Review of Related Literature

During the survey, the researcher will refer various books, reports etc in different libraries and also read research works done in the same subject. A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant investigation.

Daniel (2001) conducted a study on - “Ethics in Educational Administration: That which is expected vs. that which is required” for his Ph.D. The purpose of his study is to examine decisions made according to the personal ethics of practicing School principals and to explore the forces, which lead to the formation of those systems of personal ethics and how they influence those decisions. He studied the historical and physical base of ethics. Formation and application with an emphasis on the rapid change in accepted societal standards of behavior and how that change affects the decision-making principal. He has presented the unexpected results of the focus group discussions: a demonstrated lack of both insight and particular concern about the motivations of the participants in their own ethical development. The conclusion that ethics is firmly rooted in faith is proposed.

Fishbin (2004) - carried out a research on “Crossing over: The Roles and Rules of the teacher. Administrator relationship” in 2000 for his Ph.D. degree. He has explored the informal socialization messages that administrative interns received during the internship phase of an administrative preparation programme. Delivered to them in the form of direct and indirect messages by teachers and administrators at the interns’ schools and internship sites, qualitative data were collected from administrative candidates before, during and offer their internships.

The Study develops a grounded theory that these assumptions are the by-products of the organizational structure power hierarchy. The division of labour in school organizations produces unequal who behave according to role assumptions and beliefs about power and authority.

Narducci (2003) - conducted a study on “The preparation of Educational Administrators for the 21st Century: A changing paradigm” in 1998. He analysis how the four universities that participated in the fourth cycle of the Danforth programme for professors of Educational Administration used the set of principles of the adopted Danforth platform to transform their
administrator preparation programmes. The approach used for this research was qualitative. Interviews were conducted with the chair people from each of the four universities as well as with a programme consultant for the Dan forth Foundation. The Findings were presented in the form of a descriptive narrative.

V.A. Kalpande (2005) - did his study on “Administration in Maharashtra State with special reference to the role of the extension officers (education) in the administration of elementary education.” He attempted to explore the problems faced by the extension officers in the administration of elementary education at the Block level in Maharashtra.

The objectives of his study were (1) To diagnose the original structure of the education department at the Block level in Maharashtra State with special reference to the role of the extension officer, (2) to diagnose the various factors influencing the motivation of education extension officers, (3) to suggest ways, and means by which weakness in Block level educational administration, in respect of role Specifications, work motivation and Organizational climate of education officers, can be removed.

The study adopted the Getzel’s Model of social systems concentrating on the most important but neglected aspect“transforming mechanism’ rather than on input, output or environment. From a total of 398 education extension officers of the six districts were studied and interviewed. He found out that the education Extension officers were greatly attached to their work as” Inspectors’ and not Extension workers’, their work should not be’ control-oriented but development oriented.

N.B. Kulkarni (2004) - did his research work on “Inspection and Supervision of primary schools in Maharashtra with Special reference to Marathwada Region.” He investigated the following points:

1. There was no clear distinction between administrative and academic inspection.
2. Both head masters and inspecting officers acted like bureaucrats.
3. There were no systematic procedures for selection of inspecting officers.
4. There was a dearth of properly trained inspecting offers.
5. There was no objective tool to evaluate a teacher’s work.
6. The Inspecting officers were over loaded with administrative work.
7. About 40 percent inspecting officers did not communicate to teachers what they observed in the classes.
8. About 80 percent inspecting officers called parents’ meeting and discussed the problem of academic progress of pupils, attendance of pupils, and their health discipline and habits.

9. Inspecting officers did not pay attention to the problems faced by the teachers.

M. Bajpai (2005) Conducted a study on “A study of the Administration of Secondary Education in Uttar Pradesh after Independence”, for his Ph.D. He investigated the following points

1. Local bodies and voluntary agencies manage secondary education in the state of Uttar Pradesh.
2. In the schools managed by local bodies, there is strict control by the government and the staff can be transferred also.
3. In schools managed by the private agencies and religious organizations, narrow sectarian policies are followed and some times powers are misused also.
4. The office of the Director of Education is located at Allahabad but he has a camp office at Lucknow. This leads to delay in disposal of the work.
5. The Education Secretary looks after the posting and transfers the officials.
6. Due to over work the District Inspector of Schools cannot inspect schools properly.

H. Baruah (2003) Did his research work on “A Critical Study on the Administration of the Secondary schools of Assam in post Independence period (1977).” He investigated the conditions of educational administration of secondary schools of Assam in post independence period and found out its defects and drawbacks and suggested measures for its defects and drawbacks and suggested measures for its improvement. The hypotheses were;

1. Bureaucratic administration led to many defects in the educational administration.
2. Lack of proper distribution of duties among different branches of educational administration hampers efficient administration.
3. Traditional inspection and supervision need reform
4. Coordination and Cooperation between the Department of Education and Board of Secondary Education would lead to efficiency and improvement in educational administration.

