APPENDIX: A (1)
CATEGORIES OF EXPERTS FOR IDENTIFICATION OF PRINCIPALS' LEADERSHIP QUALITIES

Sr. No.	No. of Expert	Designation	Name of Institute
1	Dr. C.Z.Shah	Educationalist	Jeevanbharti School
2	Dr. Ritaben Fulwala	Principal	Bachkaniwala School
3	Dr. Kruti Mehta	Principal	M.T.Jariwala School
4	Mr. Rasik Italia	Education Director	LPS Group of Schools
5	Mrs. Mita Vakil	Principal	Bhulka Vihar School
6	Mr. Anu Tejani	Trustee	Sanskar Bharti School
7	Mrs. Meenakshi Desai	Trustee	Bhulka Bhavan School
8	Dr. Paresh Patel	Principal	L.P.Savani Vidhyabhavan
9	Mr. Savji Patel	Trustee	Sharda Vidyamandir school
10	Mr. Mitchla M Suleman	Principal	M.M.P.High School
11	Dr. Sushma Agrawal	Principal	Shardayatan School
12	Mr. Sandeep Srivastav	Educational Consultant	Good School Concept, Delhi.
13	Mr. Govind Dholakia	Trustee	V.N.Godhani School
14	Dr. Snehlata S.	Principal	Mahavir College of Education
15	Mr. Bharat Patel	Trustee	Madhavbaug School

LIST OF EXPERTS FOR CONSTRUCTION OF SCALE

Sr. No.	No. of Experts	Designation	Name of Institutes
1	Dr. Vinod Patel	Principal	V.T.Choksi College of Education , Surat.
2	Dr. Manisha Vyas	Principal	L.P.Savani School, Palanpor , Surat
3	Dr. Prof. Kiran Pandya	H.O.D.	Human Resource Development V.N.S.G. University, Surat.
4	Dr. Prof.Sulbha Natraj	Principal	Way Made College Of Education S.P.University
5	Dr. Deepika Shah	Professor	Dept.Of Education V.N.S.G. University, Surat.
	Dr. Deepak Rajguru	Trustee	Vibrant Group Of schools, Surat.
7	Dr. Vikas Desai	Trustee	I.C. Gandhi School, Surat.
8	Prof. N. M. Karia	Trustee	Presidency School, Surat.
9	Mr. Ketan Vakil	Trustee	Bhulka Vihar School, Surat.
10	Mr. Mahesh Ramamurthy	Educational Consultant	National Education Surat.
11	Dr. Vijay Sevak	Professor	V.T.Choksi B.Ed. Colleges, Surat.
12	Mr. Shivkumar	Principal	DPS, Surat.
13	Remya Mohan IAS	DDO	Jilla Panchayat Bhavan Surat.
14	Dinesh Patel	DEO	District Education Office Seva Sadan -2 Athwalines Surat
15	Mr. Valmik Somase	Principal	L.P. Savani Academy

APPENDIX: B (1)
LEADERSHIP QUALITIES PERCEPTION SCALE FINAL DRAFT
FOR TEACHERS AND TRUSTEES

Perception of Teachers and Trustees towards Secondary School Principal's Leadership Qualities in Surat City.

Dear Trustee,

This scale is put before you to know about your perception regarding the leadership qualities desired in a Secondary School Principal. The norm could be any ideal you've in mind. You need to put a single tick mark in the given columns. Kindly give the following information to contribute to the research effectively. The data provided by you will be kept strictly confidential and will be used for research purpose only.

(S.A. – STRONGLY AGREE, A-AGREE, D.A. – DISAGREE, N.S/ID- NOT SURE / INDECISIVE, S.D.A. – STRONGLY DISAGREE)

No.	PARTICULARS	S.A.	A.	D.A	NS/ID	S.D.A
1	Being futuristic.					
2	Upgrade knowledge and qualifications.					
3	Taking keen interest in curriculum development and delivery in the class.					
4	Sharing values, goals and policies of school.					
5	Being punctual in completing different activities.					
6	Identifying the needs of the society.					
7	Creating opportunities and guidance for teachers' and students' career development.					
8	Set fair recruitment polices procedures for all employees.					
9	Taking keen interest for maintenance and development of infrastructure.					
10	Ability to deal with complexity, uncertainly and ambiguity.					
11	Ability to share the vision with management, staff, parents.					
12	Support and motivate teachers to attend conferences.					
13	Visualizing academic needs of children and adapting to changes.					
14	Acting as a mediator between teachers-students, teachers-parents and trustees-teachers.					
15	Being emotionally stable.					
16	Having knowledge of the major current issues of society.					
17	Integrating knowledge of technology in teaching and learning.					
18	Acting as a bridge between trustees, parents and teachers.					

No.	PARTICULARS	S.A.	A.	D.A	NS/ID	S.D.A
19	Providing guidelines to balance between job and social life.					
20	Ability to handle multiple tasks at the same time with accuracy.					
21	Participating in curriculum designing.					
22	Interacting educationists of repute.					
23	Observing teacher's classes and suggesting methods to improve classroom learning output.					
24	Addressing PTA meetings effectively.					
25	Having a pleasant personality.					
26	Encouraging teachers and students to work for some social causes.					
27	Advising teachers to attend different seminars for their professional development.					
28	Analyzing the strengths and weakness of staff and assigning the right task.					
29	Seeking for the welfare activity of faculty members.					
30	Equip with the latest technology to promote the school activities.					
31	Anticipating the needs in infrastructure.					
32	Organizing sessions for guiding parents.					
33	Analyzing strengths and weakness of students and guiding them.					
34	Taking into account the views of all the stakeholders in the process of decision making.					
35	Holding a Non-biased point of view.					
36	Seeking possible funds to reach the deprived sections of the society.					
37	Appreciating for extraordinary work done by the teachers and students.					
38	Aware about 'top-down' model of MIS (Management Information System)					
39	Ensuring the satisfaction and commitment of all stakeholders at large.					
40	Having innovative ideas and technical expertise.					
41	Ability to measure employee's latent potential.					
42	Learning from numerous sources educational websites.					
43	Evaluating the planning and execution of lesson plans prepared by the teachers.					

