

Women in Educational Administration

A Study of their Status, Issues and Challenges
in Select States of India

Manju Narula



Department of Educational Administration

National Institute of Educational Planning and Administration

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi - 110016

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Abbreviations

ACS	Additional Chief Secretary
ANOVA	Analysis of variance
BEO	Block Education Officer
BPL	Below Poverty Line
BRCC	Block Education
BRP	Block Resource Persons
CALC	Computer Assisted Learning Programme
CPI	Commissioner for Public Instructions
CR	Confidential Report
CRP	Cluster Resource Persons
DDPI	Deputy Director of Public Instruction
DEO	District Education Officer
DIET	District Institute for Education and Training
DPC	Departmental Promotion Committee
DPI	Director Public Instruction
DSERT	Department of State Educational Research and Training
EO	Educational Officer
HM	Head Master/Mistress
JDPI	Joint Director of Public Instruction
KGBV	Kasturba Gandhi Balika Vidyalaya
KSEEB	Karnataka Secondary Education Examination Board
MHRD	Ministry of Human Resource Development
MLA	Member of Legislative Assembly
MP- SSAM	Madhya Pradesh Sarva Shiksha Abhiyan Mission
MP	Member of Parliament
MRP	Master Resource Person
NCC	National Cadet Corps
NCF	National curriculum framework
NEP	National Policy on Education
NGO	Non-Governmental Organization
NMMS	National Means cum Merit Scholarship Examination
NPE	National Policy on Education
NPEGL	National programme for Education of Girls at an Elementary Level
NTSE	National Talent Search Examination
OBC	Other backward classes
OIC	Officer in charge
OMR	Optical mark recognition
OOSC	Out of school children
POA	Programme of Action
PS	Principal Secretary
PTA	Parent-teacher association

RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SADPI	Senior Assistant Director for Public Instruction
SATS	Student Achievement Tracking System
SCERT	State Council of Educational Research and Training
SD	Standard Deviation
SDMC	School Development and Monitoring Committee
SMC	School Management Committee
SOP	Standard Operating Procedure
SSA	Sarva Shiksha Abhiyan
SSLC	Secondary School Leaving Certificate
TA	Travelling Allowance
TALP	Technology Assisted Learning Programme
UEE	Universalization of Elementary Education

Chapter 1

Introduction and Review

Introduction

Women have been playing vital and significant role as men in the history of human development and for the progress of nation. 'The status and position, women enjoy in any society is a true index of its cultural and economic progress' (Subramaniam, 1992). But their work is not measured in an objective manner in the society. Their contribution in the society is measured only in financial terms and their participation in household activities like taking care of family members, doing house hold chores is not taken seriously. According to United Nations publications (2000), 'Women constitute half of the world's population, perform two-third of the world's work, but receive only one tenth of its income and own less than one-hundredth of its property'. Therefore, for progress of country, need is active participation of women in national activities. About the education of girls and their participation in education, there are two contradictory view points of the philosophers Plato and Aristotle. Their views provide foundation for the struggle women have, as they strive to become equals with men. Plato almost 2000 years before spoke and taught in favor of the education of women (Rancier, 2004). Aristotle, a man recognized as a forefather of democratic freedom and educational thought, unlike Plato, argued that a woman has no right to work as leader, 'The male is by nature superior and the female inferior; the one rules and the other is ruled' (cited in Mahoney, 1993, p. 10). After almost 2000 years after Plato and Aristotle, Al-Shihabi & Mohammad, (2001) mentioned in his study about the situation in Arab countries. According to him woman's eligibility and her professional and leadership efficiency, which sometimes, override that of the man. Yet, the occupational and leadership status of the woman is still suffering a wide gap, as there is unequal representation in the administrative and leadership positions between men and women, which became clear in many countries, particularly in Arab countries. As per Schmuck (1987); Byrne (1978); Brehmer (1982) in America and other western countries, gendered patterns of schooling were standard in 17th and 18th century. The access to education remained restricted by sex, social class, and race in western world countries. In the foregoing pages for the access to education for girls, steps taken are discussed so that prospective girls can take part in nation building activities. In 2009, Elmuti, Jia & Davis mentioned that the role of women in the United States has changed dramatically in the last 50 years. The proportion of women attending college, matriculating from graduate schools, and obtaining doctorate degrees has increased dramatically. No longer are women associated with low expectations both in education and the workforce. Women now seek and obtain the highest leadership roles in education, professions, and business.

Initiatives to Bridge the Gender Disparities

In the 19th and 20th century social changes started transforming girls education. Many initiatives and interventions were taken across the globe to bridge the gender disparity in education. They are as follows:

International Initiatives

Gender balance has become a world concern in the management of different institutions. Several conferences and summits have been held to address this, for example, the UN World Conference on Women that was started in 1975 in Mexico City, followed by Nairobi in 1985, the Vienna Conference in 1993 and the UN International Conference on Population and Development (ICPD) in Cairo in 1994 and Beijing in 1995 and the Copenhagen World Summit for Social Development in 1995 provided a large ocean of knowledge and unanimously agreed to resolve the issue of gender disparity. Thereafter in Senegal in 2000, Dakar Framework for Action took decision that by 2005 gender disparity to be eliminated and gender equality in education be

achieved by 2015. All addressed issues on gender at work place The Millennium Declaration also reflects widespread international acknowledgement that empowerment of women and the achievement of gender equality are matters of human rights and social justice. The latest Global Monitoring Report (2018) finds that there is still a long way to go as far as gender parity is concerned. It is a matter of concern that only 66% of countries have achieved gender parity in primary education, 45% in lower secondary and 25% in upper secondary. As per the agenda of sustainable development it is essential to achieve gender equality and without gender parity sustainable development of one half of the population is not possible and if it is not achieved than one half of the humanity will continue to be denied its full human rights and opportunities.

The 2030 Agenda for Sustainable Development indeed opened a new chapter in the long struggle towards achieving gender equality. It ensures that not only all the girls need to go to school, but they should get quality education and they need to be involved in all the economic, political and decision-making activities. Therefore, educating men and women are a key for sustainable development of the nation. Raising the education levels, literacy rates of girls is one of the most effective investments for increasing female productivity on top of enhancing the well-being of families. In developing countries, reducing gender inequality in literacy and at primary, secondary levels of education is essential to reducing poverty and accelerating sustainable development. Though girls now tend to do better at school than boys, but the gender difference is particularly large in educationally backward and under developed regions. Therefore, presence of educated women is needed to play as a system for sustainable development of the nation. In spite of all the initiatives women and men still do not enjoy equal opportunities for education, employment, success, advancement, and satisfaction (Isaac et al. 2012). The study by Tachiwaa, (1998) pointed out that status of women in the administration hierarchy was given paramount importance, for example, the Beijing Conference, noted that although women were present in the economic arena, they were absent in decision-making positions. Many factors have been attributed to women underrepresentation in management of public primary schools that include socio-cultural and economic factors. Since the Second World War, the number of female primary teachers has considerably increased globally (Guerrero, 2007). In 1974-75, the number of female primary teachers in Greece was 46 percent and rose to 55.8 percent in 2008-2009 (Greece Ministry of Education, 2009). This can be attributed to women showing up high prominence in positions traditionally regarded as female occupations for example nursing and teaching of public schools.

National Initiatives

In India several legislations, affirmative actions and interventions, were made to enhance the educational status of women. The Constitution framers and policy makers envisaged the states to provide free and compulsory education up to the age of 14. The Constitutional commitments have significant impact on women development as it guided framing of all the policies and programmes meant for the national development in general and inclusion of women in particular. Soon after independence two Commissions were set up by Government of India- University Education Commission (1948) and Secondary Education Commission (1952-53)' or Mudaliar Commission. Both the Commissions mentioned that education for women is important for preparing women as good wives, sisters and mothers. Thereafter many other committees like (Durga Bai Deshmukh Committee, (1958-59); Hansa Metha Committee (1962-64); M. Bhaktavatsalam Committee, (1963); Committee on the Status of Women in India, (1975) were also set up. They highlighted the factors that hinder the education of girls and suggested measures to empower them. A new thrust was provided to girls' education in the National Policy on Education (NPE), 1986, and its Programme of Action (POA), modified in 1992, which provided a holistic vision for the education of women and girls. The policy clearly states that education will be used as an agent of social change in bringing about an improvement in the status of girls and women. It will help in undoing prevalent social evils that have led to the deterioration in the status of girls and women in the society. The Policy recommended that the educational system must play a "positive interventionist role" in changing social values and attitudes that obstruct women's rights and equal participation in all aspects of development including education (Narula & Shrivastav, 2015). The last three decades have witnessed very active and multifaceted efforts in various national and international forums based on the principles of Equality, Sustainability and Empowerment with a special focus on women. The issue of empowerment of women and engendering the development moved to center-stage with the global paradigm shift from a growth oriented to a human development approach. According to Jain (2018),

having worked basically in the field of development and often in some kind of dialogue or partnership with the state, whether at the national or the international level, despite so much vitality, interaction and networking emerging in the feminist movement in India, we have not been able to bring down the walls-theoretical, policy, legal walls.

Five-Year Plans represent an important development strategy in India for the continuous inflow of adequate financial resources for the maintenance of standards of the educational system as a whole. With regard to empowerment of women the First Five Year Plan sought to “promote the welfare of women” by helping them to play their legitimate role in the family and the community but emphasized that the major burden of organizing activities for the benefit of the female population had to be borne by the private agencies. These Plans continued to reflect the same welfare approach to women’s interests though they accorded priority to education for both, men and women and launched measures to improve maternal and child health services and supplementary nutrition for children as well as expectant and nursing mothers.

The shift in approach and change in direction were recognized in the Sixth Five Year Plan, accepted in the Eighth Five Year Plan. The Eight Five Year Plan had a Human Development focus. It tried to ensure that the benefits of development do not bypass women. It implemented special programmes for women to complement the general development programmes and to monitor the flow of benefits to women in education, health and employment. The specific focus was placed in the Ninth Plan which accepted ‘Empowerment of women’ as one of its primary objectives. During this Plan period in 2001 the National Policy for the Empowerment of Women was enacted. The goal of this policy was to bring about the advancement, development and empowerment of women. Towards the end of the Ninth Five Year Plan, in 2001 Sarva Shiksha Abhiyan (SSA) was launched in accordance to the Eighty Sixth Constitutional Amendment for Universalization of Elementary Education (UEE). It was meant to improve access to education as well as the quality of elementary education. Thereafter in 2003, National Programme for Education of Girls at an Elementary Level (NPEGL) was started as an integral component of the SSA. It sought to distribute free textbooks for girls until Class VIII, construct separate toilets for girls and to conduct bridge camps for older out-of-school girls. The NPEGL aimed at ensuring 50% of the newly recruited teachers were female and that learning materials would be gender sensitive. Kasturba Gandhi Balika Vidyalaya (KGBV) Launched in July 2004, the KGBV sets up residential schools at the upper primary level, primarily for girls from SC, ST and OBC families as well as minority communities. The scheme is being implemented in Educationally Backward Blocks where the female rural literacy is below the national average. 75% of the seats in KGBVs are reserved for SCs, STs, OBCs and minorities. The remaining 25% of the vacancies are filled with girls of Below Poverty Line families.

Through these interventions in the last few decades’ literacy level of girls as well as their participation in educational administration increased, there is not enough reliable data to assess the real impact of these affirmative actions on increasing women’s representation in educational administration. ‘As per population Survey 2001, advancement of women in management jobs has not kept pace with the correspondence increase in the number of working women. Their presence in the senior management level is negligible’ (Centre for Social Research, 2009). After the year 2010 many women centric schemes were implemented by the GOI to bridge the gender disparities like to empower women, especially rural women, training & Capacity Building to enhance and strengthen understanding of gender issues, to enhance quality of life, child care leave and many others. In 2014, NITI Aayog has been entrusted with the role to co-ordinate ‘Transforming our world: the 2030 Agenda for Sustainable Development’.

Literature Review

A review of the literature in the present study indicated barriers or factors that contributed to the unbalanced representation of women as administrators. The contributing factors cited within study included: social and cultural barriers, under-representation of women in administration, the glass ceiling, family and work barriers, mentoring, low aspiration, sexual harassment, gender discrimination, etc.

Social and cultural Barriers

As per the social norm administrator’s role is considered as masculine activity. ‘Society, conditions men and women to believe that women are not as capable as men for holding leadership positions’ (Charters

and Jovick 1981). The higher administrative positions in developed countries like US, Latin America, Europe until 18th century were accepted to be male dominated. Schmuck (1996), reported that up to 1819 the purpose of education was to help women to become better wives and mothers so that they could 'civilize' their husbands and sons who, in turn, would take their rightful place in the public sphere of society. The convenient jobs for women were thought to be those posts where following order from authorities forms the major portion of the work. According to Rancier (2004) 'the balance in these positions still appears to be in the favor of males. Singh (2002) 'categorized three perspectives to explain the dearth of women in semi administrative positions, namely, 'person centered', 'structure centered' and 'culture centered'. 'Sometimes women's preference for non-competitiveness may limit their drive to compete for administrative positions particularly at senior level. The participation of women in the process of decision making still remains a distant dream. Gender disparities in building human capabilities through education and health though significant are much narrower than the disparities in decision-making opportunities' (Madhavi, 2013). Monty (2012) opined that women are facing societal and familial challenges, such as distinction between masculine and feminine leaderships, poor support of women's leadership idea, and lack of confidence and leading ambition.

Ortiz and Marshall (1988) study shows that women do not have the same opportunities as men in administration. They attributed this problem primarily to stereotypes attached to women and leadership. 'In a patriarchal society like India, it is still believed that a man is the primary bread winner of his family. Although Indian women have started working outside their homes, still they have a long way to go both culturally, socially and economically, to bring in positive attitudinal changes in the mind-set of people' (Varsha, 2014). And some (women) do not apply for leadership positions in the first place, finding themselves between the enormous demands of an administrative job and societal expectations for women in terms of family (Grogan, 1999; Tallerico, 2000). Agarwal (2006) pointed out that 'the causes of women's low participation in higher administrative jobs could be attributed to the stereotype gender biases of policy makers, women have also conditioned and tuned their job choices according to the cultural norms, social and normative role demands'. As per Gosh (1996) the under-representation of women as school leaders is due to socio-cultural traditions entrenched in the hegemony, patriarchy in the education system causes under-representation. It may also be due to non-acceptance of leadership of women by other women as well as men colleagues, hesitation on the part of the women to take risks as school leaders, lack of family support and other social compulsions, cultural context of the society where competitiveness is not encouraged or accepted and many other factors also limit the women from aspiring and seeking an identity as school leader. It is peculiar to India where women are seen as change agents and guardians of old cultures. Most professionals, men or women, such as scientists and doctors, do not like administration because it is mundane and routine. But there are people who love the power and influence that go with administrative posts. The 'power structure' in institutions quite often inhibits women. Men say that it is women themselves who deny themselves the chances for upward mobility. This is referred to as 'psychosocial' causes, which could include the behavioural traits and skills of women. Perhaps their attachment to familial duties, whether shared or not by their men folk, makes them less mobile and unwilling for transfers or changes of any kind. Maybe the situation in the home is such that women are fearful of their men folk/in-laws, and they may not want to appear as ambitious or desiring to rise in their career. Gender stereotypes and the patriarchal ethos possibly govern their thinking' (Ramachandran, 2003). Facing 'cultural and social discrimination,' coupled with feelings of 'professional and organizational isolation', some women leave their administrator's positions altogether (Beekley, 1999). Public perception persists that men are more skilled at handling political and disciplinary issues better, especially at the high school level (Logan, 1998).

Skrla, (2000) pointed out that female applicants often face ongoing misperceptions about their lack of leadership strength, particularly in non-academic area such as facilities, athletics, and budget. As per Human Development Report in 2002 that though women at administrative level is increased however, question still unanswered is whether they enjoy a status equal to their male counterparts. As one moves towards higher level of empowerment, there is bound to be resistance and conflict, as a threat for exclusive male privileges are felt. Their lesser representation indicates gender dominance. It shows that women's requirement and priorities at this front receive the least attention. Gender equality is a prerequisite for

effective participation of women in strengthening the institutional structure of democracy. Women remain underrepresented in leadership roles, particularly in high school principal ships and superintendence, the positions that carry the most responsibility and influence (Grogan & Brunner 2005; Keller, 1999). The reasons for low participation of women at the administrator level are many as pointed out in various studies on the issues. The working women face innumerable problems and barriers both at home as well as at workplace. They face problems by virtue of their being women. Social change has affected the life and work of women administrators across the generations (Loder, 2005). Subangini (2014) pointed out that women are hindered by both internal and external barriers, which keep them away from advancing to leadership. Internal barriers included the effects of socialization and sex stereotyping. External barriers derived from the structure of the education system that locked women into low-power, low visibility, dead-end jobs, and limited their performance and opportunities as a result. Women educational administrators' advancement was further impeded by the cultural imperatives of male dominance and suppression. 'Women's leadership in educational institutions requires a humanitarian interaction process between all the parties to working in the enterprise, in addition to achieving inclusive institutional objectives. The woman faces many challenges that stand in the way of her success in leadership. In addition to the negative beliefs about the woman's leadership and her feminine nature, which creates the type of problems and difficulties preventing her progress and development in terms of administration and leadership' (Al-Shaddi, 2010).

Under-representation in Administrative Positions

Over the years women have been successful in entering into the domains which have been dominated by males and also making progress continuously. Their number is increasing but still their representation is low. Several factors both from supply and demand perspectives are responsible for low representation for women in administrative positions. Many times, biased system of selection is alleged as one of the factors impeding entry of women in administrative positions. When experience is the criteria for promotion and selection into administration, fewer women are selected for administrative positions. Marshall (1993); McGee Banks (1995); Schmuck (1995, 1996); Shakeshaft (1989, 1999) mentioned that pervasive discrimination in hiring and promotion, lack of sponsoring and mentoring and the entrenchment of the "good old boy network" are barriers to women administrators, particularly aspiring and practicing principals, which have been well documented in the literature.

As per Ramchandran, (2003) one finds very few women at top levels such as Vice Chancellor/Director of Public Instruction/Principal/Dean, even though there are a large number of women who choose teaching as their profession. The reality is that women's participation at decision-making levels in any field is dismally low, considering the fact that they constitute almost half the population, in the field of education across the globe, underrepresentation of women in senior leadership positions. During the period when whole world started integrating women into development activities, in India out of the population of women (48.2%) only 13% of them were involved in economic activity. Women were excluded from many types of formal jobs, and 94% of the female workforce was engaged in the unorganized sector employed in agriculture, agro-forestry, fishery, handicrafts and so on (1971 census in India). 'Based on Labour Bureau (2013), in rural India the work participation rate was 71.77 per cent comprising 53.00 per cent male and 30.00 per cent female. Whereas in urban India, the work participation rate was 43.63 per cent comprising of 53.8 per cent male and 15.4 per cent female. The temporal trend of total workers of India explains that the work participation rate had registered continuous increase in the last four decades. In spite of that it had been observed that in India comparative picture of women's participation in the workforce had been remarkably low as compared to men' (Rao et. al, 2016). The research study of Oplatka & Hertz-Larowitz, 2006; Shakeshaft, 1989. The study threw light on procedure of recruiting new principals. The men in senior positions will hire those candidates who most resemble themselves, thereby reproducing male dominance within educational administration. It is generally perceived that gender bias against working women starts right from the stage of recruitment (Varsha, 2014) and most of the Indian men are not ready to accept that women are capable enough to work side by side with men in all the sectors, other than in a few limited ones like teaching, nursing, and in clerical sectors.' According to Indiresen (2002) recruitment policies and practices unfavorable to women, limited opportunities for them to exercise leadership roles due to gender bias, and the fact of their not being taken seriously are the other factors involved. Unlike men, women

lack network support for entry into and advancement to important positions of power and influence. 'The inherent challenges for anyone in educational leadership are compounded for women because school governance structures remain quite patriarchal' (Tallerico, 2000).

Low Aspiration

In India women representation in managerial position is less in comparison to teaching profession. They make up the largest percentage in terms of teaching positions in the school systems, and the lowest percentage in terms of administrative positions. Madhvi, (2013) rightly mentioned that 'accepting a woman administrator at the same level with the opposite gender at any level of hierarchy is difficult. It is a challenging task for any women administrator to demand recognition at par with their male counterpart. On one side there are traditional roles to be managed and on the other newly acquired job roles challenge the capacity of the women administrator in achieving goals in expected direction'. Okolo (1989) in his study found significant aspiration gap between male and female to aspire for administrative and leadership positions. Women lack role model of successful female administrators and sometimes women's preference for non-competitiveness may limit their drive to compete for administrative positions particularly at senior level. Increased demands for accountability, long hours, decreased autonomy and lack of support are driving some of the women to leave administrative roles, or to decide not to enter administration in the first place (Adams, 1999; Normore, 2004). Shakeshaft (1989) reports that career pattern contributes to this, since the path to the superintendency usually passes through the high school principalship, a position that remains a bastion of male leaders. 'Another common perception is women themselves believe that in order to attain superintendency, they need to travel the conventional path -teacher to principal (especially a high school principal ship), to assistant superintendent, coupled with a doctoral degree, sponsorship, professional visibility, and business experience' (Grogan, 1996).

Glass ceiling

The "glass ceiling" was first coined in 1984, women have made great progress in terms of leadership equality with men in the workplace (Barreto, Ryan, & Schmidt, 2009). It is found that women are underrepresented in the upper positions of the organizations. The glass ceiling metaphor emphasizes the notion that invisible and unseen structural patterns of gender discrimination prevent women from ascending into the most prestigious, well-paying senior leadership positions (Kellerman & Rhode, 2007). Meyerson (2004) views the glass ceiling as a small portion of the barriers faced by women as she states, "It's not just the glass ceiling that's holding women back; it's the whole structure of the organizations in which we work: the foundation, the beams, the walls, the very air" (Dana & Bourisaw, 2006). The glass ceiling reminds individuals that while society has undergone significant changes when it comes to gender equality, there remain barriers and constraints for the advancement of women into educational leadership positions, as well as other fields. Other researchers have found that women may also experience what is referred to as a "psychological glass ceiling" (Kellerman & Rhode, 2007).

The reason for 'Glass ceiling' is public perception persists that men are more skilled at handling political and disciplinary issues better, especially at the high school level (Logan, 1998). Up to late nineties, women participation in higher leadership positions was not more than (3%) in the United States and not more than 6% in the United Kingdom (Yang, 1998). Keller (1999) stated that under-representation of women as high school principals and superintendents proved, greater challenge to them. In 1999, for example, women constituted only about 12% of the superintendents in over 14,000 United States districts, an increase of only two percentage points since 1981. Grogan & Brunner, (2005) pointed out that even in 2003 the percentage of female superintendents was still low at 18% nationwide. Gardiner, Enomoto & Grogan, (2000); Grogan, (1999); Hall, (1996) studies show that under-representation of women in senior positions was lack of role models of executive women due to their scarce presence in top managerial positions including responsibilities at home, lack of opportunities, district hiring practices, other "barriers" such as circumstances or situations that prevent or create difficulty for women attempting to become a school administrator.

Hymowitz and Schellhardt (1986) “Glass Ceiling”, means signaling the existence of barriers that prevent the advancing to higher leadership positions. If they reach there, Valian (1998) notes that as a woman rises into the top tiers of leadership, the mere fact that she is successful leads people to see her as succeeding against expectations, attributing her success to luck, the task being easy, or to working hard rather than competence. Women as managers gain status attribution which creates connotations of instrumental competence; however, a woman will still be seen as less competent than a male manager with similar characteristics (Ridgeway, 2001).

There are many obstacles preventing women from obtaining this leadership level (e.g., glass ceilings). Many organizations are implementing leadership development programs aimed solely at women leadership success. These programs identify barriers and obstacles and then suggest strategies for women to circumvent these barriers. The goal of these programs is to facilitate excellent women leadership abilities (Elmuti, Jia & Davis, 2009). 'Even though the number of women getting into the services increased over the years, the stereotype ideas of considering women as inferior to men is not changed. Even now women officers are not preferred for sensitive, crucial, important and heavy transacting postings' (George, 2011). Shaped by gender-based socialization, the term psychological glass ceiling refers to the way in which women themselves have internalized a patriarchal gender ideology which, when acted out, undermines their own chances at securing leadership positions. Unlike their male counter parts, women appear less willing to engage in self-promoting or assertive behaviours, or seem less willing to take risks that will propel their leadership roles, and have a greater fear of failure. For example, while self-promotion can convey status and competence, it is not at all communal. So, while men can use bluster to get noticed, modesty is expected even of highly accomplished women (Eagly & Carli, 2007). Further, because women are perceived to be less competent, ambitious, and competitive than men, they may be overlooked for leadership positions unless they successfully present themselves as a typical women. However, engaging in such behaviour defies the prescriptive nature of gender stereotypes, which can result in negative reactions to female agency and authority i.e. backlash (Rudman & Phelan, 2008).

Work and Family Barriers

It is believed that taking care of children, including educating them, was women's work. However, a large proportion of women are found in teaching profession. The proportion declines with increased levels of positions (Adams, 1999; Normore, 2004). As per Taeuber & Valdisera (1986) work family conflicts among women administrators is a major concern in the United States. Women have not been successful in offsetting their increasing responsibilities in the workplace with decreased obligations on the home front. The uneven burden of child care household responsibilities that women so often shoulder has been a major barrier to their advancement to school administration (Parkway & Currie, 1992). Lortie (1975) stated that women aspirants to the post of principal-ship were detracted from advancing to this position because of the abrupt shift in the “time ecologies” of teaching and administration. The social changes, changed society’s expectations for and perceptions of women’s roles vis-a-vis family and work, and increased their options for work and career mobility. To see a dramatic change in these numbers, educators in all positions at every level need to be aware of the low numbers of women in certain positions and the possible reasons why this may be. Educators, district school boards, and administrators, then, need to take action to rectify and remove or dislodge these barriers. 'When demands of the job increasingly encroach into family life, women experience conflict which affects their career outcomes' (Voydanoff, 2005). Galinsky and Swanberg, (2000) found that one of the important reason for women’s under representation in administrative positions is conflict between work and family priority. The common conflicts and implications of family life, primarily on women’s careers, include: time-based conflict (the time required to manage both roles), strain-based conflict (the spillover of the two roles), and behaviour-based conflict (incompatibility of the two roles). These findings demonstrate the double standard women in leadership roles face as well as the double standard women face in society in regard to children and family. This double standard is also reflected in the treatment of women with children by superiors, as well as their access to resources and mentoring by superiors once in leadership positions. This next barrier (i.e., access to resources) focuses on the treatment of women who have attained such leadership positions, but do not receive the same type of informal instruction as men, which ultimately affects their success as administrators. Jano, (2000), stated

that lack of supporting conflict with career demands which leads to women delaying their advancement into management or executive positions'. Another study by Naidoo and May (2005), found that 93% of their husbands supported their career, only 27% of the women had structured arrangements regarding the division of daily household tasks and 10% of the respondents received no assistance at all from husbands/partners. These statistics indicate that women in most cases still assume primary responsibility for the child and home care.

Government Initiatives & Gender Discrimination

Poulpunitha and Murugan (2015) stated that women can play important role in the development of the country. But the gender discrimination was obvious in advocating different curriculum for girls and boys and the girls were supposed to be fit for home-making. Immediately after independence in India two Commissions were set up by Government of India, one for higher education and another for school education i.e. University Education Commission (1948) and Secondary Education Commission (1952-53)' or Muddaliar Commission. Both the Commissions advocated that education for women is important for preparing women as good wives, sisters and mothers. After that it took more than thirty years to understand the factors that hinder the education of girls and find the measures to empower them. The National Policy on Education (NPE), 1986, first time provided a new thrust to girls' education which provided a holistic vision for the education of women and girls in bringing about an improvement in the status of girls and women.

Mentoring

Supporting the notion that mentorship is an invaluable resource for the recruitment and preparation of women, Brown (2005) examined mentoring relationships among female college presidents. The findings of the study revealed that a majority of college presidents received mentoring. This finding suggests that mentorship plays a significant role in the advancement of female college presidents. Laff (2006), finds that women are inhibited in the workplace because of their limited access to capable mentor. Eagly and Wood (1991), mentioned that most of the women are less attracted to managerial positions, because organisational cultural preferences are more restraining for them than men. For instance, a lack of supportive workplace practices such as mentoring and ample time to make arrangements for child care and other personal responsibilities can indirectly inhibit their progress.

Sexual Harassment

As per Nieva and Gutek (1981), sexual harassment impacts on women in both the short and long term. In short term women may lose self-confidence and resign. In the long-term career progression is affected and gender inequality is maintained in organisations. According to Gutek, Fitzgerald & Betz (1985) sexual harassment has been identified as one of the most pervasive and serious problems that female employees experience in the workplace. For centuries women have been subjected to exploitation and torture-physically, sexually and mentally. What we generally see today, in addition to various media and journal reports is that in the workplace women generally face mental stress, sexual harassment, discriminatory practices, safety and security issues etc. (Martin, 2001). According to Dube (2001) India's patriarchal society thinks of women only as homemakers and sexual objects and is generally subjected to exploitation and torture.

Need of the Study

Being in the Department of Educational Administration, "Women as educational administrators" is always a topic of special interest to me. Our department used to organise orientation programme for educational administrators in planning and administrators, and in the programme, few women administrators used to send their acceptance to attend the programme. I have wondered why few women administrators participate in such programmes? Are there such a disproportionate number of women administrators compared to their numbers as teachers in the classrooms. Were there fewer women who actually wanted to be administrators or were they simply not being hired? These questions only seemed to prompt me on to more. If women are not interested in becoming administrators, what keeps them away from becoming

interested? If less number of women are hired, what barriers exist, that prevent women from achieving this goal? How can these barriers be removed? What motivates women to pursue administration? What qualities do women bring to their work place that make them effective leaders? Normally few women, who reach at the highest administrative positions make us believe that there is a change in the gender equations, which is not true. Therefore, need was felt to understand the reason, why women restrict their self for accepting low-power and dead-end jobs What are the reasons behind for their under-representation as administrators? This "wondering" has led me to focus on "Women in educational administrators: A study of their Status, Issues and Challenges in Select States of India" and try to find comprehensive understanding of the barriers that retard women's progress and need of actions to rectify and remove or dislodge these barriers.

The backdrop also reveals that over the years society's perception and expectations about women's roles is changing and that has increased their options for work and career mobility. In India after mid-eighties several initiatives had been taken by the government to break the gender-based inequalities, in spite of that participation of women as administrators is significantly low. According to the literature reviews, the balance in these positions still appears to be in the favour of males. By examining the causes of this imbalance and proposing solutions for them, the present study hope to support and encourage women administrators to make their voices heard in the area of educational administration. Therefore, an attempt was made to understand the problems, issues and challenges that women administrators face and that hinder their progress. Two states were selected on the basis of literacy rates- one above the national literacy level (Karnataka) and another below the national literacy level (Madhya Pradesh). The study made an attempt to conduct situational analysis of women educational administrators and in spite of hurdles how they were successful in contributing to the development of school education and bringing institutional change. Thus, the study extends the analysis of the under-representation of women in administrator's roles, particularly at the highest levels of responsibility. It focused on the social and political impediments to women's advancement and examined the issues and problems they faced in the journey of educational administrators. Finally, it explored how well women themselves understand the systemic nature of gender barriers, since women are not likely to achieve parity with men until they grasp the nature of the problem.

Chapterisation

Chapter 1: Introduction & Review

Chapter 2: Methodology

Chapter 3: Analysis of Data and Interpretations

Chapter 4: Case Studies of Women Educational Administrators

Chapter 5: Major Findings, Conclusions and Observations

Chapter 2

Methodology and Data Collection

Introduction

The study was both qualitative and quantitative in nature and conducted to know the problems, issues and challenges of educational women administrators working at the state, district, block and institutional level. i.e., Assistant Directors/Deputy Directors/Deputy Director Public Instructions (DDPIs)/ District Education Officers (DEOs)/District Institute of Educational Training (DIET) Principals, Block Education Officers and Heads of secondary and senior secondary schools

Two significant research methods were used in the present study:

- (i) Survey method: It is a descriptive **research method** and useful when a researcher wants to collect data on phenomena that cannot be directly observed.
- (ii) Case study method: This is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, family, an institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth.

Research Questions

The guiding questions for the study were:

- What were the perceptions towards women in educational administration with respect to their social category, qualification, experience, gender, age, marital status in relation to two states i.e., Karnataka and Madhya Pradesh?
- What was the socio-economic and academic profile of educational administrators?
- What were the factors that create barriers for career growth for women administrators?
- Did women bring different leadership in administration than men, individually or collectively?
- What were the perceptions of barriers of women administrators to advancing into the highest administrative roles?

Hypothesis

- There is no significant difference in General Perceptions and Personnel Perceptions towards women in educational administration with respect to their type.
- There is no significant difference in General Perceptions and Personnel Perceptions towards women in educational administration of educational administrators of Karnataka and Madhya Pradesh
- There is no significant difference in General Perceptions and Personnel Perceptions towards women in educational administration with respect to gender.
- There is no significant difference in General Perceptions and Personnel Perceptions towards women in educational administration with respect to Age.
- There is no significant difference in General Perceptions Personnel Perceptions towards women in educational administration with respect to marital status.

- There is no significant difference in General Perceptions and Personnel Perceptions towards women in educational administration with respect to social category.
- There is no significant difference in General Perceptions towards women in educational administration with respect to higher qualification.
- There is no significant difference in General Perceptions and Personnel Perceptions towards women in educational administration with respect to higher education qualification.
- There is no significant difference in General Perceptions and Personnel Perceptions towards women in educational administration with respect to overall experiences.

Objectives

The objectives of the study were as follows:

- To review the historical antecedents that have influenced women's place in educational administration;
- To study the General perceptions and Personal perceptions of the Educational Administrators of Karnataka and Madhya Pradesh with respect to the selected variables like social category, qualification, experience, gender, age, marital status.
- To identify the factors that create barriers for career growth for women administrators;
- To study the cases of women administrators to understand the perception, status, issues and challenges of women administrators; and
- To suggest how women's presence as administrators can contribute to reform in education sector.

Methodology

Sampling

Sampling constitutes an important aspect of research design as entire process of data analysis and interpretation depends on the method of sampling. Therefore, it is important to clarify few of the processes and procedures of sampling adopted in this study. We had used sampling techniques to select such sample which represent majority of the traits prevalent in the research universe. Through purposive sample two states were selected on the basis of literacy rates- one above the national literacy level (Karnataka) and another below the national literacy level (Madhya Pradesh). The total literacy rate of India as per Census 2011 was 72.99 percent and male literacy rate was 80.89 percent and female literacy rate was 64.64 percent. Karnataka state literacy rate was above the national average both for male and female (total literacy rate 75.36 percent, male 82.47 percent and female 68.08 percent), while Madhya Pradesh literacy rate was low than national literacy rate. The total literacy rate of the state was 69.32 percent with male 78.73 percent and female 59.24 percent.

