, administrative effectiveness, etc. are being explored. 31

Content of Program

These new trends in the study of educational administration have had a decided impact upon the preparation of programs. There is a decided place given to a basic "core" of subjects. This term is interpreted to mean anything from an integrated experience to a set of discrete courses that are required for state certification.

A typical master's program appears to include the following eight courses as reported by the majority of colleges: (1) Organization and Administration (general), (2) Supervision, (3) Curriculum, (4) Social Foundations, (5) Finance, (6) Research, (7) Law, and (8) Psychological Foundations (see Table 2). 32

In 1960 the Year Book Commission conducted an inquiry into the strengths of preparation programs. The colleges reported: "Field experiences, workshops, conferences, superior faculty, internship program and core program," in that order. 33 They placed great importance on field studies, community surveys, field trips, field

31Lulla, op. cit., pp. 210-11.


33AASA, Yearbook, 1960, pp. 70-71.
### Table 2

**Most Common Elements of Core Programs***

<table>
<thead>
<tr>
<th>Rank</th>
<th>Descriptive Course Titles</th>
<th>Types of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Master's</td>
</tr>
<tr>
<td>1</td>
<td>Organization and Administration (General)</td>
<td>94</td>
</tr>
<tr>
<td>2</td>
<td>Supervision (General, Secondary, or Elementary)</td>
<td>83</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum (General, Secondary, or Elementary)</td>
<td>65</td>
</tr>
<tr>
<td>4.5</td>
<td>Philosophy of Education</td>
<td>35</td>
</tr>
<tr>
<td>4.5</td>
<td>School Finance</td>
<td>42</td>
</tr>
<tr>
<td>6</td>
<td>Research</td>
<td>43</td>
</tr>
<tr>
<td>7</td>
<td>School Law (General or State)</td>
<td>34</td>
</tr>
<tr>
<td>8</td>
<td>Psychological Foundations (including Human Growth and Development)</td>
<td>34</td>
</tr>
<tr>
<td>9</td>
<td>Tests and Measurements, Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>Guidance</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>School Plant</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>School Community Relations</td>
<td>19</td>
</tr>
<tr>
<td>13</td>
<td>Field Experiences</td>
<td>11</td>
</tr>
<tr>
<td>15</td>
<td>Business Administration</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>Current Issues, Problems, Trends</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>Personnel (General)</td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td>Introduction to Graduate Study</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>Thesis (Master's)</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>Personnel (Pupil)</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>Federal, State, and Local Relations</td>
<td>-</td>
</tr>
<tr>
<td>21</td>
<td>Personnel (Staff)</td>
<td>3</td>
</tr>
<tr>
<td>22</td>
<td>Case Studies</td>
<td>-</td>
</tr>
</tbody>
</table>

*"Core" is used very loosely to mean anything from an integrated experience to a set of discrete courses. Also note that the totals are given as programs, not institutions. Some institutions have two or three programs.

**SOURCE:**

observations, field work, cooperative school surveys and field leadership projects.

The Commission has strongly recommended the internship program:

In the coming years an institution's willingness to undertake an internship program and to finance it at an appropriate level could well be the test of its existence. The internship is so important that it is the sine qua non of a modern program of preparation of educational administrators. If an institution cannot provide internship training it should not be in the business of preparing educational administrators.\(^{34}\)

Should a student desire to work towards an Administrative Services Credential, there are additional courses that must be taken besides the requirements for the masters or doctorate degrees. These could vary from State to State. One California institution, the University of the Pacific, requires the following courses:

1) Public School Organization and Administration (3 units),
2) California School Law and Legal Processes (3),
3) School Finance and Business Administration (3),
4) Personnel Management in Education (3),
5) Educational Leadership (3),
6) Seminar: Educational Programming/Planning/Administration/Evaluation
7) Field Experience
8) The Exceptional Child plus related laboratory observations.

\(^{34}\)AASA, Yearbook, 1960, p. 82.
The Administrative Services Credential authorizes services as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, co-ordinator or in an equivalent or intermediate level administration position as recommended by the University. 35 Table 3 details the requirements for a Master of Arts degree and Administrative Services Credential at the University of the Pacific. These would be similar to most other colleges.

Entrance Requirements and Procedures

(1) These will vary in detail from university to university. The usual pre-requisite for admission to a Masters Program is a Bachelor of Arts or its equivalent, and to a Doctoral program a completed Masters degree or its equivalent.

(2) Some expect certain minimum scores in (a) the Graduate Record Examination, Quantitative and Verbal (aptitude), (b) The Miller Analogy Test (for Ed.D. programs, and (c) Advance Placement, Education or Psychology.

(3) Often detailed are the grade point requirements:

Graduate - 3.0; preferably 3.5

Upper Division - 2.75.

(4) Experience: Some prefer at least three years of successful experience as a practitioner in the field of

35University of the Pacific--School of Education, Department of Educational Administration/Supervision information sheet, 1981.
## Table 3

<table>
<thead>
<tr>
<th>Need</th>
<th>Title</th>
<th>Units</th>
<th>Grade</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.A. Core - 12 UNITS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(Two of the following):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEP 115</td>
<td>Tests &amp; Measurements</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEP 201</td>
<td>Tech. of Research (FEP 115 prereq.)</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEP 220</td>
<td>Nature and Conditions of Learning</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(One of the following):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEG 202</td>
<td>Hist. &amp; Philosophy of Education</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEG 295b</td>
<td>American Education Thought</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEA 278</td>
<td>Public School Org. &amp; Admin.</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEG 207</td>
<td>Education &amp; Culture</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEG 295e</td>
<td>Cultural Conflicts in Classroom</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(One of the following):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEI 209</td>
<td>School Curriculum</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEI 295g</td>
<td>Sem: Current Devel. Elem. Schools</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEI 295b</td>
<td>Sem: Sec. School Curriculum</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADMINISTRATION CORE - 22 UNITS</strong>       (All of the following):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEA 278</td>
<td>Public School Org. &amp; Administration</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEA 280</td>
<td>Calif. Sch.Law &amp; Legal Processes</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEA 283</td>
<td>Sch. Finance &amp; Bus. Administration</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEA 286</td>
<td>Personnel Management in Education</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEA 289</td>
<td>Educational Leadership</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEA 290</td>
<td>Sem: Educ. Prog/Plan/Admin/Eval.</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEA 292 a+b</td>
<td>Field Experience</td>
<td>(4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEP 123 si</td>
<td>The Exceptional Child + Lab.</td>
<td>(4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL UNITS** 38

**SOURCE**: Administrative Sources Credential Requirements, University of the Pacific, Stockton, California.
professional education or its equivalent. Preferably, it should be related to the field of concentration.

(5) In the doctoral program there will also be a minimum residency required. This could appear in the form of various plans with their respective layout of the needed hours.

Time for Completion

This is dependent upon the student and his ability to complete the required course work and thesis, and in the case of doctoral students, the dissertation. The awarding of the degree/certificate is also dependent upon the successful completion of requirements related to examinations, theses/dissertations, orals and the courses.

Resources Needed

Perhaps the most important resource needed is an appropriately qualified faculty. They should be people with expertise in the field which they teach. People with doctoral degrees are preferable to those with Masters degrees.

The facility should meet the basic requirements for courses taught and related activities and support services and the size of the student body. The physical facility should meet any state requirements relative to size, lighting, safety, etc.

The finances, if not provided by the government, will have to be realized from the students in the form of
fees and tuitions and from grants and donations by individuals and institutions.

Summary

Since 1776, the United States of America has evolved a highly organized system of educational administration. Using developments in the world of industrial and business administration and precise educational goals, a new force in educational administration is evident. Careful studies and research have outlined (1) the content of programs in educational administration, (2) the entrance requirements and procedures, (3) the time for completion, and (4) the resources needed for the successful implementation of programs for the preparation of educational administrators.

Educational Administration in Great Britain

Introduction

There are few national systems of education which show less evidence of planning than the English. Viewed from the outside, the provision of education in England appears to consist of a collection of unarticulated and uncoordinated systems, which seem to have no connection with each other.36

Kandel points out:

It is made up of "public" schools which are private; "of private" schools which receive aid

36Kandel, op. cit., p. 228.
from public funds; a denominational and non-sectarian school enjoying equal recognition almost identical financial support from the national and local treasuries. . .of secondary schools which receive pupils from kindergarten stage on; . . .elementary schools which provide secondary school subjects. . . .37

Yet if the investigation is carried further, one will discover that the real unit of English education "is the school which enjoys the right and responsibility to exercise freedom, initiative, and independence rarely found in any other country."38

The Development of Educational Administration

When reference is made to British education, it generally refers to England and Wales. Regionalism has been and is even today, a strong force in England itself. "This tendency is likely to be more marked in decades to come."39 There is the urgent need for management and coordination. "Introduction of responsibilities, local adaptation, and reluctance to coordinate things nationally have long been its hallmarks."40

King writes:

It was not until 1902 that the first nationally coordinated system of education evolved for England and Wales; and that, with its strong emphasis on

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37 Ibid., p. 229.
38 Ibid.
40 Ibid.
local administration, 'in partnership' with central administration since 1944, is still the basis of the school system. . .there is difficulty in establishing and supporting a national policy--in even one field of educational enterprise; so it is surprising that so much has been achieved by apparently piecemeal evolution and common discussion. . . .

It was only in 1949 that the Education Act was passed, and it superceded all previous legislation. Greater coordination resulted as primary, secondary and 'further education' (higher education) were brought within the control of a Minister of Education. Each educational unit or district, called the Local Education Authority (LEA), was responsible for providing a satisfactory education. This was the responsibility of the Minister of Education to quote the 1944 act:

It is the duty of the Secretary of State (Minister of Education) to promote the education of the people of England and Wales and the progressive development of institutions devoted to that purpose and to secure the effective execution by local authorities; under his control and direction of the national policy for providing a varied and comprehensive service in every area.42

The above statement sounds rather strong, but in reality the Secretaries of State (Ministers) for education cannot tell the LEAs what to do or not to do, though they may approve or disapprove submitted plans for the efficient education of the people of the district. The Minister is answerable to Parliament for his actions and those of his

41 Ibid.
42 The Education Act, 1944, Part I, Section I.
department. He also has the advice of two Central Advisory Committees. He directs a large administrative and inspectional staff. "Fears that the Central Government would centralize control and destroy the partnership concept have been largely erased by the experience since 1944."\(^{43}\) The English system of educational administration does not have the decentralization of the USA or the extreme centralization of the French, it is a "partnership" between the local and central authorities.\(^{44}\)

The power which the Board can exercise through the control of grants only becomes evident in times of crises such as the one that England passed through in 1931. If the local authorities can justify and assume half the cost of the expenditure, the Board is normally content.

Kandel writes:

"The history of the relations between the Board and the local and other educational authorities indicates a constant desire to encourage freedom and initiative; insofar as the concerns of education can be regulated, regulations are issues, but without encroaching upon those aspects of its organization that should not be regulated. The externa and interna seem to be nowhere better separated administratively than under the English system. . . . The principles which have been developed in practice in the relation of the control to the local authorities have guided the relations between the administrative officials and the schools under their care. . . . It is due to these principles that no two schools not only in England but in any one area are alike,"


and it is due to the prevailing sensitiveness to freedom and the acceptance of responsibility that in the practice of education English is still free from that mechanization and standardization which characterize those systems which are controlled either bureaucratically or in the name of efficiency, both of which may equally result in uniformity.45

Current Forces in Educational Administration

In 1974, a group from the Manchester Polytechnic decided to undertake the task of planning a diploma course in Management in Education. Ridings reporting on behalf of the group stated:

During the last decade or so there has been an increasing commitment to management education and training made by certain branches of the public service, e.g., the Civil Service, the Hospital Service, Local Government, etc. There has also been a gradual realization in the education service that management education and training can make a positive contribution to management development as evidenced by the popularity of the short courses and conferences offered.46

It has been felt that though the day-to-day work and experience was a very important medium of learning, formal education and training in management can also improve managerial capacity. Due to the lack of educational administration training programs in the past, educational administrators would avail themselves of the management training courses being offered chiefly by the world of industry which


has led the way since the early part of this century. However, that has its own problems of "re-entry" and "transfer." The individual attempts to win "acceptance" within his organization for the approaches suggested in his courses as s/he tries to re-enter and struggles to transfer what s/he learned to the conditions on the job. These problems can be diminished by the specific planning of educational administration programs. Management education and training and its advantages to the administrator in education are obvious. The individual is provided with important insights and "intellectual tools" to help in the diagnosis of organizational problems. "This is not to say that formal education and training can supplant practical experience, rather that it supplements it."  

In August 1978, a "discussion paper" was released under the chairmanship of N. Haycocks. This subcommittee, organized by the Advisory Committee on the Supply and Training of Teachers (ACSTT), produced this paper for Training Teachers for Education Management in Further and Adult Education. It was felt by this committee that management takes place at many levels and the types of management task also vary; because of this, the management training needs of individual members of staff vary considerably and there is no common content which would be generally

47 Ridings, loc. cit.
48 Ibid., p. 8.
applicable. Table 4 shows the principal groups of people exercising management functions within further and adult education.

The sub-committee noted that a member and a variety of bodies have an interest in this field and many provisions are available. The Further Education Staff College is the only institution which is exclusively concerned with education management training. The Universities including the Open University, further education institutions, including the Regional Management Centers, individual local education authorities and other national and regional bodies have got involved with education management programs.49 Some polytechnics and other large institutions have made substantial progress in developing management programs internally.

Future Needs

Haycock's report goes on to say that there is a need to improve both the quality and quantity of training for education management. The improvement in quality in particular is necessitated to make it more relevant to the considerable tasks which are facing education. For better management of the educational system more trained personnel are needed. "There is also a need to coordinate the many

**Table 4**

The Principal Groups of People Exercising Management Functions within Further and Adult Education

<table>
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<tr>
<th>I. Principals and Directors.</th>
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<tr>
<td>II. Registrars, chief administrative officers and finance officers.</td>
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<td>III. Vice-Principals, Deputy and Assistant Directors.</td>
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<td>IV. Deans and others responsible for groups of departments or sub-departments.</td>
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<td>V. Heads of Departments.</td>
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<td>VI. Course tutors.</td>
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<td>VII. Staff with responsibility for curriculum development.</td>
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<td>VIII. Those with responsibility for libraries, counseling, student residence, staff development, professional tutoring and other areas.</td>
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<tr>
<td>IX. Heads of Sections.</td>
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<tr>
<td>X. Adult education staff having managerial responsibilities. It should be noted that in this category many of those concerned will be employed on a part-time basis and will lack the institutional support common in the earlier categories.</td>
</tr>
</tbody>
</table>

**SOURCE:**

existing initiatives so as to insure that resources are being used to the best advantage and a need to provide advice to institutions."\(^{50}\)

Ridings in his "occasional paper" stressed that courses should be designed to ensure that:

1) the education and training offered is suited to the organization context, and

11) in addition to providing the individual with stimulus it also gives help with the institutionalization of his new found ideas.

Management development must have as one of its objectives the organizing of the institution so that it is flexible to accommodate changing tasks in order to build into the basic organization continuous improvement mechanisms; to help the organization to identify its problems and generate alternative solutions; to try these and evaluate them. An important aspect of the final assessment of a course member at the end of a course would, thus, be an assessment of his ability to translate the education and training he has received into his own work situation.\(^{51}\)

Content of Programs

There is a commonality of suggested areas of study recommended by various groups. Appendix D details the course content details of Group A--Ridings' group, and Appendix E, that of Group B. Both these groups were a part of a Management Training Course taught by Peter Ordidge at the Manchester Polytechnic. Appendix F is the recommended teaching methods and Content of ACSTT sub-committee. They do not detail the topics that should be considered.

\(^{50}\)Ibid., p. 6.

\(^{51}\)Ridings, op. cit., pp. 8-9.
The University of London, Institute of Education, offers a one-year diploma in Educational Administration. The course content as detailed in the General Institute Prospectus for Diploma and Board of Education Courses, 1980-81, is presented in Appendix G.\(^{52}\) They also offer a Masters degree in Educational Administration. Appendix H\(^{53}\) outlines these requirements. The Masters program is considered a higher degree when compared to the diploma. A close study of the course contents will reveal the entire area covered by the MA syllabus.

**Entrance Requirements.** The Diploma in Educational Administration is open to "applicants possessing degrees or equivalent qualifications and who have had at least three years appropriate experience in teaching and/or educational administration."\(^{54}\) The Masters in Educational Administration calls for an additional Bachelor's in Education as a pre-requisite.

**Time for Completion.** The general trend appears to be one year for a full-time student and two years on a part-time basis.

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\(^{52}\) From General Institute Prospectus, University of London, Institute of Education, Diploma and Board of Education Courses, 1980-81.


\(^{54}\) Ibid., p. 97.
Summary

It appears that the development of a program for the preparation of educational administrators is a comparatively new venture in England. The Manchester Polytechnic, the University of London, Institute of Education, and the Advisory Committee on the Supply and Training of Teachers (ACSTT) are current forces that are involved with the development and perfection of such programs that detail (1) the content of these programs, (2) the entrance requirements, and (3) the time needed for completion, so as to secure a diploma or a degree in educational administration.

Educational Administration in India

Introduction

The greater majority of people live in the "developing countries" of the world. The gap between the "developed" and the "developing" continues to grow. Though India has one of the most ancient of civilizations, it is a newly emancipated nation struggling to find its identity. "India is the very epitome of a multinational, multilingual, multicultural state."55 It is one of the few countries that can trace its traditions and culture for almost four thousand years. As a country it has been invaded again and again, and yet has been able to absorb and synthesize ways strange to itself.

55 King, op. cit., p. 396.
"The story of Indian education is that of a series of intrusions and following syntheses." The Aryan invasion saw the development of Hindu education, which was followed by the Buddhist. The Mohammedan intrusion of 800 AD brought a different educational pattern, language and culture. It was not for almost another nine hundred years that the English "elite system" of education, and the impact of European technology was felt.

Moehlman wrote:

Education in India today is of primary significance in the global pattern of education, not only because of the country's huge size and population but because it is an enormous laboratory for the intrusion and synthesis of a number of educational systems. In India there exists, to a major degree, the conflict between the hand and the mind, between the masses and the elite, which is prevalent throughout the world today and which education must help to solve.

Writing in the same vein, India's educational philosopher Humayun Kabir said:

Thus we have on the one hand masses that lack the power of initiative or expression but are possessed of primeval strength derived from the soil. We have on the other hand an intelligentsia that is restless, eager and inquisitive. Like flotsam it floats on the surface of Indian life but has no roots in the life of the people.

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57 Moehlman, loc. cit.

58 Humayun Kabir, Our Heritage (Bombay: National Information and Publications Ltd., 1946), pp. 93-94.
The Development of Educational Administration

A detailed study of the past four thousand years of educational development would not be meaningful at this point. However, there are highlights from the Hindu, Buddhist and Muslim periods that need mention. The British, more than the others, are responsible for the present pattern and condition of education. With the declaration of independence in 1947, the British left, but the legacy of their pattern of education stayed.

Hindu Period. (Prehistoric to 400 BC) During this period the Brahmanical system of education prevailed and it was for the select few. The pupils spent most of the years from the age of six through twenty-one in the home of their guru. In about the sixth century B.C., Takshila was a center of learning in North India. King Bimbisara (582 to 554 BC) assisted the cause through grants. It was not until Ashoka (269-229 BC) that records again speak of royal patronage.

Education was mainly the concern of individual monarchs. It was not universal. The masses were untouched. Educational administration as understood today was not evident. Institutions like the Gurukul, the Parishad, the Ashram and even a "University" were evidences of educational activity in ancient India. They were autonomous. Even the greatest of the benefactors are not known to have interfered in the control of education. The learning
situation was in the complete control of the teacher or guru.

The curriculum, the rules of conduct that guided the pupils were drawn up by the guru. All teachers and pupils lived harmoniously. Finances came from the patrons. The pupils worked for their guru in exchange for the education they received. These "ashrams" soon became a part of the cultural and social set-up. The guru or the teacher was revered and respected.

Buddhist Period. (400 BC - AD 1200) There seemed to be an increase in royal patronage during this period. Famous universities at Nalanda, Vikramasila and Vallabhi were developed. Rules and regulations were drawn up and officials were elected. From Ashoka to the Pala period, the Kings and emperors helped these institutions with endowments and patronage. "But never was a state control established upon these institutions. In short, state patronage without state control was the accepted mode of relationship between state and education." 59

During this time, education took on a more organized form due to the organized groups of monks, the "Sanghi's" and the "Vihars," and their involvement with teaching. There are scant records of the fact that administration was in the hands of "experts" who formed the "boards" for the

59 Jyoti Prasad Banerjee, op. cit., p. 16.
controls of the institutions of learning. Curriculum was better organized and facilities for living improved. The "physical plant" of the educational set-up were designed with greater care.

**Muslim Period. (AD 1200 - AD 1773)** Education continued to be a purely private affair. Benevolent grants and the liberality of the monarchs supplied the finances. The schools which were attached to mosques, were called "maktabs" and "madrasahs." The Mohammedan rulers established mosques and colleges at Ajmer for the propagation of Muslim Law and the precepts of Islam.