No.	PARTICULARS	S.A.	A.	D.A	NS/ID	S.D.A
44	Assigning and assessing the tasks clearly and providing guidance for it.					
45	Having strong values and morale.					
46	Having good social and political relations.					
47	Delivers speech that motivates each stakeholder to work enthusiastically.					
48	Effectively communicating HR policies and maintaining respect of the stakeholders.					
49	Ensuring health and safety measures of teachers and students.					
50	Directing the latest technological resources to support a multifaceted school plan.					
51	Motivating teachers and building a team of leaders.					
52	Encouraging reading habits in teachers.					
53	Encouraging remedial / bridge classes.					
54	Creating a climate of trust.					
55	Having a respectable, dignified name in the society.					
56	Organizing events that help in community development.					
57	Encouraging teachers to take initiative in curricular and co-curricular activities.					
58	Maintaining a harmonious working atmosphere.					
59	Conducting induction programme for newly appointed teachers.					
60	Ability to allocate funds for extra curricular activities.					
61	Set and revise goals for the school.					
62	Spending time in reading newspapers, educational magazines & journals.					
63	Arriving at sound evaluation pattern for students.					
64	Listening to all view points to develop a team spirit of cooperation.					
65	Being assertive at every field of life.					
66	Encouraging teachers and students to visit various NGOs and serve them.					
67	Involving teachers in decision making process.					
68	Motivating all to perform to their utmost potential.					
69	Ability to utilize the available resources optimally.					

No.	PARTICULARS	S.A.	A.	D.A	NS/ID	S.D.A
70	Ability to allocate funds and resources for updating and maintaining technology in school.					
71	Developing reflective practice to analyze strengths and weakness of self through experiences.					
72	Encouraging teachers and students in participating and organizing extra-curricular activities.					
73	Maintaining transparency and consistency in governance.					
74	Having a quest for knowledge and attaining it.					
75	Making strong linkages with the NGOs and different institutions working for community.					
76	Providing extra time and resources like books and internet surfing for teachers' development.					
77	Ability to have a proper career planning and growth for all kinds teachers.					
78	Promoting the name of the institution in the society.					
79	Having enough knowledge of Finance and Management Accounting.					
80	Meeting with parents and teachers and reporting them about students' academic performance.					
81	Developing hobbies and interests.					
82	Being sensitive to social issues.					
83	Ability to write inspirational articles.					
84	Ability to manage grievances of the organization.					
85	Ability to establish an appropriate disciplinary procedure for students and teachers.					
86	Having decision making ability with combination of mind and heart.					
87	Adopting new courses and technologies for teachers and students.					
88	Encouraging every stakeholder to work for society.					

Designation   : _____

Name of School   : _____

Name of Trust   : _____

School Seal

LEADERSHIP QUALITIES PERCEPTION SCALE FIRST DRAFT

FOR TEACHERS AND TRUSTEES

Dear Trustee/Teacher,

This scale is put before you to know about your perception regarding the leadership qualities that are desired in a secondary school principal. You need not rate your present school principal only. You need to put a single tick mark in the given columns. Kindly give the following information truly to contribute to the research effectively. The data is strictly confidential and for research purpose only.

(S.A - STRONGLY AGREE, A- AGREE, U.D. - UNDECISSIONAL, D.A- DISAGREE, S.D.A- SRONGLY DISAGREE)

No	PARTICULARS	S.A	A	UD	D.A	S.D.A
I.	**Principal as a "visionary"**					
	Visualizing the latest trends in education					
	Readiness to accept change that leads to development					
	Ability to share the vision with management, staff, parents					
	Ability to convert vision into reality.					
	Participating in policy forming activities at government or local level.					
	Indulging in curriculum designing					
	Anticipating the needs in infrastructure.					
	Ability to measure employee's latent potential.					
	Interacting and building team of visionaries.					
	Set and revise goals for the school.					
II.	**Principal as a "Life Long Learner"**					
	Upgrading knowledge and qualification.					
	Supporting and motivating teachers to attend conferences and seminars.					
	Updating with latest trends and applying it to school					
	Discussing, visiting and meeting educationists					
	Organizing sessions and guiding parents in various fields.					
	Spending enough time in library or resource room					

No	PARTICULARS	S.A	A	UD	D.A	S.D.A
	Visiting or browsing educational websites.					
	Encouraging reading habits in teachers.					
	Spending time in reading newspapers, magazines, journals.					
	Ability to analyze strength and weakness of self through experiences.					
III.	**Principal as a "Academician"**					
	Taking keen interest in curriculum development and delivery in the class.					
	Visualizing needs of children and adapting to changes.					
	Observing teachers classes and suggesting methods to improve it.					
	Analyzing strength and weakness of students and guiding them to optimize it.					
	Evaluating the planning and execution of lesson plans by the teachers.					
	Encouraging remedial/ bridge classes.					
	Encouraging sound evaluation pattern for students.					
	Encouraging teachers and students in participating and organizing extra-curricular activities.					
	Meeting with parents and teachers and reporting them about students growth and development					
	Adapting new courses and technologies for teachers and students.					
IV.	**Principal as an "effective communicator"**					
	Sharing values, goals and policies of school to develop a healthy climate.					
	Acting as a mediator between teachers, students, parents and trustees					
	Addressing PTA meetings effectively.					
	Instructing teachers and students to meet the expectation of the organization.					
	Involving all the stakeholders in the process of decision making.					
	Convincing trustees, parents, teachers, and students about the benefit of a decision.					

