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1.1. INTRODUCTION

Education is an indispensable need of mankind. It aims at educating the masses to become better citizens and more useful members of society. Manifestation of education is the key to maximization of human welfare. Education plays a major role in bringing together social, economic and political systems which are responsible for national development. Education is associated with the quality of life, related to production and inter – related with the promotion of social and national integration. No doubt quality of life is dependent upon the potential of education which enhances the spirit of quality improvement. Management plays an important role for effective functioning of the education system. Effective management of educational system helps all individuals to contribute to national development. No nation exceeds the stature of her teachers. Due to globalization quality assurance has become a demand of the clientele. In the field of education while discussing the quality, the focus of students may be on the facilities provided, on the teaching-learning process management of the institutions on grades achieved and on prospective employers on the nature of output.

1.2. SECONDARY EDUCATION

Secondary education serves as a link between the elementary and higher education, it plays a very important role in this respect. A child’s future depends a lot on the type of education she/he receives at the secondary level. Apart from the basic knowledge in the roots of education of a child, secondary education is instrumental in shaping and directing the child to a bright future. This stage of education serves to move on higher secondary stage as well as to provide generic competencies that cut across various domains of knowledge as well as skills. Providing secondary education to all, both boys and girls, with a focus on quality education assumes greater meaning today, when we consider the emerging challenges in our society. For instance, rising levels of socio-economic aspirations and also the democratic consciousness particularly among marginalized sections of
population such as the dalit’s, tribal, OBCs, religious and linguistic minorities and girls seek space in the secondary education system for greater access, participation and quality.

The recent significant development viz., Universal Elementary Education (UEE) being achieved through Sarva Shiksha Abhiyan (SSA) and also the impact of globalization and rapid growth of new technologies has led to reassessment of India’s preparedness to generate required technical manpower, develop new knowledge and skills, and remain competitive at global level. The secondary and higher secondary education system has a key role to play in enabling the nation to move towards these objectives. Given the high transition rate of about 85% from class VIII to IX and the anticipated progress in UEE, which is now widely acknowledged, that the time has arrived for taking proactive measures to plan and provide for Universal access to secondary education and senior secondary education in a Phased-wise manner (Arun C. Mehta 2003)

1.2.1. SECONDARY EDUCATION: NATURE AND SCOPE

Education for the holistic development of the Adolescents Secondary education spreads over the ages of 15 and 16, and then to 17 and 18 in the senior secondary grades. These are the years of adolescence, and late adolescence. These are the years of transition; indeed, most crucial years of life. There are steady and fast changes in the body structure transforming to adult form and image of life. At this age, the bodily changes take final shape and stabilize. This is also the stage of emotional transformation and maturity that swings between joy and trauma.

Secondary education essentially has to be the education of the adolescence. Experiences in schooling have to be designed to be responsive to the needs of transition and stabilization. Since large number of students is likely to transit from education to the world of work, it is also the stage of transition to work. Secondary education must foster skills of transition. Though both boys and girls experience transition, there is a special case for girls and it needs special attention. Because of prejudices, taboos and social stigma, phase of transition for girls is more difficult. Also, it will be necessary to develop a gender friendly curriculum. Contemporary secondary education concentrates primarily on learning a few subjects challenging
the ‘cognitive intelligence’, that too largely the lower order cognition. This very approach to secondary education puts at disadvantage a large number of students because students with differential abilities and potentialities are unable to cope with the demands of the kind of education offered in secondary education; on the other hand, secondary education does not contribute and nurture children native wisdom and imagination that they bring with them to the school. For example, a child who is very good in sports is ridiculed for low scores in mathematics or geography.

The future secondary education must be designed to nurture multiple abilities like linguistic or verbal ability, logical-mathematical ability, spatial ability, bodily kinesthetic or sports ability, musical ability, inter-personal ability, intra-personal ability and naturalist or environmental ability. The primary intention of designing secondary education with a purpose of holistic development of the adolescent is to ensure that a young person with musical ability can emerge as a musician, one with bodily and kinesthetic ability is able to emerge as a sportsperson, as much as the person with linguistic ability can unfold himself or herself as an orator, a writer, etc. Equally important is nurturing the logical-mathematical ability that can produce a scholar in mathematics and science and other such scholastic subjects. In the absence of education designed to facilitate holistic development, children with abilities other than scientific and mathematical abilities are treated as weak and not fit for the employment market. This not only makes them underachievers but also demolishes their self-concept and self-esteem. In essence, for universalization secondary education must offer adequate opportunity for unfolding the full potential in each student.

Secondary education helps to transform the society. It must, therefore, be relevant to the changing needs of the society. It has to take note of the rapid scientific and technological advancements and the emerging development and trends in the changing scenario of the world both at the national and global level. At the same time, it must be of requisite quality. Quality, in fact, is basic to the future development of secondary education.
1.2.2. QUALITY OF SECONDARY EDUCATION

It is well said that ‘as is the education, so is the society’. Education has a direct bearing on the society and there is no other place where we can produce good citizens for a good society. Ours is a democratic society and the success of democracy depends very much upon education. For building up better society based on democratic principles, we must turn to schools and make them better society. Somebody has well said, “The school is a factory of factories where human resources are molded for the good of society”.

When we are entering in 21st century, no school or parent can afford to take risk of allowing the future citizens to be in the hands of low quality teaching staff, monotonous and non-creative teacher’s leadership, non-stimulating classrooms, unchallenging educational programmes and setup. Now it is the time to hunt out alternate methods/means of teaching and practices to enable the children to find learning interesting and challenging to attempt to. The unhealthy race of quantitative achievement ideology of over emphasizing product needs to be replaced by the qualitative appreciation of process aspect through brain storming as only cognitive achievement will not fulfill the ultimate objective of education. The objective of education is to prepare the mind of the learner to face the challenges of society through holistic and comprehensive development of the learner.

The learner is a social being who has to live in a given society. The learner cannot afford to be individualistic or self-centered; he/she has to be with rest of the world emotionally, socially and of course intellectually. So far as the quality of education is concerned, there should be no compromise or reservations about anything. A reorientation about education is a must. (Kumar P. 1985)

1.2.3. QUALITY OF SECONDARY EDUCATION WITH REFERENCE TO ITS AIMS AND OBJECTIVES

The aim of secondary education is to train the youth of the country to be good citizens, who will be competent to play their part effectively on the social reconstruction and economic development of the country. This aim has been the preparation of a good citizen: well-informed, skilled, and imbued with human values and living a democratic way of life with a scientific outlook. It means that
education should provide a person with the widest opportunity to develop his or her potentialities to the full in various aspects.

Emphasizes the socio-economic well-being, competence and creativity of the individual. Quality improvement of secondary education aims at developing physical, intellectual and aesthetic development of personality. It must develop a healthy attitude to dignity of labour and hard work. Due care should be taken for the inculcation of self-confidence to innovate and face unfamiliar situations. In the words of John Dewey, “An aim is a foreseen end that gives direction to an activity or motivates behavior.”

There is close relationship between any activity and its aim. When we talk about the aim of an activity, we are supposed to have a clear goal towards the realization of which an activity is directed. Education is no exception to it. Education is a process which has a set aim i.e. all round development. According to John Dewey, some characteristics of aims are as follows:

(i) Good aims are related to real situations of life.
(ii) Aims are flexible. Aims should be flexible to meet the challenges of new situations.
(iii) Aims correspond to our existing needs and should be supported by our philosophy of life.

The Indian Education Commission suggested certain measures to be adopted to give a value oriented education. These measures are:

- The Central and State Governments should inculcate moral, spiritual and social values in secondary school education.
- Some periods should be set apart in the time table for this purpose.
- Select information about major religions should be included as a part of the course in citizenship or as a part of general education.

India is a democratic country. The success of democracy depends on ideal citizens. The citizens are educated to behave according to the accepted social norms and ideas. Qualities of tolerance, knowledge of one’s rights and duties, respect of the
views of others and spirit of social service should be developed in the students during secondary school education.

