



Fostering Leadership Skills among Prospective Teachers: An Essential Step towards Achieving Excellence in Teacher Education

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Abstract

Education is an effective means for social reconstruction and to a great extent it offers solution to the problems a society is facing today. The present day teachers are the pillars and architect of any modern society and while realizing their responsibilities and challenges on their shoulders, they should adapt and respond to any changes taking place in the rapidly changing society. Society, especially in the present century is dynamic and the aspirations of the society are also undergoing tremendous changes. Therefore, any education imparted, must be able to respond to National aspirations and goals.

Today in the era of globalization and privatization, the foundation for the edifice of any schooling system are its teachers and as a result, the quality of education depends on their competence, professionalism, commitment, dedication and attitude. Therefore, the quality of any institution depends on the quality of its teacher/leaders. Teachers' in the emerging Indian society play a very pivotal role in the process of any institution development. But only effective teachers through their effective leadership qualities and skills would be able to provide high quality of education and values among its students. Any institution/school or college is built through inducting high quality faculty, establishing a research culture and culture of quality with pace setting, and walking-the-talk leadership. The principal or the head of any institution, in the process of its institution building should emphasize upon developing academic support, infrastructure, should facilitate individual growth within the perspective of organization goals through encouragement and recognition, promote decentralization of authority and responsibility, foster democratic approach and attitude, shifting from ethnic prejudice to tolerance and moving away from narrow nationalism to a broad custodian of national and universal values and in the process inspiring its staff to acquire educational objectives which have been formulated by the

institution to serve its students. Thus, the teacher/leader who is professionally and personally committed, would be able to foster capacity building and leadership skills among its teacher trainees. A teacher educator, which has life skills and soft skills along with academic excellence would be able to bring about social reconstruction, social transformation and transmission of wisdom, knowledge, excellent communication skills, leadership qualities, time management skills, decision making skills and above all help to build an emotionally balanced personality to his/her students with Indian ethos and cultural values. The present paper explores the role of teacher educators and leaders of any teacher educational institution in promoting capacity building and leadership qualities and skills among its teacher trainees.

Key words: *Capacity Building, Leadership skills, Institutional Development, Professional Development, Teacher Education*

“A teacher is one who should have control over his thoughts/speech: practiced....spirituality: overcome his conflicts: acquire more qualities/knowledge compared to other enterprising and not indifferent and of passive nature is sufficiently resourceful, control over his thoughts and they can attain total concentration; developed pleasant disposition; become a kind hearted person; and respect for/to his religion and ius not ashamed for”.

Mithila Vidyapeeth

Introduction

The basic character of education is that it informs and enlightens the person about things he does not know and thus initiates him into asking questions about nature, life, society and its organization. Any education must be able to respond to societal aspirations. Thus, education makes a person capable of thinking for himself and finding answers to questions that are significant for one's life.

In today's changing scenario of higher education, educational and social changes put new demands upon school and local education authorities leading to reconsidering the existing curricular and organizational pattern to make them more appropriate according to the new situation. On the other hand, there is a need for the teachers to respond to changes imposed from outside of their own immediate context, as a matter of local or national policies.

School teaching is the single largest professional activity in the country. There are approximately 4.72 million school teachers in the country. Thus, the foundation for the edifice of any schooling system is undoubtedly, the teachers and as a result, the quality of education depends on their competence, professionalism, commitment, dedication and attitude. Today, there is tremendous change in the social systems and technological developments. Teachers of today are required to play the role of agent for change. They have to perform this role with utmost care and sensitivity in promoting, understanding and tolerance among younger generations. The modern day teacher has to shoulder many challenges and responsibilities so as to bring harmony in cognition, emotion and action among younger generations. As social and technological changes are perpetual and rapid, there is rapid change in schooling and roles of teachers. Thompson (1995)⁹, rightly corroborates, “Improving the quality of education depends on first improving recruitment,

training, social status and conditions of work of teachers, they need the appropriate knowledge and skills, personal characterization, professional prospects and motivation, if they are to meet the expectations placed upon them”.

The ultimate aim of any teacher education programme is to prepare teachers, who can initiate desired learning outcomes among school children by optimizing the resources-human and material. Pre-service teacher education is supposed to induct fresh teachers and attempts to transform them into competent and effective teachers, whereas in-service teacher education should sensitize teachers about emerging challenges through specific capacity building endeavours. The role of today's teachers has become very challenging, complex and multifaceted on account of the explosion of knowledge and radical changes in the content areas of all disciplines. In addition to these new demands on the role of teachers, their role is also changing in that authoritative delivery of knowledge is being supplemented by spending more time diagnosing the learner's needs, motivating and encouraging them to study and evaluating the knowledge learnt.

