Educational Leadership at a time of Demographic Change

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Abstract: *The paper draws inspiration from the motto, Let everyone be happy, let everyone be free from all ills, and focusing on the theme Educational Leadership which may help to sustain in the present scenario of demographic change. Demographic changes vary from country to country and they are never the same or uniform, however, the roles teachers are required to play are in fact the same and almost uniform hence there is an urgent need of a shift in mind set of Educational Leaders.*

The paper suggests some steps to be followed, to achieve educational leadership at a time of Demographic Change and displays how Vivekananda's philosophy is relevant and effective driving force to inculcate values among youth as per needs of the society. For this study researcher has developed questionnaire & administered to 80 faculty members from the Senior Colleges which are a part of Higher Education system.

Keywords: *Leadership, demographic change,*

I. INTRODUCTION

Man is an epitome of social transition. Being involved in social processes he is well acquainted with all the other components associated with the Social process. To achieve the goal of human life and to gain satisfaction there is need to maintain social order. However, social order has another aspect namely the duties and rights seeking different functions viz. "Swadharmas" (Self Responsibility). If the duties are laid down and social expectations are crystallized in society, everyone will come to know what is expected from him and a harmonious social order will result spontaneously. (Guruji) .To know this **Swadharma** & to acquire its knowledge, leadership is an attempt because it prescribes and describes the role of leaders in the society. To understand the concept of Swadharma and to gain it's knowledge is an attempt to cultivate good leadership because Swadarma prescribes and describes the role of good leaders in the society.

The leadership process can occur in all agencies of education. In many of them, a leader is not chosen by the group, but an administrator is appointed and given control by a board of trustees or a similar body, whose members are not subject to the appointee "control". In some agencies, including many schools, leaders appoint themselves because they require a group to achieve the purposes that they desire.

The main characteristic feature of the leader is what type of functional relationship with the group he has. The role he plays in the total dynamic pattern of the behavior of the group, defines him as a leader. A person becomes a leader not because of his intelligence but because of the intelligent use of his skills or originality. However, the leader is a product not of his characteristic but of his functional relationship to specific individual in specific situation. For the achievement of any group of people, the leader exists or arises.

The demographics of India shows that India is the second most populous country in the world, with over 1.21 billion people, more than a sixth of the world's population. It will surpass China by the end of 2025.

India has more than 50% of its population below the age of 25

and more than 65% below the age of 35. It is expected that, in 2020, the average age of an Indian will be 29 years, compared to 37 for China and 48 for Japan; and, by 2030, India's dependency ratio should be just over 0.4.(Census 2011)).India is known for 2000 ethnic groups.

Undoubtedly, the demographic patterns are rapidly changing in India. The provisional population figures of 2011 census show a decline in the rate of growth of population from 21.54 per cent in the 1991-2001 to 17.64 per cent in the 2001-11 census decades. The average number of children per woman in India has come down to 2.6 in 2009. Thus the fertility rate is coming close to the replacement level of two children per woman. Based on the current fertility changes, India will reach the desired two children per woman norm within this decade (James, K.S)

In regard to demographic change education plays an important role. Because in education the Teacher of course has the authority to make decisions that affects the students. (Klausmeier & Ripple P287). The ways in which the teacher as leader demonstrate his power and authority produces differing results, however, as will be shown later. In any case, authority is only one aspect of leadership. Stout (1969) indicated that an effective leader provides for interaction and communication among the group members. Also Bowers and Seashore (1966) found that leaders are supportive of members, facilitate interaction among group members, facilitate work, and emphasize group goal.

Lewin and his associates, Lippitt and White, conducted a series of experiments to ascertain the effects of various forms of leadership on the individual and group behavior of 11 year old boys in a club situation. Their procedures and results, reported in many articles and films.

In the plan for democratic leadership role it was found that wherever possible, policies should be a matter of group decision and discussion with active encouragement and assistance by the adult leader. The leader should attempt to see that **activity perspective emerges** during the discussion period with the general steps to the group and becoming clarified.

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II. REVIEWS OF RELATED STUDIES

Martin Barlosk, (2005) in his study on Educational leadership in pluralistic settings: The imagination of the other and the administration of experience, found that unforced, modest & gradual changes in social imaginaries rather than enterprises of statistical reduction & policy formulation can lead to a social empathy which is both self-sustaining and generous.