The Muslim conquest of India brought on new problems. A new culture and language was thrust upon the Hindu and Buddhist society and the process of synthesis began again. Education and religion went hand in hand. Philip Hartog writes: "The mosque was a madrassa or school of learning in miniature, where distinguished Arabic scholars taught without remuneration." 60

Reller and Morphet write:

The Mohammedan invaders destroyed the Buddhist centers of learning and also many temples, and during the five or six centuries for which they ruled large parts of India, education suffered a very great set back. What little educational effort there was, was centered in the villages. . . . . It was much later, after the British conquered the country and

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established their rule of peace and order, that the government began to take part in the organization and administration of education.61

Except for their last comment in the above quotation, their view stands out in sharp contrast to the following statement of B. N. Luniya:

Mughal emperors were patrons of education. Humayun, who was very fond of books, caused a Madarsa to be established at Delhi and changed the pleasure house built by Sher Shah in the Puranakila into a library. Akbar's reign marks a new epoch in the progress of education in schools and colleges. . . . Jehangir repaired even those madarsas which for the last thirty years had been the dwelling places of birds and beasts and filled them with students and professors. Though Aurangzeb destroyed Hindu schools and temples, he encouraged the education of the muslim youth.62

Despite the opposing points of view expressed above there was a general slump in education with the downfall of the mogul empire in 1773. Due to lack of support and patronage, the schools attached to temples and mosques closed down. Strangely enough, the schools in Benaras survived. "Its importance as a great seat of learning was enhanced by the establishment of the Benaras Hindu University in 1857, which imparted ancient as well as modern learning."63

British Period. (AD 1773 - 1947) In AD 1600, the British Parliament established the East India Company. It

61Reller and Morphet, op. cit., p. 233.
conquered parts of India to establish its trade centers, but it was not involved in any way with education as such. It did maintain some schools for its personnel. By 1750 it had defeated the Dutch, French, and Portuguese and by 1765 ruled large parts of the country. "Since at that time England itself had no system of popular education, the East India Company did not think it necessary to introduce an educational plan for Indians." 64 These were the years (1600-1813) that Mukerji called the era of "indifference and non-interference." 65

It was the Charter Act of 1813 that compelled the East India Company to assume its responsibility in education. Missionaries were permitted to spread western knowledge. "This was the beginning of the state system of education in India under the British rule." 66 The object of the educational policy, the medium of instruction, the agency for the spread of education, and the methods were the four vital issues that were of concern to the British and Indian leaders.

It was Lord Macaulay who, in 1834, reviewing these controversial issues recommended the spreading of western "light and knowledge" through English. The Anglicists won. The Orientalists who wanted to preserve the traditional languages,

64 Reller and Morphet, op. cit., pp. 233-34.
65 S. N. Mukerji, History of Education in India, op. cit., pp. 5-8.
and the Vernacularists who were interested in mass education through the use of the local languages lost. This decision set the stage for building a system of education which was suited to the advancement of trade and ruling of the Indians. It is said that Macaulay believed that "a single shelf of a good European library was worth the whole native literature of India and Arabia;" he also wanted to create a class of people who would be "Indians in blood and colour, but English in tastes, in opinions, in morals, and in intellect." It is said that Macaulay believed that "a single shelf of a good European library was worth the whole native literature of India and Arabia;" he also wanted to create a class of people who would be "Indians in blood and colour, but English in tastes, in opinions, in morals, and in intellect."67

This was the second stage, the introduction of centralization (1813-1853).

Bentinck approved of the document, "Macaulay's Minute," and proclaimed the emphasis on Western Science and English literature, English as medium of instruction, the education of a few Indians who would educate the masses (known as the filtration theory), and the creation of a class of Indians who would help in the ruling of the bureaucratic government of British India.

In 1854 the document known as Wood's Despatch outlined a basic policy for education in India. It created (1) a Department of Public Instruction under the Director of Public Instruction, (2) the Universities of Calcutta, Bombay and Madras, all modelled on London University, (3) a network of affiliated colleges, high schools and primary schools, (4) a grant-in-aid scheme for schools that

67 Ibid., p. 133.
gave a "good" secular education, and (5) a program for the training of teachers. Some historians consider Wood's Despatch as "The Magna Carta of Indian Education." This began the third stage of extreme centralization (1854-1919).

"The third period may be conveniently divided into the following sub-periods," writes Mukerji:

(1) 1854-1881 From Wood's Despatch to Hunter Commission
(2) 1882-1904 From Hunter Commission to Lord Curzon; and
(3) 1904-1919 From the Swadeshi Movement to Sadler Commission.

The fourth period (1920-1947) saw provincial autonomy. The Government of India Act of 1919 brought in new reforms. All control and responsibility for provincial (state) education was transferred from the Central Government. State ministers of education and state legislatures were entrusted with the work.

The reforms and revisions in education continued. Table 5, taken from S. N. Mukerji, places chronologically the numerous landmarks in the evolution of the Administrative Machinery of Education in India.

It seems strange that the British whose domestic policy thrives on independence, and local control, implemented

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68 Ibid., pp. 206-12.
69 Mukerji, History of Education in India, op. cit., p. 7.
70 Mukerji, Administration of Education in India, op. cit., p. 19.
Table 5

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<tr>
<th>Year</th>
<th>Event</th>
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<td>Establishment</td>
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<td>1957</td>
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</tr>
<tr>
<td>1958</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

an educational policy in India that was so centralized. The apparent reason was that education was a tool of colonization. Naik writes:

During the British Period, the administrator of education was an alien, who was generally unacquainted with, and incapable of understanding, the innermost aspirations of the people. When the struggle for freedom began and came to be supported in increasing numbers by the educated intelligentsia, he developed a police aspect wherein his primary responsibility was to see that education did not develop into antipathy to British rule. In the post-independence period, the administration of education has been fully Indianized; but the earlier "police" traditions of the administration still continue to dominate the Indian scene, although in a different context. 71

Independent India

Immediately after independence in 1947, India maintained most of its organizational structures of administration at the central (federal) and state levels. This was not peculiar to educational administration. At the center, Education was constituted into a separate Ministry of Education in 1947. It was not until 1958 that it bifurcated into an additional Ministry of Scientific Research and Cultural Affairs. The Minister of Education was assisted by Educational Advisors and Deputy Educational Advisors.

In 1950, the newly framed constitution was inaugurated. India adopted a federal type of administration. The three levels of administration were (1) Federal/Union/Central, (2) State, and (3) Local. Authorities at all three

levels share the responsibility of administration. Table 6,72 and Table 773 detail the organizational set-up. Because Education is basically a state subject, each state has maintained its own pattern of school education. Table 874 explains the minute differences that are present. All the Commissions, the Radha Krishnan Commission in 1948, the Mudaliar Commission of 1954, and the Kothari Commission in 1964-66, have played an invaluable part in helping to bring to focus different needs and weaknesses in the various aspects of education. Their recommendations are helping in the "total reconstruction" of Indian education.

In summary it can be said that Indian education that had its beginnings in the indigenous soil was later modified by the British. Today it appears to be a blend of Indian culture and western ideologies. The process of reconstruction is far from complete, many of its goals have yet to be accomplished, its many problems associated with population, poverty and disease have yet to be solved, yet the progress made by this youthful nation as it has struggled to toe the line with the "developed" nations, is commendable.

72 Mukerji, Administration of Education in India, op. cit., p. 41.
73 Ibid., p. 83.
Table 6

**Organisation of State Administrative Machinery of Education**

- **People of the State** Elect the State Legislature

  - **State Legislature**
    - Enacts laws governing education of the state
    - The Council of Ministers is responsible to it

- **Education Minister** Directs Educational Policy

- **Education Secretary**

- **Director of Education**
  - Jr. Director of Education
  - Deputy or Asst. D.E.s
  - Special Inspectors for different branches of education

- **Universities**
  - Autonomous but controlled by State Governments and U.G.C. through their grants

- **Statutory Education Boards**

- **Zilla Parishad (Education Committee)**
  - Secondary, Primary and Basic Schools

- **Panchayat Samiti (Block Level)**
  - Construction and maintenance of primary school buildings, etc.

- **Village Panchayat (Village Level)**
  - Enrollment drive, etc.
  - Compulsory primary education

- **Divisional Deputy Directors of Education**
  - Supervise and control secondary schools and primary training institutions

- **District Education Officers**
  - Deputy Education Officers
  - Supervise and control pre-primary, primary and basic schools
  - Asst. Inspecting Officers

**Source:** From Administration of Education in India, by S. N. Mukerji, Acharya Book Depot, Baroda, 1962.
Table 7

**Administrative Chart**

**Ministry of Education**

- Minister for Education
- Education Secretary and Educational Adviser
  - Jr. Education Secretary
    - Divisions
      - Higher Education and UNESCO
      - Secondary Education
      - Administration
      - Scholarships
      - Physical Education and Recreation
      - Plan Co-ordination
  - Jr. Educational Adviser
    - Divisions
      - Administration
      - Hindi
      - Social Education and Social Welfare
      - Hon. Adviser
        - Elementary, Basic and Women's Education
        - Research and Publications

**Ministry of Scientific Research and Cultural Affairs**

- Minister for Scientific Research and Cultural Affairs
- Education Secretary and Educational Adviser
  - Jr. Secretary and Adviser for S.R. and C.A.
  - Divisions
    - Scientific Research
    - Cultural
    - External Relations
    - Cultural Scholarships and Publications
    - Administration
    - Technical Education
    - State Government
    - University Grants Commission
  - Units
    - Gazetteers
    - History of Freedom Movements
    - Copyright
    - All-India Council for Technical Education
      - Regional Committees
      - Regional Offices
      - Co-ordinating Committees
      - Board of Technical Studies

**Source:** From Administration of Education in India, by S. N. Mukerji, Acharya Book Depot, Baroda, 1962.
Table 8
Chart of Republic of India Educational System

<table>
<thead>
<tr>
<th>U.S.A. Level</th>
<th>Indian Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated and Professional</td>
<td>4</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4</td>
</tr>
<tr>
<td>Secondary School</td>
<td>11</td>
</tr>
<tr>
<td>Elementary</td>
<td>2</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S.A. Degree</th>
<th>Indian Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>B.A./B.Sc.</td>
<td>B.A./B.Sc.</td>
</tr>
<tr>
<td>B.Com.</td>
<td>B.Com.</td>
</tr>
<tr>
<td>P.U.C.</td>
<td>P.U.C.</td>
</tr>
<tr>
<td>Pre-Degree</td>
<td>Pre-Degree</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>Higher Secondary</td>
</tr>
<tr>
<td>Secondary</td>
<td>Secondary</td>
</tr>
<tr>
<td>Lower Primary</td>
<td>Lower Primary</td>
</tr>
<tr>
<td>Primary</td>
<td>Primary</td>
</tr>
</tbody>
</table>

Legend: (1) Andhra Pradesh (5) Karnataka
(2) Assam and Meghalaya (6) Madhya Pradesh
(3) Bihar, Uttar Pradesh and Maharastra (7) Madras
(4) Jammu and Kashmir, Punjab, Rajasthan and West Bengal (8) Orissa
(9) Tamil Nadu
(10) Uttar Pradesh

Certificates:
- 12 years - Pre-Professional; Pre-Engineering; First Year Arts, Science and Commerce; and Intermediate.
- 17 years - Higher Secondary School Certificate (H.S.C.); Pre-University (P.U.C.); Pre-Degree; and Indian School Certificate.

Teacher Educators

The training of teachers received the attention of the British government in India as early as the beginning of the nineteenth century. "As early as 1824, the Bombay Native Education Society established a training class for primary teachers." 75 Madras was not too far behind for in 1826 the Committee of Public Instruction established a Normal school. "Gradually normal schools were established in different parts of the country. These aimed at training teachers for elementary schools." 76

It was not until 1886 that the Madras Normal School was raised to the status of a college and was affiliated to Madras University. This was the first secondary training college of India. Mukerji observes:

The teacher educators of these institutions were certainly not trained. There were two main reasons. In the first place, the idea of training teachers had just originated and as such it was impossible to secure either a trained teacher or a teacher educator. In the second place, the training of teachers had a special connotation in those days. It meant 'general education' rather than instruction in the art and science of teaching. This 'general education' was imparted by the teaching staff of arts and science college. 77

Mukerji goes on to say:

In fact, till the end of the last century, it was generally believed that a person with good 'general education' needed no professional training


76 S. N. Mukerji, Education of Teachers in India, Vol. 1, op. cit., p. 401.

77 Ibid.
to become a competent teacher. This view was held by eminent officials too. For example, Sir Alexander
Grant of Bombay declared that "the University was
the great normal school for Assistant High School
Masters." Even as late as 1882 when the Indian
Education Commission was appointed there was a
powerful school of thought which held that secondary
teachers needed no professional training; that the
best way to teach a man to teach arithmetic was to
teach him arithmetic; that if he knew arithmetic and
wanted to have additional qualifications, he should
be taught algebra rather than the methods of teaching
arithmetic.  

Mukerji, studying the Report of the Indian Commiss-
ion (pp. 235-236) records "that enthusiasm on the part of
a teacher coupled with a natural aptitude or appropriate
reading would give all the necessary insight into the
methods of teaching and that a year or two of service under
an experienced headmaster would be more advantageous than
study at a normal school."  

It was not until the Hunter Commission in 1822 that
a knowledge of 'principles and practice of teaching' was
considered necessary for all teachers under training. All
the state governments accepted this recommendation and
"Pedagogy" found a place in the teacher education program.
It was not until after 1940 that the Sadler Commission
added a new dimension to the teacher education program with
the introduction of the M.Ed. and Ph.D. courses in Indian

78 Report of the Director of Public Instruction,

79 Mukerji, Education of Teachers in India, Vol. 1,
op. cit., pp. 401-402.

80 Ibid.
Universities. This was geared to the preparation of educational leaders and teacher-educators.

There are more than 2000 teacher education institutions in India. The Kothari Commission Study of the staff of secondary training colleges revealed that 40 percent of the staff had only a B.A. degree in addition to the B.Ed., 58 percent had a Master's degree in education or an academic subject and only 2 percent had a doctorate degree.81

Tables 9, 10, 11, and Figures 1 and 282 taken from the Kothari Commission Report, illustrate the urgent need for improvement in this area of teacher training. Lulla writes:

The contribution of education to the national progress depends upon the quality of the elected state legislative body, the minister in charge of education, the chief executives like the secretary and the directors, and all the other administrators at the operational level every year for the expanding local schools. It is at this level that the teachers' colleges supply the trained personnel for the schools. An increasing number of well-prepared teachers, supervisors, headmasters and inspecting officers for future schools is now the challenging demand on these colleges.83

Training of Educational Administrators

The facts stated earlier indicate the great inadequacy that exists in the preparation programs for school administrators and the lack of studies and research in the

81Kothari, loc. cit., p. 77.
82Kothari, loc. cit., p. 79-83.
83Lulla, loc. cit., p. 295.
Table 9
General Education of Primary Teachers
(1950-51 to 1965-66)

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed secondary school and undergraduates</th>
<th>Not completed secondary school</th>
<th>All teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduates and above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOWER PRIMARY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1950-51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>898</td>
<td>44,730</td>
<td>410,009</td>
</tr>
<tr>
<td></td>
<td>(0.2)</td>
<td>(9.8)</td>
<td>(90.0)</td>
</tr>
<tr>
<td>Women</td>
<td>410</td>
<td>9,670</td>
<td>72,210</td>
</tr>
<tr>
<td></td>
<td>(0.5)</td>
<td>(11.8)</td>
<td>(87.7)</td>
</tr>
<tr>
<td>Total</td>
<td>1,308</td>
<td>54,400</td>
<td>482,210</td>
</tr>
<tr>
<td></td>
<td>(0.3)</td>
<td>(10.1)</td>
<td>(89.6)</td>
</tr>
<tr>
<td>1965-66 (estimated)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>7,100</td>
<td>430,650</td>
<td>412,250</td>
</tr>
<tr>
<td></td>
<td>(0.8)</td>
<td>(50.7)</td>
<td>(48.5)</td>
</tr>
<tr>
<td>Women</td>
<td>3,400</td>
<td>94,350</td>
<td>102,250</td>
</tr>
<tr>
<td></td>
<td>(1.7)</td>
<td>(47.2)</td>
<td>(51.1)</td>
</tr>
<tr>
<td>Total</td>
<td>10,500</td>
<td>525,000</td>
<td>514,500</td>
</tr>
<tr>
<td></td>
<td>(1.0)</td>
<td>(50.0)</td>
<td>(49.0)</td>
</tr>
<tr>
<td>HIGHER PRIMARY SCHOOLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1950-51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>3,920</td>
<td>31,267</td>
<td>37,422</td>
</tr>
<tr>
<td></td>
<td>(5.4)</td>
<td>(43.1)</td>
<td>(51.5)</td>
</tr>
<tr>
<td>Women</td>
<td>887</td>
<td>4,323</td>
<td>7,677</td>
</tr>
<tr>
<td></td>
<td>(6.9)</td>
<td>(33.5)</td>
<td>(59.6)</td>
</tr>
<tr>
<td>Total</td>
<td>4,807</td>
<td>35,590</td>
<td>45,099</td>
</tr>
<tr>
<td></td>
<td>(5.6)</td>
<td>(41.6)</td>
<td>(52.8)</td>
</tr>
</tbody>
</table>
Table 9. Continued

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates and above</th>
<th>Completed secondary school and under-graduates</th>
<th>Not completed secondary school</th>
<th>All teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965-66 (estimated)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>23,500</td>
<td>212,200</td>
<td>144,300</td>
<td>380,000</td>
</tr>
<tr>
<td></td>
<td>(6.9)</td>
<td>(55.1)</td>
<td>(38.0)</td>
<td>(100)</td>
</tr>
<tr>
<td>Women</td>
<td>7,700</td>
<td>68,600</td>
<td>63,700</td>
<td>140,000</td>
</tr>
<tr>
<td></td>
<td>(5.5)</td>
<td>(49.0)</td>
<td>(45.5)</td>
<td>(100)</td>
</tr>
<tr>
<td>Total</td>
<td>31,200</td>
<td>280,800</td>
<td>208,400</td>
<td>520,000</td>
</tr>
<tr>
<td></td>
<td>(6.0)</td>
<td>(54.0)</td>
<td>(40.0)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

SOURCE: Statistics published by the Ministry of Education. Those for 1965-66 are estimates made in the Commission Secretariat.

N. B. The figures within brackets give percentages to total.
Table 10
Number and Percentage of Trained Teachers in the States (1965–66)

<table>
<thead>
<tr>
<th>Name of State</th>
<th>Total Number of Teachers and Percentages</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary stage</td>
<td>Higher Primary Stage</td>
<td>Lower Primary Stage</td>
<td></td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>34,215 (82.4)</td>
<td>15,625 (80.5)</td>
<td>86,501 (90.0)</td>
<td></td>
</tr>
<tr>
<td>Assam</td>
<td>9,210 (18.6)</td>
<td>14,810 (22.4)</td>
<td>37,500 (55.0)</td>
<td></td>
</tr>
<tr>
<td>Bihar</td>
<td>24,398 (66.4)</td>
<td>32,918 (61.4)</td>
<td>Included under higher primary</td>
<td></td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>4,613 (25.6)</td>
<td>3,467 (54.2)</td>
<td>4,874 (54.0)</td>
<td></td>
</tr>
<tr>
<td>Kerala</td>
<td>22,031 (89.0)</td>
<td>39,406 (82.7)</td>
<td>59,703 (93.0)</td>
<td></td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>197,006 (69.0)</td>
<td>27,961 (72.0)</td>
<td>679,096 (80.0)</td>
<td></td>
</tr>
<tr>
<td>Madras</td>
<td>48,194 (86.3)</td>
<td>59,440 (93.1)</td>
<td>76,638 (96.7)</td>
<td></td>
</tr>
<tr>
<td>Maharashtra</td>
<td>48,590 (71.4)</td>
<td>151,500 (74.8)</td>
<td>Included under higher primary</td>
<td></td>
</tr>
<tr>
<td>Mysore</td>
<td>10,334 (59.5)</td>
<td>91,952 (59.9)</td>
<td>Included under higher primary</td>
<td></td>
</tr>
<tr>
<td>Nagaland</td>
<td>309 (15.9)</td>
<td>745 (8.7)</td>
<td>1,764 (20.3)</td>
<td></td>
</tr>
<tr>
<td>Orissa</td>
<td>8,461 (52.0)</td>
<td>10,322 (31.0)</td>
<td>48,339 (60.0)</td>
<td></td>
</tr>
<tr>
<td>Punjab</td>
<td>26,234 (96.0)</td>
<td>14,911 (88.0)</td>
<td>34,863 (89.0)</td>
<td></td>
</tr>
</tbody>
</table>
Table 10. Continued

<table>
<thead>
<tr>
<th>Name of State</th>
<th>Total Number of Teachers and Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary Stage</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>12,671&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>(60.0)</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>33,311</td>
</tr>
<tr>
<td></td>
<td>(81.9)</td>
</tr>
<tr>
<td>West Bengal&lt;sup&gt;d&lt;/sup&gt;</td>
<td>40,238</td>
</tr>
<tr>
<td></td>
<td>(35.6)</td>
</tr>
</tbody>
</table>

SOURCE: Furnished by Directors of Education.

N.B. Figures in parentheses indicate the percentages of trained teachers.

<sup>a</sup>Figures relate to 1961-62. Taken from the memoranda of the State Government to the Education Commission.

<sup>b</sup>Figures are estimated.

<sup>c</sup>Figures relate to 1964-65.