The teachers today can no longer feel as magicians or jugglers working all by themselves and dominating the classroom situation. In other words, their role today is no longer of a military sergeant or can afford to use authoritarian force, instead they have to guide and inspire students and act as partners in the teaching-learning process providing purposeful activities through self-study, observation, use of various techniques of teaching and evaluation of the pupil's performance.

Capacity Building of Teacher Trainees

Capacity building is a conscious, purposeful process of acquiring knowledge, new trends, skills and competencies or doing work in a way that enables the individual to perform a job in a better way than earlier or in future. While building “Capacity” some resources are dedicated or invested to make things easier at a later time. The needs for capacity building are always changing in the new world order of Liberalization, Privatization and Globalization. This situation is aggravated by the scientific and technological advancement, especially the revolution in the field of Information and Communication Technology (ICT). These challenges have marked a residual effect in the practice of education. The necessity of building capacity arises when there is a goal to achieve and fulfil a mission. These goals or missions propel the pupil teachers to prepare themselves to meet the challenges of new century.

The term capacity building is used to indicate professional development of pupil teachers. Capacity building has been a key feature in emergencies and reconstruction. At grass-root level, it is necessary to train pupil teachers and head teachers in new skills related to the unusual and stressful situations, and often to train many inexperienced in-service teachers in the basics of education. Specifically, capacity building encompasses the country's human, scientific, technological, organizational, institutional and resource capabilities. A fundamental goal of capacity building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the country concerned.

A pupil teachers' capacity cannot go on rising unless and until a purposeful attempt is made. More experience in the field is just like raising the level of stagnant water in the pond.

Therefore, the prospective teachers have to build their capacity from their basic capacity. Just like we build houses/towers, structures from their foundation, teachers have to build their capacity from the foundation (teacher training). The stronger the foundation, the more huge structures can be built over it. Therefore, the foundation of teachers, training namely, the pre-service education should be strong-not only in curriculum transactions, but also in developing a sense of dedication, loyalty, and respect for the profession and so on. The teacher education system should motivate the pupil teachers, for continuous updating of the knowledge and its dissemination. It is on this strong foundation that one has to build his capacity. If the foundation is weak, any amount of effort to build up capacity will be futile.

What happens usually is that those pupil teachers who join B.Ed and M.Ed courses may not take them seriously. Teacher educators handling these courses somehow rush through the curriculum to complete the portions prescribed for the course. The course becomes mostly examination oriented and job-oriented. The net result is production of incompetent teachers. This has to be changed. Revamping of teacher education without considering the above said factors cannot bring forth the desired results.

Strategies for Capacity Building among Teacher Trainees

The following aspects need to be considered to enhance pupil teachers' educational skills and competencies:-

- 1) Information and Communication Technology
- 2) Undertaking major and minor research projects
- 3) Preservation and transmission of regional culture and a peace culture
- 4) Developing professionalism
- 5) Reflective practices
- 6) Action research
- 7) Understanding the educational needs of the challenged learners

1) Use of Information and Communication Technologies

Teacher competency enlarges as science and technology advances. Technology proficiency is one of the new dimensions of teacher competency. Using ICTs and other modern communication technologies which are available and a prospective teacher can increase his/her teaching competencies and abilities.

2) Understanding major and minor projects

In most of the universities, pre-service education does not have a curricular component to give exposure to the teacher trainees to undertake innovative research projects. Mere submission of unpublished dissertation at M.Ed level or even PhD level is insufficient to develop skills in undertaking innovative research projects. Teacher training programs must have a compulsory component of innovative research and weightage must be given to it in the examination. This experience will serve as a foundation for carrying out innovative research projects. Each university should call for innovative research proposals from the pupil teachers on a competitive basis and selected proposals may be supported with funds.

3) Preservation and transmission of Regional Culture and a Peace Culture

Prospective teachers must develop mental set and skills in the integration and fusion of culture of the locality in the curriculum transaction. This demands the prospective teacher to be resourceful in cultural; component of curriculum and thereby enhance the teacher

capacity. Curriculum should interweave ample opportunities for inculcating peace education through all the subjects at all levels.

