

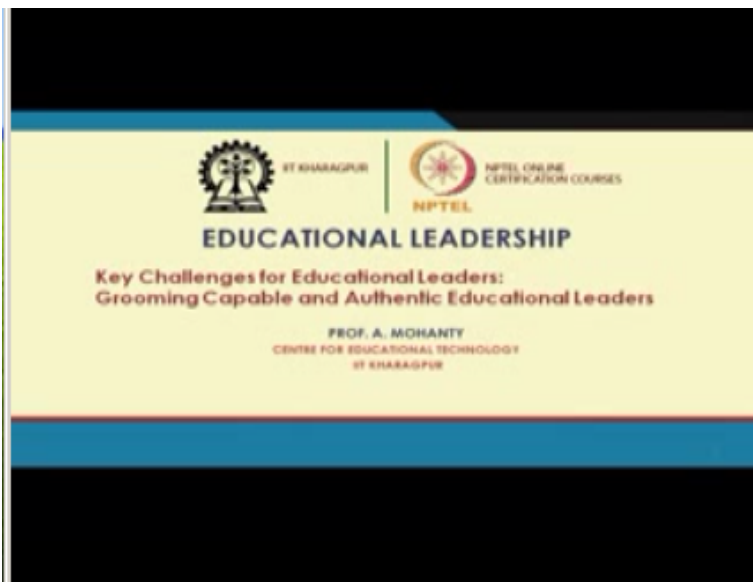
**NPTEL**  
**NPTEL ONLINE CERTIFICATION COURSE**  
**Course**  
**On**  
**Educational Leadership**

**By**  
**Prof. Atasi Mohanty**  
**Centre for Educational Technology**  
**Indian Institute of Technology Kharagpur**

**Lecture 02: Key Challenges for Educational Leaders**

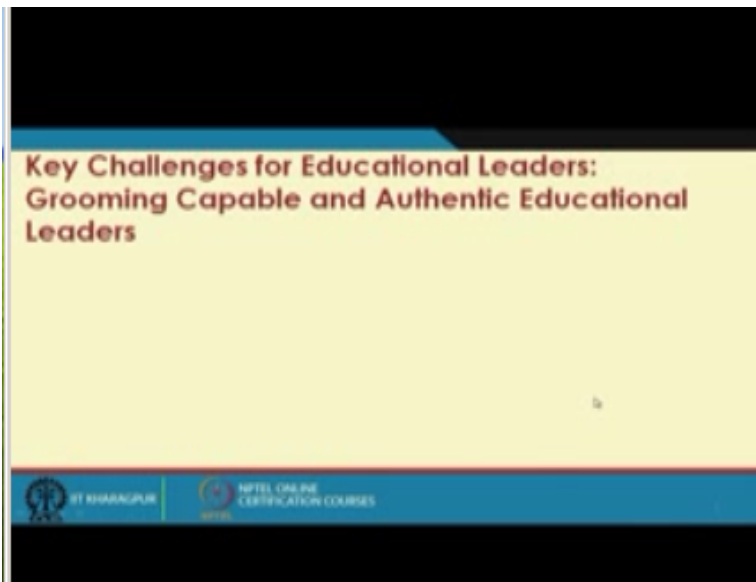
Good morning all the viewers welcome to the second lecture.

(Refer Slide Time: 00:25)



On the last NPTEL course on educational leadership. In the last class we have already discussed about the key issues and challenges that education leaders faces nowadays while conducting his duties and responsibilities in various organizations and educational situations today we will also continue following some of these issues in this lecture and ultimately move forward towards grooming developing and authentic education leaders. So today topic is key challenges for educational leaders and as I have already discussed grooming the capable and authentic education leaders.

(Refer Slide Time: 01:06)



So key challenges now as for the educational leaders some of the challenges you have already discussed some other challenges are like educational leaders have to be capable both as the difficult and the professionals and as the profession as we have discussed already in the last class they have to be accountable to so many stakeholders they have to again they have to improve their own individual performance we have to act as a very good professional they have to have these very good reasons missions and goals for the educational institutions.