Deota , N. P. (1990) in his study on characteristics of effective leadership behavior of Secondary school principals studied in relation to decision making , conflict, resolution and communication abilities of school principals and found that there was positive and significant correlation between administrative behavior and leadership behavior. The values possessed by high initiation and high consideration and low initiation and low consideration pattern principals were more or less the same. They did not show any significant difference except in the value called competence. Values needed a nurturing atmosphere and this was revealed through a number of case studies where the values of the principals were high and strong and yet they were not able to use their potential. Case studies had revealed that the situation –related and reality –based leadership was the best type of leadership (MSY 0905) **Nanda, A.R. (1992)** studied leadership behavior of primary school Headmasters of Cuttack City. Dhillon, Sukhjeet (1991) in his study of the relationship among leadership behavior organizational climate and demographic characteristics in physical education institution in Punjab found that the administrators were attaining the organizational goals with the help of the faculty members by initiating actions and getting things done by defining and structuring their roles , having mutual trust for each other's ideas and consideration for feelings. **Sharma, Sudha (1982) conducted a** study of the leadership behavior of headmasters vis-à-vis the school climate. **Jayajothi, K.V.** studied Organizational climate and leadership behaviour of principals in relation to teacher morale in central schools. It addresses the problem of the organizational climate, the leadership behaviour of principals and the morale of teacher in central schools which forms major components of educational administration..It was found that the open climate related best to the perception of leadership behavior of principals by the teachers and the autonomous climate had the least relationship.

III. NEED AND IMPORTANCE OF STUDY

Education should aim at multi-faced development of a human being- his intellectual, physical, spiritual and ethical development. Youth is the mirror in which the future of a nation is fully reflected. In order to preserve, maintain and advance the position of our country in the world, it is imperative that there should be a comprehensive programme of value- education starting from pre-primary level, embracing the entire spectrum of educational process. The minds , hearts and hands of children are to be engaged in forming their own character to know , what is good, love good and do good, because our young generation under the growing influence of so many negative aspects, is stranded on the cross roads, not able to decide which direction to take.

(S. B. Chavhan Report). Higher education is a very important sector for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country in particular and of the world in general.

Mahatma Gandhiji's (1939) ideology of Basic education was launched all over India to prepare ideal citizens for the country (Ansari,2010).This education was meant to transform village children into model villagers. It was emphasized on the learning while earning. Sardar Patel emphasized potential hardships with the need for complete unity and non-violence despite any provocation.

Late Rajiv Gandhi through his new policy called "special emphasis on the removal of disparities and educational opportunity," has given model called for for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi Who was an Indian leader to promote economic and social development at the grassroots level in rural India.

Rabindranath Tagore commented about Swami Vivekananda and his teachings, "If you want to know India, study Vivekananda. In him everything is positive and nothing negative."]Vivekananda realized a country's future depends on its people, so he mainly stressed on man, "man-making is my mission", that's how he described his teaching. Vivekananda put his real ideals in few words and that was: "to preach unto mankind their divinity and how to make it manifest in every movement of life." Swami Vivekananda (Awakening India).

 A conscious effort has to be made by all concerned administrators, parents, teachers, community to bring about a balance between education for worldly success and education for moral and human qualities Unfortunately education is becoming more or less materialistic and the value traditions are being slowly given up (Erwin 1991)

Education for him means that process by which character is formed, strength of mind is increased, and intellect is sharpened, as a result of which one can stand on one's own feet. Looking to the facts of history, researcher has selected topic where she has deeply gone through Indian ethos & exercised to focus light on it.

IV. OBJECTIVES

1. To identify the components of Leadership in   Indian Context.

2. To study the opinions of teachers at a time of demographic change in Indian Context.

3. To study implications of Demographic Change to our educational institutions in global Context.

Perspective or Theoretical framework: Indian Philosophical Theory.

Method: Indian Philosophical Theory was one of the key to identify leadership components .and therefore Survey Method was used for this research. India is known for great Heroes like Mahatma Gandhi, Sardar Wallabh Patel, Rajiv Gandhi Swami Vivekanand, and many more. But considering their contribution in Education in the past and its application

at present only four from them were considered. As we know Mahatma Gandhi is known for his basic education, Sardar Patel for his potential hardships, Rajiv Gandhi for his new education Policy & Swami Vivekanand for his man making Education. At the time of demographic change, there is an urgent need to focus on imparting character building education to youth that will uphold and cherish the values of humanism.