No	PARTICULARS	S.A	A	UD	D.A	S.D.A
	Assigning and assessing the tasks clearly and providing guidance for it.					
	Ensuring the climate of integrity, inquiry and continuous improvement of all activities.					
	Listening to all view points to develop a spirit of cooperation.					
	Maintaining transparency and consistency.					
V.	**Principal as an "Strong Role Model"**					
	Being punctual in completing different activities.					
	Being emotionally stable.					
	Having a pleasant personality					
	Non-biased point of view.					
	Having strong values and morale.					
	Having a respectable, dignified name in the society.					
	Empathizing at all levels					
	Having a quest for knowledge and attaining it himself/herself					
	Developing hobbies and interests himself/herself.					
	Maintaining proper records and management of office.					
VI.	**Principal as a "community leader/ reformer"**					
	Identifying the needs of the society.					
	Having knowledge of all current issues of society.					
	Encouraging teachers and students to work for social causes.					
	Seeking possible funds to reach the deprived section of the society.					
	Having good social and political relations					
	Organizing events that will help in community development.					
	Encouraging teachers and students to visit various NGO's and serve them.					
	Making strong linkages with the NGO's and different institutions working for community					
	Being sensitive to social issues.					
	Encouraging every stake holders to work for community					

No	PARTICULARS	S.A	A	UD	D.A	S.D.A
VII.	**Principal as an "Mentor and Motivator"**					
	Encouraging opportunities and guidelines for their career development					
	Integrating knowledge of technology in teaching and learning.					
	Advising teachers to attend different seminars for their development					
	Appreciating for extraordinary work done by the teachers and students.					
	Providing opportunities to improve and upgrade teachers' intellectual skills.					
	Delivers speech that motivates teachers and students to work enthusiastically.					
	Encouraging teachers to take initiative in curricular and co-curricular activities.					
	Involving teachers in decision making process.					
	Providing extra time and resources like books and internet surfing for their development.					
	Ability to write inspirational articles that motivate stakeholders to build up a strong foundation.					
VIII.	**Principal as an "Human Resource Manger"**					
	Following fair recruitment and selection procedures for teachers					
	Acting as a bridge between trustees, parents and teachers					
	Analyzing the strengths and weakness of staff and assigning the right task					
	Maintaining the hierarchy in administration					
	Effectively communicating the messages and maintaining respect of the stake holders					
	Maintaining a harmonious working atmosphere.					
	Having an unbiased attitude for all					
	Motivating all to perform to their utmost potential					
	Ability to have a proper career planning and growth for his/her teachers.					
	Ability to manage grievances of the organization.					

No	PARTICULARS	S.A	A	UD	D.A	S.D.A
IX.	**Principal as an "Care Taker"**					
	Taking keen interest for maintenance and development of infrastructure.					
	Providing guidelines o manage between job and social life					
	Seeking for the welfare activity of faculty members.					
	Taking active interest in knowing about teachers, families, hobbies and other interest.					
	Ensuring the satisfaction and commitment of all stakeholders at large.					
	Ensuring health and safety measures of teachers and students.					
	Conducting induction programme for newly appointed teachers.					
	Ability to utilize the available resources optimally.					
	Promoting the name of the institution in the society					
	Ability to establish an appropriate disciplinary procedure for students and teachers.					
X.	**Principal as an "administrator and technocrat"**					
	Ability to deal with complexity, uncertainty and ambiguity.					
	Ability to handle multiple tasks at the same time with accuracy.					
	Equipped with the latest technology to promote the school activities.					
	Having concrete ideas and technical expertise.					
	Approaching students and teachers at different school to provide advice for their teaching patterns.					
	Directing the latest technological resources to support a multifaceted school plan.					
	Ability to allocate funds for extra curricular activities					
	Ability to allocate funds and resources for updating and maintaining technology in school.					
	Having enough knowledge of finance and management accounting					
	Having decision making ability with combination of mind and heart.					

Name: _____

Designation: _____

Name of school: _____

Name of trust: _____

Sign: _____

School seal:

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULY OF EDUCATION AND PHYSCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA.

Dear Sir/Madam,

I, Sanjay Mehta, am working as a Principal of Smt. L.P. Savani Vidyabhavan since last ten years. As a part of my Doctorate study, I am conducting a research on **"PERCEPTION OF TEACHERS AND TRUSTEES TOWARDS SECONDARY SCHOOL PRINCIPALS' LEADERSHIP QUALITIES IN SURAT CITY."**

This study is designed with an objective to assess the leadership qualities of Principals as perceived by teachers and trustees in various areas that include as a Visionary, Life Long Learner, Academician, Effective Communicator, Strong Role Model, Community Leader, Mentor and Motivator, Human Resource Manger, Care taker, Administrator and Technocrat.

As a part of the study, we would need to interview the Principal, two members of the trustees, preferably President and Secretary and ten teachers from Secondary and Higher Secondary section. They would be given a pre-tested scale and would require about 20 to 30 minutes to answer the questions effectively.
I assure that the information provided will be strictly confidential and will be used only for research purpose. Your co-operation will be highly appreciated.

Thanking you,

Guide :   **Researcher :**
Prof. R. G. Kothari   Sanjay Mehta
Dean(Offig.),
Dept. Of Education and Psychology
The M.S.University of Baroda,
Vadodara 390002.

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULY OF EDUCATION AND PHYSCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA

To,

_____

_____

_____

I, Sanjay Mehta, am working as a Principal of Smt. L.P. Savani Vidyabhavan since last ten years. As a part of my Doctorate study, I am conducting a research on "PERCEPTION OF TEACHERS AND TRUSTEES TOWARDS SECONDARY SCHOOL PRINCIPALS' LEADERSHIP QUALITIES IN SURAT CITY."

This study is designed with an objective to assess the leadership qualities of Principals as perceived by teachers and trustees in various areas.

I am in the process of designing the tool for data collection and to determine the validity of the tool, I request you to go through the scale and critically evaluate with respect to the following concerns:
1)	To examine the Language, grammar and vocabulary
2)	To evaluate the response mode
3)	Number of items in each component- whether adequate or not
4)	Coherence between components and items
5)	Any other suggestion.

Your co-operation will be highly appreciated.

Guide: **Researcher:**
Prof. R. G. Kothari   Sanjay Mehta
Dean(Offg.)   Research Scholar
Department of Education & Psychology,
M.S. University of Baroda.

જિલ્લા શિક્ષણાધિકારી કચેરી, સુરત.

જિલ્લા શિક્ષણાધિકારી કચેરી, સુરત.

Phone : 0261-2595903
Fax : - 0261-2595902
જા.નં / ૧૧ ૨૦૧૩- ૧૪ જ્જ્જ્બ્બ્

Website : www.deosurat.gov.in
Email : suratdeo@gmail.com
જિલ્લા શિક્ષણાધિકારી કચેરી,
સુરત.

પ્રતિ,
ટ્રસ્ટી શ્રી / આચાર્યશ્રી
સુરત શહેર તમામ મા.અને ઉ.મા. શાળાઓ,
સુરત.