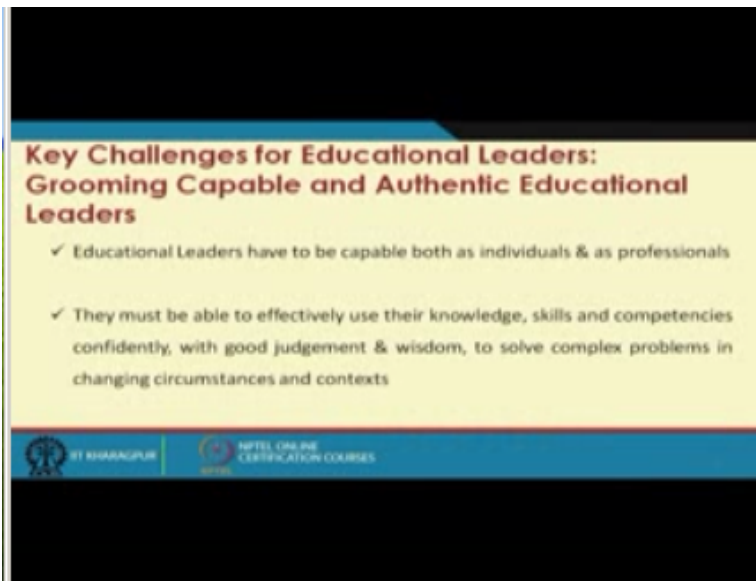
So they have to be capable in both way both in the professional way personal way or as an individual professional so this is also another challenge for an education leader how to maintain the balance how to maintain not only the work-life balance how to maintain a balance between professional responsibilities due to the sex and again individual carrier needs aspirations and performance improvements.

Second is that they must be able to effectively use the knowledge skills and competencies so continuously they have to update the knowledge skills and competencies that means continuous learning upgrading updating the knowledge and skills our quality requirement and how to use these knowledge skills and competencies confidently with good judgment and wisdom to solve the complex social problems called complex problems in changing circumstances in the context.

So education is the very much an integral part of the society so as we have to change our education system also pattern also so the current leaders the present leaders they're not only they

are not required to acquire the knowledge skills and competencies as per the need of our respect for the need of our requirement of the society or the requirement of the education are starters educational contexts etcetera. But at the same time tap to confidently implement those applied those knowledge and skills with good judgment.

(Refer Slide Time: 03:12)



But they have to basically rational they have to be judicial they have to be impartial so good judgment and wisdom that they have to but they have to be really wise enough to think beyond the present situation to think about the future to think about the future goals future situation etcetera so with good judgment and wisdom and to solve the problems and false and to solve complex problems.

Because in this puzzle they have they in this process they may face various kinds of critical issues complex issues crises financial resource crunch or the complex interpersonal relations with many complex issues all will as members but they have to deal with all those issues with their existing knowledge skills competencies with confidence with good judgment and good knowledge and we know with why is the decision with wise decisions so as attending situation demands as a changing context depend image and we cannot fix that your these are the ideal qualities.

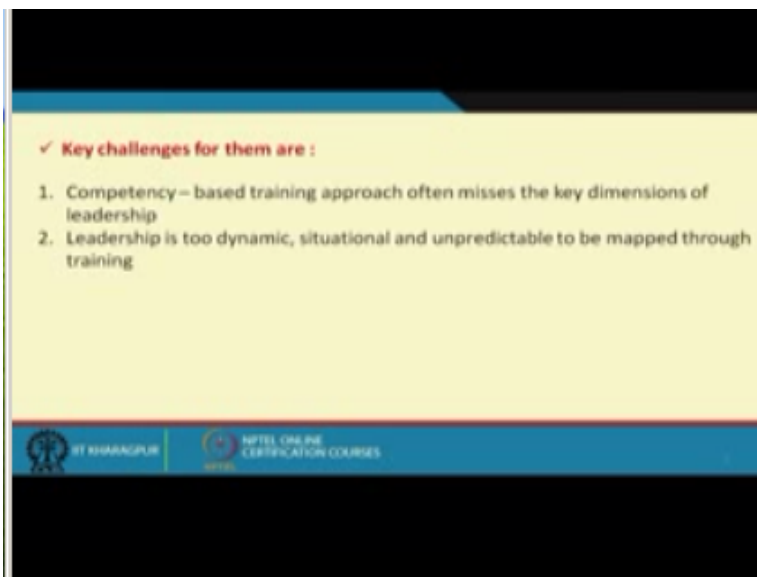
These are the guided practices these are the fixed practices we go the principal's these are things which we can generalize in a different context no it cannot be generalized because educational

performance educational outcome educational administration all kinds of things in the educational context are very much situational very much contextual finality issues are also contextual issues and also situation also you cannot deal with every kind of situation with one principle one solution one methodology or one approach one strategy you have to be different.