When the project was conceptualized, it was decided to select 30% sample of women educational administrators from both the states and from each state randomly be selected women educational administrators from four districts, fifteen blocks, and twenty schools. At the time of data collection, it was observed that in selected state's number of women administrators were less in percentage than male administrators and also, they were unevenly placed in the districts and blocks, therefore cannot be randomly selected equally from the selected districts and blocks.

Therefore, sampling technique was revisited. Instead of random sample, it was decided to select women educational administrators through purposive sample. A list was prepared (data supplied by state nodal officers) of the women educational administrators from state/districts, blocks and institutions/schools. To have comparative views about administration governed by women administrators nearly 2% male administrators were decided to select.

The Table 2.1 shows that in Karnataka total 271 educational administrators and in Madhya Pradesh 136 educational administrators holding the position at the state and district level. Out of these, in Karnataka

women educational administrators at the state and district level were 20% and in Madhya Pradesh 40%. At the block level 204 educational administrators in Karnataka and in Madhya Pradesh 34 educational administrators were holding the positions as Block Education Officers. Out of these 13% and 12% women educational administrators were in place respectively in Karnataka and Madhya Pradesh. At the institutional level 30% and 24% women educational administrators in Karnataka and Madhya Pradesh respectively were in place. Out of these in Karnataka 5388 educational administrators and in Madhya Pradesh 1757 educational administrators were in place as heads of institutions.

Table 2.1: Gender wise Educational Administrators in Karnataka & Madhya Pradesh

S. No.	Total No. of Educational Administrators			
1.	At the State and District Level: Deputy Director/ Assistant Director/District Education Officers			
	Karnataka	Female	53 (20%)	271
		Male	218 (80%)	
	Madhya Pradesh	Female	53 (40%)	136
		Male	83 (60%)	
Total			407	
2.	At the Block Level: Block Education Officers			
	Karnataka	Female	26 (13%)	204
		Male	178 (87%)	
	Madhya Pradesh	Female	4 (12%)	34
		Male	30 (88%)	
Total			238	
3.	At the Institutional Level: Heads of Institution			
	Karnataka	Female	1619 (30%)	5388
		Male	3769 (70%)	
	Madhya Pradesh	Female	418 (24%)	1757
		Male	1339 (76%)	
Total			7145	

Source: Information Supplied by State Education Departments through Nodal Officer of the study

For the present study initially total 150 educational administrators were selected from both the states i.e., 75 for Karnataka and 75 for Madhya Pradesh and were invited to attend one day workshop in their respective selected states. The nodal officer (one Joint Director and one Deputy Director of School Education) nominated by the Directorate of Education contacted state, district, block level educational administrators and heads of schools and invited them to come to state education headquarter to attend the workshop. Out of 150 educational administrators, 124 educational administrators attended the workshop from both the states.

Thus, the total Sample of the study consisted of 124 educational administrators from both the selected states. The distribution of sample as per their nature of work in the study and their designation is shown in the Table-2.2.

Table 2.2: Total sample of the study

S. No.	Purpose	Designation	Total Sample
1.	To facilitate the basic information about the educational administrators in both states	Nodal officers (Karnataka-01, MP-01)	02
2.	To elicit information from educational administrators on their status, issues and challenges.	Educational administrators	115
		Assistant Directors/Deputy Directors/ DDPIs/DEOs/DIET Principals	45
		Heads of senior secondary school and secondary school	43
		BEOs	27
3.	To study the cases educational journey, their experiences as a working woman and their achievements as mother and administrators, their problems issues and challenges, vision about improving the access and quality of education, difficulties experienced, problems in administration with respect to gender and suggestion to improve	Educational administrators	07
		Director, KSEEB	01
		Deputy Director of school education (Public Instruction)	01
		Principal, DIET	02
		Principals, Senior Secondary Schools and Head, Secondary School	03
4.	Total		124

Source: Ibid

The Table 2.3 shows variable-wise distribution of sample. These variables were designation, state, gender, age, marital status, highest qualification and social category. 45 educational administrators were Assistant Directors/Deputy Directors/DDPIs/DEOs, 43 were Heads of secondary and senior secondary schools, 27 were BEOs, 55 were from Karnataka and 60 were from Madhya Pradesh 48 were male and 67 were female, age wise they were divided into 5 groups i.e., 36-40 years (4); 41-45 years (11); 46- 50 years (17); 51-55 years (52); 56 & above 31. The Table shows that majority of the educational administrators were above 51 years.

Table 2.3 Variable-wise Distribution of the Sample

S. No.	Variable	Sub sample	Number
1.	Designation	Assistant Directors/Deputy Directors/DDPIs/DEOs	45
		Heads of secondary and senior secondary schools	43
		BEOs	27
2.	State	Karnataka	55
		Madhya Pradesh	60
3.	Gender	Male	48
		Female	67
4.	Age	36-40 years	4
		41-45 years	11
		46-50 years	17
		51-55 years	52
		56 & above years	31
5.	Marital Status	Unmarried	6
		Married	99
		Others	10

6.	Social Category	SC	17
		ST	9
		OBC	32
		Minority	2
		General	53
		Others	2
7.	Highest Education Qualification	Graduation	15
		Post-Graduation	89
		M.Phil./ Ph.D.	7
		Others	4
8.	Highest Professional Qualification	D.Ed./B.Ed.	5
		M.Ed.	57
		M.B.A.	47
		Others	6
9	Overall Experience	Less than 10 years	16
		11 to 20 years	26
		More than 20 years	73

Source: Ibid

The state wise bifurcation of sample shows that in Karnataka, almost 32 percent of women administrators and around two percent of male administrators were part of the sample. In Madhya Pradesh almost 39 percent of women administrators and approximately 16 percent of male administrators were part of the sample. State wise and gender wise distribution of sample is shown in the Table 2.4.

Total number of schools in the country are more than the state/district and block level officers. To have equal representation of heads of institutions in the sample from Karnataka and Madhya Pradesh, 43 heads of institutions, which means less than one percent (0.60) of the school heads were selected. Thus, from both the states less than one percent (0.98) of female school heads and also less than one percent (0.45) of male school heads were part of sample. The state wise bifurcation of sample shows that from Karnataka, female school heads and male school heads both were less than one percent (0.37) and (0.45) respectively, whereas from Madhya Pradesh, approximately three percent of female school heads and less than one percent (0.45) of male school heads were part of sample. It is shown in the Table 2.5.

Table 2.4: State and Gender-wise Distribution of the Sample

States	Dy. Director/ Assistant Director/ District Education Officer		Block Education Officer	State-wise Total
Karnataka	Total Female	53	26	79
	Sample Female	15	10	25
	Percentage	28.30	38.46	31.64
	Total Male	218	178	396
	Sample Male	04	03	07
	Percentage	1.83	1.68	1.77

Madhya Pradesh	Total Female	53	04	57
	Sample Female	18	04	22
	Percentage	33.96	100.00	38.60
	Total Male	83	30	113
	Sample Male	08	10	18
	Percentage	9.64	33.33	15.93

Source: Ibid

Table 2.5: State and Gender-wise Distribution of the Sample at the School Level

Head of Institution						
States	Total Female	Total Male	Sample Female	Sample Male	% Female*	% Male*
Karnataka	1619	3769	06	17	0.37	0.45
Madhya Pradesh	418	1339	14	06	3.35	0.45
Total	2037	5108	20	23	0.98	0.45
Total	7145		43		0.60	

Source: Ibid

* Percentage is from total number of institutions

Table 2.6 shows designation wise distribution of number of educational administrators in Karnataka and Madhya Pradesh. From these two states total 59.67% of educational administrators were selected from the state, district and block level. Out of that 37.90% were state and district level educational administrators and remaining were block level educational administrators and around 35% were secondary and senior secondary institutional heads (From the total school heads in the selected states i.e. from Karnataka, women school heads and male school heads were 0.37 percent and 0.45 respectively, whereas from Madhya Pradesh, approximately three percent of women school heads and 0.45 percent of male school heads were part of sample Table 2.5). The reason for inclusion of more percent of heads of schools was total schools were more in number in both the states, in comparison to system level officers. In addition, 5% women educational administrators were selected to write case study to understand how they are different in leadership in administration than men; their efforts to enhance efficiency and effectiveness in the schools; to understand the factors and their perceptions that create barriers for career growth and prevent in advancing into the highest administrative roles.

State wise bifurcation shows that from Karnataka 20 educational administrators were from state and district level and 13 educational administrators were from block level. In Madhya Pradesh 27 educational administrators were from state and district level and 14 educational administrators were from block level. Seven educational administrators were chosen for writing case studies, out of them 3 were from Karnataka and 4 were from Madhya Pradesh. They were interviewed with the help of open-ended questionnaire about their perceptions, problems, issues that they face. For selecting them care was taken that they represent universe characteristics, therefore instead of selecting them through random sampling, purposive sampling technique was used. Seven case studies of women administrators were developed i.e., three from Karnataka and four from Madhya Pradesh. Out of three case studies from Karnataka, one case study was of Director of Karnataka Secondary Education Examination Board (KSEEB), one DIET Principal and one Head Teacher of Secondary School. From Madhya Pradesh case study were developed of one Deputy Director of school education (Directorate of Public Instruction), one DIET Principal, two Principals of Senior Secondary Schools. They all started their carrier as a primary teacher and by enhancing their qualification, through hard work reached to higher positions in spite of all the difficulties they faced in personal and professional life.

The Director, I/C of KSEEB shared how she faced many administrative and technical challenges when she tried to bring changes in the examination and evaluation processes of the Board. When she was successful Additional Chief Secretary to Government congratulated for her initiatives (Table 2.7).

Further from Karnataka Table 2.8 shows district wise bifurcation of educational administrators. From eight districts educational administrators participated in the workshop to provide information. Table 2.4 shows Block Education Officers, from four districts participated in the workshop and Table 2.5 shows Heads of Institutions from seven districts participated in the workshop.

Table 2.6: State-wise selected Educational Administrators from Karnataka and Madhya Pradesh

States	Dy. Director/ Assitt. Director/ District Education Officer	Block Education Officer	Administrators who wrote case studies	Head of Institution	Total
Karnataka	20	13	03	23	
Madhya Pradesh	27	14	04	20	
Total	47	27	07	43	124
Percentage	37.90	21.77	5.65	34.68*	
Total %	59.67		5.65	34.68*	

Source: Ibid

* Percentage is from total smple

Table 2.7: District-wise distribution of Deputy Directors/ Assistant Directors/ District

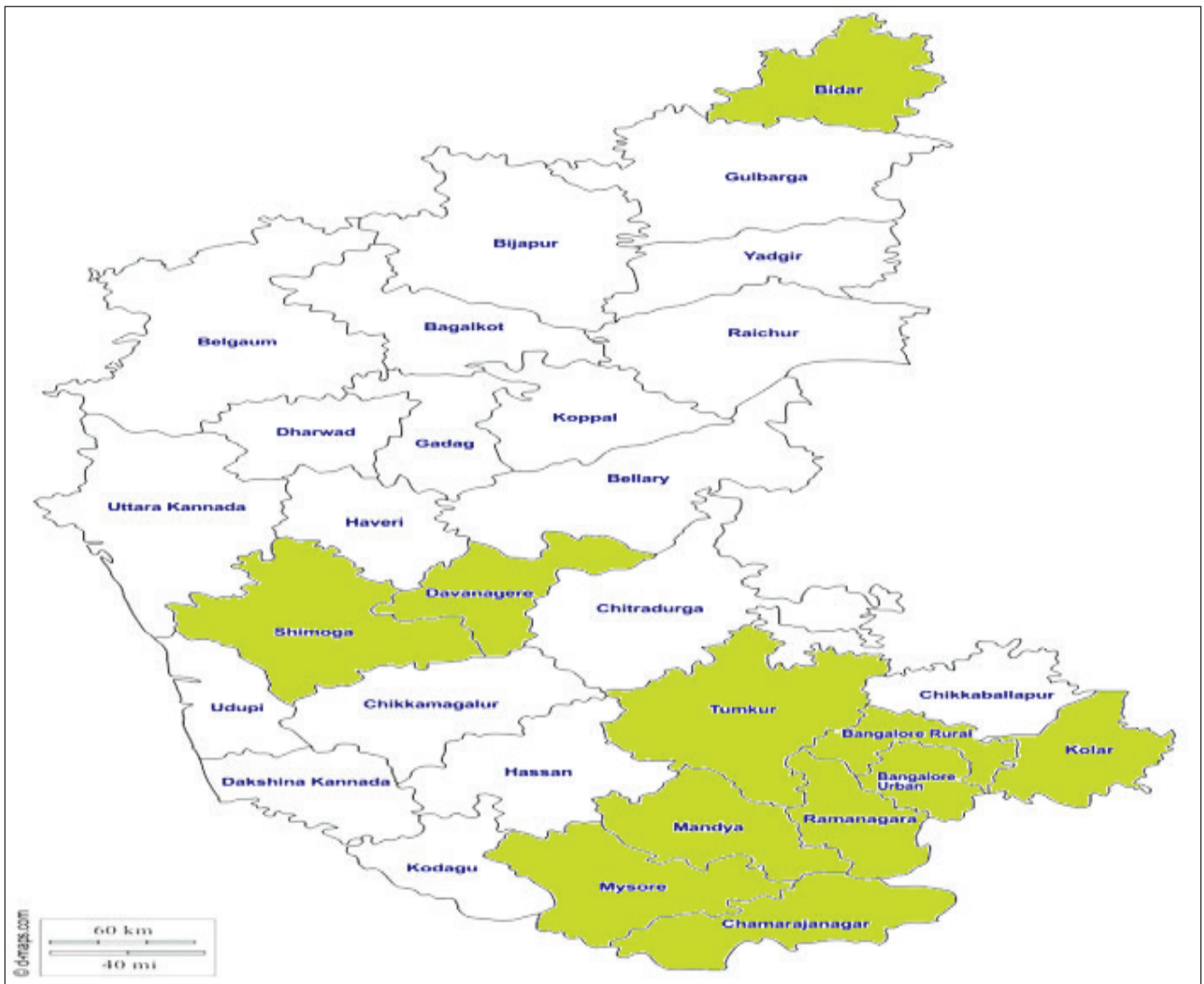
S. No.	Name of Districts	Deputy Directors/ Assitt. Directors/ DEOs	S. No.	Name of Districts	Deputy Directors/ Assitt. Directors/ DEOs
(a)	Shimoga	01	(b)	Tumkur	02
(c)	Mandya	01	(d)	Mysore	01
(e)	Bangalore Rural	08	(f)	Bangalore Urban	02
(g)	Ramanagar	03	(h)	Chamarajanagar	01

Source: Ibid

Table 2.8: District-wise Distribution of Block Education Officers from Karnataka

S. No.	Name of Districts	Block Education Officers	S. No.	Name of Districts	Block Education Officers
(a)	Shimoga	01	(b)	Bangalore Rural	07
(c)	Bangalore Urban	04	(d)	Ramanagar	01

Source: Ibid

Map 2.1: Sample Districts from Karnataka**Table 2.9: District-wise Distribution of Head of Institutions from Karnataka**

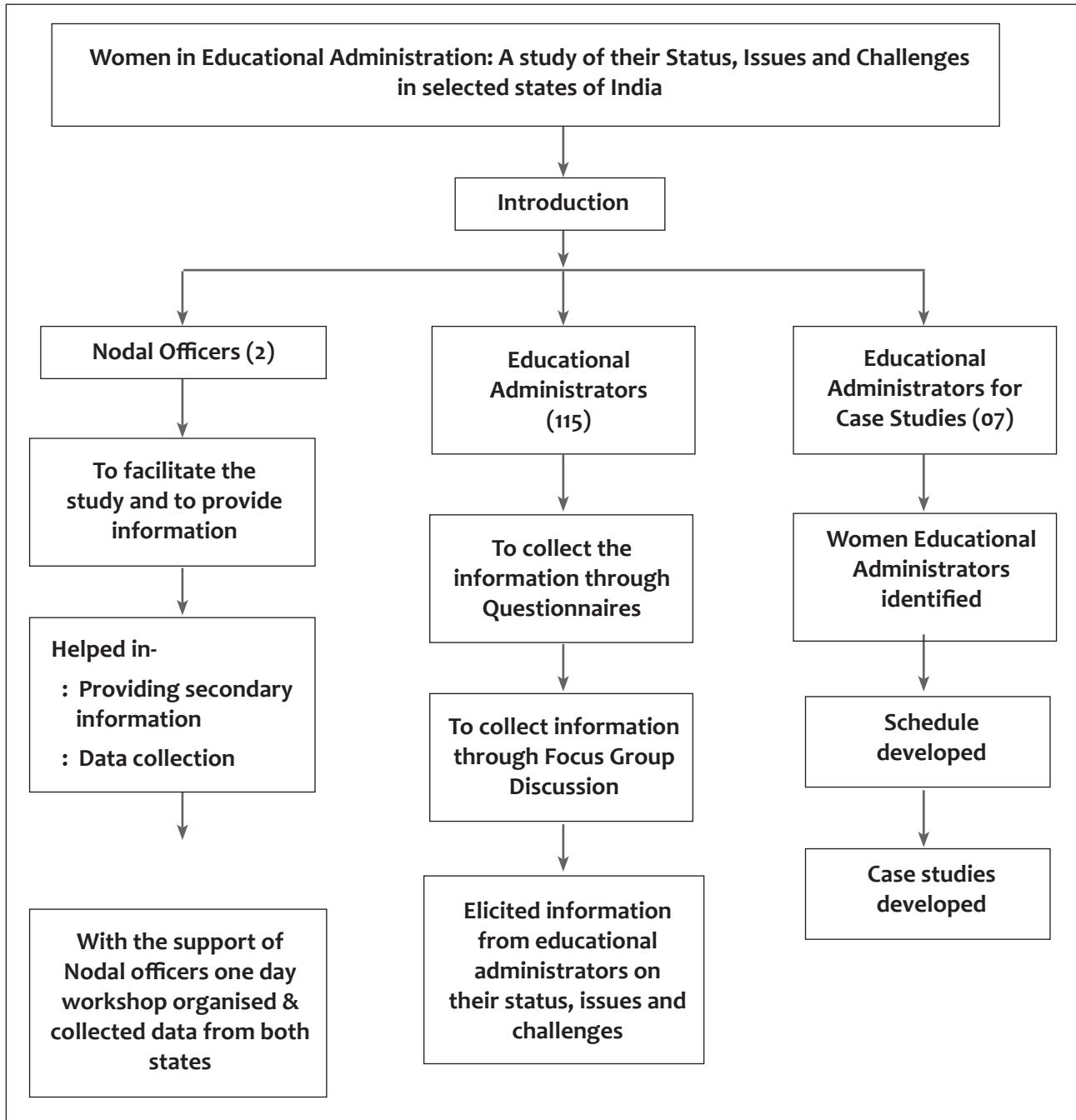
S. No.	Name of District	Head of Institutions	S.No.	Name of District	Head of Institutions
(a)	Bidar	01	(b)	Davanagere	01
(c)	Tumkur	01	(d)	Bangalore Rural	11
(e)	Bangalore Urban	04	(f)	Ramanagar	04
(g)	Kolar	01			

Source: Ibid

Research Design

The detail design of the study is presented in the Figure-2.1

Figure 2.1: Design of the Study





Meeting for data collection at Bangalore, Karnataka

Table 2.10 shows district wise distribution of educational administrators from Madhya Pradesh. From nine districts educational administrators participated in the workshop to provide information. Table 2.11 shows Block Education Officers, from eight districts participated in the workshop and Table 2.12 shows Heads of Institutions from five districts participated in the workshop.

Table 2.10: District-wise distribution of Deputy Directors/ Assistant Directors/ District Educational Administrators in Sample districts of Madhya Pradesh

S. No.	Districts	Deputy Directors/ Assistant Directors/ District Educational Administrators	S. No.	Districts	Deputy Directors/ Assistant Directors/ District Educational Administrators
(a)	Gwalior	01	(b)	Vidisha	01
(c)	Rajgarh	01	(d)	Bhopal	17
(e)	Raisen	01	(f)	Sehore	01
(g)	Indore	01	(h)	Hoshangabad	02
(i)	Jabalpur	01			

Source: Ibid

Map 2.2: Sample Districts from Madhya Pradesh

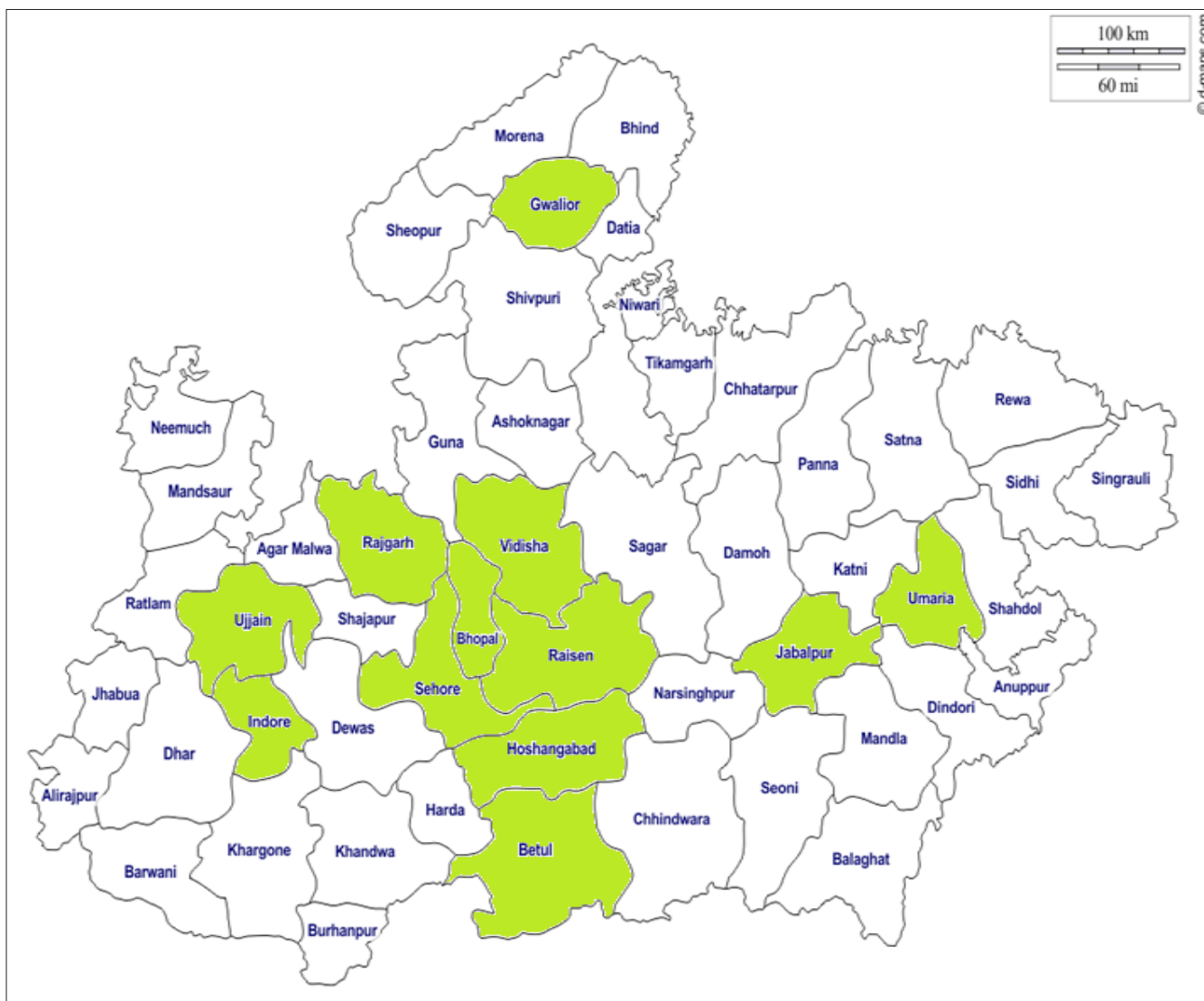


Table 2.11: District-wise distribution of Block Education Officers in Sample districts of Madhya Pradesh

S. No.	Districts	Block Education Officers	S. No.	Districts	Block Education Officers
(a)	Gwalior	01	(b)	Vidisha	02
(c)	Rajgarh	02	(d)	Bhopal	02
(e)	Ujjain	01	(f)	Raisen	02
(g)	Sehore	02	(h)	Indore	02

Source: Ibid

Table 2.12: District-wise distribution of Head of Institutions in Sample districts of Madhya Pradesh

S. No.	Districts	Head of Institutions	S. No.	Districts	Head of Institutions
(a)	Vidisha	01	(b)	Bhopal	5
(c)	Raisen	02	(d)	Indore	01
(e)	Hoshangabad	01			

Source: Ibid

Total educational administrators were 60 from 12 Districts.



One day workshop at Bhopal, Madhya Pradesh

Development of the Tools

The data was collected from primary and secondary sources for identifying problems, issues and achievements of women administrators. Three tools were developed by the investigator to elicit the required data from the respondents. Those are:

- i) Information schedule for nodal officers,
- ii) Questionnaire for educational administrators and
- iii) Interview schedules for case studies.

Apart from these questionnaires and information schedule supplementary information was also collected from the state like interviews and discussions with officers, holding different hierarchical positions, open-discussion on related issues and problems in workshops from officers of the state, district, block and institutional heads.

i. Information Schedule

Information schedule for Nodal Officer was prepared to get the data about the states to know the state educational personnel. It consisted of information about the total number of educational officers working at State level, Regional level, District level, Block level and heads of the institution; information regarding roles and responsibilities of educational administrators, published and unpublished documents in education departments, programmes and policies for women at various levels.

ii. Questionnaire for Educational Administrators

The questionnaire was developed to elicit information from educational administrators on their status, issues and challenges.

iii. Interview Schedule for Case Studies

This schedule was developed for case studies to know about the general profile of the administrator, educational journey, their experiences as a working woman and their achievements as mother and administrators, their problems issues and challenges, vision about improving the access and quality of education, difficulties experienced, problems in administration with respect to gender and suggestion to improve women as administrators.

Validation of the Tools

The tools were validated, by sending them to Nodal officers. They took the opinion from Assistant Directors/ Deputy Directors/DDPIs/DEOs/DIET Principals, Heads of secondary and senior secondary schools and BEOs. According to their suggestion's tools were validated and finalized.

Data Collection Procedure

To collect the information from primary sources, first of all Principal Secretary/Commissioner from Department of Education of both the states were requested to nominate one senior education officer as nodal person to facilitate in data collection and in obtaining required information from different sources and fixing meetings at the state and district level educational administrators. The Principal Secretary of Karnataka state requested DSERT, Director to facilitate in the process of the study. The Director DSERT nominated Joint Director as nodal person of the study. In Madhya Pradesh with the request of Commissioner, Joint Director nominated Deputy Director, DPI as nodal person. The Nodal officers supplied information of the educational administrators working at the state level, district level and block level.

Thereafter, one day workshop was organized in both the states i.e., Karnataka and Madhya Pradesh with the help of nodal officers and 115 educational administrators attended the workshop. The state wise bifurcation shows that from Karnataka 55 officers and from Madhya Pradesh 60 officers supplied the information. The participants were from the state education department, SCERT, DIETs, District Education Officers, Heads of Schools and Block Education Officers. Assistant Director/ Deputy Director Public Inspector/DEO post is interchangeable. When administrators are posted in Education Department in states, they are called Assistant Director/ Deputy Director. When they are posted in districts, they are called DEOs. They supplied the relevant information through questionnaires and open group discussion. Focus group discussion was also held for knowing the nitty-gritty of their problems.



Workshop at Bangalore, Karnataka

The analysis deals with Background information of the educational administrators, views on women in educational administration and their perceptions, status, issues and challenges and analysis of general and personal perceptions of educational administrators. In addition, broad views of educational administrators, on women in educational administration with respect to both the selected states and selected variables were also analyzed.

Statistical Techniques used in the Study

After the collection of the data, it was feed in SPSS-Version 25. With the help of the software, the data was analyzed and interpreted and used the following statistical techniques:

- Mean, Median and mode
- Percentages, Standard Deviation
- Coefficient of correlation
- Inferential statistics like t-test, ANOVA
- Graphical representation of the data

Limitation of the Study

The study is confined to only two states i.e., Karnataka and Madhya Pradesh. Only 124 educational administrators were part of the sample. While data collection stage, in both the states women administrators were less at the block, district and state level. In both the states almost 35 percent (47) of the women administrators from state, district and block level were part of sample and approximately 5 percent of male administrators were selected for the study from state, district and block level. It is shown in the Table 2.13.

Workshop at Bhopal, Madhya Pradesh

Table 2.13: Gender-wise Distribution of the Sample

Both the Sample States	Total Educational Administrators (Dy. Director/Assistant Director/District Education Officer and Block Education Officer)	
Karnataka and Madhya Pradesh	Total Female	136
	Sample Female	47
	Percentage	34.56
	Total Male	509
	Sample Male	25
	Percentage	4.91

Source: Prepared by Researcher

Chapter 3

Data Analysis and Interpretations

Introduction

In this chapter the data is systematically tabulated and subjected to statistical analysis and interpretations of two states of India i.e. Karnataka and Madhya Pradesh. The analysis is done within the preview of the limitations of the study and keeping in view of objectives of the study.

This chapter is divided into three sections- Section-A, section-B and Section-C. Section-A deals with Background information of the educational administrators; The section-B is divided into two parts. The Part I and part II, Part I deals with Status, Issues and Challenges of educational administrators and Part II deals with General and Personal perceptions of Educational Administrators. Section-C is also divided into two parts, i.e., Part I and Part II. The Statistical analysis of background information (Variable wise analysis) of educational administrators with perceptions towards Women in Administration is dealt in Part I. Part II deals with additional roles and responsibilities that women educational administrators perform to become successful administrators.

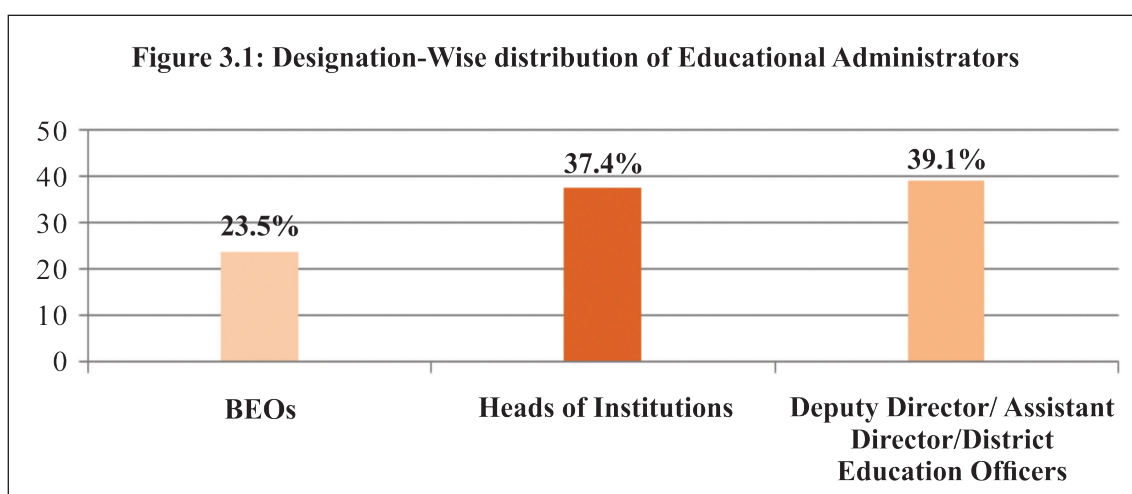
Section-A

Background information of the educational administrators

Under the back ground Information of the Educational Administrators nine variables were taken. These were: State, gender, age, marital status, social category, highest educational and professional qualifications and overall experience. It is presented in the Figure-3.1 to 3.9.