<sup>d</sup>Figures relate to 1963-64.
Table 11

Untrained Teachers by Age-Group (1965)

<table>
<thead>
<tr>
<th>Age</th>
<th>Lower Primary Schools</th>
<th></th>
<th>Higher Primary Schools</th>
<th></th>
<th>Secondary Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Below 20</td>
<td>8.9</td>
<td>11.9</td>
<td>11.0</td>
<td>9.0</td>
<td>2.9</td>
<td>2.5</td>
</tr>
<tr>
<td>21 - 25</td>
<td>40.7</td>
<td>31.7</td>
<td>30.1</td>
<td>30.3</td>
<td>40.3</td>
<td>51.0</td>
</tr>
<tr>
<td>26 - 30</td>
<td>23.2</td>
<td>23.8</td>
<td>26.9</td>
<td>27.6</td>
<td>29.8</td>
<td>30.6</td>
</tr>
<tr>
<td>31 - 35</td>
<td>11.6</td>
<td>13.7</td>
<td>13.7</td>
<td>15.3</td>
<td>12.7</td>
<td>12.0</td>
</tr>
<tr>
<td>36 - 40</td>
<td>6.5</td>
<td>7.9</td>
<td>8.9</td>
<td>8.6</td>
<td>7.8</td>
<td>7.5</td>
</tr>
<tr>
<td>41 - 45</td>
<td>3.7</td>
<td>5.0</td>
<td>4.0</td>
<td>4.5</td>
<td>2.6</td>
<td>2.5</td>
</tr>
<tr>
<td>46 - 50</td>
<td>2.4</td>
<td>3.1</td>
<td>2.5</td>
<td>2.7</td>
<td>1.6</td>
<td>1.5</td>
</tr>
<tr>
<td>51 - 55</td>
<td>1.9</td>
<td>2.2</td>
<td>1.9</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>56 - 60</td>
<td>0.9</td>
<td>0.7</td>
<td>0.9</td>
<td>0.6</td>
<td>0.9</td>
<td>0.5</td>
</tr>
<tr>
<td>Above 60</td>
<td>0.2</td>
<td>--</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>--</td>
</tr>
</tbody>
</table>

Total Percentages | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

SOURCE: Data supplied by State Governments.
SCHOOL TEACHERS, BY QUALIFICATIONS
1950-51 & 1965-66

SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th>Percentage</th>
<th>1950-51</th>
<th>1965-66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates &amp; Post-graduates</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
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LOWER PRIMARY SCHOOLS

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HIGHER PRIMARY SCHOOLS

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</tr>
</tbody>
</table>

Figure 1

Figure 2

field of school administration. Lulla has detailed some specific reasons why the study of educational administration has not developed as a special discipline:

(1) Inadequate certification requirements for Headmasters and Supervisors.

There is little or no differentiation between the requirements for principals and administrators and those of the regular academic teachers. . . . The emphasis is not on particular qualifications. . . . but only an experience of teaching and seniority in service. . . . Both head masters and supervisors are in fact just experienced teachers and not administrators by any test of qualification and selection.

(2) Appointments of educational officers are made from the ranks of the civil administrative service. So, the educational officers are mere "generalists" in administration and not "specialists" in education.

(3) The number of the schools and their sizes are not adequate to meet the nation's needs. There are Government schools, District and Municipal Board schools, and aided and unaided private schools in India. Due to this strange assortment and the lack of financial support, the quality of school service has remained poor.

(4) The bureaucratic administration, the legacy of the British, imposes stringent rules and limitations on all schools except the unaided, and all initiative and experimentation is killed. In that all is specified in the various "codes," operational administrative techniques have not developed.

(5) Limited job opportunities in the administrative field, an absence of "inservice training," an emphasis on "academic teaching" only and not on the "management" are a few other factors that have stifled the development of educational administration.

Content of Programs

There is an increasing demand for reform. It was

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brought to light especially by the findings of the Kothari Commission Report and urgently urged in the research of Atwal (1974), Joshi (1974), Chaudhary (1980), and even recognized and urged in pre-Kothari Commission writings of Lulla (1963) and Sinha (1962).

"It is rather superfluous to point out that teacher educators and school administrators should be competent scholars as well as effective teachers." 85 In 1963, the Indian Association of Teacher Educators set up a Committee that drew up a program for Elementary and Secondary Teacher Educators and Administrators. These are detailed below.

**Elementary Teacher Educators and Administrators.**

**Theory.**

1. Sociological and Psychological Foundations of Education.

2. Principles of curriculum construction and dynamic approaches to teaching.

3. Techniques and interpretation of educational research and evaluation.

4. Problems of Elementary education.

5. Either (i) Administration and Supervision or (ii) Teacher Education.

**Practical**

1. Practice Teaching—Multiple class teaching and

---

correlated teaching. Handling the beginning class and the large class.

2. Organization of school community programmes, viz., survey of community around the school with a view to initiating social education programme and to get the community resources and help for solving problems of the school.


4. Evaluating the work of the school and of the class.

5. Supervision of practice teaching by pupil teachers and class teaching by elementary school teachers (including internship practices).


7. Organizing workshops, seminars, discussion groups, etc.

8. Experience in craft-work. 86

The Committee felt that these courses should be at the post-graduate level, since the B.Ed., degree or an equivalent diploma is quite inadequate to give the teacher educator or a supervisor at the elementary stage that professional competence which is necessary to meet the new developments in elementary education in the country at present.

86 I.A.T.E. Training of Primary Teacher Educators and Supervisors and Administrators (Delhi, 1965), pp. 8-9.
The National Council of Education Research and Training accepted the scheme with slight modifications. It has instituted the program, which is being conducted by its Department of Teacher Education. Candidates from different parts of the country attend the program. It is expected that the State Institutes of Education and a few selected Universities will organize similar programs.

**Secondary Teacher Educators and Administrators**

It is generally recognized in the country that the teacher educators as well as educational administrators should have at least the M.Ed. degree, so far as the professional background is concerned. The Kothari Commission in collaboration of the Indian Association of Teacher Educators appointed a Working Group to go into the existing M.Ed. syllabi in our country and to prepare a model syllabus incorporating the latest ideas and developments in the field of education. The draft syllabus as framed by the Working Group was discussed in June, 1965 at the Eighth Conference of the Association and was released in its final shape in August, 1966. Appendix I gives us the recently approved Structure of the M.A. in Education for the Jadavpur University.

The program as a whole has been made flexible enough to provide for specialization in a field or for broad study of education according to the needs and interests of the

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It is divided into the following four parts:

I. Core Subjects

1. Philosophical and Sociological Foundations of Education (to be treated with reference to current educational problems in India and abroad and systems of philosophy in India and abroad).

2. Elements of Educational Research (in relation to specific problems in Indian education).

II. Areas of Specialization (three papers from one to two of the following areas):

1. Advanced Educational Psychology:
   
   (i) Educational Psychology
   (ii) Educational Measurement and Evaluation;
   (iii) Psychology of Learning and Development;
   (iv) Psychology of Childhood and Adolescence;
   (v) Experimental and practical work in Educational Psychology;
   (vi) Personality—Development and Adjustment.

2. Educational Administration, Planning and Finance:

   (i) Basic Paper in Educational Administration;
   (ii) Educational Planning;
   (iii) Educational Finance and Economics of Education;
   (iv) Administration of State and Local Systems of Education;
   (v) Secondary School Administration and Supervision.

   OR

Pre-Primary and Elementary School Administration and Supervision

OR

Administration of Higher Education
OR

Administration of Social Education.

3. Comparative Education and History of Modern Indian Education:
   (i) Basic Paper on Comparative Education;
   (ii) Education in U.K., U.S.A., U.S.S.R., Germany, and France,
   (iii) Education in Asian and African Countries;
   (iv) History of Education in Modern India;
   (v) Problems of Education in India.

4. Curriculum Development and Text-Books:
   (i) Curriculum Development;
   (ii) Curriculum and the Primary School;
   (iii) Curriculum and the High School;
   (iv) Curriculum Instruction and Syllabus Improvement; and
   (v) Text-books and Their Problems.

5. Teacher Education and Methodology of Teaching:
   (i) Basic Paper on Teacher Education;
   (ii) Organization and Administration of a Secondary Teacher Education Institution;

   OR

   Organization and Administration of an Elementary Teacher Education Institution;
   (iii) Teaching Methods in one subject-matter field;
   (iv) In-service Education of Teachers and Teacher Educators

6. Methodology of Educational Research:
   (i) Educational Research: Its Theory and Practice;
   (ii) Research Procedure;
   (iii) Psychometrics;
   (iv) Statistics;
   (v) Educational Research: (a) Literature, and (b) Report.
7. Guidance and Counselling:

(i) Techniques of Counselling;
(ii) Principles of Counselling;
(iii) Educational and Vocational Planning;
(iv) Counselling in Higher Education;
(v) Dynamics of Human Adjustment and Child Guidance.

8. History of Education Thought, Philosophy and Sociology of Education:

(i) History of Educational Thoughts;
(ii) Philosophy of Education;
(iii) Element of Educational Sociology;
(iv) Social Mobility and Education.

9. Educational Measurement and Evaluation:

(i) History and Development of Examination System in India and Abroad;
(ii) Principles of Measurement and Evaluation;
(iii) Evaluation Techniques and Tools;
(iv) Test Statistics.

III. A Dissertation based on a research project or on an investigation, applying the science and methodology of research.

IV. The Viva Voce

The Maharaja Sayajirao University of Baroda, however, felt that a specialized elective course in Educational Administration at the M.Ed. level is rather inadequate to meet the need for specialized and technical training for educational administration at all levels. In 1956 the university instituted a "Post-graduate Diploma in Educational Administration." It consists of four papers in theory, each carrying 100 marks, and field work of 200 marks in each of the four are also included in theory. The candidate has to maintain a record of field work and take a viva-voce test.
Paper I has two sections, one on principles of educational administration and the other on the techniques of educational research.

Paper II pertains to administration of education in India and educational finance.

Paper III provides a comprehensive study of the administrative practices and problems of education in the pre-primary and primary education in India. Similarly, Paper IV relates to the administration of secondary and higher education in the country.

The duration of the program is one academic year for a full-time student and two academic years for a part-time student. 88

In Appendix J is given a sample of the course content of a typical Bachelor of Education degree. This was taken from the Jadavpur University Prospectus. Though this was for the students of 1975, there has been no change and is in use today. Appendix K details the requirements for the B.Ed. or B.T. of the Calcutta University. There are many similarities with the syllabus of Jadavpur University (see Appendix J). This pattern would be common across the country with some minor changes.

Entrance Requirements

Entrance to the B.Ed. or B.T. (Bachelors in Teaching)

degree always requires an academic bachelor's degree in the Arts, Science or Commerce (B.A., B.Sc., B. Com.). These are sufficient academic pre-requisites to the M.A. in Education. Some colleges are demanding an additional 3-5 years of teaching experience for those pursuing educational administration. Headmasters'/Principals Manuals often outline guidelines. 89

Duration of Course

The regular B.Ed. can be completed in one year. The M.A. in Education, like any other Master's degree requires two years. Some universities like the University of Baroda that offer a post-graduate diploma in Educational Administration (detailed earlier) allow one year for a full-time student and two years for a part-time student. (Their annual intake of students is generally not more than six!) 90

Future Needs and Considerations

Teachers' Colleges must expand their facilities. There is a backlog of untrained teachers and administrators that needs immediate attention. As Lulla says, "the aim of the teachers' colleges should be to shift from mere 'training of teachers' to the 'preparation of educational


90 Mukerji, op. cit., p. 416.
leadership'. 91 There must come the consciousness of the total program of education and its importance to a democracy. The colleges must move beyond the narrow connotations of a "training" and go on to a "preparation" in education.

Lulla goes on to call for a flexibility in the programs. "In America, the colleges of education 'tailor out' the program for each individual according to his previous background, his future job plans, and his interest and aptitude." 92 As a corollary to flexibility Lulla emphasizes the necessity of cooperation with other departments of social sciences.

There is the urgent need for the formulation of a frame of reference, a basic philosophy to guide educational endeavors in a democracy. Lulla refers to a model similar to the one formulated by the Southern States Cooperative Program in Educational Administration (SSCPEA) and presents the following diagram:

\[ \text{Basic Theory} \]

\[ \text{Knowledge} \]

\[ \text{Responsibilities} \]

91 Lulla, op. cit., p. 297.
92 Ibid., p. 300.
"This basic idea is to relate the preparation programs in school administration in colleges to the task areas or job responsibilities on one hand and the basic theory or value system that governs them." Table 12 presents Lulla's conceptual frame of reference for the preparation programs in educational administration in India.  

Summary

There are very definite indications of the efforts that are being made to assist in the "reconstruction of education" in India, and especially in the field of educational administration. The Universities, the National Council of Educational Research and Training (NCERT) and the Indian Association of Teacher Educators are a few that seemed to have been inspired and influenced by the programs for the preparation of educational administration in the United States. There is evidence that India is eager to modernize as fast as possible; however, the program of India for the preparation of educational administrators have a long way to go.

93 Ibid., p. 304.

94 Ibid., p. 305.
Table 12

JOB OF EDUCATIONAL ADMINISTRATION IN INDIA

Purposes and Functions of Educational Administration in India

- Instruction and Curriculum Development
- Pupil Personnel Management
- Community School Leadership
- Staff Personnel Management
- School Plant and Equipment
- Transportation and Other Services
- Finance and Budget etc.
- Special Understandings, Attitudes, and Skills

Basic Understandings, Attitudes, and Skills

Ideals of India's Democracy and National Plans

Theory of Educational Administration in India

Chapter III

THE DESIGN AND PROCEDURES OF THE STUDY

The purpose of this study was to develop a model program for the preparation of school administrators for India. The design and procedures of the study to accomplish this purpose, briefly outlined in Chapter I, are presented in this chapter in greater detail. The procedural steps are discussed under the following headings: (1) The Sample, (2) The Survey Instruments—the Questionnaires, (3) Data Collection and Treatment, and (4) The Summary of the Chapter.

The Sample

The initial group of 80 principals and administrators of high schools that received the questionnaire (Appendix A) were in attendance at the Fifty-eighth Annual Conference of the Association of Heads of Anglo-Indian schools in India, in Bombay, January 10-12, 1980. This group represented some of the English medium schools of India. A little over fifty percent completed the questionnaire (Appendix A). There were representatives from: Andhra Pradesh, Himachal Pradesh, Karanataka, Kerala, Maharashtra, Orissa, Tamilnadu,
Uttar Pradesh, West Bengal, and the capital New Delhi. This gave a fairly good cross-section of the country. These states cover more than seventy percent of the country's schools. Each principal is required to function under the specific requirements of his/her own state.

The following year, January 5-8, 1981, the same group of approximately 80 principals and administrators answered two more questionnaires (Appendices B and C). Fifty-five percent of those present responded to these questionnaires.

To add a new facet to the sample, additional questionnaires were sent to approximately 90 principals of schools that were not members of the Association of Heads of Anglo-Indian Schools, but affiliated with the Board of Secondary Education, West Bengal. Many of these schools had Bengali as a medium of instruction. A little less than forty percent responded.

The Survey Instruments

Three separate questionnaires were used. The first questionnaire (Appendix A) was adapted from "An Evaluation and Analysis of the Extern Program in Educational Administration," a thesis submitted by William James Early, at the Michigan State University.¹

¹William James Early, op. cit., Appendix B.
The second questionnaire (Appendix B) was an adaptation of the one prepared by S. A. Inglis for the Commission of Teacher Preparation and Licensing, California. It was the result of the Planning and Research Committee's effort as they put together the results of the Principal Training Survey.

The third questionnaire (Appendix C) was compiled by Assemblyman Dennis Mangers who was Chairman of the Assembly Education Committee Task Force for the improvement of pre- and in-service training for Public School Administrators, California. This was the fifth draft of the proposed list of competencies for school principals.

Questionnaire A

The original questionnaire (see Appendix A) was designed to obtain from former and present externs their reactions to the administrative experiences that they had completed. The original questionnaire listed one hundred and eight administrative experiences. "This list of administrative experiences was developed from a series of questionnaires developed by Vescolani and Hansford, suggestions made by the writer's committee, and from an analysis of many publications on educational administration."² There were ten

² Ibid., p. 4.
major areas covered by these one hundred and eight experiences: (1) Curriculum and Instruction, (2) Personnel Administration, (3) Finance, (4) Business Management and Practices, (5) School Plant, (6) Auxiliary Services, (7) Pupil-personnel guidance, (8) Community Relations, (9) Staff relations, and (10) School Board Relations.

Purpose of Questionnaire. The basic purpose of giving this questionnaire to the principals and administrators was to ascertain whether any of them had had any "formal training" or "formal preparation" in any of the above ten areas. Establishing this need was absolutely basic and essential to this study.

Adaptations. The questionnaire was adapted so that in the initial part the respondents could indicate whether they had had any formal training. In the second portion, the researcher reduced the number of listed experiences to sixty, keeping an average of six for each area, as some of these experiences were irrelevant to the Indian situation. The respondents were asked to categorize these sixty experiences as follows: (1) Have had previous training, (2) Had in-service training, (3) No formal training, (4) Learned from experience, and (5) Would appreciate help in this area. A "General Information Sheet" was added to the questionnaire. This gave the researcher some personal data about the respondents.
Questionnaire B

In this questionnaire (see Appendix B) the competencies detailed were placed in the following six categories:
(1) Effect improvement in the educational program, (2) Develop an understanding of sound personnel management, (3) Develop skill and understanding in use of effective techniques in administrative leadership, (4) Develop skill and understanding of school-community relations, (5) Achieve knowledge of governance and legal processes related to schools, and (6) Acquire a foundational understanding of the principles and practices of public school management. The principals responding were requested to add any other competencies that they felt should be included in preparation programs.

At the August 1980 meeting of the Licensing Commission for California, the Committee staff presented a report on the preliminary results of a survey of 192 school principals holding (Ryan) Administrative Services credentials. This study sought to ascertain "the evaluative views of the principals who had completed C.T.P.L. approved Programs for the Administrative Services Credential." ³

This questionnaire was given to the principals so as to get some indication from them about the adequacy of their preparation relative to each of the Commission's competency guideline.

**Purpose of Questionnaire (Appendix B).** The purpose in giving this questionnaire to the principals of India was to find out what they considered important to the content of a program for the training of educational administrators. They were asked to check the importance of the different competencies on a four-point scale: (1) None, (2) Slight, (3) Adequate, and (4) Excellent. This was changed to: (1) Not important, (2) Slightly important, (3) Important, and (4) Very important.

**Questionnaire C**

Assemblyman Manger's Competencies for School Principals (Fifth Draft) (see Appendix C) was detailed under the following headings: (1) Instructional leadership, (2) Management, (3) Political and Cultural Awareness, (4) Self Awareness, (5) Leadership, and (6) Human Relations Abilities. Each of these areas had further subdivisions (see Appendix C).

These detailed competencies were prefixed with "The principal will be able to...". This list of competencies was far more detailed than the previous one. There were some competencies that were common to both the lists.
Purpose of Questionnaire (Appendix C). The purpose of this questionnaire was the same as that for Appendix B.

Adaptations. The principals were asked to place again, on a four-point scale, like the one used for Appendix B, what they considered important. In the original Fifth Draft, there was only a listing of competencies, but in the questionnaire they were asked to place each competency on the four-point scale.

Data Collection and Treatment

The questionnaire given in January 1980 (Appendix A) to those who were in attendance at the Fifty-eighth Annual Conference of the Association of Heads of Anglo-Indian Schools, was collected by the researcher from the respondents at the conference. Forty of the Questionnaires (Appendices B and C) were gathered by the researcher at the conference in 1981, and the remaining forty-eight were returned in self-addressed envelopes that had been sent out to the principals.

The returned questionnaires were coded and key-punched on computer cards to expedite the data processing. The data required three cards for each individual to accommodate the information on the questionnaires.

The Burrough's B6700 computer was used to process the data and the Statistical Package for Social Science (SPSS) was selected for computation and tabulations. The
computer was programmed to do several separate computations. The computer supplied: (1) Frequency distributions, (2) Item statistics as well as sub-test means. In addition it supplied correlations between sub-test scores. These were done so that the researcher could come up with a prioritized list of competencies and needs as felt by the Indian principals.

The data gathered by the questionnaire would also be utilized for the development of a model program for the preparation of educational administrators in India. A model must be practical and easily workable if it is to be useful. Knezevich states that, "a model is a representation of reality, that is a simplified version of the real world containing only those aspects which are important to better understanding or control."\(^4\)

Summary

The procedures used in this study were presented including the major steps: (1) A description of the sample, (2) A survey of the instruments, (3) the collection and treatment of the data. The analysis and findings of this study are reported in Chapter 4.

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\(^4\)Knezevich, op. cit., p. 150.
Chapter IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents an analysis of the data collected from the questionnaires regarding the competencies necessary for the preparation of high school administrators relative to what should be in the content of such a preparation program appropriate for India. The analysis is divided into two main parts.

Part I presents details about the principals and administrators surveyed; their academic qualifications, teaching and administrative experience, the types of schools they represented and the sizes of their schools. This information was collected from the first questionnaire, Appendix A.

Part II is an analysis of the responses to the second questionnaire, Appendices B and C. The principals and administrators responded to 142 items under 30 categories. These responses are analyzed to form the content of the program of preparation.

PART I

Academic Qualifications

The academic qualifications of the principals and
administrators are of basic importance to this study. In Chapter 2 reference was made to the national position of trained and untrained teachers in Tables 9 - 11 and Figures 1 and 2. In that the training received for teaching with a few years of teaching experience was considered sufficient for principalship, this was an important factor. Table 13 details that information.

Table 13
Academic Qualifications of Principals and Administrators Surveyed
Questionnaire A

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Principals</th>
<th>Administrators</th>
<th>No.</th>
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</thead>
<tbody>
<tr>
<td>1. Bachelor's degree</td>
<td>4.76%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Bachelor's degree and Teachers Training</td>
<td>28.57%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3. Master's degree</td>
<td>7.15%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. Master's degree and Teacher's Training</td>
<td>57.14%</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>5. Doctorate</td>
<td>2.38%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>42</strong></td>
<td></td>
</tr>
</tbody>
</table>

Teaching and Administrative Experience

These two were considered together as they run simultaneously. A principal most often also teaches part-time. Similarly, a full-time teacher often has administrative responsibilities such as those of department head, subject head
or even a vice-principal. Table 14 details the position of the forty-two principals surveyed.