વિષય : પીએચ.ડી.ના શૈક્ષણિક કાર્યમાં સહકાર આપવા બદલ.

સંદર્ભ : સંજય મહેતા, સંશોધક, મ.સ.યુનિવર્સિટી, વડોદરાના વિનંતી સંદર્ભે.

મહોદયશ્રી,

જયભારત સાથે જણાવવાનું કે શ્રી સંજય મહેતા શ્રીમતી એલ.પી.સવાણી વિદ્યાભવનમાં આચાર્ય (અંગ્રેજી માધ્યમ) તરીકે પોતાની ફરજ બજાવે છે. આચાર્ય એક આજીવન વિદ્યાર્થી હોય છે. આજ બાબતના એક ભાગરૂપે તેઓશ્રીએ THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA-390 002 ના CENTRE OF ADVANCED STUDY IN EDUCATION (FACULTY OF EDUCATION AND PSYCHOLOGY) વિભાગમાંથી "Perception of Teachers and Trustees towards Secondary School Principal's Leadership Qualities in Surat City" વિષય પર સંશોધન કાર્ય હાથ ધરેલ છે. આ સંશોધનકાર્ય માટે આપની શાળાઓનાં શિક્ષકોના ઉપરોક્ત વિષયના સંદર્ભની માહિતીનો માપદંડ ભરાવવા તેઓશ્રી આપની શાળામાં રૂબરૂ મુલાકાત લેશે.તેમના આ શૈક્ષણિક કાર્યમા આપશ્રી તેમજ આપશ્રીના શિક્ષકો તરફ્થી જરૂરી સાથ સહકાર આપવા આપશ્રીને ભલામણ કરૂં છું.

જિલ્લા શિક્ષણાધિકારી સુરત
જિલ્લો-સુરત.

જિલ્લા શિક્ષણાધિકારી,
સુરત જિ. સુરત.

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Entrance Examination for

Eligibility of Admission to degree of Doctor of Philosophy

(As per O.Ph.D. 2 as amended vide S.R. No. 29 (9) dated 12-10-2009)

This is to certify that

Mehta Sanjay Rameshbhai

(Seat No.319)

has cleared the

Ph.D. Entrance Test (PET) for

Eligibility of Admission to

The Ph.D. Programme of

The Maharaja Sayajirao University of Baroda

held on 14th April, 2010.

Chief Co-ordinator

Vice-Chancellor

(Validity of the Certificate is forever. The passing of Ph.D. Entrance Test (PET)
does not guarantee to Admission to Ph.D. Programme)

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APPENDIX: G

PH.D COURSE WORK COMPLETION CERTIFICATE

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Fatehgunj, Vadodara – 390 002, Gujarat, INDIA

Telephone : [+91–0265] • (Registrar) : 2795521

• (DO/GCU/Audit) : 2793735 • (IA/CAO) : 2795506, 2795527 • (Dy.R./AR ADE) : 2792032
• (Dy.R.Exams/Academics) : 2789485 • (AR Exams/Academics) : 2795502
• (Dy.R./AR ADM) : 2784062 • (ADM/ADE) : 2795514 • (Engineer/CD) : 2795512 • (Security) : 2789385

No.ACA3/ 700

Day & Date: 29-01-2015

1 6 FEB 2015

To,
The Dean,
Faculty of Education And Psychology,
The M. S. University of Baroda

Subject : Issuance of Ph.D. Course Work completion Certificate.

Sir/Madam,

Please find an enclosed certificate towards completion of Ph.D. Course work of the below specified Research Scholar:

Name of the Research Scholar	:	Mehta Sanjay Rameshbhai
Registration Number	:	180
Registration Date	:	11/10/2012
Ph.D. course work certificate number	:	25

Since the certificate being a pre-requisite for the submission of the synopsis, you are requested to arrange to send the certificate to the Research Scholar concerned through the concerned guide for further necessary actions.

Thanking you,

Yours faithfully,

Deputy Registrar (Academic)
For Registrar (OSD)
The M. S. University of Baroda

Faculty of Education
and Psychology, Baroda.
Inward No. FEP / 916
Date 18/2/15

Enclosure:
Ph.D. Course Work completion Certificate of Mehta Sanjay Rameshbhai.

Copy to:
• Section Examination

DEAN
FACULTY OF EDUCATION & PSYCHOLOGY
M. S. UNIVERSITY OF BARODA
VADODARA

Page 1 of 1

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Mehta Sanjay Rameshbhai,** Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009,* vide Registration Certificate Number **180** dated **11/10/2012,** for pursuing Ph.D. on has undertaken and completed the course work with the Grade B.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Mehta Sanjay Rameshbhai**

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits *[Offered At University Level]*			
I.	Introduction To Research & Research Writings	3	C
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	C
III.	Quantitative Research Techniques & Data Analysis	3	E
Departmental Courses – 06 Credits *[Offered at Departmental Level]*			
IV.	Review and Report of Researcher	3	A
V.	Theoretical/Conceptual Framework of Research Problem	3	A
		Overall Grade	B

Date of Issue: 29-01-2015

Place: Vadodara

Registrar (OSD)

Grade Conversion Table and Grade Calculation Formula

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 – 9.00
B	8	7.01 – 8.00
C	7	6.01 – 7.00
D	6	5.01 – 6.00
E	5	4.01 – 5.00
F	4	Below 4.00

$$Overall\ Grade = \frac{\sum \left(Grade\ Po\operatorname{int} s \times Credits\right)}{\sum Credits}$$

FACTOR ANALYSIS ROTATED MATRIX (TEACHER)

Sr.No.	Items	Component				
		1	**2**	**3**	**4**	**5**
1	Futuristic	.202	.540	.060	.099	.173
2	Qualification	.197	.596	.029	.158	.029
3	Curriculum	.183	.502	.108	.049	.197
4	Policies	.254	.635	.137	-.067	.043
5	Activities	.105	.529	.016	.289	.014
6	Society	.139	.466	.199	.094	.199
7	Opportunities	.225	.544	.097	.205	.057
8	Recruitment	.141	.246	.051	.411	.224
9	Infrastructure	.160	.412	.031	.169	.266
10	Deal	.267	.537	.035	.016	.362
11	Vision	.234	.585	.089	.142	.029
12	Conference	.145	.560	.100	.246	.129
13	Children	.105	.499	.213	.412	.064
14	Mediator	.257	.505	.010	.161	.201
15	Emotionally	.192	.564	.190	-.043	.246
16	Knowledge	.062	.421	.248	.070	.062
17	Interating	.245	.603	.153	.137	.067
18	Bridge	.290	.612	.118	.106	.131
19	Guidlines	.146	.358	.399	-.026	.333
20	Multiple	.243	.427	.238	-.055	.379
21	Participate	.172	.425	.326	.210	.222
22	Educationists	-.064	.376	.313	.225	.343