1.2.4. QUALITY OF SECONDARY EDUCATION WITH REFERENCE TO CURRICULUM

Curriculum is a Latin word, which means the ‘race course’ or ‘run way’ which one takes to reach a goal. Thus, a curriculum is the instructional and educative programme through which the pupils achieve their goals, ideals and aspiration of life. The curriculum should deal with real life problems that have meaning for children and which are significant for them to solve. It should be related to the physical, emotional and intellectual needs of children and leads to the full development of the child. Thus to get the best education, priorities should be given to the following points while framing curriculum. (Sachdeva, 2003)

- Curriculum should be child centered.
- It should provide a fullness of experience for students.
- It should make provision for flexibility within a framework of acceptable principles and values.
- It should be related to the life needs and aspirations of the people.
- It should be able to develop a rational outlook.
- It should lay emphasis on learning to live rather than on living to learn.
- It should make provisions for socially useful productive work.
- It should be able to promote social justice, democratic values and national integration.
- It should make adequate provisions for the study of languages.
- It should make provisions for artistic experience and expression.
- It should make provisions for physical development.
- It should make provisions for character building and human values.
- It should provide for continuity in the whole programme.
- It should be well - integrated.
1.2.5. QUALITY OF SECONDARY EDUCATION WITH REFERENCE TO METHODS OF TEACHING

Teaching is a process of attempting to promote change in students. Teaching would result when the teacher indulges in any activity with the intention that pupils would learn something as a consequence of it. For example, when he explains to his pupils a scientific principle, a procedure for solving an arithmetic problem or a technique of committing to memory a chemical formula and anticipates that his pupils would learn the principles, procedure or technique, instruction would occur. Teaching also would result when the teacher prescribes tasks such as reading a passage, writing of a composition for pupils to engage in for the purpose of learning. Moreover, when we think of teaching, what comes to our mind first is the interactive teaching when the teacher and students in teaching encounters.

The teaching is a much more difficult task. It requires different types of methods techniques and teaching aids. The selection of these methods and techniques depends on nature of task, learning objectives, learner abilities and students initial behavior. Teaching method is a style of the presentation of content in a classroom. M.Verma has defined the term method as follows: “Method is an abstract as logical entities that we can distinguish between manner and methods, in reality, they form an organic whole and matter determines method analogously as objective determines means; content and spirit determine style and form of literature”. According to him matter is important for determining method.

1.2.6. QUALITY OF SECONDARY EDUCATION WITH REFERENCE TO HUMAN RESOURCES AND PHYSICAL RESOURCES

For strengthening classroom education there is a need to adopt some participative mode of teaching learning strategies, where the learner becomes equally responsible individual for his/her education. Few alternative learning approaches are suggested which will take care of each individual needs of the learner, whether he/she is a slow learner, gifted, average, child with special needs; child with social or emotional needs etc.
Children who have any difficulty in classroom environment can avail resource room facility from special teacher or counselor or subject teacher at one’s own pace. To achieve long term goals of education peer tutoring can be adopted. Here one to one paring of students is made keeping in mind the intellectual and personality makeup of the learners that this pairing can enhance the learning of both. In a large classroom, a small corner for learning can be developed where extreme achievers can help each other. Gifted, quick learners help slow learners in this corner by maintaining pace with the rest of the average learners. This can be more suitable in class of mathematics, practice etc. In cooperative learning groups of 4/5, students can learn together within schools or outside for study.

Buddy system can be one of the very important socialization strategies through which young child learns to be responsible, loyal, accountable and sincere to fellow peers than to be individualistic, self-centered in this competitive world. The student who finds himself weak in one aspect get paired to a student who is strong at that but can be helped in another way by the former. This can continue before and after school hours, where both will take care of each other as both are responsible for each other’s success or failure. It is also known as ‘Making a friend deal’. This technique has been very successful with children with special needs (e.g. blind, hearing impaired etc.).

School Building

The schools imparting secondary education must have craft room, exhibition room, store room, Gymnasium, school library, reading rooms. The classrooms should be such as that there is proper ventilation and illumination. The classroom furniture should be purchased in accordance with the needs of the students.

Library Facility

During the secondary school education proper care should be taken for providing library facility to students. It will provide a variety of books which will serve as a great source of inspiration, stimulation of new attitudes. The students can make best use of leisure time. It will help in developing habits of general reading and problem solving attitude in the students which is a present time need.
“What a school thinks about its library is a measure of what it feels about education”- Harold Howe. Apart from the central library, a number of subject libraries under the charge of subject teachers are very much beneficial to secondary stage students. Both the teacher as well as the students will be benefited by it. The students can make selection of books out of a great variety available at their back and call. The subject can suggest books according to their tastes, mental level and intelligence. Moreover, nothing can be more inspiring than contact with a teacher who loves his own subject and who can present it in its proper perspective.

Exhibition Rooms

There should be an exhibition room so that the student’s preparation can be displayed.

Laboratory

There should be provision of science laboratories in the secondary schools. This will develop a scientific attitude in the students. They will imbibe practical knowledge of the subject matter.

Computer Lab

To cope up with the scientific and technological advancements, computer knowledge is needed. Almost in every field computers are being used. Therefore, the students at secondary stage must be given computer education. For this purpose adequate computer laboratory must be available in secondary schools.

Gymnasium, Swimming Pools

The adolescent in the secondary school desires to imitate the activities of the adults, and he should be exposed to sports, games and athletics in their standard forms. Skills learnt earlier should be perfected through guidance and practice. It is an age when boys and girl's desire excellence and the physical education syllabus must include techniques and physical resources for good performance. Facilities should be provided for vigorous games such as basketball, net ball, hockey etc. There should be a gymnasium and swimming pool in secondary schools.

Here, one very important thing to remember is that except human resources, all the other resources get scarce as they are utilized but the human
resources are the one which get multiplied and increase in its functional utility and creativity as they are used more and more. They never get exhausted by use but they do die-out it they are not used adequately as it follows the principle of non-use. Therefore, human resource should be used maximally for strengthening school education particularly secondary school education. (Bhatt. D. and Sharma S.R. 1992)

1.2.7. QUALITY OF SECONDARY EDUCATION WITH REFERENCE TO ADMINISTRATION

Education machinery cannot function smoothly if the control is rigid. The administration must be flexible and ready for change. At present administrative machinery for secondary education in India is bureaucratic and it does not encourage experimentation and creativity. There is lack of co-ordination between the management of secondary schools. Moreover local community is not associated with the development of education. Our education machinery needs to be put into proper gear. It needs lubrication, otherwise no educational reforms can be carried out effectively. Management of educational institution at secondary stage depends upon:

- Type of Management
- Effective Management
- Co-ordination
- Supervision and Inspection.

1.2.8. SOME ISSUES IN SECONDARY EDUCATION

Education should be life oriented

Learning is both an individual and social activity as it is very important to link it up to daily life for learning to become effective and relevant. It is a sensitizing process by way of which the intelligence in children is awakened. Learning can take place only if there is a quality of relationship. All learning becomes relevant when it is life – oriented and deeply understood at the backdrop of human relationships. J. Krishnamurti (2008) stated that the whole movement
of life is learning. It is essentially the art of learning, not only from books, but also from the whole movement of life’.

Education should sharpen thinking

Education should create curiosity and help the learners to sharpen their thinking ability and empower them to take decisions. Does our secondary education is geared towards the development of these capabilities or still there is a mechanistic, approach? Who is responsible for the same? What are the alternatives for achieving these goals? The answers to these questions will solve the problems related to improving the quality of secondary education.

Classrooms

Over populated classrooms with poor infrastructure facilities are common in schools. The ideal number of teachers/student ratio is 1:35 to 1:40. Hardly, today one may fulfill this idea. The class size remaining the same, the number of students accommodated is being increased.

Examination system

The examination system makes education tension and burden oriented. There is a strong need of continuous classroom evaluation and cumulative record cards, so that examination programmes can be reformed. Much is to be done to minimize the burden and give joyful learning.

Use of information technology

Using technology to enable learning through the creation and communication of information is a time honored tradition. Quality in Education leads to develop learning and thinking skills, equity of educational excellence, promoting organizational change, measurable evidence of effectiveness and articulated goals. Educational technology is the use of technology to improve education. It is a systematic process for designing instruction or training used to improve performance.
Guidance and Counseling

The absence of moral values among the students’ shows that there is a need of sound programme for guidance and counseling to develop proper self-concept, confidence and courage.

Organizational Management

The school unit, school complex and the idea of institutional planning, involving the members of secondary education can make the system work. Even the size of the institution, geographical status, community involvement, may help in quality strengthening.