Designation wise Educational Administrators

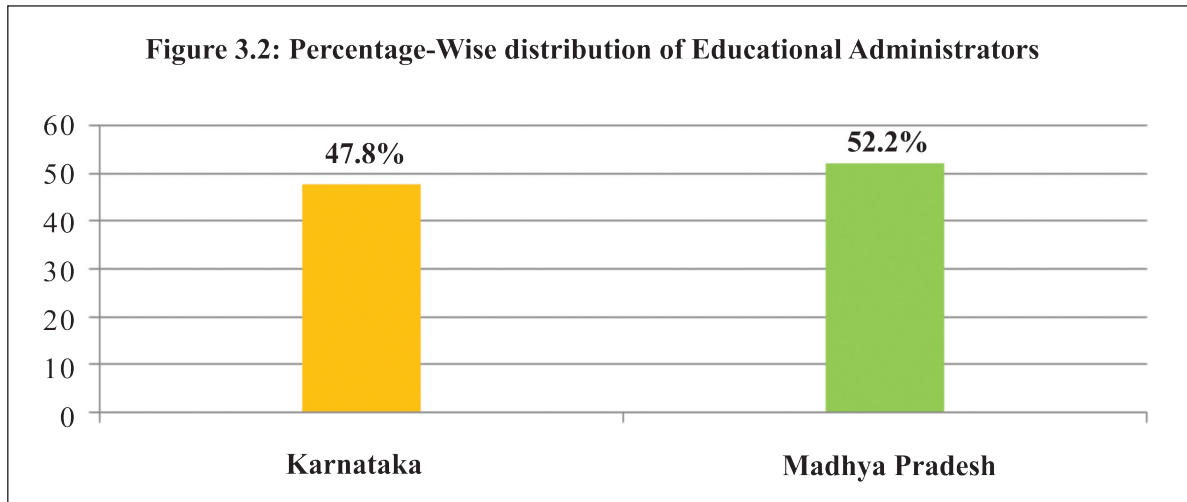
Designation-wise educational administrators included in the study is presented in the Figure 3.1. It shows the number of educational administrators and percentage of type of educational administrators. The Figure revealed that there were 23.5% of BEOs, 37.4% of heads of the institutions and 39.1% of Deputy Director/ Assistant Director/District Education Officers included in the study. Maximum educational administrators were Deputy Director/ Assistant Director/District Education Officers.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

Educational Administrators from Sample States

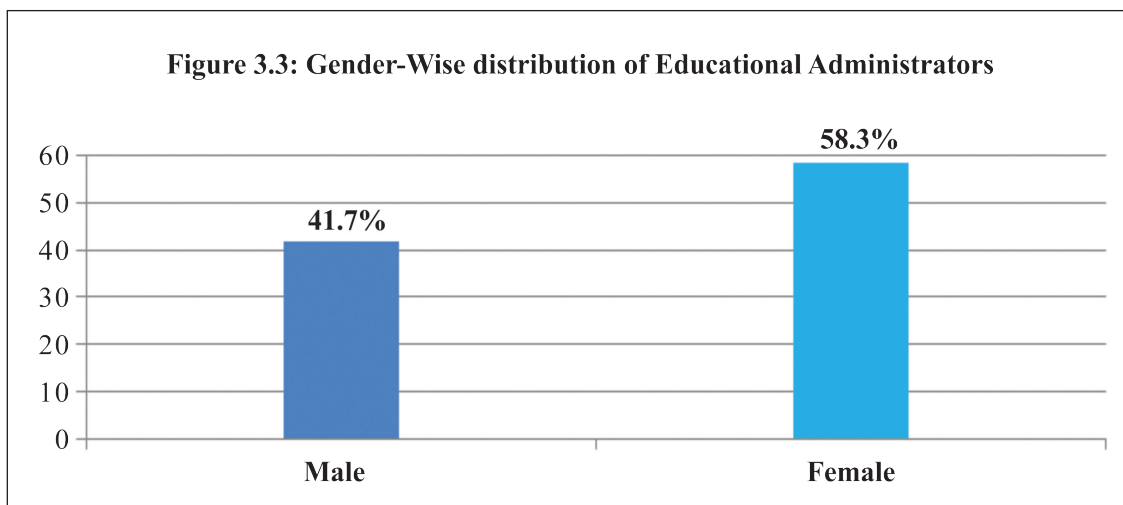
The educational administrators included in the study belong to two states of Karnataka and Madhya Pradesh. The Figure 3.2 illustrates that 47.8% of the educational administrator belonged to Karnataka and 52.2% of the educational administrator belonged to Madhya Pradesh.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

Gender Wise Educational Administrators

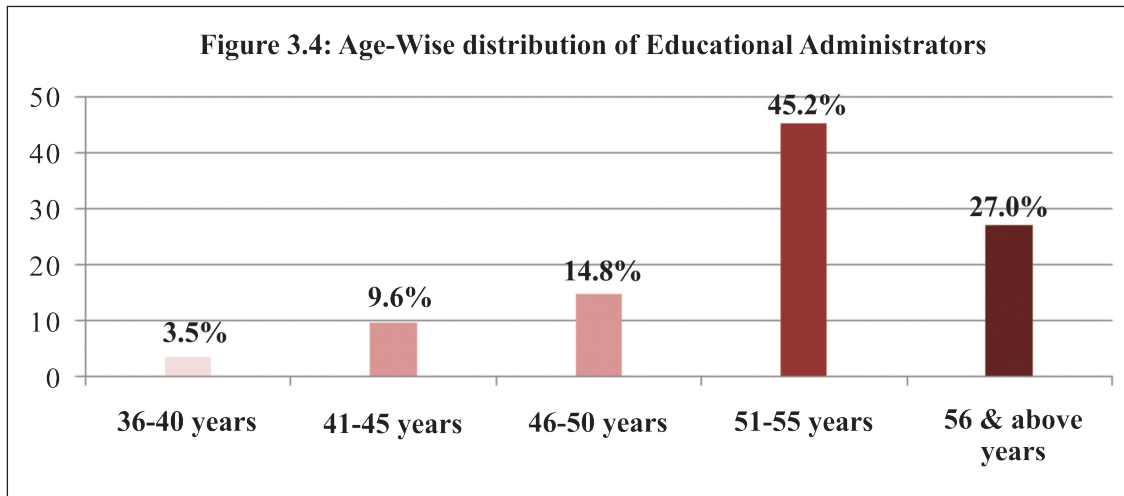
Gender-wise bifurcations of educational administrators were presented in the Figure 3.3. It revealed that 41.7% of the male and 58.3% of the female educational administrators were included in the study.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

Age Wise Educational Administrators

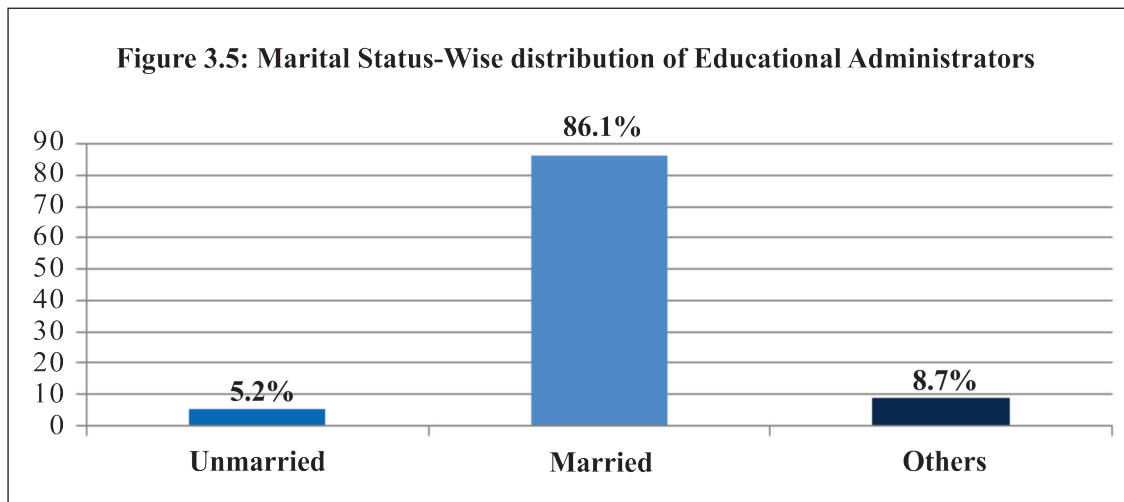
The age of the educational administrators included in the study was presented in Figure 3.4. It revealed that 3.5% of the educational administrators were of age group between 36-40 years, 9.6 were between 41-45 years, 14.8% were between 46-50 years, 45.2% were aged between 51-55 years whereas 27.0% were in age of 56& above. Maximum educational administrators were between 51-55 years.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

Marital Status of the Educational Administrators

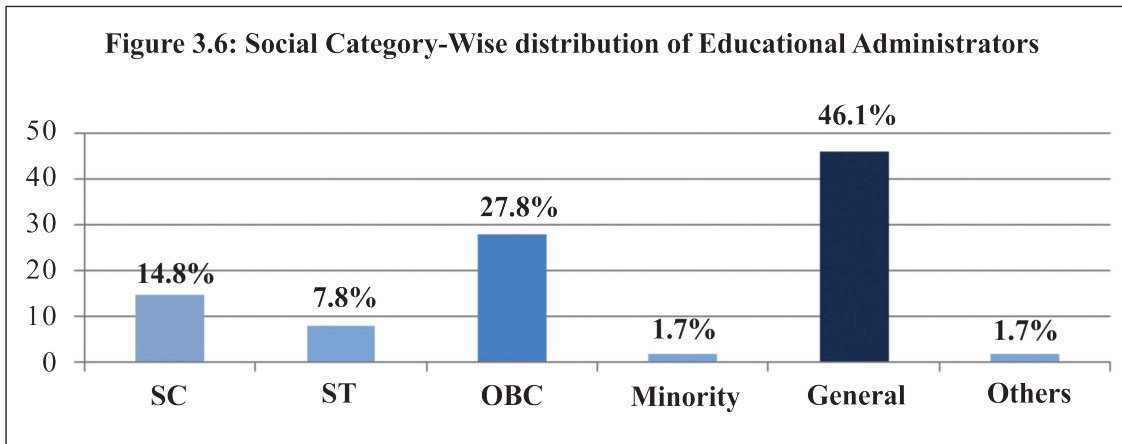
The marital status of the educational administrators included in the study was presented in the Figure 3.5. The Figure also revealed that 5.2% of the educational administrators were unmarried, 86.1% were married, and 8.7% were other that included Widow, Separated, and Divorced. Maximum educational administrators were married.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

Social Category

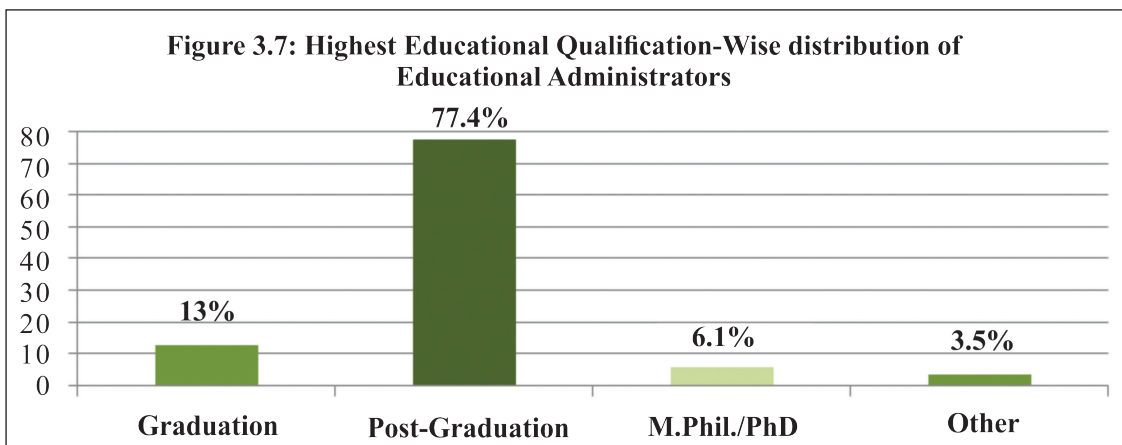
The Social category of the educational administrators included in the study was presented in the Figure 3.6. The Figure revealed that 14.8% of the educational administrators were from SC category, 7.8% of the educational administrators were from ST category, 27.8% were from OBC, 1.7% were from minority category, 46.1% educational administrators were from General category, whereas only 1.7% of educational administrators fall in others. Maximum educational administrators were from General category.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

Qualification-Wise Educational Administrators

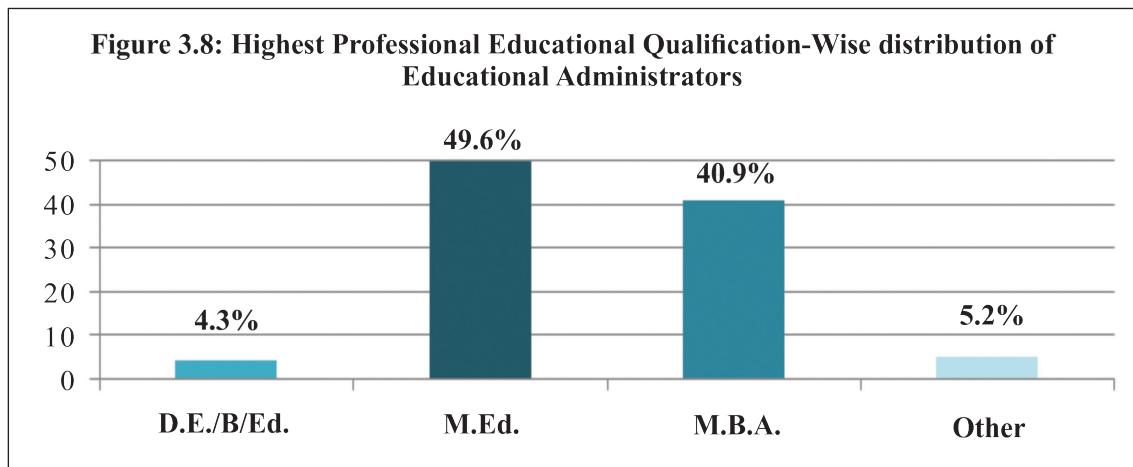
The Highest Educational Qualification of the educational administrators included in the study is presented in the Figure 3.7. The Figure revealed that 13.0% of the educational administrators were graduate, 77.4% of the educational administrators were post-graduate, 6.1% of educational administrators were M.Phil. /Ph.D. degree holders, and 3.5 had other educational qualification. Maximum educational administrators hold post-graduation degree.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

The Highest Professional Qualification wise

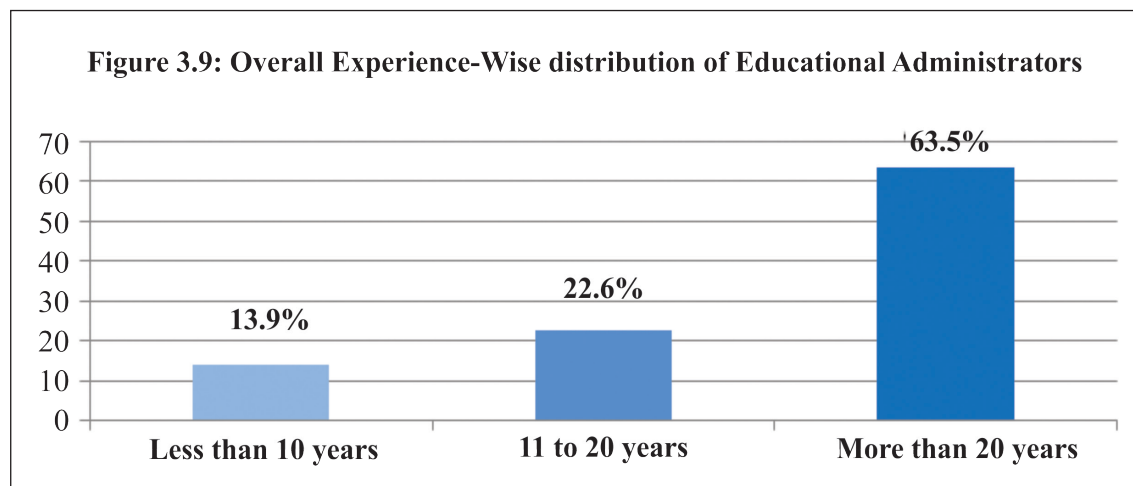
The Highest Professional Qualification of the educational administrators included in the study is presented in the Figure 3.8. The Figure showed the Highest Professional Qualification wise number of educational administrators and its percentage. The Figure revealed that 4.3% of the educational administrators were D.Ed./B.Ed., 49.6% of the educational administrators were M.Ed. degree holders, 40.9% of educational administrators were M.B.A degree holders, and 5.2 had other professional qualification. Maximum educational administrators hold M.Ed. degree.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

Overall Experience of the Educational Administrators

Overall Experience of the educational administrators included in the study was presented in the Figure 3.9. The Figure revealed that 13.9% of the educational administrators had experience less than 10 years, 22.6% of educational administrators had worked between 11 to 20 years and 63.5% of educational administrators had experience of more than 20 years. Maximum educational administrators had experience of more than 20 years.



Source: Based on selected Educational Administrators from Karnataka & Madhya Pradesh

Section-B (Part I)

Status, Issues and Challenges of Educational Administrators

This section dealt with the analysis and the interpretation of the data elicited from the educational administrators on their status, issues and challenges with respect to two states Karnataka and Madhya Pradesh. The data in the Tables were presented systematically from 3.2.1 to 3.2.29.

Reasons for becoming an Educational Administrator

One of the research objectives of the study was to find the main reason for becoming educational administrator. The results pertain to the question is presented in the Table 3.2.1.

Table-3.2.1: Reasons mentioned for Becoming an Educational Administrator

S. No.	State	Responses (in%)				Total Educational Administrators
		Economic Reason	Better Standard of Living	Career Ambition	Social Service	
1.	Karnataka	22.6	13.2	73.6	35.8	55
2.	Madhya Pradesh	8.6	15.5	67.2	48.3	60
Total		15.3	14.4	70.3	42.3	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.1 shows that majority of the educational administrators gave weightage to career ambition followed by social services, better standards of living and economic reasons. 73.6% of the educational administrators from Karnataka agree that career ambition was the reason for becoming an educational administrator; as well as 67.2% of the educational administrators from Madhya Pradesh agreed the same reason for the same statement. 35.8% of educational administrators of Karnataka and 48.3% of educational administrators of Madhya Pradesh opined that social service was the reason for being an educational administrator.

The same Table revealed that 22.6% educational administrators from Karnataka agree that they wanted to be an educational administrator because of economic reasons and 8.6% educational administrators from Madhya Pradesh agreed for the same reason. Further the Table revealed that 70.3% of the total educational administrators choose this profession for career ambition whereas 42.3% for social service, 14.4% for better standard of living and 15.3% because of economic reason.

(a) Specific Reasons to become an Education Administrator

The educational administrators were asked to specify some other reasons. They stated to increase the self-confidence, to solve the basic problems of teachers, to enhance educational quality of students by raising their skill, inner energy, improve quality of students according to their talent. Strong desire to work as administrator in the field of education, to increase prospects of equal opportunity and reducing gap in the direction of abnormalities for new generations and to create interesting environment in schools through teachers were some other reasons specified by the educational administrators.

Reasons for a Woman to get Higher Education

To find the opinion of educational administrators on reasons for a woman to get a higher education and the educational administrators were suggested to give the rank as per priorities. They reported that it enables women to earn living, improve marriage prospects of women, enhance standards of living and upgrades aspiration of life. Also educated women become helpful in adverse circumstances. The results pertain to this question is presented in Table 3.2.2.

Table-3.2.2: Reasons Stated for Woman to get Higher Education

S. No.	State	Responses (in%)				Total Educational Administrators
		Enables women to earn a living	Improves her marriage prospectus	Enhances the standard of living and upgrades aspiration	Helpful in adverse circumstances	
1.	Karnataka	23.6	27.3	20.0	29.1	55
2.	Madhya Pradesh	21.7	28.3	23.3	26.7	60
Total		22.6	27.8	21.7	27.8	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.2 showed that out of the total responses, majority of 29.1% educational administrators from Karnataka and 26.7% from Madhya Pradesh believe that women should get higher education as education helps them in adverse circumstances.

Second priority was given to improvement of marriage prospects. The Table showed that around 27.3% educational administrators in Karnataka and 28.3% educational administrators from Madhya Pradesh believed that women should get higher studies because it improves their marriage prospects. Third priority was given on enabling women to earn a living 23.6% of educational administrators from Karnataka and 21.7% of educational administrators from Madhya Pradesh believe that women should get higher education because it enabled them to earn a living.

The last priority was given to enhancement of standard of living and upgrade aspirations 20.0% of the educational administrators from Karnataka and 23.3% educational administrators from Madhya Pradesh believed that women should get higher education to enhance the standard of living and upgrade aspirations of life.

The total educational administrators from both the states i.e. Karnataka and Madhya Pradesh gave same weightage to the reason for becoming educational administrator (27.8%) followed by to earn living (22.6%) and standard of living and upgrades aspirations (21.7%).

(a) Other Specific Reasons Stated for Women getting Higher Education

In addition to reasons put in the questionnaire, educational administrators also specified some other reasons for women getting higher educations. Educational administrators stated that higher education makes women capable of taking their own decision, women were less dependent on family in taking decisions, increase in problem solving capacity, reduction in believing in superstition, help in education of future generations and it increases women's confidence were among the specified reasons for women getting higher education.

Myths that Prevent Women from Accessing Administrative Role

On the question of the myths that prevent women from getting higher education educational administrators replied as (a) It is difficult for women to play dual role and they cannot do justice with both i.e. family responsibilities and official responsibilities; (b) To work outside home should not be women's first priority; (c) Women cannot be good administrators; (d) To face people from different sections of society is tough for women; (e) Visits to far places is tough for women to handle; (f) Women were unable to handle hard situations; (g) Women were physically less capable; (h) Because of security reasons women should not work.

(a) Suggestions to remove myths

To overcome these myths educational administrators suggested that (a) Legal support should be given to women; (b) Provision of reservation for women up to 50%, equal opportunities for women in administrative posts; (c) Motivating women to take up administrative roles; (d) Support them by giving more empowerment; (e) Special laws to women protection; (f) Educational administrators stated that mutual co-operation and understanding in family; (g) Education and counseling of male population; (h) Time-to-time workshop should be organized to motivate women administrators. Educational administrators also mentioned that there is a need of awareness in society to remove this myth and women working at administrative positions should inspire the female students of schools and colleges through telling their secrets of success or success story.

Encounter of Obstacles to become an Educational Administrator

To find if obstacles were encountered by educational administrators to become at present position; the educational administrators were suggested to choose option "Yes" or "No". The results pertain to this question is presented in Table 3.2.3.

Table-3.2.3: Obstacles Encountered to become Educational Administrator

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	40	60	55
2.	Madhya Pradesh	35	65	60
Total		37.4	62.6	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.3 shows that majority of the respondents stated from both the states that they did not encounter any obstacles to become educational administrators. 60 % of the educational administrators from Karnataka agree that they do not encounter any obstacles to become an educational administrator as well as 65% of the educational administrators from Madhya Pradesh agree the same for the same statement. The Table also reveals that 40% of educational administrators of Karnataka and 35% of educational administrators of Madhya Pradesh opined that they encounter obstacles to become an educational administrator. The same Table reveals that 62.6% of the total educational administrators agree that they did not encounter any obstacles to become an educational administrator whereas 37.4% agree that they encounter obstacles to become an educational administrator.

Strong Professional Qualities as an Educational Administrator

To find the opinion of educational administrators on their strong professional qualities, the educational administrators were suggested to give the rank as per priorities on organization skill, problem solving, risk taking and mentoring skills, experience, good relationship with teachers and students, visioning and communication skill, collaborate and work as a team with teachers, Lifelong learner, honesty and integrity, work ethics, commitment and innovative abilities, belief in professional development and supportive to staff. The results pertain to this question is presented in Table 3.2.4.

Table-3.2.4: Strong Professional Qualities Stated by Educational Administrators

S. No.	Type of Professional Quality	Reponses (in %)		Total Educational Administrators
		Karnataka	Madhya Pradesh	
1.	Organizational Skills	50.0	50.0	12
2.	Problem Solving, Risk taking and Mentoring skills	37.5	62.5	8
3.	Experience	22.2	77.8	9
4.	Good relationship with teachers & students	68.2	31.8	22
5.	Visioning and communication skill	33.3	66.7	9
6.	Collaborate and work as a team with teachers	30.0	70.0	10
7.	Lifelong learner	55.6	44.4	9
8.	Honesty and integrity	45.0	55.0	20
9.	Work ethics	40.0	60.0	5
10.	Commitment and innovative abilities	60.0	40.0	5
11.	Belief in professional development	100.0	0.0	3
12.	Supportive to school staff	33.3	66.7	3
Total		47.8	52.2	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

Madhya Pradesh educational administrators give more stress on problem solving, risk taking and mentoring skills (62.5%), experience (77.8%), visioning and communication skills (66.7%), collaborate and work as a team with teachers (70.0%), work ethics (60.0%) and supportive to school staff (66.7%). They give more than 60% weightage to all these reasons, while Karnataka educational administrators unlike Madhya Pradesh give stress to strong professional qualities as good relationship with teachers and students (68.2%), lifelong learning (55.6%), commitment and innovative abilities (60.0%) and belief in professional development (100.0%). Remaining all the professional qualities were given weightage less than 50% like problem solving, risk taking and mentoring skills. Table 3.5 also shows that almost same percentage of educational administrators felt organizational skills as a strong professional quality (50%).

(a) Other Specific Strong Professional Qualities as an Educational Administrator

The educational administrators were asked to specify their strong professional qualities as an educational administrator which were other than listed in questionnaire and they stated- listening others, to be humble, leadership qualities, to be down to the earth, mingle with teachers easily, very rule minded, (very inflexible because if we compromise then we cannot control and command), foresightedness, friendly behavior with subordinates and co-ordination and planning as those other qualities.

Opinion of Educational Administrators about the Efficiency of Men against Women

To find the opinion of educational administrators on if men were more efficient than women, the educational administrators were suggested to give response of Never, Sometimes, Often and Always. The results pertain to this question was presented in Table 3.2.5.

Table-3.2.5: Opinion of Women Administrators: Efficiency of Men against Women

S. No.	State	Responses (in %)				Total Educational Administrators
		Never	Sometimes	Often	Always	
1.	Karnataka	54.5	36.4	5.5	3.6	55
2.	Madhya Pradesh	43.3	0.0	0.0	56.7	60
Total		48.7	17.4	2.6	31.3	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.5 shows that 54.5% of the educational administrators from Karnataka and 43.3% of educational administrators from Madhya Pradesh agreed that they had never been of opinion that men were more efficient than women. The Table shows that 36.4% of the educational administrators from Karnataka believed that men were sometimes more efficient than women though 5.5% of educational administrators from same state said that men were often more efficient than women. Same Table also reveals very different opinion about the views of educational administrators of both the states. In Karnataka only 3.6% felt that men were always efficient than women, while 56.7% educational administrators from Madhya Pradesh agreed that men were always more efficient than women. Table further reveals that 66.1% of total educational administrators from both the states opined that man were never or sometimes more efficient than women and 33.9% of total educational administrators believed than man were always or often more efficient than women.

Opinion of Educational Administrators that Men try to take Liberty with Female Subordinates

To find the opinion of educational administrators regarding whether men try to take liberties with their female subordinates, the educational administrators were suggested to give response of Yes, No, Sometimes and Often. The results pertain to this question is presented in Table 3.2.6.

Table-3.2.6: Opinion of Educational Administrators: Men try to take Liberty with Female Subordinates

S. No.	State	Responses (in %)				Total Educational Administrators
		Yes	No	Often	Sometimes	
1.	Karnataka	9.1	32.7	9.1	49.1	55
2.	Madhya Pradesh	55.0	43.3	0.0	1.7	60
Total		33.0	38.3	4.3	24.3	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows very different opinion about male that they try to take liberty from female subordinates. The educational administrators of Karnataka mentioned that only 9.1% men take the liberty while 49.1% sometimes take the liberty from female. Whereas from Madhya Pradesh the opinion was different 55.0% of educational administrators take the advantage from female and 1.7% takes advantage sometimes. The Table reveals that 38.3% of total educational administrators replied that male do not try to take liberty from their female subordinates as "No" and 33.0% of all educational administrators replied that male try to take liberty from female subordinates as "Yes" or "sometimes" with 24.3%.

Opinion of Educational Administrators on Women take Advantage of Opposite Sex

To find the opinion of educational administrators on, if women take advantage of opposite sex, the educational administrators were suggested to choose an option of four options Yes, No, Sometimes and Often. The results pertain to this question is presented in Table 3.2.7.

Table-3.2.7: Opinion of Educational Administrators: Women take Advantage of Opposite Sex

S. No.	State	Responses (in %)				Total Educational Administrators
		Yes	No	Often	Sometimes	
1.	Karnataka	10.9	34.5	3.6	50.9	55
2.	Madhya Pradesh	20.0	76.7	0.0	3.3	60
Total		15.7	56.5	1.7	26.1	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

Table 3.2.7 reveals very different opinion about women take advantage of opposite sex. Almost one third of the educational administrators reported that women from Karnataka do not take advantage while Madhya Pradesh educational administrators mentioned that more than three fourth percentages of women do not take opportunity or advantage. The Table further shows that 76.7% of educational administrators from Madhya Pradesh with respect to 34.5% of educational administrators from Karnataka agree to the statement that Women do not take advantage of opposite sex. The Table also shows that 10.9% of educational administrators from Karnataka and 20.0% educational administrators from Madhya Pradesh replied that women take advantage of opposite sex.

The Table further reveals that 50.9% of educational administrators from Karnataka and only 3.3% of educational administrators from Madhya Pradesh replied that women "often" take advantage of opposite sex, 82.6% of total educational administrators from both the states replied on the question of women taking advantage of opposite sex as "No" or "sometimes" and 17.4% of educational administrators replied as "Yes" or "often" to the same statement.

Difficulties faced soon after getting position as an Administrator

To find the difficulties educational administrators face soon after getting position as administrator, the educational administrators were suggested to give the rank as per priorities of 10 possible answers. The results pertain to this question is presented in Table 3.2.8.

The Table 3.2.8 shows that the biggest difficulty faced soon after getting position as administrator by 69.6% educational administrators from Karnataka and 30.4% educational administrators from Madhya Pradesh, training was not imparted to perform role and responsibility of the post, 55.6% educational administrators from Karnataka and 44.4% educational administrator from Madhya Pradesh were given posting to difficult places, 44.4% educational administrators from Karnataka and 55.6% educational administrators from Madhya Pradesh felt that there was need to be briefed about solving old problems and 30.0% educational administrators from Karnataka with 70.0% educational administrators from Madhya Pradesh mentioned that because of transfer they had to live away from family. Table 3.9 also show that the biggest difficulty faced soon after getting position as administrator by 33.3% educational administrators from Karnataka and 66.7% educational administrators from Madhya Pradesh was, frequent transfers, 55.6% of educational administrators from Karnataka and 44.4% of educational administrators from Madhya Pradesh faced problems with teacher unions, 50.0% of educational administrators from Karnataka and Madhya Pradesh were given challenging but interesting work and 33.3% of educational administrators from Karnataka and 66.7% of educational administrators from Madhya Pradesh faced the problem for lack of physical facilities in the educational institutes.

Table-3.2.8: Difficulties faced by Women Administrators Soon After getting position of Administrator

S. No.	Difficulties faced soon after getting position as an administrator	Response (in%)		Total Educational Administrators
		Karnataka	Madhya Pradesh	
1.	Given unimportant department/division	0.0	100.0	1
2.	No training to perform role & responsibility of the post	69.6	30.4	23
3.	Posting to difficult places	55.6	44.4	18
4.	Frequent Transfers	33.3	66.7	9
5.	Had to live away from family	30.0	70.0	10
6.	Political pressure	0.0	100.0	3
7.	Problems with teachers' unions	55.6	44.4	9
8.	Needed to solve old problems	44.4	55.6	18
9.	Given challenging but interesting work	50.0	50.0	12
10.	Lack of physical facilities	33.3	66.7	12
Total		47.8	52.2	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table further reveals that all the educational administrators from Madhya Pradesh and no educational administrators from Karnataka stated getting unimportant department/division as biggest problem at the time of getting position as administrator, also all the educational administrators from Madhya Pradesh reported that political pressure is the biggest difficulty soon after getting position as administrator.

(a) Other Specific Difficulties faced soon after Getting Position as an Administrator

Educational administrators also stated other specific difficulties faced soon after getting position as an administrator. They mentioned that no motivational training or workshop, imparted, fear of tension of transfer is always there as it is an executive post. If husband and wife both were in executive post, then posting at different places again give tensions and problems with regard to family. Lack of physical, human and financial resources in the department, lack of basic facilities in the office, doing work with zero budget, overload of work, lack of punctuality and non-availability of budget for building and vehicles etc.

Discrimination faced by Women Administrators

To find the opinion of educational administrators where women administrators face discrimination, the educational administrators were suggested to give the rank as per priorities, viz. to get important work, sending for meetings, taking leave and promotions. The results pertain to this question is presented in Table 3.2.9.

Table-3.2.9: Discrimination faced by Women Administrators

S. No.	State	Responses (in%)				Total Educational Administrators
		To get important work	Sending for meetings	Taking leave	Promotions	
1.	Karnataka	20.0	38.2	25.5	16.4	55
2.	Madhya Pradesh	13.3	48.3	20.0	18.3	60
Total		16.5	43.5	22.6	17.4	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

Table 3.2.9 reveals that 38.2% educational administrators from Karnataka and 48.3% educational administrators from Madhya Pradesh disclosed that most of the time women administrators have to face discrimination in sending for meetings while 25.5% educational administrators from Karnataka and 20.0% educational administrators from Madhya Pradesh admitted that most of the time women administrators have to face discrimination while taking leave. The Table also shows that 20.0% educational administrators from Karnataka and 13.3% educational administrators from Madhya Pradesh opined that most of the time women administrators have to face discrimination in getting important work, though 16.4% educational administrators from Karnataka and 18.3% educational administrators from Madhya Pradesh opined that most of the time women administrators have to face discrimination in promotions. The Table also states that 43.5% of total educational administrators from the states revealed that most of the time women administrators have to face discrimination in sending for meetings, 22.6% of total educational administrator revealed that most of the time women administrators have to face discrimination in taking leave, 17.4% of total educational administrators revealed that most of the time women administrators have to face discrimination in promotions and 16.5% of total educational administrators revealed that most of the time women administrators have to face discrimination in getting important work.

(a) Other Specific Discrimination faced by Women Administrators

Some of the educational administrators stated that women administrators were not given chance to attend the meetings, even it is necessary to attend. Other discrimination revealed by the educational administrators is lower communities were neglected in the department.

Need of Gender Sensitization for all the Members in the Organization

To find the opinion of educational administrators for a need for gender sensitization for all members in the organization, the educational administrators were suggested to give response as Yes or No. The results pertain to this question is presented in Table 3.2.10.

Table- 3.2.10: Need for Gender Sensitization for Members of the Organization

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	65.5	34.5	55
2.	Madhya Pradesh	65.0	35.0	60
Total		65.2	34.8	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.10 shows that majority of the educational administrators from both the states (65.5%) agree to the need for gender sensitization for all the members in the organization. While 34.5% educational administrators from Karnataka and 35.0% educational administrators from Madhya Pradesh do not find the need for gender sensitization for all the members in the organization. The Table further reveals that 65.2% of total educational administrators from both the states agree the need for all the members in the organization but 34.8% of total educational administrators do not agree to the same need.

(a) Strategies Need to be Adopted for Gender Sensitization

Some of educational administrators stated that there is a need of strategies to be adopted for gender sensitization for all the members in the organization and this can be achieved by making them aware of legal support, good working atmosphere, regular training by professional people, workshops, seminars, organizing programs to create awareness for equal rights among parents and family and to aware children in classrooms by teachers, creating awareness in the society for equality through NGO etc. and creating sense of equality. Group discussion and conversation among members of organization can be conducted with team spirit and decently to let everyone express their thoughts.

(b) Reasons for the Refusal of need of Gender Sensitization

Some of educational administrators stated that there is no need for gender sensitization for the members in the organization because that there is no discrimination or any other type of problems in working place, all officers were equal, all officers were quite knowledgeable in the organization. Now a days gender differences has vanished from all the organizations and all administrators were qualified and well educated.

Types of Obstacles during Promotions

To find the opinion of educational administrators if administrators face obstacles during promotions, the educational administrators were suggested to give response as Yes or No. The results pertain to this question is presented in Table 3.2.11.

Table-3.2.11: Opinion of Educational Administrators: Type of Obstacles Faced during Promotions

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	34.5	65.5	55
2.	Madhya Pradesh	26.7	73.3	60
Total		30.4	69.6	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

Table 3.2.11 shows that 65.5% of the educational administrators from Karnataka, 73.3% educational administrators of Madhya Pradesh agreed that they do not face any type of obstacle during promotions, only 34.5% educational administrators of Karnataka and 26.7% of educational administrators from Madhya Pradesh faced the obstacles during promotions. The Table further shows that 69.6% of total educational administrators from both the states did not face any obstacle during promotions and 30.6% of educational administrators face obstacles during promotions.

(a) Obstacles faced During Promotions

Educational administrators faced obstacles during promotions regarding policy matters (like Hyderabad Karnataka - Pavitra case), posting to difficult place, due to government reservation policy, gender discrimination, lack of knowledge, family problems, trouble in submitting confidential report, delay in decisions to be taken for Department Promotion Committee (D.P.C). In the context of women, many types of problems were seen in department promotions of education department such as - situation of promotion in unsafe area, social misdeeds, insecurity etc., discharging family responsibilities, distance between workplace and home more than 50 kms. One respondent revealed, "I was pressurized to submit Confidential

Report (C.R.) at the home of respective authority during night. However, with someone's help I was able to overcome the problem." Educational administrators also admitted that due to all these reasons a woman refuses to take promotions.

Functionality of Norms of Inspection and Supervision

On the issue of functionality of norms of inspection and supervision, most of the educational administrators replied that norms of the inspection and supervision were functional. Some educational administrators revealed that some of the norms were functional and some need to be reformed. Some educational administrators did not response to the issue.

