

Investigating the leadership during pandemic of covid-19 and online teaching in Kendriya Vidyalaya

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Abstract

For teaching staff and future leaders in the education sector, it's important to understand what the benchmark is for good leadership in schools in times of emergency and how it can be implemented for lasting results. Kendriya Vidyalaya is a unique educational institution where innovations and practicals undergo frequently. Thus, only a leader with good intuition will be able to handle any emergency such as COVID-19. The purpose of this case study is to examine the action taken in kendriya Vidyalaya and problems faced, preparedness, planning and execution and role of school leadership who have experienced crisis in Vidyalaya. During the pandemic, to gear up conducting of virtual classes, school leaders shown various leadership qualities as critical thinking, clear vision, knowledge, communication, shared leadership responsibilities, problem solving and continued learning and promptness through the use of interviews, self-experiences, documents analysis.

The search focused on the literature on Govt orders, circulars, guidelines and webinars, sop's, newspaper reports and interview and discussion in academic WhatsApp groups (total 256 vice principals of KVS are members, author is also a member) between January 2000 and March 2021. The search was limited to this period because it was after the development of the COVID-19 and shut down of school after lockdown in India. The pandemic condition is sudden, stunned and ongoing so limited study and material is available in country.

Good leadership in schools is vital for improving the learning outcomes of students. Good leadership in schools is the practice of encouraging and enabling school-wide teaching expertise in order to achieve a strong rate of progress for all learners. This leadership can be driven by principals and executive staff in traditional leadership roles, as well as by school leaders and teachers without defined leadership roles.

This research brings the need of training and preparation under limelight to face such emergency and continue teaching learning process without any hurdles. Analysis also express concern about the lack of crisis management and preparation training for today school heads in emergencies. The pandemic and new liberal concept of free Vidyalaya choice and decentralization has led to a shift in the role of Vidyalaya leaders from administration to management. This underscores the role of Vidyalaya leaders as key actors in the exercise of Vidyalaya autonomy and accountability. But a lot of work is needed in kendriya Vidyalaya for decentralization. The article concludes with findings regarding factors that influence the adoption of Vidyalaya leadership reforms. Vidyalaya leadership reforms have responded to a context of education of greater decentralization, accountability and also to an increased focus on Vidyalaya outcomes.

Keywords: Kendriya Vidyalaya, School Head, Leadership, e learning, principal, covid-19, pandemic

Introduction

The effect of countrywide lockdown from March 2020 as a measure to contain the covid-19 outbreak led to the sudden closure of the Vidyalaya and has impacted millions of children of the country. Vidyalaya of all over the country were also bunged up. Conducting exams, preparation and declaration of the results have been adversely disturbed. Closure of the schools stunned everyone and then, the question was how to mitigate the impact of the pandemic on schooling. As the world is fighting the COVID-19 pandemic, and the lockdown period has become a testing time for all, the parents, students and their teachers have been bewildered, isolated and distressed. Thus, the school-based education system is in great uproar for months. All the stakeholders of education system will not only have to remodel and reimagining the way of teaching and learning but also to compensate the loss caused on children's progress due to the pandemic. Cell phones, laptops, electronics readers and other portable devices have become a part of student's life inside and outside the classroom. Technology has the power to reduce the gap between students and teachers and improve education if they are employed correctly and students are instructed meticulously.

Union Minister of Education Sh. Ramesh Pokhriyal 'Nishank' had earlier advised the heads of all academic institutions of the country to make optimum use of digital platforms with the objective of making fruitful usage of children's time and keeping abreast with the academic calendar. Kendriya Vidyalaya Sangathan (KVS) took the initiative of going digital to impart education to its students.

Kendriya Vidyalaya sangathan is an autonomous body under Government of India that are instituted under the aegis of the ministry of education government of India. As on March 2021 it has a total of 1247 schools in India. It is one of the largest chains of school spread all over India and known for its educational standard in school education. A total of 13,888,99 students and 48,314 employees on roll all over India as on March 2021. All the school shows A common syllabus and affiliated to CBSE. KVS are co-educational institutions.

