ABSTRACT

This research paper is a part of my recent PhD thesis in which a total of 1,000 teachers and 200 administrators- trustees- over 100 schools were studied for the perception towards principals’ leadership qualities. The key findings are: teachers perceived principals as an academician, strong role model, effective communicator, mentor, and HR manager, whereas administrators- trustees have a different perception than teachers. They rather perceived principals as a strong role model, community leader and a caretaker. At the same time both, teachers and administrators- trustees did not perceive principals as visionary, lifelong learner, and administrator and technocrat. This raises a serious question about the position, role and responsibilities of an effective school principal as a school leader. To review this crisis and possible development among the principal leadership qualities, a few practical remedies and suggestions are discussed. It may prove to be a boon to strengthen the educational leadership at the school level. This paper very forcefully brings out the blind spots in school leadership while they work hard to satisfy the two key stakeholders and teachers and administrators- trustees.

INTRODUCTION

In one of his speeches, Vince Lombardi quoted ‘Leaders are made, not born’. They are made by hard efforts, which is the price which all of us must pay to achieve any goal that is worthwhile. This short single line has
made intellectuals and organizational leaders to think debate and analyze from all the prospective. Many theories whether of science, management or philosophy have been applied to test the essence of this sentence. However, it is ‘born’ or ‘made’ ‘qualities leaders’ importance in any organization cannot be neglected. A leader who leads others and set certain concepts in their respective fields later turn as benchmark or rather takes the shape of concrete philosophy. At times it is visible and sometimes it is abstract, too. Today in 21st century, when the world is moving towards a unified whole, and fragmentation, violence and ego are the threats to this need for harmony, the true leader that society is looking is one that has a universal vision to facilitate synergetic growth, and values the process as well as the goal. If there is a dire need for significantly ramping up the academic support system, then there is an equally desperate need to strengthen the quality of leadership of our schools and education administration.

Leadership plays a vital role in the survival of organizations. It is concerned with the execution of policies and discussions, which help to direct the activities of an organization towards its specific goals. Leadership is certainly possible in an authoritarian position, but apart from the position there are some factors that influence the leadership. Some of them are personal enthusiasm, personal authority, creditability, knowledge and skill. Leadership is not something that can be imported from outside, but it is something that emerges, grows and is achieved. Leadership is the ability to guide, conduct, direct or influence the teammates for the purpose of achieving common goal. The leader thus, possesses the ability to influence others to achieve positive results.

Leadership can be defined in general terms as simply showing the way for others. This includes leading by example both within and across
organizations. Showing the way for others also occurs through explicit advocacy of a new direction.

Even though models of leadership have evolved over time, aspects of each can be found in modern day society. Different situations require different types of leaders and leadership will be evolved instead of jumping from one type to another abruptly. The time and place determines the model of leadership. The cultural attributes also play a vital role in the society’s demands on the leaders. The present time poses a number of educational challenges arising from increasing mechanization and urbanization especially in urban India. The urban elite have become more conscious of their surroundings and more responsive to the kind of education imparted in schools. School education has largely been influenced by the kind of social structures created around which has different set of expectations towards schools. School education has to be linked with the culture, ethos and living standards which a child brings to school from his/her family. Every effort of the school authorities is being inclined towards offering the best to their beneficiaries. They have realized that improvement in schools can be made only by maintaining a strong linkage with the community to whom the school actually belongs. Diwan (2005) noted over the period, certain developments within society have also occurred that has posed a great challenge to school education. These challenges include Early Childhood Education, multi linguistic approach, multicultural students, emphasis upon rights of students, new generation of teachers, teachers’ power through associations and unions, community in an adversary role, rise and fall of financial support, economic and pragmatic accountability demands, educational technology such as computers, audio-visuals, demand for social justice in education, student unrest and drug abuse. Excellence in education is not possible
without the virtues of excellent leadership. Excellence means overall development of oneself along with the entire society. The leader of a school is a guide for quality transformation with certain aims and objectives as a mission. So, excellence in education opens door not only to careers but also the values and morals of the child per se.