(a) Feedback Provided to Schools after Inspection

To find the opinion of educational administrators if feedback is given after school inspection, the educational administrators were suggested to give response as Yes or No.

The results pertain to this question is presented in Table 3.2.12.

Table-3.2.12: Opinion of Educational Administrators: Feedback Provided to Schools after Inspection

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	94.5	5.5	55
2.	Madhya Pradesh	96.7	3.3	60
Total		95.7	4.3	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.12 shows that 94.5% of educational administrators from the Karnataka state and 96.7% of educational administrators from Madhya Pradesh responded as the feedback is given after a school inspection and 5.5% of educational administrators from the Karnataka and 3.3% of educational administrators from Madhya Pradesh replied that feedback is not given after school inspection. The Table reveals that 95.7% of total educational administrators from both the states replied that feedback is given after school inspection and very few percentage of educational administrators mentioned only 4.3% of revealed that feedback were not given after school inspection.

(b) Follow-up Actions after Feedback

To find the opinion of educational administrators about follow up actions on feedback, the educational administrators were asked to give response as Yes or No. The results pertain to this question is presented in Table 3.2.13.

Table-3.2.13: Opinion of Educational Administrators: Follow-up Actions by Schools after Feedback

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	85.5	14.5	55
2.	Madhya Pradesh	86.7	13.3	60
Total		86.1	13.9	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

More than three fourth percentage of educational administrators mentioned that in the schools follow-up actions or feedback was given at the time of supervision is carried out Table 3.2.14. Almost same percentage of educational administrators from both the states agrees upon follow up actions on feedback given at the time of supervision. 85.5% educational administrators from Karnataka and 86.7% of educational administrators

from Madhya Pradesh agree that follow-up actions were taken on the given feedback but 14.5% of educational administrators from Karnataka and 13.3% of educational administrators from Madhya Pradesh revealed that no follow-up actions were taken on the feedback given at the time of supervision. The Table also represent that 86.1% of total educational administrators expressed as follow-up actions were taken on the feedbacks in contrast of 13.9% of total educational administrators who expressed as no follow-up actions were taken on the feedbacks.

(c) Monitoring of Follow up Actions taken on Feedbacks

According to educational administrators follow up actions taken on feedback were monitored by frequent visits, making groups like WhatsApp etc., through meetings, followed in C.R.P. meetings, B.R.P. meetings and also in review meetings, reports from C.R.P, B.R.P.'s. Some educational administrators take report of that school on future visits. Some educational administrators ask teachers to introduce follow-up actions in the classroom situations of schools. Sometimes feedback was taken through google forms and follow up actions were also discussed at same platform.

(d) Opinion through Case Studies: Follow up Actions on Feedback

Most of educational administrators replied these not applicable as in most of the cases follow up actions were taken on feedbacks. Only few stated that no consideration had been given at official level or always adjustments were made.

Reactions on Absence of Teachers without Information

In case of absence of teachers without information some educational administrators mentioned that they tried to find out the reasons from teachers and if the reason were genuine, teachers were advised not to repeat. Some educational administrators told that they issue notice, some stated that they immediately get angry because they have to arrange for alternatives, some immediately ask the principal or head teachers to take necessary actions, some educational administrators take disciplinary actions such as the school Head master/mistress would call for explanation and sometimes educational administrators initiate procedure to deduct salary or inform to Directorate or BEO's. Few educational administrators mentioned that they go for moral boosting of teachers through moral education.

Provision of Vehicles for Inspection and Supervision Visits

To find the opinion of educational administrators on getting vehicle for inspection and supervision visits, the educational administrators were suggested to give response as Yes or No. The results pertain to this question is presented in Table 3.2.14.

Table-3.2.14: Opinion of Educational Administrators: Provision of Vehicle for Inspections and Supervision Visits

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	10.9	89.1	55
2.	Madhya Pradesh	6.7	93.3	60
Total		8.7	91.3	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table reveals that 89.1% of educational administrators from Karnataka and 93.3% of educational administrators from Madhya Pradesh expressed that they do not get vehicles for inspection and supervision visits and 10.9% of educational administrators from Karnataka with 6.7% of educational administrators from Madhya Pradesh did not agree with the fact and said that they did get vehicle for the same purpose. The Table also shows that 91.3% of total educational administrators from both the states replied that they did not get vehicle for inspection and supervision visits and in opposition of, 8.7% total educational administrators revealed that they get vehicles for inspection and supervision visits.

(a) Problems during Inspection and Supervision Visits

To find the opinion of educational administrators about problems faced while inspection and supervision visits, the educational administrator were asked to give response as Yes or No. The results pertain to this question is presented in Table 3.2.15.

Table 3.2.15: Opinion of Educational Administrators: Problems faced During Inspection and Supervision Visits

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	10.9	89.1	55
2.	Madhya Pradesh	6.7	93.3	60
Total		8.7	91.3	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that majority of the educational administrators from Karnataka 89.1% and 93.3% of educational administrators from Madhya Pradesh did not face any problems while inspection and supervision visits and 10.9% of educational administrator from Karnataka and 6.7% of educational administrator from Madhya Pradesh revealed that they face some kind of problems while inspections and supervision visits. The Table also reveals that 91.3% of total educational administrators from both the selected states did not face any problem but 8.7% of total educational administrators faced some kind of problems during inspection and supervision visits.

(b) Kinds of Problems and Ways to Overcome during Inspections and Supervision Visits

Educational administrators find different kind of problems during inspections and supervision visits. Heads of school mentioned that they face teacher related problems which include no use of proper teaching techniques and methodologies, not acting as facilitators, lack of updated knowledge, lack of technical knowledge, to operate latest gadgets teachers become uninterested and negligent on their duties and subject-wise teacher is not available, lack of knowledge of maintaining records. BEO's also face facility related problems as provision of vehicles, lack of clerical staff, no provision for fuel and driver, administrators/employees were absent without information, geographical situation of inspection area. Due to lack of facilities, only one or two schools were able to inspect in a day and sometimes schools closed when they reach. Some educational administrator also stated personal problems including no driving knowledge, night stay while inspecting and supervising in remote places. Some of the BEO's work in two positions- principal and B.E.O.'s, therefore they had too much official work load.

(c) Suggestions to Overcome the Problems Related to Inspection and Supervision

To overcome these problems educational administrators stated that they provide guidance to teachers and H.M.'s for maintaining schools and showing the illustrations of management, give training in managerial issues like conflict management, motivation, time management and team work etc. Also issue orders for improvement of schools in future and carry out task at their own expenses.

Opinion of Frequent Transfers on the Efficiency of Women Administrators

To find the opinion of educational administrators about the adverse effects of frequent transfers of women administrators on their efficiency, the educational administrators were suggested to give response as Yes or No. The results pertain to this question is presented in Table 3.2.16

Table-3.2.16: Opinion of Educational Administrators: Effects of Frequent Transfers of Women Administrators

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	81.8	18.2	55
2.	Madhya Pradesh	90.0	10.0	60
Total		86.1	13.9	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.16 shows that 81.8% of educational administrators from Karnataka and 90% of educational administrators from Madhya Pradesh agree that frequent transfers of women administrators affect their efficiency adversely but 18.2% of educational administrators from Karnataka and 10% of educational administrators from Madhya Pradesh replied that frequent transfers of women administrators do not affect their efficiency adversely. The Table further reveals that 86.1% of total educational administrators from both states agree that frequent transfers of women administrators affect their efficiency adversely and 13.9% of total educational administrators voted against this.

(a) Adverse Effects of Frequent Transfers of Women Administrators

If frequent transfers of women administrators affect their efficiency adversely, they were asked to give the reasons as priority. The results pertaining to this statement is given in Table 3.2.17.

Table-3.2.17: Opinion of Educational Administrators: Adverse Effects of Frequent Transfers

S. No.	State	Responses (in%)				Total Educational Administrators
		Reduce work efficiency	Adjustment in new places	Disturbs family	Safety and Security	
1.	Karnataka	7.3	12.7	21.8	58.2	55
2.	Madhya Pradesh	3.3	11.7	25.0	60.0	60
Total		5.2	12.2	23.5	59.1	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.17 reveals that from both the states majority of educational administrators view was that frequent transfer affect adversely. 58.2% of educational administrators from Karnataka and 60.0% of educational administrators from Madhya Pradesh agreed that frequent transfers of women administrators affect their efficiency adversely because of safety and security reasons. The Table further reveals that 21.8% of educational administrators from Karnataka and 25.0% of educational administrators from Madhya Pradesh agreed that frequent transfers of women administrators affect their efficiency adversely because it disturbs their family. The Table further shows that 12.7% of educational administrators from Karnataka and 11.7% of educational administrators from Madhya Pradesh agreed that frequent transfers of women administrators affect their efficiency adversely by reducing their work efficiency due to problems in adjustment in new place. The Table also reveals that 7.3% of educational administrators from Karnataka and 3.3% of educational administrators from Madhya Pradesh agreed that frequent transfers of women administrators overall reduces their work efficiency.

(b) Specific Effects of Frequent Transfers of Women Administrators

Most of educational administrators did not respond to this. Few educational administrators stated that if transferred to remote areas, women administrators either don't go to school or go for once in a week for their signatures. In some cases, they reach late to school and leave the school before time. Some educational administrators stated that it disturbs mentally.

Feedback and Motivation for Work from Higher Authorities

Educational administrators were asked to answer about the feedback and motivation for their work from higher authorities on the responses always, often sometimes and never. The results pertain to this is given in the Table 3.2.18.

Table-3.2.18: Opinion of Educational Administrators: Feedback and Motivation for Work from Higher Authorities

S. No.	State	Responses (in %)				Total Educational Administrators
		Always	Often	Sometimes	Never	
1.	Karnataka	25.5	29.1	41.8	3.6	55
2.	Madhya Pradesh	13.3	18.3	38.3	30.0	60
Total		19.1	23.5	40.0	17.4	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.18 shows that 25.5% of educational administrators from Karnataka and 13.3% of educational administrators from Madhya Pradesh 'always' got feedback and motivation from higher authorities and 29.1% of educational administrators from Karnataka and 18.3% of educational administrators from Madhya Pradesh 'often' got feedback and motivation from higher authorities. The Table reveals that 41.8% of educational administrators from Karnataka and 38.3% of educational administrators from Madhya Pradesh 'sometimes' got feedback and motivation from higher authorities and 3.6% of educational administrators from Karnataka and 30.0% of educational administrators from Madhya Pradesh 'never' got feedback and motivation from higher authorities.

The Table further reveals that 42.6% of total educational administrators got feedback and motivation from higher authorities on regular basis but 57.4% of total educational administrators got feedback and motivation from higher authorities only sometimes or never.

(a) Reactions for Feedback from Higher Authorities

The results pertain to this statement is presented in Table 3.2.19.

Table-3.2.19: Reaction for Feedback from Higher Authorities

S. No.	State	Responses (in%)			Total Educational Administrators
		Neither satisfied nor dissatisfied	Somewhat satisfied	Fully satisfied	
1.	Karnataka	14.5	50.9	34.5	55
2.	Madhya Pradesh	25.0	50.0	25.0	60
Total		20.0	50.4	29.6	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.19 shows that 50.9% of educational administrators from Karnataka and 50.0% of educational administrators from Madhya Pradesh were somewhat satisfied with the feedback they were given from higher authorities. The Table further shows that 34.5% of educational administrators from Karnataka and 25.0% of educational administrators from Madhya Pradesh were fully satisfied with the feedback they were given. The Table shows that 14.5% of educational administrators from Karnataka and 25.0% of educational administrators from Madhya Pradesh were neither satisfied nor dissatisfied with the feedback they were given. The Table also shows that 50.4% of total educational administrators from Karnataka and Madhya Pradesh were somewhat satisfied with the feedback they were given. The Table shows that only 29.6% of total educational administrators were fully satisfied with the feedback they were given and 70.6% of educational administrators were either not satisfied or somewhat satisfied with the feedback they were given.

(b) Positive Reactions on Feedback by Higher Authorities

On the reasons for their reactions for feedback educational administrators agreed that feedback motivate them, promote them for more responsibilities, change their attitude, encourage them, build their work efficiency, and give appreciation. Some educational administrators stated that they don't get proper feedback at time, when it was required.

Opinion on Difficulties Faced in Managing: Senior Male Colleagues, Senior Female Colleagues, Male Subordinates & Female Subordinates

The educational administrators were asked to give the opinion on difficulties while working with men or women administrators. The results pertaining to this statement is presented from the Table 3.2.20 (a) to 3.2.20 (h).

(a) Difficulties Faced while Working with Senior Male Colleagues

The results pertain to this statement is presented in Table 3.2.20 (a).

Table-3.2.20 (a) Opinion of Administrators: Difficulties Faced While Working with Senior Male Colleagues

S. No.	State	Responses (in %)				Total Educational Administrators
		Always	Often	Sometimes	Never	
1.	Karnataka	1.8	12.7	49.1	36.4	55
2.	Madhya Pradesh	1.7	6.7	56.7	35.0	60
Total		1.7	9.6	53.0	35.7	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that majority of the educational administrators found difficulties, while working with senior male colleagues of sometimes or never. 36.4% educational administrators from Karnataka and 35.0% educational administrators from Madhya Pradesh opined that they never found any difficulty while working with senior male colleagues. The Table shows that 49.1% educational administrators from Karnataka and 56.7% educational administrators from Madhya Pradesh opined that they sometimes found any difficulty while working with senior male colleagues. The Table further depicts that 14.5% educational administrator from Karnataka and 8.4% educational administrators from Madhya Pradesh opined that they always or often found any difficulty while working with senior male colleagues.

(b) Difficulties Faced in Managing with Senior Male Colleague

Most of educational administrators did not find any difficulty in their personal experience. But some of them also reported senior male colleague as non-cooperative, egoistic, not ready to accept female officers above them or along with them. Some educational administrators revealed that senior male colleagues did want to not understand their point of view, they did not listen to them, neither appreciate nor recognize.

(c) Difficulties Faced while Working with Senior Female Colleagues

The results pertain to this statement is presented in Table 3.2.20 (b).

Table-3.2.20(b) Opinion of Administrators: Difficulties while working with Senior Female Colleagues

S. No.	State	Responses (in %)				Total Educational Administrators
		Always	Often	Sometimes	Never	
1.	Karnataka	3.6	3.6	43.6	49.1	55
2.	Madhya Pradesh	0.0	3.3	41.7	55.0	60
Total		1.7	3.5	42.6	52.2	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that around half of the (49.1%) educational administrators from Karnataka and more than half percentage of (55.0%) educational administrators from Madhya Pradesh opined that they never found any difficulty while working with senior female colleagues. The Table also reveals that more than 40% educational administrators from Karnataka and 41.7% sometimes from both the states sometimes found any difficulty while working with senior female colleagues. The Table further reveals that very few percentages of educational administrators always or often found difficulty while working with senior female colleagues.

(d) Difficulties Faced in Managing with Senior Female Colleagues

There were also other views of educational administrators; they reported that not found any difficulty in managing with senior female. Educational administrators found difficulties regarding co-operation and adjustment in doing their duties. Some educational administrators revealed that senior female colleagues did not recognize and appreciate; they were at times just interested in getting information from them.

(e) Difficulties Faced while Working with Male Subordinates

The result pertains to the statement given in the Table 3.2.20 (c).

Table-3.2.20(c) Opinion of Administrators: Difficulties while Working with Male Subordinates

S. No.	State	Responses (in %)				Total Educational Administrators
		Always	Often	Sometimes	Never	
1.	Karnataka	1.8	9.1			55
2.	Madhya Pradesh	3.3	8.3			60
Total		2.6	8.7	41.7	47.0	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table 3.2.20 (c) shows that 45.5% educational administrators from Karnataka and 48.3% educational administrators from Madhya Pradesh opined that they never found any difficulty while working with male subordinates. The Table shows that 43.6% educational administrators from Karnataka and 40.0% educational administrators from Madhya Pradesh opined that they sometimes found any difficulty while working with male subordinates. Around 11% of educational administrators often found difficulty and very meager percentage of administrators found that always male subordinates create problems i.e. 10.9% and 11.6 from Karnataka and Madhya Pradesh respectively.

(f) Difficulties Faced in Managing with Male Subordinates

Most of educational administrators have not found any difficulty in managing with male subordinates. Some educational administrator found difficulties regarding superiority complex, some men do not tolerate the female administrator, political interference, punctuality, laziness etc.

(g) Difficulties Faced while working with Female Subordinates

The result pertaining to the difficulties while working with female subordinates is presented in the Table 3.2.20 (d).

Table-3.2.20 (d) Opinion of Administrators: Difficulties while working with Female Subordinates

S. No.	State	Responses (in %)				Total Educational Administrators
		Always	Often	Sometimes	Never	
1.	Karnataka	0.0	0.0	41.8	58.2	55
2.	Madhya Pradesh	1.7	3.3	41.7	53.3	60
Total		0.9	1.7	41.7	55.7	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

Table 3.2.20(d) shows in both the selected states situation of working with female subordinates was similar that 58.2% educational administrators from Karnataka and 53.3% educational administrators from Madhya Pradesh opined that they never found any difficulty while working with female subordinate. The Table shows that 41.8% educational administrators from Karnataka and 41.7% educational administrators from Madhya Pradesh opined that they sometimes found any difficulty while working with female subordinates. The Table shows that no educational administrators from Karnataka and 5.0% educational administrators from Madhya Pradesh opined that they always or often found any difficulty while working with female subordinates.

(h) Difficulties Faced in Managing with Female Subordinates

Most of educational administrators had not responded to the issue of finding any difficulty in managing with female subordinates. Some educational administrators found difficulties regarding co-ordinations, in responsibilities, engagement in work, deputation, training, female subordinates never want to be controlled and directed.

Problems Faced & Strategies to Overcome Difficulties faced in Managing Policies and Programs of Education

According to educational administrators, they faced difficulties because of overlapping of various policies and programs. They stated the problems viz training programs starts at the same time by different controlling authority, Training not appropriate, other department's work, lack of resources like particularly human resource, shortage of funds, frequent changes in educational policies, promotion to public sector schools, lack of good infrastructure and management. Some educational administrators stated that policies were made by government at the state level, but representatives of people fail to understand them and ask them to implement according to their priorities (political influences). Some of the strategies to overcome difficulties suggested by the educational administrators were regular monitoring and review of the programs, follow up on feedbacks, limited but appropriate training, according to their needs and proper funding can help to overcome the difficulties in implementing the policies and programs.

Effect of Official Responsibilities on Personal Responsibilities

The results pertaining to the effect of official responsibilities hinder their personal responsibilities were presented in the Table 3.2.20 (e).

Table-3.2.20(e) Opinion of Administrators: Effect of Official Responsibilities on Personal Responsibilities

S. No.	State	Responses (in %)		Total Educational Administrators
		Yes	No	
1.	Karnataka	56.4	43.6	55
2.	Madhya Pradesh	41.7	58.3	60
Total		48.7	51.3	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that 56.4% of educational administrators from Karnataka but 41.7% of educational administrators from Madhya Pradesh agreed that official responsibilities hinder their personal responsibilities. That also means that 43.6% of educational administrators from Karnataka and 58.3% educational administrators from Madhya Pradesh agree that official responsibilities did not hinder their personal responsibilities. The Table also reveals that 51.3% of total educational administrators agree that official responsibilities did not hinder their personal responsibilities and 48.7% of total educational administrators opined that administrators' responsibilities hinder their personal responsibilities.

Priorities in Life Related to Personal Life

Educational administrators stated that family and child care, educational opportunities, keep good health and fitness, spending time with family, sharing happy moments and fun with family, travelling, to balance

both work and family, good relation with children and respond to their problems, spending quality time with children and spouse, positive thinking and to connect with more and more persons were their priorities in life related to their personal life.

Opinion of the Educational administrators on Gender Equality on Policy and Programs and Satisfaction with the Job

The educational administrators were asked to give their opinion on gender equality in relation to policies and programs and job satisfaction. The result pertaining to this issue is presented from Table 3.2.21(a) to 3.2.21(g).

Need of more Policies and Programs to create Gender Equality in Educational Administration

The results pertain to this statement is presented in Table 3.2.21(a).

Table-3.2.21(a) Need of more Policies and Programs to create Gender Equality in Educational Administration

S. No.	State	Responses (in %)			Total Educational Administrators
		Agree	Disagree	Uncertain	
1.	Karnataka	30.9	41.8	27.3	55
2.	Madhya Pradesh	65.0	25.0	10.0	60
Total		48.7	33.0	18.3	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

Table 3.2.21(a) shows that both the states have contradictory view point regarding need for more policies and programs to create gender equality in educational administration. Madhya Pradesh educational administrators required more policies and programs to create gender equality comparison to Karnataka. 41.8% of educational administrators from Karnataka and 25.0% of educational administrators from Madhya Pradesh disagree with the need of more policies and programs to create gender equality in educational administration. The Table shows that 30.9% of educational administrators from Karnataka and 65.0% of educational administrators from Madhya Pradesh agreed with the need of more policies and programs to create gender equality in educational administration and 27.3% of educational administrators from Karnataka and 10.0% of educational administrators from Madhya Pradesh were uncertain about the need of more policies and programs to create gender equality in educational administration. The Table also reveals that 48.7% of total educational administrators agreed, 33% disagree and 10 % were uncertain to the need of more policies and programs to create gender equality in educational administration.

Satisfaction Level in the Aspect of Income/ Salary

The results pertain to the statement is presented in the Table 3.2.21(b).

Table-3.2.21(b) Administrators Satisfaction Level in the Aspect of Income/ Salary

S. No.	State	Responses (in%)				Total Educational Administrators
		Highly Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	
1	Karnataka	20.0	65.5	3.6	10.9	55
2	Madhya Pradesh	10.0	66.7	10.0	13.3	60
Total		14.8	66.1	7.0	12.1	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that 65.5% educational administrators from Karnataka and 66.7% educational administrators from Madhya Pradesh were satisfied with the aspect of their income/salary. Same Table shows 20.0% educational administrators from Karnataka and 10.0% educational administrators from Madhya Pradesh were highly satisfied with the aspect of their income/salary. The Table also reveals that 10.9% educational administrators from Karnataka and 13.3% educational administrators from Madhya Pradesh were dissatisfied with the aspect of their income/salary while 3.6% educational administrators from Karnataka and 10% educational administrators from Madhya Pradesh were neither satisfied nor dissatisfied with the aspect of their income/salary. The Table further reveals that 80.9% of total educational administrators were either satisfied or highly satisfied with the aspect of their income/salary but same Table shows 19.1% of total selected educational administrator were either dissatisfied or were of no opinion with the aspect of their income/salary.

Satisfaction Level in the Aspect of Power

The results pertain to the statement is presented in the Table 3.2.21(c).

Table-3.2.21(c) Administrators Satisfaction Level in the Aspect of Power

S. No.	State	Responses (in%)				Total Educational Administrators
		Highly Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	
1	Karnataka	10.9	47.3	21.8	20.0	55
2	Madhya Pradesh	8.3	36.7	25.0	30.0	60
Total		9.6	41.7	23.5	25.2	25.2

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that 47.3% educational administrators from Karnataka and 45.8% educational administrators from Madhya Pradesh were satisfied with the aspect of power they get from the position. Same Table shows 10.9% educational administrators from Karnataka and 8.3% educational administrators from Madhya Pradesh were highly satisfied with the aspect of power they get from the position. The Table shows that 20.0% educational administrators from Karnataka and 30.0% educational administrators from Madhya Pradesh were dissatisfied, power while 21.8% educational administrators from Karnataka and 25% educational administrators from Madhya Pradesh were neither satisfied nor dissatisfied with the aspect of power they get from the position. The Table also reveals that 51.3% of total selected educational administrators were either satisfied or highly satisfied but same Table show 48.7% of total educational administrators were either dissatisfied or were of no opinion with the aspect of power they get from the position.

Satisfaction Level in the aspect of Prestige

The results pertain to the statement is presented in the Table 3.2.21(d).

Table-3.2.21(d) Administrators Satisfaction Level in the Aspect of Prestige

S. No.	State	Responses (in%)				Total Educational Administrators
		Highly Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	
1	Karnataka	16.4	45.5	21.8	16.4	55
2	Madhya Pradesh	13.3	46.7	20.0	20.0	60
Total		14.8	46.1	20.9	18.2	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that 45.5% educational administrators from Karnataka and 46.7% educational administrators from Madhya Pradesh were satisfied with the aspect of prestige they get from the position. Same Table shows that 16.4% educational administrators from Karnataka and 13.3% educational administrators from Madhya Pradesh were highly satisfied with the aspect of prestige they get from the position. The Table further shows 16.4% educational administrators from Karnataka and 20.0% educational administrators from Madhya Pradesh were dissatisfied with the aspect of prestige while 21.8% educational administrators from Karnataka and 20.0% educational administrators from Madhya Pradesh were neither satisfied nor dissatisfied with the aspect of prestige they get from the position. The Table also reveals that 60.9% of total educational administrators were either satisfied or highly satisfied and 39.1% of total educational administrators were either dissatisfied or of no opinion with the aspect of prestige they get from the position.

Satisfaction level in the aspect of Promotional Prospect

The results pertain to the statement is presented in the Table 3.2.21(e).

Table 3.2.21(e) Administrators Satisfaction level in the aspect of Promotional Prospect

S. No.	State	Responses (in%)				Total Educational Administrators
		Highly Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	
1	Karnataka	1.8	25.5	20.0	52.7	55
2	Madhya Pradesh	3.3	25.0	15.0	56.7	60
Total		2.6	25.2	17.4	54.8	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that one fourth of the educational administrators from Karnataka and 25.0% educational administrators from Madhya Pradesh were only satisfied with the aspect of promotional prospects in the department. Same Table shows that only 1.8% educational administrators from Karnataka and 3.3% educational administrators from Madhya Pradesh were highly satisfied with the aspect of promotional prospects in the department. The Table shows that more than half of educational administrators from Karnataka and Madhya Pradesh were dissatisfied with the aspect of promotional prospects in the department while 20.0% educational administrators from Karnataka and 15.0% educational administrators from Madhya Pradesh were neither satisfied nor dissatisfied with the aspect of promotional prospects in the department. The Table also reveals that 27.8% of total educational administrators from both the states were either satisfied or highly satisfied with the aspect of promotional prospects and 72.2% of total educational administrators were either dissatisfied or were of no opinion with the aspect of promotional prospect in the department.

Satisfaction level in the aspect of Nature of Work

The results pertain to the statement is presented in the Table 3.2.21(f).

Table 3.2.21(f) Administrators Satisfaction level in the aspect of Nature of Work

S. No.	State	Responses (in%)				Total Educational Administrators
		Highly Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	
1	Karnataka	14.5	63.6	9.1	12.7	55
2	Madhya Pradesh	6.7	50.0	21.7	21.7	60
Total		10.4	56.5	15.7	17.4	115

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that majority of the educational administrators were satisfied with the work that is assigned to them. 63.6% educational administrators from Karnataka and 50.0% educational administrators from Madhya Pradesh While Table shows 14.5% educational administrators from Karnataka and 6.7% educational administrators from Madhya Pradesh were highly satisfied with the aspect of nature of work given to them or roles and responsibilities. The Table shows that 12.7% educational administrators from Karnataka and 21.7% educational administrators from Madhya Pradesh were dissatisfied with the aspect of nature of work while 9.1% educational administrators from Karnataka and 21.7% educational administrators from Madhya Pradesh were neither satisfied nor dissatisfied with the aspect of nature of work. The Table also reveals that 66.9% of total educational administrators from both the states were either satisfied or highly satisfied with the aspect of nature of work assigned to them but same Table shows 33.1% of total educational administrators were either dissatisfied or were of no opinion with the aspect of nature of work assigned to them.

Other Reasons for Degree of Satisfaction

Educational administrators stated that problems due to policy matters like absence of Departmental Promotion Committees (D.P.C) every year, lack of administrative powers with DIET faculty, promotional procedures, frequent transfers, lack of respect from colleagues and subordinates, lesser respect for women officer, corruption and political influence, discrimination in opportunity for women, less recognition to women, deficiency of physical, human and financial resources, different pressure, breach of rights were the reasons for the educational administrators degree of satisfaction. On the other hand, higher salaries due to pay revisions, discharge of power, honor in society were reasons for satisfaction.

Section-B (Part II)

General and Personal Perceptions of Educational Administrators

This part deals with the General and Personal Perceptions of Educational Administrators with respect to family and job in relation to two states Karnataka and Madhya Pradesh. One of the major objectives of the research is to study the General perceptions and Personal perceptions of the Educational Administrators of Karnataka and Madhya Pradesh with respect to the selected variables. To meet this objective a Likert scale was developed. It consists of four anchored points -To a very large extent, To some extent, To a very small extent, Not at all for General perceptions; Similarly four anchored points - Strongly Agree, Agree, Disagree, Strongly Disagree for the Personal perceptions. The samples of the study were asked to respond on the statements of General and Personal Perceptions. Further General and Personal Perception were bifurcated into family related issues and job-related issues. Their responses were systematically tabulated, analyzed and interpreted with reference to statement and selected variables.

General Perceptions on Family Related Issues

Table-3.3.1 General Perceptions on Family Related Issues of Educational Administrators

S. No.	Statement	State	Responses (in %)			
			Not at All	To a very small extent	To some extent	To a very large extent
1.	A man's self-esteem/ ego is injured if his wife earns more money than him	Karnataka	16.4	9.1	43.6	30.9
		M. P	11.7	10.0	45.0	33.3
		Total	13.9	9.6	44.3	32.2
2.	Women were considered unsuitable for doing top level administrative jobs	Karnataka	36.4	14.5	29.1	20.0
		M. P	36.7	8.3	21.7	33.3
		Total	36.5	11.3	25.2	27.0

3.	Education makes a woman self-centered	Karnataka	23.6	9.1	23.6	43.6
		M. P	23.3	15.0	26.7	35.0
		Total	23.5	12.2	25.2	39.1
4.	Only the father not the mother is recognized as the guardian of the children	Karnataka	30.9	10.9	29.1	29.1
		M. P	23.3	6.7	25.0	45.0
		Total	27.0	8.7	27.0	37.4
5.	Men should take the same amount of responsibilities as women in caring for home and children	Karnataka	12.7	20.0	27.3	40.0
		M. P	15.0	18.3	16.7	50.0
		Total	13.9	19.1	21.7	45.2
6.	Education makes a women disinterested in household affairs	Karnataka	43.6	12.7	20.0	23.6
		M. P	35.0	18.3	35.0	11.7
		Total	39.1	15.7	27.8	17.4
7.	Woman work to improve their matrimonial prospects	Karnataka	50.9	16.4	16.4	16.4
		M. P	36.7	8.3	31.7	23.3
		Total	43.5	12.2	24.3	20.0
8.	Parents were doubtful/pessimistic about educating their daughter as they think it would make them argumentative	Karnataka	34.5	21.8	30.9	12.7
		M. P	28.3	21.7	25.0	25.0
		Total	31.3	21.7	27.8	19.1

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

From the Table 3.3.1 notably 43.6% of educational administrators from Karnataka, 45% of educational administrators from Madhya Pradesh and 44.3% of total educational administrators agreed to some extent that a man's self-esteem/ ego is injured if his wife earns more money than he does; 36.4% of Karnataka educational administrators 36.7% of MP educational administrators and 36.5% of total educational administrators agreed not at all that Women were considered unsuitable for doing top level administrative jobs.

And 43.6% of Karnataka educational administrators, 35% of MP educational administrators and 39.1% of total educational administrators agreed to a very large extent that Education makes a woman self-centered; 30.95% of Karnataka educational administrators agreed not at all that in general, only the father not the mother is recognized as the guardian of the children but 45% of MP educational administrators and 37.4% of total educational administrators agreed to a very large extent that the same.

From the same Table, notably 40% of Karnataka educational administrators, 50% of MP educational administrators and 45.2% of total educational administrators agreed to a very large extent that men should take the same amount of responsibilities as women in caring for home and children; 43.6% of Karnataka educational administrators, 35% of MP educational administrators and 39.1% of total educational administrators agreed not at all that Education makes a women disinterested in household affairs.

And 50.9% of Karnataka educational administrators, 36.7% of MP educational administrators and 43.5% of total educational administrators agreed not at all that Woman work only to improve their matrimonial prospects; 34.5% of Karnataka educational administrators, 28.3% of MP educational administrators and 31.3% of total educational administrators agreed not at all that Parents were generally doubtful/ pessimistic about educating their daughter as they think it would make them argumentative.

General perceptions on Job Related Issues of Educational Administrators

Table-3.3.2 General perceptions on Job Related Issues of Educational Administrators

S. No.	Statement	State	Responses (in %)			
			Not at All	To a very small extent	To some extent	To a very large extent
1.	Women were interrupted when they were making any point (issues) in meetings	Karnataka	23.6	20.0	41.8	14.5
		M. P	33.3	23.3	28.3	15.0
		Total	28.7	21.7	34.8	14.8
2.	In many jobs men were given preference over woman in being hired or promoted	Karnataka	30.9	9.1	40.0	20.0
		M. P	38.3	10.0	21.7	30.0
		Total	34.8	9.6	30.4	25.2
3.	Woman were overlooked when appointments were made to higher positions	Karnataka	36.4	14.5	25.5	23.6
		M. P	43.3	15.0	30.0	11.7
		Total	40.0	14.8	27.8	17.4
4.	Women's accomplishments were underestimated or devalued	Karnataka	29.1	12.7	30.9	27.3
		M. P	26.7	11.7	43.3	18.3
		Total	27.8	12.2	37.4	22.6
5.	Women's achievement is attributed to factors other than merit	Karnataka	23.6	14.5	34.5	27.3
		M. P	25.0	21.7	35.0	18.3
		Total	24.3	18.3	34.8	22.6
6.	Women were not given equal opportunities in employment, salary and promotion	Karnataka	49.1	10.9	18.2	21.8
		M. P	36.7	21.7	21.7	20.0
		Total	42.6	16.5	20.0	20.9
7.	Family is neglected when a woman takes a job outside the home	Karnataka	32.7	10.9	34.5	21.8
		M. P	23.3	25.0	18.3	33.3
		Total	27.8	18.3	26.1	27.8

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

From the Table 3.3.2, 41.8% of Karnataka educational administrators agree to some extent, 33.3% of MP educational administrators not at all agreed and 34.8% of total educational administrators agreed to some extent that Generally women were interrupted when they were making any point (issues) in meetings; 40% of Karnataka educational administrators agreed to some extent, 38.3% of MP educational administrators not at all agreed and 34.8% of total educational administrators not at all agreed that there were many jobs in which men should be given preference over woman (in being hired or promoted). And 36.4% of Karnataka educational administrators, 43.3% of MP educational administrators and 40% of total educational administrators not at all agreed that Woman were overlooked when appointments were made to higher positions; only 29.1% of Karnataka educational administrators not at all agreed, 43.3% MP educational administrators and 37.4% of total educational administrators agreed some extent that women's accomplishments were underestimated or devalued.