So for that reason the key challenges for them are you know comes a competency based training approach often misses the key dimensions of the later thing now another thing is has become nowadays in most of our teacher education programs teacher training programs primarily the content the curriculum the pedagogy focuses on how to develop some required competencies compete an number of competences among the teachers how to develop how to inculcate and how to develop the competencies different kinds of competency.

Transactional competency evaluation competency teaching competency pedagogical competencies you know my parent teacher relationship competence with different kinds of an number of competencies among the teachers so for that reason primarily our training programs are more oriented towards competency development competence how to develop the competency come to different kinds of competency among degrees and in that training programming that process in that framework often we missus some of the major qualities of leaders some of the major qualities of the leader.

(Refer Slide Time: 06:12)



✓ Key challenges for them are :

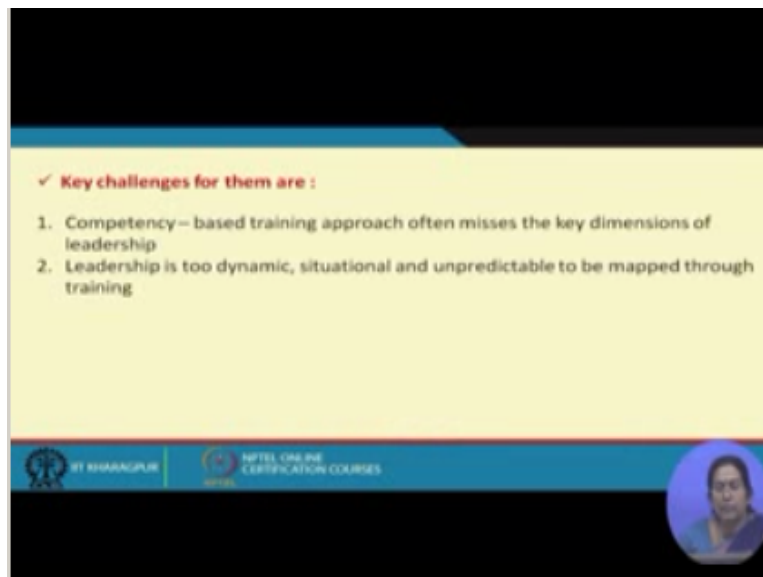
1. Competency – based training approach often misses the key dimensions of leadership
2. Leadership is too dynamic, situational and unpredictable to be mapped through training

ST BANGALUR | NPTEL ONLINE CERTIFICATION COURSES

Because the leaders a leaders they have to go beyond these competencies only they have to be beyond or be beyond belief transactions with competencies visual curriculum conduction this administration these routine one there is a where you go above much above to the level of complete so else we emphasis more on the competency-based and training program we often miss use to develop or not sure some of the leadership qualities.

They leader has to be very a visionary person and enthusiastic person outgoing person a highly ethical and moralizing and spiritual person wise person the Dean leader and must be you know very good to negotiator all kinds of the leadership qualities actually we fail to nurture and groom among our teachers when we emphasize on the competency-based training approach so this is another challenge for us then leader there is two dynamic situation.


(Refer Slide Time: 07:09)



✓ Key challenges for them are :

1. Competency – based training approach often misses the key dimensions of leadership
2. Leadership is too dynamic, situational and unpredictable to be mapped through training