The school as a single unit is increasingly being recognized as a force for bringing about change and improving the future of the nation in the emerging scenario. The efficiency of a school is determined by the strength of a school to meet expectations of people it caters to. On one hand, elite social classes have their own expectations towards schools to cater to the scholastic and co-scholastic development of their child and on the other hand, remaining social classes have their own specific demands like maintenance of minimum standard of scholastic performance in frame with the cost incurred for education. In order to sustain in the present day’s transforming educational system, the leader will have to follow a dynamic approach while performing routine school tasks. One needs to understand the mechanism by which the school can be managed in a more efficient manner.

Educational leadership is that leadership which provides direction and expert advice on developments of learning, teaching and curriculum, emphasizes relevance to education in management, diagnosis educational problems and encourages professional development and teaching improvement. Moreover, an educational leader has to imbibe the qualities of all the types of leaders. Educational leaders hold leadership positions with significant responsibility. With the changing demands of the society, it can be predicted that drastic changes will alter the environment and the Principal will need competencies to understand the relationship between the cultural values and the expectations for the school as an institution.
The Principal is entrusted as the head or the leader in schools. He administers the school with other teaching and non-teaching staff members. The Principal assigns duties to various subordinates according to their capabilities and skills identified by him, though all final responsibilities still reside on him. He is involved in the control of human and material resources of the school. Thus the Principal is regarded as the Chief Executive Officer, who is actually responsible for all the happenings in the school.

The Principal has to accept the fundamental responsibility for the quality of learning which forms the educational foundation for all the young people in their community. He should develop, nurture and maintain excellent relationships with the students, staff, parent community and other providers within the wider school context. He should be accountable for the quality and effectiveness of the teaching and learning programs in the school. He plays a significant role in creating and maintaining a learning environment that values the academic, vocational, spiritual, and broad developmental needs of all of their students and to integrate these characteristics in a holistic way. He should maintain a positively oriented and physically safe learning environment, which encourages and values the contribution of all the people who work, teach and learn within it. He should be a role model for the profession of school leadership. He should be able to create effective processes to establish strategic directions and set realistic goals for their organizations.
NEED TO STUDY PRINCIPALS’ LEADERSHIP QUALITIES: REQUIREMENT OF TIME

The present study seeks to understand the secondary school Principals’ leadership on a modern basis with a fresh and current outlook from different point of view by school teachers and administrators-trustees. The perceptions by school teachers and administrators-trustees will give a new identity to the role and functions of the secondary school Principals. The Principal will have greater understanding of “what they are, and what they possibly could be”. It will provide an opportunity for the school Principals’ to restructure and reorganize his/her working pattern which ultimately will benefit the institute and the society. It is learned that the studies which are done on leadership are either in different regions, abroad or in different working scenario. In India, such researches are rare where perceptions of teachers and administrators-trustees are considered. Teachers and administrators- trustees are the people who are closely associated with schools and their day today activities. They are the one who can understand the role of the Principal in a better way, so their perceptions regarding Principals’ leadership will certainly have some validity. The skills of a Principal as a leader of the institution can be identified and can help in policy making for recruitments of teachers. The administrators- trustees and teachers can know the various roles that Principal plays and conflicts can be regressed. In the due course, the process of evaluating the Principals’ leadership qualities will be an ultimate benefit to the institution as a whole. The teachers and administrators- trustees are the inmate part of the education system. The perception of theirs varies with age, working environment, experience, educational qualification and gender.
STATEMENT OF THE PROBLEM
PERCEPTION OF TEACHERS AND ADMINISTRATORS- TRUSTEES TOWARDS SECONDARY SCHOOL PRINCIPALS’ LEADERSHIP QUALITIES.

OBJECTIVES
- To standardize the tool to study leadership qualities of Principals.
- To identify the areas of effective leadership for the Principals.
- To study the perception of teachers and administrators- trustees towards leadership qualities of Principals with respect to gender, qualifications, experience and types of school.

HYPOTHESES
There were total thirty null hypotheses

METHODOLOGY
As per objectives of the study, the researcher adopted survey method.

POPULATION AND SAMPLE
The population of the present study comprises of 521Secondary schools and approximately 6864 teachers and 1500 administrators-trustees constitute the population. In the present study multistage sampling was followed. In first stage 50 private and 50 Aided schools were selected randomly. Selection was done by cluster sampling. The sample size was 1000 Teachers and 200 Administrators- trustees for the find data collection.
TOOL

The tool used in the present study was perception scale measuring Principals’ leadership qualities for teachers and administrators- trustees. The used tool was prepared and standardized by the investigator.