Table 14

<table>
<thead>
<tr>
<th>Years</th>
<th>Teaching Experience</th>
<th>Administrative Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>4.77%</td>
<td>35.72%</td>
</tr>
<tr>
<td>6-10</td>
<td>16.67%</td>
<td>35.72%</td>
</tr>
<tr>
<td>11-15</td>
<td>14.28%</td>
<td>19.02%</td>
</tr>
<tr>
<td>16-20</td>
<td>33.32%</td>
<td>4.77%</td>
</tr>
<tr>
<td>21-25</td>
<td>14.29%</td>
<td>4.77%</td>
</tr>
<tr>
<td>26+</td>
<td>16.67%</td>
<td>--</td>
</tr>
<tr>
<td>TOTALS</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Type of School

The principals and administrators represented different types of schools. The three types are according to: 1) school size, 2) Boys', Girls', or coeducational school, 3) grade level, i.e., grade 10 or 12.

It is interesting to note that in comparison to the school sizes shown in Appendix L, taken from the Kothari Commission, most of these principals and administrators
represented what would be considered fairly large schools. More than 80% of the nation's schools have less than 500 students. (Compare Appendix L and Table 15.)

Table 15
The School Sizes Represented by the Principals Questionnaire A

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Schools</th>
<th>Principals and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 500</td>
<td>6</td>
<td>14.3%</td>
</tr>
<tr>
<td>501 - 1000</td>
<td>16</td>
<td>38.1%</td>
</tr>
<tr>
<td>1001 - 1500</td>
<td>11</td>
<td>26.2%</td>
</tr>
<tr>
<td>1501 +</td>
<td>9</td>
<td>21.4%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>42</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Boys, Girls, and Co-educational Schools

There is no hard and fast policy established. In some of the more orthodox areas, co-education is not popular. Many of the older schools are either for boys or girls. More and more of the schools being opened today are co-educational. The principals and administrators represented an interesting mix detailed in Table 16.
Table 16
Boys, Girls, and Co-educational Schools Represented in Questionnaire A

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>20</td>
<td>47.6%</td>
</tr>
<tr>
<td>Girls</td>
<td>5</td>
<td>11.9%</td>
</tr>
<tr>
<td>Co-educational</td>
<td>17</td>
<td>40.5%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>42</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Grade Level**

In Chapter 2, Table 8 showed the various patterns that are followed in the different states with regard to what each considers the secondary level of the school. Some schools decided to stop at the grade 10 level and some decided to go on to grade 12. The principals and administrators that were surveyed represented equal number for each -- 50% (21) representing grade 10 schools and 50% (21) grade 12.

**Training for Administration**

The surveys revealed that none of the principals had had any "formal training" nor held a degree in educational administration. This was understandable in the light of the fact that no such precise program is available.
The various administration courses that were available as part of the Masters in Education degree were discussed in Chapter 2.

Some of the principals surveyed relative to the 10 specific areas of educational administration (Appendix A), however, had had some courses through in-service situations and seminars and guest lecturers. Table 17 details the extent of the exposure these principals and administrators had in the 10 areas.

Table 17
Principals Classified According to Administrative Courses Taken (Questionnaire A)

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| 2. Personnel Administration            | 16  | 38%| 26     | 62%
| 3. Finance                             | 6   | 14%| 36     | 86%
| 4. Business Management and Practice    | 5   | 12%| 37     | 88%
| 5. School Plant                        | 6   | 14%| 36     | 86%
| 6. Auxiliary Services                  | 10  | 24%| 32     | 76%
| 7. Pupil Personnel Services            | 20  | 48%| 22     | 52%
| 8. Community Relations                 | 12  | 28%| 30     | 72%
| 9. Staff Relations                     | 17  | 40%| 25     | 60%
| 10. School Board Relations             | 10  | 24%| 32     | 76%|
The need for formal training in these and other basic areas of educational administration is essential. This ascertained the need for a program in educational administration.

PART II

This part of the analysis is presented in five sections: 1) Section I gives the total response of the 88 principals and administrators to the 142 items that were in the questionnaire (See Appendices B and C). 2) Section II is a duplication of the questionnaire supplying the codes for each topic and number for each item. 3) Section III is a sequential presentation of the top 50 items. 4) Section IV is a listing of the topics by order of priority, and 5) Section V gives a prioritized list of the general areas that were considered important.

Section I

In this section, Table 18 supplies a listing of the responses to the 142 items and the percentage that responded to the various categories.

A complete list of the responses of the principals and administrators to the 142 items of Questionnaires B and C is given in Table 18. The percentage of response for each category on the four point scale (Not important - 1, Slightly important - 2, Important - 3, Very important - 4), and the overall mean for that item is also listed.
Table 18

Table of Responses to the Items in Questionnaires B and C

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N.B. If the responses percentage does not total 100, it is because of some responses that were missing.

* Not important - 1.0, Slightly important - 2.0, Important - 3.0, Very Important - 4.0.
Section II

This section is listed here so that it will assist in the interpretations of the codes used in the analysis that follows. Each topic has a code letter and number (e.g., C1, C2, etc.), and each item has been given a number to help for ready reference, Table 19.

In this section, the code used for each topic (C1, C2, C3, etc.), the items that make up that topic (e.g. C1 - items 1-6), and the mean of each item is listed in Table 18 (page 103). This is also based on the four-point scale mentioned earlier.

Section III

In this section the 50 items that had the highest means are presented sequentially. In Table 20, reference is also made to the topic area to which each item belongs. This chart is the top 30% of the choices of the principals and administrators.

In Table 20 a prioritized list of the fifty items considered most important by the principals and administrators is given. Here again the mean score of each item on a four-point scale was used to place them in rank order. (See Table 20, page 118)
Section II
Table 19
Topics and Coded Topics and Numbered Items of Questionnaires B and C

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<td>Effect improvement in the educational program:</td>
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<td>1</td>
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<td>Acquire a working knowledge of movements and trends in curriculum.</td>
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<td>2</td>
<td>3.43</td>
<td>Comprehend newer developments in teaching procedures, content in subject fields.</td>
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<tr>
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<td>Survey knowledge of philosophies</td>
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<td>Understand organizational patterns of schools.</td>
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<td>Development attitudes, skills and techniques leading to proficiency in effecting education and to develop techniques for using these forces.</td>
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<td>Identify and study the social, political and economic forces affecting education and to develop techniques for using these forces.</td>
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<td>Acquire a working knowledge of selection procedures and supervision and evaluation techniques.</td>
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<td>Acquire an understanding of current school employer-employee relations.</td>
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<td>9</td>
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<td>Develop skill in handling personnel problems basing decisions on sound principles of personnel administration.</td>
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<td>Develop skill and understanding in use of effective techniques in administrative leadership.</td>
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<td>Item Number</td>
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<td>Understand human motivation and group dynamics.</td>
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<td>Achieve proficiency in oral and written communication. Practical experience should be provided to develop policy positions, argumentation and opinion in both oral and written form.</td>
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<td>Develop competency in handling conflict situations and dealing with controversial issues.</td>
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<td>Develop skill and understanding of school-community relations.</td>
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<td>Interpret interaction with community forces particularly with school boards, community groups and leaders.</td>
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<td>Utilize the contributions of all concerned persons and groups in development of policy.</td>
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<td>Be able to work effectively with ethnic groups.</td>
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<td>Possess competency in decision-making based on factual data.</td>
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<td>Understand relations with news media.</td>
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<td>Know legal principles, statutes, and controlling case laws and be proficient in application to decisions and actions.</td>
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<td>Have knowledge of laws related to youth conduct, contracts, and liabilities.</td>
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<td>Know recent central and state laws and court cases affecting education.</td>
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<td>Develop skills and knowledge concerning use of management tools.</td>
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<td>Philosophical foundations of education</td>
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<td>I.</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
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<td>Student Needs: The principal will be able to:</td>
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<td>Instructional Models and Learning Theories: The principal will be able to:</td>
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<td>Supervision: The principal will be able to:</td>
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<td>61</td>
<td>3.34</td>
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<td>Utilize an effective planning model for developing and implementing curriculum designed to improve and maintain a high quality instructional program.</td>
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<td>62</td>
<td>3.18</td>
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<td>Utilize effective staff development procedures for personal and staff professional growth.</td>
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<td>63</td>
<td>3.30</td>
<td></td>
<td>Provide leadership in the development of goals and/or objectives at the program level, course or grade level, and unit level.</td>
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<td>64</td>
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<td>Demonstrate knowledge and application of various classroom supervision techniques appropriate to content areas, grade levels, and teaching styles.</td>
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<td>Demonstrate knowledge of curriculum support services available from other agencies.</td>
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<td>Personnel Evaluation: The principal will be able to:</td>
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<td>Provide leadership in the development of teaching performance standards and demonstrate ability to evaluate teaching performance.</td>
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<td>Demonstrate knowledge of legal requirements for dismissal procedures and demonstrate the ability to implement dismissal procedures when necessary.</td>
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<td>Program Evaluation: The principal will be able to:</td>
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<td>68</td>
<td>2.98</td>
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<td>Utilize both formative and summative evaluation data when making decisions related to the instructional program.</td>
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### II. MANAGEMENT

**M1**

Financial Planning and Resource Allocation: The principal will be able to:

- **69 3.30** Identify income sources for the budget and regulations governing categorical aid available to the school and relate this information to appropriate persons.

- **70 3.12** Demonstrate knowledge of the budget format.

- **71 3.19** Devise and implement a school level process to formulate and monitor a budget and expenditure plan, and then implement the approved plan.

- **72 3.18** Demonstrate ability to relate educational programs to cost factors and to apply sound financial procedures.

**M2**

Legal: The principal will be able to:

- **73 3.03** Demonstrate knowledge of the organizational pattern of public school governance.

- **74 2.82** Demonstrate knowledge of and ability to apply legal principles, statutes, and controlling case laws to decisions and actions.

- **75 2.64** Demonstrate knowledge of central and state laws and court cases affecting education including laws related to youth conduct, contracts and liability.

**M3**

Personnel: The principal will be able to:

- **76 3.18** Develop and/or use systematic needs assessment processes for assessing staff needs in relation to the instructional program.
<table>
<thead>
<tr>
<th>Topic Number</th>
<th>Item Number</th>
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<tr>
<td>77</td>
<td>3.24</td>
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<td>Demonstrate an understanding of current public school employer/employee relations.</td>
</tr>
<tr>
<td>78</td>
<td>3.16</td>
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<td>Demonstrate ability to interpret and implement an employee contract.</td>
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<tr>
<td>79</td>
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<td>Develop and/or implement an appropriate evaluation system providing for the improvement of skills needed by assessed individuals.</td>
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<td>3.21</td>
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<td>Demonstrate skill in making personnel decisions based on current principles of personnel administration.</td>
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**M4**

School Organization: The principal will be able to:

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<tr>
<td>81</td>
<td>3.17</td>
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<td>Develop and/or implement a school organization plan appropriate to pupil achievement and provide a rationale for existing policies and procedures.</td>
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<tr>
<td>82</td>
<td>3.43</td>
<td></td>
<td>Develop and/or implement equitable and effective staff duty schedules based upon the need to supervise pupils, other tasks to be performed, expertise of the staff members and the duty situations.</td>
</tr>
<tr>
<td>83</td>
<td>3.33</td>
<td></td>
<td>Develop a plan for the development of a master schedule including the time frame, course selection process, section assignment procedures, room assignment procedures and student assignments, plus methods to be employed in loading and altering the schedule when appropriate to the school level.</td>
</tr>
<tr>
<td>84</td>
<td>2.84</td>
<td></td>
<td>Develop a system for effective school and community use of site facilities.</td>
</tr>
<tr>
<td>85</td>
<td>2.74</td>
<td></td>
<td>Develop and implement a system for inventorying, ordering, delivering, and monitoring supplies.</td>
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Table 19. Continued

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<tr>
<td>86</td>
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<td>Develop school crisis action plans designed to provide for the safety and welfare of the students and others in the event of natural disasters or disruptions by strikes, riots, etc.</td>
</tr>
<tr>
<td>87</td>
<td>3.07</td>
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<td>Develop a student enrollment, attendance, and tardy monitoring system and procedures to cope with attendance and tardiness problems.</td>
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<tr>
<td>88</td>
<td>2.85</td>
<td></td>
<td>Organize a system that guarantees due process for pupils and total staff.</td>
</tr>
<tr>
<td>89</td>
<td>2.91</td>
<td></td>
<td>Organize decision making and communication procedures that include advisory groups and other school and community personnel affected by the decisions.</td>
</tr>
<tr>
<td>90</td>
<td>3.11</td>
<td></td>
<td>Develop a system for planning, monitoring and reviewing extra curricular activities that clarifies the roles to be played by the student body, outside organizations, the school board, and the general public.</td>
</tr>
</tbody>
</table>

M5 Internal Communications: The principal will be able to:

| 91           | 3.27        |      | Establish an effective two-way communication system utilizing a variety of procedures that allow for clarification and facilitation of communication among staff members, students, community members, and district level personnel. |
| 92           | 2.78        |      | Involve staff members, students, and community members in cooperatively developing a document for public dissemination that describes the communications network within the school community and that provides alternative methods for problem identification, validation, and solving. |
| 93.          | 3.00        |      | Develop a cooperative working relationship with other educators and utilize available district communication resources effectively. |
### Table 19, Continued

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<tr>
<td>III. POLITICAL AND CULTURAL AWARENESS</td>
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</table>

**P1**

**Political:** The principal will be able to:

94 3.39 Identify leaders and persons with leadership abilities among the students, faculty, staff, and other community members and facilitate their appropriate involvement in the development and implementation of the school's programs.

95 2.69 Identify, analyze, and utilize the political forces, trends, and philosophies that affect the local school environment.

96 2.74 Demonstrate knowledge of the authority and power structures within the area and utilize this knowledge in the development and implementation of the school's programs and policies.

97 2.84 Demonstrate ability to select appropriate strategies that help fulfill site needs when working with other administrators and the board of trustees.

98 2.52 Demonstrate knowledge of and an active professional interest in political trends, court cases, legislation and governmental regulations and policies.

99 2.35 Identify the political and cultural facets of State and Federal categorical programs and develop and implement a plan designed to satisfy the requirements of compliance reviews.

**P2**

**Cultural Awareness:** The Principal will be able to:

100 2.83 Identify the effects of cultural similarities and differences on the development and implementation of the school's programs.
Table 19. Continued

<table>
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<th>Topic Number</th>
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<tbody>
<tr>
<td>101</td>
<td>2.85</td>
<td>Develop and implement a plan to increase understanding of the cultural and philosophical differences between the students, community members, and school staff members.</td>
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</tr>
<tr>
<td>102</td>
<td>2.63</td>
<td>Identify and develop a cooperative working arrangement with various formal and informal groups such as employee organizations, ethnic or racial groups, and advisory or site councils.</td>
<td></td>
</tr>
</tbody>
</table>

IV. SELF AWARENESS

S1 Assessment Strategies: The Principal will be able to:

103 2.98 Assess personal school management leadership style through the use of one or more instruments.

104 2.80 Demonstrate knowledge of and utilize various strategies to assess the attitudes of the school constituencies.

105 3.32 Demonstrate an understanding of humanistic administration and love and how they are affected by personal behavior.

S2 Personal Stress Management: The Principal will be able to:

106 3.41 Recognize the cause of stress and develop a systematic plan to eliminate the causes.

107 3.26 Manage personal stress through an understanding of and the application of appropriate stress reducing techniques.

S3 Personal Time Management: The Principal will be able to:

108 3.57 Develop a plan for efficient and effective use of time.
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<th>Topic Number</th>
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|              | 109         | 3.41      | Use one or more techniques to prioritize lists of tasks to be accom­
|              |             |           | plished and complete the tasks in a systematic fashion.              |
|              | 110         | 3.39      | Establish an effective work plan designed to accomplish personal and
|              |             |           | professional tasks.                                                 |
|              | S4          |           | Self Motivation: The Principal will be able to:                      |
|              | 111         | 3.17      | Design a yearly personal growth plan and assess the degree of achieve
|              |             |           | ment.                                                                |
|              | 112         | 3.00      | Define long and short term career goals with reasonable timelines in
|              |             |           | order to establish a realistic professional growth profile.         |
|              | S5          |           | Positive Attitudes and Values: The Principal will be able to:        |
|              | 113         | 3.23      | Demonstrate ability to identify personal attitudes toward other mem­
|              |             |           | bers of the organization that affect achievement of educational goals.|
|              | 114         | 3.13      | Devise and use a problem solving model that accepts input from the total
|              |             |           | staff when resolving major problems.                                |
|              | 115         | 3.34      | Identify and utilize strategies for building trust among peers, teach­
|              |             |           | ers, community members, students and support personnel.             |
|              | V. LEADERSHIP |          |                                                                      |
|              | L1          |           | Team Building: The Principal will be able to:                         |
|              | 116         | 3.34      | Demonstrate the application of interpersonal relations skills in arti­
<p>|              |             |           | culating responses to staff needs, and developing positive morale.   |</p>
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<tr>
<td>117</td>
<td>3.12</td>
<td>Demonstrate conflict management skills in resolving issue.</td>
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<td>118</td>
<td>2.80</td>
<td>Encourage participation in and provide opportunities for program development and ownership.</td>
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<td>119</td>
<td>3.21</td>
<td>Demonstrate knowledge of and practice techniques designed to motivate persons to perform their duties effectively.</td>
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<td>120</td>
<td>2.90</td>
<td>Demonstrate knowledge of research and development techniques and participate in research and development projects in order to facilitate achievement of educational goals.</td>
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<tr>
<td>121</td>
<td>2.97</td>
<td>Demonstrate planning skills including needs identification, goals and objectives identification, task analysis, and the ability to implement plans related to goals.</td>
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L2

Decision Making: The Principal will be able to:

| 122         | 3.24        | Demonstrate the application of problem solving skills. |
| 123         | 3.64        | Demonstrate the ability to make decisions and to delegate responsibility when appropriate to do so. |
| 124         | 3.48        | Demonstrate ability to plan and organize meetings including agenda development and the selection of processes appropriate to the tasks to be accomplished. |

L3

Change: The Principal will be able to:

| 125         | 2.94        | Demonstrate knowledge of the principles of change theory and demonstrate the skills needed to implement them. |
Table 19. Continued

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<th>Topic Number</th>
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126 2.97 Demonstrate assessment and evaluation skills and maintain an updated needs assessment relative to current program strengths and weaknesses in order to identify and maintain effective programs.

127 3.21 Demonstrate attitudes, skills and use of techniques leading to proficiency in effecting change.

L4 Organizational Development: The Principal will be able to:

128 2.98 Demonstrate organizational and systems skills and provide timely reports and other responses requested by subordinates and superordinates.

129 2.94 Model group process skills and assist groups in resolving interpersonal conflicts or intergroup conflicts.

130 2.28 Demonstrate knowledge of the uses of electronic data processing techniques.

VI. HUMAN RELATIONS ABILITIES

H1 Community: The Principal will be able to:

131 2.85 Identify factors in the community, including both formal and informal organizations, that may have either a positive or negative effect on one or more of the school programs.

132 2.96 Provide for the involvement of the school in community problems that require mutual understanding.

133 2.95 Demonstrate an acceptance of and sensitivity to individual differences through practices that various community groups view in a positive manner.
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<tr>
<td>H2</td>
<td>134</td>
<td>3.57</td>
<td>Analyze the relationship of school morale, climate, and policies and actively work toward the development of a positive school climate.</td>
</tr>
<tr>
<td>H2</td>
<td>135</td>
<td>3.56</td>
<td>Devise and implement a discipline program designed to reflect school goals that leads to responsible student behavior.</td>
</tr>
<tr>
<td>H2</td>
<td>136</td>
<td>3.51</td>
<td>Develop and implement an equitable justice system.</td>
</tr>
<tr>
<td>H2</td>
<td>137</td>
<td>3.41</td>
<td>Develop a guidance program in the school that fosters positive growth in all students.</td>
</tr>
<tr>
<td>H2</td>
<td>138</td>
<td>3.00</td>
<td>Develop and implement a plan that provides for special recognition of contributions made by persons both on and off the school campus.</td>
</tr>
<tr>
<td>H3</td>
<td>139</td>
<td>3.00</td>
<td>Identify and analyze the social and political power structures on the school campus and use this knowledge to facilitate communications.</td>
</tr>
<tr>
<td>H3</td>
<td>140</td>
<td>3.02</td>
<td>Demonstrate ability to use group process skills in working with groups.</td>
</tr>
<tr>
<td>H3</td>
<td>141</td>
<td>3.31</td>
<td>Develop and implement a plan that encourages and facilitates open communication and trust.</td>
</tr>
<tr>
<td>H3</td>
<td>142</td>
<td>3.43</td>
<td>Demonstrate proficiency in oral and written communication.</td>
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## Section III

### Table 20

**Sequential List of the Top 50 Items of Questionnaires B and C**

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<td>21</td>
<td>106</td>
<td>3.41</td>
<td>S2</td>
<td>46</td>
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<td>22</td>
<td>57</td>
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<td>I2</td>
<td>47</td>
<td>113</td>
<td>3.23</td>
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<td>23</td>
<td>110</td>
<td>3.39</td>
<td>S3</td>
<td>48</td>
<td>80</td>
<td>3.21</td>
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<td>24</td>
<td>94</td>
<td>3.39</td>
<td>P1</td>
<td>49</td>
<td>119</td>
<td>3.21</td>
<td>L1</td>
</tr>
<tr>
<td>25</td>
<td>66</td>
<td>3.36</td>
<td>I4</td>
<td>50</td>
<td>127</td>
<td>3.21</td>
<td>L3</td>
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</tbody>
</table>
**Section IV**

In this section the average of the means of all the items in each of the thirty topics supplies the order of priority for each topic.