And 34.5% of Karnataka educational administrators, 35% of MP educational administrators and 34.8% of total educational administrators agreed some extent that women's achievement was attributed to factors other than merit; And 49.1% of Karnataka educational administrators, 36.7% of MP educational administrators and 42.6% of total educational administrators not at all agreed that in general, women were not given equal

opportunities in employment, salary and promotion; And 32.7% of Karnataka educational administrators, 23.3% of MP educational administrators and 27.8% of total educational administrators not at all agreed that In general, family tends to get neglected when a women takes a job outside the home.

Personal perceptions on Family Related Issues

Table 3.3.3 Personal perceptions on Family Related Issues of Educational Administrators

S. No.	Statement	State	Responses (in %)			
			Strongly Disagree	Disagree	Agree	Strongly Agree
1.	A man's self-esteem/ ego is injured if his wife earns more money than him	Karnataka	21.8	21.8	40.0	16.4
		M. P	21.7	28.3	26.7	23.3
		Total	21.7	25.2	33.0	20.0
2.	Women were considered unsuitable for doing top level administrative jobs	Karnataka	60.0	16.4	7.3	16.4
		M. P	50.8	23.7	8.5	16.9
		Total	55.3	20.2	7.9	16.7
3.	Education makes a woman self-centered	Karnataka	30.9	14.5	18.2	36.4
		M. P	48.3	6.7	18.3	26.7
		Total	40.0	10.4	18.3	31.3
4.	Only the father not the mother is recognized as the guardian of the children	Karnataka	41.8	29.1	7.3	21.8
		M. P	45.0	20.0	23.3	11.7
		Total	43.5	24.3	15.7	16.5
5.	Men should take the same amount of responsibilities as women in caring for home and children	Karnataka	20.0	7.3	20.0	52.7
		M. P	3.3	3.3	26.7	66.7
		Total	11.3	5.2	23.5	60.0
6.	Education makes a women disinterested in household Affairs	Karnataka	52.7	20.0	14.5	12.7
		M. P	53.3	25.0	3.3	18.3
		Total	53.0	22.6	8.7	15.7
7.	Woman work to improve their matrimonial prospects	Karnataka	63.6	16.4	14.5	5.5
		M. P	56.7	25.0	10.0	8.3
		Total	60.0	20.9	12.2	7.0
8.	Parents were doubtful/ pessimistic about educating their daughter as they think it would make them argumentative	Karnataka	34.5	32.7	20.0	12.7
		M. P	46.7	28.3	15.0	10.0
		Total	40.9	30.4	17.4	11.3

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

From the Table 3.3.3, 405 of Karnataka educational administrators agreed, 28.3% MP educational administrators & 25.2% of total educational administrators disagreed that a man's self-esteem/ ego is injured if his wife earns more money than he does. Notably, 60% of Karnataka educational administrators, 50.8% MP educational administrators and 55.3% of total educational administrators strongly disagreed that the women were considered unsuitable for doing top level administrative jobs.

And 36.4% of Karnataka strongly agreed, 48.3 MP educational administrators & 40% of total educational administrators strongly disagreed that Education makes a woman self-centered; 41.8% of Karnataka educational administrators, 45% MP educational administrators and 43.5% of total educational administrators strongly disagreed that in general, only the father not the mother is recognized as the guardian of the children.

And 52.7% of Karnataka educational administrators, 66.7% MP educational administrators and 60% of total educational administrators strongly agreed that Men should take the same amount of responsibilities as women in caring for home and children; 52.7% of Karnataka educational administrators, 53.3% MP educational administrators and 53% of total educational administrators strongly disagreed that Education makes a women disinterested in household affairs.

And 63.6% of Karnataka educational administrators, 56.7% MP educational administrators and 60% of total educational administrators strongly disagreed that Woman work only to improve their matrimonial prospects; 34.5% of Karnataka educational administrators, 46.7% MP educational administrators and 40.9% of total educational administrators strongly disagreed that Woman work only to improve their matrimonial prospects.

Personal perceptions on Job Related Issues of Educational Administrators

Table 3.3.4 Personal Perceptions on Job Related Issues of Educational Administrators

S. No.	Statement	State	Responses (in %)			
			Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Women were interrupted when they were making any point (issues) in meetings	Karnataka	27.3	23.6	34.5	14.5
		M. P	33.3	28.3	18.3	20.0
		Total	30.4	26.1	26.1	17.4
2.	In many jobs men were given preference over woman in being hired or promoted	Karnataka	36.4	18.2	32.7	12.7
		M. P	36.7	16.7	21.7	25.0
		Total	36.5	17.4	27.0	19.1
3.	Woman were overlooked when appointments were made to higher positions	Karnataka	34.5	16.4	25.5	23.6
		M. P	40.0	36.7	11.7	11.7
		Total	37.4	27.0	18.3	17.4
4.	Women's accomplishments were underestimated or devalued	Karnataka	32.7	25.5	20.0	21.8
		M. P	30.0	20.0	31.7	18.3
		Total	31.3	22.6	26.1	20.0
5.	Women's achievement is attributed to factors other than merit	Karnataka	29.1	14.5	40.0	16.4
		M. P	33.3	30.0	26.7	10.0
		Total	31.3	22.6	33.0	13.0
6.	Women were not given equal opportunities in employment, salary and promotion	Karnataka	54.5	18.2	18.2	9.1
		M. P	36.7	28.3	15.0	20.0
		Total	45.2	23.5	16.5	14.8
7.	Family is neglected when a women take a job outside the home	Karnataka	45.5	14.5	30.9	9.1
		M. P	31.7	25.0	25.0	18.3
		Total	38.3	20.0	27.8	13.9

Source: Based on the responses of selected Educational Administrators from Karnataka & Madhya Pradesh

From the Table 3.3.4, 34.5% of Karnataka educational administrators agreed, 33.3% MP educational administrators & 30.4% total educational administrators strongly disagreed that Generally women were interrupted when they were making any point (issues) in meetings; 36.4% of Karnataka educational administrators, 36.7% MP educational administrators and 36.5% of total educational administrators strongly disagreed that There were many jobs in which men should be given preference over woman (in being hired or promoted).

And 34.5% of Karnataka educational administrators, 40% MP educational administrators and 37.4% of total educational administrators strongly disagreed that Woman were overlooked when appointments were made to higher positions; 32.7% of Karnataka & 31.3% of total educational administrators strongly disagreed and 31.7% of MP educational administrators agreed that Women's accomplishments were underestimated or devalued.

40% of Karnataka educational administrators agreed, 33.3% of MP educational administrators & 31.3% of total educational administrators strongly disagreed that women's achievement is attributed to factors other than merit; 54.5% of Karnataka educational administrators, 36.7% MP educational administrators and 45.2% of total educational administrators strongly disagreed that In general, women were not given equal opportunities in employment, salary and promotion; 45.5% of Karnataka educational administrators, 31.7% MP educational administrators and 38.3% of total educational administrators strongly disagreed that In general, family tends to get neglected when a women takes a job outside the home.

Section-C (Part I)

Variable wise statistical analysis of educational administrators' perceptions towards Women in Administration

The General and Personal perceptions of educational administrators on Women in Educational Administration with respect to the selected variables Type of educational officers, State they belong to, Gender, Age, Marital status, Social Category, Highest Educational Qualification, Highest Professional Qualifications and Total Experience were presented in this section.

General and personal perceptions of educational administrators towards Women in administration with respect their type of education officers

Null Hypothesis 3.4.1.a: There is no significant difference in General Perceptions towards women in educational administration with respect to their type.

Null Hypothesis-3.4.1.b: There is no significant difference in Personnel Perceptions towards women in educational administration with respect to their type.

To test the above null hypotheses, 'F' test (ANOVA) was applied to find out the significance differences among the mean scores of types of the educational administrators on General and Personnel Perceptions towards women in educational administration. The obtained results were presented in the Table 3.4.1

Table-3.4.1 Mean, SD, F & P- values of Perceptions towards Women in Educational Administration of Education Office

Perceptions	Type of E. O.	N	Mean	SD	F-value	P-value	Remarks
General Perceptions	Heads	43	38.58	0.54	0.54	0.58	Not Significant
	BEOs	27	36.37	9.97			
	DEOs	45	37.33	8.34			
	Total	115	37.57	8.85			
Personal perceptions	Heads	43	33.19	9.28	1.15	0.32	Not Significant
	BEOs	27	35.26	11.3			
	DEOs	45	32.02	6.18			
	Total	115	33.22	8.78			

Source: Based on the Perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

From the Table 3.4.1, it is illustrated that means of Heads, BEOs, DEOs on their general perceptions towards women in educational administration were 38.58, 36.37 and 37.33; SDs were 0.540, 9.97 and 8.34 respectively. Its F value 0.540, which is not significant at 0.05 level of significance (since $p\text{-value } 0.584 \geq 0.05$). The null hypothesis 3.4.1.a can't be rejected. Hence it can be concluded that there is no significant difference in general perceptions of different education officers towards women in administration.

The same Table reveals that the mean of heads, BEOs and DEOs in personal perception were 33.19, 35.26 and 32.02, SD were 9.28, 11.28 and 6.18 respectively. The result indicates that the F-value 1.15, which is not significant at 0.01 level of significance (since $p\text{-value } 0.320 \geq 0.01$). Hence, the null hypothesis 3.4.1.b can't be rejected. It can be concluded that there is no significant difference in the personal perception of different educational administrators towards women in administration.

General and personal perceptions of Education Administration towards Women in administration with respect to state

Null Hypothesis-3.4.2.a: There is no significant difference in General Perceptions towards women in educational administration of Karnataka and Madhya Pradesh

Null Hypothesis-3.4.2.b: There is no significant difference in Personnel Perceptions towards women in educational administrators of Karnataka and Madhya Pradesh.

To test the above null hypotheses, 't' test was calculated to find out the significance of difference between the mean scores of the educational administrators of Karnataka and Madhya Pradesh on General and Personnel Perceptions towards women in educational administration. The obtained results were presented in the Table 3.4.2.

Table-3.4.2: State wise Mean, SD, T & P values of Perceptions towards Women in Educational Administration

Perceptions	Type of E. O.	N	Mean	SD	T-value	P-value	Remarks
General Perceptions	Karnataka	55	37.16	9.48	0.474	0.585	Not Significant
	Madhya Pradesh	60	37.95	8.31			
Personal Perceptions	Karnataka	55	33.22	9.26	0.436	0.001	Significant
	Madhya Pradesh	60	33.22	8.40			

Source: Based on the Perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

Table 3.4.2 shows that the means of Karnataka and Madhya Pradesh in general perception of educational administrator were 37.16 and 37.95; SDs were 9.482 and 8.306 respectively. The t- value 0.474 indicates not significant at 0.01 level of significant (since $p\text{ value } 0.585 \geq 0.01$). Hence, the null hypothesis of the Table can't be rejected. It can be concluded that there is no significant difference in the general perception of Karnataka and Madhya Pradesh. The same Table also reveals that the means of Karnataka and Madhya Pradesh in personal perception of educational administrator is 33.22 and 32.22; SDs were 9.257 and 8.397 respectively. The t- value 0.436 indicates significant at 0.01 level of significant (since $p\text{ value } 0.001 \geq 0.01$). Hence, the null hypothesis-3.4.2.b can be rejected. It can be concluded that there is a significant difference in the personal perception towards women in educational administrator of Karnataka and Madhya Pradesh.

General and personal perceptions of Education Administration towards Women in administration with respect to Gender

Null Hypothesis-3.4.3.a: There is no significant difference in General Perceptions towards women in educational administration with respect to gender.

Null Hypothesis-3.4.3.b: There is no significant difference in Personnel Perceptions towards women in educational administration with respect to gender.

To test the above null hypotheses, 't' test was calculated to find out the significance of difference between the mean scores of the male and female educational administrators on General and Personnel Perceptions towards women in educational administration. The obtained results were presented in the Table-3.4.3.

Table-3.4.3 Gender wise Mean, SD, T & P values of Perceptions towards Women in Educational Administration

Perceptions	Type of E. O.	N	Mean	SD	T-value	P-value	Remarks
General Perceptions	Male	48	36.96	9.44	0.629	0.143	Not Significant
	Female	67	38.01	8.46			
Personal Perceptions	Male	48	33.13	10.42	0.095	0.017	Not Significant
	Female	67	33.28	7.47			

Source: Based on the Perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

Table 3.2.3 illustrates that the means of male and female educational administrators in general perceptions were 36.96 and 38.01; SDs were 9.437 and 8.463 respectively. It shows that the t-value 0.629 is not significant at 0.05 level (since p value $0.585 \geq 0.01$). Hence Null hypothesis-3.2.4.a can't be rejected and there is no significant difference in the general perception of male and female educational administrators.

The same Table shows that the means of male and female educational administrators in general perception were 33.13 and 33.28; SDs were 10.42 and 7.471 respectively. It shows that the t-value 0.095 is not significant at 0.01 level of significance (since p value $0.017 \geq 0.01$). Hence Null hypothesis can't be rejected and there is no significant difference in the personal perception of male and female educational administrators.

General and personal perceptions of Education Administration towards Women in administration with respect to Age

Null Hypothesis-3.4.4.a: There is no significant difference in General Perceptions towards women in educational administration with respect to Age.

Null Hypothesis-3.4.4.b: There is no significant difference in Personnel Perceptions towards women in educational administration with respect to Age.

To test the above null hypotheses, 'F' test was calculated to find out the significance of difference among the mean scores of the age of educational administrators (which is categories into 36 to 40 years; 41 to 45 years; 46 to 50; 51 to 55 and 56 and above years) on General and Personnel Perceptions towards women in educational administration. The obtained results were presented in the Table 3.4.4.

Table 3.4.4 shows that the mean and SD of 36 to 40 years age group education administrator were 30.25 and 6.89; 41 to 45 years age group education administrator were 39.18 and 10.79; 46 to 51 years age group education administrator were 38.94; 51 to 55 years age group education administrator were 37.29 and 7.40 and 56 and above 56 years age group education administrator were 37.68 and 10.32. The Analysis of Variance (ANOVA) result refers the F-value 0.887, which is not significant at 0.05 levels of significance since p-value 0.475 is much higher than 0.05. Hence, null hypothesis can't be rejected. It can be concluded that the education administrators belong to different age groups do not differ in their general perception towards women in administration.

The same Table shows that Value of Analysis of Variance (ANOVA) F-value is 0.941, which is not significant at 0.05 levels of significance since p-value 0.443 is much higher than 0.01. Hence, null hypothesis can't be rejected. Whereas mean and SD of 36 to 40 years' age group education administrator were 29.00 and 7.35; 41 to 45 years' age group education administrator were 31.55 and 6.22; 46 to 50 years age group education administrator were 35.47 and 7.43; 51 to 55 years age group education administrator were 34.04 and 9.04 and above 56 years age group education administrator were 31.74 and 9.83. It can be concluded that the

education administrators belong to different age groups do not differ in their personal perception towards women in administration.

Table-3.4.4 Age wise Mean, SD, F & P values Perceptions towards Women in Educational Administration

Perceptions	Age categories	N	Mean	SD	F-value	P-value	Remarks
General Perceptions	36-40 years	4	30.25	6.89	0.887	0.475	Not Significant
	41-45 years	11	39.18	10.79			
	46-50 years	17	38.94	9.26			
	51-55 years	52	37.29	7.40			
	56 & above years	31	37.68	10.32			
	Total	115	37.57	8.86			
Personal Perceptions	36-40 years	4	29.00	7.35	0.941	0.443	Not Significant
	41-45 years	11	31.55	6.22			
	46-50 years	17	35.47	7.43			
	51-55 years	52	34.04	9.04			
	56 & above years	31	31.74	9.83			
	Total	115	33.22	8.78			

Source: Based on the perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

General and personal perceptions of Education Administration towards Women in administration with respect to Marital Status

Null Hypothesis-3.4.5.a: There is no significant difference in General Perceptions towards women in educational administration with respect to marital status.

Null Hypothesis-3.4.5.b: There is no significant difference in Personnel Perceptions towards women in educational administration with respect to marital status.

To test the above null hypotheses, 'F' test was calculated to find out the significance of difference among the mean scores of the unmarried, married, and others which contained divorced, separated and window educational administrators on General and Personnel Perceptions towards women in educational administration. The obtained results were presented in the Table 3.4.5.

The Table shows that mean of unmarried education administrators is 38.3, Married education administrators were 37.77, others were 35.20. The Analysis of Variance (ANOVA) result refers the F- value 0.401, which is not significant at 0.01 levels of significance since p-value 0.671 is much higher than 0.01. Hence, null hypothesis can't be rejected. It can be concluded that the education administrators belong to different marital status groups do not differ in their general perception towards women in administration.

Same Table reveals that Analysis of Variance (ANOVA) result refers the F- value 0.071, which is not significant at 0.01 levels of significance since P-value 0.931 is much higher than 0.01. It can be concluded that the education administrators belong to different marital status groups do not differ in their personal perception towards women in administration.

Table-3.4.5 Marital Status wise Mean, SD, F & P values of Perceptions towards women in Educational Administration

Perceptions	Marital Status	N	Mean	SD	F-value	P-value	Remarks
General Perceptions	Unmarried	6	38.33	10.48	0.401	0.671	Not significant
	Married	99	37.77	8.92			
	Others	10	35.20	7.71			
	Total	115	37.57	8.86			
Personal perceptions	Unmarried	6	34.33	8.04	0.071	0.931	Not significant
	Married	99	33.10	9.10			
	Others	10	33.70	6.11			
	Total	115	33.22	8.78			

Source: Based on the Perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

The Table shows that mean of unmarried education administrators is 38.3, Married education administrators were 37.77, others were 35.20. The Analysis of Variance (ANOVA) result refers the F- value 0.401, which is not significant at 0.01 levels of significance since p-value 0.671 is much higher than 0.01. Hence, null hypothesis can't be rejected. It can be concluded that the education administrators belong to different marital status groups do not differ in their general perception towards women in administration.

Same Table reveals that Analysis of Variance (ANOVA) result refers the F- value 0.071, which is not significant at 0.01 levels of significance since P-value 0.931 is much higher than 0.01. It can be concluded that the education administrators belong to different marital status groups do not differ in their personal perception towards women in administration.

General and personal perceptions of Education Administration towards Women in administration with respect to Social Category

Null Hypothesis-3.4.6.a: There is no significant difference in General Perceptions towards women in educational administration with respect to social category.

Null Hypothesis-3.4.6.b: There is no significant difference in Personnel Perceptions towards women in educational administration with respect to social category.

To test the above null hypotheses, 'F' test was calculated to find out the significance of difference among the mean scores of the social category of educational administrators i.e. SC, ST, OBC, Minority, General and other on General and Personal Perceptions towards women in educational administration.

The Table shows that the mean and SD of SC category education administrators is 35.53 and 10.131; ST category education administrators is 36.33 and 10.828; OBC category education administrators 39.78 and 9.213; minority category education administrators 37.00 and 2.828; General category education administrators is 37.30 and 8.130; and others category education administrators 33.00 and 0. The Analysis of Variance (ANOVA) result refers the F- value .723, which is not significant at 0.01 levels of significance since P-value 0.607 is much higher than 0.01. Hence, null hypothesis can't be rejected. It can be concluded that the educational administrators belong to different social category groups do not differ in their general perception towards women in administration.

The same Table shows that the Analysis of Variance (ANOVA) result refers the F- value .723, which is not significant at 0.01 levels of significance since P-value 0.607 is much higher than 0.01. It is also derived from the same Table mean and SD of SC category education administrators is 34.82 and 10.339; ST category education administrators is 36.67 and 11.247; OBC category education administrators 35.56 and 9.961; minority category education administrators 37.00 and 1.414; General category education administrators is 30.72 and 6.599; and

others category education administrators 39.00 and 8.780. Hence, null hypothesis can't be rejected. It can be concluded that educational administrators belong to different social category groups do not differ in their personal perception towards women in administration.

Table-3.4.6 Social Category wise Mean, SD F & P values of Perceptions towards Women in Educational Administration

Perceptions	Marital Status	N	Mean	SD	F-value	P-value	Remarks
General Perceptions	SC	17	35.53	10.13	0.723	0.607	Not Significant
	ST	9	36.33	10.83			
	OBC	32	39.78	9.21			
	Minority	2	37.00	2.83			
	General	53	37.30	8.13			
	Others	2	33.00	.000			
	Total	115	37.57	8.86			
Personal perceptions	SC	17	34.82	10.34	1.953	0.091	Not Significant
	ST	9	36.67	11.25			
	OBC	32	35.56	9.96			
	Minority	2	37.00	1.41			
	General	53	30.72	6.60			
	Others	2	29.00	.000			
	Total	115	33.22	8.78			

Source: Based on the Perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

General and personal perceptions of Education Administration towards Women in administration with respect to Higher Educational qualification

Null Hypothesis-3.4.7.a: There is no significant difference in General Perceptions towards women in educational administration with respect to higher education qualification.

Null Hypothesis-3.4.7.b: There is no significant difference in Personnel Perceptions towards women in educational administration with respect to higher education qualification.

To test the above null hypotheses, 'F' test was calculated to find out the significance of difference among the mean scores of the higher education qualification of educational administrators i.e. graduation, post-graduation, M.Phil./PhD and others on General and Personnel Perceptions towards women in educational administration. The obtained results were presented in the Table-3.4.7.

The Table 3.4.7 shows that the mean and SD of graduate education administrator were 35.53 and 10.028; post graduate education administrator is 37.70 and 8.667; M.Phil./PhD education administrator were 35.57 and 7.7 and others qualification of education administrator were 46 and 8.042. The Analysis of Variance (ANOVA) result refers the F- value 1.623, which is not significant at 0.01 levels of significance since P-value 0.188 is much higher than 0.01. Hence, null hypothesis can't be rejected. It can be concluded that the general perceptions of educational administrator do not differs with respect to higher educational qualification.

The same Table shows that the mean and SD graduate education administrator were 31.40 and 10.749; post- graduate education administrator is 33.37 and 8.480; M.Phil./PhD education administrator were 32.86 and 9.924; and others qualification of education administrator were 37.25 and 6.652. The Analysis of Variance (ANOVA) result refers the F- value 0.502 is not significant at 0.01 levels of significance since P-value 0.682 is much higher than the 0.01. Hence, null hypothesis can't be rejected. It can be concluded that the personal perceptions of educational administrator do not differs with respect to higher educational qualification.

Table-3.4.7 Higher Educational Qualification Wise Mean, SD, F & P values of Perceptions towards Women in Educational Administration

Perceptions	Higher Educational qualification	N	Mean	SD	F-value	P-value	Remarks
General Perceptions	Graduation	15	35.53	10.03	1.623	0.188	Not Significant
	Post-Graduation	89	37.70	8.67			
	M.Phil./PhD	7	35.57	7.70			
	Other	4	46.00	8.04			
	Total	115	37.57	8.86			
Personal perceptions	Graduation	15	31.40	10.75	0.502	0.682	Not Significant
	Post-Graduation	89	33.37	8.48			
	M.Phil./PhD	7	32.86	9.92			
	Other	4	37.25	6.65			
	Total	115	33.22	8.78			

Source: Based on the Perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

General and personal perceptions of Education Administration towards Women in administration with respect to Higher Professional Qualification

Null Hypothesis-3.4.8.a: There is no significant difference in General Perceptions towards women in educational administration with respect to higher education qualification.

Null Hypothesis-3.4.8.b: There is no significant difference in Personnel Perceptions towards women in educational administration with respect to highest education qualification.

To test the above null hypotheses, 'F' test was calculated to find the significance of difference among the mean scores of the highest education qualification of educational administrators i.e. D.Ed./B.Ed., M.Ed., M.B.A., and others on General and Personnel Perceptions towards women in educational administration. The obtained results were presented in the Table 3.4.8.

Table-3.4.8 Higher Professional Qualification Wise Mean, SD F & P values of Perceptions towards Women in Educational Administration

Perceptions	Higher Educational qualification	N	Mean	SD	F-value	P-value	Remarks
General Perceptions	D.Ed./B.Ed.	5	40.40	5.32	0.355	0.785	Not Significant
	M.Ed.	57	37.07	8.66			
	M.B.A.	47	37.60	9.46			
	Other	6	39.83	9.28			
	Total	115	37.57	8.86			
Personal perceptions	D.Ed./B.Ed.	5	33.20	2.77	0.185	0.906	Not Significant
	M.Ed.	57	33.02	8.78			
	M.B.A.	47	33.13	9.73			
	Other	6	35.83	2.79			
	Total	115	33.22	8.78			

Source: Based on the Perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

Table 3.4.8 shows that the mean and SD of education administrator who have D.Ed./B.Ed. qualification were 40.40 and 5.320; M.Ed. qualified education administrator were 37.07 and 8.660; M.B.A. qualified education administrator were 37.60 and 9.459 and others education administrator were 39.83 and 9.283. The Analysis of Variance (ANOVA) result refers the F- value 0.355, which is not significant at 0.05 levels of significance since p-value 0.906 is much higher than 0.05. Hence, null hypothesis can't be rejected. It can be concluded that the education administrators belong to different highest qualification do not differ in their general perception towards women in administration.

The same Table shows that value of Analysis of Variance (ANOVA) F- value is 0.185, which is not significant at 0.05 levels of significance since p-value 0.906 is much higher than 0.01. Hence, null hypothesis can't be rejected. Whereas mean and SD of education administrator who have D.Ed./B.Ed. qualification were 33.20 and 2.775; M.Ed. qualified education administrator were 33.02 and 8.782; M.B.A. qualified education administrator were 33.13 and 9.730 and others education administrator were 35.83 and 2.787. It can be concluded that the education administrators belong to different highest qualification do not differ in their personal perception towards women in administration.

General and personal perceptions of Education Administration towards Women in administration with respect to overall Experience

Null Hypothesis-3.4.9.a: There is no significant difference in General Perceptions towards women in educational administration with respect to overall experiences.

Null Hypothesis-3.4.9.b: There is no significant difference in Personnel Perceptions towards women in educational administration with respect to overall experiences.

To test the above null hypotheses, 'F' test was calculated to find out the significance of difference among the mean scores of the overall experiences of educational administrators which is divided into less than 10 years, 11 to 20 years and more than 20 years on General and Personnel Perceptions towards women in educational administration. The obtained results were presented in the Table-3.26 (j).

The Table 3.4.9 shows that the mean and SD of overall experiences of educational administrator having experiences less than 10 years were 39.19 and 8.689; 11 to 20 years is 37.50 and 9.501, experiences of more than 20 years is 37.25 and 8.744. The Analysis of Variance (ANOVA) result refers the F- value 0.312, which is not significant at 0.01 levels of significance since P-value 0.732 is much higher than 0.01. Hence, null hypothesis can't be rejected. It can be concluded that the overall experience general perceptions of educational administrator do not differs towards women in administration.

The same Table shows that the mean and SD of overall experiences of educational administrator having experiences less than 10 years were 32.31 and 8.163; 11 to 20 years is 33.65 and 7.244, experiences of more than 20 years is 33.26 and 9.471. The Analysis of Variance (ANOVA) result refers the F- value 0.116, which is not significant at 0.01 levels of significance since p-value 0.890 is much higher than 0.01. Hence, null hypothesis can't be rejected. It can be concluded that the overall experience personal perceptions of educational administrator do not differs towards women in administration.

Table-3.4.9 Overall Experience wise Mean, SD, F & P values of Perceptions towards Women in Educational Administration

Perceptions	Overall Experiences	N	Mean	SD	F-value	P-value	Remarks
General Perceptions	Less than 10 years	16	39.19	8.69	0.312	0.732	Not significant
	11 to 20 years	26	37.50	9.50			
	More than 20 years	73	37.25	8.74			
	Total	115	37.57	8.86			
Personal perceptions	Less than 10 years	16	32.31	8.16	0.116	0.890	Not significant
	11 to 20 years	26	33.65	7.24			
	More than 20 years	73	33.26	9.47			
	Total	115	33.22	8.78			

Source: Based on the Perceptions of selected Educational Administrators from Karnataka & Madhya Pradesh

Section-C (Part-II)

Views of Women Administrators to become Successful Administrator

The educational administrators were asked about the information that in addition to the roles and responsibilities what were the functions they perform to become successful administrators. The responses of DEOs/DDPIs/DIET principals, BEOs and Head of Secondary and Senior Secondary schools from Karnataka and MP on functions in relation to women in educational administration were analyzed systematically

Accomplishment of the Roles and Responsibilities of Educational Administrators

From Karnataka around 67% of women educational administrators were found more enthusiastic as they were doing more than the requisite formal duties. They were more ready to go extra mile to improve the educational performance of their jurisdiction. As their responses exhibit that to accomplish the roles and responsibilities of their position they were providing suitable guidance as an administrator to subordinates and colleagues, solving their problems, conducting regular monitoring in schools and organizing discussions with students and parents with the support of senior administrators. Some of them as inspecting officers also give onsite support to teachers and students. Whereas MP women educational administrators were doing well, but strictly up to the minimum desired levels they did not show much enthusiasm to go extra mile to improve the educational scenarios of their respective jurisdiction. For example, we can look at a response 'I do my work with loyalty and as per the interest of the department. I am always justifiable to my salary' though some of them were performing well. With the co-operation of public some of them got so many physical and financial improvements in school. But other still feel dearth of community will, hence not achieving seeking to develop the requisite community will.

Other duties in addition to the Roles and Responsibilities by the Educational Administrators

Karnataka women educational administrators mostly do other duties like curriculum related activities and work which were given by other departments like from district collector, C.E.O., district panchayat. In addition, duties in other examination like teacher eligibility test and common entrance test etc. Educational administrators of the state do and desired to do auxiliary work to strengthen education. Whereas M.P. women educational administrators mostly do duties which were not directly linked to education for example election and census duties. Though some of them do mention about school visits and academic works and other works levied by higher officers like monitoring of civil works, other department works like scholarship, Aadhar related monitoring work, work related to state planning commission, works related to schedule caste and schedule tribe students, work related to the state education center and finance department etc. along with coordination to other departments.

Efforts for Improving the Quality in Schools

Educational administrators in Karnataka put efforts to enhance connections and consideration of principals, teachers and other members of school towards students and parents. They do analyze the examination results and make efforts for qualitative improvements. They make provision and execution of additional classes as per the requirement. They organize regular orientation of teachers. They do make frequent visits to schools and guide teachers and students and make them aware about environment, water, power, energy saving and values of life. Apart from it they focus on improving the infrastructural requirement like auditorium, dining hall, girls' restroom, reading room, laboratories etc. to enhancing the skills like communication and other life skills. In the process they take involvement of community, and do interaction with staff, students, parents and other stakeholders. They do encourage the attendance of students in schools by resolving their problems through discussion with parents. They also give emphasis on operation of co-curricular activities organization of cultural programs and create interesting teaching environment along with some practical experiences through science garden/mathematical garden etc. Besides releasing maintenance grants regularly which can be spent according to school needs, they encourage smart classes rather than bookish knowledge. Some of them strive to keep teacher free from non-teaching activities, on addition to it they give rewards to the best teaching. Give more importance to the slow learners to make them to bring into the main stream with the help of the teachers, community and parents also. Give more priority to the all-round development of the school children.

Differing from Karnataka, educational administrators in MP put fewer efforts to enhance connections and consideration of principals, teachers and other members of school towards students and parents. They try to upgrade the educational level of students with the help of teachers, to inspire towards school cleanliness, security, literacy, cultural and sports activities, Formation of work planning for schools. Analyze the examination results and make efforts for qualitative improvements. Apart from it they focus on releasing maintenance grants regularly which can be spent according to school needs, to increase public participation of society with the support of pass out students. They were giving training about new trends in teaching. They do encourage the attendance of students in schools by resolving their problems through discussion with parents. They also give emphasis on operation of co-curricular activities organization of cultural programs and create interesting teaching environment along with some practical experiences through science garden/mathematical garden etc. They ensure proper implementation of the plan of "topper ka pitara" in all the schools to encourage the passion for study among students.

Process of Decision Making in the District

Decisions were taken in Karnataka by higher authorities as per rules and regulations. Sometimes, decisions were taken at upper level without the observation of important actions, because of which right policies were not formed. District level there were two posts: (i) DDPI (Admin) (Deputy Director of Public Instructions). (ii) DDPI (Academic) (Principal DIET) they both were independent to take decision in many cases but few should be sent to higher authorities. General meetings conducted at the district level, with the discussion regarding improvement of quality learning among the children and also provide administrative facility. Implementation and monitoring of decisions at grass root level were taken by field officers. In the state, decisions related to transfer of administrators were taken by senior administrators, which should not be happened. Open discussion in meetings with only consideration of few representatives. Proposal has to be send by head of department to the government of state. Commissioner, DPI (Director Public Instruction)/ Lok shikshan presents the proposal in front of government. Sanctioned proposal at government level is presented at cabinet. After passed from cabinet, orders were given. Capacity to take decisions changes from officer to officer. In present, decision- power in higher administrators is negligible. Decision making power lies in state department level and state headquarters. In most of the matters approval of department head/minister is necessary.

Decision making process includes target setting, planning, implementation and strengthening of teachers through feedbacks and suggestions from department level to administrative (government) level. To take approval for new programme official procedure is very long. There is a need to reduce steps that are followed for approval of any programme. Political protocol needs to be reduced in organizing programmes, in implementing schemes and equal importance and priority to be given to both male and female administrators.

Important Life Experiences that Inspired to become an Educational Administrator

Educational administrators from Karnataka revealed that their family and relatives including parents, spouse, brothers and sisters inspired them to choose to become an administrator. They also stated that primarily their aim was to help in improvement of standards of institutions, to change the point of view of society towards government schools and increase faith in these institutions, to provide correct directions and appropriate fair implementation of administrative activities. Some of the administrators mentioned that their preference to become educational administrators was because of their personal qualities like good planner, friendly and leadership qualities since childhood, while a few did not respond.

Educational administrators from Madhya Pradesh chose to become an educational administrator for social prestige, self-satisfaction, social service, to get economic benefit, to work for a better society, to fulfill the childhood ambition to be an educational administrator. Some of them revealed that they were inspired by their family members including father, spouse and seniors to become an educational administrator. Some of the educational administrators from Madhya Pradesh decided to be an educational administrator to improve their economic conditions and social status. Some female educational administrators revealed that as women administrators to understand the problems related to women in a better way and help them better.

Details about the Personal Qualities that helped to become a Good Leader

Educational administrators from Karnataka stated that their personal qualities that helped them to become a good leader were Decision making skills, problem solving skills and good communicating skills. They also revealed that the personal qualities that helped them to be a good leader also included some behavioral aspects including good behavior with colleagues, sincerity, hard work, being an active listener, patience, co-operation and co-ordination, flexibility, decision making, honesty, determination, leading their group or team efficiently, to take sound and determine decision, being firm on their decision, positive thinking, democratic nature, empathy, promptness, and good relationship with people. Whereas educational administrators from MP exhibit different set of qualities, which helps them to become a good leader. In the state administrators value good relationship with office subordinates and higher officers through respect, positive attitude, work culture, co-operation and understanding the situation, hard work, capacity to take responsibility, ambition to earn prestige. Independent and positive attitude with capacity to take right decisions in adverse circumstances or situations. Educational administrators in the state opined that they always try to do justice with both personal life (family) and professional life. For them it is important that the proper division of work should be done by identifying the skill and qualification of employees.