Factors that affect the quality of education

In fact, schools have the responsibility for providing an all-round development of students helping the continuous professional growth of staff by mobility of all possible resources, and the like. Hence classroom climate is very important for teaching and learning. A principal has a major role in maintaining and railing a school's efficiency. Leadership is of utmost importance in the development of any significant, ongoing movement, designed to improve social, economic, political and educational conditions in our society. Since the ultimate solutions to educational problems will be discovered according to the vision and skill of educational leaders, the abilities and competencies of the professional personal must be developed to the fullest degree possible.

Our educational structure, programme and practices must be changed. The degree to which this change will occur depends upon the educational leaders at all levels of administration. Hence the investigator select some indicators for the education at school level which depends on the leadership style of Heads, classroom climate and Teaching efficiency. These indicators identified help to improve the pursuit of quality in schools on firm footing. (Frooq 2011)

1.3. INDICATOR

The working definition of the term indicator will be that “indicators reflect the features and performance of an institution in measured or assessed terms. They provide answers to questions related to how well an education system is
functioning within a broad standard or reference point. Indicators make a comparison over time, among jurisdiction or against some predetermined standard or set of criteria. They provide a snapshot of current conditions by reflecting the characteristics jurisdiction relative to vision and mission and the attainment keeping in view the criteria of quality Education.

Quality is defined as conformance to mission specification and goal achievement within publicly accepted standards of accountability and integrity. “Assessment involves methods by which evidence informs an observer about the extent to which conformance has occurred Quality Education brings total transformation in the institution’s vision, mission, curriculum transaction, teacher student performance and their commitment to the society, the learning atmosphere, the infrastructure facilities and the governance.

1.3.1. QUALITY INDICATORS

A sound mind in a sound body is a slogan often repeated by academicians and educationists. The major aim of education is to develop a sound mind. With visionary zeal Benjamin Bisraeli decades ago upon education of the people of this country as well as the fate of the country depends on Education in building and maintaining human capabilities and resources to respond to the social, economic and political challenges and maintain a higher quality of life. Quality education is imperative for the multidimensional growth and development of any nation. It is responsible for raising the national productivity and contributing to economic growth, thus playing a key long-term role in poverty reduction. In spite of the social, economic and political needs of the nation, we must lead a higher quality of life. Higher quality of life and quality education are the two sides of the same coin and are complementary. But what decides quality of education and how are we going to assess the quality of education and sustain it? What are the indicators of this quality education? Who are the right persons to assess this quality? What are the methods and tools to assess this quality? On answers to these questions lies the practical implementation of quality education.

In every walk of life there are some measures to ascertain the performance: evaluation. Every society has its own measures (indicators). The Concise Oxford
Dictionary defines indicator as person or thing that “points out”. Shami, Shah and Butt (2006) describe indicators as variables/factors used to measure progress towards the goals/objectives. Indicators serve as a tool to measure the change and help in knowing the answer to the question how far or how close is one from the objectives. In addition to it, indicators discover challenging or undesirable situation. Shahzad (2007) identified three categories of indicators: input indicators, process indicators and output indicators. Input indicators consist of the following steps:

A  Financial
A  Material
A  Human resources

Financial resources generally mean expenditure per student. Material resources are the provision of such facilities as laboratories, libraries, classrooms and availability of required materials and equipment’s. Manpower or human resources include the personnel of different kinds as provision of staff and admission of students.

Process indicators consist of following factors:

A  Student
A  Teacher,
A  Organization of educational environment
A  Co-curricular activities
A  Extra-curricular activities
A  Curriculum
A  Course requirements
A  Teaching learning process

Output indicators include the consequences of educational process such as:

A  Knowledge
A  Skills and
A  Values imbibed by students.

Same categories are included in preparatory document for Ministerial Meeting of South Asia EFA Forum by Ministry of Education, Government of
Pakistan in collaboration with UNESCO office, Islamabad (2003) with focus on assessment and monitoring.

As far as the indicators of quality of achievement and learning of student are concerned, the said document identified some indicators of input, process and output which deal with the monitoring of changes taking place in the system. It is highly desirable in educational phenomenon to detect as soon as possible the indicators relating to enrolment ratios, achievement level and level of comprehension. Indicators represent characteristics for research studies and it is the third usage of them. In addition to it, the fourth use of indicators is to provide facility to make a reliable and valid classification of education.

1.3.2. SCHOOL INDICATORS

Teachers

Teacher, Guru, Ustad is not only a person but also a symbol of God, of Truth, of Purity and of Beauty. Ancient India has revered teachers as Almighty, the ‘Param Brahma’. He is the creator, the preserver and the Destroyer. He creates ideas and ideals. He preserves the sense of truth, justice and fair play. He destroys evil, both intention and deeds. Though with the passage of time the modus operation of ‘teaching’ has changed, the teacher till date has essentially remained the same. He facilitates the learning in the minds of the taught, catalyzing the chemistry of knowledge in the cauldron of intellect. S/he stimulates the growth and development of values, moral, attitudes and beliefs in body and spirit. He is the true architect of the individual, the society, the nation and the humanity. It is a universal saying that quality of education depends on quality of teachers. Teachers are the main indicator of improving school quality; some researchers suggest that school quality might be inseparable from teacher quality. Kain (1998) recently concluded in one study that teacher quality is the most important determinant of school quality.

Teaching learning process

It is believed that students learn more from teachers with strong academic skills than they do from teachers with weak academic skills. Teachers with good
academic skills are the most important asset of an educational institution. Academic skills are acquired and updated for making teaching dynamic. So it is necessary for a teacher to equip oneself with essential academic skills. The findings, however, are so consistent that there is broad agreement that teachers’ academic skills are linked to student learning. This is not to say that academic skills perfectly predict how well a person will teach. Some educators argue that teacher quality has less to do with how well teachers perform on standardized tests than with how they perform in the classroom. In fact, classroom observation is the traditional way of assessing teacher quality.

Teaching and learning process can be described in terms of the following five processes. They are:

- Curriculum design
- Implementation of quality
- Outcomes of assessment
- Resource provision
- Pedagogical design

In short, teachers’ academic skills are most important for school and students. Academic skills of teacher enhance the capacity of teaching learning process. Through the academic skills of teachers, it is easy to identify the quality of institutions.

1.4. QUALITY EDUCATIONS FOR SCHOOL

Countries across the world have pledged the furtherance of education through multilateral agreements and international collaborations. They have been making every effort to achieve the goals of Education for All (EFA). Apart from its intrinsic value, education is also recognized as a vehicle for rapid economic and social development the world over. Endeavors at providing access to schooling have helped increase enrollment including that of girls and other marginalized sections of society. Literacy rates have improved and dropout rates at school stage have come down. However, challenges still remain with respect to ensuring education of good quality. Stakeholders of education have expressed concern about the quality of education being imparted in schools. Quality is at the core of
education. It determines what students learn, how well they learn and what benefits they draw from their education. These issues have pushed the countries to have on their agenda the mission to ensure students’ optimum learning outcomes that help them play a positive role in creating a civil society.

As the learner’s needs and expectations keep changing as time passes, our modalities of instruction also should keep pace with their requirements. The pace of change that take place is so rapid that any vocational knowledge and skills acquired by students at secondary stage may be well out of date by the time the pupils seek out a job. Therefore, due care should be taken of teaching methods. What is more appropriate is to equip our pupils with the needed life skills and skills of learning to learn so that as the situation demands, they will be in a position to solve their own problems.

1.5. EDUCATIONAL LEADERSHIP

Educational leadership has a critical role in the transformation of society, and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes a significant difference to school and student outcomes, there is also increasing recognition that effective school leaders and managers have to be developed if they are to provide the best possible education for their learners. Azim Premji Foundation strongly believes that education management has to be strengthened by enhancing leadership and management skills of functionaries within the public education system if quality universal education is to be achieved. Thus, building expertise in the area of Educational Leadership and Management (ELM) has been a priority. Our systematic engagement in educational leadership and management involves education functionaries and managers at various levels of the block, cluster, district and state. Working within the Foundation’s vision of an education that facilitates a just, equitable, humane and sustainable society, ELM seeks to explore an understanding of quality education and the critical challenges to it in the Indian context, and how education leadership and management can contribute to improving the quality of government schools in India.
The effective management of schools is a vital component of the educational system. School effectiveness to a large extent depends on the nature and the quality of leadership and management exhibited by school headmasters. The head of the institution hold the key to initiation and managing the process of change. School headmasters have encountered considerable turmoil in recent times. The dwindling allocation of resources from the government on one hand and increase in parental awareness on the other hand has made it necessary for the headmasters to utilize available resources optimally for the achievement of their institutional goals. Over the years, with the development of professionalism, consciousness for high quality performing schools is on the rise.