MAJOR FINDINGS

TEACHERS’ PERCEPTION TOWARDS PRINCIPALS’ LEADERSHIP QUALITIES:

COMPONENT: ACADEMICIAN

<table>
<thead>
<tr>
<th>Scale Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Taking keen interest in curriculum development and delivery in the class.</td>
</tr>
<tr>
<td>13</td>
<td>Visualizing academic needs of children and adapting to change.</td>
</tr>
<tr>
<td>22</td>
<td>Interacting educationists of repute.</td>
</tr>
<tr>
<td>23</td>
<td>Observing teachers classes and suggesting methods to improve classroom learning output.</td>
</tr>
<tr>
<td>63</td>
<td>Arriving at sound evaluation pattern for students.</td>
</tr>
</tbody>
</table>
COMPONENT: EFFECTIVE COMMUNICATOR

<table>
<thead>
<tr>
<th>Scale Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sharing value, goals and policies of school.</td>
</tr>
<tr>
<td>14</td>
<td>Acting as a mediator between teachers-students, teachers-parents and administrators- trustees- teachers.</td>
</tr>
<tr>
<td>24</td>
<td>Addressing PTA meetings effectively.</td>
</tr>
<tr>
<td>34</td>
<td>Taking into account the views of all the stakeholders in the process of decision making.</td>
</tr>
<tr>
<td>54</td>
<td>Creating a climate of trust.</td>
</tr>
<tr>
<td>73</td>
<td>Maintaining transparency and consistency in governance.</td>
</tr>
<tr>
<td>Scale Item Number</td>
<td>Item</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>18</td>
<td>Acting as a bridge between trustees, parents and teachers</td>
</tr>
<tr>
<td>28</td>
<td>Analyzing the strength and weakness of staff and assigning the right task.</td>
</tr>
<tr>
<td>38</td>
<td>Aware about top-down model MIS (Management Information System)</td>
</tr>
<tr>
<td>58</td>
<td>Maintaining a harmonious working atmosphere.</td>
</tr>
<tr>
<td>68</td>
<td>Motivating all to perform to their utmost potential.</td>
</tr>
<tr>
<td>77</td>
<td>Ability to have a proper career planning and growth for all kind of teachers.</td>
</tr>
</tbody>
</table>
COMPONONET: MENTOR AND MOTIVATOR

<table>
<thead>
<tr>
<th>Scale Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Creating opportunities and guidance for teachers and students career development.</td>
</tr>
<tr>
<td>17</td>
<td>Integrating knowledge of technology in teaching and learning.</td>
</tr>
<tr>
<td>27</td>
<td>Advising teachers to attend different seminars for their professional development.</td>
</tr>
<tr>
<td>57</td>
<td>Encouraging teachers to take initiative in curricular and co-curricular activities.</td>
</tr>
<tr>
<td>67</td>
<td>Involving teachers in decision making process.</td>
</tr>
<tr>
<td>83</td>
<td>Ability to write inspirational articles.</td>
</tr>
</tbody>
</table>
SCHOOL ADMINISTRATORS - TRUSTEES’ PERCEPTION TOWARDS PRINCIPALS’ LEADERSHIP QUALITIES:

COMPONENT: STRONG ROLE MODEL:

<table>
<thead>
<tr>
<th>Scale Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Being punctual in completing different activities</td>
</tr>
<tr>
<td>45</td>
<td>Having strong values and morale.</td>
</tr>
<tr>
<td>55</td>
<td>Having a respectable, dignified name in society.</td>
</tr>
<tr>
<td>65</td>
<td>Being assertive at every field of life.</td>
</tr>
<tr>
<td>74</td>
<td>Having a quest for knowledge and attaining it.</td>
</tr>
</tbody>
</table>

![Pie chart showing distribution of responses for the component Strong Role Model.](chart.png)
### COMPONENT: COMMUNITY LEADER