4) Developing Professionalism

Professionalism is a spirit of professional character exhibited by the teacher in his/her profession. A profession involves mastery of knowledge, skills, attitudes and values in a particular field. A teacher as a professional is one who is well trained, skilled, proficient and contributing to the field of education.

5) Reflective Practices

Many hurdles to development are rooted in unexamined assumptions, based on which one behaves. To initiate changes towards progress we must examine our own behaviour carefully and consciously monitor our own behaviours and assumptions. Reflective practice is not restricted to the teaching act alone. It can be employed to any aspect of the teacher's job, as it is a continuous improvement of an action. The reflective practitioner has to put on a dual role; on the one hand, he is the performer, and on the other hand, the critic, who watches and analyzes the entire performance.

6) Action Research

Action research is now increasingly being used in educational situations. Action research is associated with professional development, empowerment of teachers and understanding of tacit professional knowledge, curriculum development, institutional changes etc. It has the potential to generate and sustained improvement in the quality of education at all levels. It gives pupil teachers a new opportunity to reflect on and assess their teaching, to explore and test new ideas, methods and materials, to test how effective the new approaches were, to share feedback with others, and to make decisions about new approaches to include in the curriculum, instruction and assessment plans.

7) Understanding the educational needs of the challenged Learners

Inclusive education makes imperative that the pre-service teacher education should have a compulsory component of education of the challenged. The teacher education curriculum emphasizes very little on this component. Therefore, curricular components should cover all the types of challenges of the individual learners and the procedure for identifying the severity of the challenge.

Capacity Building for School Principals

Capacity building programmes have their importance for school principals because of two reasons. First, in India, seniority is the basis of becoming a principal. When a teacher is promoted to the post of principal, apart from teaching s/he has to perform various tasks like academic, personnel, managerial, financial, etc. In all these areas, neither s/he has training, nor any exposure. So, training becomes very necessary for them. Secondly, the tasks of the principal are to be reviewed from time to time in the context of technological developments. With fast changing needs of the society, of the country and the world, capacity building programmes are now regarded as a mandatory activity.

Several national and international researchers have pointed out the importance of training and various areas of training for school principals, who as heads of the institutions should possess competence to work effectively. Nations across the world are extending training and development programmes for school principals on top priority. Jenlink (2000) in his study mentioned that in USA, universities play an important role in principal's

preparation and there is, therefore, much greater public challenge and debate about the effectiveness and appropriateness of the very different current programmes. Day et al. (2001) rightly pointed out that the leadership provided by the head teachers is widely acknowledged to be a crucial variable in determining the effectiveness of schools. In England, the Teacher Training Agency organizes programmes for aspiring and serving head teachers as Head Teachers Leadership and Management Programme, National Professional Qualification for Headship and Leadership Programmes for serving head teachers. This shows the importance given by the government to capacity development programme for principals, about how to best meet the needs of the prospective principals for their roles in schools. Sanders (1987)⁷ had given a model for principal's training, with stress on two things-awareness and skill development.

Quantity Vs Quality in Teacher Education: Deteriorating Standards of Teacher Education

The role of teachers is changing so fast that no amount of pre-service or in-service education can probably cope with the changes in the society. The teacher needs to be concerned as a "changing agent" and not as a mere transmitter of knowledge and culture. Today, it is agreed that the current system of higher education and especially teacher education needs to be revamped and reorganized, and is in no way capable of meeting the needs of a developing nation like India. Today, India's teacher-pupil ratio is about 1:50, while it is 1:30 in England and 1:28 in the USA. Moreover in India, the proportion of trained teachers to the total number of teachers in-service is about 60%, that is 40 out of 100 or 1 out of every 5 teachers is always a serious drain on the financial and human resources of education. Such a large number can be a menace to any education system.

At present, the number of teacher training colleges is increasing irrespective of the place and importance of the area. Though, the NCTE has temporarily recognized these institutions, they do not fully satisfy the required conditions. These institutions do not appoint qualified and talented teachers and do not pay them full salary. But they charge high and hefty capitation fees from the students at the time of admission. Therefore, to restrict the processes of commercialization of teacher education, strong measures have to be taken at the central and state level. These include recognition for the opening of new teacher education institutions being permitted on the basis of need assessment study. For this purpose, regular surveys have to be undertaken by the state planning department to ascertain the manpower requirement of teachers in various subjects at different levels. The inspection teams should comprise eminent educationists. On the qualitative side, we must consider that the teacher education is not a matter of acquiring degrees. It is more a matter of orienting the minds of young teachers towards service to their country.