Leadership is the driving force of an organization. It determines the quality and success of an organization. Leadership may be described as the entirety of functions performed by individuals and as a group. Leadership in an organization is the quality of behavior of an individual where she/he guides people and their activities into an organized effort. A successful leader must possess certain basic traits necessary for motivating the subordinates to improve results. Leadership is all about influencing, motivating and inspiring people to create vision and achieve it. Vision can be the total quality. In an educational institution, the principal to be a good leader must have insight into the human problems and capacity to analyze the emotional forces that motivate the conduct of the teachers and the students. The principal is to create the culture of quality that touches even the smallest elements, processes and systems of an institution. A leader is one who leads others and is able to carry individuals or a group towards the accomplishment of a common goal. He is able to carry the followers with him, because he influences their behavior, and he enjoys some power over them. Essentially leadership lies in influencing people to work for the common goals.

The success of an organization depends upon the dynamic and effective leadership. Urwick (1944) asserts that the whole management of an institution implies the appropriate leadership styles of the administrators of those institutions. Without a good leader, an organization cannot function effectively and efficiently. The organization is basically a deliberate creation of human beings for certain specified objectives; the activities of its members need to be directed in a certain
way; otherwise it will lead to inefficiency. A proper leadership is the lubricant, which ensures smooth and fruitful functioning of any system. The malfunctioning of the leadership in educational administration cripples the efficiency and achievement level of the schools. (Ouse, Peter G., 2009)

The quality of a nation depends upon the quality of its school and the quality of school depends considerably on quality of the teachers as well as on the interaction of collective internal and external forces that intervene in the fulfillment of the purpose of the schools. The effectiveness and stability of the schools is mostly based on their organizational health as well as on satisfaction of the teachers working in them. It is assumed that a healthy school climate provides satisfaction to the teachers and their satisfaction leads to better output.

According to Mukhopadhyay and Roy (2001) the concept of organizational health refers to healthy personality, group dynamics, human resource management, organizational effectiveness and economic aspect of a school. Han and others (2000) have identified twelve dimensions of school climate health while trying to assess it. They are:

• Morale,
• Appraisal and recognition,
• Curriculum coordination,
• Effective discipline policy,
• Excessive work demands,
• Goal congruence,
• Participate decision-making,
• Professional growth,
• Professional interaction,
• Role clarity,
• Student orientation, and
• Supportive leadership.
1.5.1. LEADERSHIP STYLES OF HEAD MASTERS

Leadership is a process of developing and coordinating a group’s activities towards certain goal accomplishment in a given situation. The leadership process is dependent on the leader, the followers and the situation, in order to be effective. Organizations today require leaders whose personal experience is supplemented by understanding of forces that affect him and the situation in which he is operating. A leader does not perform the task himself. He gives direction and accepts the responsibility of performing the task.

According to social psychologists, leadership evolves from a dynamic and interacting group that is held together by loyal ties to an individual, and is concerned with the goal of the group. Thus, a leader may be anyone who is recognised by individuals or by the group as an available source of help. The leadership behaviour must adequately recognise the importance of each individual in accomplishing the task by the contribution of the individuals through group activity. Power and position may not be the criteria for leadership. Leadership requires specific characteristics. The qualities, characteristics and skills required for an effective leader are:

- Sociability
- Self-confidence
- Adaptability
- Responsibility
- Dependability
- Initiative
- Creativity
- Co-operation
- Scholarship
- Risk taking

Our concept of leadership can, probably, be best understood if we realise the importance of a 'leader' in any organization or system. Normally, in any organization, a set of people are involved at different positions, working for the attainment of the pre-defined goals. At times, people in the organization require
support, guidance and motivation in carrying-out their tasks. Sometimes, disagreements may arise in a group regarding the opinion, working style, skills and competencies. This kind of situation hampers progress and the realization of goals. There is need for an individual who can control the system, guide personnel, plan, organize and lead the system towards a sustainable development. Such an individual can be called a 'leader' and the quality he possesses is 'leadership'. Thus, leadership meets the needs and preferences of group members, utilises what is known about human motivation by relating an activity to its consequences and elicits the maximum contribution from each member in the group. In a way leadership is the process of helping others to discover themselves and their potential for achieving objectives which an organization has set for itself.

School is a formal organization created for providing education, wherein teachers and learners interact with each other, and co-exist to achieve learning objectives within the school framework. Apart from the teaching-learning process, there are certain activities which support this and the overall management of the institution. These activities are usually looked after by the Headmaster or the Principal of the school. Thus, the important components of any school system are the Headmaster/Principal, teachers and students. For effective functioning of the institution, the above three components have to play different roles and effective roles.

School is a formal setup of education, wherein teachers and students interact with each other for achieving pre-determined objectives. It is through this interaction that students learn. The quality of interaction enhances the quality of learning outcomes. Classroom processes and interaction depends upon many factors in a classroom, like regularity in classroom activities, discipline, motivation of students, resources available, and so on. Classroom interaction also gets influenced by the school environment outside the classroom like cleanliness, state of buildings, and conduct of co-curricular activities such as assembly, sports, and cultural activities and also the functioning and behaviour of staff including peons. For enhancing the quality of interaction many factors have to be controlled and this cannot be done by a single individual. Due to this reason, a hierarchical
administrative structure is created in a school along with different leadership positions.

Leadership position in a school

The Headmaster of the school is considered to be the leader of the school, because he/she looks after all academic, non-academic and administrative functions of the school. We have seen in schools where the Headmaster stands in front of students during morning prayers. We also have seen the Headmaster's room, wherein the whole plan of school activities is displayed. Similarly, teachers prepare unit plans, instructional plans, evaluation techniques and other co-curricular activities in the school. Students also have a different type of leadership role in the school. They are the assets of a school. (Kocher S.K 1987)

1.5.2 PATH-GOAL LEADERSHIP THEORY

The Path-Goal model is a theory based on specifying a leader's style or behaviour that best fits the employee and work environment in order to achieve goals (House, Mitchell, 1974). The goal is to increase an employee's motivation, empowerment, and satisfaction so that they become productive members of the organization. It is based on Vroom's (1964) expectancy theory in which an individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The path-goal theory was first introduced by Martin Evans (1970) and then further developed by House (1971). The path-goal theory can best be thought of as a process in which leaders select specific behaviours that are best suited to the employees' needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities (goals) (House, Robert; Mitchell T.R 1974).

Employee Characteristics

Employees interpret their leader's behaviour based on their needs, such as the degree of structure they need, affiliation, perceived level of ability, and desire for control. For example, if a leader provides more structure than what they need,
they become less motivated. Thus a leader needs to understand their employees so they know how to best motivate them.

Leader Behaviour or style

The independent variables of Path-Goal Theory are the leaders' behavior — employee motivation to excel at their goal or task is increased when the leader adjusts her style of behaviour to employee and task characteristics. House and Mitchell (1974) defined four types of leader behaviours or styles. They are based on two factors that were identified by Ohio State University study behaviours (Stodgily, 1974):

- Consideration - relationship behaviours, such as respect and trust.
- Initiating Structure - task behaviours, such as organizing, scheduling, and seeing that work is completed.

1.5.3 THE FOUR PATH-GOAL TYPES OF LEADER BEHAVIOURS ARE

- Directive: The leader informs her followers on what is expected of them, such as telling them what to do, how to perform a task, and scheduling and coordinating work. It is most effective when people are unsure about the task or when there is a lot of uncertainty within the environment.
- Supportive: The leader makes work pleasant for the workers by showing concern for them and by being friendly and approachable. It is most effective in situations in which tasks and relationships are physically or psychologically challenging.
- Participative: The leaders consult with their followers by consulting with them before making a decision on how to proceed. It is most effective when subordinates are highly trained and involved in their work.
- Achievement: The leader sets challenging goals for his followers, expects them to perform at their highest level, and shows confidence in their ability to meet this expectation. It is most effective in professional work environments, such as technical, or scientific; or in achievement environments, such as sales.
1.5.4 NATURE OF SCHOOL LEADERSHIP

The school is an institution for learning. Management of school means managing different activities in the school which are directly or indirectly affecting student learning. Leadership is important in planning, organizing, directing, supervising and evaluating school programmes. Let us examine different lead-erships which are essential for the school management. School Leadership, Administrative leadership requires the utilisation of available human and material resources through the adoption of sound management techniques for the progress of the school. Instructional leadership could be viewed as providing assistance to staff members of a school in identifying and formulating learning objectives and for planning strategies to attain the goals. For the above tasks, a leader could be - anyone Headmaster, Supervisor, teacher or any person of the school management committee. Each one of them has specific leadership roles to perform in school administration. The administrative process of a school always emphasises learning by students. In fact, administrative functions are the support service for academic functions. Coordination between these two functions needs to be maintained. So far, we have discussed the nature of school leadership and the two types of leaderships which are essential for better school management. The following sub-sections discuss in detail the leadership roles of Headmaster, teacher and pupils.