<table>
<thead>
<tr>
<th>Scale Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Identifying the needs of society</td>
</tr>
<tr>
<td>26</td>
<td>Encouraging teachers and students to work for some social cause.</td>
</tr>
<tr>
<td>36</td>
<td>Seeking possible funds to reach the deprived sections of the society.</td>
</tr>
<tr>
<td>56</td>
<td>Organizing events that help in community development.</td>
</tr>
<tr>
<td>75</td>
<td>Making strong linkages with the NGO’s and different institutions working for community.</td>
</tr>
<tr>
<td>88</td>
<td>Encouraging every stakeholder to work for society.</td>
</tr>
</tbody>
</table>
Component: Principal as a Care Taker

<table>
<thead>
<tr>
<th>Scale Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Providing guidelines to balance between job and social life.</td>
</tr>
<tr>
<td>39</td>
<td>Ensuring the satisfaction and commitment of all stakeholders at large.</td>
</tr>
<tr>
<td>59</td>
<td>Conducting induction programme for newly appointed teachers.</td>
</tr>
<tr>
<td>69</td>
<td>Ability to utilize the available resources optimally</td>
</tr>
<tr>
<td>78</td>
<td>Promoting the name of the institution in the society.</td>
</tr>
</tbody>
</table>
FINAL FLOW CHART OF PERCEPTION TOWARDS PRINCIPAL LEADERSHIP QUALITIES
It has been observed that Principals leadership qualities were differently perceived at various stages by Teachers and administrators-trustees. More or less teachers and administrators- trustees’ perception towards Principals leadership qualities as strong role model was the same, whereas teachers perceived principals as effective communicator and mentor- motivator. Teachers also perceived principals as a Human resource manager. Administrators- trustees perceived principals as a community leader as well as a care taker significantly.

The striking observation is that the teachers perceived principal as an academic leader whereas administrators- trustees did not perceive principal as an academic leader. Both, teachers and administrators-trustees neglected the principals’ leadership qualities as a…

Visionary,

Life-long learner,

Administrator and Technocrat

DISCUSSION OF FINDINGS

The investigator observed that there is a complete different perception towards principals’ leadership qualities by teachers and administrators- trustees. Teachers’ perception towards principals’ leadership qualities was quite significant when two ways interaction for gender and work experience was studied. The similar kind of interaction by administrators- trustees did not find it significant. Teachers’ perception was significant when type of school and work experience were
together while administrators- trustees’ perception did not have any influence of type of schools and work experience.

It was observed that the study of first phase as a pilot study indicated that teachers and administrators- trustees did not perceive principals’ leadership quality significantly. The study revealed some of the new areas of academic leadership which are yet to be explored. It has clearly raised doubts about principals’ leadership qualities through the perception of teachers and administrators- trustees.

It has been observed by the investigator that administrators- trustees and teachers did not perceive principals as an outstanding personality having desired good qualities in any leader. The data analysis of teachers and administrators- trustees who perceived principals’ leadership qualities as a strong role model was highly significant. Teachers perceived principals as an academician, human resource manager, effective communicator, strong role model, mentor and motivator, while administrators- trustees had different perception. Administrators- trustees perceived principals as strong role model, community leader and care taker. The investigator strongly believes, based on the results, that teachers have significant perception towards principals’ academic and administrative leadership qualities, whereas administrators- trustees have strong inclination towards principals’ personal qualities. The investigator also believes that the role and responsibilities in the organization may have effective impression to perceive qualities. It is the major job profile of teachers to deal with academic related work, so perhaps teachers’ perception could be influenced by this factor. Administrators- trustees’ role in any educational organization is vital and they are public figures who are generally dealing with social, community welfare activities. Similarly, being administrators- trustees of a school is also a social activity. So, it could be
concluded that there are many areas that make an individual to perceive leadership qualities differently.

The investigator also found out that teachers and administrators-trustees not only partly perceive principals' leadership qualities, but also ignored principals as visionary, lifelong learner and administrator and technocrat leader. These qualities are a must among all the principals, as per the demand of time. These qualities are major part of the principals’ job profile as these qualities highly make impact on entire organization and related stakeholders. Principal, being visionary, can only lead the organization in the right direction as well future development. Thus, the perception by teachers and administrators-trustees raises a very big question mark on principals’ leadership quality, especially as a visionary leader. Similarly, any person or organization cannot last for long unless they prove and establish as constant learners. Principals’ quality as a lifelong learner has not been perceived at all by teachers and administrators-trustees.

