



A Study of Educational Leadership in Relation to Graduate & Post Graduate Student of Arts, Commerce & Science

DR. DINUBHAI M. CHAUDHARI

Associate Professor,
Swami Vivekanand Sarvodaya Education College,
Nagalpur, Mehsana, Gujarat (India)

Abstract:

Secretary Bennett waged a war of words on colleges and universities that were considering broadening their required curriculum to include important works by non-western thinkers and writers. In defending the traditional curriculum, Bennett said that the west had set standards for the rest of the world. Faculty at institutions considering changes responded that the so-called great works represent only the views of white male authors. They argued that non-Western writers and thinkers have made significant contributions and should be studied to prepare students for an increasingly pluralistic society. Requiring students to read works by women, members of minority groups, and non Western writers would also help students from these groups develop a sense of their cultural heritage.

Archives consist of articles that originally in Collier's Year Book (for events of 1997 and earlier) or as monthly updates in Encarta Yearbook (for events of 1998 and later). Because they were published shortly after events occurred, they reflect the information available at that time. Cross references refer to Archive articles of the same year.

This section on Professional and Leadership development will provide you guidance on identifying developing your leadership styles and responsibilities. In addition, it outlines the characteristics of successful professional development programmes and provides the tools and resources to reinforce your education change and technology implementation with the professional development programmers required for its ongoing success for Pluralistic Society.

Keywords: Education change & technology, Educational leadership, Professional development

1. Introduction

The students of graduate & Postgraduate of Arts, Commerce and Science colleges are new generation for thinking about Educational leadership. They are mature to understand for the Leadership. They are always thinking 'what should be done and behaved by the Educational Leaders?' They are able for accepting the proper leadership. So that the investigators think to get Opinions & Ideas from these graduate and post graduate students.

2. Definition of Terms

2.1 Pluralistic

Society with different internal groups: the existence of groups with different ethnic, religious, educational or political backgrounds within one society.

a policy or theory that minority groups within a society should maintain cultural differences but share overall educational, political and economic power.

Here Pluralistic means the existence of groups with different educational backgrounds within one society.

2.2 Educational

2.2.1 Instructive and Informative

Giving knowledge, instruction, or information. Here Educational means giving knowledge, instruction, or information.

2.2.2 Through College & School Institutes

Relating to teaching and learning: relating to, involving. or concerned with education.

2.3 Leadership

Office or position of leader: the office or position of the head of a political party, educational institutes or other body of people.

Ability to lead: the ability to guide, direct, or influence people. Here Leader means College & School Principal and Leadership means Principal have ability to guide, direct, or direct or influence the students, Staff, trustees and parents.

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3. Objectives of the Study

1. To know educational leader's Qualities from the opinion & idea of college's students.
2. To know educational leader's behaviour & their works.

4. The Variables

Leadership of school & College Principal:
Favorable or Unfavorable for the college students.

5. Limitation of Study

1. The Category of Qualities of leader was not made through proper standard method.
2. The students were only Arts, Commerce & Science of Hemchandracharya North Guj. Uni. Patan.
3. Only one question's data have analyzed.

6. Tools Used

For the collection of data of study, the following tool was adapted by the investigators. Three questions were written by the investigators for giving to the students and getting their opinions & idea for leadership of education in response of favorable or unfavorable.

1. Which type of leadership can be favorable for you?
2. Which type of leadership can not be favorable for you?
3. Which type of leadership can be given by you to society?

7. Sample

For the collection of data of the study, the following samples were adapted by the investigators.

Sr. No.	Faculty	Students
1	Arts	45
2	Commerce	15
3	Science	30
Total		90

8. Research Design

Investigators have selected research design is as hereunder.

Sr. No.	Qualities for Educational Leader	Favorable Scores	In %
Table-1	1 -14	60	100
Sr. No.	Favorable the Works in leader for educational leadership	Favorable Scores	In %
Table- 2	1-10	372	100

9. Analysis of the Data

The graduates of Arts, Commerce, and Science faculty's students were favorable the following qualities in Educational leader.

Table 1

Sr.	Qualities for Educational Leader	Favorable Scores	In %
1	Faith fidelity [13+6]	3	4
2	Value: For Ideal [5]; Human [3]	19	31
3	Adventurous	8	13.33
4	Self-Respect	6	10
5	Power of Test	5	8.33
6	Proper Behaviour	4	6.67
7	Power of Decision	3	5
8	Love of Discipline	3	5
9	Prestige & Status	2	3.34
10	Respect to Religions	2	3.34
11	Of Good Character	1	1.67
12	Out Spoken	1	1.67
13	Satisfaction	1	1.67
14	Love of Nation	1	1.67
	Total	60	100

Table no. 1 and column 3 & 4 indicate that the favorable scores of qualities for educational leader are 19, 18, 6, 5, 4, 4, 3, 3, 2, 2, 1, 1, 1 & 1 and it's percentage; So that, it can be said that Some qualities for educational leader are most important such as faith & Fidelity, Values, Adventure, Self-Respect, Power of Test. Also it can be said that the other qualities are not less important such as Power of Decision, Love of Discipline, Prestige & Status, Respect to Religion, Of Good Character, Out Spoken Satisfaction, Love of Nation.