The COVID-19 pandemic has impacted education at all levels in various ways. Institutions had to quickly respond to an unexpected and 'forced' transition from face-to-face to remote teaching. KVS is no exception. The need to create learning environments for student and teachers implied decisions, choices and adaptations in order to meet not only the expectations of students but also the requirements of learning as well as the conditions in which schools had to operate. KVS has shared some action points with all the school heads, for implementation to the extent possible, to encourage all teachers in the system to engage their students in learning through digital modes. An essential protocol has also been designed for the online classes to be conducted by Teachers. Multiple platforms being used, G-Suite, Microsoft team, WhatsApp, Google Classroom, Khan Academy, E-blog of the Region and others, Skype, e-Pathshala, Zoom, Diksha, worksheet, self-made videos, Blogs (RO/KV) Tutorial links, Swayam Prabha Channel, Microsoft Team, YouTube, NIOS online Classes, NCERT App, NCERT e-learning etc.

Leading through uncertainty can be daunting - there are no easy solutions, and often no clear paths to follow. How do we lead when we can't predict what's going to happen next? Uncertainty requires leaders to adapt quickly to a rapidly changing situation, and to draw on different skills and types of leadership. When faced with uncertainty, school leaders need to deal with the immediate, while remaining focused on the future, to achieve the best possible teaching and learning environment, and outcomes for students.

The purpose of this case study is to examine the action taken in Kendriya Vidyalaya and problems faced, preparedness, planning and execution and role of school leadership who have experienced crisis in Vidyalaya. School heads are faced with a myriad of responsibilities from teacher's observation to meeting with stockholders to serving as chief academic and administrator in the Vidyalaya. Virtual school needs effective and active leaders in assessing the technology and able to motivate teachers. During pandemic conducting of virtual classes school leadership-built connections through empathy, clear vision, knowledge, communication, shared leadership responsibilities and continues learning and promptness through the use of interviews, self-experiences, documents analysis.

Methodology

Different approaches can be used to investigate school leadership and school leadership policies: case studies; mixed methods; ethnographic studies; or more policy-oriented studies. The purpose of the review was to shed light on the changes in the nature of the role of school leadership more generally and on the factors that have influenced this shift. The review covered school leadership policies and centered on adjusting or transforming current school leader practices

This paper seeks to address the following research questions:

1. What are the strategies followed and used during pandemic of covid-19 in Kendriya Vidyalaya?
2. What are special efforts made for training of teachers, students and parents to familiarize with new way of education during pandemic of COVID-19 in Kendriya Vidyalaya?
3. What was the role of leadership during pandemic of COVID-19 in Kendriya Vidyalaya?
4. What are the leadership skills shown by school leaders during pandemic of COVID-19 in Kendriya Vidyalaya?
5. What questions need to be examined in further research?

The search focused on the literature on Govt orders, circulars, guidelines and webinars, sop's, newspaper reports and interview and discussion in official academic groups between January 2000 and March 2021. The search was limited to this period because it was after the development of the COVID-19 and shut down of school after lockdown in India. The pandemic condition is sudden, stunned and ongoing so limited study and material is available in country. In order to respond to these questions' webinars/google meet conducted by KVS/CBSE/NCERT and regular discussion and exchanges among vice principal through WhatsApp group of KVS (total 256 vice principals of KVS are members, author is also a member) played important role. Discussion and material circulated in groups is also reviewed and analyzed.

The selected papers were subject to two types of analysis. First, a descriptive analysis was carried out, which implied the elaboration of a summary and discussion in dedicated WhatsApp groups of vice principal in KVS (256 members posted as vice principal in KVS to confirm the accuracy of the research process Peer reviews conducted through regular exchanges among vice principal in WhatsApp group of KVS vice principal (total 256 members) and unstructured interview with school head. the author is himself as a part of leadership faced and experienced the problems, roles and limitations and effort made. this experiences and discussion with others make this research more authentic and useful for further research.