IT BHARANGPUR | NIPTEE ONLINE CERTIFICATION COURSES

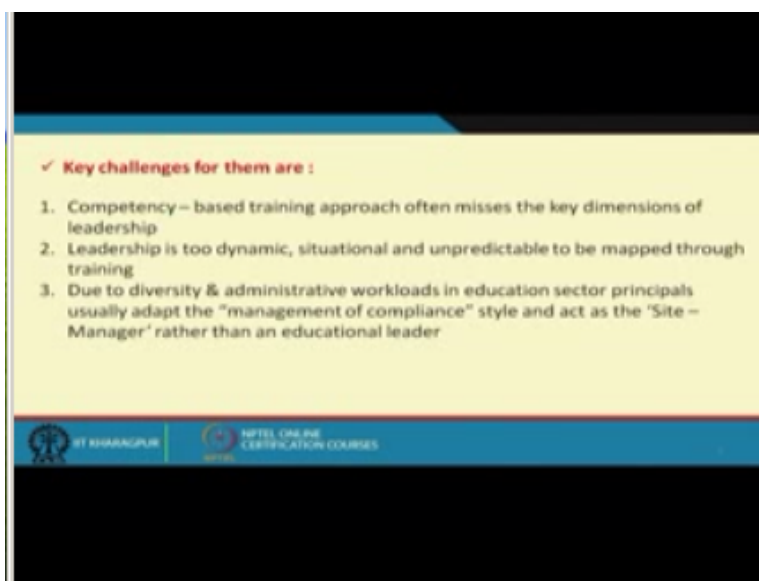


Let us see a concept which we cannot map it that is the boundary of the leader we cannot map it is in you know it consists beyond the boundary so it is situation it is unpredictable it is contextual it is more dynamic kind of thing so we cannot map a we cannot confine the leadership within a framework and for that reason we need to expose we need to get exposure to our teachers our to our young teachers to or how to implement its outcomes in our educational context.

So leadership is too broad is too unpredictable it's too dynamic to be limited within the framework of our teacher training programs which is primarily competency-based due to a diversity in adversity workload in education sector principles you usually adopt the management of complex as we have already discussed in Indian context our education sector is much more diverse in terms of in terms of content in terms of syllabus in terms of curriculum in terms of resources in terms of teacher quality in terms of students in terms of socio-economic background of the students in terms of the type of institutions of a lot of diversity .

So due to the diversity workload for the teachers for the leaders also it increases it enhances like anything. So the administrative workload increases of enormously or when the diversity is there and in that context with a limited resource with the minimum time frame work with the minimum resources the minimum staff with the you know it now with the senior superior for authorities or are with so many activities curricular and co-curricular activities within an academic calendar etcetera.

(Refer Slide Time: 09:11)

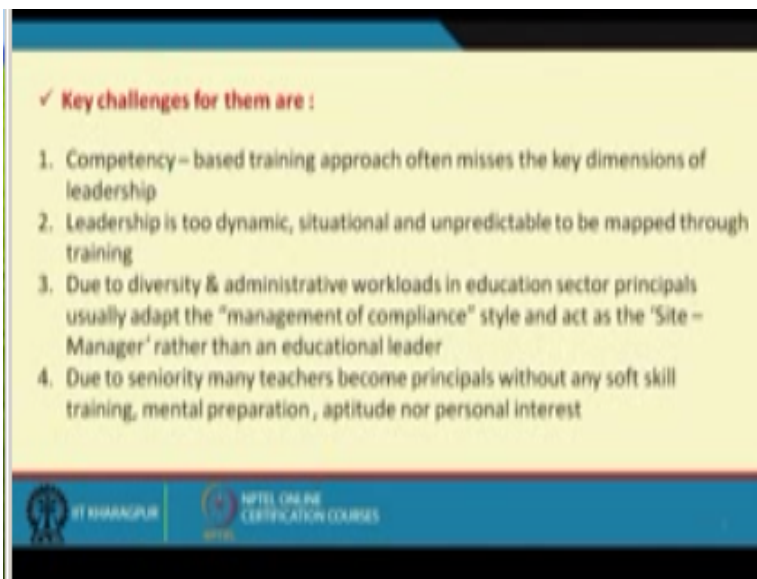


They are always under constant pressure. Pressure are usually the adaptive management style management of compliance then you come how to manage somehow to turn that somehow the complete somehow to complete so all the kinds so they adapt management of complaint style so they act as a site manager a rather than educational leader so there always are their focus and

intention is how to complete this stuff how to complete that job how to complete the response you have to deliver that report how to prepare that report.

Because inspection is coming up all so they always they're in a hurry to over to come finish their task and you stipulated time and the adopt management of compliance type that is the act of a site manager rather than an educational leader.