Today, greater emphasis is being placed on the theoretical side of training. In the present scheme of studies practical training is the most neglected link in the whole system. But there are hopeful signs of improving this situation. The latest B.Ed syllabus introduced by the various universities emphasizes session work and practice teaching. Much will however, depend on how the colleges organize their programmes.

Teaching practice today does not provide strong and sufficient experience and opportunity for trainees. Even in the most of the training colleges, teaching practice is not taken seriously due to the commercialization of teacher education. To do away, with the

present artificiality, it may be better for the training colleges to do internship in teaching for a period of six months. Trainees may be assigned at the rate of ten/school and they should work under the guidance of the school staff and the headmaster should be made responsible for the progress of the trainees assigned to his school. During their stay, the trainees should not only participate in actual teaching but should also be involved in all the co-curricular and other assignments that are part of every school programme.

The most important aims of present teacher education programmes should be:-

- 1) Development of wholesome philosophy of education.
- 2) An understanding of children and a healthy attitude towards them.
- 3) The development of an experimental attitude towards teaching.
- 4) Development of value education and national feeling.
- 5) Development of modernization in the Indian context.
- 6) Creating positive attitude towards profession.

Developing Leadership Qualities and Skills: A Case Study of NEUPA's formation and Subsequent Build up

Beginning in 1961-62, as UNESCO's Regional Centre for Educational Planning and Administration, NIEPA became a newly registered society in 1978. The chief architect and the credit of building up of National University of Educational Planning and Administration (NEUPA) into a successful institution was Professor. Moonis Raza.

Prof. Moonis build up the institution through inducting high-quality faculty, establishing a research culture and culture of quality with pace-setting, walking-the talk leadership. In the process of institution building, his emphasis was on developing academic support and infrastructure, decentralization of authority and responsibility and inspiring staff through celebration of success and ignoring failings.

a) Mission Formation: NIEPA'S Build up as an Institution of Par-Excellence

The newly conceptualized institute of NEUPA (1980-81), warranted research, library, documentation, dissemination, publications and other scholarly activities along with capacity building of educational planner and administrators. Prof. Moonis internalized the new set of goals and objectives of the Institute and translated them effectively into action. His primary mission was to transform the institute from a training organization to a research institution. He also looked at National Institute of Educational Planning and Administration (NIEPA) emerging as a major International institution specializing in educational planning and administration, which had already a background as Asian Institute. His second important mission was linking research with training and capacity building activities, ensuring research as an input for modernization of training and improving upon its relevance.

b) Professor Moonis Strategies for Institution Building as a Leader

Prof. Moonis strategies for building NIEPA, converting his missions into action can be broadly classified into following categories which are:

- **Pace-Setting and becoming source credible.**
- **Ensure high-quality manpower.**
- **Developing academic support infrastructure.**
- **Decentralize authority and responsibility.**
- **Celebrate success, ignore and protect failings.**

1) Professor Moonis: A Pace-Setter

Professor Moonis was one of the best that a teacher in a university or a research institution could always inspire to be. He was known for his scholarship, oratory and imaginativeness. Thereby, he acted as a pace-setter for the young faculty that was inducted into the institute. There were several instances when this was visible to the rest of the faculty. Faculty members were expected to conduct research, write and publish. Prof. Moonis consistently worked on one or the other research problem in educational planning and administration. He documented his researches and published them. In his various research and writing projects, he involved the younger faculty and recognized them as co-authors, rather than 'acknowledging' them in the preface. For the young faculty member, it was a dream come true to be a co-author with Professor Moonis Raza. Similarly, along with his duties as Director, he used to take classes on the training programmes in the Institute. Each programme was evaluated and Prof. Moonis was evaluated as one of the best faculty in NIEPA. When he addressed such programmes and public gathering on education, either as a key-note speaker or as a chairperson, it was a feast for the participants, as it was extremely educative and inspiring too. Though a pace-setter, he rarely, if ever, instead of people following his style or his way of working.