The study revealed: 1) In Assam educational administration was a legacy of British rule, while education had expanded a great deal, the administration procedures and methods had remained more or less unchanged. The administrative machinery was engulfed in a bureaucratic
covering. 2) The type of administration was traditional by and large and even after three decades of independence, the aim was still conservative, preserving what was rather than developing new ideas and practices, consistent with the changing needs of developing society.

K.V.Ramana (2003) conducted a study on “Attitude of Teachers towards Training.” The six activities have been covered in this study, which are: providing teacher generated learning activities, learning by doing (Practical work), Developing individual, group and whole class work, providing for individual differences, using local environment and creating an interesting classroom by displaying children’s work and organizing it effectively.

The major findings are: Urban and rural teachers felt that A.P.P.E.P. training is very useful to teachers, for effective learning of child in the classroom. Rural teachers had favorable attitude than the urban teachers. Male teachers had positive attitude than the female teachers about the training. More experienced teachers had the better opinion than less experienced teachers towards A.P.P.E.P. training.

The main conclusions are drawn from this study were: most of the teachers felt that A.P.P.E.P. training enriches the skills of teachers in classroom teaching. Finally it improves the quality of teaching and it gradually indirectly increases the enrollment and retention in primary schools.

Radhakrishnan (2004) conducted a study on “Educational Administration in the state of TamilNadu with reference to Decentralization –An Evaluative Study.” For his Ph.D.

The objectives of the study were: 1) to study the historical development of the administrative set-up in Tamil Nadu from its inception to the present day. 2) to analyses the political and practices of educational administration and to asses their democratic nature. 3) to find out how democratic decentralization of power helped to shape the educational patters and growth. 4) To determine the attitude of educational administrators towards a democratic philosophy of administration and their readiness to accept it. 5) to ascertain the extent of teacher’s participation in educational administration. 6) to identify the emerging patterns of education in Tamil Nadu.

The study was both a historical as well as normative exploration. The questionnaire was used to investigate the study. The questionnaire was given to chief education officers, education officers, inspectresses of girl’s schools, head masters and teachers.

The major findings of the study were:
1) Teachers should have full power and discretion in the introduction of teaching aids and methods.

2) Headmasters should have full powers regarding admission, including evaluation of transfer certificate from schools of other states and under other systems or boards.

3) The headmasters should have right to appoint teaching and non-teaching staff at least to fill vacancies due to absence on leave of existing incumbents.

4) Transfer of teaching and non-teaching staff should be made only by the consent of headmaster.

5) The district educational officers should have full right to frame the curriculum for the whole education in district.

R. Sharma (2005) conducted a study on “A study of the Administrative problems of the Double shift Secondary Schools of Rajasthan.” The objectives of this study were i) to find out the problems of double-shift secondary schools of Rajasthan, ii) to dined out the problems faced by the headmasters of these schools, and iii) to make suggestions to the education department on how to solve them. The hypotheses were : (1) There is no significant difference in the level of solving the administrative problems of the double-shift institutions run by government and those run by private agencies. (2) There is not significant difference between the supervisory authorities and the head masters of these schools in understanding administrative problems. The tools consisted of check list for the headmasters and supervisory authorities of these schools that were asked to rate the administrative problems on a five point scale.

The major findings were: 1) It was difficult to adjust 40 minutes for each period in both the shifts. 2) There were problems and the convenience of students. 3) Lack of supervision and coordination of activities, indiscipline among students, inadequate use of library and reading-room facilities and difficulty in adjustment of periods.


He focused on the problems like the educational administration planning, organizing, staffing directing, coordinating, reporting and budgeting of Visakhapatnam Municipal Corporation Schools.

Objectives : 1) To study the correlation between the various aspects of educational administration under the Visakhapatnam Municipal Corporation, and 2) to compare teachers and
head, males and females and primary and secondary schools in terms of their response patterns on different aspects of educational administration of the Visakhapatnam Municipal Corporation.

The sample comprised 404 teachers and heads (including males and females from primary and secondary schools of Visakhapatnam Municipal Corporation Schools. The subjects were administered on opinionnaire and a check list. The official records of the Municipal Corporation were also examined.

The major findings: 1) non payment of salaries was not reported as problems because the salaries were paid from the state government grants and was on par with those of the government schools teachers. 2) State Government should start English medium schools. 3) Areas of dissatisfaction among schools personnel were evident from their views of the educational administration of the corporation authorities.