Therefore researcher has incorporated these parameters in questionnaire.In order to make questionnaire effective & to ensure quality to the replies received, a researcher has selected only stratified sampling technique.

Procedure: Researcher went to different institutes, and then administered the questionnaire. She has selected 100 Teachers who were post graduates having Ph. D. /NET / SET & teaching experience of at least 5 Yrs. Out of 100 teachers only 68 Teachers have filled questionnaires correctly and also interviewed 10 eminent Educationist to verify the findings. Therefore researcher has considered only 78 Number for further statistical analysis of it. Analysis has been done on the basis of % technique. It is given as below.

Analysis &Interpretation:

What do you mean by leadership?

Table no. 1

Meaning of leadership				
Leadership	Accomplishing goal of society	Contributing significantly for societal needs	Broad Vision	Able to inculcate values
No. of Teacher	4	70	1	3
Percentage	5.13%	89.74%	1.28%	3.85%

Meaning of leadership
- Accomplishing goal of society
- Contributing significantly for societal needs
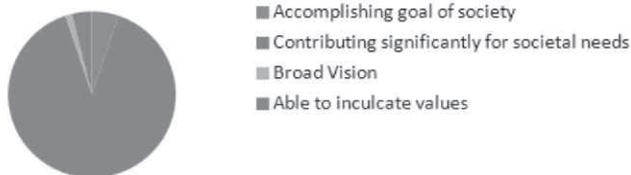- Broad Vision
- Able to inculcate values

Table no. 1 shows that out of 78 teachers 4(5.13%) thought that accomplishing goal of society means leadership, while most of the teachers i.e. 70(89.74%) thought that Contributing significantly for societal needs means leadership, only 1(1.28%) teacher said that Broad Vision means leadership and 3(3.85%) teachers said that Able to inculcate values means leadership.

Who are Leadership Idols in India?

Table no. 2

Ideal Leader in India				
Leader	Mahatma Gandhi	Sardar Wallabh Patel	Swami Vivekanand	Late Rajiv Gandhi
No. of Teacher	4	5	65	4
Percentage	5.13%	6.41%	83.33%	5.13%

Ideal leader in India

Table no. 2 shows that according to maximum teachers i.e. 65(83.33%) Swami Vivekanand is an Ideal leader, while 5(6.41%) of teachers believes that Sardar Wallabh Patel is an Ideal leader in India, for 4(5.13%) of teachers Mahatma Gandhi is an Ideal leader and 4(5.13%) of teachers found that Rajiv Gandhi is an Ideal leader.

What Important quality require in leading present Youth?

Table no. 3

Important quality in leader				
Quality	Honesty	Ability to overcome the present situation	Understanding of Democracy	Vision
No. of Teacher	1	70	5	2
Percentage	1.28%	89.74%	6.41%	2.56%

Important quality of Leader
- Honesty
- Ability to overcome the present situation
- Understanding of Democracy
- Vision

Table No. 3 represents the quality of leader in which most of the teachers 70(89.74%) said that leader should have ability to overcome the present situation, while 5(6.41%) of teachers thought the leader should have Understanding of Democracy, 1(1.28%), and 2(2.56%) teachers said that leader should have Honesty, Vision respectively.

Whom will you consider responsible from society for Leadership?

Table no. 4

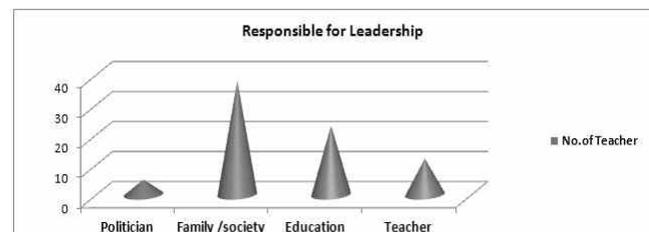| Responsible from society for Leadership				
Responsible	Politician	Family / society	Education	Teacher
No. of Teacher	5	38	23	12
Percentage	6.41%	48.72%	29.48%	15.38%

Responsible for Leadership

Table no. 4 indicates the responsible for leadership among society. Out of 78 teachers 38(47.72%) of teachers thought that family/society is responsible for leadership, 23(29.48%) of teachers said that education is responsible for leadership, while 12(15.38%) of teachers said that teachers are responsible for leadership, and 5(6.41%) of teachers believes that politician are responsible for leadership.