(Refer Slide Time: 09:57)



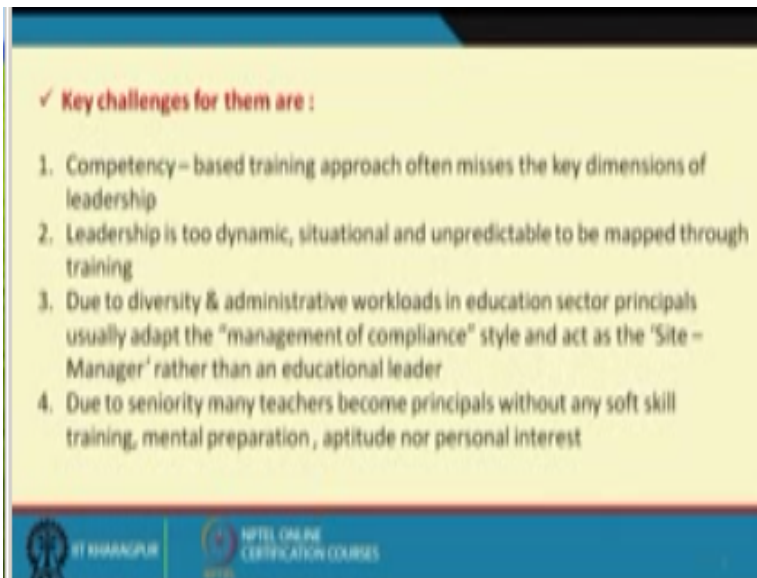
Again another factors that due to seniority list in most of the schools colleges and universities etcetera all that I found is the program of process of automatic promotions automatically we're on the basis of your seniority list you become the principal you become the headmaster you become the register you become the vice-chancellor you become the so-and-so director and all kinds of things so due to the seniority many teachers automatically come from principals automatically they become licensed automatically they become register automatically they become headmaster etc, etc.

So automatically they become principals and the leaders etc without any proper training on the soft scale or a without any preparatory training on the principal save all without any paper a trade claiming or the educational leadership neither that mentally prepare are neither they have development a mindset to be to act as their educational leaders sometimes they do not have that

teacher also they are not actually interested for the principal ship they are not interested for the head speed etcetera all kinds of them.

So due to all these factors they cannot they cannot become an effective education leader because you know for becoming an education leader we also need proper training we also need proper training proper orientation proper preparation in terms of training in terms of mental preparedness.

(Refer Slide Time: 11:19)



✓ Key challenges for them are :

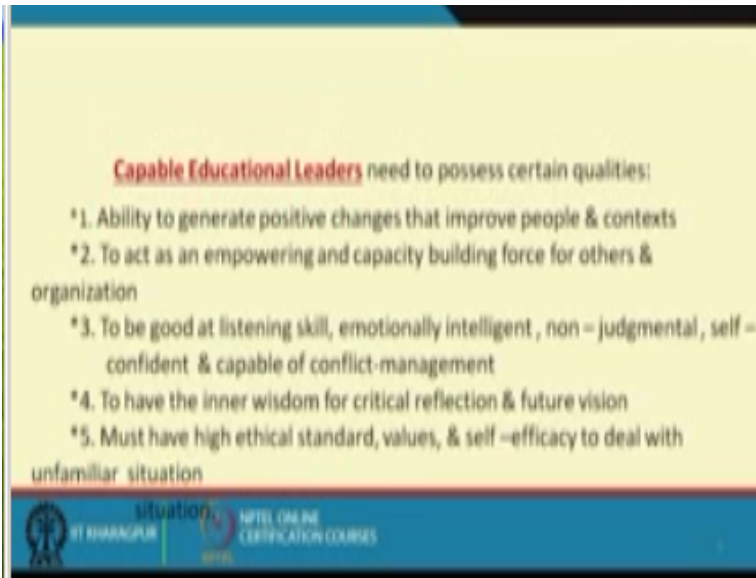
1. Competency – based training approach often misses the key dimensions of leadership
2. Leadership is too dynamic, situational and unpredictable to be mapped through training
3. Due to diversity & administrative workloads in education sector principals usually adapt the “management of compliance” style and act as the ‘Site – Manager’ rather than an educational leader
4. Due to seniority many teachers become principals without any soft skill training, mental preparation , aptitude nor personal interest

IT MANAGER | NPTEL ONLINE CERTIFICATION COURSES

In terms of aptitude schemes then attitudes and personal interests all the things are very much require you know your relevant part component of use a little bit education literacy program and for that method we needed it's all a thorough kind of you know preparation program educational leadership preparation program training program in all aspects or dimensions of the human behavior all dimensions of our dimensions of the interpersonal relationship.

(Refer Slide Time: 11:50)





Now for that method in order to run our ordination education institutions more efficiently more effectively and to be at par with other you know other reputed educational institutions across the globe and to be in the higher level in the educational ranking world ranking global ranking etcetera and we need a handful not handful of enormous in capable educational leader if a large volume of education leaders and educational leaders were not just a senior were not just experienced people but their capable educational leaders .