2) Ensuring High Quality Manpower

Before joining of Prof. Moonis, NIEPA had a skeleton regular staff, primarily supported by the retired educational personnel. Prof. Moonis had his own ways of inducting fresh faculty, so as to ensure that everyone entering the Institute did not come through as a fluke of a 15/20 minute interview. Prof. Moonis, took extreme care, when it was a question of inducting a person at the level of professor. According to Prof. Moonis, bringing a full professor is like transplanting a full grown tree. "If we don't choose the right tree for the right soil, either the tree will die or it will damage the soil". A lecturer is like a small sapling that knows how to adapt to the soil; also the soil knows how to nurture it". Almost every professor in the Institute came through this kind of selection and testing, with full dignity and honour. His major contention was that second-rate persons could never make a first rate academic institution to be internationally competitive and comparable.

Similar strategies were adopted when it came to the review of research proposals. He invariably involved outstanding scholars in reviewing research proposal and publication programmes. His basic strategy was to put the best of the human beings in the organization such that the organization would learn to grow.

3) Developing Academic Support infrastructure

In order to convert his mission of generating a first-rate research institution out of NIEPA, Prof. Moonis carefully developed the academic support infrastructure. It was for the credit of Prof. Moonis to have set up the documentation centre that contains all possible state, national and international documents for consultations by the researchers, which is necessary for educational policy and planning related research.

His concept of support structure did not stop at the academic activities alone. His fascination for agricultural examples came from his rural background. He took special personal care in creating flower gardens, lawns and greenery around the staff quarters and the institute. Whenever a programme of some academic nature was to begin, he took special care to supervise the arrangement in the classroom that included the colour of the chair mattresses,

the colour of flowerpots and the flowers. He showed interest and supervised the academic support structure that enthused the faculty and provided them the necessary academic support.

4) Decentralized authority and responsibility

Another important strategy of development was decentralization of not only the responsibility, but also the authority, which created a new responsibility-framework. There were two different categories of decentralization. The administrative decentralization was carried out with the executive director and registrar who was the head of the administration. The whole concept was built around, 'higher the implications of the decision, higher the strata for the principle to reach out'. As director of NIEPA, he would reach out to any level, respecting the administrative protocol and the spirit of decentralization; he never reached out to administrative officers or section officers for administrative reasons.

The second strategy of decentralization was academic decentralization. With the same spirit, the authority for academic programme designing, implementation and evaluation was left to the heads of the units and individual members of the faculty concerned. Most important repercussion of the academic decentralization was the participation of NIEPA in important meetings of the Ministry of Human Resource Development (MHRD), Planning Commission, UGC, and such other organizations. Prof. Moonis hardly participated in such meetings. Prof. Moonis always sent subject experts to the ministerial level meetings. Prof. Moonis said, "As an institute; we put our best foot forward. I may have reasonable smattering on educational financing or technical education or higher education; but each one of you is a better specialist in your area than me. It is the responsibility of the national institute to provide the best that it has in educational planning and policy making to the country".

5) Celebrate Success, Ignore Failings

Celebrating success is a common feature in all organizations. It was there with Moonis as well; and it was not something special, what was special with him was either ignoring mistakes and failures or even protecting them to defend the self-image and self-esteem of the person. Hardly ever, one came across a situation where Moonis was found either angry or criticizing a person. On the contrary, there were many occasions when members of the faculty and administration expressed their regret for their failure; it was the large-heartedness of Moonis that extended a cover, "Doesn't matter. One who doesn't experiment, doesn't fail, one who doesn't fail, doesn't learn. We are here to learn, and we will experiment".

c) Building an Institution through Leadership Style: Professor Moonis Way

Prof. Moonis Leadership style is characterized by several attributes. The first and foremost of the characteristics is his pace-setting style, where he excelled in every department that the academic faculty would look forward to. At the same time; he carefully protected himself from any kind of preaching to the faculty or citing himself as an example or a role model. To that extent, he was more normative than prescriptive; he set norms by his actions, but did not impose on others. His second most important attribute was directing the institute, without directing the faculty. His inspiring and encouraging leadership style was closely supported by his emotional attachment. At many occasions he would walk over to the office of a junior faculty or a supporting staff and share their food. This emotional equality along with colossal academic superiority was his another unusual combination, and this also made

people feel more attached to him. Thus, in the building process of an institution like NIEPA: the Moonis style, there were three major components. One component was his personal style, characterized by excellence in academics, communication, interpersonal relationships and above all fatherly concern for all in the institute. The second important component for institution building was to facilitate individual growth within the perspective of organizational goals through encouragement and recognition. A third significant component was developing compatibility of management style with Indian ethos and culture. The personal care and concern of Moonis for every individual as well as his concern for every detail without over-bearing, was his important strategy and style to make an Indian organization resurgent in so short period of time.