What type of educational leadership expected at the time of demographic change?

Table no. 5

Educational leadership during demographic change			
	Encouraging self dependence	Encouraging quality education	Encouraging national spirit	Encouraging society centered
No. of Teacher	0	70	5	3
Percentage	0	89.74%	6.41%	3.85%

Table no. 5 shows the date about the view of the teachers about educational responsibility during demographic change. 70(89.74%) of teachers said that education should have quality, value based,skill based , self employment based , while 5(6.41%) teachers thought that it includes national spirit, and 3(3.85%) teachers said that education should be society centered.

Educational Responsibility
- Encouraging self dependence
- Encouraging quality education
- Encouraging national spirit
- Encouraging society centeredwi

In the celebration of 150 th Birth Anniversary of Swami Vivekananda which thought from the following will be most useful?

Table no. 6

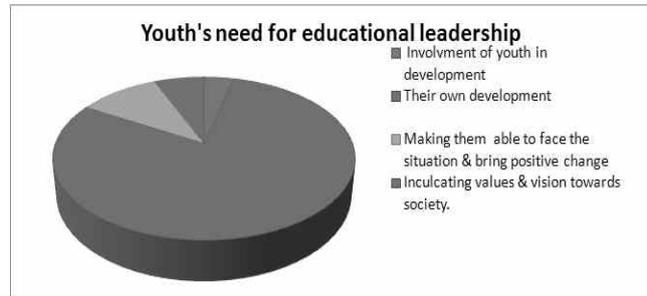| Useful thought of Swami Vivekananda				
Thought	Education means Developing Inner potential	Need Education for Developing Inner potential	Need Education & curriculum for Developing Inner potential	Education for Inner potential& leadership
No. of Teacher	0	4	2	72
Percentage		5.13%	2.56%	92.31%

Table no. 6 shows that, 72(92.32%) of teachers prefers the thought of education for inner potential and leadership, while 4(5.13%) of teachers select the thought of need of education for inner potential, and 2(2.56%)of teachers say that need of education and curriculum for inner potential development.

On the occasion of 150th Birth Anniversary of Swami Vivekananda in what way youths need educational Leadership?

Table no. 7

Youth's need from educational Leadership				
Needs	Involvement of youth in development	Their own development	Making them able to face the situation & bring positive change	Inculcating values & vision towards society.
No. of Teacher	3	62	8	5
Percentage	3.85%	79.49%	10.26%	6.41%

Table No. 7 shows that, out of 78 teachers 62(79.49%) teachers feels that on the occasion of 150th Birth Anniversary of Vivekanand youth needs their own development, 8(10.26%) of teachers thought that youth needs ability to face situation and bring positive change, while 5(6.41%) of teachers said that there should be inculcation of values and vision towards society in the youth, and 3(3.85%)teachers said that youth should be involved in development of country.

Youth's need for educational leadership
- Involvment of youth in development
- Their own development
- Making them able to face the situation & bring positive change
- Inculcating values & vision towards society.

Write four qualities of teachers who have Leadership?

Table no. 8

Qualities of teachers				
Qualities	Accountability	Professional Excellence	Approachable	Good character
No. of Teacher	78	78	78	69
Percentage	100%	100%	100%	88.46%

Table no. 8 indicates that qualities of teachers who have leadership which includes accountability, professional excellence, approachable, and good character.

Write four qualities of Educational Institutes which has Leadership?

Table no. 9

Qualities of Educational Institutes				
Qualities	Adequate resources	Trained & committed Teaching Staff	Good Infrastructure	Goal Oriented System including discipline
No. of Teacher	78	78	78	78
Percentage	100%	100%	100%	100%

Table No. 9 gives the information about the qualities of educational institutes   has leadership are adequate resources, trained and committed teaching staff, good infrastructure, goal oriented system including discipline.