Strategies to Increase number of Women in Educational Administration

Most of the educational administrators from Karnataka stated that they perceive the need for increase in the number of female administrators in education. According to the educational administrators from Karnataka, to increase the number of female administrators in education equal opportunities in both administration and academics should be given, Women should be motivated, regular attitude and aptitude trainings should be conducted, 50% -50% quota for men and women administrators in selection, promotions and appointments, filling back-log posts, trainings to improve fitness, safety of women at work place, provision of vehicle and housing facilities, proper training and refresher workshops about administrative work, better work place facilities and no interference of politics and higher-ups should be there. Educational administrators from Karnataka revealed that programs including life skill programs, professional qualification, women safety should be conducted.

Most of the educational administrators from Madhya Pradesh agreed that they perceive the need for an increase in the number of female administrators in education. According to the education officers from Madhya Pradesh, there was a need of social awareness programs, regular arrangements of workshops for motivation, administrative decisions to be taken for welfare of women, essential facilities, special training, resources for inspection and supervision, security, departmental examination should be conducted at time and make sure the participation of women, equal responsibilities like male officers, residential facility, increase in percentage of women reservation in social services, 50% reservation for women administrators in recruitment and promotion Should be made, conducting meetings and trainings at the feasible timings i.e. not to be very late, financial, social and political support, higher education of all girl students, gender sensitization, proper guidance to female students from school level about better working opportunities and areas of progress for women, continuous counseling and special recruitment scheme for females were required. Educational administrators also suggested positive cooperative attitude from government, sufficient provisions at government level and special recruitment camps should be organized and positive attitude and inspiration should be given through activities and work women were doing. Some educational administrators also stated that there is no need and there is enough number of women administrators already working, while few education administrators did not respond.

Views on programmes exist to increase Women's Representation in Government or the Private Sector Educational Administration

Educational administrators from both the states stated that many programs were organised to increase women's representation by government or the private sector. But the responses differ from district to district and block to block. These includes orientation programmes for women administrators, programs like "Beti Bachao, Beti Padhao" for the encouragement of girl child education. In addition, several policies and programmes are also introduced like Women reservation, Child care leave in offices for working woman, steps were taken to improve the security situation of women including formation of woman's harassment

committee in offices, formation of grievances and redressal cells, SDMC/SMC committee, sexual harassment committee, women empowerment cells and Child right cell and which were working effectively. On the other hand, some educational administrators reported that no such special programs or orientation programmes were being conducted in their district/block. Some educational administrators from Karnataka revealed that Ministry of Child and Women, Government of Karnataka had introduced many schemes and NGO's also were working to motivate women to involve in different sectors. Few educational administrators did not respond to the issue.

Educational administrators from Madhya Pradesh stated that to increase women's representation in government or the private sector educational administration, there were reservations for women policy which provide 50% reservation in recruitment for women teacher and 33% reservation for women in government teacher's posts. They revealed about the policy for early promotions of women administrators also existed there. Educational administrators from Madhya Pradesh also revealed that the policies ensuring equal opportunities for all also were effective in increasing women's representation in government and the private sector educational administration. Some of the educational administrators from Madhya Pradesh also opined that there should be no discrimination between man and woman and there should not be any special policies to increase women's representation in government or the private sector educational administration and all men and women should have equal opportunities to come in administration as per qualification. Some of educational administrators from Madhya Pradesh stated that no programs existed in their opinion to increase women's representation in government or the private sector educational administration and a few educational administrators did not respond. According to the educational administrators from Madhya Pradesh, implementation of the policies was a big challenge and only reservations could not serve the sole purpose. Some educational administrators stated that a big challenge regarding such programs was that people remain unaware of such programs and policies and hence more awareness programs and publicity should be there.

Administrators Achievements and Changes brought in the department/office that make feel satisfied and proud

Regarding the achievements and changes that educational administrators brought to their department, the educational administrators from Karnataka stated that they worked for improvement of results both quality wise and quantity wise, conducted professional development trainings, web Instruction training, Inspired award programs, Tele-education projects, creating awareness about social problems, bringing discipline among teachers and change in teachers work culture and their attitudes. Educational administrators from Karnataka planned to change and improve the both physical and emotional environment of the schools, quality improvement through evaluations, improvement of school at par with private schools, improvement in quality of teacher's trainings.

Educational administrators from Karnataka revealed that they worked for providing education to deprived class, motivation about environment, good placements of students and hand-on-trainings at taluk level. Educational administrators also felt proud of timely execution of duties including clearance of all files, medical and T.A. bills, disbursement of the salary, distribution of departmental incentives to students, immediate resolution for pending matters of long-periods, TALP-Technology Assistant learning programs, CALC- Computers Assistant Learning Centers, National Talent Search Examination (NTSE)- National Means cum Merit Scholarship Examination(NMMS), From 1st standard English as medium in schools and more incentives for girls to improve education. Some education officers were proud of performing some specific roles including working as MRP'S (Master Resource Person), question paper setter (NTSE/ NMMS/CRP/ BRC), participating in Module writing, better usage of technology, effective supervision and giving proper feedback, receiving awards as "Senior Lecturer Award", active participant in activities, proper distribution of duties.

Educational administrators from Madhya Pradesh stated that they were proud of completion of work in time limit with full devotion, sincere work, treating everyone equally, timely execution of work, achievements of goals, creating a disciplined environment, providing trainings in the field of I.T to the administrators and employees, resolution of difficulties/ obstacles arises in the software's operated programs

through telephone or mail with the coordination of departments of all the districts at the state. Educational administrators from Madhya Pradesh were satisfied with their role in coordination with other departments, changing the view- point and attitude of colleagues towards women, running parents awareness programs, spreading awareness among the staff about gender equality and gender sensitization, organizing the motivational classes for encouraging teachers and students for quality improvement, implementation of "Topper ka pitara" plan for students in every school and their achievements in planning and finance management. Providing basic facilities to students and teachers, providing good infrastructure to school building, understanding and resolving the problems, accepting the challenges, distribution of scholarship, conducting programs regarding OOSC, improvement of language skills, better results, universalization of compulsory and free education, enrolment drives, private participation, technical education, Free meals, books, shoes, cycle, scholarship, bus passes to attract students to school were some of the changes that education officers were proud of.

Educational administrators from Madhya Pradesh were also satisfied with regular district tours, trainings and arrangements of remedial classes for improvement of student level, running bridge course for students, conducting different types of health check-ups of students, scholarships, cycle distribution, increasing the aptitude of students towards schools through mid-day meal plans, providing computers, furniture and other materials to school for quality improvement.

Mobilization of resources of from Local Communities, Private Industries/ Corporate/ Companies/M.P./M.L.A. fund

From the data there inferred two major patterns that in state of Karnataka educational administrators were proactively pursuing NGOs and Private sector beside M.P./M.L.A. fund support. Local communities, NGOs private industries/corporate/companies/M.P./M.L.A. etc. provides financial support for both academic and administration development. For example, NGOs like 'America India Foundation' provided computer education facility with solar energy under the concept of 'digital equalization'. Azim Premji foundation, Akshara foundation, Intel, IBM, Huawei helped schools by providing computers, modern well equipped science lab, rain harvesting, green-boards, and smart classes. In addition to it Prestige, Samsung, Indian oil provided sports equipments, kitchens, toilets, water filters/purifiers. Through M.P./M.L.A. funds administrators did successful construction of the auditorium, classrooms, and assembly hall.

From the data there inferred two major patterns that in state of Madhya Pradesh educational administrators were proactively pursuing M.P./M.L.A. rather than NGOs and Private sector for financial support. Inviting the regional M.L.A. on regular basis in various high schools and higher secondary schools to receive the grant for various purposes likes seating facilities of students, drinking water and water cooler for students, computers, additional rooms, boundary walls etc., has been modus operandi in Madhya Pradesh. Schools were getting improved through financial support from regional M.L.A.'s, for example four schools were opened in the evening for stray kids, in which evening food is also given and providing old clothes for children through help of private schools and other people. There used to be monthly meeting of Parent Teacher Association (PTA)/ School Development and Monitoring Committee (SDMC) in school to be informed of the requirements of school, with help of local community full school building got repaired, two laboratories. Some of the administrators has by Liaoning to officers of corporate company (Coal India) done the arrangements of hand pumps and additional rooms in school.

Chapter 4

Case Studies of Women Educational Administrators

Introduction

The Chapter deals with case studies of women administrators qualities of leadership styles and their perception. Their experiences were explored, examined in order to shed light on women and their relations with family and pursuing or occupying an educational administrators position. It revealed their educational journey, their experiences as a working woman and their achievements while performing dual role as mother and administrator and enlighten their vision for improving access and quality of education. The purpose of case studies was to understand the problems issues and challenges they faced in educational journey and difficulties they experienced, as administrators with respect to gender. The approach was through interviews and observation.

The chapter included seven case studies and these are from both the selected states i.e. Karnataka and Madhya Pradesh. The Chapter is divided into two sections. Section I contains case studies of Karnataka and Section II contains case studies of Madhya Pradesh. From Karnataka three case studies are included i.e.- Director of Karnataka Secondary Education Examination Board, Principal of DIET and Principal of Senior Secondary School. From Madhya Pradesh includes four case studies of women administrators- Deputy Director of school education (Public Instruction), DIET Principal and two Principals of secondary schools.

Methodology

To gather information for case studies, seven open-ended questions were developed to have women administrator's thoughts, feelings, and perceptions as related to: (a) their educational journey, (b) their experiences as a working woman and (c) their achievements as mother and administrators, (d) their problems issues and challenges, (e) vision about improving the access and quality of education, (f) difficulties experienced, problems in administration with respect to gender and (g) suggestion to improve women administrators. Out of seven selected women administrators two were interviewed and rest were asked to fill the open-ended questionnaire and later developed their case study on the basis of their responses.

Section I: KARNATAKA

Case Study of

Ms. Sumangala.V., Director, Karnataka Secondary Education Examination Board and holding additional charge as Director (Other Exams), Government of Karnataka, Basavangudi, Bengaluru, Karnataka.



Brief Introduction

Smt. Sumangala was born on 23rd May 1968 in Bengaluru and brought up in Channapattana, a taluk head quarter near to Bengaluru. Her father Sri.Veerappa was a High School teacher in a Government High School. He was teaching Hindi language. He was having command in English language also and used to teach other subjects as well. He was identified as a very good teacher, and guide in his town. People used to visit him to take guidance on various issues related to academic and school related matters. Sumangala was influenced by his father's personality and she wanted to become a teacher in her early days. She was having an elder sister, a younger sister and brother. All were employed and well settled in life. Her elder sister is a commercial tax officer. Her younger sister is Head Mistress in Government High School and her younger brother is working as an engineer.

Education and Family

Ms.Sumangala completed her education till Pre-University level in Channapattana town. She completed B.Sc. in CBZ in Mandya. She completed B.Ed. in the year 1991 with first rank and Gold medal from Mysuru University. She also completed Degree (Ratna) in Hindi language. After completion of her B.Ed., she worked as a teacher in St. Ann's High School, Channapattana where she studied her secondary education. While she was teaching in St. Ann's college, she prepared for the competitive examination for the recruitment for the post of Government High School Head Mistress simultaneously. She was selected for the post of Head Mistress, Government High School during 1994. She married during the year 1995. She gave birth to a male baby in 1997. She joined to pursue her Master's degree in Education during 2000 with the sponsorship of Government on in-service mode. She completed M.Ed. from Bengaluru University with two gold medals. Her husband is serving as Deputy Director of Statistics, Government of India, Bengaluru. She is having one son and pursuing M.Sc. in Mathematics.

Career Growth

She worked as a teacher in St. Ann's school in her native town Channapattana before she joined Government Service as Government High School Head Mistress. She started her career as Head Mistress, Government High School, Honganuru, Channapattana Taluk, Ramamangara district. She got transfer to Government High School, Dodda Gollarahatti, Bengaluru. She was promoted to Group 'A' Junior cadre post and posted as Senior Assistant Director for Public Instruction (SADPI) in Department of State Educational Research and Training (DSERT) which is equivalent to Block Education Officer (BEO) cadre during 2000. She worked for

about 8 years. She worked as coordinator in the development and printing of text books. She also worked as coordinator in carrying out various training programmes. She was transferred to the office of Commissioner of Public Instruction as SADPI. She was SADPI in the directorate of Minority Education. She was also in charge of school nurturing programme and programme officer for Rashtriya Madhyamik Shiksha Abhiyan (RMSA). She was transferred as Education Officer in the Office of Deputy Director of Public Instruction, Ramanagara during the year 2009-10. She was promoted to the Group 'A' Senior Cadre post and posted as the Principal, District Institute of Education and Training (DIET), Mandya in June, 2012. She worked there till 2014. She was transferred to the post of Deputy Director of Public Instruction (DDPI), Ramanagara. She worked there till 2016. She was promoted as Joint Director of Public Instruction (JDPI) during July 2016 and posted as JDPI, Mid-Day Meal Programme. She worked there till July 2017 and promoted as Director, Karnataka State Education Examination Board in July 2018 and continuing there.

A Typical Day

She gets up between 5 to 5.30 AM. After fresh up, she takes a walk with her husband for half an hour and usually returns home by 6 AM. While walking she takes the opportunity to unwind and discusses various issues with her husband. Usually, her husband prepares coffee for her and helps her in cooking. Before he leaves to his office at 7.30 AM she manages to prepare breakfast and lunch. Her son usually leaves by 9 AM. Sometime her son also helps in cooking. She leaves to office by 9 AM. The journey to office usually takes an hour and this hour she considers as golden hour to manage her day. While she travels in her office car to office, she checks mobile for any missed calls and call back important ones. She gives her thinking on the urgent and important tasks of the day and priorities them. After reaching office, she focuses on to complete most important and urgent tasks. She calls her staff and delegates the concerned tasks. She clears files and attend meeting in her office. She also attends meetings called by her superiors. She usually monitors important tasks which were carried out by the computer section team and have continues meeting with them related to the development of software and testing related to examination and evaluation. She usually leaves office by 7.30 PM. When examinations were around the time she stays in the office till 9 or 9.30 PM. Later she reaches home. She usually has a hectic schedule in office and she remembers her home when she receives a text message from her husband enquiring about her return to home. She informs her husband to cook rice. After reaching home she prepares chapati or ragi dal and if her son reaches home early, he prepares chapatti. Both son and husband help her in cooking and managing home. She even thought of hiring the services of a cook. But she was unable to hire because she may not like the cooking method and maids may not stick to their arrival time. Since beginning she has enjoyed the support of her husband. Because of her husband's support she was able to complete her M.Ed. when her son was four years old. When she rests for the day, she looks back to see how much she achieved out of the day's plan she made in the morning.

Challenges faced as a Working Mother

She explained that all working mothers face challenges in a way or other. But, few faces fewer challenges due to the support they have in their families. She happily mentioned about the support she got from her husband in managing the house and raising his son. She also fondly remembers the support of her father, mother, in-laws in raising her son.

Success as Working Mother

She was happy to share the experience of how she studied Master's in Education when her son was studying in 4th Standard. She was deputed to pursue M.Ed. course from Government college, because of her interest in higher education. Her father used to take care of the son and teaching him at home after he returns from school. She got two gold medals in M.Ed. and she considers this as a success as working mother.

Achievements simultaneously being a Mom and Administrator

She has effectively dealt both the roles of a mother and an administrator. Being in a highest position in the department, she made time to visit her son's college to see how he was studying. She remembers several visits made to Regional Institute of Education, Mysuru where her son was pursuing his B.Sc., Ed degree. The principal and staff of the institute were surprised to see her. Her son was happy to see his mother in the campus. The visit of her to the institute used to change the whole environment for the son. He saw the difference of support he got from the institute after the visit of his mother. She narrates that the trio-she,

her husband and their son have a strong bond which is a contributing factor for the success of all the three members. She aspires that her son to become a good human being. As administrator, she has made dynamic changes and improvements in all the positions she worked. She has proven herself as a good and effective leader though it may be as Deputy Director of Public Instruction (DDPI) or as the Head of the mid-day meal programme of the State in the capacity of Joint Director of Mid-day meal programme or in the current position as Director, Karnataka Secondary Education Examination Board.

Achievements as Administrator

As Director, KSEEB and Director (Other Exams)

She made important and effective changes in the different aspects of SSLC examination system during 2017-18 and 2018-19. These changes has improved the efficacy, accuracy of the system and also saved the budget. A total of more than Rs.50 crore has been saved because of various technical interventions introduced in the Board.

Registration of candidates for SSLC examination

Earlier the process of registration of students for the examination was done by using an OMR sheet. A total of about 8.5 lakh OMRs were printed (one sheet per student) to capture various information pertaining to students like name, parent's name, date of birth, medium of instruction, etc. These forms were sent to school through District, Block. The OMR sheets were to be shaded in the specific portion and signed by parent and student and sent back to Board through Block and district. The OMRs thus collected by the Board were given to an out sourced agency to scan and to generate the report. The school wise reports were sent to respective schools through District and Blocks. The schools verify the report with the copy of the OMR and mark corrections. The reports were sent to Board through Block and District and given to the agency for correction. The whole process used to take months and the errors were still remaining. The admission tickets for examination were printed and there were several errors. The Head Master of High schools used to visit Board for correction in the admission tickets of those candidates the errors were there. This process has been digitized. The details of candidates appeared for the examination were taken from the SATS (Student Achievement Tracking System; the details of all students studying from 1st standard to 10th standard is collected and digitized in this software) data base. All the Head Teachers of High Schools were given log in Id and they were instructed to fill the data in an application through online. More than 30 fields were automatically fetched from SATS data base. The candidate photo and signature need to be uploaded along with few fresh entries. This digitization process has been minimized the efforts of teachers and other officers at various levels with zero per cent error. Earlier the whole exercise used to take 3 to 4 months is now completed in a month with accuracy and validity of data.

Printing of Admission Tickets

Earlier KSEEB used to print the admission ticket of each student and sent to schools through road transportation. There was no scope for the changes in the admission ticket at the school level. If any changes required, the schools were to approach Board. There were problems when students lost admission ticket. Software has been developed and a system was put in place to download the admission ticket of each student by the respective schools. Time for any corrections in the provisional admission tickets of students is provided before the software is freezed. The Head Masters can take print out of any number of copies they want. This step has minimized the effort and improved the accuracy.

Entry of CCE Internal Marks

The CCE internal marks of students were used to get through OMR sheets. Now provision has been made by the Board for the online entry of marks at school level by the concerned Head Masters of High Schools.

Getting Marks obtained by Candidates from the Evaluation centers

After evaluation of answer scripts, the marks obtained by the candidates were manually entered in OMR sheets by evaluators and they were scanned later after the evaluation. There were errors used to happen while entering the marks on the OMR sheets by shading the specified portions. About 1.5 lakh candidate's marks used to have errors, now a system for online porting of marks has been made. The online porting of

marks was made in the evaluation centers. The evaluators enter the marks obtained through online which were checked by Deputy Chief and Joint Director of Evaluation for accuracy of marks entered. Because of this system the Board was able to announce results in just three days after the completion of evaluation process.

Other Measures

Other measures like announcing results, sending messages to parents to inform on the results of their wards, photo copy of answer scripts and revaluation, storing of marks cards of students in digital locker, disbursement of remuneration for evaluators through online, etc. were digitized.

All the above measures were done by Smt. Sumangala.V. with the directions and support of higher administrators and her team. Most of the changes were not done in any states in the country. These changes have transformed the process of examination and evaluation to become more dynamic, transparent, objective and fool proof. Due to this, the credibility of the Board has been improved.

As Joint Director of Mid-Day Meal Programme

Smt. Sumangala.V. has made many reforms in the Mid-day meal programme. There were incidences reported, related to the falling ill of students after consuming mid-day meal. There was also wastage of food at school level. Few cases of injuries and death of students were also reported due to many reasons like children falling on the Vessel containing hot sambhar, etc. In such a situation, a SOP (Standard Operating Procedure) approach was introduced in all the schools. Head Master, Teachers, Cooks and other stake holders were sensitised on the various steps which have to be followed before the preparation of the food, during preparation and after the completion of the preparation of food. This has helped in improving the whole system and stopping of untoward incidents which cause danger for children while preparation of the food.

As Deputy Director of Public Instruction

She fondly remembers many programmes which were initiated in the district when she was DDPI. The training of teachers in English Language and construction of toilets were important ones to refer among many. These two initiatives were implemented with holistic approach resulting in bringing in behavioral and cultural changes among teachers.

Thoughts on Women Administration, Problems, Issues and Opportunities

She is not happy with the way the world treats when it comes to the administration headed by women administrators. The way people perceive, respond to women administrators irritates her. Most of the men including few women do not accept the discipline and other measures which were initiated by women administrators. People consider the administration as good, strict, vigil, disciplinarian when it is done by men and it will be treated as boastful when it is done by women. Simply people do not accept the women administrators at higher levels. Everyone will become silent when they prove themselves. Women need to put their extra energy to prove themselves as good administrators when compared to their male counterparts. Women administrators face lack of requisite support from their subordinate administrators. Many people under estimate the potential of the women administrators. She has successfully faced all these challenges and emerged as a dynamic leader.

Vision in Improving access and Quality of Education

Improving Access

The administrators at the district and block level should have a clear picture on the access scenario of their respective jurisdiction and they need to take remedial action according to the local requirements. The concerned administrators need to assess the possible gaps in access and to take suitable actions like opening of new schools or giving permission to private schools or creating residential facilities or construction of toilets/providing drinking water facilities which were barriers for smooth access. Sometime a policy or programme modifications may be required. In such cases, the proposal has to be sent to Government.

Quality of Education

All the educational administrators need to be academicians as well. The role of DIETs is crucial in improving the quality of education. We tried to ensure that the child is enjoying the pedagogic and other processes

in school. We all have tendency to discuss and deliberate when anything new in education like NCF or NEP come. We also re-look the whole system periodically to ensure quality of education. Head Masters as a local leader of the school should know and ensure the quality. To make this happen the Head Masters need to be empowered with the required knowledge and skills. Mere training programmes for teachers will not be helpful in ensuring quality of education. The follow up of training programmes has to be made to see whether the knowledge and skills acquired in the training programmes put for implementation or not. Each school should know its priorities to ensure the quality. School Development and Monitoring Committees were to be strengthened periodically to ensure their active participation for the quality in education.

Difficulties Experienced as Women Administrator and how they were Dealt or Overcome them

She recalls an incident when she reported as DDPI. That was her first day in her new post. All the evaluators who were supposed to start evaluation of tenth standard examination answer scripts were boycotted the evaluation work for the settlement of their demands. Since the demands were to be considered at State level, she could not do much at her level as DDPI. The Deputy Commissioner of the District instructed her to talk to the office bearers and to resolve the issue smoothly. She conducted a meeting with the office bearers and appealed them to resume the evaluation work. The protestors did not agree for this. She gave stern warning that she will take strict action if they did not resume for their work. She went to each of the six evaluation centers and met evaluators who were in groups outside the evaluation centers with warning and appealing to them. She was anxious and worried with a wonder whether she is capable to handle the situation. At last, she was able to succeed in her effort to make all the evaluators to resume for their evaluation work without booking any legal cases against them. In most of the districts, the district authorities had booked cases against agitating teachers.

Difference of her Experience as Administrator with that of others (a man's/father's)

She feels women administrators were different in their work and approach. Women administrators handle the situations effectively. Usually, they don't have diversions. They were more focused. They have a motherly touch in dealing with sensitive cases. They solve many administrative issues in a balanced way. Their ego levels were not high in doing administration. Women administrators consider work/service is more important than anything else.

As she explained already women administrators were seen differently by their subordinate staff. Their dedication to work and expecting discipline is considered as audacity. Women administrators have to prove more when compared to their male counterparts. Their contributions and achievements were not easily recognised. Whatever achievements or efforts were done by women administrators is insufficient. Each moment of women administrators were observed, watched keenly. They were usually put to observation till they prove their work efficiency unlike men administrators.

Decision Making Process in the Department

Autonomy

Autonomy always comes with accountability. Those who were dedicated, committed and self-accountable can also enjoy their autonomy. She said that she had enjoyed her autonomy in all the positions. She has used the autonomy given to her in the capacity of the Director, KSEEB to the fullest and was able to bring many changes in the examination and evaluation system by digitizing the many processes. She used her autonomy to provide many benefits to the board employees to support them to work tirelessly and efficiently.

Transparency

She has taken initiatives to make all the processes of the examination Board transparency by converting them into online services. Stake holders were happy with the initiative of the Board so that the processes have become quick, transparent.

Participation of Women in Educational Administration

She feels that the participation of women in educational administration is not up to the mark. There is less women participation above the level of teacher's post. There were no or very few women were working as

Block Education Officer, Deputy Director, Joint Director. She feels that women should also come forward to opt for administrative positions. If they were not willing to take up administrative posts due to family reasons then they will be always deprived of such positions. There should also reservations for female to encourage them to work in administrative positions. A minimum of 30% reservation should be given to women in administrative positions.

Memorable Experience as Educational Administrator

She recalls many memorable experiences as administrator. She fondly remembers her tenure as Joint Director, Mid-Day Meals where she was instrumental in developing Standard Operating Procedure (SOP) to minimize food wastage and to improve the processes of cooking to ensure safety of children. A documentary was developed for this and shown to all the stake holders. The SOP was converted into small doable steps which were easy for monitoring also. Small posters containing these steps were printed and supplied to all schools to paste them on walls for easy adherence of those steps. This is also helpful for administrative authorities to follow up and monitoring. The regular testing of food in the laboratory was also made mandatory. All these initiatives were appreciated in the Project Approval Board of Mid-Day Meal Programme.

She also has a memorable experience as the Director of KSEEB. She faced many administrative and technical challenges when she brought many changes in the examination and evaluation processes of the Board, particularly online porting of marks from the evaluation centers. She was successful in facing all the challenges and was able to announce results quickly after the completion of evaluation process without any errors. This had earned a very good name to her. Sri. Ajay Seth, I.A.S., Additional Chief Secretary to Govt was very happy with her initiatives and congratulated her through the following text message which is memorable to her.

“Congratulations Sumangala. Excellent work. The use SATS, online enrolment, smooth conduct of exam and thereafter evaluation, and now use of individual SMS to 8.5 lakh students and announcement through SATS were very good innovations. Became possible through efforts by CPI and you. God bless both you. Wishes of all successful SSLC students were with you. Thanks,”

*The remarks by Sri. Ajay Seth, I.A.S.,
Additional Chief Secretary to Government.*



**Ms. Sumangala.V and her interview Dr. H.B.Chandrashekhar,
Senior Assistant Director, Department of State Educational Research and Training, Bengaluru, Karnataka**

**Case Study
of
Smt. T.L. Sharadamma, Principal, College of Teacher's Education
Hampankatta, District –Mangalore, Karnataka- 575001**



Brief Introduction

I had done Post Graduation and M.Ed. I joined as head mistress in a Government High School. As it was too far, I was transferred to DIET Bangalore rural. Here I got a promotion as senior lecturer. In 2006 I was transferred as senior assistant director in commissioner office. There I had good experience. I had a chance to work with experienced seniors like Director, commissioner, etc., who helped, guided and supported me in every given work. My main task was to rationalise surplus teachers. I worked with dedication and placed them in aided schools where vacancies were available. Thus, huge task of transferring more than 2000 teachers gave me satisfaction.

I am writing about a day long back almost about 20 years. I was working as a Senior Lecturer DIET in Bangalore rural which was close to my house. I had quite a lot of responsibilities both at home and in office. I have 2 small children, aged parents and also in-laws. I was supposed to wake up by 4 A.M in the morning. Do all preparations for breakfast, lunch etc. As my mom was suffering from paralysis. I have to give bath, breakfast etc. to her. It was quite difficult situation for me as both parents and in-laws were aged, children were small, but with due support of my husband I was able to handle the situation and cope up with it. He helped me looking after the children, keeping house clean etc. Because of his help, I was successful in maintaining both the responsibilities of house and office.

Experience as a Working Mother

As a mother I had no problem at all as when my children were young my parents and husband took great care of them. Especially my mother who was fond of children took responsibility of house and children. It was only when she fell ill my husband started to help me. So, I did not find any difficulty as working mother. Also, my children studied by their own without my too much help.

Achievement in Education during this time of simultaneously being Mom and Administrator

Till my children grew up I held Lecturer and Senior Lecturer post in DIET which was not an administrative post. But when they grew up, I held as Senior Assistant Director where I was free to work without any difficulty.

Women Administrators Problem, Issues and Opportunities

In beginning of my career as a women administrator all my colleagues, higher administrators were good and co-operative, therefore I never had problems. But later I suffered many problems because of my subordinates. They were not co-operative and same problem I had with my seniors. Many a times I become so depressed that wanted to quit from the position as my sincere work is not recognized. Only mistakes were counted not hard work.



Vision about Improving the access and Quality of Education

Every child in India has the fundamental right to enjoy eight years of quality education. It helps to acquire basic literacy and numeracy. Poor rural India still has poor access to quality education, the reasons are poor infrastructure such as classrooms, water and sanitation facilities, availability of electricity, availability of chairs and desks etc. My vision is to provide each and every child all the facilities so that they have access to quality education.

Difficulties Experienced as a Woman Administrator and were Dealt/ Overcome them

women Administrator faces more number of challenges due to social pressure. One way to reduce their problems is to understand the work load of the women in all situations and second thing is to stay away from gender discrimination and the related issues facing of women.

Experience regarding Juggling with Role of Mother and Educational Administrator

Women administrators or any other working women had multifaceted roles. There are several tiny responsibilities that women tend to take on, which are often overlooked or not counted for. The work done by mother or a wife is always taken for granted. Unfortunately, our society operates with the tendency to place more emphasis on paid employment rather than recognising intangible contributions like childcare or fixing up the house.

Views about the Issues and Problems in Administration were the same for a Male and a Female Administrator

The issues and problems in administration are sometimes same, but many times they were different. I had some experience that male teachers and sub-ordinates hesitate to obey a female officer's orders. Not only does this even politician not like women administrators. Using their political powers, they transfer female administrator out of the posts and reinstate a male administrator.

Decision-Making process in Directorate Public Instruction

Decision making processes are in the hands of Directorate of Public Instruction, Karnataka. Ministry of Primary and Higher Secondary Education Secretary or Commissioner has the power to formulate policies. Directorates help in implementing those policies. The district and block level authorities do not have the powers to change it or make objections As they ignore the objections therefore lower level administrators were only to follow the orders of higher authorities.

Participation of Women in Educational Administration

At the school level participation of women as head of school is substantial; slowly it decreases as the level of education increases. It was also observed their participation is less at block and district level as education

officers. Girls need to be encouraged to join in educational administrative posts. Therefore, they should be encouraged by giving higher education. In addition, at the school level they should be provided awareness about educational policies and programmes. What is importance of educational administrators. There thinking need to be diverted that woman are not only meant for house hold jobs or for becoming teachers. Many of them does not know the procedures or knowledge of how to be educational administrator. Also, transferring women at key posts should also be needed to increase. Reservation needs to be given to increase their participation.

Views about Whether Female Administrators of Schools were more successful in dealing with Sensitive Issues than Male Administrators

Educational administrators generally deal with planning, administration and management of education. The schools are the micro unit where these educational programmes are implemented and deals with children. The Women educational administrators have special traits than male teachers to help and to understand children's psychology, give them sense of security that help to understand the situation to solve problems. They are successful in dealing with sensitive issues. Many studies (Raju, 2020, TOI-online; Patil, 2017), (Are women Better Teachers, TOI) have also mentioned that the school is the place which has to be dealt with sensitiveness as it deals with growing children/students.

She further mentioned that to be successful in the profession, showcasing of specific achievements in education sectors is very essential. She told that the way women administrators solved sensitive issues need to be known by the state and district level authorities.

Views on the Ratio of Female Administrators were less than Male Administrators

in Karnataka to promote women for teaching positions state government's policy is 50% reservation at primary level and 33% and secondary school. Therefore, female teachers are more at the lower level as one precedes at higher level number of women starts decreasing. As women administrators their number further decreases. For administrator level both male and female have same government rules for recruitment as well as promotion. Reservation of seats need to be introduced at the recruitment of administrative positions also.

Our society is male dominated. One of the reason for underrepresentation of women in administrative positions can be husbands don't like their wives to be on higher posts than them. If a husband holds lower post, he never allows his wife to prepare for competitive exams and get selected for higher posts. The DIET principal mentioned that she heard from her friends, that they were not allowed to take competitive exams for administrative posts by their in-laws with a pretext that if wife/daughter-in-law will get senior position or higher position then she will be having seniority feeling and dishonor or disregard their husbands.



Dr. Manju Narula, NIEPA and Smt. T.L. Sharadamma

**Case Study
of
Mrs. Mala. M., Head Teacher, Karnataka Public School,
Govt. of Karnataka, Basavangudi, Bengaluru, Karnataka**



**Principal Mrs. Mala M. & Interviewer Dr. H.B. Chandrashekhar, Senior Assistant Director,
Department of State Educational Research and Training, Bengaluru, Karnataka**

A Brief Introduction

Mrs. Mala. M. was born on 1st June 1982. Her native place is Sulibele, a village of Hosakotetaluk of Bengaluru rural district. Sulibele village is about 60 KMs from Bengaluru. Her parents were doing agriculture for their livelihood. She completed her primary and secondary education in Sulibele, near to Bangalore city. She did her primary education teacher's training course at District Institute of Education and Training, Rajajinagara Bengaluru Rural district. After becoming a teacher, she did her Bachelor's degree, B.Ed. and Master's degree. She doesn't have her father now. Her mother lives in Sulibele now. Her education qualification is M.A. (History), B.Ed. She is presently living with her family which consists of her husband who is Assistant Statistical Officer in Government of Karnataka and her 7 years old daughter. She resides near her work place.

Career Growth

Mrs. Mala started her career as an English language teacher in a Government Primary School in a village namely Venkatarayadoddi, Kanakapurataluk, Ramanagara district during 2004. She served as teacher for 7 years. Later on she got selected for the post of Government High School Head Teacher post after clearing the competitive examinations conducted by Karnataka Public Service Commission. She was posted as Head Teacher to Government High School, Tokasandra, Kanakapurataluk, Ramanagara district during 2012. She worked in that school from 2012 to 2018. She was transferred to Head Teacher to Karnataka Public School, Basavangudi, Bengaluru in October 2018. She is having an experience of 7 years of working. She loved her stint as teacher in primary school since she is fond of teaching. She was inspired from her Secondary School Science teacher by name Sri. N. Vasudev who was also a writer. Her uncle was Head Teacher in the school where she studied secondary education is also a source of inspiration for her to become Head Teacher.

A Typical Day

She wakes up between 5.30 am to 6 am in the morning. She prepares breakfast and lunch. She prepares her daughter for her school and she also gets ready simultaneously. After having breakfast, she packs lunch for all the three members of the family. Since she resides near her school, commuting to school is not an issue. She admitted her daughter in the same school where she is working. She reaches school at 9 am. The school starts at 9.30 am. Even though school closes by 5 pm, she works late till 6.30 pm or 7 pm. There were instances

where she worked till 9 pm. She teaches her daughter at home in the evening. After preparing dinner, she takes dinner with family and go to bed by 9 pm.