Table 21 gives a prioritized list of the thirty topics according to their means. The means of the items in each topic was averaged to supply the new mean, the mean of each topic, (e.g., C2 means 3.57 -- average of the means of items 7, 8 and 9).

**Section V**

Section V supplies the overall average of the means of all the topics in each general area. There were 12 general areas. They were:

1) C1/1-6 Effect improvement in the educational program.
2) C2/7-9 Develop an understanding of sound personnel management
3) C3/10-12 Develop skill and understanding in use of effective techniques in administrative leadership.
4) C4/13-17 Develop skill and understanding of school-community relations
5) C5/18-21 Achieve knowledge of governance and legal processes related to school.
6) C6/22-27 Acquire a foundational understanding of the principles and practices of school management.
7) I/1-5 Instructional Leadership
8) M/1-5 Management
### Section IV

#### Table 21

**A Prioritized List of Topic Means Questionnaires B and C**

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Topic Mean</th>
<th>Code</th>
<th>Item Numbers</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>3.57</td>
<td>C2</td>
<td>7-9</td>
<td>Develop an understanding of sound personnel management.</td>
</tr>
<tr>
<td>2</td>
<td>3.44</td>
<td>L2</td>
<td>122-124</td>
<td>Decision Making</td>
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<td>3</td>
<td>3.43</td>
<td>S3</td>
<td>108-110</td>
<td>Personal Time Management</td>
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<tr>
<td>4</td>
<td>3.38</td>
<td>C3</td>
<td>10-12</td>
<td>Develop skill and understanding in use of effective techniques in administrative leadership.</td>
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<tr>
<td>5</td>
<td>3.36</td>
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<td>134-138</td>
<td>School Climate</td>
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<td>6</td>
<td>3.30</td>
<td>S2</td>
<td>106-107</td>
<td>Personal Stress Management</td>
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<tr>
<td>7</td>
<td>3.27</td>
<td>I1</td>
<td>53-55</td>
<td>Student Needs</td>
</tr>
<tr>
<td>8</td>
<td>3.20</td>
<td>S5</td>
<td>113-115</td>
<td>Positive Attitudes and Values</td>
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<tr>
<td>9</td>
<td>3.19</td>
<td>I4</td>
<td>66-67</td>
<td>Personnel Evaluation</td>
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<tr>
<td>10</td>
<td>3.19</td>
<td>M1</td>
<td>69-72</td>
<td>Financial Planning and Resource Allocation</td>
</tr>
<tr>
<td>11</td>
<td>3.17</td>
<td>H3</td>
<td>139-142</td>
<td>Communications</td>
</tr>
<tr>
<td>12</td>
<td>3.10</td>
<td>M3</td>
<td>76-80</td>
<td>Personnel</td>
</tr>
<tr>
<td>13</td>
<td>3.08</td>
<td>I3</td>
<td>61-65</td>
<td>Supervision</td>
</tr>
<tr>
<td>14</td>
<td>3.07</td>
<td>S4</td>
<td>111-112</td>
<td>Self Motivation</td>
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<tr>
<td>15</td>
<td>3.05</td>
<td>C1</td>
<td>1-6</td>
<td>Effect improvement in the educational program.</td>
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<tr>
<td>16</td>
<td>3.03</td>
<td>I2</td>
<td>56-60</td>
<td>Instructional Models and Learning Theories</td>
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<td>17</td>
<td>3.02</td>
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<td>School Organization</td>
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Table 21. Continued

<table>
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<th>Topic Mean</th>
<th>Code</th>
<th>Item Number</th>
<th>Topic</th>
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</thead>
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<tr>
<td>18</td>
<td>3.02</td>
<td>L3</td>
<td>125-127</td>
<td>Change</td>
</tr>
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<td>19</td>
<td>2.99</td>
<td>S1</td>
<td>103-105</td>
<td>Assessment Strategies</td>
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<td>20</td>
<td>2.99</td>
<td>L1</td>
<td>116-121</td>
<td>Team Building</td>
</tr>
<tr>
<td>21</td>
<td>2.98</td>
<td>I5</td>
<td>68</td>
<td>Program Evaluation</td>
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<td>22</td>
<td>2.96</td>
<td>M5</td>
<td>91-93</td>
<td>Internal Communications</td>
</tr>
<tr>
<td>23</td>
<td>2.94</td>
<td>C6</td>
<td>22-27</td>
<td>Acquire a foundational understanding of the principles and practices of school management.</td>
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<tr>
<td>24</td>
<td>2.91</td>
<td>C5</td>
<td>18-21</td>
<td>Achieve knowledge of governance and legal processes related to schools.</td>
</tr>
<tr>
<td>25</td>
<td>2.89</td>
<td>H1</td>
<td>131-133</td>
<td>Community</td>
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<tr>
<td>26</td>
<td>2.86</td>
<td>C4</td>
<td>13-17</td>
<td>Develop skill and understanding of school-community relations.</td>
</tr>
<tr>
<td>27</td>
<td>2.79</td>
<td>M2</td>
<td>73-75</td>
<td>Legal</td>
</tr>
<tr>
<td>28</td>
<td>2.74</td>
<td>P2</td>
<td>100-102</td>
<td>Cultural Awareness</td>
</tr>
<tr>
<td>29</td>
<td>2.72</td>
<td>L4</td>
<td>128-130</td>
<td>Organizational Development</td>
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<tr>
<td>30</td>
<td>2.71</td>
<td>P1</td>
<td>94-99</td>
<td>Political</td>
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Section V
Table 22
Priority Areas in Educational Administration
Questionnaires B and C

<table>
<thead>
<tr>
<th>Code</th>
<th>Area Mean</th>
<th>Area of Priority</th>
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<tr>
<td>C2</td>
<td>3.57</td>
<td>Develop an understanding of sound personnel management.</td>
</tr>
<tr>
<td>C3</td>
<td>3.38</td>
<td>Develop skill and understanding in the use of effective techniques in administrative leadership.</td>
</tr>
<tr>
<td>S</td>
<td>3.20</td>
<td>Self Awareness</td>
</tr>
<tr>
<td>H</td>
<td>3.14</td>
<td>Human Relations Abilities</td>
</tr>
<tr>
<td>I</td>
<td>3.14</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>C1</td>
<td>3.05</td>
<td>Effect improvement in educational program</td>
</tr>
<tr>
<td>L</td>
<td>3.04</td>
<td>Leadership</td>
</tr>
<tr>
<td>M</td>
<td>3.01</td>
<td>Management</td>
</tr>
<tr>
<td>C5</td>
<td>2.91</td>
<td>Achieve language of governance and legal processes related to schools.</td>
</tr>
<tr>
<td>C4</td>
<td>2.86</td>
<td>Develop skill and understanding of school community relations.</td>
</tr>
<tr>
<td>P</td>
<td>2.73</td>
<td>Political and Cultural Awareness</td>
</tr>
</tbody>
</table>
9) P/1-2 Political and Cultural Awareness
10) S/1-5 Self Awareness
11) L/1-4 Leadership
12) H/103 Human Relation Abilities

In Table 22, a list of the general areas of competencies are presented in order of priority. This sequence represents the general areas that principals and administrators believed were needed in an administrator's preparation program for India.

Summary

Chapter 4 presents an analysis of the data made available by the questionnaires (Appendices A, B, and C). The data were presented in two parts. The first part analyzed the first questionnaire (Appendix A) and the second part presented in five sections, the data from the second questionnaire (Appendices B and C).

The data indicated the general area of preparation administrators and principals believed were important in an administrative program. Chapter 5 presents the conclusions, a suggested preparatory program for school administrators, and recommendations.
Chapter V

CONCLUSIONS, MODEL PROGRAM AND RECOMMENDATIONS

The major purpose of this study was to develop a model program for the preparation of high school principals and/or administrators for India. This study reviewed educational administration in the United States, England and India in order to suggest (1) the courses to be taught and the related experiences, (2) the entrance requirements for the students, (3) the duration of the program and awarding of diploma/degree, and (4) the resources needed for the initiation of such a program.

Conclusions

The following general conclusions were reached:

(1) The programs in educational administration are inadequate for preparing principals and educational administrators in India. There needs to be an improvement in such programs.

(2) The following areas of educational administration were considered important in a program for the preparation of educational administrators in India by principals and administrators as determined by the data:
(a) Nurture an understanding of sound personnel management.

(b) Develop skill and understanding in the use of effective techniques in administrative leadership.

(c) Nurture self awareness with special emphasis on assessment strategies, personal stress management, personal time management, self-motivation, and positive attitudes and values.

(d) Stress Human Relations Abilities with reference to community, school climate, and communications.

(e) Strengthen Instructional leadership with competencies in assessing students' needs, knowledge of instructional models and learning theories, supervision, personnel evaluation and program evaluation.

(f) Improve the educational program.

(g) Develop Leadership: emphasizing team building, decision making and problem solving skill development, and the ability to effect change.

(h) Teach Management Skills: including (i) financial planning and resource allocation, (ii) law and its application to school situation, (iii) school organization, and (iv) internal and external communication.
(i) Emphasize Political and Cultural Awareness: working with school related groups and governmental agencies.

(3) Entrance requirements into administrative preparation should be based upon prior work or degrees, including grade point average and years of teaching experience.

(4) The average time for completion of a preparation program by a full-time student would be one year and two years for a part-time student.

The Program

The proposed model program suggested by the data is detailed under the following headings: (1) The purposes and objectives, (2) The Diploma/Degree to be awarded, (3) Pre-requisites for admission, (4) Program structure and requirements for completion, (5) Content, (6) Funding and Financing of the program, (7) The faculty, and (8) The facilities.

(1) Purposes and Objectives

The purpose of the program is to prepare persons for positions in educational administration, including the (1) Principal, (2) Assistant/Vice Principal, (3) Administrator of Educational Institutions or (4) Inspector of Schools. As stated in the Kothari Commission, the purpose should be to train administrators so that they can be oriented "to
the program of educational expansion and improvement \(^1\) that must be brought about in India.

The objectives are (1) to provide professionally prepared administrative leaders for the educational institutions of the country, and (2) to improve the leadership ability of those who currently are serving as administrators and principals, by completing specific courses in the total program.

(2) Diploma

This would be a post-graduate experience. At the satisfactory completion of the program, the student will be awarded a Diploma in Educational Administration.

(3) Pre-requisites for Admission

In that this program is basically for the preparation of principals, any regulations stipulated by the Department of Education must be taken into account. The Headmasters' Manual states that the Principal/Headmaster must be a "trained M.A., M.Sc., with five years teaching experience in a recognized secondary school." \(^2\)

The above rule would apply in all future cases. But what happens to that vast number of principals and


administrators who are already in service? This program is specifically meant to help those principals by making available a program of courses that are offered in the evenings, on weekends and during vacations. Therefore, admission would be granted to:

(1) Those who are already in the post of a principal or vice-principal, or in any other educational administrative position,

(2) Anyone who holds a Master's Degree and a B.Ed. or B.T. or any other teachers training diploma and has completed five years of teaching experience in a recognized school.

As soon as the backlog of untrained Principals and Vice Principals is completed in an area, the program should be opened to other teachers who meet the above requirements. This would help prepare the next generation of educational leaders while they are still under the aegis of their present principals.

(4) Program Structure and Graduation Requirements

(a) Duration. The program would be designed for those who already hold a Master's degree and appropriate teacher training. It could be completed by a full-time student in one year.

(b) Minimum Semester Hours.

First Session - 15 weeks.

4 courses of 3 hours meeting once per week.
Second Session - 15 weeks.
   4 courses of 3 hours meeting once per week.
Summer Session - 3 weeks.
   2 courses of 3 hours meeting each, 5 days per week.
Total number of courses - 10, totalling 30 units
Total number of hours - 45 per course or 450 hours total.

(c) Required Courses. The following list of courses are recommended from the results of the questionnaire and data gathered.

(1) Personnel Management
(2) Educational Leadership
(3) Organization and Control of Schools
(4) School Law and School Business Management
(5) Instructional Leadership
(6) Improvement of Educational Programs
(7) School-Community Relations
(8) Statistics
(9) Techniques of Research
(10) Project - Field Experience

(5) Content

The data indicated the content of each course should contain the following topics:
I. Personnel Management:
   A. Human Resources and the School System
   B. Planning Concepts Related to the Personnel Function
   C. Organizing of the Personnel Functions
   D. Human Resources Planning
   E. Recruitment of Personnel
   F. Selection of Personnel
   G. Induction of Personnel
   H. Appraisal of Personnel--the Foundations and Process
   I. Development of Personnel
   J. Compensation of Personnel
   K. Personnel Office Functions

II. Educational Leadership: Principalship
   A. An Overview of Educational Administration
   B. Theoretical Models in Educational Administration
      1. Model of Administrative Practice
      2. Scientific Management Model
      3. Bureaucratic Theories
      4. Human Relations
      5. The Science of Administration
   C. The School as a Political Organization
      1. Influence, Power and Authority Patterns
      2. Community Power Structure
      3. Interests of Students and Parents
      4. Teachers and their Organizations.
D. Policy-making
   1. Identification of needed policies
   2. Policy analysis and consequences of policy implementation

E. Influence of Central and State Governments on Education

F. Administrative Tasks and Roles

G. Management Principles

H. Planning and the Time Management in Education

I. Decision-Making Process

J. Leadership Styles

III. Organization and Control of Schools
   A. The Process, Science and Innovative Dimensions of Educational Administration
      1. The Administrative Process
      2. Communication and Planning
      3. Motivation of employees
      4. Managing Change

   B. The Administrative Hierarchy and Team

   C. Practical Dimensions in Educational Administration
      1. Pupil Personnel Administration
      2. Staffing: Selection, Assignment, and Evaluation
      3. Curriculum and Instructional Leadership
      4. Instructional Organization
      5. Pupil Assessment
      6. Promotion Policies
7. School Finance
8. Management of School Facilities
9. Public Relations
10. Accountability and Appraisals of Educational Administrators
11. Making a School Schedule

IV. School Law:

A. Laws relative to school administration

1. Rights of Administrators, School Boards and Schools
2. Court system organization as related to Ministry of Education
3. Admission and Attendance Regulations
4. Religion and Schools
5. Student Regulation and Control; student rights
6. Teacher Employment Criteria; teacher rights
7. Private Schools
8. Personnel policies, rules and regulations
9. Suspension and Expulsion of Students
10. Contracts

B. School Business Management

1. Budgeting
2. Public and Private School Financing
3. Sources of Income
4. Financial Planning; long and short range
5. Management of School Business: Accounting, food, salary schedules, and similar programs.
V. Instructional Leadership

A. Supervision--Introduction--An Organizational Imperative

B. Evaluation--Definition, Planning, Goals, Needs Assessment

C. Steps in Clinical Supervision

D. Teacher Evaluation

E. Selection and Improvement of Curriculum Materials

F. The School Library

G. Evaluation Student Progress

H. Other Needs of Youth

I. Curriculum through the years

J. Curriculum Improvement
   1. Role of Teacher
   2. Role of Supervision/Principal

VI. Improvement of Educational Program

A. Assessing Program Relevance

B. Planning Program Improvements

C. Implementing Program Improvements

D. Evaluating Program Change

E. Staff Development Activities

F. Use of Test for Instructional Improvement

G. Managing extra-curricular activities

VII. School-Community Relations

A. School-Community Relations-definition
B. Pressure Groups  
C. Education and Community Power Structures  
D. Assessing Community Needs  
E. Determining Community Resources  
F. Public Relations  
G. Participation and Involvement  

VIII. Statistics  

A. Basic Concepts of Statistics  
B. Frequency Distributions and their graphic representations.  
C. Averages  
D. Measures of Variation, Skewness and Kurtosis  
E. Probability and the Binomial Distribution  
F. The Normal Curve  
G. Correlation  
H. Prediction in Relation to Correlation  
I. Sampling  
J. Estimation  
K. Tests of Significance: Means, other Statistics  
L. Chi-Square  
M. Rank Correlation Methods and Other Varieties  
N. Transformations: Their Nature and Purpose  
O. The Structure and Planning of Experiments  
P. Analysis of Variance: One-way, two-way classification  
Q. Analysis of Co-Variance
R. Trend Analysis
S. Errors of Measurement
T. Partial and Multiple Correlations

IX. Techniques of Research

The basic objective of this course would be to develop the student's operational expertise in research and evaluation of educational problems. S/he should be able to:

A. interpret findings of research;
B. adapt findings to use for school development;
C. supervise, interpret and initiate evaluation;
D. conduct a research study to find solutions to educational problems;
E. identify major problems in educational administration and find solutions
F. direct research with the objective of providing additional knowledge about educational administration in India

Other areas of study would include:

G. Methods of Acquiring Knowledge
H. The Scientific Method
I. Nature of Observation
J. Documentation in Problem Solving
K. Nature of Measurement
L. Tools of Research
M. Analysis of the Problem
N. Solution of the Problem
O. Types of Research
P. Writing the Research Report

X. Project/Field Experience

The purpose of this course is to bridge the gap between the theory of the classroom and the reality of the world of administration. The student should participate at the school site in such activities as:

A. Personnel Selection
B. Personnel Administration
C. Staff Development
D. Budget Management
E. Development of Class Schedules
F. Board Meetings
G. Supervising Teaching Performance
H. Selecting Instructional Materials
I. Plan and Conduct Faculty Meetings
J. Assist in Decision-Making
K. Help in Developing/Preparing Reports
L. Review School Policies

The topics that are given under each area of study are by no means an exhaustive list, just as the ten topics mentioned in the program are not the only areas of educational administration. Changes and improvements will add vitality to the program.
(6) Funding and Financing of Program

Until funds are available from either the government or private agencies, tuition fees would be needed to cover the expenses of the facilities, the faculty, and the program as a whole.

(7) Faculty

The effectiveness and success of this program would be dependent upon the availability of trained faculty. Training in educational administration for the lecturer, either in India or in the United States or England, is absolutely essential before this program can be effectively implemented. Once an initial group of educational administrators is trained, the faculty becomes more easily available. Each faculty member must possess at least a Master's degree and have a teacher's training degree. A doctorate in the field would, of course, be preferable.

(8) Facility

The facilities should meet the basic requirements for the program and be able to handle the student body. The physical facility should meet any state requirements relative to size, lighting, and safety. A library and an instructional materials center are absolutely essential to the program with the additional supplement of relevant journals and magazines and the instructional materials.
Recommendations

(1) The major recommendation from this study is that the Ministry of Education at the Central and State levels, private agencies interested and involved with education, and institutes of education and teacher education colleges should influence the implementation of a program for the preparation of educational administrators.

(2) The Universities should take the lead in initiating programs for the preparation of educational administrators.

(3) Further planning should be done for the development and commencement of programs for the preparation of educational administrators.

(4) A date should be set by which untrained principals should have completed a program in educational administration. After that date the diploma/degree in educational administration should become a prerequisite for appointment to the post of principal or educational administrator. It is recommended that an implementation time-line be established.
BIBLIOGRAPHY


Halpin, Andrew W. *Administrative Theory in Education*. Chicago: Midwest Administration Center, University of Chicago, 1958.