Who will evaluate the institute, Teachers & education which is involved in Educational Leadership Process?

Table no. 10

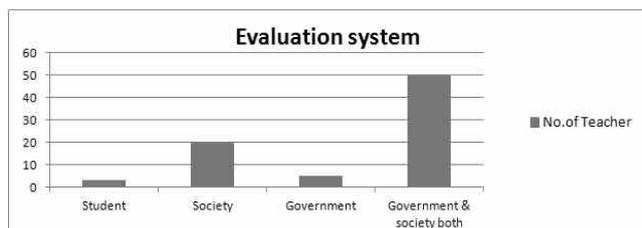| Evaluation system for institute, Teachers & education				
Evaluation system	Student	Society	Government	Government & society both
No. of Teacher	3	20	5	50
Percentage	3.84%	25.64%	6.41%	64.10%

Table No. 10 gives the data for evolutionary system forthe institute, Teachers & education which is involved in Educational Leadership Process. 50(64.10%) teachers said that Government & society both should in the evaluation, 20(25.64%) of teachers said that only society should evaluate, while 5(6.41%) teachers said that only government should evaluate , and 3(3.84%) teachers thought student should evaluate

V. RESULTS & DISCUSSION :

In relation to first objective it is observed that according to majority of Teachers 89.74% leadership means contributing significantly for societal needs. At the time of demographic change India will have Youth. It is necessary to preach them for social responsibility.

Table no. 2 shows that according to maximum teachers i.e. 65(83.33%) Swami Vivekanand is Ideal leader. The leader who leads or preaches is very important. In India this year is celebrated as 150th Birth Anniversary of Swami Vivekanandawho believed education is the manifestation of perfection already in men.He thought it a pity that the existing system of education did not enable a person to stand on his own feet, nor did it teach him self-confidence and self-respect. To Vivekananda, education was not only collection of information, but something more meaningful; he felt education should be man-making, life giving and character-building. To him education was an assimilation of noble ideas.

Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. **We must have life building, man making, character making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library.**

In this context his positivism has more significance. Swami Vivekananda stressed on giving the public only positive education, because negative thoughts weaken men. Swami Vivekananda told, if young boys and girls are encouraged and are not unnecessarily criticized all the time, they are bound to improve in time.[6]

Table No. 3 represents the quality of leader in which most of teachers 70(89.74%) said that leader should have ability to overcome the present situation. It is said that good leaders are good managers then it is to keep in mind at the time of demographic change youth are required to be made competent and able to overcome situation .Substantial percentage of participants 70(89.74%) (Teachers) insisted that education should have cardinal components such as quality, **values, and skill** based, self employment based. This indicates how Swami Vivekananda's thoughts are valued and

appreciated considered as important during the impending demographic changes. Swami Vivekandand said that future (of the nation) depends on its people, so he mainly stressed on man, "man-making is my mission", that's how he described his teaching.[2] Vivekananda put his real ideals in few words and that was: **"to preach unto mankind their divinity and how to make it manifest in every movement of life.** Teachers are the leaders to build society. They should have good character and they should be optimist. The teacher should not discriminate sex. Swami Vivekananda warned it is completely unfair to discriminate between sexes, as there is not any distinction at the *atman* level (level of the soul), the soul has neither sex, nor caste nor imperfection. There is no such thing as a female soul and a male soul.

Swami Vivekananda realized three things are necessary to make every man great, every nation great:

* Conviction of the powers of goodness.
* Absence of jealousy and suspicion.
* Helping all who are trying to be and do well.

According to Vivekananda knowledge is inherent in man, no knowledge comes from outside; it is all inside. True knowledge does not come from outside, it is discovered or unveiled with the individual in the self which is the source of all knowledge. It is the responsibility of educational leaders to make our youth to realize their potential.

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VI. CONCLUSION

It is evident from the above analysis that the youth at the time of demographic change must lead by the educational leaders who have faith in Swami Vivekananda's philosophy. The time has come to orient youth with Swamiji's Philosophy. There is need to introduce curriculum which may throw light on values & divinity because values are principles which are consistent and universal which direct our action and activities. Therefore that should be built in society. These Values , if deteriorated, will hasten or accelerate the break-down of family, society ,nation and globe as a whole.

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