Inculcating Teacher Leadership Qualities among Prospective Teachers for Development of an Institution

Decentralized models of school administration with grass-root level management and decision-making structures require a more comprehensive model of leadership to respond to dramatic changes and the challenge of school reforms. As a leader, the teacher must help its students to develop the capacity to respond to changing conditions and then support and guide them all through the change process. The goal is to create a permanent capacity for change through organizational learning and collective leadership.

Teacher leadership must focus on the important parameters namely traits, capacities and practices, which in return yields the outcomes (Kenneth Lethwood, 2005)³.

a) Traits

These traits of a leader are:

- Maintenance of moods like quietness, being unassuming and soft spoken.
- Values like having a sense of commitment to the school and to the profession.
- Orientation to people, having a sense of humor; being a hard worker; possessing an appreciative orientation to others.
- Moral characteristics like unselfishness, intelligent, genuine, humble and energetic.
- Responsibilities to be seen in commitment to the school and profession, having strong beliefs and being fair.
- Personality traits expected are : being tempered, following work ethics, being determined, not appearing like day dreaming, being a visionary and having high standards.
- Work related traits include responsibility of being a hard worker, being steady and being dependable.

b) Capacities

These capacities are:

- It includes a leader's knowledge, skills and abilities-procedural knowledge, declarative knowledge, relationship with staff, problem-solving ability, relationships with students, communication skills and self knowledge.
- Procedural knowledge had to do with a teachers' knowledge of how to carry out leadership tasks like making tough decisions, knowing how to run a meeting and dealing with administration.
- Declarative knowledge category refers to knowledge about specific aspects of the profession i.e.; knowledge about educational policies; knowledge about education in

general; knowledge about the school, students and community, knowledge about specific subjects and knowledge about union issues.

- Teachers' ability to work well with their colleagues includes how a particular teacher can motivate staff, work effectively with others and be willing to moderate disagreements.
- Being a good problem solver was seen as an important leadership capacity. Getting to the heart of the matter or being able to synthesize information, dealing with difficulties well and being able to think things through etc.
- The capacity to relate well with students, particularly being able to motivate and being able to understand them, is valued as having good communication skills and abilities among the teachers.

c) Practices

This category includes what leaders actually do such as:

- Administrative tasks such as working administrative periods in the office, being on committees, organizing specific events etc.
- Modelling valued practices include leading by example, interacting with students, being a motivator for staff and students and never missing a day of work.
- Formal leadership responsibilities as the number of times teachers were nominated as leaders because of their position.
- Supporting the working of other staff like help provided by a teacher to his junior colleagues or the support given to staff like encouraging doing a thing.
- Being visible in the school as an important dimension of leadership.
- Presenting information at staff meetings and being a leader in the school not just in the department.
- Specific teaching practices, confronting issues directly, sharing leadership with others and personal relationships are some other dimensions.

d) Outcomes

This shows the characteristics that affect the school and students and others:

- Following a leader, gaining the respect of staff and students, activities in which one is involved.
- People listen to the leader, being widely perceived as leader; acceptance from people; people turn to person for leadership.
- Desire to emulate the leader is there.
- Having a good effect on students, contributing to the culture of the school.
- Enhancing the staff comfort level and meeting high expectation are some outcomes expected from those teachers nominated as leaders by their peers.

Leadership Qualities of the School Principal

In a traditional school setup, the principal as administrator has the greatest impact on prospective teachers' leadership role development. A combination of being encouraged by superiors and self-identifying helps to the development of leadership qualities in a person. The principal practices can significantly influence how prospective teachers' leadership develops. These are as following:

1) Providing individualised support

One of the most efficient ways that a principal's influence the development of leadership is by supporting and encouraging specific staff initiatives and leadership in general. One form that this support takes is through the encouragement of risk taking. Principals, by building ability in people to take risks, and not criticizing failures, can influence leadership development. Creating a comfortable and safe environment for trying out leadership roles and for encouraging the free expression of ideas was seen as an important practice for principals. Another form of support is the emotional support provided by the principal's appreciation for and recognition of job well done. A school principal/Head can also show support by instilling courage, when a teacher gets discouraged.