Government Publications


**Prospectuses**


University of the Pacific, School of Education, Department of Educational Administration/Supervision information sheet.
Unpublished Sources

Non-theses


Eric Documents


Mathur, V. S. New Challenges in Educational Administration. EJ 037 389, March, 1971

Unpublished Sources


Periodicals


APPENDIX A

QUESTIONNAIRE

1. Name of Institution__________________________________________

2. Address_____________________________________________________

3. School size (Circle the highest grade) KG 1 2 3 4 5 6 7 8 9 10 11 12

4. Medium of Instruction_________ No. of Students_

5. Principal's Name (Optional)____________________________________

6. Principal's Qualification_________ Type of School:

   Boys'
   Girls'
   Co-ed

7. Principal's Experience: 1. Teaching _______ years
   2. Administration______ years

8. Which title best describes your present position?
   1. _______ School Administrator
   2. _______ Assistant Administrator
   3. _______ Business Manager
   4. _______ Burser
   5. _______ Curriculum Director
   6. _______ High School Principal
   7. _______ Assistant/Vice High School Principal
   8. _______ Junior High School Principal
   9. _______ Elementary School Principal
10. ________ Headmaster/Headmistress
11. ________ Other (please specify)______

I. Have you had any "formal training" and "preparation" in any of the following areas?

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<thead>
<tr>
<th></th>
<th>YES</th>
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<tbody>
<tr>
<td>1.</td>
<td>Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Personnel Administration</td>
<td></td>
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<tr>
<td>3.</td>
<td>Finance</td>
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<tr>
<td>4.</td>
<td>Business Management and Practice</td>
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<td>5.</td>
<td>School Plant Management</td>
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<tr>
<td>6.</td>
<td>Auxiliary Services</td>
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<tr>
<td>7.</td>
<td>Pupil-Personnel Guidance</td>
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<tr>
<td>8.</td>
<td>Community Relations</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Staff Relations</td>
<td></td>
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<tr>
<td>10.</td>
<td>School Board Relations</td>
<td></td>
</tr>
</tbody>
</table>

II. Please check the appropriate column. You may check more than one column.

1. Preparation and improvement of the Curriculum (CI)
2. Selection of text books and instructional materials (CI)
3. Initiation of change in the Curriculum (CI)
4. Evaluation of Instruction (CI)
5. Supervision of individual teaching (CI)
6. Employing community resources in the instructional program (CI)
7. Preparation of criteria for selection of teachers (PA)
8. Teacher's interview--how to conduct it (PA)
9. Teacher selection (PA)
10. Development of schedules and work loads (PA)
11. Evaluation of teaching personnel (PA)
12. Evaluation of non-teaching personnel
13. Solving staff morale problems (PA)
14. Regarding the suspension and dismissal of employees (PA)
15. Preparation of the budget (F)
16. Administration of the budget (F)
17. Preparation of financial statement for the Board (F)
18. Formulation and evaluation of salary schedules (F)
19. Computation of per pupil costs and various other statistical data (F)
20. Payroll preparation and procedure (F)

21. Providing a system of financial accounting (F)

22. Systematic control of records and funds (BMP)

23. Businesslike and ethical purchase procedures (BMP)

24. Study of equipment and supply needs (BMP)

25. Preparation of specification for bids and purchasing (BMP)

26. Co-ordination of orders, payments and receipts (BMP)

27. Analyzing the expenditures of the school (BMP)

28. Evaluation and selection of existing sites and facilities (SP)

29. Determining the educational requirements of the new building (SP)

30. Planning for a new building and equipment with the architect (SP)

31. Evaluation of building and site plans (SP)

32. Letting the bids for construction (SP)

33. Supervision during construction (SP)

34. Daily operation and maintenance program (SP)

35. Establishing of duties and schedules (SP)
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<tr>
<td>36.</td>
<td>Determining the amount of coverage for insurance (SP)</td>
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<td>37.</td>
<td>Evaluation of transport needs (AS)</td>
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<td>38.</td>
<td>School bus scheduling (AS)</td>
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<td>39.</td>
<td>Operation and maintenance of school buses (AS)</td>
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<td>40.</td>
<td>Development of regulations governing operation of school buses (AS)</td>
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<td>41.</td>
<td>Management of finance of the cafeteria (AS)</td>
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<td>42.</td>
<td>Providing guidance services for all children (PPG)</td>
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<td>43.</td>
<td>Administration of the guidance and testing program (PPG)</td>
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<td>44.</td>
<td>Planning and evaluation of individual guidance (PPG)</td>
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<td>45.</td>
<td>Developing procedures for reporting to parents (PPG)</td>
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<td>46.</td>
<td>Developing competency in human relations (CR)</td>
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<td>47.</td>
<td>Organizing school and community surveys (CR)</td>
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<td>48.</td>
<td>Developing system of communication surveys (CR)</td>
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<td>49.</td>
<td>Providing for adult education (CR)</td>
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<td>50.</td>
<td>Utilizing parent conferences (CR)</td>
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<td>51.</td>
<td>Promoting staff growth through staff meetings (SR)</td>
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<td>52.</td>
<td>Promoting staff growth through participation in professional organizations (SR)</td>
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</table>
53. Promoting staff growth through in-service training (SR)

54. Preparation of board agenda (SBR)

55. Advising the board on policy formulation (SBR)

56. Executing board policy (SBR)

57. Keeping the board informed (SBR)

58. Preparation of reports for board (SBR)

59. Developing a sound working relationship with the board (SBR)

60. Developing and providing opportunities for the board to meet and work with the staff (SBR)
APPENDIX B

COMPETENCY

1. Effect improvement in the educational program:
   a) Acquire a working knowledge of movements and trends in curriculum.
   b) Comprehend newer developments in teaching procedures, content in subject fields.
   c) Survey knowledge of philosophies.
   d) Understand organizational patterns of schools.
   e) Develop attitudes, skills and techniques leading to proficiency in effecting improvements.
   f) Identify and study the social, political and economic forces affecting education and to develop techniques for using these forces.

2. Develop an understanding of sound personnel management.
   a) Acquire a working knowledge of selection procedures and supervision and evaluation techniques.
   b) Acquire an understanding of current school employer-employee relations.
   c) Develop skill in handling personnel problems basing decisions on sound principles of personnel administration.

3. Develop skill and understanding in use of effective techniques in administrative leadership.
   a) Understand human motivation and group dynamics.
b) Achieve proficiency in oral and written communication. Practical experience should be provided to develop policy positions, argumentation and opinion in both oral and written form.

c) Develop competency in handling conflict situations and dealing with controversial issues.

4. Develop skill and understanding of school-community relations.

a) Interpret interaction with community forces particularly with school boards, community groups and leaders.

b) Utilize the contributions of all concerned persons and groups in development of policy.

c) Be able to work effectively with ethnic groups.

d) Possess competency in decision-making based on factual data.

e) Understand relations with news media.

5. Achieve knowledge of governance and legal processes related to schools.

a) Understand organizational pattern of school government.

b) Know legal principles, statutes, and controlling case laws and be proficient in application to decisions and actions.
c) Have knowledge of laws related to youth conduct, contracts, and liabilities.

d) Know recent central and state laws and court cases affecting education.

6. Acquire a foundational understanding of the principles and practices of school management.

a) Establish skills in all aspects of planning to include practice in task analysis, the setting of goals and objectives and the implementing of plans related to goals.

b) Develop skill in relating educational programs to cost factors and applying sound financial procedures.

c) Achieve an understanding of research and development techniques and skills by participating in research and development projects.

d) Develop skills and knowledge concerning use of management tools.

e) Achieve proficiency in evaluation techniques related to a school organization.

f) Acquire an understanding of sound public school budget procedures including program budgeting.
MISCELLANEOUS ADDITIONAL COMPETENCIES:
7. Understanding and dealing with stress.
8. Competency in another language.
10. Public relations: communicating with the parents, community and other agencies.
11. Time management.
12. Supervision and emphasis on supervision and evaluation.
13. Leadership in instructional improvement.
15. School-wide discipline strategies.
16. Guidance and counseling techniques.
17. Administration and implementation of bi/trilingual programs.
18. Methods of physical education instruction.
19. How to deal with school violence.
20. Implementation of special programs.
22. Problem solving techniques.
23. Self-understanding.
27. The role of the state department in education.
29. Team-building.
30. School office procedures.
31. Philosophical foundations of education.

We are most interested in any general and additional comments that you would make regarding your formal preparation as a school principal. Thank you for your help.

Please mail to: R. Shaw, 18, Royd Street, Calcutta-700 016.
APPENDIX C

COMPETENCIES FOR SCHOOL PRINCIPALS

1. INSTRUCTIONAL LEADERSHIP

I. STUDENT NEEDS

The principal will be able to:

A. Demonstrate knowledge of the physical, emotional, social, and intellectual growth and development needs of pupils and how those needs are met through the various curricula, instructional methods, and materials.

B. Demonstrate knowledge of the scope and sequence, the teaching strategies, and the expected outcomes of the various curricular areas.

C. Demonstrate the ability to identify student learning strengths, modalities, and handicaps and implement a management system for monitoring progress.

II. INSTRUCTIONAL MODELS AND LEARNING THEORIES

The principal will be able to:

D. Indicate the various goals of education and how the curriculum accomplishes them.

E. Utilize staff members, community members, and students, when appropriate to do so, in developing an educational philosophy, goals, and objectives.
F. Indicate how specific school activities contribute toward the attainment of the philosophy, goals, and objectives.

G. Demonstrate comparative knowledge of various theories and models of curriculum, teaching, and learning.

H. Demonstrate knowledge of current curriculum developments and trends.

III. SUPERVISION

The principal will be able to:

I. Utilize an effective planning model for developing and implementing curriculum designed to improve and maintain a high quality instructional program.

J. Utilize effective staff development procedures for personal and staff professional growth.

K. Provide leadership in the development of goals and/or objectives at the program level, course or grade level, and unit level.

L. Demonstrate knowledge and application of various classroom supervision techniques appropriate to content areas, grade levels, and teaching styles.

M. Demonstrate knowledge of curriculum support services available from other agencies.
IV. PERSONNEL EVALUATION

The principal will be able to:

N. Provide leadership in the development of teaching performance standards and demonstrate ability to evaluate teaching performance.

O. Demonstrate knowledge of legal requirements for dismissal procedures and demonstrate the ability to implement dismissal procedures when necessary.

V. PROGRAM EVALUATION

The principal will be able to:

P. Utilize both formative and summative evaluation data when making decisions related to the instructional program.

2. MANAGEMENT

I. FINANCIAL PLANNING AND RESOURCE ALLOCATION

The principal will be able to:

A. Identify income sources for the budget and regulations governing categorical aid available to the school and relate this information to appropriate persons.

B. Demonstrate knowledge of the budget format.
C. Devise and implement a school level process to formulate and monitor a budget and expenditure plan, and then implement the approved plan.

D. Demonstrate ability to relate educational programs to cost factors and to apply sound financial procedures.

II. LEGAL

The principal will be able to:

E. Demonstrate knowledge of the organizational pattern of public school governance.

F. Demonstrate knowledge of and ability to apply legal principles, statutes, and controlling case laws to decisions and actions.

G. Demonstrate knowledge of central and state laws and court cases affecting education including laws related to youth conduct, contracts and liability.

III. PERSONNEL

The principal will be able to:

H. Develop and/or use systematic needs assessment processes for assessing staff needs in relation to the instructional program.
I. Demonstrate an understanding of current public school employer/employee relations.

J. Demonstrate ability to interpret and implement an employee contract.

K. Develop and/or implement an appropriate evaluation system providing for the improvement of skills needed by assessed individuals.

L. Demonstrate skill in making personnel decisions based on current principles of personnel administration.

IV. SCHOOL ORGANIZATION

The principal will be able to:

M. Develop and/or implement a school organizational plan appropriate to pupil achievement and provide a rationale for existing policies and procedures.

N. Develop and/or implement equitable and effective staff duty schedules based upon the need to supervise pupils, other tasks to be performed, expertise of the staff members and the duty situations.

O. Develop a plan for the development of a master schedule including the time frame, course selection process, section assignment procedures, room assignment procedures and student assignments, plus methods to be employed in loading and altering the schedule when appropriate to the school level.
P. Develop a system for effective school and community use of site facilities.

Q. Develop and implement a system for inventorying, ordering, delivering, and monitoring supplies.

R. Develop school crisis action plans designed to provide for the safety and welfare of the students and others in the event of natural disasters or disruptions by strikes, riots, etc.

S. Develop a student enrollment, attendance, and tardy monitoring system and procedures to cope with attendance and tardiness problems.

T. Organize a system that guarantees due process for pupils and total staff.

U. Organize decision making and communication procedures that include advisory groups and other school and community personnel affected by the decisions.

V. Develop a system for planning, monitoring and reviewing extra curricular activities that clarifies the roles to be played by the student body, outside organizations, the school board, and the general public.

V. INTERNAL COMMUNICATIONS

The principal will be able to:

W. Establish an effective two-way communication system utilizing a variety of
procedures that allow for clarification and facilitation of communication among staff members, students, community members, and district level personnel.

X. Involve staff members, students, and community members in cooperatively developing a document for public dissemination that describes the communications network within the school community and that provides alternative methods for problem identification, validation, and solving.

Y. Develop a cooperative working relationship with other educators and utilize available district communication resources effectively.

3. POLITICAL AND CULTURAL AWARENESS

I. POLITICAL

The principal will be able to:

A. Identify leaders and persons with leadership abilities among the students, faculty, staff, and other community members and facilitate their appropriate involvement in the development and implementation of the school's programs.

B. Identify, analyze, and utilize the political forces, trends, and philosophies that affect the local school environment.
C. Demonstrate knowledge of the authority and power structures within the area and utilize this knowledge in the development and implementation of the school's programs and policies.

D. Demonstrate ability to select appropriate strategies that help fulfill site needs when working with other administrators and the board of trustees.

E. Demonstrate knowledge of and an active professional interest in political trends, court cases, legislation and governmental regulations and policies.

F. Identify the political and cultural facets of State and Federal categorical programs and develop and implement a plan designed to satisfy the requirements of compliance reviews.

II. CULTURAL AWARENESS

The principal will be able to:

G. Identify the effects of cultural similarities and differences on the development and implementation of the school's programs.

H. Develop and implement a plan to increase understanding of the cultural and philosophical differences between the students, community members, and school staff members.
I. Identify and develop a cooperative working arrangement with various formal and informal groups such as employee organizations, ethnic or racial groups, and advisory or site councils.

4. SELF AWARENESS

I. ASSESSMENT STRATEGIES

The principal will be able to:

A. Assess personal school management leadership style through the use of one or more instruments.

B. Demonstrate knowledge of and utilize various strategies to assess the attitude of the school constituencies.

C. Demonstrate an understanding of humanistic administration and love and how they are affected by personal behavior.

II. PERSONAL STRESS MANAGEMENT

The principal will be able to;

D. Recognize the cause of stress and develop a systematic plan to eliminate the causes.

E. Manage personal stress through an understanding of and the application of appropriate stress reducing techniques.
III. PERSONAL TIME MANAGEMENT

The principal will be able to:

F. Develop a plan for efficient and effective use of time.

G. Use one or more techniques to prioritize lists of tasks to be accomplished and complete the tasks in a systematic fashion.

H. Establish an effective work plan designed to accomplish personal and professional tasks.

IV. SELF MOTIVATION

The principal will be able to:

I. Design a yearly personal growth plan and assess the degree of achievement.

J. Define long and short term career goals and reasonable timelines in order to establish a realistic professional growth profile.

V. POSITIVE ATTITUDES AND VALUES

The principal will be able to:

K. Demonstrate ability to identify personal attitudes toward other members of the organization that affect achievement of educational goals.
L. Devise and use a problem solving model that accepts input from the total staff when resolving major problems.

M. Identify and utilize strategies for building trust among peers, teachers, community members, students and support personnel.

5. LEADERSHIP

I. TEAM BUILDING

The principal will be able:

A. Demonstrate the application of interpersonal relations skills in articulating responses to staff needs, and developing positive morale.

B. Demonstrate conflict management skill in resolving issue.

C. Encourage participation in and provide opportunities for program development and ownership.

D. Demonstrate knowledge of and practice techniques designed to motivate persons to perform their duties effectively.

E. Demonstrate knowledge of research and development techniques and participate in research and development projects in order to facilitate achievement of educational goals.
F. Demonstrate planning skills including needs identification, goals and objectives identification, task analysis, and the ability to implement plans related to goals.

II. DECISION MAKING

The principal will be able to:

G. Demonstrate the application of problem solving skills.

H. Demonstrate the ability to make decisions and to delegate responsibility when appropriate to do so.

I. Demonstrate ability to plan and organize meetings including agenda development and the selection of processes appropriate to the tasks to be accomplished.

III. CHANGE

The principal will be able to:

J. Demonstrate knowledge of the principles of change theory and demonstrate the skills needed to implement them.

K. Demonstrate assessment and evaluation skills and maintain an updated needs assessment relative to current program strengths and weaknesses in order to identify and maintain effective programs.
L. Demonstrate attitudes, skills and use of techniques leading to proficiency in effecting change.

IV. ORGANIZATIONAL DEVELOPMENT

The principal will be able to:

M. Demonstrate organizational and systems skills and provide timely reports and other responses requested by subordinates and superordinates.

N. Model group process skills and assist groups in resolving interpersonal conflicts or intergroup conflicts.

O. Demonstrate knowledge of the uses of electronic data processing techniques.

6. HUMAN RELATIONS ABILITIES

I. COMMUNITY

The principal will be able to:

A. Identify factors in the community, including both formal and informal organizations, that may have either a positive or negative effect on one or more of the school programs.

B. Provide for the involvement of the school in community problems that require mutual understanding.
C. Demonstrate an acceptance of and sensitivity to individual differences through practices that various community groups view in a positive manner.

II. SCHOOL CLIMATE

The principal will be able to:

D. Analyze the relationship of school morale, climate, and policies and actively work toward the development of a positive school climate.

E. Devise and implement a discipline program designed to reflect school goals that leads to responsible student behavior.

F. Develop and implement an equitable justice system.

G. Develop a guidance program in the school that fosters positive growth in all students.

H. Develop and implement a plan that provides for special recognition of contributions made by persons both on and off the school campus.

III. COMMUNICATIONS

The principal will be able to:

I. Identify and analyze the social and
political power structures on the school campus and use this knowledge to facilitate communications.

J. Demonstrate ability to use group process skills in working with groups.

K. Develop and implement a plan that encourages and facilitates open communication and trust.

L. Demonstrate proficiency in oral and written communication.
APPENDIX D

1. AIM OF THE COURSE

The basic aim of the course will be to improve the managerial capacity of the course members within their own organization by attempting to develop management skills and techniques and their application to institutions of further and higher education.

2. COURSE STRUCTURE

<table>
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<th>Duration</th>
<th>Two academic years</th>
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<tr>
<td>Structure</td>
<td>One day per week, from 9:30 a.m. - 4:30 p.m., over a total of 30 weeks in each of the two years of the course, i.e., 60 weeks for six hours per week = 360 hours total.</td>
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3. ADMISSION TO THE COURSE

Entrants to the course will be EITHER

i) Senior staff holding posts of responsibility in institutions of further and higher education and possessing graduate or qualified teacher status.

OR

ii) Educational administrators in institutions of further and higher education possessing graduate or equivalent professional qualifications.
4. **TEACHING/LEARNING SITUATION**

Each day course members will examine two topics by means of a formal introduction, e.g., lecture, film, film-strip demonstration, etc., of one hour's duration followed by a detailed analysis by means of a group project, syndicate discussion, case study exercise, simulation exercise, etc. Certain of the topics listed in section 7 will be investigated by direct reading or individual assignments.

**Example:**

**TOPIC:** The role of the Head of Department

**LECTURE:** "What I expect of my H.O.D.'s" delivered by guest lecturer (preferably Principal of an F.E. College)

**GROUP PROJECT:** Draw up a job description and specification for an H.O.D. Each course member would then be required to indicate the amount of time he (or his H.O.D.(s)) allocates to each activity. What conclusions can be derived from an examination of these matrix descriptions.

Specific syndicate sessions will be designed into the course with the intention of encouraging an individual to assess with other course members his (her) attitudes to various management topics.
5. **ASSESSMENT METHODS**

1. **Major project/investigation**

   Each course member will be required to undertake a major project focused on a problem relevant to his releasing institution. The particular investigation undertaken will be chosen by the course member with the guidance of his tutors and in consultation with the course member's senior colleagues in the releasing institution. The purpose of this project is to enable the course member to translate the education and training he has received to a specific problem or area of investigation. The project should be of benefit not only to the course member but also to his releasing institution and should be directed on an area in which the course member will later be given (or already has) a substantial measure of responsibility to implement the findings of his investigation.

   In this way the releasing institution, in which the course member is working, will be associated with this participation on the course. This is extremely important and consequently one of the conditions of admission of an applicant to the course will be that the releasing institution agrees to such a project being undertaken by the course member, accepts that such an investigation could be of considerable value and agrees to give adequate consideration to the findings and recommendations.
The project work will be undertaken during the second year of the course and is to be completed by the end of that academic year.

2. Case Studies

In the summer term of each of the two years of the course, members will be required to complete a case study on an educational management topic. These case studies will not be given under formal examination conditions but course members will be given a time limit (approx two weeks) in which to complete them. The aim of these case studies will be to assess the ability of the course member to relate the education and training he receives to a practical situation.

3. Individual Assignments

Course members will be required to complete six assignments, one allocated in each term of the two years of the course, each of which would require approximately \( \frac{1}{2} \) day's work. These assignments may take the form of an essay or a constructed exercise possibly involving some simple research. The purpose of these assignments is to focus course member's attention on particular areas and also to act as a means of diversifying the learning method.

4. Weightings of the various assessments

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<th>Weight</th>
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<tr>
<td>Major project</td>
<td>500</td>
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<tr>
<td>Case Studies</td>
<td>300</td>
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<tr>
<td>Individual assignments</td>
<td>200</td>
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GRAND TOTAL 1000 MARKS
5. **Award of the Diploma**

Course members will be required to obtain not less than 40% of the marks awarded in any of the assessments and not less than 50% of the grand total of the marks. In addition course members will be required to have not less than 75% of the possible attendance.

6. **COURSE CONTENT**

List of topics to be covered not arranged in a particular order of treatment.

1. **Goals of Organizations**
   i) type and range of goals in FE/HE institutions
   ii) goal conflict
   iii) goal displacement

2. **Role Theory**
   i) general introduction to terminology
   ii) functional roles - the role of the Principal and Vice-Principal
       --the role of the H.O.D.
       --the role of the C.A.O.
   iii) role conflict

3. **Bureaucratic organizations—bureaucratic dysfunctions**

4. **Bureaucratic and professional attitudes**

5. **Power and Authority - patterns of authority**

6. **The Role of the D.E.S.**

7. **The Role of the R.A.C.'s**

8. **The Role of the Inspectorate**
9. The Role of the L.E.A.'s and the C.E.O.
10. Negotiations with the R.A.C., R.S.I., H.M.I. - Advanced course approvals
11. Negotiations with the L.E.A.
12. The A.T.T.I. and F.E. Colleges
13. The Legal Position
14. Schools of Thought on Management - Scientific School
15. Schools of Thought on Management - Human Behavioural School
16. Schools of Thought on Management - Situationalist
17. Schools of Thought on Management - Corporate Management
18. Schools of Thought on Management - Systems Approach
19. Schools of Thought on Management - M.B.O.
20. Schools of Thought on Management - P.P.B.S.
21. Consultation and participative management
22. Leadership
23. Leadership Styles - psychological trait and one-dimensional theorists
24. Leadership Styles - Blake's grid and two-dimensional theorists
25. Leadership Styles - Likert
26. Leadership Styles - Situational theorists - Fiedler, Reddin
27. Management of Resources - procurement and estimates
28. Management of Resources - allocation of resources
29. Management of Resources - utilization of accommodation and timetabling
30. Management of Resources - utilization of other physical resources
31. Management of Resources - utilization of human resources/manpower planning
32. Management of Resources - staff development, induction
33. Management of Resources - staff development, in-service training
34. Management of Resources - staff development, job description and specification
35. Management of Resources - staff development, staff appraisal
36. Management of Resources - staff selection
37. Cost Effectiveness
38. Pooling Arrangements and Extra-district Payments
39. Forecasting and Planning
40. Delegation and Coordination
41. Organizational Health
42. Formal/Informal Groups and the Organization
43. Organizational Conflict and its Resolution
44. Communication and Communication Networks
45. The Individual and the Organization
46. The Management of Change
47. Organizational Structures - the Departmental System
48. Organizational Structures - the Faculty/School System
49. Organizational Structures - matrix systems

50. Decision-Making and Decision Making Processes

51. Decision Making and the Local Authority

52. The Role of the Governing Body

53. Academic Boards

54. College Committees

55. Introduction to Statistical Methods

56. Administration -- records of work

   -- student records

   -- statistical return

   -- reports for committees

57. The Public Image of F.E. Colleges

58. Liaison with other Educational Sectors

59. Liaison with Industry

60. Discipline - Staff and Students

61. The Psychology of Attitudes and Resistance to Change

62. Measurement of Attitudes - questionnaires and their design

   - interviewing, structured, unstructured

63. Frustration and Motivation - Maslow, Herzberg, job enrichment

   job satisfaction

64. Curriculum Development and Course Development - aims and objectives
65. Curriculum Development and Course Development - the curriculum
66. Curriculum Development and Course Development - learning methods/situations
67. Curriculum Development and Course Development - evaluation, principles, and methods
68. Curriculum Development and Course Development - the role of industry, commerce and the professions
69. Ancillary Staff (to be inserted after 56)

APPENDIX E

GROUP 'B' REPORT

THE DESIGN OF A MANAGEMENT TRAINING COURSE
AREAS OF THINKING

Technical Confidence

a) Technical skill (as a manager but not necessarily in specific areas)

b) New techniques in management

c) To be able to organize work to allow time to keep up with new techniques (by reading or by course attendance). This would require an appreciation of delegation.