It raises a serious question about principals’ individual ability. The very fact is that, no educational leader can lead without having thirst to gain knowledge, update and increase the knowledge boundaries to provide the best to the stakeholders of the educational institutions. The use of technology in management is the key of success in today’s highly developing society. The traditional methods of management are gradually changing. Still, neither administrators-trustees nor teachers perceived principals as leaders who have a good administrative skills and techno-savvy attitude. No doubt teachers and administrators-trustees perceived many leadership qualities but the above mentioned three major qualities give challenges to principals as an educational leader. The investigator strongly feels that a scientific approach must be developed to study their
neglected perceived areas in details for the betterment of educational organization.

It has been observed that the perception of teachers and administrators- trustees towards principals’ leadership qualities is different based on the demographic situations.

It was also noted that most of the Grant in Aid school teachers perceived leadership qualities significantly. Similar way, administrators-trustees and teachers from Grant in Aid schools perceived leadership qualities equally to individual school. It showed that there was a significant perception towards leadership qualities.

Thus, it could be concluded that most of the researches have studied teachers’ perception towards principals’ leadership qualities and based on their findings, principals’ were rated as effective or ineffective leaders. It was less observed that each component of academic leadership from all the angles. So, the investigator strongly feels that each leadership component should be perceived independently. This study focuses on each leadership component independently as perceived not only by teachers but also by school administrators- trustees-. Moreover, a very few studies have been done on administrators- trustees’ perception towards principals’ leadership qualities. Thus, findings are specific and different.

**SUGGESTIONS FOR FURTHER IMPROVEMENT**

Principal as an educational leader is the guiding star of the organization. The principals’ leadership qualities may highly influence all the stakeholders of the organization. The principal is the strongest link
among administrators- trustees, teachers and students. So, perception by teachers and administrators- trustees has valuable importance in day today activities of any school. The researcher strongly suggests to the principals that the leadership areas, which are less significantly perceived by teachers and administrators- trustees, must be introspected. Those significant perceived leadership qualities must be analyzed and should go further to develop them if convinced by self analysis. The highly perceived leadership qualities may have correlations with other less significant leadership qualities components, too. So, an honest effort should be made by principals to work, think and analyze all their leadership qualities. The school management must arrange in house training programmes where teachers and administrators- trustees frankly discuss about principals leadership qualities and their views about them. This process will give room for improvement, reduces communication gap and surely make the school a better learning organization.

SUGGESTIONS FOR FURTHER STUDY

On the basis of the present study, the investigator felt that more studies should be carried out not only in perception towards principals’ leadership qualities but also in the areas of challenges and requirement of leadership qualities in upcoming time. The investigator would like to suggest some more topics for further research. Here are few suggestions.

- A self perception of principals’ leadership qualities and teachers’ expectation can be studied.
- Perception of parents and students towards principals’ leadership qualities can be studied.
- The study related to principals’ leadership qualities influencing students can be studied.
• The study related to Principals’ leadership qualities as visionary can be studied.
• The study related to principals’ use of technology and its relation with academic management can be studied.
• The study related converting organization as constant learning unit and principals’ role can be studied

SUMMING UP:
The above findings and discussion points out that important shifts are required within the system. If school authority aspects principals to perform the role of an educational leader with all desired leadership qualities. A deep thought needs to put and principals must introspect the role which authority must give room for improvement. Constant in service training, changing role of principal as a pedagogical thinker must be given importance rather than making the school head to manager. Since culture and education are constant process, not static, concept of educational leadership must go under change to work more effectively to strengthen educational institutions.
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Moore, Quincie Little (2003) Teacher’s perceptions of principal’s leadership skills in selected South Carolina secondary schools. Dissertation Abstract International; Study No.12; 64(3); P.746-A.


Profile

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PROFESSIONAL SNAPSHOT:
Accomplished Executive with domestic and international experience in Academics and Education Field. Result Oriented, Decisive leader with proven success in academics, strategic planning’s, organization development having work experience of over 13+ years in teaching, administration and higher management of reputed organization of group of schools covering both CBSE and State Board. Track record of continuous organization growth and powerful management and administrative capabilities in academics.

CORE COMPETENCIES:
- Visionary Leader
- Organization Development
- Strategic Planning
- Academic Innovations
- Training & Development
- Relationship Management
- Business Development
- Motivator
- Educationalist

CAREER OVERVIEW:
L. P. Savani Group Of Schools, Surat.
Founder Principal & C.E.O.