Sr.No.	Items	Component				
		1	2	3	4	5
23	Observing	.140	.477	.242	.290	.096
24	PTA	.095	.439	.185	.491	.219
25	Pleasant	.131	.481	.245	.303	.150
26	Encuraging	.232	.477	.297	.164	.207
27	Advising	.232	.549	.182	.178	.086
28	Analyzing	.220	.311	.211	.455	.159
29	Welfare	.229	.385	.279	.203	.346
30	Technology	.136	.406	.036	.411	.323
31	Needs	.091	.410	.163	.224	.426
32	Organizing	.151	.376	.222	.296	.270
33	Guiding	.256	.400	.136	.320	.142
34	Process	.337	.197	.217	.126	.558
35	Nonbiased	.338	.233	.139	.146	.518
36	Deprived	.192	.272	.473	.069	.434
37	Extraordinary	.449	.429	-.024	.197	.143
38	Topdown	.200	.339	.177	.274	.450
39	Satisfaction	.173	.228	.319	.186	.545
40	Innovative	.394	.456	.164	.226	.177
41	Latent	.549	.369	.066	.022	.318
42	Numerous	.156	.286	.138	.523	.276
43	Execution	.231	.266	.247	.351	.266
44	Guidance	.178	.327	.077	.268	.462
45	Values	.529	.448	.177	.040	.104
46	Relations	.118	.107	.621	.059	.146

Sr.No.	Items	Component				
		1	2	3	4	5
47	Speech	.418	.296	.298	.215	.142
48	HR	.433	.160	.365	.151	.197
49	Measures	.425	.358	.304	.192	.134
50	Multifaceted	.422	.411	.337	.041	.047
51	Leaders	.467	.326	.237	.343	.046
52	Habits	.393	.258	.307	.321	-.026
53	Remedial	.431	.278	.368	.234	.136
54	Climate	.552	.323	.277	.096	.112
55	Respectable	.505	.236	.283	.114	.209
56	Community	.369	.153	.461	.133	.193
57	Initiative	.504	.224	.237	.333	.053
58	Atmosphere	.610	.287	.131	.191	.130
59	Programme	.425	.077	.323	.288	.158
60	Funds	.167	.054	.476	.234	.190
61	Goals	.567	.141	.104	.285	.221
62	Newspapers	.247	.185	.445	.370	.032
63	Pattern	.466	.184	.158	.042	.237
64	Co-operations	.462	.130	.123	.397	.137
65	Field	.431	.053	.277	.404	.188
66	NGO	.361	.164	.504	.102	.109
67	Teachers	.619	.204	.128	.011	.139
68	Utmost	.621	.225	.220	.158	.146
69	Utilize	.615	.175	.176	.109	.102
70	Updating	.258	.063	.512	.092	.317

Sr.No.	Items	Component				
		1	2	3	4	5
71	Reflective	.532	.246	.285	.082	.197
72	Participating	.400	.144	.301	.482	-.031
73	Transparency	.566	.215	.206	.082	.178
74	Attaining	.516	.376	.392	.014	.007
75	Linkages	.326	.098	.619	.164	.225
76	Providing	.458	.239	.387	.100	.011
77	Growth	.521	.181	.347	.244	.069
78	Promoting	.356	.197	.168	.252	.172
79	Finance	.435	.144	.259	.125	.328
80	Parents	.448	.285	.145	.272	.011
81	Hobbies	.232	.185	.496	.408	-.115
82	Sensitive	.283	.151	.592	.147	.160
83	Inspirational	.370	.209	.574	.094	-.028
84	Grivances	.380	.052	.220	.373	.349
85	Procedure	.406	.173	.076	.456	.122
86	Combination	.535	.152	.153	.433	.048
87	Adopting	.541	.243	.093	.249	.125
88	Work	.499	.210	.404	.067	.093

APPENDIX: H (2)

FACTOR ANALYSIS ROTATED MATRIX (TRUSTEE)

Sr. No.	Item	Component										
		1	2	3	4	5	6	7	8	9	10	11
1	Futuristic	.173	.204	.736	.132	.004	-.048	.131	.020	-.177	-.108	.126
2	Qualification	.129	.087	.757	.024	.060	.219	-.021	-.066	.089	.189	-.103
3	Curriculum	.311	.049	.767	.096	.063	.188	.100	.066	-.015	.000	-.036
4	Policies	.354	.109	.546	.229	.272	.289	.040	.093	.154	.131	-.248
5	Activities	.516	.136	.243	.110	.243	.083	.112	.188	.388	.236	-.216
6	Society	.371	.377	.482	.191	.050	-.085	.020	.161	.127	.106	.013
7	Opportunities	.448	-.184	.427	.369	.084	-.061	.031	-.001	.305	.140	-.027
8	Recruitment	.267	.356	.339	.458	.219	.076	-.073	.077	.206	-.031	.104
9	Infrastructure	.331	.178	.052	.628	.147	.018	-.080	.184	.323	.165	-.120
10	Deal	.038	.222	.153	.471	.257	.403	-.173	.049	.288	.294	.149
11	Vision	-.037	.545	.367	.125	-.084	.003	-.225	.037	.378	.293	.054
12	Conference	.130	.359	-.019	.205	.183	.137	.021	-.044	.676	-.142	.082
13	Children	-.096	.700	.156	.131	.300	.152	-.134	.048	.233	-.031	.026
14	Mediator	.173	.128	-.058	.216	.235	.250	.254	.013	.548	-.094	.358
15	Emotionally	.075	.409	.157	-.040	-.181	.206	.068	.214	.056	.150	.452
16	Knowledge	.166	.024	.200	-.030	.120	.661	-.061	-.012	.099	.000	-.015
17	Interating	.057	.256	.589	.132	.259	.430	.039	-.022	-.005	-.171	.184
18	Bridge	.552	.007	.330	.077	.226	.329	.061	.061	.067	-.072	.111
19	Guidlines	.249	.472	.271	-.003	.535	-.050	.112	.023	.101	.008	.253
20	Multiple	.282	.135	.058	.166	.745	.139	-.064	.051	.206	.138	-.041
21	Participate	.335	.208	.057	.242	.609	.138	.125	.144	-.020	-.027	.219
22	Educationists	.142	.324	.429	.205	.547	.022	.011	.037	.078	.146	-.076