2) Building collaborative cultures

Along with creating a risk free environment, another contribution to developing teacher leadership is the principal's efforts to build collaborative cultures in organization and the creation of structures required for collaboration to take place. The Head/principal of an institution influences the distribution of leadership with encouragement to get involved. There has to be the atmosphere of encouraging input into anything. Setting up a committee structure in the school was one way to accomplish this because of the leadership opportunities it provides for staff. Importance of providing some authority or autonomy along with the leadership responsibility is an important purpose of these committees. The principal is good delegating responsibility to others and then allowing them the freedom to whatever they want to do, provided that they did not get totally out of control. Having some freedom of action was seen as an incentive for taking on leadership responsibilities.

3) Providing intellectual stimulation

Being open to initiatives and encouraging a culture of continuous improvement is important for developing prospective teachers' leadership. Providing appropriate professional development opportunities and giving people the right opportunities to update knowledge fosters leadership. The principal with his experience and expertise can suggest different ways of solving a problem for a confused teacher. The principal can encourage teachers to go out of school to attend programs like conferences that help in developing teachers' professionally.

4) Modelling

This category of practices includes the principals' personality traits that influence teachers to develop their leadership. Being professional, having a high energy level, being gregarious and positive are some of the traits that a head/principal of any institution should have. The willingness to share leadership, not being threatened by giving up some control or power is an important way for principals to model a sincere belief in teachers' leadership. Principals can create an environment that is very receptive to people taking on leadership, including being approachable and open to diverse opinions from staff.

5) Identifying and selecting potential teacher leaders

Principals develop teacher leadership in the school through selection of people for various leadership opportunities in the school. A school principal can ask someone to consider volunteering for something that needs to be done. It could be more direct. Principal can influence simply by meeting with people and talking about what he has in mind and what he hopes will happen and then asking them to consider how they might participate in that.

The principal's leadership role is important in enhancing the leadership quality in the pupil teachers' and his/her staff. For a learning organization working in the changing scenario, both teacher and principal leadership roles should cooperate and coordinate with each other for mutual benefit and for overall benefit of the organization.

Conclusion

In the globalized and technological changing society, there is hard need to prepare the students for life. The students' preparation depends on how teachers instruct them and equip them in accordance with the changing educational situations. In the changing societal culture we must recognize and accept the fact that knowledge is changing so fast that no traditional curriculum can sufficiently supply students with the fact-based learning needed for the challenges they will face. We must teach them the skills to continue learning independently long after they are out of school. Therefore, developing a 21st century teacher requires the development of the spirit of creativity and inquiry, and intellectual and professional competencies both among in-service and pre-service teachers. Thus, the quality of any institution depends on the quality of its teachers/leaders. Teachers in the merging Indian society play a very pivotal role in the process of building up of any institution or college. But only those teachers who have got necessary skills, talent, dedication, sincerity and commitment towards their duties, would be able to provide high quality of education to their students. The objective of today's fast changing knowledge-based society should be to develop a teaching profession ready and able to meet the needs of 21st century, and to achieve a community of competent teachers dedicated to provide high quality education, with high levels of performance as well as ethical and professional standards of conduct. The prospective teachers' of today should be broad custodian of national and universal values and in the process inspire their students to acquire educational objectives laid down by the institution. The principals or the head of institution should instil and foster capacity building and leadership skills among its teacher trainees.

Today, school teaching is the single largest profession in India. With 4.72 million teachers in the country, the significance of competent teachers and leaders to the nation's school system can in no way be over emphasized. The schools of yesterday and today are not the kind of schools we need for tomorrow. We need new strategies, new processes and a new mindset. In effect, we need a new paradigm of instructional leadership. Effective leadership is a key component of lasting school improvement. Quality Schools require quality leadership. Quality leadership cannot be assumed or acquired without a coherent, integrated, consequential and systematic approach to leadership recruitment, retention and development. But conventional notions of leadership may not be enough to bring about ongoing, fundamental change. Educators must reconceptualize leadership as something larger than one person with a specific set of traits or skills. Thus, it can be concluded, that, only through effective leadership and management of the principal or the prospective teachers' desired goals and objectives of education in all its spheres could be achieved. The ultimate aim of any teacher education programme is to equip teachers to face the merging challenges of today's fast changing knowledge society, both at the pre-service and in-service levels of teacher education and to provide them the necessary knowledge and pedagogical skills, with the assumption that they would transform these skills into actual classroom situation.

“Leaders stand out by being different. They question assumption and are suspicious of tradition. They seek out the truth and make decisions based on the fact, not prejudice. They have a preference for innovation”. **Mahatma Gandhi**

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