Overview of the examined literature

Although the descriptive analysis entailed a broad examination of the literature in terms of the focus of the studies, the characteristics of the sample, the methods and their main findings, due to a word limit this section will focus on the most recurrent topics of the literature examined, as well as a description of the most relevant issues related to the sample and the methods.

Guidelines and regularisation of online education in KVS

COVID-19 pandemic has led to introduce a suitable method of delivering quality education through a healthy mix of schooling at home and schooling at school. While digital or online education cannot replace classroom learning, it has some advantages. It allows flexible and personalized learning at the speed of the learner and one can continuously augment and expand content through digital means. The rapid increase in internet penetration and various government initiatives such as Digital India campaign have created a conducive environment for moving towards digital education. Guidelines have been developed from the perspective of learners, with a focus on online/blended/digital education for students who are presently at home due to lockdown. These guidelines also provide a roadmap or pointers for carrying forward online education to enhance the quality of education. The guidelines are relevant and useful for a diverse set of stakeholders including Vidyalaya heads, teachers, parents, teacher educators and students

Pragyata- Guidelines include eight steps of digital learning that is, Plan- Review- Arrange- Guide- Yak (talk)- Assign- Track- Appreciate. These steps guide the planning and implementation of digital education step by step with examples. the guidelines have been prepared by the National Council of Educational Research and Training (NCERT). These are only advisory in nature. PRAGYATA helped in developing and regularizing the system of online education in Kendriya Vidyalaya.

PRAGYATA guideline has classified Indian household in six categories on the basis of the availability of digital infrastructure. The vastness and diversity of India is reflected in the scale at which kendriya Vidyalaya sangathan operates in the country - with about 44thousand Vidyalaya teachers and 13 lakhs students, characterized by geographical, socio-cultural and linguistic diversity. Therefore, decentralized planning and implementation is advisable for the digital education system to work, keeping in view the ground realities of each State and Union Territory. Depending upon the availability of ICT infrastructure, one can choose an appropriate mode for implementing digital education.

Kendriya Vidyalaya sangathan has conducted a brief survey with the children via mobile about their access to digital devices named as student mapping. For the successful implementation of a digital education, Vidyalaya Heads and teachers had develop a coherent plan and ensure

clarity about their respective roles. The scope of planning may vary from stakeholder to stakeholder. However, the core elements around which the planning is done are common to everyone. Accessibility of digital devices for children. In mapping and making regular connectivity student class WhatsApp group was key concept. Class-wise instant messaging groups are formed for smooth communication with teachers, parents and students. For lower classes, the parents are communicated on behalf of students. This data analyzed by Vidyalaya leaders to group or create differentiated plans. But all students do not have digital tools available at home. If available, they may not be able to access these tools as they belong to adults who are working from home and cannot spare their gadgets. For making and operating teachers' personal devices are used as the pandemic has given no chance to think about that in past. sudden lockdown and closing of Vidyalaya led only one way to use available resources meaningful and maximum. Actually, leadership played important role in motivating and managing the resources available for welfare for all.

The National Policy on Education, 1986 stated that "No system of education can rise higher than its teachers". A teacher is the most important element in the educational process. A teacher is the vital component in teaching-learning process. As the Education Commission, (1964-66) stated, "the destiny of the nation is shaped in the classroom-'. Teachers are also expected to perform leadership roles in non-teaching situations. These would include co-curricular and extra-curricular activities and set the tone of the school. Teachers become leaders of national reconstruction.