The graduates of Arts, Commerce and Science faculty's students were favorable the following acts in leader for educational leadership.

Table 2

Sr.	Favorable Acts in Leader for Educational Leadership	Favorable scores	In %
1	Which type of rule to be given: Public problem to be solved [19]; Provide proper judgment[16]; Can be thought freely[16];		

2	Provide Privilege & Right [12]; Provide need to every (P)(S) [11] Development: Social [42]; nation [16]; Person [13]; world level [1]	74 72	19.89 9.35
3 4	Arrangement: Complete work on proper time [21] To prepare young-unification [15]; Public Interest [11]; As a democracy [8]; Provide encourage [7]; Unselfish Service [3] Equality: For Impartial work [20] For Female [14] For community & Religions [12]	65 46	17.47 12.37
5	To detain: Impure Life-Corruption [20] Exploitation [12] Vice – Blind faith [5]	37	9.75
6	To control: Poverty [16] Unemployment [6] Pollution-Sue side- increase of Prices [3]	25	6.72
7	For Emotional: Take care for Brotherhood & their love [16] Take care for adjustment of their family [4]	20	5.68
8	Give Importance: Basic education [5] Higher education [9] Accept new technology [3]	17	4.57
9	To Preserve: Heritage of Cultural, Social & Traditional [8] Peace & Security [7]	15	4.03
10	Here all, but follow thy own judgment Total	1 372	0.17 100

Table no. 2 and column 3 & 4 indicate that the favorable scores of the graduates of Arts, Commerce and Science faculty's students were the following acts in leader for educational leadership are 74, 72, 65, 46, 37, 25, 20, 17, 15, & 1 and it's percentage; So that, it can be said that Some acts for educational leader are most important such as:

1. *Which type of rule to be given by leader:* Public problem to be solved; Provide proper judgment; Can be thought freely; Provide Privilege & Right Provide need to every.
2. *Development by Leader:* Social; Nation; Person; World; level.
3. *Arrangement to be done by leader:* Complete work on proper time; to prepare young-unification; Public Interest; as a democracy; Provide encourage; Unselfish Service.
4. *Equality to be done by leader:* For Impartial work; For Female; for community & Religions
5. *To be detained by leader:* Impure Life-Corruption; Exploitation; Vice – Blind faith
6. *To be controlled by leader:* Poverty; Unemployment; Pollution-Sue side- increase of Prices.

And also it can be said that the other acts that the others acts in leader for educational leadership are not less important such as:

1. *For Emotional acts*: Take care for Brotherhood & their love; Take care for Adjustment of their family.
2. *Given Importance by Leader*: Basic education; Higher education; Accept new technology.
3. *Preserved by Leader*: Heritage of Cultural; Social & Traditional; Peace & Security.
4. Here all but follow thy own judgment.

10. Summary

The investigators have made an abstract are hereunder.

Three questions were written by the investigators for giving to the students and getting their opinions & idea for leadership of education in response of favorable:

1. The graduates & post graduate of Arts, Commerce and Science faculty's students are accepts most favorable qualities such as faith & Fidelity, Values, Adventure, Self respect, Power of test, So that it can be said that these are requarable qualities, also the Government Institutes and Private Trust should be attention on the occasion of selection of principals and directors of educational campus in relation to these qualities.
2. The graduates & post graduate students of Arts, Commerce and Science faculty's students are accepts most favorable acts from the leader such as:
 - a. Which type of rule to be given by leader: Public problem to be solved; Provide proper judgment; can be thought freely; Provide Privilege & Right; Provide need to every.
 - b. Developed by Leader: Social; Nation; Person.
 - c. Arrangement to be done by Leader: Complete work on proper time; to prepare young unification; Public Interest; As a democracy; provide encourage;
 - d. Equality to be done by Leader: For Impartial work; For Female; For Community & Religions.
 - e. To be detained by Leader: Impure Life- Corruption; Exploitation
 - f. Give Importance; Take care for brotherhood 7 their Love
 - g. Give Importance: Higher Education
 - h. To Preserve:

Heritage of Cultural, Social & Traditional & Peace – Security

So that it can be said that these requirable acts, also the Government Institutes and Private Trust should be attention on the occasion of selection of principals and directors of educational campus in relation to these act for Educational leadership in Pluralistic Society.

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