P.V. Panchbhai (2004), did his research work on “A Survey of reactions of Primary and Secondary Schools Teachers of Western Nagpur.” Regarding the comprehensive in service education programme for the guidance of the teachers under the National Education Policy.” For his M.Phil Degree.

The objectives of the study were: 1) Attitudes of teachers towards the in-service education programme. 2) Efficiency of the centre organizer, 3) Criteria for the selection of resources persons. 4) Evaluation of the in-service education programme.

Methodology: A total of 150 primary schools teachers and 200 secondary school teachers were interviewed and given A pre-tested questionnaire. The percentage of the responses from the teachers were calculated.

Major findings: 1) Around 85 to 90% of the teachers from primary and secondary schools expressed the opinion that the attitude of the teachers towards the in-service education programme had not changed due to non corporation of the head of the institution. 2) Teachers were not genuinely interested in the in-service education programme. 3) in service education must be made compulsory for teachers and must be made more interesting so that teachers should motivate and participate in such type of programme.


He investigated the effects of educational administration preparation and professional codes of ethics. The participants were 10 middle schools principles. Data was collected through
extensive interviews. Subjects also answered a series of reflective questions about values and professional codes of ethics.

Experts were found to have undertaken more preparatory course work on ethics and values in problem solving. They were also subsequently able to outline a number of specific structured and programs they had implemented at their schools to promote a healthy schools culture founded on values and ethics. The findings of this study suggest a number of implications for the future preparation of educational administrators.

S. N. Sharma (2005) – carried out a research project on “Management Techniques in Educational Administration with special references to Colleges Situated in and around Delhi.” He attempted to study management techniques in educational administration at college level in and around Delhi with the objectives i) to examine the present practices of management of colleges, ii) to compare and analyze the techniques which were popularly used, iii) to analyze the impact of training and orientation programmes.

**The findings of the study were:** 1) Though the principles possessed good academic record and teaching experience, they had no administrative experience. 2) All the colleges were satisfied with the courses, which had been prescribed by their respective universities. 3) Preparation of the syllabus was one by the universities no college prepared the syllabus. 4) In none of the colleges, new and innovative teaching methods were being practiced. 5) Shortage of funds hampered academic programmes.

A. R. Rajgure (2004) conducted a study on “The role of Headmasters of Central School and Primary Corporation Schools to Suggest Remedies to Improve their Competencies.” For his M.Phil Degree.

**The objectives of the study were:** 1) To identify the factors, which contribute towards the role of the central school, headmasters in primary schools (rural) and (urban) run by Pune Municipal Corporation, and 2) to suggest remedies for improving their work.

**Methodology :** A sample of 10 supervisors, 33 central school headmasters and 66 headmasters of primary schools attached to the concerned schools were taken up for the study. A questionnaire prepared by the researcher was sent to the masters and supervisors. Percentage were calculated and used in the analysis of the data.

**Major Findings:** 1) It was found that 64.5% central school headmasters were aware of their role, 2) Twenty-eight central school head masters said that’ they observed 90.3% of lessons
and arranged model lessons also. 3) Central schools headmasters guided the primary school headmasters in their work and also visited them regularly. 4) They also arranged seminars and workshop. 5) Each central school headmasters had to work for 45 hours in a week. Teaching was for 12 hours, lesson observation for 18 hours and 15 hours for other activities.

M. Das (2004) - Carried out a research on “A Study of administrative behavior of secondary school principals in relation to selected schools variables” for his Ph.D. Degree.

The major objectives of the study were (i) to study the secondary school principal’s administrative behavior in relation to teacher’s attitude towards work and work setting of the institution and student achievement, and (ii) to study relationship between school climate and student achievement.

The sample of the study consisted of 26 principals, 260 teachers and 1020 class IX students of 26 English Medium Secondary School from Gujarat State and Daman in Goa, Diu Union Territory.

The major findings of the study were 1) The secondary schools principals were moderately effective in their performance of administrative tasks. 2) There was significant positive relationship between principal’s administrative behavior and teacher’s attitude towards work and work setting of the institution. 3) There was no significant relationship between principal’s administrative behavior and the climate of their schools. 4) There was no significant relationship between principal’s administrative behavior and student’s achievement.

R.K. MISTRA (2003) – Conducted study on “A critical study of administration of secondary education in Rural areas of Faizabad Division” for his Ph.D. Degree.

