Institutional Effectiveness and Role of Teachers

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ABSTRACT

The present time being full of complexities and the texture of society has changed from agrarian type to industrial type, the old thoughts regarding Teachers need to be re-examined and re-judged to become more commensurate with the new trends and new concepts. Thus any judgment about the quality of a Teacher should be made with reference to the Professional Responsibility with which he conducts himself in his institution.

INTRODUCTION

Education is perceived to be a universal phenomenon. It is adequately organized, regulated through formal institutions like schools, Colleges and universities etc. Institutions are corner stone of social development and a Principal means of improving the welfare of individuals. Therefore, it has been viewed as a potential instrument of social change and rapid development. Precisely, Education is the heart of development. A developing society like India should take into account not merely the needs of a growing economy but also those of a new culture that would reflect the end print of a dynamic, liberal and growth oriented society, But if education has to play a significant role in a society, it has to assist the creation of new values and attitudes in place of the old, so that the obstacles on the path of modernization may be removed. The greatest stumbling block to modernization and to socio-economic development in the developing countries is the state of education in general and the state of secondary education in particular. Improvement of quality of education raises many issues such as Academic environment, Teachers' job satisfaction, Teachers' Professional Responsibility, Teachers' Morale, Students Academic Satisfaction, progressive method of evaluation, democratization and humanizing school administration and supervision, Provision of rich and varied programme of Co curricular activities. Appreciable efforts must be done and perhaps, one of the most crucial steps to improve the quality of education at secondary level is to ascertain the Effectiveness with which schools are imparting education at secondary level.

The movement for excellence in education all over the globe is a welcome phenomenon. It has a great significance at the beginning of the 21st century. Essentially excellence is a function of personal aspiration and accomplishment and therefore is the property of the individual. Institution intends to provide intellectual economic political and social growth and also leadership. It serves the nation's need by providing stable qualified man power. For this, quality management and administration is needed. Total quality of management and administrative style is reflected in the effectiveness of a school which in turn is based on the quality of educational leadership.

A Teacher who feels himself more responsible professionally may have greater intrinsic motivation to equip himself with better teaching skills and competencies in many cases, the teachers develop their own life styles; linked with school situation consequently upon the way, they are treated by the Principal. The educational institutions display a wide range of variety in their size, management, resources, location and philosophy. Every institution, however, pays attention to the development of the individuality of its pupils and the mastery of the tools with which pupils acquire their knowledge and skills. Every good educational institution should have certain specific objectives which they should try to achieve. These may

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be development of the mental spiritual, physical and social well being of the pupils and the pursuit of skills and the tools by which pupils acquire the knowledge and understanding.

School effectiveness has generated a controversial body of knowledge, originating in industrialized countries such as Britain and the USA and now exported throughout the developing world. In the U.K, **Mortimore et al**. suggested the following eleven factors as key variables in this process.

- Purpose leadership of the staff by the head teacher.
- The involvement of the deputy head
- The involvement of teachers
- Structured sessions
- Intellectually challenging teaching
- Work centered environment
- Limited focus with in session
- Maximum communication between teachers and pupils.
- Record Keeping.
- Parental involvement
- Positive Climate.

Reynolds D. etal present nine key factors associated with school effectiveness as identified below.

- Professional leadership
- Shared vision and goals
- An orderly and attractive learning environment.
- High quality teaching and learning.
- High Expectations.
- Positive Reinforcement.
- Monitoring Pupil progress and evaluating school performance.
- Pupil Rights and Responsibilities
- Purposeful Teaching
- In the First International Seminar on "School effectiveness and learning achievement at primary stage" organized by NCERT from 17 to 19 July 1995 also emphasized the various focal themes related to School effectiveness.

American National PTA on concept of School effectiveness encompasses the following factors.

- Clear goals and objectives
- Adequate and equitable functioning and financial management.
- Academic programmes that provide the opportunity for all students to develop academic skills.
- Assessment programmes that identify how instruction can be improved and learning can be increased.
- Parents, family and community involvement in every facet of the education and development of children from birth to adulthood.
- Skillful teachers and staff.
- Students who are lifelong learners and good citizens support services that address the holistic needs of the students.

THUS THE FOLLOWING COMMON ELEMENTS IN EFFECTIVE SCHOOLS LEADS TO FOLLOWING

- Strong and competent leadership
- Highly committed teaching staff.

- A positive attitude towards the pupils by teachers and the principal
- Higher expectations and standards
- An emphasis upon high achievement in academic subjects.
- Intensive and personal support services for artist students.
- Stable leadership and public support in the catchments area of the school for the period of years sufficient to implement new policies were also listed

The term Institutional Effectiveness has been used by a large number of educationists working in different fields each one of them has defined and explained the term in his own way as stated in **Fifth survey of Research in Education** which redefines the institutional effectiveness "In the Indian Context it is essential that each School should cater to the needs of all children and all children must learn to their potential".

Teacher work with in Broad parameters laid down by Ministry of Education, there are in reality very large and critical areas of class room life that are not amenable to outside control it is they who teach pupils, not Ministry of Education, Schools inspectors, Researchers or teacher trainers. **Burke** States 'Recognition of the centrality of the Teacher's role would seem to required greater concentration and investment in Teacher Education (Pre-service and in service), Higher levels of Professional autonomy for teachers and greater sharing by them of responsibility for what happens in school.' Another name for such Responsibility, Sharing is "EMPOWERMENT", a notion well captured by the French word of empowerment, 'RESPONSABLIZATION'. Finally there is need for a concerted and well planned programme, spearheaded by Ministries of Education. Parents, Teachers and others concerned with education take decision of far reaching importance for young children. They make these decisions on traditional and conventional basis rather than on the basis of scientific evidence. Right choice of Educational Institutions for helping children in taking admission at various stages of their educational ladder is one such important decision which makes the future of the child. Such vital decisions are often taken as traditionally based misbelieves like nearness, location and size of the institution.

Dig. Showing Relationship between Child, Teacher, Community, School

To raise pupil's awareness of the importance of the teacher's role, thereby enhancing the status of the profession and attracting high caliber candidates into it. Thus teachers are the most important professionals in the life of pupils and their parents.

Education emerged simultaneously to the human race. The history of human civilization is in fact, the history of gradual excellence in education. It is the key to all process of development especially human development. Catalytic action of education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity. This calls for a close look at the state of affairs at all levels of education, particularly at secondary level. A kind of relation that is existing between teacher, student. Community and school administration is able to bring out excellence in our education-system.

CONCLUSION

In Modern situation, Parents believe that education is a ticket to the job market and therefore force the children to attend the school and always with their child to be admitted in most prestigious school. The teachers do not want to loose their job and therefore they maintain the records of their own attendance in the school to safeguard their interests. In such a situation education becomes a gigantic quiz programme to compete for desired positions in life and has no deeper significance or meaning. Parents, Teachers and other concerned with education take decision of far reaching importance for young children. Right choice of educational Institutions for helping Children in taking admission at various stages of their educational ladder is one

such important decision which makes the future of the child. Relation between political system and Institutional Effectiveness is another area which requires immediate attention of Researchers. Particularly the Administrators who are active in Politics may be studied with interest in future.

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