Diverse Experience

a) By group participation - one method of developing it. Problems can be discussed and experience and advice shared. This is often informally done over coffee. Experience of others is brought to group.

Decision Making

a) To train ability to see importance of details.

b) See significance of certain factors.

c) To study areas of decision most common of Head of Department

d) - promotion

- selection.
Methods - case studies, hostile situation (not to go as far as a T Course). The element of 'stress' by time limits perhaps.

**Knowledge of Management Theory**

Relevant theory important.

Implied in overall suggestions.

(other sections mentioned have been built into this).

**Job Selection**

Selection and recruitment of staff.

**Staff Analysis**

**Interviews**

**Guide Lines**

**Pre-planning**

Factors in short-listing

How to look at background and qualification.

**Outside Agencies**

How far should Head of Department be involved. Union activities.

Mobility of Head of Department.

**Participative Style**

How does one develop it? (Proviso - some people may never be able to attain it) - Work with college - (actual situation) on project. Some study of motivation theory.
Flexibility  Management Style
Discussion on styles.

Staff Development - Appraisal
Motivation. Promotion. Up to date in-service training.
Interviewing (purposeful) development of person and job.

Is there a model Head of Department?

Personal relationships

Personality  Possible factors

Professional conduct

Analytical ability (mentioned above)
Plenty of exercises needed (very closely allied to decision-making)
Films are useful here
Personal and humane responses.

Organization and Administrative Ability
Relevant information to help in College Organization
E.g. Burnham System
Methods of estimating and ordering
Use of Resources
A.T.T.I. and D.E.S. recommendations
R.A.C. returns
Course requirements
Allocation of department finances
Memory Aids
Co-ordination ability
Effective Use of Time
Could be coupled with work on delegation
Ability to communicate
Film
Role-playing)
In Tray)

Useful exercises
perhaps even make own film on close circuit T.V.

Communication (again in situ)
Role-playing would reveal personal idiosyncrasies which may be irritating to others. Analyze various memoranda. In Tray exercise. Methods of communication. Boards of study. Games in communication. Methods of approach.

Objectives of a good Department
Organization and Administration. How far can a Head of Department fight for his own department. (Good listening tact).

THE DESIGN OF A MANAGEMENT TRAINING COURSE

Introduction
An essential approach is good participation, rather than lecture situation. If well guided, the group participation approach can provide excellent training and a wealth of valuable experiences.

1. Short Introduction to Course - Induction
   a) Aims and objectives
   b) Organization of time and subject matter
c) Timetable

General introduction to staff.

2. **Exploring and Studying existing situation in Colleges**

<table>
<thead>
<tr>
<th>Content</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information relevant to effective organization in College:</td>
<td></td>
</tr>
<tr>
<td>a) Timetable</td>
<td>a) Lecture method</td>
</tr>
<tr>
<td>b) Conditions of Service</td>
<td>b) Hand-outs of relevant useful information</td>
</tr>
<tr>
<td>c) A.T.T.I. regulations</td>
<td>c) Discussion (exchange of experience)</td>
</tr>
<tr>
<td>d) D.E.S. regulations</td>
<td>d) Outside speakers where appropriate</td>
</tr>
<tr>
<td>e) R.A.C. returns</td>
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<tr>
<td>f) Course requirements</td>
<td></td>
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<tr>
<td>g) Allocation of Department finances</td>
<td></td>
</tr>
<tr>
<td>h) Use of resources</td>
<td></td>
</tr>
</tbody>
</table>

N.B. Participation of Course members would play a large part.

3. **Theory and Techniques of Management**

(Applied to educational standards specifically)

<table>
<thead>
<tr>
<th>Various types</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Lecture method</td>
<td>a) Lecture method</td>
</tr>
<tr>
<td>autocratic</td>
<td>b) Case studies</td>
</tr>
<tr>
<td>democratic</td>
<td>c) In Tray</td>
</tr>
<tr>
<td>participative</td>
<td>d) Role playing</td>
</tr>
<tr>
<td>compromiser</td>
<td>e) Films</td>
</tr>
<tr>
<td>facade builder</td>
<td>f) simulated experience</td>
</tr>
</tbody>
</table>
3. (Continued)

- mixed grid
- need for flexible styles
- delegation
- Ability to control communications
- Ability to communicate

- g) Management problems related where possible to Course members own institution or experience.
- h) Management games
- i) Making own film on close circuit T.V.

- e) Decision making
- f) Analytical ability
- g) Staff recruitment and selection
- h) Staff development
- i) Motivation self/others

4. Relationship with other Persons/Bodies

- a) Superiors
- b) Subordinates
- c) Peers/Colleagues
- d) Outside Agencies
- e) Internal Unions/Committees
- f) Techniques include personal conduct and setting tone.

Periodic assessment of Course Members aided by project work.

APPENDIX F

TEACHING METHODS AND COURSE CONTENT

In management, as in all other kinds of training, the crucial problem is to secure a lasting transfer of learning from the course to subsequent practice. It is important in management training to use staff who possess valid and up-to-date experience and knowledge; also, to use teaching methods which consistently involve the student in active learning and, especially, in personal and group problem solving exercises that contribute both to personality development and to enlargement of skill and knowledge. Appropriate residential periods are likely to play a crucial part in many courses. Co-operation between all institutions active now and likely to be involved in the future could contribute to the desirable development of various kinds of teaching materials and learning resources.

There will be many occasions when it is reasonable to "mix" further education personnel, from different levels, for the purpose of study on long courses. For shorter courses on specific problems however, it may be more appropriate to secure homogeneous groups, but there is no general rule about this. It may also be appropriate on some courses to bring in, as course members, college and local authority administrative staff. There will also be occasions when,
for specific programmes, a grouping involving those from different sectors of education would be appropriate: for example, for certain topics of grouping of principals of further education institutions, tertiary colleges, sixth form colleges and schools might be appropriate.

As we have already indicated, because of the diversity of types of management tasks and, consequently, of training needs, there is no common content of training which would be generally applicable. This will depend upon the particular purposes which the courses are intended to serve. There are, however, two major sectors into which the relevant topics can be divided, one concerned with the assessment of information about the education system and its administration and the understanding of professional techniques; the other with developing the skill of management. Although both the balance between these sectors and the depth to which any one element is studied will depend on the particular purposes of the individual course, the following gives examples of possible content in each of the sectors. The first may include an analysis of institutional and administrative systems; the identification of needs of the community; the economics and finance of education, including resource utilization, and techniques necessary for the evaluation of organizational performance; and curriculum planning, structure and evaluation. The second sector includes definition of the manager's task; the learning of associated executive skills, and
diagnostic and analytical skills; the skills and knowledge necessary for the management of staff, including those of leadership, counselling and communication. We would, however, emphasize the need to keep the content of courses under continuous and careful review. In particular, there is a need to ensure that when new developments take place these are fully reflected in the content of courses, so as to ensure that the material used remains fully relevant to the objectives of the course.
Qualifications for Entry

The course is normally open only to applicants possessing degrees or equivalent qualifications and who have had at least three years appropriate experience in teaching and/or educational administration. Before admission, students must satisfy the Institute that their previous education and experience are sufficient to enable them to profit from the course.

Course of Study

The course extends over two years of part-time study, based on the day release pattern. The first year of the course will consist of attendance on one half-day a week (one afternoon) at the Institute; during the second year students would normally attend for a complete day each week— if practicable, two full-time intensive periods of one week each will be organized with an equivalent reduction in the requirement for day-release attendance.

Aims. The course is intended for those engaged in the field of educational administration, whether holding or aspiring
to responsible positions in schools, colleges and other educational institutions, or in local education authorities or other agencies connected with the education service. Its aim is to give an understanding of (a) the educational system in its political administrative and institutional settings; (b) theory and research in behavioural sciences related to the study of organizations and of work in modern society and (c) the assessment and use of certain management approaches.

In addition it is hoped to enable the student to become conversant with current developments in educational policy and practice and to provide opportunities, within the framework of the course, for testing practical application and formulating strategies for analyzing and solving problems and for implementing changes.

Content. The course is divided into four sections:

The Organization of Education in the United Kingdom. The working of political and administrative institutions and the processes of policy-making with special reference to educational systems and services. This includes the role of the Department of Education and Science, local education authorities, political parties and pressure-groups, both national and local, parliamentary and governmental controls, and educational finance and planning.

Educational Policy and Administration. This section
consists of a common core and an optional element in either school/college organization or the administration of higher and future education. The common core comprises: local education authorities and their schools; planning at national and local levels; teacher supply and teachers' associations; educational and social welfare services.

Aspects of the management of education. The application to the administration of education of approaches such as staff development; the setting and review of objectives and accountability. Operational research and systems theory; including the use of models and such techniques as critical path analysis, cost benefit analysis and decision trees, as aids to decision-taking. Allocation of staff resources in educational institutions. The analysis of organizations with special reference to educational institutions. The analysis of work and occupations. The study of change and planned educational change. (Much of the work will be topic-centred and outside specialists and practitioners will be introduced.)

Special Project. An individual study of an approved topic of relevance for the field of administration in which the student is working or planning to work. This would be drawn substantially on the content of sections 1 - 3 of the course and thus have both theoretical and empirical bases.
Examination

The examination of the Diploma is in two parts as follows: Part 1, which will take place at the end of the first year of the course, will consist of two written papers and assessment of course work as required. Part 2 will be an assessment based upon three written assignments, one of which will be the special project report.

Award of Diploma

A diploma to be called the "University of London Diploma in Educational Administration" will be delivered to each candidate who has satisfied the examiners.

APPENDIX H

M.A. IN EDUCATIONAL ADMINISTRATION

(Tutor: D.A. Howell, M.A., Ph.D.)

Paper 1


(c) Management in education. Management concepts and their application to the study of educational administration. The management of innovation. Staff development. Management techniques.

Paper 2

(a) Organizational analysis. The main thinkers and
approaches in the field. Organizations in the context of the social structure and the sociology of work. Key concepts and their relationships, e.g. goals, structure, power. Modern policy issues affecting organizations. Educational institutions as organizations.

(b) Either (i) Administration of primary and secondary education. Control and change in educational institutions, with special reference to primary and secondary education. School government and management, consultation within the school, the assessment of performance, corporate management and the schools, the community school, in-service education and training, falling rolls, the School Council, and the inner-city school. Or (ii) Administration of post-secondary education. The institutional structure of the post-school, non-university sector and its determination. Mechanisms of policy-making and forms of control, e.g. resource allocation. The internal structure and management of institutions. Current policy and administrative issues: the relationship between schools and colleges; vocational preparation; binary policy; recurrent education.

(c) Universities. External agencies and the control of universities. Autonomy, accountability and responsiveness. Finance and planning. Universities as organizations: academic decision-making. Internal management and administration. Relations with other educational institutions.

In Paper 2 candidates will be required to attempt at
least one question from section (a) and sections (b) or (c).

Paper 1 or 2, as appropriate

Research methodology. Aims of research; approaches to the study of educational administration. Theory and methodology. Research into educational systems and organizations and their processes. Case studies, fieldwork, survey and quantitative techniques. Ethics, politics and research. Dissertation of not more than 25,000 words.

Overseers applicants are expected to have some knowledge and experience of the English educational system.

Qualifications for Entry

The minimum entry requirements for a master's degree course in the Faculty of Education are set out below. Candidates who satisfy requirements in any one of the ways shown may be considered for admission.

(1) The BEd degree of the University of London or another approved university, or of the Council for National Academic Awards, with at least second class honours is that aspect of education in which it is proposed to read for the master's degree.

(2) A BEd degree awarded with third class honours or at pass level, and a pass at a satisfactory level in the University of London Diploma in Education (or an approved equivalent qualification).
(3) A first degree of a United Kingdom university or of the Council for National Academic Awards, with at least second class honours, in an area of study which, in the opinion of the Institute, is directly relevant to the proposed master's degree course, together with the Postgraduate Certificate in Education (or an equivalent professional teaching qualification). This method of entry does not apply to all MA degree courses, or to the MPhil degree.

(4) An approved first degree, other than the BEd, to which (3) above is not applicable, with at least second class honours, together with: (i) an approved professional teaching qualification (e.g. the Postgraduate Certificate in Education), or three years' approved teaching experience, or three years' approved experience in education other than as a teacher; and (ii) a pass in special qualifying examinations.

(5) An approved first degree, other than the BEd, awarded with third class honours or at pass level (or a specialist graduate equivalent qualification), together with: (i) an approved professional teaching qualification (e.g. the Postgraduate Certificate in Education), or three years' approved teaching experience, or three years' approved experience in education other than as a teacher; and (ii) the University of London Diploma in Education passed at a satisfactory level (or an acceptable equivalent qualification).
(6) An approved non-graduate qualification in education. Holders of a United Kingdom Certificate in Education, awarded after a three-year, full-time or two-year shortened course of study (or the part-time equivalent), completed in or after 1963, or after a two-year course of study completed in 1962 or earlier, will be expected to have undertaken one further year of full-time advanced study (or the part-time equivalent) and to have reached a high level of attainment. This requirement is normally fulfilled by means of a pass at a satisfactory level in the University of London Diploma in Education, or in certain specialist diplomas of the University of London plus special qualifying examinations. In individual cases, trained and qualified teachers as described above will be considered if they can provide evidence in the form of other qualifications, publications, or qualifying examinations, that they have attained a standard equivalent to a BEd degree with at least second class honours. All qualifications, or work offered as an alternative, must be approved by the University.

APPENDIX I

Approved Structure of the M.A. in Education for Jadavpur University

Compulsory Group

Paper - I

(i) Philosophical Foundations of Education
(ii) Development of Educational Theory

Paper - II

(i) Psychological Foundations of Education
(ii) Sociological Foundations of Education

Paper - III

(i) Methodology in Education
(ii) Methodology of Research in Education

Paper - IV

(i) Contemporary Thoughts and Practices of Education
(ii) Educational Planning

Elective Group: (Any one of the following): Comprising two papers of 100 marks each.

Papers V & VI

(i) Educational Classics and Contemporary Philosophical Thought
(ii) Psychology of Adjustment
(iii) Curriculum Studies
(iv) Educational Dynamics
(v) Psychology of Human Development and Learning
(vi) Evaluation in Education
(vii) Educational Technology
(viii) Comparative Education
(ix) Educational Administration and Supervision.
Practical Group

Paper VII & VIII

(i) One dissertation including Viva-Voce (on any topic from the subject chosen for study form Elective Group)
(ii) Laboratory Practical on Psychological Experiments
(iii) Test construction and Administration
(iv) Viva Voce on Practical
(v) Practical Teaching

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Paper - I

1st Half

1. (a) Education - its nature and goal
(b) Need for a philosophy of Education.

2. Types of philosophy and their impact on various aspects of education with reference to:

   Idealism, Naturalism, Pragmatism, Dialectical Materialism, Existentialism.

3. Role of Values in Education:

   Education and values, General Value theory.

   Kinds of values, Hierarchy of values.

4. Freedom and Authority in Education:

   Role of School, Role of Teacher, Discipline.

DEVELOPMENT OF EDUCATIONAL THEORY

Paper - I

2nd Half.

1. The Historical Evaluation of Educational Theory:

   Impact of Humanism, Realism, Renaissance, Reformation and Scientific Tendency in education.
2. Educational Aims:


3. Curriculum:

Evolution of Curriculum. Dimensions of Curriculum; Aesthetic, logical and normative aspects of curriculum.

4. Methods:

Philosophy of Educational Methods. New dimensions of Educational Methods.

5. The Educational Outlook:

Influences affecting the character and development of an educational system.

6. Towards a sound Educational Theory:

Forces acting behind the modern trends. Concept of education of total Man and Humanity. Concept of Education for one world (Universality)

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Paper - II

1st Half

1. Education and the mental behavioural process. Concept of Psychological foundations in Education.

2. The place of educational psychology in the study of education. The nature, scope and methods of educational psychology. Contribution of Schools of psychology of education. The hormic School, behaviourism gestalt and psychoanalysis.


4. Intelligence - its nature, theories and measurements. Intelligence and Neogenesis. Aptitude and Achievement.
5. Personality and its structure. Traits of personality.


**SOCIOLOGICAL FOUNDATION OF EDUCATION**

**Paper - II: 2nd Half.**


2. Education and Social order. Different social groups and institutions - their influences on education.

3. Education and social control.

4. Education and culture. Culture and the individual.

5. Social determinants of education.


**METHODOLOGY IN EDUCATION**

**Paper - III: 1st Half.**

1. Concept of teaching.

2. Fundamental principles and components of teaching.


   (b) Models of teaching.

4. (a) Planning for teaching: Content Organization.

   (b) Aids in Teaching - Media and their importance in education.

   (c) Classroom Questions - Types and levels.

5. Teaching for thinking, problem-solving and creativity.

METHODOLOGY OR RESEARCH IN EDUCATION

Paper - III: 2nd Half


3. Major tools of research. Inquiry forms, observation, interview, Social measures and psychological tests.

4. Collection, Organization, analysis and interpretation of date, Nature of inference, hypothesis and its testing.

5. Research report and its general structure.

6. History and development of educational research. Areas and fields of educational research. Needed research in education with special reference to India.

CONTEMPORARY THOUGHT AND PRACTICE OF EDUCATION IN INDIA WITH REFERENCE TO THE MODERN WORLD

Paper - IV: 1st Half

Trends of thought under the impact of

1. (1) Democracy - expressed in terms of:
   (a) Universal right to education
   (b) Compulsory and free primary education
   (c) Secondary education for all

(2) Nationalism - expressed in forms:
   (a) National Consciousness
   (b) National Solidarity
   (c) National integration
   (d) National Outlook
(3) Socialism - Socialization of the educative process through:

(a) Equality of opportunity and common school system
(b) Adult (Social) Education and open University
(c) Multiple ladder to higher education
(d) State responsibility: popular initiative

(4) Education for national development and integration with national economy:

(a) Vocationalisation of Secondary education
(b) Polytechnisation
(c) Manpower analysis and education

(5) Internationalism - Common heritage and interdependence of nations.

(a) New approach to ideals
(b) U.N.E.S.C.O. and the states
(c) International programmes and aids to developing countries.

(6) Dynamics and Modernism in Education:

(a) Consistent modernisation of curriculum keeping pace with Science and Technology.
(b) New approach to pedagogy and evaluation.

EDUCATIONAL PLANNING

Paper - IV: 2nd Half

1. Planning and Education - Need and Scope of Educational Planning.

2. Principles and Techniques of Educational Planning:

(a) Concept of Planning
(b) Target and Control figures
(c) Methods and Techniques
(d) Concept of optimality analysis; Programming, system analysis

3. Education and Economic Growth:

(a) Concept of Economic Growth
(b) Role of education in economic planning.
(c) Concepts and measures of human capital and need for manpower planning.
(d) Return on investment in education.
(e) Cost benefit analysis.

4. Social and cultural basis of educational planning:
   (a) Value needs for modernization and technological developments.
   (b) Education as an instrument of social change.
   (c) Education and social mobility.

5. Planning at different levels:
   (a) Central
   (b) State
   (c) Local

6. Education and development - Planning:
   (a) Education as an instrument for increasing quality of the output, material and resources
   (b) Education in national planning
   (c) Priority to be given on education
   (d) Tools of planning.

EDUCATIONAL CLASSICS & CONTEMPORARY PHILOSOPHICAL THOUGHT
Paper - I

The following texts are selected
1. Plato - The Republic (BK - VII)
2. J.A. Comenius - The Great Diadactic.
3. J.J. Rousseau - Emile
4. F.W. Froebel - The Education of Man
7. Makarenko - Road to life.
8. Rabindranath - Siksha
(Any three of these are to be prescribed by the University every year)
EDUCATIONAL CLASSICS AND CONTEMPORARY PHILOSOPHICAL THOUGHT

Paper - II

1. Characteristics of contemporary philosophies:
   Western - Idealism, Realism, Pragmatism
   Analysis, Scientific Empiricism,
   Phenomenology, Dialectical Materialism, Existentialism.

2. General characteristics of Indian Philosophy and Outlines of the following systems.
   Caryaka, Nyaya, Vaiseshika, Sankhya, Sankara, and Ramanuja.