Provide executive leadership for L. P. Savani Group Of Schools, Surat, with 4 schools of both CBSE and State Board.

Lead operations and strategic directions with full responsibilities and from bottom-line factor, including long range planning, organization’s overall management and development.
Provide cross functional management: Chairman’s, Directors, Principals, Supervisors, Teachers, Admin staff and general oversight of 500 employees. Plan and Direct all operations in organization. Redefine organizational structure in academics, Oversee major budgeting decisions and perform monthly evaluation of Principal and Supervisor reports.

**KEY ACHIEVEMENTS:**

- More than 100 appreciation certificates from National and International Institutions.
- Conducted more than 150 seminars for Students, Teachers and Parents.
- Written articles in National Magazines and newspapers.
- Have done more than 15 projects in academics.
- Regular column on Teenage under the title “Road Ahead” in regional newspaper.

**OUTSTANDING AWARDS:**

Jagadguru Shankaracharya H.H.Sri Jayendra Saraswati National Award: 2003
Avantika Green Earth Award- 27 Jan 2004
Antar Rashtriya Samrasta Manch.
Best Paper Presenter Award at National Conference on Development and Sustainability- Oct. 2015, Navrachna University, Baroda.

**TRAININGS, HONORS, & PROFESSIONAL RECOGNITION**

Gujarat State Bharat Scout & Guides- Sep 2001.
Centre of Cultural Resource and Training- New Delhi- 30 Dec 2004
Surat Pediatric Association Charitable Trust- 30 July 2011.
Unitech Institute- Australia. 10 Sep 2011.
Indian Institute of Technology, Delhi- 31 Dec 2011
Headed official delegation from Surat to Euroasia Institute, Berlin, Germany- 2013
PROFESSIONAL ASSOCIATION:

- Member of Selection Committee- N.C.R.D in education, Science and technology.
- Member of Academic Committee, SGCCI, Surat.
- Advisory committee of L.P. Savani Group of Schools
- Core Member of SRK Knowledge Foundation, Surat.

Country Visited: (Academics): Germany, Singapore, Finland for academic purposes.

PROJECTS AND RESEARCH PAPER

- “English as Used in Gujarat” - a research on the status of English in Gujarat (Students Section) Dept. of Linguistics, M. S. University of Baroda- 1996
- Research papers produced and workshop were conducted as a part of implementations.
- A Paper on ‘To enable students write creatively’- an effort to provide guideline to Students – 2003
- “General Classroom Problems and their remedies” – a research on the day today problems in classroom and their remedies from academic as well as administration point of view – 2005.
- Worked with teachers on 10 major projects focusing academic activities, community work as well as TQM in schools. The note of these projects was taken by State Education department, IIT Delhi and NGOS.

EXTRA ACTIVITIES

- Attended “International Conference on Integrated Value Education -2006 held in Bangalore from 26 July to 29 July. The sessions were arranged by HRD Ministry of India and UNESCO.
- Honored with Appreciation certification “Science Olympiad Foundation “ – 2004
- Attended National Seminar on “Researchers’ Creative Techniques in Classrooms Teaching”-2003, held at Kanchipuram, Tamilnadu.
- Attended workshops organized by Ford Foundation, New York under the campus diversity initiative.- 1997
Participated and acted in Drama by William Shakespeare during the M. A. Course, Dept. of English M.S. – 1996

Played Inter Hall Cricket Tournament, M. S. University, Baroda. -1995


EDUCATION AND CREDENTIALS:

Ph.D. in Education,

Topic: “Perception Of Secondary Teachers And Trustees Towards Principals’ Leadership Qualities In Surat”

Sample Size: 1000 Teachers
200 Trustees
100 Secondary School Principals

Tool: Self Developed Perception Scale and Likert Scale pattern

Data Analysis: T value, F Ratio, Factor Analysis.
Research Thesis has been submitted. Final notification


Bachelor of Education (B.Ed) from S. P. University -Dec 1998.

Master of Arts (English Literature) from Maharaja Sayajirao University of Baroda -May 1997.

Bachelor of Arts (B.A- literature) from Maharaja Sayajirao University of Baroda -May 1995.