Sr. No.	Item	Component										
		1	2	3	4	5	6	7	8	9	10	11
23	Observing	.297	.238	.308	.326	.583	.094	.048	.045	.155	-.200	-.075
24	PTA	.084	.182	.603	.209	.210	.187	-.078	.185	.101	.324	.035
25	Pleasant	.398	.124	.168	.464	.532	.134	.030	.231	.046	-.247	.095
26	Encuraging	.050	.321	.595	.172	.244	-.183	.002	.298	.139	.048	.081
27	Advising	.237	.558	.146	.236	.256	.013	.186	.341	.585	.104	-.123
28	Analyzing	.102	.103	.166	.646	.334	.142	.025	.127	.216	.071	.149
29	Welfare	.382	.063	.220	.628	.071	.086	.109	.132	.151	-.092	.051
30	Technology	.192	.506	.476	.275	.112	-.219	.076	-.050	.001	.111	.033
31	Needs	.368	.217	.359	.258	-.021	.172	.058	.154	.134	.123	-.306
32	Organizing	.102	.611	.199	.198	.322	-.068	.160	-.131	-.108	.127	-.011
33	Guiding	.359	.288	.077	.572	-.197	-.003	.155	-.143	.130	.076	.047
34	Process	.024	.099	.062	.213	-.041	.207	.135	.023	-.029	.795	.134
35	Nonbiased	.275	.659	.004	.133	-.056	.113	.079	-.041	-.225	.029	.333
36	Deprived	-.017	.270	-.018	-.050	.190	.393	.052	-.033	.148	.090	.569
37	Extraordinary	.323	.124	.065	.221	-.075	.724	-.003	.046	-.007	.024	.160
38	Topdown	.393	.031	.084	.013	-.024	.659	.122	.283	-.015	.204	.114
39	Satisfaction	.037	.538	.190	.322	.315	-.116	.104	.057	-.201	.149	.374
40	Innovative	.373	.071	.083	.678	.181	.060	-.041	.163	-.135	.061	.035
41	Latent	.372	.065	.180	.162	.239	.156	-.132	.138	.130	.194	-.130
42	Numerous	.265	.453	.521	.128	.347	.212	.027	-.037	.024	-.159	.030
43	Execution	.255	.357	.500	.276	.110	.022	.239	.166	.149	-.101	.014
44	Guidance	.604	.144	.268	.303	.185	.016	.156	-.043	.043	.035	-.138
45	Values	.455	.054	.151	.229	.597	-.020	.120	.042	.174	.073	-.076
46	Relations	.220	.512	.188	-.039	.504	-.141	.245	-.142	.152	-.138	.012

Sr. No.	Item	Component										
		1	2	3	4	5	6	7	8	9	10	11
47	Speech	.569	.154	.290	.538	.172	-.132	.113	.019	.054	.055	.030
48	HR	.473	-.005	.284	.567	.174	.203	.170	-.096	.081	.187	.050
49	Measures	.443	.063	.140	.453	.405	-.051	.098	-.068	.130	.184	-.005
50	Multifaceted	.425	.375	.390	.090	.213	.021	.026	-.025	.056	.267	.061
51	Leaders	.814	.156	.119	.205	.162	.094	.005	.134	.097	-.016	.060
52	Habits	.678	.022	.221	.128	.252	.220	-.079	.048	.129	-.044	.093
53	Remedial	.696	.053	.084	.260	.288	.011	-.051	.180	-.032	.076	.230
54	Climate	.583	.011	.300	.287	.122	.331	-.028	.132	.059	.088	.140
55	Respectable	.403	.507	.167	-.029	.067	-.041	-.063	.440	.012	.189	.338
56	Community	.541	.051	.021	.187	.053	.163	.135	.462	.130	-.204	.243
57	Initiative	.368	.022	.159	.104	.182	.278	.154	.491	.207	.237	.050
58	Atmosphere	.023	.731	.112	-.065	-.040	.155	.209	.344	.121	.015	-.039
59	Programme	.005	.208	.045	.130	.044	.588	.358	.089	.112	.258	-.021
60	Funds	-.045	.348	.165	-.004	-.064	-.045	.636	.210	.034	.031	.080
61	Goals	.004	.516	.353	.123	.092	.292	.373	.037	-.004	.025	-.165
62	Newspapers	.116	.184	-.215	.385	.185	.156	.551	-.058	.145	.060	-.074
63	Pattern	.173	.119	.155	.645	.230	.112	.150	.078	.026	.143	-.313
64	Co-operations	.073	.407	.337	.322	.019	-.322	.284	.038	-.153	.298	.323
65	Field	.566	.003	.223	.544	.122	.076	.156	.026	-.046	.138	.054
66	NGO	.368	.234	.330	.192	.183	-.327	.275	-.093	-.084	.260	.207
67	Teachers	.445	-.080	.331	.244	.066	.003	.489	.029	.162	.150	.275
67	Utmost	.606	.284	.406	.358	.149	-.065	.118	.084	-.030	-.017	.067
69	Utilize	.541	.039	.152	.234	.347	.089	.131	.376	-.036	.210	-.079
70	Updating	.296	.106	.478	-.044	.232	.304	.401	.236	-.123	.137	.073