Here we talk about the capable education leader and then who are the capable education leaders the capable leaders needs occasionally leaders need to pull the certain qualities okay now here comes anywhere we are talking about the competency-based training that they are our focus is to develop certain competencies and number of competence among our teachers here in case of the educational leader that is we need capable we need capable education little surrender the difference between the competency and the capability and the capability competency is that you are well equipped to transact the things to carry on the things in the present day context.

But capable education leaders means you have to develop that abilities those visuals those future strategic thinking their capacities or abilities those self-advocates to be the visionary leader to be the you know change agent to be the social and you know social you can say social catalyst to be a transcriptional leader etc and they most project some quality so what are the qualities the first thing is to generate positive changes that input the people and context so the capable educational leaders are expected to possess the ability possess the capability to generate changes or to bring

positive changes not only to transact the curricular activities it is not only to deliver but the teaching learning task and not only to contrast the curriculum things etc.

But to go beyond that generate the positive changes means certain impact not only on the people but on the whole context the educational context that is ability to generate positive changes that improve the people not only improve the people not only improve the people the whole context of the whole scenario that is to bring to generate positive I change the impact generate positive impact which can change the people's behavior as well as the educational scenario.

Second is to act as an empowering and capacity-building force for others and organization so you will be the education leader will be a role model the educational go the leader will give role model to act as an empowering and capacity-building force always he is there to help you to empower you to enrich you to contribute to contribute beyond his duties and responsibilities and to build up the capacity to build up the capacity the capacity of his workforce of his power for his students of his all nations of his institution also to act as an empowering aided capacity building force for other those that is to groom others to nurture others to develop others to develop their capacity their ability their potentials and an to enhance the status of the organization as such.

Second is that would be then next is the good at listening scale so we know how important the communication is even in the context of education literacy because whenever there are human interactions whenever the peoples are in volume and resources involved the communication is the most important tool so to be a communication on the important aspect of communication is also to be a very good listener not the speaking is listening also.

So to be very good in at the listening skill so they have to develop multiple skills but an out of it the good listener they have to be very good listener they are too emotionally intelligent emotionally intelligent in not only understanding their own emotions moods how to regulate their own emotions etc but I also understand others emotions are those emotion how to regulate their emotions how to understand them how to reflect upon all the situation and again to be non-judgmental.

Now while taking the decision while acting up in certain issues while conducting certain things delivery certain things you should not be in a hurry and we should not be very rational and know

and we should not give any judgment up we should not have any preconceived notion of that these people are days where the situation is like that we should not have any preconceived notion of the particular context situation issue etcetera so you have to be very non-judgmental you have to very non-judgmental and again self-confidence whatever this is one you are taking they have to take it in a democratic way in every interval because thorough analysis with a thorough reflection etcetera.

But you have to carry on with self-confidence with self-confidence and capable of conflict management if a conflict is in negotiable issue wherever the people are there is bond to become no conflict the conflict is inevitable in this situation so again they have to be capable of on managing the conflict not only managing the content but resolving the conflict but sometimes were required transforming the conflict into a positive outcome so they have to be very good listener motional intelligent non-judgmental self-confident very reflective and capable of conflict management.

The next is that to have the inner wheel jump for critical reflection and future vision so they have to be critical analyst or reflective thinker they have to have the inner wisdom intuition you know reflection and you know thinking of how to reflect on their own practices and how it has impacted up others and how it has affected the people etcetera all the time whatever they do whatever they perform whatever decision they take they have to be the critical reflective practitioners all the time they practice the reflective thinking and the must have the future reason also they must have the future vision that what should be the future of our educational programs curricular institutions our objectives goals as they are they must have all the times of future vision and mission of the their educational situation.