The leadership styles of individuals could be classified on the basis of how leaders use their authority power. Usually leaders are categorised according to three basic styles. They are:

- Autocratic leader
- Democratic leader
- Free-rein/ Lassie faire leader

The autocratic leader uses power and authority, commands and expects compliance, is dogmatic and positive, and leads the organization by the ability to withhold or give reward and punishment. The democratic leader consults with group members on proposed actions and decisions and encourages participation from them in the management process. The democratic leaders involve the group members in the decision-making process and listen to the members’ opinions.
The Lassie fair Free-rein leader uses his power sparingly, if at all, giving subordinates a high degree of independence in their operations. Such leaders largely depend on group members to set the goals and the means of achieving them.

1.5.5 ROLE OF HEADMASTER

The Principal is the key-stone of the arch of educational administration. He is in the strategic center of a web of instructional inter-relationships, self-development and school management. The Principal of today finds more responsibilities arising from new responsibilities assigned to the schools by the community. The above activities require leadership qualities to mobilize resources in the system for attaining the objectives of the school. Therefore, from this discussion, we understand that Principal/Headmaster is a leader of teachers and non-teaching staff, students, community etc.

The role of a Principal/Headmaster is vital in school administration. A school becomes reputed and effective, not because of the magnificent buildings but because of the leadership style of its principal. A principal's style of decision-making, communication skills, interpersonal relationships, and motivational devices and the values and moral judgments have significant effect on school climate, as the Principal is the Chief Executive of the school. He/she is responsible for the whole set of activities in the school.

Schools become great, not because of the magnificent buildings but because of the effective and efficient Principals or Headmasters. Headmaster in a school is like a spring in the watch, a wheel in the machine and an engine in a steam ship, A Headmaster is the organizer, leader, governor, director guide and co-ordinator of school programmes. A Headmaster in a school is vital to school administration. He/she is the leader for both administrative and instructional processes. The following are the multiple responsibilities of a Headmaster in a school.

Multiple Responsibilities of a School Headmaster are

A plans and organizes school activities,
A Allocates duties to staff and non-teaching staff,
A Maintains relationship with parents, community and Government,
A Develops networking with other schools,
A Acquaints himself with recent trends in technology and information,
A Organizes social activities,
A Procures infrastructure and material resources,
A Mobilises available resources for the development of the school,
A Coordinates different school activities,
A Appraises performance of the teaching staff, non-teaching staff and students, and
A Organizes staff meetings on various aspects for decision-making.

1.6 CLASSROOM CLIMATE

Classroom climate (or culture) is essentially the way the child’s class feels. The Character Education Partnership (CEP) defines class climate as “shared expectations, values, and patterns of behavior that define who we are.” That includes classroom expectations, the teacher’s attitude, how parents and students are treated, and the work that students do. Recent research has highlighted the importance of positive school climate. In general, when a classroom has a positive climate, students feel safe and supported in learning, and academic achievement increases.

According to the Center for Social and Emotional Education, the commitment to education that schools build and the positive feedback that teachers provide affect students’ self-esteem. Class climate also affects connectedness, or how connected students feel in their relationships at school, a factor that has been shown to improve health and academics in adolescents. At the most basic level, schools and classrooms should be safe. In addition to that, look for these “gold star” and “red flag” qualities when determining the climate in your child’s classroom. Gold Stars means Classroom climate is about more than sunny posters, clean desks, and costly furniture. Teachers who create positive classroom climate are in control, confident, and competent from the first day.
Definition of classroom climate

Ambrose. al. (2010) define classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials” (p.170). A good or positive classroom climate is one that allows students to meet their essential physical and mental needs. It creates a good learning environment for students to meet their learning potential. As a teacher, one should have genuine interest in the students, communicate the classroom rules clearly and has to be objective in all situations.

1.6.1 FEATURES OF A HEALTHY CLASSROOM CLIMATE

< Positive relationships where everyone, students and teachers, agree to help and support each other in the classroom

< Teachers encourage students to grow as learners and as human beings, and all students feel able to do so

< Routines and procedures are clear and explicit, so that students understand not just what they are doing, but also how and why

< Classroom routines respond to learners’ needs and so can adapt to changing circumstance

1.6.2 CLASSROOM CLIMATE IN THE SCHOOL

Classroom climates can be referred to as a way of life. When a group of people meet for an hour or more in a day in the same place and for some general purpose they will come to know what to expect from each other, what statements will be appreciated or disregarded, what sort of norm will be respected, and what sort of ideas will be rejected.

Every teacher should know that in a classroom situation students may possess different types of learning styles. Surely the climate, which exists in a classroom, depends on the teacher. However it does not depend on him alone. No teacher is an
island, he works in the midst of his students and with the subject. Classroom organization focuses on the physical environment.

Effective teachers organize a safe classroom environment (Education Review office 1998). They strategically place furniture, learning centers and materials in order to optimize student learning and reduce distraction. Classroom management and organization are intertwined, while rules and routine influence student behavior in the classroom which affects the physical elements of the classroom, making it a more productive environment for its users. How the classroom environment is organized influences the behavior in it. (Eswaran M and Jayaraman K. 2013)

A school is a society in its miniature form. A visit to some school gives reflections of the society from where the children come to the school. The school is set up by the society for its own betterment. Just opening a school will not suffice. Making the school function properly through its proper growth and development should be the ultimate aim of the organizers. Only then the real aims of establishing the schools will be achieved. Elsebree is right when he says “Organization of a classroom climate is the administrative expression of educational theory.”

The better the schools, the better would be the society. Undoubtedly, we need more and more schools. But quantity at the cost of quality is not much help. Good institutions with good standards will ultimately help in the upliftment of the society. The children receiving education in these schools are the nation builders the future destiny of the nation. So setting up a good climate is the need of every social group. Classroom climate is nothing but organization of a school.

1.6.3 FACTORS INFLUENCING CLASSROOM CLIMATE

Stereotypes cause alienation and marginalization among those who are the target of unfair generalizations. In fact, just the threat of stereotypes, what Steele and Aronson (1995) tokened "stereotype threat," can impact learning negatively. Students who have experienced stereotypes or expect to be viewed or judged in a certain way may encounter tensions and cognitive disturbances that interfere with learning.
The tone of a class environment is influenced strongly by the instructor. Studies show that students approach faculty who express encouragement more so than faculty who come off as punitive. Tone can be set by instructors through their interactions with students and through other modes of communication including syllabus. Student-student interactions during and outside of class affects the overall climate. However, the ways in which instructors and those in authority deal with negative interactions has more of an impact on student learning. Faculty-student interactions also play a role. Students, who felt that their instructor was approachable, had concern for minority student issues and treated students as individuals and with respect reported a better course climate (Astin, 1993). Content includes the course materials, examples and metaphors, case studies and project assignments used to illustrate the ideas being taught. Content that includes a variety of perspectives or is representative of multiple views is more conducive to a positive climate. Kaberi Saha (2012)

1.6.4 TEACHER IN THE CLASS ROOM

Each profession occupies a specific position in society — doctors heal, engineers design and bankers handle our money. Teaching, however, stands out as a sub system entity. At a preliminary stage, teachers instill the transcendent faculties of communication, decision making and awareness of social responsibilities. Later in life, no matter which field we choose to pursue, we again turn to teachers for training. A strong information base and well developed capabilities of comprehension and analysis are critical for progress. These crucial responsibilities of inculcating knowledge, kindling inspiration and encouraging creative thought are all vested in the teacher. Keeping in mind the increasing trend of both parents working long hours, the teacher is also expected to build a strong moral character and provide emotional support. Thus, the teacher has to build a rapport with the student and be simultaneously approachable and authoritative. His/her role encompasses that of an instructor, friend, role model and confidant.