Sr. No.	Item	Component										
		1	2	3	4	5	6	7	8	9	10	11
71	Reflective	.525	.090	.182	.063	.264	.151	.519	.098	.045	.017	.035
72	Participating	.496	.096	.319	.329	.144	.439	.215	.190	-.020	.205	-.180
73	Transparency	.368	.100	.373	.149	.170	.300	.018	.222	-.056	.502	-.208
74	Attaining	.535	.200	.278	.278	.425	.066	.193	.167	-.014	-.149	.046
75	Linkages	.468	.178	.137	.354	.138	.006	.166	.404	-.166	-.096	-.056
76	Providing	.302	-.100	.322	.381	.098	.147	.292	.412	.078	.234	-.040
77	Growth	.457	.076	.070	.400	.080	.074	.341	.348	.240	-.012	.030
78	Promoting	.513	.155	.100	.278	.015	.339	.065	.498	.041	-.009	-.048
79	Finance	.629	.228	.024	.269	.011	.107	.053	.406	.133	-.023	-.107
80	Parents	.404	.640	.198	.004	.017	.169	.120	.104	.254	.173	-.164
81	Hobbies	.110	.785	.107	.094	.248	.103	.165	-.099	.050	.028	-.113
82	Sensitive	.278	.686	-.009	.124	.127	.074	-.019	.132	.109	-.166	.259
83	Inspirational	.421	-.006	-.272	.228	-.043	.317	.259	-.155	.081	.200	.272
84	Grivances	.643	.484	-.007	.004	-.017	.246	-.103	.004	-.020	.073	-.027
85	Procedure	.829	.162	-.097	.135	.081	.054	.012	.026	.048	.014	-.011
86	Combination	.824	.222	.172	.074	.075	.110	.135	-.045	-.005	.012	-.007
87	Adopting	.664	.041	.278	.115	.121	.246	.048	.050	.217	.106	-.220
88	Work	.546	.046	.315	.232	.274	-.022	.077	.053	-.027	-.046	.157

ANNEXURE: I (1)

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1/2016

Welcome

Council For Teacher Education (Gujarat Chapter) has launched 'EduInspire' - is an International eJournal to serve the purpose for publishing intellectual epapers in the area of Education specially for Teacher Education. To enhance the attitude for the advanced research and higher thoughts/ ideas, this ejournal is providing the aspirants to share and disseminate intellectual property and also to gain more on wealth of knowledge.

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Editorial Team is taking responsibilities to collect the articles/e-papers from authors of the global world and conducting necessary procedures till to.. More...

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4	Principal as an Educational Leader in 21st Century	Mr. Sanjay Mehta Prof. R. G. Kothari

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Principal as an Educational Leader in 21st Century

INTRODUCTION

In one of his speech **Vince Lombardi (n.d)** quote "Leaders are made, they are not born. They are made by hard effort, which is the price which all of us must pay to achieve any goal that is worthwhile." The above short but quite famous single line has left each intellectual to think debate and analyze from all the angles. Many theories whether of science, management or philosophy have been applied to test the essence of this sentence. However it is a "born" or "made "quality, leader's importance in any organization cannot be neglected. A leader who lead others and set certain concepts in their respective fields later turn as benchmark or rather takes the shapes of concrete philosophy. At time it is visible and sometimes it is abstract, too.

Today in the 21st century, when the world is moving towards a unified whole, and fragmentation, violence and ego are the threats to this need for harmony, the true leader that society is looking for is one that has a universal vision to facilitate synergetic growth, and values the process as well as the goal. Leadership plays a vital role in the survival of organizations. It is concerned with the framing of policies and implementation which help to direct the activities of an organization towards achieving desired goals. Leadership is certainly possible in an authoritarian position, but at the same time, there are many external as well internal factors affecting any leader's style of work. Some of them are personal enthusiasm, personal authority, creditability, knowledge and skill. Leadership cannot be imported from outside; rather it gradually emerges, grows and is achieved. Leadership is the ability to guide, conduct, direct or influence the team mates for the purpose of achieving common goal. The leader thus, possesses the ability to influence others to achieve positive results. Bennis (1966) defined leadership as the fulcrum on which the demands of the individual and the demands of the organization are balanced. Patel (1983) referred leadership as a process by which an agent

induces a subordinate to behave in a desired manner. Davis and Newstrom (1989) positively commented that leadership is a process of encouraging and helping others to work enthusiastically towards objectives. Kouzes & Posner (2002) showed another dimension by saying that leadership is a relationship between those who aspire to lead and those who choose to follow. The core message that runs through all these definitions and which constitute the essence of leadership is that leadership is not ability but a process whereby an individual influences a group of individuals to focus their efforts towards a common goal.

Effective leadership always plays a momentous role in the augmenting the efficiency of an educational institute. Management is increasingly considered a body of knowledge and practice, a process comprising of planning, organising, staffing, directing and controlling. Large school systems have come into being which present complexities, requiring considerable energies or administration. A 'school head' thus is seen to need management skills how to make school plans, organize required resources to implement these, assess implementation and provide feedback for planning the next period. This skill set is seen as a full time specialization distinct from 'academic' tasks like teaching learning, preparing to teach, teacher support etc. Many schools suffer poor management, which affects institutional effectiveness-absence of rigorous long term and short term (annual) planning impacts focus and alignment of work of teachers, poor organizing impacts implementation, poor monitoring and feedback mechanisms affect the school's learning from its work experiences which in turn affects planning. Thus every school needs a good manager.

TYPES OF LEADERSHIP:

Cheng (1994) has described various types of leadership which are as under.

HISTORY OF EDUCATIONAL LEADERSHIP:

Toward the end of the first century of public education, educational leadership completed the managerial turn, whereby business values eclipsed the values of democracy in education. Each segment of society started taking leadership as an important tool to change the current scenario, specially educational leadership attracted everyone's attention. Governments, too, shifted their roles vis-à-vis public education from that of protecting the constitutional rights of all citizens to becoming the central authorities, dictating structural, curricular, and accountability policies for public schools.

The term *Educational leadership* came into currency in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. The concept of leadership was favored because it conveys dynamism and pro-activity. The principal is commonly thought to be the school leader. If history serves us correctly, the principal-ship is about 170 years old with four major role changes from the early 19th century through the first half of the 20th century and into the early years of the 21st century. Initially, the principals' main function was clerical in nature and focused on assisting the board of education with day-to-day details of running the school. At the turn of the 20th century, states began to develop common curriculum for public schools with principals fulfilling the role of teacher-scholar or master educator who had added an emphasis on curricular and instructional matters to school operations. In the early 20th century, the Industrial Revolution affected the principals' role by shifting the emphasis to expert manager with efficiency in handling non-instructional tasks such as budget, facility, and transportation. The early 1980s initiated the change that has continued through today with the principals' viewed as chief executive officer, including the roles of professional adviser to the board, leader of reforms, manager of resources and communicator to the public.