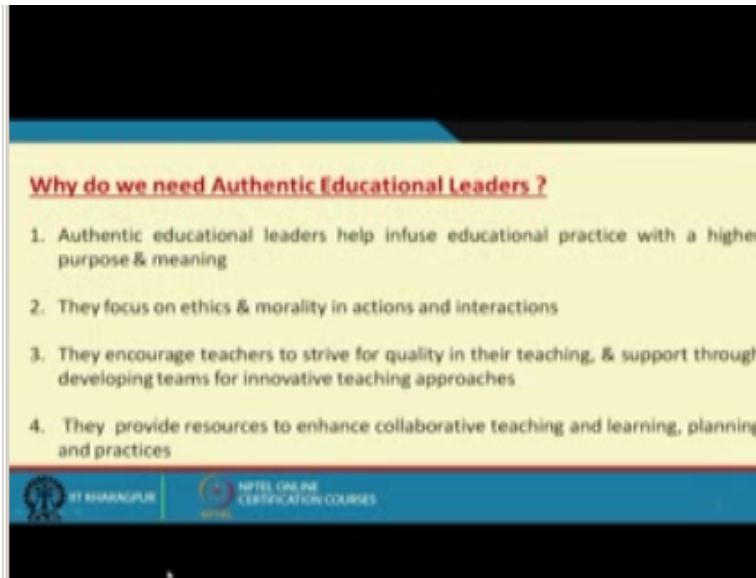
The next is on the must have high ethical standard they must possess the integrity prevail they must possess the integrity honesty integrity ethical standard and values both in the personal life as well as in the professional life because automatically it get reflected within whichever way you adopt your values and it takes and behavior and standards are automatically you know it's reflected in your behavior and day to day behavior in a practical game your communication you need interpersonal relations and referral everywhere it gets reflected and they must have high ethical standard values and self-efficacy that if they maintain all these things throughout their personal life as well as the professional life.

It is not just confined to that means this situation that situation and the classroom or in the office or a discipline but they have to maintain the standard state of high ethical high values ethical standard code of conduct and etcetera in that day to day in their day to day life both in the personal territory and the will in the professional area also in professional context also and again and self-efficacy to do to build with the unfamiliar situation.

So when we are talking about the competency it is contextual in the sense that competency whatever you have developing you are immediately using it implementing it to be let us present occurs but kept a little required you know you can say a capability request from self-efficacy some abilities some intuitive thought from you know future of the future vision set data through which you can deal with any kind of unfamiliar situation unpredictable situation that is required in place of the capability so self-efficacy to deal with the unfamiliar situation they have that they are confident of their own efficiency effectiveness ability etcetera that is called self-efficacy.

The leaders are confident of their own efficiency effectiveness etc abilities so with that self-efficacy they can deal with any kind of unfamiliar situation unpredictable situation any kind of critical or emerging issues etc. At the transmitter therefore the educational leadership needs the capabilities the beyond the competencies to denote a dynamic capacity to respond positively to changing situation also situation changes as the situation emerges as the critical things emerges as the crisis emerges as a new situation result they can deal with they can deal with any kind of unpredictable situation any kind of unpredictable issues or critical issues that are with their dynamic capacity with their dynamic capacity that is why you need the capable educational leader.

(Refer Slide Time: 21:50)



So here are some capable leaders we come to the authentic education there are different types of leaders. Now here from how can we prepare the capability patient leaders and in that context we need so we need authentic education leaders so what are the special features of authentic leader we need the leaders who are capable and have to deal with any kind of situation any kind of unpredictability any kind of critical issues.

Now here comes here next how to groom how to groom authentic education leaders those who are genuine those are sincere those who are honest those who are may you deeply motivated those who are self-motivated those who are the self learners those who are having higher regions and missions.

So here why do we need and how we can groom the education letters the first question is that why do we need a authentic educational leader so the reasons are like this authentic education leaders help infuse educational practice with a higher purpose and meaning say in the educational context we are learning we're transacting we are doing are they're doing our job we're engaged in different kinds of activities.

We are engaged in research action research team work communicating our knowledge wisdom experience everything we are doing not for the purpose of you know achieving certain time limited or short term goals or some objective etcetera but you have to go beyond that always you have to remember that we are learning for the for the whole life it is continuous learning process.

And so that is why our focus will be on learning the light learning continuously learning all the time and which can bring the qualitative changes in our life so authentic educational leaders help infuse educational practice with a higher purpose and meaning with a higher purposes. Whatever the authentic education leaders.

They do they practice they profile they implement always they are having a higher purpose and meaning in life although they are having high reasons high values objectives etcetera and they focus on ethics and morality in actions and interaction always our focus that objective their goals are on the thinks high moral standards values code of conduct high level of you know self-actualization high level of objectives all kinds of high values code of conducts morality are there always their focus.

And they focus on give all kinds of actions and interaction whatever they do whatever they perform whatever they say whatever they turns out whatever the carry on whatever the thing they plan always there is some inherent thick and morality in high value and you know reasons are inherent in that.