Teachers are the most important force to boost the quality of secondary education. Any amount of other inputs may become redundant if the teachers lack the necessary ability and competence to use those inputs efficiently and effectively. Professionalization of teachers is, thus, ‘sine qua non’ to raising the quality of
secondary education. No programme to improve the quality of secondary education shall succeed if teachers are not properly trained and made responsible. The curriculum of secondary teacher education has, thus, to be more dynamic and responsible than even the curriculum for secondary schools. A living and relevant

Teacher education programme will have to be the hallmark of the 21st Century. If the twenty – first century secondary education is to be for all children, teachers will have to be prepared for organizing classroom climate that ensuring learning by all children.

1.6.5 EFFECTIVE CLASSROOM CLIMATE

An environment in the classroom that fosters student growth and quality learning is dependent on high quality teaching. There are many stakeholders play a role in supporting the school teachers in their professional growth to improve their classroom climate. There are five domains in the classroom climate

- Commitment to students and student learning
- Professional Knowledge
- Teaching
- Leadership and community
- On-going professional learning

Good environment climate in the classroom involves and integrates all five of the domains in teacher performance Appraisal system. Effective classroom system requires commitment to pupils and pupil learning, because a positive rapport with students is the foundations upon which the classroom culture is built. The teacher must promote polite and respectful student interactions and address inappropriate student behavior in apposite manner. The teacher promotes student self-esteem by reinforcing positive behaviors. (Mujibul Hasan Siddiqui 2005)

Tips for positive Rapport with students

- Speak the way you expect to be spoken
- Create an atmosphere that is open and positive
- Maintain your sense of humor
- Address student by name
• Treat each student with dignity
• Make personal connection with students
• Interact positively with students, parents and school personnel

Teacher experience

Experience of the teacher plays a vital role in development of school and student knowledge. Experience makes the learning effective and purposeful. When we see teacher - experience as a school indicator, it is a clear concept that learning through experience of teachers at every level is more effective than the learning through in experienced teacher. Many researches show that experienced teachers are more competent in their subject. They are also aware of the student psychology and can use helping aids in a better way than an experienced teacher. In short, experience develops the competency of teacher.

1.7 ROLE OF TEACHER IN THE SOCIETY

The National Policy in Education, 1986 has said about the role of teachers, “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavor to create condition which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community.

Since India became free in 1947, the Indian Society is steadily passing through transformation and modernization. The Indian Society is dichotomously stratified: the ELITE and the FOLK. Both of them have somewhat different religion – moral and socio – cultural norms and values. They are further stratified into sub cultures of castes, occupations, groups, religions and regional communities. As a result of education, caste domination is waning although social stratification on the basis of class and creed still persists. Everyone is imbued with search for fresh fields and pastures a new occupational role. The social mobility of the people is increasing. From traditional closed society, we are moving towards modern and egalitarian society.
So, the responsibility comes on the shoulders of teachers, who are called the ‘Builders of the Nation’ to make the society capable of accommodating itself with the coming dangers and becoming strong enough to resist the unwelcome or undesired trends.

As Dr. Radhakrishnan said, “The teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning” “If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher.”-Abdul Kalam

1.8 SIGNIFICANCE OF TEACHING PROFESSION

Educational planning can be successful through the teachers who are active agents to implement the same. Along with the tremendous growth in the opportunities and scope of education, it is necessary to preserve the quality of education. In our country, however, the quality of education could not be maintained mainly due to lack of effective teachers.

In the pyramid of education the teachers is at the apex and controls the objectives of education and his pupils at the same time. Therefore teacher’s dynamicity is always at the root of the success or failure of any plan of education proposed or the policy of education declared by the government. Lately Kothari Commission (1964-66), Education Policy (1968), Five Year Plan reports on education and the recent New National Policy of Education (1986) have recognized the importance of the position of the teacher.

Primary school teaching is the single most important profession in the world. Teachers pass on knowledge and values to children, prepare them for further education and for working life and are main contributors to good education. This most important profession however does not get the recognition it deserves. In the developed world, young people don’t want to become a primary school teacher anymore. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated. Gone are the days that a primary school teacher was a highly respected person. To attain the goal of
universal and good primary school education, teaching has to become an attractive profession again

1.9 TEACHING EFFECTIVENESS

Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice. James (n/d) suggests that “educational evaluation is a professional responsibility for academic staff, arising from a commitment to understanding the effects of teaching on students and to enhance student learning.” There are numerous ways of evaluating teaching or monitoring its effectiveness.

Beck (2005) identifies "twelve potential sources of evidence of teaching effectiveness." These include : (Valluri Ramachandram 2014)

- Student ratings (such as Student Evaluations of Teaching);
- Peer reviews;
- Self-reviews;
- Videos of practice;
- Interviews with student;
- Alumni, employer and administrator ratings;
- Teaching awards and scholarship;
- Learning outcome measures; and
- Maintenance of teaching portfolios.

The sources identified above provide a diverse range of measures of teaching effectiveness. Institutions, departments and schools encourage a broad range of sources to evidence good teaching practice. The source that is used depends on why teaching effectiveness is being measured.. For example, a number of student evaluations may be used to determine which aspects of teaching are effective. Evaluations to improve teaching practice and design are referred to as formative evaluation, while evaluations used in making decisions (for example, for purposes of promotion) are referred to as summative evaluations of teaching effectiveness.
1.9.1 EVALUATION OF TEACHING EFFECTIVENESS

The main purpose of evaluation of teaching is for the improvement of teaching and therefore evaluation must provide information regarding the quality of the performance that may serve as a basis for improved teaching. There is probably no formal educational system where teaching is not being evaluated. Teachers have been evaluating their own performances mainly based on the reactions and achievements of their students. The idea of evaluation of teaching performance on its own merits and not to make it dependent upon student achievement has mainly spring from the requirements of training programmers. Mostly, in our educational institutions, performances of teacher trainees are observed in the classroom by their supervisors for assessing their effectiveness. It is more and more realized that neither est. scores of students nor subjective evaluation by supervisors or any other observer is a valid measure of teaching effectiveness.

1.9.2 STUDENT EVALUATION OF TEACHERS’ PERFORMANCE

It is very important indicator of quality school because teachers are the advertisement of institutions according to the philosophy of model schools. It is necessary for teachers that they must be aware of their duties. They must update their knowledge and information according to the current situation. They must abide by the prescribed rules of institutions. They must know how to make teaching more effective, purposeful and treat students in appropriate ways. They must serve students without bias or favoritism, keep attendance record, encourage students’ independence and pro-social behavior and prepare written progress reports according to the schools’ framework.

Student evaluation means evaluation of the academic performance of the teachers by their student. It may seem to one who is deep-rooted in the Indian tradition and culture to think about this venture and the reliability of the judgment of guru by his disciple. But with the Sea-change that has occurred in the global educational scenario and the consequent change in the teacher-student relationship from that of a guru to that of a guide-cum-friend and a change in the classroom concept and classroom environment student evaluation has gained significance.
No system of education is better than its teachers because the quality of education depends upon the teachers who serve it. Teacher educator’s personal traits influence teaching in the classroom. The successful teachers were significantly more expensive, ready to cooperate, attentive to pupils, generous to personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotional in nature, realistic about life, dependable, effective in adjustment and in communications, (Mann, 1980). Other than academic competencies, a teacher should have “character conduct, aptitude, accountability, empathy, love for wisdom, liking for job etc.”. (Kahjapeer 1998). The report of the World Bank (1980) says, “Emotional stability, extroversion and dependability appeared to be positively related to teaching skills and students achievement”.

In the current educational scenario, learner autonomy has gained currency. Unless and until the learner is satisfied or what the teacher teaches reaches the learner and well received by the latter, the learner achievement remains a distant dream. Students’ being significant stakeholders of the education system, their say in decision-making and suggestions for the better running of the system is crucial. For quality improvement, the UGC has formulated several guidelines. One such guideline is evaluation and assessment of performance of teachers. Education is considered as a service industry. NAAC is the only Quality Audit System. For quality assessment, NAAC has identified seven criterions to serve as the basis of its assessment procedures. One such criterion is student support, progressive and health practices. NAAC has also adopted ten parameters, which encourage every aspect of functioning of the institutions of higher education. One such parameter is Student Feedback. As far as the academic audit of the teacher performance is concerned the students are deemed as best judges. Hence their evaluation will hold good for the academic accountability of the teachers. (Kumar P 1985)

Students are the observes to assess the quality of education in different institutions as they are the beneficiaries of the system. Provision should be made to involve students in varieties of situations of the curriculum transactions. Students can provide feedback in the functioning of various components of the curricula as they are fully involved in the process. The quality of teaching learning system can be enhanced by reorganizing the structure from time to time. Role of the students’
is the key factor in the process of re-organization. Student’s participation for quality enhancement in educational management will bring confidence among them which will further strengthen their academic potential.