The objectives of the study were 1) To make a critical study of the administration of secondary education in Rural areas of Faizabad Division which is a socially and economically backward region. 2) To Study the general education background of the region. 3) To investigate the present role of government its controllers and supervisory agencies and managements in administration of rural secondary education of the region 4) To study the administrative role service condition etc. of the principals and teacher’s. The sample of the study consisted of seven district inspectors of schools, 258 principal’s, 220 teachers and 222 pupils of rural secondary school, Faizabad Division which comprised 6 districts.

The findings of the study were: 1) Pratapgarh and Gonad Districts respectively were judged as having the best and worst educational facilities respectively for secondary education in the rural
areas of the Faizabad Division. Girls institution where less than two percent of the total number where as coeducational institutions were more than 97 percents. 2) The rights of the principal’s were judged as inadequate. They had to face dual control from the government & the management. 3) Examinations were conducted according to the departmental schedules but seriousness in the home examinations was not up to the mark.

S.P. PATHAK (2003) Carried out the research on “An evaluative study of the administrative and organizational pattern of In-Service education for secondary school personnel in India.” For his Ph.D. Degree.

The objectives of the study were 1) To study the historical growth and development of in service education for secondary school personnel as a movement with its developmental stages from 1955 to 1978. 2) To study the administrative and organizational set-up that managed the in service education during the period to know, (a) whether any change took place in the set-up arising out of circumstances, (b) whether any definite direction was followed leading to the emergence of any administrative pattern, (c) whether any process evolved on strategy adopted for the purpose. 3) To evaluate the planning, organization, control, direction and coordination.

The Findings of the study were 1) The idea of in service education emerged during the period 1854 to 1947. 2) Concrete proposals were made for the management of in service education between 1947 and 1955. 3) The primary objective of the administration between 1955 and 1959 was “Policy Making”. 4) In the case of the historical period 1969-78 the decentralization and democratization on the part of the administration could not be established due to no availability of data from the states.


The objectives were 1) To study the system of (a) fundamentals, (b) School management (c) Physical Facility (d) Educational Programmes (e) Library Facilities (f) Problem related to administration and development in the primary schools under the study. 2) To Study the grant provision and nature of expenditure for the primary education of the schools functioning under the Surat Municipal Corporation. 3) To study the growth pattern of schools, students and teachers of the schools functioning under the Surat Municipal Corporation. 4) To study the self reliance of students studying in primary schools managed by Surat Municipal Corporation. 5) To compare the self reliance of boys & girls students studying in Primary schools managed by surat Municipal Corporation.
The findings were 1) The schools at present managed by Surat Municipal Corporation (261) had long history about its establishment because some of them were established before independence. To meet the need of primary education of a particular area, to impart three educations and that too through mother tongue and to promote girl’s education, the primary schools were started in the area of SMC. The education committee of the Panchayat, Nagarpalika and after that corporation played an important role in starting primary schools. 2) The school principals managed the school under the supervision and leadership of education committee. The administration decision regarding the administration of schools were taken by education committee according to the resolution passed by the general body of SMC and principal had to act accordingly. The students who approached the school were admitted in a class of 25 to 75 students. The total power regarding purchasing was with education committee. The attitude of education committee with school employees was motivating and democrating. The principal, teacher and general public had very good and average opinion regarding administrative and academic functions of education committee.

MAJID VAHEDI (2009) “A study of parent’s participation in the high school administration and its effect on school activities”

The objectives were 1) To study the parents participation in decision making of the School administration. 2) To study the ways of supporting and engaging parents in children’s learning activities. 3) To Study the cultural, financial and educational participation of parents in the schools. 4) To study the effect of the parents participation in the school activities.

The finding were 1) Parents participation was found to have correlations with decision making of the school administration parents participation in decision increases ownership and support for multi-stage education. 2) Parents participation does make a positive contribution to their children’s learning activities in the schools. 3) Significant differences have been found among the views of parents, teachers and administrators on parents participation in children learning activities, decision making in school administration and school activities respectively.
STATEMENT OF PROBLEM - The Educational administration of Municipal corporation schools and evaluative study:

DEFINITION OF PROBLEM -

Educational Administration: - It refers to theory and practice of management and organization of educational institutions and systems.

Educational Management: - It refers to theory and practice of the organization and administration of existing educational establishment and systems.

Educational Planning: - It includes drawing up and arranging according to predicated future educational needs.

Municipal Corporation: - A group of people elected to govern a city or town.

It is observed that there are so many problems faced by the teachers, headmasters, and educational officers of Municipal Corporation.

1) Educational Administration should not pay more attention to the scheme like mid-day meal.

2) In corporation schools many posts are vacant and less qualified and inexperienced persons are appointed and given the charge of important posts.

3) Municipal Corporation has not guideline for running the smooth educational administration.

4) Teachers should be given orientation programme in every month.