3. Indian view of Life and Society.

4. Impact of Philosophical Systems on Education.

PSYCHOLOGY OF ADJUSTMENT

Paper - I

1. Concept of Adjustment
2. Need for Adjustment in Human life.
4. Role of Motives and Motivation of Adjustment.
5. Causes of Maladjustment
6. Adjustment and Learning
7. Varieties of Adjustive Behavior - their forms and patterns

Paper - II

1. Concept of Personality - Traits, types, dimensions
2. Organic factor in Personality.
3. Learning and Personality.
4. Psychodynamics of behavior and Personality disorders.
5. Role of Mental Hygiene in Personality Adjustment.
6. Role of Schools, Teachers and Clinics in guidance and counseling.
7. Current forms of Psychotherapy and their impact on Adjustment.
CURRICULUM STUDIES

Paper - I


4. Textbooks and other instructional materials.

Paper - II


EDUCATIONAL DYNAMICS

Paper - I

1. Concept of educational dynamics. Dynamics of human behaviors.

2. Foundations of educational dynamics, cultural patterns. Value system, human factors, Social and psychological forces.

3. Education and group mind: Concept, nature and development of group mind - role of education in it.

4. Education in group settings, meaning, characteristics, types and identification of groups.


Paper - II


2. Social agencies of education - meaning of agencies - types of agencies.


5. Structural properties of Groups: Sentiment and task oriented groups.

PSYCHOLOGY OF HUMAN DEVELOPMENT AND LEARNING

Paper - I

Psychology of Human Development


2. Hereditary and Environmental factors influencing growth and development.

3. Developmental aspects and trends - psychological, emotional, language, intellectual and social.

4. Infancy - emotions and needs, developmental tasks.

5. Childhood - differentiation of emotions, progress in socialization, intellectual development, developmental tasks, peer life, character formations.

6. Puberty and adolescence - factors influencing changes sexual development, changes in emotions and attitudes, adolescent needs, developmental tasks of adolescence, motivational tendencies and leading interests, personality development and adjustment.

7. Adulthood - achieving adult status, criteria of maturity developmental tasks, motivational changes, self concept and character.


Paper - II

Psychology of Human Learning


3. Basic learning conditions and types - different types of learning and their basic conditions. Learning conditions and teaching procedures. Important factors of
Learning - maturation, perception, memory, motivation, stimulation and reinforcement.

4. Learning in academic contexts and situations & learning interests, attitudes, skills and concepts.


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**EVALUATION IN EDUCATION**

**Paper - I**

**Educational Measurement and Evaluation**


3. Basic concepts in measurement - validity, reliability and objectivity.

4. Basic concepts in evaluation - educational objectives, teaching learning procedures, selection and development of appropriate evaluative tools, evidence and interpretation.

5. Educational objectives - their sources, levels of formulation, classification, specification.

6. Objective bases teaching and testing.

7. Development of an evaluation programme. Testing of achievement, intelligence, aptitude, interest, aptitude, personality and creativity.

8. Techniques of testing - written examination, oral examinations, practical work, observation, sociometric techniques, projective techniques.

9. Tools of testing - tests inventories, questionnaires, check lists, rating scales, anecdotal records.
11. Achievement tests - their construction, administration, scoring and interpretation.
12. Formative and summative evaluation.
13. Construction and standardization of tests.
14. Diagnostic tests - their preparation and use.
15. Reports and records - progress reports, cumulative records, profiles.

EVALUATION IN EDUCATION

Paper - II

Educational Statistics

2. Central tendency - mean, median, mode and their properties.
3. Variability - range, quartile deviation, average deviation, variance and standard deviation - their properties.
4. Normal curve - nature of the normal curve. Normal curve as a statistical model.
7. Correlation - Product moment and rank difference coefficients of correlation. Partial, Multiple and other correlations, Regression and prediction.


EDUCATIONAL TECHNOLOGY

Paper - I


3. Instructional variables and strategies of teaching.


EDUCATIONAL TECHNOLOGY

Paper - II


COMPARATIVE EDUCATION

Paper - I

1. Scope and purpose of comparative education.

2. Factors determining the theory and practice of education in a country-geographical, economic, cultural, sociological linguistic, religious and scientific.

3. Different Approaches of Comparative Education - Philosophical Psychological, Historical, Sociological, Statistical.

4. Basic Features of National Education: Political, ideologies of different nations of the world and their impact on the system of education.

5. World perspective in Education - National and International Agencies and their respective Programmes.
Paper - II

1. A comparative study of any four of the following countries vis-a-vis the following areas of the system of education. U.K.; U.S.A.; U.S.S.R.; China, Japan and South East Asian countries.
   a) Aims of education
   b) The operation of School Systems
   c) Preparation of Teachers
   d) Administration and Central Education
   e) Mass literacy
   f) Informal Education and Youth movement
   g) Specialized education.

(All the above items are to be studied in relation to Indian education)

EDUCATIONAL ADMINISTRATION AND SUPERVISION

Paper - I

1. Meaning and scope of educational administration:
   Concepts of administration e.g.; administrative functions, management and organization, control and direction.

2. Administrative Styles in Education.

3. Organizational climate and educational administration.

4. Levels of administration: Centralization vs. decentralization. Role of different agencies in it.

5. School administration and its various facets.

6. Educational Finance as an area of educational administration:
   i) Sources of Governmental revenue and private enterprises.
   ii) Contribution of state and central government.
   iii) Grant-in-aid principles, practices, types and procedures.

7. Modernizing educational administration:
   a) From maintenance administration to developmental administration
   b) Systems approach
c) Survey units and date processing and documentation
d) Evaluation - internal and external, short term and long term.

EDUCATIONAL ADMINISTRATION AND SUPERVISION

Paper - II

1. Meaning of Supervision - Functional basis of supervision, supervision as an area of educational administration.

2. Styles in Supervision.

3. Developing the Supervisory programme:
   a) Supervision through observational visits
   b) Supervision through individual conferences
   c) Supervision through group conferences
   d) Supervision through development of the needs approach
   e) Supervision through selection and development of instructional materials
   f) Supervision through other means.

4. Supervision and evaluation: Techniques and procedures


Laboratory Practical on Psychological Experiments

1. Attention: Fluctuation of attention, Span of Attention for visual stimuli.

2. Perception; Selections and grouping in perception, mental set and perception.


4. Fatigue: Muscular fatigue, nature of work and fatigue.
5. Learning: Conditioning—finger withdrawal, trial and error learning, insight in motor learning, effect of knowledge of result on learning, transfer of learning.

6. Remembering: Immediate memory span, memory of meaningful and meaningless stimuli, degree of learning and recall.


Test Construction and Administration

1. Writing Classroom Tests: Writing instructional objectives as a basis for test construction, Planning an objective test. Writing and evaluating objective test items, Building a store of test items.

2. Evaluating test-items through statistical analysis: Item difficulty and validity.


5. Administration of Test: Techniques of administration of classroom tests and standardized tests.
APPENDIX J

COURSE OF STUDY FOR THE B.Ed. EXAMINATION
Jadavpur University

Theoretical

Paper I Philosophical and Sociological Foundations of Education 100
Paper II Psychological Foundations of Education 100
Paper III General Methods, School Organization and Evaluation 100
Paper IV Contemporary Thoughts and Practices in Education 100
Paper V & VI Contents and Methods of Teaching School Subjects 100+

Any two of the following Method subjects*

(a) English  (h) Mathematics
(b) Bengali  (i) Physical Sciences
(c) Sanskrit  (j) Biological Sciences
(d) History  (k) Logic
(e) Social Studies  (l) Psychology
(f) Geography  (m) Econ. Geography
(g) Civics & Economics.

Paper VII Any one of the following Special Subjects: 100

(a) Mental & Educational Measurements
(b) Social Education
(c) Mental Hygiene
(d) Education in Ancient & Modern India
(e) Educational and Vocational Guidance
(f) Comparative Education

Practical

I. Teaching Practical 200

(i) For candidates who will not be required to do any Laboratory Practical: Lessons in two School subjects 200

* To be decided by the Principal.
(ii) For candidates who offer Physical Sciences, Biological Sciences, Psychology or Geography as one of their School Subjects: Lesson in one School subject 100 Laboratory Practical 100 Total 200

(iii) For candidates who offer two subjects of group (ii: Lesson in one School Subject 100 Laboratory Practical in two subjects 100 Total 200

In the Teaching Practical examination one shall be an Activity lesson. Candidates will have to submit all notes of lessons, including those used in connection with Teaching practice, at the time of the examination.

(Practical Teaching and Laboratory Practical to be assessed jointly by an internal and an external examiner.)

II. Practical Work and Co-curricular Activities and Community.

(a) Preparation of Teaching Aids for two Method subjects 20
(b) Objective Tests for two Method subjects 20
(c) One Case Study Report or application of Psychological test--interpretation of the results or Dissertation or Local Survey Report 20
(d) College Test/Tests, Tutorials, Practice Teaching etc. 20
(e) Co-curricular Activities, Work Education and Community living 20

Paper I

Philosophical and Sociological Foundations of Education

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
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<tbody>
<tr>
<td>2) Aims of Education:</td>
<td>Evolution of Educational aims. Social and individual aims (with reference to modern age).</td>
</tr>
<tr>
<td>3) Philosophies of Education</td>
<td>Philosophy and Education. Different Philosophical approaches with contributions of Educators—Naturalism, Idealism, Pragmatism and Realism.</td>
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<tr>
<td>4) Educational thoughts of some Indian Educators:</td>
<td>Rabindranath, Gandhiji, Vivekananda and Aurobindo.</td>
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<tr>
<td>5) Agencies of Education:</td>
<td>Nature of Agencies, Respective roles of Home, Church, School, Society and State as Educational agency.</td>
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<tr>
<td>9) Teacher:</td>
<td>Qualities of a Teacher, functions and role of teacher in modern society, teacher as the leader of the community.</td>
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Paper II

Psychological Foundations of Education

(1) Field and functions of Educational psychology.

(2) Educational problems for Psychological study.

(3) Psychology of development:

(4) Psychology of Learning:

(5) Psychology of Adjustment:

(6) Elementary Statistical Principles involved in the application of Psychological data

Paper III

General Methods, School Organization and Evaluation

(1) Methodology:
(2) Modern Progressive Methods: Playway, Project, Activity, Workshop, Programmed Instruction.


(5) Cardinal principles of Health Education: Physical Education, Games & Sports, school meal and tiffin, school health services and sanitation. Community hygiene and personal hygiene, School clinics.


Paper IV
Contemporary thoughts and practices in Education

Sec. I:

(1) Education in modern India & Historical background: Development of Primary, Secondary, Higher and Professional education in India.

(3) Development of National Education Movement: Genesis, Progress and Estimate Role of N.C.E., Bengal in it.


(6) A general survey of recent (Post Second World War) System of Education in U.K., U.S.A., U.S.S.R. (Treatment with reference to the following aspects only: Organization and administration, Curriculum.)
APPENDIX K

NATURE OF THE COURSE - B.Ed./B.T. SYLLABUS
Calcutta University

The B.Ed. course consists of both THEORETICAL STUDY AND PRACTICAL WORK. The theoretical study covers 7 subjects, these being the subjects of 7 separate papers at the B.Ed. Examination.

<table>
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<tr>
<th>Paper</th>
<th>I</th>
<th>Principles of Education</th>
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<tr>
<td>II</td>
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<td>Educational Psychology</td>
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<tr>
<td>III</td>
<td></td>
<td>General Methods, School Organization &amp; Health Education</td>
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<td>IV</td>
<td></td>
<td>History of Educational Ideas and Methods with special reference to current problems</td>
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<td>V &amp; VI</td>
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<td>Contents and Methods of teaching any TWO of the following School subjects:</td>
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<td>Bengali or Hindi</td>
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<td>Life Science</td>
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<td>History</td>
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</table>

VII Special Study of ONE of the following subjects:
- Mental and Educational Measurements
- Mental Hygiene & Child Guidance

The practical work consists of observation lessons and practice teaching with special training in 'activity methods' of instruction, preparation and uses of teaching aids, blackboard work and First Aid.
B.Ed. Syllabus

Paper I. Principles of Education


4. Agencies of education--home, school and society. The school idea. Different types of school and their functions.


6. Teacher--his qualifications, duties and functions, Mental health of the teacher.

7. Education for democracy and citizenship. Education for emotional and national integration. Education for international understanding.

Paper II. Educational Psychology

1. Place of Psychology in Education. Nature and Scope of Educational Psychology.


3. Perception, Memory, Imagination, Attention and interest.

4. Psychology of Learning, Maturity and Learning, Development of knowledge--Skill and aesthetic appreciation, Theories & Laws of Learning--Transfer of Training.

6. Psychology of Individual Difference—Intelligence and its measurement.

7. Exception children—supernormal and subnormal, their educational needs.


10. Graphic Representation of Data, Measures of central Tendency, Mean, Mode, Median.

11. Measure of Variability—Mean Deviation and Standard Deviation, Standard Score.

12. Concept of Correlation.

Paper III. General Methods, School Organization & Health Education 100 Marks


7. Health education--Cardinal principles of community hygiene, Personal hygiene, school health service--Medical inspection and treatment, follow-up-service, School meal, sanitation.

Paper IV. History of Educational Ideas and Methods with special Reference to Current Problems 100 Marks

1. A brief review of ancient and mediaeval Indian Education Early beginnings of Western Education in India.

2. Growth and development of primary, Secondary and University education of Influence of the national educational movement. Influences that have mainly determined the present system of Education in India.


4. Current problems in Indian education; Basic education, Universal primary education, re-organization of secondary education, social education, technical, vocational, and university education, Language problem and Medium of Instruction. A general study of how the ideas of the following education have influenced modern educational thoughts--Rousseau, Pestalozzi, Froebel, Herbert Spencer, Montessori, Dewey, Rabindranath and Gandhi, A general survey of the recent system of elementary and secondary education in Great Britain and the United States of America and their impact on the Indian system of education.

Paper V & VI. Bengali Methods

1. Importance of the mother tongue in education. Place of the mother tongue in the curriculum of High and Higher Secondary Schools.

2. Aims of Teaching, the mother tongue, principles and methods of teaching.

4. Stages in the learning of Bengali--Differences in methods, Scope and standards.

5. Written and Oral work:
   iii) Grammar--different methods of teaching.
   iv) Composition--oral and written, picture composition, Free composition; precis, substance and essay writing, Creative writing. Dictation, spelling, punctuation, Handwriting, Different style, Methods of Teaching.
   v) Translation--its place in the curriculum. Methods of teaching.

6. Literary activities--Dramatization and role playing, dramatic reading, literary clubs, wall newspaper, bulletin boards, collections albums, class and school magazines.

7. Tests and evaluation.

English : Group A

1. A brief study in the History of English literature.
4. Study of the prescribed courses in English in the High and Higher Secondary Schools of the state of West Bengal.
English : Group B

The position of English in India--its place in the curriculum. The stage at which English is to be introduced.

Aims of teaching English in India. English and the mother tongue. The problem of Bilingualism.


Aids, appliances and devices in English teaching.


Spelling difficulties. Dictation. Punctuation.


N.B.--The above syllabus will be used with necessary changes.

(iii) French and German
(iv) A Classical Language
Sanskrit : A

1. A brief study in the History of Sanskrit Literature.
2. Advanced Sanskrit Grammar.
4. Study of the prescribed courses in Sanskrit in the High and Higher Secondary School of the state of West Bengal.

Sanskrit : B

The position of Sanskrit in India. The cultural, practical, and linguistic value.

The place of Sanskrit in school curriculum. The stage at which Sanskrit is to be introduced. Sanskrit in the early and later stages. Difference in scope and standards.

General principles in teaching classical language. Aims of teaching Sanskrit.

Methods of teaching Sanskrit; the traditional method, the translation method, the direct method and their comparative study.

Oral work and phonetics. Ear training and drill. Recitation.

Teaching of prose and poetry. Methods, material and kinds of exercises.

Grammar, inductive and deductive method— their relative merits.


Text book and supplementary readers. Requisites of a good reader.


N.B.—The above syllabus will be used with necessary changes for Pali, Arabic and Persian.
Contents: -- Part I

The standard of mastery required in the contents of History should be up to the honours standard. A good acquaintance with the contents and syllabus of History taught in the Higher Secondary Classes is also required. (N.B.--in evaluating these must be a few objective types of questions so that the Examinee's knowledge on the different areas of contents prescribed for study may be adequately assessed.)

(a) Objectives: Modern conception of History, its place in the scheme of education in secondary schools; its relation with other school subjects, its contribution in effecting better social order, national integration and international understanding.

(b) Syllabus: Principles of selection of materials, grading of content, and splitting of the syllabus in terms of work units with reference to studies and practical work, organization of contents on the basis of topics periods and chronology; textbooks.

(c) Method: Different methods of teaching history: (1) biographical; (ii) narrative; (iii) Source and historical; developing time and space—timeliness, different kinds of maps and other devices activity method, dramatization, project and other group methods (Workshop-Method, etc.) collateral studies using libraries and Historical museums.

(d) Aids and Appliances: Concretising contents of History Projective and non-projective techniques, use of other modern media.

(e) Evaluation: Internal and external assessment, preparation of objective test.

Geography: Theoretical

Methods:

A. Physical basis of Geography

(a) Earth as a planet: Its place in the solar system; shape and size, motions and their effects, latitude and longitude.

(b) Lithosphere: Crust of the earth, rocks and their broad classification, formation of soil, major types of land form and their formation, different agents of erosion; transformation and deposition.

(c) Hydrosphere: Movements of oceanic waters—tides and currents, their causes and effects, Lakes and their formation.

(d) Atmosphere: Element, factors and types of climate.

B. Regional, Human and Economic Geography

Natural regions of the world. Modes of life and means of subsistence in typical areas of the world. The outlines of the Human and economic Geography of the continents.


MATHEMATICS

Arithmetic: Methods of teaching; Concept of number, the first four rules, vulgar and decimal fractions including recurring decimal; extraction of square root, ratio and proportion, metric system, checks and rough, estimates in arithmetic. Solution of problems of various arithmetical operation. Application of algebra to arithmetic.

Elements of Statistics: When and how to introduce.

Algebra: Scope and functions, Symbolism, generalization of fundamental laws; and functionality. Methods of teaching; directed numbers, formulae, factors, fractions, equation, irrational numbers, indices, involutions and evolutions, A.P.G.P. variation, logarithms, problems, graphs, theory
of quadratic equations and expressions, permutations and combinations, binomial theorem with positive integral index, elementary idea of some of the infinite geometric series, exponential and logarithmic series.


**Algebra in geometry.** Origin and development of Geometry. Euclidean and non-Euclidean Geometry.

Place of solid geometry and methods of teaching it. Methods of teaching mensuration.

**Physical Science -- Theoretical**

A. Methods for both Physics and Chemistry

1. Place of science in the curriculum. Values of Science in modern life—cultural and practical. The present position of science teaching in schools.


4. Co-curricular activities—science club, excursion, bulletin board, science magazine, etc.

5. Evaluation—its importance in science teaching and techniques of evaluation.

6. Scientific attitude, science class-room, laboratory.

7. The Practical teacher, science masters' association.

**Paper VII. 1. Mental Hygiene**

1. Scope of Mental Hygiene; Mental Hygiene and education, Nature of Mental Health.

2. Type of Mental disease—Problem Behaviour and
Delinquency—causes of mental diseases and difficulties—Environmental and constitutional.

3. Preventive Agencies and Measures—Home and Parents, School and Teachers.

4. Development of Mind—Freud's account of instincts and individual Development—concept of Fixation of Regression.

5. Adolescence—its problems and needs, Sex education. The Unconscious—the Psychodynamics of Unconscious mental function—conflict, Repression and other defence mechanisms.

6. A few basic needs of children—Need of affection, need of physical and emotional security, need of praise and achievement. How to deal with fear and anger in children.


2. Pre-Primary Education

1. Aims of Pre-Primary Education.

2. Psychology of early childhood.

3. Methods of teaching in pre-primary schools.

4. Physiology and hygiene with special reference to the health and growth of young children and maintenance of records.

5. Nutrition including the study of food values, the relation of food to health and growth, the cost, planning, cooking and serving of children's meals.

6. Literature and language—Folk-lore, story-telling and speech-training and literature-making—pre-reading programme and activities.

7. Preparation of number concept through activities.

8. Nature study including gardening and the care of animals.
9. Music, rhythm, eurythmics, percussion bands, etc.

10. Art and Craft Drawing, design, handicraft, the making of simple garments and toys.


12. History and Principles of Education with special reference to infant nursery school. (Both Western and Indian).

13. Administration and Organization of pre-primary school.

14. Use of Test materials for the pre-primary school.

15. How to handle problem children.
N.B.--It is desirable that visits should be organized to Nursery, K.G., and pre-basic school.

3. Mental and Educational Measurement


2. Different types of tests. Measurement of intelligence, abilities, attainments, interest, attitude, temperament and personality.


Uses of tests and interpretation of their results.


(ii) Principles of correlation. Methods of calculation, co-efficient of correlation. Interpretation of the correlation co-efficient.
4. Education in Ancient and Modern India.


B. Buddhist Education—Its philosophy and essential features. Comparison with Vedic Education.

C. Islamic Education—Its development. Efforts as synthesis of Hindu and Muslim cultures (with special references to Bengal).

D. Centre of learning—Tapovanas, parisads—Universities and colleges in Ancient and Mediaeval India—Monasteries—Holy places.

E. Women's Education—Ideals and practices in Ancient Mediaeval India.

F. Decline of Indian Education—Fall of the Moghul Empire—Survival of Hindu and Islamic Education.

G. Beginning of Western Education—Early European traders and Missionaries—The British East India Company.


Education in independent India.

5. Educational and Vocational Guidance.
APPENDIX L

SECONDARY SCHOOLS / DEPARTMENTS, BY SIZE, 1965

PERCENTAGES

NUMBER OF STUDENTS PER INSTITUTION