1.9.3. ATTITUDE OF TEACHERS

The teachers should change their attitude towards students. They should provide proper environment for the expression of pent-up feelings. For treatment, sympathy, co-operation and freedom of action within a reasonable limit should be given to students and unnecessary restrictions should not be imposed. Teach the Students at secondary stage by providing opportunity for hobbies, curricular activities, free discussion and dreams etc. Education also changes with the demand and expectations of the society. Teacher is an active agent of social change. Teaching is very noble and pious profession. It directly connected with the future of the students and today’s students are the responsible citizen of tomorrow. So they must get good education in schools and colleges. They are very much attached with their teachers.

Teachers are the role model of the students. Teaching profession differs from other professions. So the teacher should be a friend, philosopher and guide. Teachers’ belief, views and their attitudes affect their teaching and behavior with the students. The teachers think of and their job satisfaction, their expectation from the job all such things affect their work. All the years of education are very important for the students.

We know that the future of the students is in the hands of the teachers. Then we must know about the teachers who impart education and rise our future generation. So here the investigator tries to know the attitude of the teachers towards teaching profession teaching at different level like primary, secondary, higher – secondary and college.

Functions of a Teacher in Classroom. A teacher plays a multiple role in classroom where she has pre active, interactive and post active functions are those which are to be performed before going to the classroom. They are: Planning curricular and co-curricular programmes, organizing programmes, selecting appropriate strategy of teaching, Preparing lesson plans, assignments and teaching
aids, etc. In the interactive phase the leadership role of a teacher is directive. Here a teacher is the leader of the overall transaction.

- Creating an appropriate classroom climate for better learning
- Explaining, illustrating and questioning
- Providing motivation and positive reinforcement
- Getting feedback from students and evaluating students' learning are the roles she has to play in an interactive phase.

During classroom teaching, a teacher acts as a leader and guides the classroom instructional process. The post-active phase of teaching consists of the following

- Supervision and guidance,
- Communicating with parents,
- a Maintenance of cumulative records,
- Preparation of evaluation reports/progress reports,
- Organization of tutorial classes, and
- Maintaining inter-personal relations.

1.10 TEACHING – LEARNING PROCESS

Teaching is a process which usually takes place in the classroom situations. It is more of a formal process. In the classroom situations, we see that the teacher has something in his mind and he wants to convey it to the students. For this purpose, the teacher takes the help of teaching. He makes all efforts to make the students understand it. Through teaching, the teacher aims at;

- Giving some knowledge to the students;
- Passing some information to them;
- Making the students acquire some skill;
- Changing the attitude of the learners;
- Modifying the behavior of the students;
- Giving some experiences of the life; etc.

Teaching in the class depends upon how the teacher performs his duty of teaching. Teaching may also take place outside the classroom. The process of
teaching is an informal type. Learning by the students through informal contacts with the teacher is many a time more sound and lasts longer. Rabindra Nath Tagore has summed up the qualities of a good teacher. A good learner can be a good teacher. One who does not learn and acquire up to date knowledge cannot teach others. Teacher’s job is just like that of a lamp. Unless the lamp is burning, it cannot light another lamp with its flame.

1.10.1 FACTORS INFLUENCING LEARNING AND TEACHING PROCESS

Learned related factors

   The learner is the key figure in any learning task. He has to bring desired modification in his behavior. Such learned factors are

   • The physical and mental health
   • The basic potential of the learner
   • The level of aspiration
   • Goals of life
   • Readiness and will power

Teacher related factors

   If the learner stands on one end of the ongoing teaching-learning process as one of the pole then inevitable it is the teacher who is entrusted to act as the other pole for the desired flow of the teaching and learning activities in the classroom. Teachers related factors are bound to play quite significant role in the shaping and directing the teaching learner process of a classroom or work situation. They are

   • Mastery over the subject matter
   • Art and skills of teaching
   • Personality traits and behavior of the teacher
   • Level of adjustment and mental health of the teacher
   • Type of discipline and interaction maintained by the teacher
Contents related factors

In a teaching–learning process the thing which is shared most between the learner and teacher is the contents of the subject matter. The contents related factors are

- The nature of the contents or learning experiences
- Selection of the contents or learning experiences
- Organization of the contents

Process related factors

Teaching learning output can always be better realized in terms of the stipulated teaching learning objectives if the factors related to the process of teaching learning are better planned, organized and executed in a proper way. Such process related factors are

- The methodology adopted for teaching learning experiences
- Linking of the new learning with the past
- Utilization of maximum number of senses
- Provision of work revision and practice
- Proper feedback and reinforcement
- The selection of the suitable learning methods and teaching
- Teaching learning environment and resources. (Mangal S.K 2007)

1.10.2 CONDITION FOR QUALITY SECONDARY EDUCATION

Curricular structure and course offerings are the necessary condition for quality secondary education. Instructional processes provide the sufficient condition for quality secondary education. Contemporary pedagogical practices are characterized largely by lectures where students are passive listeners. Such kind of processes contributes at best to lower order cognition, memorization and fragile learning; together, they make a grand nexus for large-scale failing in examination. Students lack problem-solving ability, higher order thinking and cognition, and creativity. Most importantly, they miss out on ‘learning to know’ or learning to learn.
Secondary education sets its targets for students to be able to think critically, solve problems individually and collectively, be creative; teaching-learning must undergo a paradigm shift. Pedagogy must bring students at the center of stage where they primarily learn to learn through peer interaction, problem-solving, experiential learning, etc. In this new learning scenario teachers will be facilitators of learning. Research as a tool for learning is quite common all over the world; introduced even at the pre-primary stage. Indeed, by the time students are in the 9th and 10th standards they should become researchers to be able to crack problems, contemplate solutions, explore and experiments alternative and creative ways of problem-solving and teaching – Learning Processes.

Free and Compulsory Elementary Education has become a Constitutional Right of Children in India, it is absolutely essential to push this vision forward to move towards Universalization of Secondary Education, which has already been achieved in a large number of developed and several developing countries. In this context, the vision for secondary education as follows: The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years (RMSA) Framework, MHRD, 2009).

This vision statement points out towards three A’s i.e. Availability, Accessibility and Affordability of secondary education to the target group under the overarching objective of providing quality. India is emerging as the fastest-growing economy in the world. The success depends largely upon human resource development. If we look at the Indian higher education as provider of leadership-manpower in various sectors of economy, we need to tune our secondary education to emerge as the single largest provider of working people in all spheres of national productivity.

Universalization of secondary education will need to fulfill three major criteria, namely, universal enrolment in the 9th and 10th grades, universal retention achieving zero dropout rate, and universal performance (at a predetermined level, at least 60 per cent of the students of the 10th grade will achieve 60 per cent learning over subjects and other learning tasks) with successful completion by all
who are enrolled in the secondary education. Initial questions that need to be resolved are: achieving universal access, equity and social justice. Whereas universal access may be possible to achieve through expansion of schooling facilities in the formal and unconventional modes, special efforts will be required for achieving equity, social justice and performance of all the diverse groups of learners. Although success in SSA will substantially facilitate the process yet it will take at least another 10 years of committed efforts, in a mission mode approach; universal secondary education should be targeted to be achieved by 2020 and the success in accomplishing this goal will be determined by the synergy among various stakeholders for planning, implementation and execution, political will and support.

The main purpose of evaluation of teaching is for the improvement of teaching and therefore evaluation must provide information regarding the quality of the performance that may serve as a basis for improved teaching. There is probably no formal educational system where teaching is not being evaluated. Teachers have been evaluating their own performances mainly based on the reactions and achievements of their students. The idea of evaluation of teaching performance on its own merits and not to make it dependent upon student achievement has mainly spring from the requirements of training programmers.

Mostly, in our educational institutions, performances of teacher trainees are observed in the classroom by their supervisors for assessing their effectiveness. It is more and more realized that neither estimated scores of students nor subjective evaluation by supervisors or any other observer is a valid measure of teaching effectiveness.