CONCEPT OF EDUCATIONAL LEADERSHIP:

Educational leadership is that leadership which provides direction and expert advice on developments of learning, teaching and curriculum, emphasizes relevance to education in management, diagnosis educational problems and encourages professional development and teaching improvement. Educational leader has to imbibe the qualities of all the types of leaders. Educational leaders hold leadership positions with significant responsibility. As the responsibilities of the leader have increased in recent years, so has the stress. Coordinating and interacting with faculty, parents, students, community members, business leaders, state and local policy makers is stimulating as well as demanding. Today the Principal of a Secondary

school is expected to play a large number of roles such as: Instructional Leader, Philosopher, Disciplinarian, Public Relation Officer in the local community, Decision maker, Curriculum Designer, Data Processor, Facilitator for Learning, etc. Essentially the Principal has to provide leadership to the institution and the staff in such matters for infusing these in curriculum planning and transaction process.

ESSENTIAL QUALITIES OF A SCHOOL PRINCIPAL IN CONTEXT:

Principals should be able to use collaborative efforts towards the achievement of the goal that are underpinned by co-operation and consultation. The Principal as the school head should be able to act as a mentor to support the professional development needs of the whole team. Being an effective Human resource manager he should value the individual contributions of teachers and other school associates and guide them in their prescribed roles. The basic values and attributes of the Principal are his needs to be confident and capable of asserting the professional role of teachers and the value of education. Being a promoter of continuous lifelong learning, he is also expected to be a strong learning focused resource person. He should be totally committed to the ongoing learning needs of their students and staffs. The Principal must possess high ordering skills in establishing and maintaining effective and high quality relationships with wide range of people. He should hold a deep commitment to the values of cultural and indigenous groups within their community and bring wisdom and understanding to the resolution of differences. The Principal is expected to be intellectually and critically aware of global issues and possess a futuristic orientation in their planning and management processes. He should be skilled and knowledgeable in relation to the application of information and learning technologies to meet the curriculum requirements. Apart from the professional skills, he must possess strong personal qualities like inspiration, reliability, honesty, trust, risk-taking, innovation and a sense of humor.

DUTIES, POWERS AND RESPONSIBILITIES OF THE PRINCIPAL:

Principals have to guide and control the work of the teaching and non-teaching staff of the school. The Principal would plan the year's academic work in advance in consultation with his colleagues and hold staff meeting at least once a month, review the work done during the month and assess the progress of the pupils. Principal would help and guide the teachers to promote their professional growth and actively encourage their participation in courses designed for in-service education. Principal would promote the initiative of the teachers for self-improvement and encourage them to undertake experiments which are educationally sound.
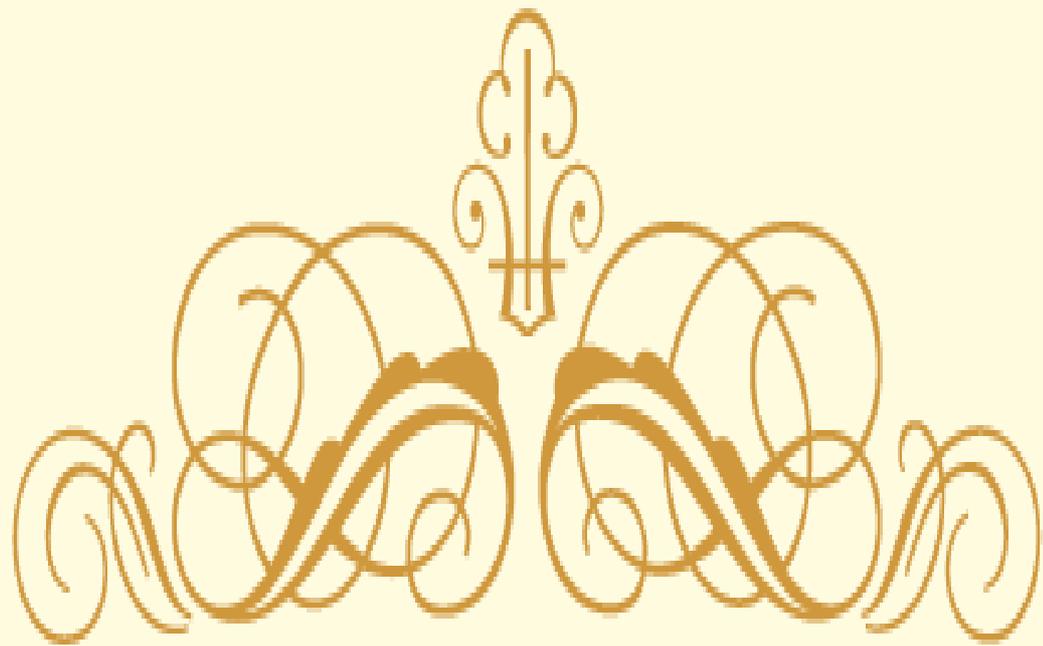
Principal will be the in-charge of admission in the school, preparation of school timetable, allocation of duties and teaching load to the teachers, and shall provide necessary facilities to the teachers to discharge their duties and conduct school examination in accordance with the instructions issued by the Board from time to time. Principal will be responsible for the proper maintenance of accounts of the school, school records, service books of teachers, and such other registers, returns and statistics as may be specified by the Board, responsible for the provision of supervision of students and student activities on school play grounds, sports events and related practical examinations and competitions.

CONCLUSION: Thus, the Principal has many roles to play like a human resource manager, a liaison, a public relation officer, an instructional leader, a manager, an administrator, an exemplary leader, a counselor, a public officer, a disciplinarian, a building contractor, a nurse, motivator, visionary, community leader, care taker, an academician, technocrat and even a messenger. It means a principal's job is an all rounder's job. A principal has to justify each role equally. He /She is always in centre and each stake holder of the school expects him/her to perform the above mentioned role perfectly with hundred percent dedication.

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Thank You