Challenges Faced

She reported that there is a difference between the challenges faced by a working mother with that of a house wife. A working mother needs to balance her family and her work as well. She became emotional when she remembered how she felt when she left her 6 months old daughter at home and came to school for work. Women teachers were having the option of availing breaks in between to go home and feed their babies but women head teachers do not have this option since they need to attend administrative works at school without any breaks. This definitely put some extra emotional pressure on women education administrators. She could not even leave school on time in the evening because of administrative pressure and responsibilities of the school. She left her baby with her grandparents when she was 10 months old. Her daughter was brought back when she was joined first standard. Her daughter was away from her for about five and half years. She used to go to see her daughter during Sundays and during vacation times.

Successes Tasted

She fondly remembers her tenure as head teacher at Thokasandra, a rural school. The school got 100 per cent result for continuous five years under her tenure. One student got 613 marks out of 625 in her tenure and she was district topper in that particular year. Many students were selected to State level sports competitions in her tenure. In her one year stint in the present position, she is trying various measures to reap benefits. She has tied up with an NGO and introduced new set of uniforms which has changed the looks of girls. She is visiting homes of students and trying to improve the enrolment of the school.

Balancing between Work and Home

She has made her home near the school and this has reduced her burden like commuting to school from home. She has admitted her daughter in the same school where she is working now. This has helped her to complete the school related tasks along with looking after her daughter in between. Mala says that her husband was more supportive when both of them were working as teachers in the past. Since now he has taken up another Government job as Statistical Inspector, he could not devote much of his time to help and support her due to his job location is far and his extended office timings.

Vision about Improving the access and Quality of Education in her School

She herself studied in a Government school and empathizes a lot about Government school children. There were no issues related to the access is concerned since Government has given facility of free bus passes for girls' students. She along with teachers visits houses of students to persuade them to admit school. The students of higher secondary school were also requested to talk to the students near their residence to send them to school. Head teacher and teachers visit the surrounding Higher Primary schools and appeal the teachers and students to get admission in their school. Unlike in rural areas a student in urban areas does not extend their timings in their school, it is a bit challenge to put them on remedial teaching for improvement of quality of education. She wants her school students were armed with life skills along with learning academic skills. Her students should be able to read a sign board, do some banking and to have a skill to attend an office task along with other necessary skills required to survive in life. In this context, she herself takes computer classes to students to ensure that they master them. Students should be able to fill their own applications while getting admission to school/college. She cited an example of how a graduate who had come to admit his sister to school was unable to fill the application required for admission process. She thinks that these skills were very much necessary along with academics. The basic skills like reading, writing and doing some simple math is core necessary for life and the school is concentrating to improve them along with completion of syllabus.

Difficulties Experienced as Women Administrator and how they were Dealt/Overcome them

There were no such difficulties experienced as women administrator other than managing home as a working mother and taking care of administrative responsibilities of school. When she was working as Head Teacher, she used to face certain difficulties. When a meeting of Head Teachers was scheduled, she used to face

difficulty in attending school and then going to attend meeting which was scheduled in the afternoon. Unlike male Head Teachers she was not able to go by a two-wheeler to attend the meeting since the location of the school was in a remote village and it looks like a forest area and commuting to taluk headquarters alone was risky by two-wheeler. In such a position she used to wait for buses to reach the town to attend the meeting. This was causing inconvenience to attend the meeting venue on time. Even though there were no threats of safety for women in those areas being heard of some untoward incidents elsewhere she was scared of resorting to venture out in a two-wheeler for commuting.

Juggling with the Role of Mother and Educational Administrator Experience as a Working Mother

As already discussed, she is balancing her roles as mother and as Head teacher. The challenge is effectively managed because she is having her house near to her school. This

has helped her since the time taken for commuting is less. She admitted her daughter in the same school where she is working which helped her to look after her. This has reduced other burdens like leaving her daughter to school and pick her from school to home. Even though she is facing certain challenges to undertake two roles she is managing them effectively.

Difference of her Experience with that of others (a man's/father's)

Male administrators do not face the challenges faced by female administrators. Male administrators were usually having support at home from their spouse or mother/sister and they do not find difficulty in managing the things at work place. She also believes that women do a better job as administrators than male administrators. Women administrators usually take the things seriously and sensitively. Few male Head Teachers assign their work to others, where as she takes the things on her own and personally do them considering the importance of the work.

Greatest Achievement

She conducted the State level music examinations tirelessly in the present position. She used to stay in the school till 9.30 pm to complete all the tasks which were to be completed for the day. She used to return her home at 10 pm. She feels that this was the time where she spent all her energy to manage her role as mother and as administrator and she got all praise from the senior officers of the department for successfully completing the examinations without any issues.

She also remembers that one girl student secured highest marks (613) to the district in Secondary School Board examinations, when she was working as Head Teacher in the village Thokasandra. As a Head Teacher she had guided and mentored the student well to secure her position. This brought her utmost joy since she was able to guide a rural girl student to get highest marks to the district competing with other prestigious private school students.

Whether the Issues and Problems in Administrations were the same for a Male and a Female Administrator

She feels there were no difference in the issues and problems faced by a male and a female administrator. Sometime female administrators having an extra advantage like the resistance of public will not be much on female administrators. The public and the department higher administrators were usually supportive and cooperative for female administrators.

She does not think that female have to prove themselves more than males. There is no difference in this aspect. As per her experience there were equal opportunities for both male and female administrators to prove themselves. Irrespective of whether an administrator is a male or female, they have to prove themselves as good and efficient with their administration.

She does not believe that female has to assert herself more when compared to male. Sometime female administrators were given some extra margin/relaxation if she is facing any issues in administration. She feels that there is all support for female administrators from administration to perform their assigned roles. She narrated one experience for this. When she was assigned a task to perform a role in election process when her daughter was too young, she approached the concerned administrators and appealed to cancel the election duty. The concerned authorities agreed her request and cancelled the assigned election duty.

Decision Making Process in the Department

How much Autonomy given

She says that she has to perform the designated role assigned by the Government which leaves having less autonomy for anyone to enjoy. She needs to act according to the set rules/norms. She has to perform or obey the rules and regulation prescribed by the department even though sometime if she thinks it is difficult to perform. She adds that she is having the flexibility/autonomy to stretch her arms within the broad guidelines prescribed by the Government. She cited few examples like she chooses to opt for a different set of uniform with the support of an NGO for the students along with one set given by Government. She sees that both the sets of uniforms were used as per the requirement.

Transparency

She says that she is transparency in her financial transactions and other processes of the school. She opines that if one is transparency in his/her actions, it would be easy to work efficiently and with ease without any difficulty. She also added that she does not face any incidents from others like demanding for money to get the works of the school done. She recalls the incidences of pressures she had faced when there was construction work going on in the school which was having some major amount of money involved for the particular construction work.

Participation of Women in Educational Administration

The percentage of female Primary school teachers is more than fifty per cent. When it comes to Secondary and higher secondary stages the percentage of female teachers reduces. Mrs. Mala opines that the number of females working as secondary school head teacher is also considerably good. But she says that the number of women who were in the posts of Block Education Officer and Deputy Director of Public Instruction were less when compared to men. The attitude of parents needs to change related to encouraging their daughters to apply and write competitive examinations. Government needs to support female graduates to apply for administrative positions by providing free coaching facilities for them. The counseling for parents can also be made to encourage female participation in administration.

The executive posts demand to have networking skills with political leaders which most of the female do not like to have. There were other issues like they do not have political linkages which female do not have. Most of the politicians do not like to see women in administrative positions. Government needs to introduce a policy to have some reservation for women in administrative posts like BEO and DDPI. The policy should also have fixed tenure for administrative posts like BEOs and DDPIs.

Memorable Experience as Educational Administrator

Participating in the national festivals as the head of the institution is memorable for her. She also remembers that Independence Day celebration during August 15th 2019 was most memorable for her. On this year's Independence Day one of her student performed Bhrata Natya Dance during celebrations. The performance of the student was very good and appreciated by many. She mentored that student to perform well in the programme which she thinks a memorable experience.

Views about Whether Female Administrators of schools were more successful in Dealing with Sensitive Issues than Male Administrators

Sensitive issues were effectively dealt by women when compared to men. She thinks that women were naturally more disciplined than men which enable them to deal the sensitive situations effectively. Women have more patience than men which is an extra advantage to deal with sensitive issues. But some issues which involve more public involvement were effectively dealt by men since they were having the networking and socializing skills. Sometime men were flexible when compared to women which help them to perform better.

Views on the Ratio of Female Administrators were less than Male Administrators

She thinks that the ratio of female teachers and head teachers were more than their male counterparts. But, when it comes to the administrative positions like Block Education Officers and Depute Director of Public Instructions, the ratio of female is less than male. Some percentage of reservation for female has to be given in placing them in the administrative positions.

Educational Administration should be free from political interference which will help female administrators to feel secure and perform better otherwise they may not opt for administrative positions to work with.

New Initiatives and Challenges

She has undertaken few initiatives for improving the quality of functioning of school. She is impartial in delegating responsibilities to teachers. All teachers were encouraged to undertake the responsibilities irrespective of having the prior experience in dealing with the task or not. This will help teachers to venture to learn to do new things. This will also help them to communicate with their colleagues in seeking support and guidance. Sometime she assigns the tasks to all teachers on rotation basis. She sets precedence in personally doing and involving different tasks with discipline and dedication. She puts 100 per cent involvement in teaching and other related works which motivates other teachers to follow her.

She has taken measures to improve quality of learning among students. Special remedial classes were conducted after school hours for those students who haven't acquired the basic competencies. She also gives more importance for improving computer skills among students. She also gives more thrust for computer mediated teaching.

She says there were hurdles and challenges which have to be dealt with courage and patience. She practices to be calm and patient to deal with complex issues. She also takes help from her friends in dealing with challenging situation. She has learnt to not to react suddenly in many situations. Most of the time giving knee jerk reactions will be counterproductive. Any issue has to be dealt with cool mind and calmly and to react slowly so that the situation will be pacified. She has learnt that individual person should not be targeted for any misdeeds and to get angry on that person. Dealing with the situation calmly and objectively without targeting the person will help to ease out the situation. It is very important to maintain and nurture human relationship in the administration. She learnt that individual person should not be targeted for any misdeeds and to get angry on that person. Dealing with the situation calmly and objectively without targeting the person will help to ease out the situation. It is very important to maintain and nurture human relationships in the administration.



Dr. H.B. Chandrashekhar (Interviewer) & Mrs. Mala, Principal

Section II: MADHYA PRADESH

Case Study of

**Smt. Sobhna Nigam, Deputy Director, Directorate of Public Instruction,
Gautam Nagar, Bhopal, Madhya Pradesh-462023**



A Brief Introduction

I did post-graduation in the year 1977 and thereafter did B.Ed. in 1980. Initially I was appointed as Assistant Statistical Officer in Directorate of Public Instruction, Madhya Pradesh in 1980. After seven years, I was promoted to the post of Planning Officer in Directorate. I served for eighteen years as a planning officer. Thereafter, I was promoted as Assistant Director of Public Instruction, Madhya Pradesh. From last four years I am working as Deputy Director of Public Instruction, Madhya Pradesh in the Directorate. During this long span of time, I worked as- educational planner in the school education department and Inspection and supervision of schools and subordinate offices of education department.

Experience as a Working Mother

This was a very tough but joyful experience. On the one hand, I had to take up the responsibility of office work, on the other side I had to take care of my two children (son and daughter). Simultaneously looking after both the work is not a easy task, not only for me but for all the working woman.

Greatest Achievement in Education during this time of Simultaneously being Mom and Administrator

Being a mom and an administrator is very challenging situation in life. But I took up this challenge in a good spirit. At one side I managed the family very well; on the other side I managed the official work and office routine in the similar manner. The greatest achievement in family is that at present, my both the children are well educated and well placed in their respective services. The achievement of my service life is that I reached to the post of Deputy Director of Education, Madhya Pradesh on account of my hard work, knowledge and dedication.

Views about Women Administrators Problem, Issues and Opportunities

Generally, problems and issues were the same in office for both male and female administrators. However, women administrators situation is slightly different because they have additional responsibilities to manage home. Many a times, it becomes difficult for them to concentrate on official work and had to take leave in spite of important work. But male administrators have an edge on this issue.

Vision about Improving the Access and Quality of Education

- (a) All the school going children should be in school. The schools for primary, upper-primary, secondary and senior secondary need to be within the reach of the children of all age groups.
- (b) 25 percent reservation as per RTE- 2009 to be provided to boys and girls related to weaker section of society in all the schools.

- (c) All the students belonging to weaker section and economically weaker of all sections of the society to be provided with scholarships, free books and uniform, bicycles etc. in and time.
- (d) To help in providing quality education to all the children that depends on various factors- School building, Good Infrastructure, qualified and trained teachers, good working condition, qualified and specialized supervisory staff at various levels.

Difficulties Experienced as a Woman Administrator and Ways to Overcome

Generally, difficulties were common for woman administrators and male administrators. Female administrators have to perform double duty i.e. in home and in office. As per Indian social and cultural values it is the mother only who takes care of family. Women administrators have to face problems when they have to deal with urgent matters, or immediately going on tours. They have to plan family responsibilities while male administrators have advantage of going immediately anywhere, anytime. But it is not true for women administrators.

Experience Regarding Juggling with Role of Mother and Educational Administrator

To perform both the roles i.e. role of mother and the role of an administrator simultaneously at same time were quite difficult and challenging. But I can say proudly that Indian woman have such quality that they face all the challenges confidently. I tried to fulfill my duties as a mother and as an administrator equally in a proper and effective manner.

Decision-Making process in Directorate Public Instruction

The Directorate of Public Instruction is abided by the rules and regulations. There were prescribed rules and regulations for all sections of the department.

- (i) Education code.
- (ii) Recruitment rules (gazette and non-gazette).
- (iii) Financial rules.
- (iv) Other department rules.

At Directorate level the final decision is taken by the Commissioner of Public Instruction, Education Department, M.P. as per rules prescribed.

Views about Increase in Participation of Women in Educational Administration

There were two ways of recruitment on the post of administrator

- (i) Direct recruitment
- (ii) Promotion

Woman administrator can be increased only through reservation. In our country the population of male and female is nearly equal. For administrative position reservation for female need to be fixed.

Memorable Experience as Women Administrator

I still remember my day in Supreme Court. A case was filed in Supreme Court in Delhi by some employee. The case was very important and the return reply has to be submitted by the department. The Commissioner of Education appointed me as Officer In charge (O.I.C) of the case. I was very nervous and my anxiety level was high as I didn't have experience how to deal with court case. I also knew that immediately I have to work for the case and file it in time. I accepted It as a challenge. First time I came alone in Delhi, that too for the court work. I overcome my fear and met and discussed the Government advocate and filed the return reply in time.

Women Administrators of Schools are more Successful in Dealing with Sensitive Issues than Male Administrators

It is true that female administrators are more successful in dealing with sensitive issues of school education system. Pre-secondary school administration should be in the hands of female administrators. They can solve the problems of students and teachers more effectively and efficiently. The female administrators have better supervisory attitude than males.

**Case Study
of
Dr. Urmila Tomar, Principal DIET, Mandsaur, Madhya Pradesh**



A Brief Introduction

Dr. Urmila Tomar did her under-graduation in the year 1972, thereafter after six years i.e. in 1982 she completed her post-graduation. Thereafter, again after there was a gap of almost two decades in completing Ph.D. after her M.Phil. degree (1984). In between she acquired B.Ed. degree in 1987. She served on various positions like Principal of higher secondary school, Deputy Director, Assistant Director, Principal of Excellence School and Principal of District Institute of Educational Training (DIET) during her carrier from 2006 to 2017.

E. 4.1 A Typical Day

When she was studying in class XIth one of her relative brought proposals of her marriage. Her father in the evening told her about it and asked to think over it and said that the final decision on marriage will depend on her approval and gave her time to think overnight. He then asked to inform her decision to her mother. During those days father was not open to talk to own daughter about these sensitive issues. Her father also thought that she would be hesitant to tell him about the decision. But she mentioned that she didn't know from where courage came and immediately asked her father, that she want to talk to him on the issue. Please let her know what will happen to her studies, she wants to complete at least her school education. Her father was a police officer. He was taken aback by the sudden question, then he smiled and said that "You can continue your studies after marriage also". She realized that her father wants that she should accept the proposal. But she put a condition that she was still in XIth class and if she got married in XIth, she will be called Xth pass only, therefore if the bridegroom family could wait till, she completes her intermediate for one and half year, then she would be ready otherwise 'No' to the proposal and finally bridegroom waited for one and half year, it was a memorable day in her life.

Educational Journey

In 1972 Dr. Urmila Tomar got married just after passing her higher secondary school. After marriage she came to Madhya Pradesh from Uttar Pradesh and continued her studies and completed graduation. After that, she had to discontinue her studies because of upbringing of her two children when they started going to school. Again, she joined for M.A. and M.Phil. from university campus and secured second position in merit. From 1986 to 1992 she served a prestigious private institution as P.G.T. She resigned from there because of family problems. Then she prepared for P.S.C. In direct recruitment she got selected on the post of principal of

higher secondary school. After that she contributed significantly on various posts. During the discussion, she mentioned that if one wants to do something then children upbringing, family responsibilities and marriage is not a hindrance. “SABKA SATH SABKA VIKAS” is also possible and I did the same.



Experience as Working Mother

She narrated that working woman had to play multifaceted role to be successful. She considered herself very lucky, because her husband and both the children know that she had to do hard work for her family and for job. Therefore, they helped her in household chores. As working women, she always remained worried about her children’s studies, their proper upbringing. The result was very positive. Dr. Tomar’s both children were proud of their mother’s working style and discipline. Today she was also proud of them because they were very conscious and disciplined regarding their life and duties. Her view point was that working life gives more confidence in women and better living life.

Achievement as Administrator

Dr. Tomar was very confident in admitting that she did good job wherever I posted while performing dual role. She got her first posting in MLB Girl Higher Secondary School, Mandsaur in 1994. During that period the school was going through a bad phase. Total number of enrollment was 590. People did not have a good image of the school. They didn’t send girls to school. After joining she made a list of weak areas of school and how to improve and strengthen those areas and accordingly, she prioritized the work according to the list and started working. Firstly, she thought of bringing discipline in the school. Secondly, she made teacher’s go to the classes for teaching and thirdly, she focused on basic infrastructure like water cooler, clean toilets, lab with full equipments, computer lab, better playground facilities and activities. For these, she got full support from “Shala Vikas Samiti” and “Shikshak Palak Samiti. Slowly the school came into the list of good school and Administrators from Department of Education started sending at the school for various activities. Girls appeared in National games for five years and results were also improved. By 2004 the number of girl’s students increased to 1200. Dr. Tomar considered this as a golden era of her life. Because of all her efforts to promote quality in education, students started joining her school, even from private schools’ students joined the school.

Thought of Women Administrators Problems, Issues and Opportunities

Dr. Tomar said out rightly that the educational administrator had to do many duties which were not related to schools, for example- Election duty. Most of the women administrator did not like the duty. If they get these duties than they do full endeavor to get their name deleted. In this connection her views, irrespective

of gender biasness, is all the women administrator should go for training whenever they get chance and accept all responsibilities. It increases confidence and exposure. Women administrator becomes more expert in their work. She said that in her 22years of cwereer she got chances to attend more than 70 short-term trainings programmes which not only increased her confidence, but also became better than her competitors. Continuous learning and gaining of knowledge is a key to success.



Special Speaker on the Topic “Right to Education”

Vision in Improving Quality of Education

It’s a very detailed subject. As per view, education in primary schools were base of whole education system, more focus needs to be given on primary classes. Teachers need to be given training and try to generate awareness towards seriousness toward their work. In villages training need to be given to first generation learner’s, parents to generate awareness about the education. She worked in DIET and on the basis of that experience, her view was in villages situation of primary schools is very bad. Therefore, stress need to be laid on the foundation of education. According to Acharya Vinoba Bhave education should be related to life and she fully supports this argument.



With her JRM team at Inspection

Difficulties Experienced as Women Administrators

As a female educational administrator, she did not face any challenges in her life which needed special mention. She did all the work with enthusiasm and smoothly whenever she was asked to do. Her opinion was that if she will not perform the prescribed work, then someone else will do. So, it is better she should finish it. Learning and facing challenges always remain her attitude; therefore, she did not face any difficulty.

Challenges Faced as a Working Mother

As per Dr. Tomar she didn't had any special experience about the working mother's problems, as she started her career little bit late when her children started going to school. Off course, she was of the view that upbringing of children should not suffer because of job. They should perform better in academics and always take part in co-curricular activities. Her husband and children were sensitive and co-operative. Because of their supporting spirit at home, it was very comfortable for her to perform the job. Time management reduced the challenges.

Difference of Experience as Administrator with Male Colleagues

The challenges and work environment remain same for male and female officers. But in Indian social scenario, nobody gives females any concession. Family, relative and society expectations always remain for housewife. Society does not give any concession. According to her there was no significant difference between challenges faced by male and female employees at workplace. But at family and society level co-ordination is a big challenging task.

Decision Making Process in the Department

During her career she always observed that women's first preference is to become a teacher in school or teacher in college as lecturer or professors. Nobody has a preference to become school head or principal, because they think that administrators work is very responsible. They always want to make distance from responsible work, which needs more time. The main reason behind this is that they think that job of 4 or 6 hours is sufficient for them. Therefore, it is very essential that family members need to encourage them to take up the responsibility of administrator. There is no need to be afraid off, after promotions, promoted administrators get special trainings on the various were as like managerial skills, administration rules and financial rules etc. It increases their confidence.

Memorable Experiences

Since, Dr. Tomar was appointed directly at the post of Deputy Director, Assistant Director, Principal at higher secondary school, Principal in DIET, Principal of Excellence School etc. She did lot of work while working in these posts. She narrated one experience that once commissioner, Directorate of Public Instruction visited her DIET. As per protocol collector also accompanied her. Dr. Tomar took them for round in the DIET viz- laboratory, library, classrooms, also narrated her about how the various infrastructure facilities were created in the campus like RO's, toilets, staff room etc. After looking at beautiful garden outside with catchy slogans, she started praising the principal while talking to collector. When she reached channel gate she thought that their visit was over. Then Dr. Tomar told her that she had to go further, when she crossed the channel. The Commissioner almost started dancing and forgets where she was standing. she was impressed by looking at the landscaping and immediately told the collector 'Oh Swatantr what is this, isn't it amazing'. Actually, there I did beautiful landscaping with smart classes. It was based on the model of I.I.M, Indore. When Joint Review Mission from MHRD visited Madhya Pradesh, the commissioner told everyone that send J.R.M Team to Mandsaur because Urmila is there. She also wrote a beautiful note in the visiting register.



Plantation in DIET Premises (at the time of collector's visit)

Views on Sensitive Issues by Women Administrator

This is true that sensitive issues were defeated easily by women officers. Women were more sensitive than males. Girl's and boy's feel comfortable with women administrator in comparison with male officers.

Girl's and boy's students immediately tell their personal matters after taking them into little bit of confidence. Since they have the feeling of mother and motherhood, they read the emotions of their students very easily.



Motivation Programme at Girls P.G College for Personal Hygiene & Installation of Sanitary Napkins Vending Machine

Women Administrators were more in Number in Teaching Jobs than as Administrators

This is true that in the field of teaching from primary, middle, high and higher secondary schools and upto college women were everywhere. But my personnel opinion is that most of the women don't want to learn anything new and take challenges in the job. They always try to avoid any kind of training program by citing many reasons. As a consequence, their confidence level can't reach up to the level where they can take administrative challenges properly.

They feel comfortable in their current position and don't take any promotions. Perhaps, they feel that they cannot take higher responsibility.

In brief, they take job only to earn and not to learn and to give anything to the society. This is the reason that they were lagging behind in administrative field. At home also they were discouraged. Most of the husband asks their wife's to continue their job silently instead of getting involved in unnecessary matter.

**Case Study
of
Dr. Lily Sanjay Dawar, Principal, Government High School,
Pedmi, District Indore (M.P.)**



Career Growth

Dr. Lily Dawar's first appointment was as a lecturer in Chemistry in the year 1990. She was posted in Government Higher Secondary School, Khilchipur of Rajgarh district of Madhya Pradesh. Her bio-data showed that not only in academics, she possessed talents in co-curricular activities; the school authorities made her in-charge of literature and cultural committee, student's union and examination branch. She handled all these tasks with sincerity and commitment. Because of her dedication, the result in the 12th public board examination reached to 100% few years after joining and in addition the students started participating in various cultural activities and competitions at the state level and winning awards.

Her father was working as a Deputy Director in Education Department. After his retirement in 1995 she settled down in Dewas. She got transferred to N.V.M No.2 Govt. Boys Higher Secondary School. The principal of the school was known to her father and consider her father as his 'Guru'. He advised that present school is not suitable for her daughter. First it was a boy's school and the second students were notorious and time to time create problems. He asked Lily's father to get her transferred to a girl's school instead. Her father laughed and told him with confidence that her daughter will handle this job with full responsibility and it makes no difference even if it's a boy's school.



So Dr. Lily finally joined the school. As the days passed everyone started to like her work, for her daring attitude and her way of talking. Slowly the school was started knowing as "Lily Chaudhry's schools". She

later became like a family member of the students, faculty and staff members and especially the mischievous students who later started calling her “Didi”. Till date she kept good family relation with them.

After her marriage Dr. Lily was transferred to Government Nutan Boys H.S. School, Indore in 1999. She was given additional charge of cultural activities, examination branch and of admission committee. Later she was given the charge of NCC and Scout also. She actively involved students in preparing for inter school, inter district, inter-state and national level competitions. In a short span of time owing to her dedication, working style and talent she was recognized throughout the Indore district. As a result, Dr. Lily was made the school principal of Government Rajat Jayanti Girls Higher Secondary school, Juni Indore in 2003. This school was in a locality of labour class people. Dr. Lily worked in the school from 2003 to 2007 with complete dedication. Because of her sincere efforts the result of the students in board exams improved from 7% to 75%. She was felicitated by the commissioner for this achievement.



A Typical Day

Dr. Lily had a very awful memory in her life on 26th July 2008, which created a deep impact on her life. Her life seemed to come to a halt and it seemed very difficult to continue with her work. Because of sudden demise of her husband, she was totally shattered. On that day as a routine work, she went to school in the morning. Two of her colleagues had planned a small celebration of their new vehicle after school hours. To go for the function, Dr. Lily decided first to go home as her husband was also invited for the function and on the way, it started raining. After reaching home, she kept knocking the door, but there was no reply. It was strange as it never happened before. Moreover, she was not able to understand as she was getting late for the party for which they were invited. When there was no reply, she asked the neighbors to help in opening the door. Finally, the door was broken, she saw her husband ‘Sanjay Dawar’ lying on the bed as if he was hearing music from his mobile phone, but did not giving any response. They immediately took him to a nearby hospital, where it was declared he was ‘no more’. This came as a shock and she was speechless and later came to know that someone gave poison to her husband. The incidence impacted her so much that she went into acute depression and even stopped going to school and later left the job.

Educational Journey

She again started her carrier after a gap of almost seven years in a school as a lecturer. By the grace of almighty and her positive attitude, Dr. Lily was again ready to take on life. Once again, she joined as a principal in Government High School, Pedmi in year 2016. But this time the school was about 40 kilometers far from the Indore city, in a tribal area. In Board examinations the result of Government High School, Pedmi was very bad (0%). After Dr. Dawar’s took over the charge of principal, same year the result of class 10th improved and

in the 4th year, the school got 100% result (from 2016 to 2019). The district administration felicitated her for the 100% result in four years. Not only this, the enrolment of girl students' continuously improved and drop-out rate of students came to zero. The students from other schools started joining the Government High School, Pedmi, where Dr. Dawar's was a principal. Her school has now become part of the whole village and Lily has become part of their lives, lovingly everybody started calling her "Didi".



In 2010 she started an organisation "Sanjay Spandan" in memory of her late husband. The organisation was involved in giving education to poor children, food and clothes to the needy. All the expenses of this organisation were made by her and not by any donation or help from anyone. The organisation "Sanjay Spandan" is not an N.G.O. The work is dedicated in her husband's memory, for the upliftment of the needy children.

Difficulties Experienced as Women Administrator

First incident

In 2003 when Dr. Lily first joined Rajat Jayanti girls school, Indore as a principal there was a male clerk in the office. He was not in the habit of listening to the principal and had no respect for women. He considered himself as if he had all the authority of the school. After she joined the school, on the first day, he came to the cabin and without taking her permission sat on the chair. Then he kept his hand on her hand and started talking and informed that he is the only person, who runs the school. This is a practice from last so many years. There is no need for the principal to come to the school daily and they can run the school easily by sitting at home. Dr. Lily patiently listened to clerk. His words were seemed more like a warning. After listening, she put her hand on his shoulder and said "you were like my elder brother and we will work together. If there were any achievements you will get the recognition, and in case failures I will be responsible." Days passed and because of her working style and dedication towards work, she was able to get the support of all people of that area. She handled all the problems, hurdles and barriers wisely, (which were actually put up by the clerk from time to time). Since her childhood she was taught to face challenges with courage. In fact, she took this job as a challenge. Dr. Lily performed her duties with full dedication in the interest of students. (When Lily was given the charge of principal, there were rumors that this gentleman's (the clerk) days were now numbered. He was famous for his negativity and ill behavior.) Dr. Lily tried to change the attitude and behavior of the clerk, but failed to change his indecent attitude. After giving warnings, he was suspended as per recommendations to higher authorities.

Second incident

When Dr. Lily was posted in Government High School, Pedmi, a male teacher, who was previous in-charge, was against her appointment. He used to call her at night, use indecent language and made indecent gestures

during school hours. As Dr. Lily was brought up in an environment to face challenges, she was able to change this employee's attitude and later he turned to be a good employee.

Balancing between Work and Home

Dr. Lily performed the role of a mother and an administrator simultaneously. During the early years of her marriage, there were three miscarriages. She later consoled herself that her birth is not to handle one or two children, but to give love and service to all the children who need motherly care.



So, life took her on a path where she had to be in a role of an administrator as well as a mother. She treats every child in her school as her own. She treats their sorrows as her own, and so were their achievements. This was the reason that she became a motherly figure to all children and they started calling her as "didi." Also because of her positive initiatives and efforts along with all the teachers and staff members the result in the 10th board examination reached to 100% and remained for four consecutive years,

Another memorable experience that she shared, when she was awarded with the state level 'Teacher's award' on 6th September 2019, this was again a proud feeling to her as a principal.



Vision about Improving the Access and Quality of Education

Lily is of the view that there is a need to improve the quality of education. According to her curriculum should be need based as per the rural/urban requirement. At present it is not suitable for all the children. It is not enough that orientation training to be imparted to teachers from time to time, how after training teachers implement in their classrooms or in schools should also be monitored, inspection and supervision need to be strengthened. The application and importance of education were different in different areas. In rural areas, awareness is required in improving the quality of education and participation of every person is essential. In the rural areas 'quality of education' means 'education for employability' which is not true rather skill development programme needs to be strengthened in rural areas. She also mentioned that for improving secondary education, the change in 'exam pattern' is essential at primary and middle level.

Whether the Issues and Problems in Administrations were the same for a Male and a Female Administrator

Lily says that God has created male and female differently with different set of characteristics and physic. Being an administrator, some problems were common for both male and female. But some problems become special, if an administrator is a female. If a male administrator is posted in a remote place, he may not face problems as compared female administrator does. In a girl's school where most of the teachers are female and administrator/principal is a male then they will have different types of problem.

Similarly, if it is a boy's school and most of the teachers were male then a female administrator will have some problems. Therefore, she feels that being a male or a female administrator depends on the issues they were facing.

How Participation of Women in Educational Administration can be Increased

Dr. Lily is of the view that the participation of women in educational administration is less but it has definitely increased as compared to earlier times. In Indore district 90% of the schools were having female teachers. But still there is a need to motivate female employees to participate in departmental examinations for promotion. The government also has to give some special facilities for women administrators' e. g. posting in hometown or home district etc. She was of the view that to increase women as administrators some percentage of reservation for female has to be given. The government should reserve some seats for female administrators only.



Memorable experience as Educational Administrator

Dr. Lily shared some of the memorable experiences as a women administrator:

- (i) Dr. Lily was posted as a Sankul principal in 2004 in Rajat Jayanti School. One day a girl student, who was very good dancer, came running, hugged her, and started crying. Dr. Lily gave her a glass of water and tried her to calm down. She narrated the incidences by which she was shocked. The girl's own father had physical relation with her and she became pregnant. Dr. Lily told that as she was women administrator girls had courage to tell her their problems; however, in-front of male administrator, the girl would never have shared such problem.
- (ii) The second incident was of Pedmi village. She thought of organising a 'Maata-Beti Sammelan'. The "Sarpanch" of the village told her that earlier principal who worked for 9 years, on several occasions invited student's mothers to school, but responses from student's mothers were not encouraging. Dr. Lily told him let her also try. She organized the Sammelan. To their surprise 74 out of 76 mothers attended the function. The two mothers who were out of station, were not able to attend. After the incidence, the Sarpanch and Deputy Sarpanch were very impressed by her attitude and initiatives and told her, "Didi you can do whatever is not possible till now." After the Sammelan, mothers started participating in all the activities of the school, whenever they were called. The mother group also shared that they were hesitant to come to school earlier because of male Principal, but being a women Principal mothers had confidence they would be able to share their opinion. One of the reasons for her success was that she was a women administrator.



F. 4.9 Views about Whether Female Administrators of schools were more successful in dealing with Sensitive Issues than Male Administrators

This incident is related to Government Boys H. S. School Khilchipur in 1992. The school was in a rural area and she was posted as a lecturer directly after post-graduation. Since the school did not have a principal, Lily had to perform duties as a principal in-charge. As it was a boy's school, all the teaching and non-teaching staff and peon were male. She was the only women administrator in the school and was unmarried. Her lifestyle, age, behavior, teaching style etc. were a basis of attraction for people in that area. One day she came to know about a student who was not present in the school from last 8 to 10 days. When she enquired, school staff and students remained silent. But when she insisted, one student told her that the student was

not well and admitted in a hospital. She asked what had happened, but no one replied. Finally, she decided to go to the hospital and ask the student directly. She was surprised to know the truth. He had cut his nerve, because he had attraction towards her. The truth was shocking, but still she had to take care of his health as an administrator's responsibility. Dr. Lily handled the problem at such an early age, as a mother and as a responsible administrator successfully.

Views on the ratio of Female Administrators were less than Male Administrators

Dr. Lily's mentioned it is true to large extent the best and dignified job for girls, is to be a teacher. Administrative position is of great responsibility, more time need to be given. Also, they have to face many problems. Therefore, to manage family and the office together becomes difficult. Most of the time one responsibility is neglected.

She herself experienced it. It was difficult to maintain a balance between family and administrators work. As an administrator more time is needed to devote at work place, problems and issues kept on coming. Being a teacher, it is easy to manage family and work, but administrators have more responsibilities and being a female there were a lot of problems. Therefore, women were interested in teaching job as compared to as an administrator. Her view was that to increase the ratio of women administrators' political interference should not come in between.