1.11 METHODS OF EVALUATION

Student evaluations are the most commonly used method of assessing an instructor’s effectiveness in the classroom. However, student ratings do have their limitations, especially when they represent the only method of teaching evaluation used in tenure or promotion decisions. Departments should gather evidence of teaching effectiveness from a variety of sources. These may include: peer evaluations, letters from students, syllabi and instructional support.
materials, and individual teaching portfolios. Student evaluations, if they are properly constructed, should be part of this mix because they offer an indispensable perspective on an instructor’s effectiveness. Moreover, student feedback is an important tool for individual instructors who wish to improve their teaching.

The teaching and learning cycle, as shown below, shows the four teaching behaviors as a recursive and cycle process. Effective teachers purposely plan blocks of instruction to include these four essential teaching behaviors. The four behaviors, when in place and practiced consistently, ensure that instruction meets the learner’s needs.

Figure 1

The teaching and learning cycle

Assessing  Evaluating

Learning  The learners / students
Teaching  Planning

Teaching and learning process can be described in terms of the following five processes. They are:

A Curriculum design
A Implementation of quality
A Outcomes assessment
A Resource provision
A Pedagogical design
Advantages of student evaluation

Learner autonomy is ensured.

A Provides feedback to the teacher on his/her performance in the academic arena.
A Leads to customer satisfaction in the educational service industry.
A Paves way for better rapport between the teaching staff and the students.
A Accountability of the teacher hence becomes mandatory.

1.11.1 NEED FOR STUDENT EVALUATION

No system of education is better than its teachers because the quality of education depends upon the teachers who serve it. Teacher educator’s personal traits influence teaching in the classroom. The successful teachers were significantly more expansive, ready to co-operate, attentive to pupils, generous to personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotional in nature, realistic about life, dependable, effective in adjustment and in communications (Mann 1980) Other academic competencies, a teacher should have "character conduct, aptitude, accountability, empathy, love for wisdom, liking for job etc." In education, evaluation is both a judgment of teaching and the process of obtaining information about the effects and values of educational activities usually for the benefit of administrators and teacher.

1.12 ROLE OF TEACHERS IN STUDENT’S LIFE

The process of education is a triangular process in which there are three points-the educator, the educands and the subject of education. In order to be able to teach, the educator must establish some relationship with the educands, based on his knowledge of the latter. For this relationship to be meaningful it is essential that the educator himself should be conversant both with the subject teaching and the psychology of educands. Education aims at teaching the educand and providing him with some information. Teaching assists the educand in his adaptation to his environment and helps to make him active. Through education, training of the emotions is accompanied by an inspiration to learn. That is, teaching is intended to prepare the educand for future life.
The teacher should be more than a mere skilled performer in a branch of his profession. When the frontiers of knowledge change, the importance and even the validity of what is learnt may not survive. What survives is the discipline of learning and the values acquired in the process. The ultimate values of his professional endeavor bear on the habits of living and thinking. Skills in teaching are, no doubt, important but they should not be taken for granted. The most effective weapon of a teacher is the silent example of his own power.

Nowadays many people don’t realize their own potentials. Because of that many are disappointed. Winston Churchill said “Man’s power has boomed in every field, but not on himself.” A teacher has to bring out the best in every child with utmost care and dedication. A friend once told Arul Das, Principal of Serambur Theological College, “The students you get to teach are asses who are dropouts of other schools”. For this his reply was “Yes. We take the asses and make them into horses.” When teachers pin point one child and say he/she is never going to change, then, as a teacher, we have failed in our duty to bring out him/her into light. Be able to change the ‘script’ about that particular child. Robert R. Shuller says “the success of a teacher is motivating students to believe that they are smart not stupid ; and developing a self-image that will take them to heights of success they never ever dreamt ”.As teachers, encourage children to dream high and help them work hard to make their dream a reality.

A modern teacher is Good counselor. Teacher’s field is not limited up to covering the academic side but he also performs the role of a counselor for the students and the society. He is considered to be the specialists and highly knowledgeable person. People look up to him as a person who can really give a good piece of advice. The norm for teachers must be nurturing and validating posture via-a-via young people, where every student is treated with dignity and respect, where students are listened to attentively and treated as valuable and capable of learning. It is such an environment that is most conducive to students for learning to love and respect themselves and others. (Valluri Ramachandram 2014)
1.13  NEED AND SIGNIFICANCE OF THE STUDY

In the 21st century quality of education is a challenging one for the future generation. The purpose of the present study is to find the influence of the headmaster’s leadership style, classroom climate and teaching effectiveness of the quality of higher secondary schools in Salem district. This study would provide some guidelines for headmasters to develop democratic style and teachers to increase their role as administrators to create positive classroom climate. Teaching effectiveness is the important indicators for improving quality in the schools. It is impossible to achieve the quality without having a positive attitude and excellent teaching skills. Thus the investigator selected the three indicators and assessed these indicators in 48 higher secondary schools of Salem district to know the quality of education.

1.14  SCOPE OF THE STUDY

The scope of the present study is to assess the quality of Higher Secondary schools in Salem district by finding out three selected indicators, they are Leadership styles of headmaster, Classroom Climate and Teaching effectiveness. Teaching Effectiveness has two dimensions such as Attitude of Teachers and Teaching and Learning process. The study will discuss the Leadership styles of Headmaster in different situation, perception of Classroom Climate of the teacher and student evaluation of Teaching Effectiveness. This study is limited to a sample of 48 headmasters, 325 teachers and 1436 students of 48 Higher Secondary schools of Salem district. Thus the present study attempted to identify the indicators of quality school education.

1.15  OBJECTIVES OF THE STUDY

The major objectives of the present study are

1) To study the leadership styles of the Headmasters in higher secondary schools in Salem district.

2) To analyse the teachers’ perception of Classroom Climate in the higher secondary schools of Salem district based on the select sub sample.
Gender Age
Qualification
Subject,
Marital status
Community
Type of school
Teaching experience
Medium of instruction
3) To study the student evaluation on Teaching Effectiveness based on the select sub sample viz.,

Gender,
Type of school,
Location,
Subject
Medium,
Community,
Religion

4) To discover the relationship between the teaching and learning process and attitude of the teachers in Higher Secondary school of Salem district.

5) To find out the relationship between Leadership styles of the Headmasters, Classroom Climate and students evaluation of Teaching Effectiveness in the Higher Secondary school of Salem district.

1.16 STATEMENT OF THE PROBLEM

The Leadership style of Headmasters, Classroom Climate and Teaching Effectiveness by evaluation of students, teachers and Headmasters form an integral part of Quality development in educational institutions. Keeping in mind the above indicators the investigator selected the problem which is titled as

“Selective Indicators for the Contribution of Quality Development of Schools at Higher Secondary Level in Salem District”
1.17 OPERATIONAL DEFINITION OF KEY TERMS

The term Selective Indicators in this study refers to Leadership styles of Headmasters, Classroom Climate and Teaching effectiveness.

In the current study focus Leadership style of Headmaster involves in planning, organizing, directing, supervising and evaluation of school programmes. Also Leadership is a process of developing and co-coordinating group’s activities towards certain goal accomplishment in a position of the school.

Classroom climate refers in the study that a good or positive climate is prevailed in the classroom. It allows the students to meet their essential physical and mental needs. It creates a good learning environment for students to meet their learning potential.

In the present study teaching effectiveness refers active teaching in the classroom. Teachers’ attitude and teaching learning process are the two components for the Effective teaching. It helps to student learning.

Quality development focuses the role of headmaster in planning, organizing, motivating and inspiring societies to create vision and achieve it. Classroom Climate is an art of organizing all proactive, interactive and post active pupil- teacher activities in the classroom. Student Evaluation is an important tool for assessing the Teaching Effectiveness. All these selective indicators contribute to improving the Quality of Higher Secondary schools.

Higher Secondary Level refers to the post High school level where students pursue the Eleventh and Twelfth standard in schools.

1.18 DELIMITATION OF THE STUDY

Delimitation of a research problem denotes the limits or scope of the investigation. It is consciously fixed by the researcher while developing the research design itself, keeping, in mind the various factors like availability of subjects, nature of the sources of data etc. thus delimitation of the research problem, makes the problem specific and clear cut.

- Higher secondary school teachers working in different types of school in Salem district under local bodies are alone to be considered.
• Sample is to be curtailed to the district Salem only.
• Sample is to be selected only from post graduate higher secondary teachers.

1.19 SUMMARY

This chapter gives the Introduction, Aim, objectives of Variables, School indicators, need, scope and significance of the present study. In the next chapter a review of related literature is attempted.
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