**Case Study
of
Smt. Sudha Salomon, Principal, Government Higher Secondary School,
Budni, Sehore, M.P.**



A Brief Introduction

Smt. Sudha Salomon, a 53 years old lady is born and brought-up in Madhya Pradesh. She belongs to schedule tribe category and Christian by religion. Her husband is a Manager in Paper Mill factory, Hoshangabad. She has completed her Bachelor of Science in year 1985 followed by Masters of Art in Public Administration and Hindi in 1987 and Bachelor of Education degree in the year 1988. She has inclination towards education and later on joined the field of education.

Career Growth

Smt. Sudha Salomon started her career as a teacher from government school, Baya in 1993, she worked as a teacher for seven years. After that she got promoted as Head Mistress in the year 2000 at Middle School, Unchakheda and served as Head Mistress for three years. Then, she got promoted as lecturer in the year 2004 and worked for four years. Later on, she got promotion as principal at High School in 2008 and served for six years after which she was transferred to Higher Secondary School in the year 2014 and worked for six years. Presently, she is working as principal at Government Higher Secondary School, Budni, Sehore.

Experience as a Working Mother

She feels that all working mothers face challenges as an administrator while discharging official responsibilities for a long period. The family responsibility gets neglected most of the time. Sometimes, because of important work and responsibilities at home, women administrators were not able to spend time and have to go to school due to non-availability of leave from office. Along with official responsibilities women administrators have to do all the social and family work.

Experience Regarding Juggling with Role of Mother and Educational Administrator

She remembers her journey and explained that balancing of responsibilities is foremost in the role of a mother and as administrator. It is necessary to make adjustments at both places. Responsibilities of workplace and family work can be balanced through state of equilibrium and without biasness. She happily shared that her family supports her as she has more responsibilities as an administrator. Everyone in the family accepts or agrees when she takes decisions in the family. And she told that she is capable in maintaining harmony and adjustments with roles and responsibilities as administrator and taking firm decisions in unfavorable situations. She believes in making full use of whatever one has, or 'optimum utilization of available resources'.



A Typical Day

She was remembering her days of Head Mistress at Middle school, Unchakheda and shared that School was very small and there was an open veranda with two rooms and one office (which they had prepared). Primary session takes place in the morning and middle session was in afternoon. As she was the Head Mistress, she has to look after both shifts in the school. But there was one major problem and neither villagers nor District Education Officer and Block Education Officer were able to solve it. Just behind the school's wall, there were fields of villagers, where vegetables and crops were grown. The farmers nearby fields had made the school premises a open lavatory. Cleaning the school premise was a big problem for principal and teachers. There was no class IV employee or peon, to keep school premise clean and cleaning daily for teachers and students is also not possible. It was difficult to conduct classes in veranda and make sitting arrangements of students, because there were only two rooms. They complained several times to higher authorities, but they also have no solution to the problem. Once Sub Divisional Magistrate visited the school and when narrated the problem, he also went from there without giving any solution.



One day, when they were having lunch, villagers offered them salads, lemons, chilies etc. from nearby fields. While teachers were having lunch, Smt. Sudha Salomon randomly inserted few all-pins in the lemon and she found that by inserting all-pins in the lemon, formed a shape, which looked similar to a "Totka", (a

superstition which usually took place in villages). By seeing that, an idea came in her mind then she speak to teachers and brought turmeric powder from kitchen-shed and put that on lemons and kept those lemons between both doors and in between the open veranda, when school was closed. From that day, villagers stopped making the school as open lavatory. The school was relieved from great problem and those villagers stopped coming to school to make it dirty. Although she knew that to encourage superstition was wrong, but there was no other way to solve the problem.

Smt. Sudha Salomon also shared other incidents that she implemented because of lack of resources and managed to solve the problem with available physical sources like she got plywood from villagers and have old buckets, thus managed to make a table that was school's immediate requirement.



Challenges or Difficulties Experienced as a Women Administrator

She recalled that when she was promoted as principal of Boy's Higher Secondary School, Rehti, Sehore. The District Education Officer (four years ago) who was strict told her to complete the work of scholarships, as it was pending from a long period. She has to complete the work before joining the school. The D.E.O wanted that she should take a charge of Boy's School, Sehore soon. She was familiar with the problems of the district as well as of the school. She had worked earlier at Budni in the same district. After completing scholarship work, she was transferred to Higher Secondary Boy's School.

The school had lot of problems. When in the morning, she took the bus for school, the conductor asked her where she will get down? she told Rehti Boy's Higher Secondary School. Hearing the name of the school he immediately asked 'have you recently joined the school?' 'it is very difficult to work there' 'why you took posting in that school?' After joining she came to know that there was no separate room for principal. The earlier principal used to sit on cot and there were only three-four chairs for the teachers but if parents come to visit, either teacher had to stand or parent had to stand, and there were no principal's room. In addition, distribution of scholarship was pending from a long time. Many complaints of the students used to be reported by the parents and by the villagers. She was the only lady teacher in the school among 15-16 male teachers. There was a problem of groupism. All the teachers were divided into two groups. She compared the environment of the school like a movie 'Satte pe satta'. In the movie except one female in the family all members were male and all male members were stubborn and misbehaved. The female's role was to correct and tell them about the manners and etiquette. Same was the situation in the school.

About the infrastructure facilities, she mentioned that there was not any almirah to keep the files and all the files were kept on the floor. Although there was money to buy furniture but in-charge never spent the money. Smt. Sudha Salomon believed in team work and she deliberately involved the teachers and staff from both groups to do the work. She prepared a list of activities what she had to do in the school. Slowly

their differences reduced and started having faith among the colleagues and slowly everything went on well. Thus, she tried to manage the school in adverse situations.



She recalled her tenure as principal in that school and mentioned that the D.E.O of the district was very encouraging and motivates everybody. Because of his helping nature she was able to bring changes in the school. When D.E.O visited the school, he told to write a quotation in the premises of school “Whether anybody works or not, we have to do work, I have to do work” she liked the quotation very much and pasted it behind her seat also, whenever she comes in the room and reads it, gave a positive vibration. Also, whosoever visits her office also read it.

As mentioned earlier that the school had notorious students, so press reporters and people from the village use to come in the school, it was very common. They speak anything to principal and principal had to listen, otherwise they create unnecessary problems and nuisance and she was helpless. Slowly these disturbances in the school reduced. The reason was one day, an idea occurred to her. She had one fountain pen (which she always keeps in her purse) and she placed a beautiful button on its cap, which looked like a camera. When people come for complain, Smt. Sudha Salomon places the pen in front of them. It gave impression, that she was recording the conversation through camera. Thus, the pen helped her to work quietly. This all happened because of the wisdom and blessings and grace of god, she was successful in maintaining discipline and cleanliness in the school.



Women Administrator Problems, Issues and Opportunities

According to Smt. Sudha Salomon people don't accept female administrator as equal to male administrators. But everyone become silent, when they prove themselves as a good administrator. Therefore, women administrator had to put extra energy and time to prove themselves as a good administrator as compared to their male counter parts. There is no difference among men and women administrator if both given equal opportunities. Both have equal capabilities. She thinks that position of educational administrator should be free from political interference. She is of the view that every educational administrator should work with honesty, foresightedness and be good communicator. Good administrator requires working in unity, with organisation skills along with desire of life-long learning and integrity. She mentioned that for effective educational administrator, team work with co-ordination and planning was very important for success.



Participation of Women in Educational Administration

According to Smt. Sudha's view, imparting higher education to girls is very important as through this, women will able to raise their standard of living and aspirations of life. The myths that prevent women from accessing administrative roles can be removed through higher studies. She told that the participation of women administrators in education field can be raised by encouraging them their confidence and telling them about their working ability. She further said that partial attitude, lack of facilities and family responsibilities were few reasons for less participation of female administrators than male administrators in educational administration.

Improving the Access and Quality of Education

Training programs and workshops need to be organized for teachers and principals for updating knowledge for increasing the quality of education. More focus should be given on the quality in education and on teaching abilities than infrastructure as it is subsidiary to teaching. The resources can be mobilized through M.P fund, co-operative societies, alumni funds etc.



She also shared that in one of the state program of 'Mission-1000' in which 1000 schools were selected to make them smart or model schools. All the facilities equal to private school, is provided. The selected schools were monitored from time to time and try to bring them equal to the standard of private schools in infrastructure facilities and in academic. In the meeting of the program, one of the principal raised the issue of shortage of teachers and teachers also when they go on leave or on training. During that time, it was difficult to manage classes. Smt. Sudha Salomon flagged a very innovative idea that if teachers were absent than classes can be combined. For example- if English teacher is present, she or he can take a topic of 2 or 3 classes of grammar. Grammar is common for all the classes. Her idea was very much appreciated by all. The director was chairing the session, she also clapped for her. Many principals of schools raised the issues and problems they have, in response she shared her experiences and told them that if there is will there is a way.

Chapter 5

Major Findings, Conclusions and Observations

About the Study

The study was conducted with the aim to know the problems, issues and challenges faced by women in educational administrators. Two states Karnataka and Madhya Pradesh were selected for the study. Data was collected through two significant research methods i.e. Survey method and Case study method. The data collected for the study was collected and collated from both micro and macro sources. The macro level sources depend on collection of data from secondary sources, while at the micro level the data was collected from primary sources i.e. through questionnaires. Three types of questionnaires were developed for the study to elicit the required data. Those are 1) Information schedule for nodal officers, 2) Questionnaire for educational administrators and 3) Interview schedules for case studies. The questionnaires were validated from Nodal officers. Apart from these questionnaires and information schedule views from the educational administrators were collected through focus group discussion. In addition, supplementary information from the states was also collected through discussions with administrators, of the state, district, block and institutional heads.

To collect the data one day workshop was organized in both the states i.e. Karnataka and Madhya Pradesh with the help of nodal officers and 117 educational administrators attended the workshop. From Karnataka 55 administrators and from Madhya Pradesh 60 administrators supplied the information. The participants were from the state education department, SCERT, DIETs, District Education Administrators, Heads of Schools and Block Education Administrators. Assistant Director/ Deputy Director Public Inspector/ DEO post is inter-changeable. They supplied the relevant information through questionnaires. Focus group discussion was also held for knowing the nitty-gritty of their problems.

In addition, seven case studies were developed from both the selected states. From Karnataka three case studies were developed, out of that one was of Chairman of Board of secondary education and one was of Principal of DIET and one was of school head. From Madhya Pradesh out of four case studies were developed- two were of Deputy Directors of school education and another two were of Principals of secondary school.

After collection of data from state, district and block and institutional level, it was fed in SPSS Version 20. With the help of the software, the data was analyzed and interpreted. The statistical techniques used for data interpretation were:

- Mean, Median and mode,
- Percentages, Standard Deviations,
- Coefficient of correlations,
- Inferential statistics like t-test, ANOVA and
- Graphical representation of the data.

Major Findings and Conclusions:

The study provided complex understanding of participation of women as administrators and their contribution in the area of educational administration. The study addressed about their views on area of entering into the field of educational administration and delineated important factors related to their

aspirations that affect their participation into the field of educational administrators viz. exposure to nontraditional leadership, endorsements and support. Several reasons both from supply and demand perspectives were found responsible for low representation for women as administrators. These are namely:

Socio-cultural Barriers:

Socio-cultural Barriers were the major barrier that women educational administrators face in work places. It was one of the major reasons for their deprivation that retard their progress and contribute to their weak performances, and hesitate to opt administrators role. Most of the families view was that responsibility of women is to look after family and home first, therefore if women join or accepts higher post, it become difficult for them to keep balance between responsibilities in the workplace and home front. They could not do justice with family responsibilities as well as official responsibilities. The uneven burden of child care, household responsibilities that women have to shoulder, had been a major barrier in becoming administrators or joining higher posts. Though because of social changes and expectations of the society situation of women participation as administrators had slightly been changed, but their responsibilities in terms of role in the family had not decreased. Less number of women join as administrators.

The Glass ceiling:

The present study pointed out that presence of women as administrators was under-represented in both the states. The women administrators did not increase in the same proportion as percentage of male administrators. At the state and district level, in Karnataka and in Madhya Pradesh 20% and 40%, at the block level 13% and 12% and at the institutional level 30% and 24% women educational administrators respectively were in place. However, it is very encouraging that in both the states at the top most positions i.e. at Secretariat level women administrators are heading the department. It is also a good leap that in Karnataka at the Joint Director level women administrators were in place. While in Madhya Pradesh except 'the higher post', at other senior positions male administrators were holding position.

Gender Biasness:

The study revealed that male dominance persists at the administrators level. After joining to the post of administrator women administrators had to face gender biasness right from placement/deployment, at the time of promotion, transfer, for assigning important work, nominating names for attending meetings or for training programmes, etc. Around 60% administrators from both the states i.e. from Karnataka and Madhya Pradesh agreed that women were overlooked when appointments were made to higher positions. 45% administrators from Karnataka and 64.3% from Madhya Pradesh agreed that women were not given equal opportunities at the time of placement at important positions. Karnataka being educationally developed state, women administrators are alarmingly less 20% at the state/district, 13% at the block level and 30% at the institutional level and in Madhya Pradesh 40%, 12% and 24% women educational administrators were working at the state/district, block and institutional level respectively.

Low Participation:

One of the reason for low participation of women educational administrators was significant aspiration gap between male and female for administrator's positions. Even relatives, and friends instead of providing positive feedback, they discouraged them for opting administrators' position.

Another reason for low participation was women's non-competitive nature as they think these are masculine activities. Their non-participation at work place also limits their choice to compete for administrative positions particularly at senior level. Sometimes 'men are not ready to accept that women are capable enough to work side by side with men'. The study found that both men and women are efficient as administrators.

Fear of Transfer and Posting:

Transfer and posting were observed as one of the reasons for low participation of women as administrators. The reason given by most of the women administrators was safety and security concerns. Therefore, women administrators in face-to-face discussion mentioned that they prefer to live with their family rather than accepting promotion. Another major reason was after promotion as Administrator according to the state

government policy they had to take transfer. For example, as per state policy of Karnataka after promotion every administrator had to take posting to difficult place. Many a times they reported that situation to difficult places is unsafe, because of social misdeeds, insecurity etc.

Frequent Transfer:

The women administrators also reported that frequent transfers affect their work efficiency. Most of the time they make developmental plans and before implementation of the plan they were transferred. From Karnataka (81.8%) and from Madhya Pradesh (90.0%) educational administrators expressed that frequent transfer affect the efficiency of administrators adversely. It was also observed that in some cases women were ready to take promotion and face challenges as administrator, but many a times delay in decisions takes place by Department Promotion Committee (DPC). When women's turn come for promotion, there were delays in conducting DPC meeting.

Gender Sensitization:

The study revealed that women administrators shared their views regarding gender sensitization. They mentioned that 'There is need to adopt strategies for gender sensitization by organizing workshops, seminars to create awareness for equal rights among parents, family members and create awareness in the society for equality'. It could be done by adding the topic gender sensitization in the curriculum. Through curriculum children can be made aware about gender equality, which would help in altering perceptions about women. The impact of this curriculum shift could take a generation but in the meantime universities and professional organizations must make an effort to include women in leadership positions in their organizations.

In the study educational administrators also mentioned that there is a need of awareness generation in society to remove the myths regarding women that they can't do dual role i.e. as administrator and looking after home. The home responsibilities need to be shared by both the partners i.e. husband and wife. Women working as administrator should inspire the female students of schools and colleges through telling their secrets of success or success story. Women already in leadership positions must place themselves in the "limelight" by sharing their success stories through formal and informal presentations and through publications in newspapers and periodicals. Women leaders should actively seek and assist prospective successors. Opportunities for women in administration are becoming more attainable not only because of the state and national shortages of administrators but also because of the increased demands on educational leaders to provide higher student academic performance.

Career Ambition:

The study highlighted general and personal perceptions of educational administrators with regard to their status, issues and challenges. They gave weightage to career ambition followed by social services, better standards of living and economic reasons for becoming educational administrator. To achieve, they stressed on higher education. Higher education make the women capable of taking their own decisions, making them independent in family to take decisions. From Karnataka almost three fourth percentage and from Madhya Pradesh around 70% gave weightage to carrier ambitions. The reason given was increase of problem-solving capabilities, reduction in beliefs regarding superstition, help in education of future generations and increase of women's confidence.

In addition, it is very interesting to know the reason for pursuing higher education from both the state. 28% percentage women administrators, from Karnataka women administrators stated that it could help them in adverse circumstances and same percentage of women administrators from Madhya Pradesh mentioned that it could improve their marriage prospectus.

Role Models:

The study threw light that to attract women, as administrators, successful stories of women administrators as role models need to be disseminated. It will help other women as well as other women administrators in addressing different professional challenges and making innovative decisions to handle the situations. In one of the case study the women administrator reported that the men don't treat women equal when it

comes to the administration headed by women administrators. Most of the men do not accept the initiatives started by women administrators. They consider the administration as good, strict, vigil, disciplinarian and women being soft hearted cannot become effective administrators. Everyone will become silent when they prove themselves. Their success stories need to be disseminated to encourage other women to join the field and the women who are already in the field.

The present study also found that in decision making both men and women as administrators gives two different behaviors. May be because of motherly feeling, soft heart, women administrators' decision making is more positive, malleable and encouraging. The educational institutions should encourage girls student to set carrier ambition as future goal. Also making them aware or encourage for higher studies to solve the problems in life.

Role of Apex Body:

The apex body's role in the country is very important in promoting women as administrators. Through initiatives of the state's Education Department women in education has been increased tremendously but the percentage of women as administrators is extremely low. Need is to sensitize authorities to create an inclusive work environment through awareness training, to develop and plan workshops that can educate students, teachers and administrators to become aware of their biases and gender role assumptions, to shape future views and decision-making by stakeholders should not be affected.

Orientation/Training Programmes:

The study revealed that women administrators mentioned the need of training or orientation after promotion. They requested that after joining or after promotion to the post of administrator, women should be provided regular training, workshops, seminars by professional people on issues like: financial management, audit and accounts, legal, issues, leadership qualities like motivation, communication skills, stress management, etc.

Liberty from Women Colleagues:

In the work place sometimes, it is found that male colleagues take liberty of their women subordinates. Though taking liberty from women colleagues vary in degree from state to state, from district to district, from block to block from school to school and visa-versa. In spite of legal provisions, women are often deprived of their basic rights, subjected to sexual harassment. the study revealed that from Madhya Pradesh 55% and from Karnataka nearly 70% educational administrators believe that sometimes male try to take liberty from their women colleagues.

Inspection and Supervision vs Provision of Vehicles:

At the district and block level educational administrators role is primarily inspection and supervision of schools. Though percentage of women administrators at both the levels are less (20% and 13% in Karnataka and 13% and 12% in Madhya Pradesh at district and block levels respectively, they mentioned that Provision of vehicles for inspection and supervision was one of the great hurdles for educational administrators from both the states. 89.1% educational administrators from Karnataka and 93.3% educational administrators from Madhya Pradesh revealed that there were no provisions of vehicles for inspection and supervision visits. This hampers their work efficiency. In addition to improve the quality of education, there is a need to take follow-up actions of the feedback provided to schools after the inspection. 35% of the educational administrators from both the states revealed that no follow up actions were taken after feedbacks were given to schools. If provision of vehicle is given to blocks and district level officers, they can do surprise check about the feedback provided during inspection.

Opinion of Successful Women Administrators:

The case studies of successful women administrators were carried out to know their educational journey, their experiences as a working woman and their achievements as mother and administrators, their problems issues and challenges, vision about improving the access and quality of education, difficulties experienced, problems in administration with respect to gender.

The case studies threw light on Women Educational administrator's efforts to enhance efficiency and effectiveness in schools and efforts for qualitative improvements. Their initiatives for regular orientation of teachers, frequent visits to schools and guide teachers and students and made them aware about environment, and values of life, making provision and execution of additional classes as per the requirement. In addition, their focus on improving the infrastructural requirement like auditorium, dining hall, girls' restroom, reading room, laboratories etc. to enhancing the skills like communication and other life skills. In this process, they involved community and interacted with staff, students, parents and other stakeholders. They also encouraged the attendance of students in schools by resolving their problems through discussion with parents. While doing so they mentioned that they were successful because they used strong professional qualities that an educational administrator should possess to be successful in life viz. listening others, to be humble, leaders need to be down to the earth, mingle with teachers easily, very rule minded, (very inflexible because if we compromise then we cannot control and command), foresightedness, friendly behavior with subordinates and co-ordination and planning as those other qualities.

To conclude it can be said that there are still many obstacles that women had to overcome while aspiring to be, or while being, an educational administrator. If today women are successful administrator, share goes to their family members. Because all the activities that are made possible or are able to contribute in work place are because of their families made the sacrifices necessary to further their careers. It is because of the family support they were able to devote time as administrators. Family members, especially life partners take same amount of responsibility as women in caring for home and children, support them by giving more empowerment. However, such families are small in percentage. The study shows that almost 60% from both the states Karnataka and Madhya Pradesh reported that family was not neglected when women took a job outside the home. This is a positive change for women, who wants to pursue carrier in administrative job.

Observations:

The major observations of the study were that barriers still exist that limit women in their pursuit of administrative positions. There is a need to examine gender-based inequalities, barriers that keep them away from accepting the responsibilities of administrator. Normally few women, who reach at the top make the society, believe that there is a change in the gender equations, which is not true. Why women restrict their self for accepting low-power and dead-end jobs. There is a need to understand the reason behind underrepresentation and comprehensive understanding of the barriers that retard women's progress and need of actions to rectify and remove or dislodge these barriers. Therefore, there is call for further research that includes larger sample sizes to explore the gendered experiences of women as administrators in India.

Another major observation is gender sensitization. It is one of the most important issue at work place. It needs to be started in all walks of life like home, schools, colleges, etc. At the school level it can be achievable through inclusion of the issue in the curriculum. It will help children to examine their personal attitude and beliefs and questioning the 'realities' children should know right from the beginning of their life. By imbibing positive thoughts will enable the future population from practicing gender discrimination. It can be done through various activities like debates, seminars etc. At the college level compulsory course in the syllabus need to be added, so that students think away from fixed gender discrimination rules of the society. At work places, by creating awareness regarding gender equality, will allow an individual to learn, grow and prosper.

INQUIRY FORM FOR NODAL OFFICER

(The information sought is purely and exclusively for research purpose and will be kept strictly confidential.)

1. Total number of Educational Administrative Officers at the State Level:

S. No.	Name of the Posts	Total Male	Total Female	Total	Salary & Grade Structure
Director Level Educational Administrations					
i.	Director				
ii.	Additional Directors				
iii.	Joint Directors				
iv.	Deputy Directors				
v.	Assistant Directors				
	Total:				
Education Administrators in Autonomous Bodies					
i.	Directors (SCERT/SIMAT/Adult Education)				
ii.	Other Gazetted posts				
iii.	DIET Principal				
iv.	Any other Gazetted Officers (State Level)				
v.	Chairman (Board of Secondary Education)				
	Total:				
Regional Level Education Administrators					
i.	Regional Deputy Director (Education)				
ii.	Any other Gazetted Officers (Regional Level)				
	Total:				
District Level Education Administrators					
i.	District Education Officer/ DDSEs				
ii.	Principal (Senior Secondary Education)				
iii.	Principal (Secondary Education)				
iv.	District Adult Education Officer				
v.	Any other Gazetted Officers (District Level)				
	Total:				
Block Level Education Administrators					
i.	Block Education Officer				
ii.	Any other Gazetted Officers (Block Level)				
	Total:				

2. Kindly provide the following documents? (Please attach sheet, if requires):

- Copy of the Act.
- Copy of roles and responsibilities of educational administrators (Director, Additional Director, Joint Director, Deputy Director, Assistant Director, District Education Officer, Deputy Director of Public Instructions (Administration), Block Education Officer, Head of Institution).
- Copy of norms of supervision at district and block level.
- Copy of other published and unpublished documents.
- Copy of the programmes and policies for women at district and block level.

QUESTIONNAIRE FOR EDUCATIONAL ADMINISTRATOR

(The information sought is purely and exclusively for research purpose and will be kept strictly confidential.)

Section-I

1. **Name of Respondent & Designation:**

.....

2. **Address of the Institution/Organization (with Pin code):**

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(i) **Phone Number:**

(ii) **E-mail:**

3. **Gender:** Male Female

4. **Age:** Less than 30 31-35 36-40 41-45
 46-50 51-55 56 & Above

5. **Marital Status:** Unmarried Married Divorced
 Separated Widow Widower

6. **Social Category:** SC ST OBC
 Minority General Others

7. **Religion:** Hindu Muslim Sikh
 Christian Others

8. **Educational qualification:**

S. No.	Degree Obtained	Year
i.	Graduation:	
ii.	Post Graduation:	
iii.	M.Phil. / Ph.D.:	
iv.	Any other:	
v.		

9. Professional Qualification:

S. No.	Degree Obtained	Year
i.	D.Ed./B.Ed. :	
ii.	M.Ed. :	
iii.	M.B.A. :	
iv.	Any other:	
v.		

10. Experience Profile:

S. No.	Name of the position	Year (From)	Year (To)	Total number of years
i.				
ii.				
iii.				
iv.				
v.				
vi.				
vii.				

Section-II

(PART-1)

1. Your mode of selection/ recruitment to the present post. (Please '✓'):

- (i) Gradual promotion ()
- (ii) Through Subordinate Services examination ()
- (iii) Formal interview without exam ()

a) Other Reasons to become educational administrator

.....

2. What do you think a woman should get higher education because? (Please, rank the responses as per priority):

- (i) It enables her to earn a living ()
- (ii) It improves her marriage prospects ()
- (iii) It enhances standard of living and upgrades aspiration of life
- (iv) It is helpful in adverse circumstances

a) Other Reasons for women to get higher education

.....

3. What are some myths that prevent women from accessing administrative roles? How can they be removed?

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.....
.....

4. Did you encounter any obstacle to become an educational administrator?

Yes () No ()

5. Which are your strong professional qualities as an educational administrator? (Please, rank the responses as per priority):

- (i) Good relationship with teachers and students ()
- (ii) Visioning and communication skills ()
- (iii) Organization skills ()
- (iv) Experience ()
- (v) Collaborate and work as a team with teachers ()
- (vi) Problem solving, risk taking and mentoring skills ()
- (vii) Lifelong learner ()
- (viii) Honesty and Integrity ()
- (ix) Work ethic ()
- (x) Belief in Professional Development ()
- (xi) Commitment and innovative abilities ()
- (xii) Supportive to school staff ()

a) Other Specific Strong Professional Qualities as an Educational administrator?

.....
.....

6. In your opinion are men more efficient than women

- (i) Never ()
- (ii) Sometimes ()
- (iii) Often ()
- (iv) Always ()

7. Is it true male try to take liberties with female subordinates?

Yes () No () Often () Sometime ()

8. Do women take advantage of opposite sex?

Yes () No () Often () Sometime ()

9. What difficulties have you faced soon after getting position as an administrator?

(Please, rank the responses as per priority):

- (i) Given unimportant department/division ()
- (ii) No training to perform role and responsibilities of the post ()
- (iii) Posting to difficult place ()
- (iv) Frequent transfers ()
- (v) Had to live away from family ()
- (vi) Political pressure ()
- (vii) Problems with teachers' union ()
- (viii) Needed to solve old problems ()
- (ix) Given challenging but interesting work ()
- (x) Lack of physical facilities ()

a) Other Specific difficulties have you faced soon after getting position as an administrator?

.....
.....

10. Most of the time women administrators have to face discrimination. (Please, rank the responses as per priority):

- (i) To get important work ()
- (ii) Sending for meetings ()
- (iii) Taking leave ()
- (iv) Promotion ()

(a) Other Specific discrimination faced by women?

.....
.....

11. Is there a need for gender sensitization for all the members in the organization?

Yes () No ()

a) If yes, what strategies need to be adopted?

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.....
.....

b) If no, what are the reasons for the refusal of need of gender sensitization?

.....
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.....

12. Did you face any type of obstacles during promotion?

Yes () No ()

(a) Other Specific obstacles faced during promotions

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.....
.....

13. Are the norms of inspection and supervision functional?

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.....
.....

a) Whether feedback is given, after school's inspection:

Yes () No ()

b) Are follow-up actions been taken on feedbacks:

Yes () No ()

c) If yes, how it is monitored:

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.....

d) If no, what are the corrective measures taken?

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.....

e) If teacher is absent without information, what are your reactions?

.....
.....
.....

f) Do you get vehicles for inspection and supervision visits:

Yes () No ()

g) Do you face any kind of problems while inspection and supervision visits:

Yes () No ()

h) What kinds of problem do you face and what are the ways to overcome from them during inspection and supervision visits?

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.....

i) Please suggest the ways you overcome from the problems

.....
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.....

14. Do you think that frequent transfers of women administrators affect their efficiency adversely?

Yes () No ()

a) If yes, then adverse effects of frequent transfers of women administrators? (Please rank the responses as per priority) :

- (i) Reduces work efficiency ()
- (ii) Adjustment in new place ()
- (iii) Disturbs family ()
- (iv) Safety and security ()

b) Other Specific effects of frequent transfers of women administrator?

.....
.....

15. Do you get feedback and motivation for your work from higher authorities?

Always () Often () Sometime () Never ()

a) What is your reactions for feedback:

- (i) Neither satisfied nor dissatisfied ()
- (ii) Somewhat satisfied ()
- (iii) Fully satisfied ()

b) Other Specific Reasons for feedback

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.....
.....

16. In your opinion, while working with women/men administrators did you find any difficulty/difficulties in managing with:-

a) Difficulties in working with Senior Male Colleagues:

Always () Often () Sometime () Never ()

b) Difficulties in managing with Senior Male Colleagues:

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.....
.....

c) Difficulties in working with Senior Female Colleagues:

Always () Often () Sometime () Never ()

d) Difficulties in managing with Senior Female Colleagues:

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.....
.....

e) Difficulties in working with Male Subordinates:

Always () Often () Sometime () Never ()

f) Difficulties in managing with Male Subordinates:

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.....
.....

g) Difficulties in working with Female Subordinates:

Always () Often () Sometime () Never ()

h) Difficulties in managing with Female Subordinates:

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.....
.....

i) What are the difficulty/difficulties you often face in managing policies and programmes of education and what are your strategies to overcome them?

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.....

17. Do your official responsibilities hinder your personal responsibilities?

Yes () No ()

a) What are your priorities in life related to your work?

.....

b) What are your priorities in life related to your personal life?

.....

18. Following is a list of statement/statements on which we would like to seek your opinion. Kindly tick '✓' the category which best represents your response.

(i) To create gender equality in educational administration, more policies and programmes need to be added?

- (a) Agree ()
- (b) Disagree ()
- (c) Uncertain ()

(ii) To what degree are you satisfied with the following aspects of the job?

		Highly Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied
(a)	Income /Salary	()	()	()	()
(b)	Power	()	()	()	()
(c)	Prestige	()	()	()	()
(d)	Promotional Prospect	()	()	()	()
(e)	Nature of Work	()	()	()	()

(iii) Other Specific Reasons for degree of satisfaction?

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5. **If there, any important life experience that inspired you/facilitated your choice to become an administrator:**

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6. **What are your personal qualities that helped you to become educational administrator/leader?**

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7. **Please suggest the strategies to be required to increase the number of women in educational administration?**

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8. **What are your views on program exists to increase women’s representation in government or private sector in educational administration?**

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Educational Administration in Karnataka & Madhya Pradesh

Educational Organization Structure in Karnataka

The Education Department of Karnataka has the primary responsibility of imparting education to all the children of appropriate age. The management and administration of Primary and Secondary education sectors are looked by Zilla Panchayat. The state had 30 revenue districts grouped under 4 revenue divisions and further bigger revenue districts have been further divided into 2 educational districts, to facilitate convenience in administration of education. Thus in total there are 34 Educational Districts and 204 Education Blocks in the state.

The state education department is headed by the Minister for primary and secondary education and is supported by the Principal Secretary, primary and secondary education. The Principal Secretary – primary and secondary education is the head at the secretariat level looks after the entire state level administration. Several officers at the state, division, district, and block levels form the basic structure of the department.

Commissioner for Public Instruction (CPI) is the executive head of the state education department. There are four divisions in the state. Out of four divisions Bangalore and Mysore divisions are under the administrative control of CPI Bangalore. Additional CPIs is the head of the other two divisions namely Belagavi and Kalburgi. These divisions are supported by DPIs (Director of Public Instruction). Each Director is entrusted with one distinct sector of education. Joint Directors of Public Instruction (JDPI) are the next level officers. JDPIs are division level officers who assist the state level officers. The next tier of officers is the Deputy Directors of Public Instruction (DDPI) who are looking after the district level administration. The Block education officer (BEO) heads the block level administration. Headmaster of Secondary, higher primary and lower primary schools that are both government and government aided are the heads at the Institutional level.

Educational Organizational Structure in Madhya Pradesh

In Madhya Pradesh the school Education Department is headed by Education Minister and assisted by State Minister of School Education. Additional Chief Secretary (ACS)/Principal Secretary (PS) is the head of administrative set up at secretariat and also the official adviser to the Minister of School Education on all matters of policy and administration. Under ACS/PS there are two major directorates, viz; Directorate of Public Instruction and Rajya Shiksha Kendra. Each directorate is controlled by a commissioner who is a senior IAS officer. The Directorate of Public Instructions is responsible for the administration of School education department in the State as well as controls the activities of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in the State. The Rajya Shiksha Kendra comprises of three major departments. They are State Council of Educational Research and Training, (SCERT), MP Sarva Shiksha Abhiyan Mission (MP-SSAM) and the National Literacy Mission Authority. To support the Directorate of Public Instruction and Rajya Shiksha Kendra, there are various Councils and Boards such as the Board of Secondary Education, MP Textbook Corporation, Maharshi Patanjali Sanskrit Sansthan and Bharat Scout & Guide and others.

At secretarial level, the Additional Chief Secretary (ACS) is the head of the secretariat administrative setup. The ACS discharges his functions with the help Deputy Secretaries and Under Secretaries. S/he is responsible for all the matters related to policy and administration of the School Education Department.

The Directorate of Public Instructions is headed by a Commissioner, an IAS officer and is assisted by two DPIs. One of these three posts is held by an IAS/SAS officer, the other two are filled by senior-most departmental officers by promotion. In the second tier of educational administration at the directorate

level, there are four additional directors assisted by joint directors, chief account officer and deputy directors including a chief analyst along with assistant directors. The State has been divided into 9 educational divisions and each education division is further divided into a number of districts. The number of educational districts is 50, as against 51 revenue districts. Each educational division is headed by a Joint Director of Public Instruction. Each Joint Director is supervising authority of educational Districts which are under him. A Joint Director is assisted by Deputy Directors and Assistant Directors.

At Block level, Block Education Officer and BRCC are responsible authorities for implementation and monitoring of school education in the State. The BEO acts under the administrative control of the DEO. He looks after the all the administrative activities in the Block.

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