Teachers Preparation for digital education is a twofold process. The first is the requirement of teacher preparation for adopting digital technology for teaching their students more efficiently. The second is to use digital medium to keep abreast of new development in education for their own professional growth. Teachers must be ready to harness the potential of digital technology to keep them professionally up to date. The teacher may: Attend webinars, online training programs, online courses on ICT- Pedagogy Content integration. regarding mapping of digital devices with teachers and internet connectivity for teaching was not taken care. maximum planning and implication were based on individuals 'efforts during and afterward lockdown. It is observed that maximum teaching and learning was depended on personal mobiles. Availability of proper devices and accessibility of speedy internet with stockholder definitely increased the effectiveness of teaching learning. The leadership of teachers in conducting online classes with on devices and struggling for internet from own pocket make them corona warriors. Later on, reopening after Vidyalaya planned for speedy network but the motivation, enthusiasm, leadership and original ground work was already completed by Vidyalaya.

Duration of the class/interaction/video online Parents need to be made to understand their role in digital education; specifically, for students in the age group of 3-12 years. In case the students face a problem during the class, parents either can resolve it themselves or talk to teachers about the same. For Cyber security and safety, a list of dos and don'ts for online education available with/created by teachers and Vidyalaya Heads. Orientation of teachers, parents and students about using digital technology for teaching-learning and assessment was done at the initial level and repeated on needed. for that regular PTM were conducted on google meet and cyber safety and other issues are discussed. Now school leaders and teachers are playing multiple leadership dealing with online issues as well as dealing with students and parents. Leadership of problem solving, decision making, critical thinking, stress management are observed in leadership during pandemic time schooling. The role of Vidyalaya head was more important they have to take adequate measures to facilitate, encourage and lead teachers in using different ICT a tool in teaching learning and assessment.

Teachers play an important role in a child's life. Teachers convey their affection, warmth, care, comfort as well as control to the students through verbal and non-verbal communication. Therefore, teachers may be more careful about the verbal and non-verbal communication they make through various digital platforms. Teachers being the first level counsellors, also have the responsibility to take care of the mental and physical health of their students. Teachers play an important role in a child's life. Teachers convey their affection, warmth, care, comfort as well as control to the students through verbal and non-verbal communication. Therefore, teachers may be more careful about the verbal and non-verbal communication they make through various digital platforms. Teachers being the first level counsellors, also have the responsibility to take care of the mental and physical health of their students.

Online education and leadership

As far as Vidyalaya education is concerned, descriptions of how institutions and stakeholders adapted to the new scenario created by COVID-19 pandemic and training strategies and experiences of innovation have been reported very less in India. While accounts of how education institutions and teacher, educators responded to the transition from face-to-face to online teaching are relevant, more needs to be done in this regard. For informed and productive online teaching and learning it is important to learn more about its potential and use. As such, it is essential to go beyond emergency online practices and develop quality online teaching and learning that result from careful instructional design and planning. Focusing on how the current context has forced many teachers to adapt to an online format may provide a broad understanding of adopted practices, yet it is necessary to ensure that these practices are effective. This is, therefore, a crucial moment to synthesize the work that has been done on the topic to inform future practices. This period of change entails the necessity to provide an evidence-based perspective on what works and does not work but, most importantly, to understand the characteristics, the processes, the outcomes and the implications of online practices. Thus, this paper provides a review of the literature on role of Vidyalaya leader during pandemic and online teaching and learning practices in Vidyalaya education.

The rapid, unexpected and 'forced' transition from face-to-face to remote teaching has entailed a number of challenges and constraints but also opportunities that need to be examined. Existing literature points to an 'emergency remote teaching' or 'emergency eLearning' and to difficulties associated with poor online teaching infrastructure, inexperience of teachers, the information gap (i.e., limited information and resources to all students) and the complex environment at home (Zhang et al. 2020). In addition, lack of mentoring and support and issues related to teachers' competencies in the use of digital instructional formats have also been identified.

For the purpose of this review, we focus on online environments that enable teachers to teach and interact with their students providing a variety of learning possibilities in a remote scenario. In such context, issues of agency, responsibility, flexibility and choice are key elements as are 'careful planning, designing and determination of aims to create an effective learning ecology. As such, teaching and learning online entails a specific process which is visible in the roles, competencies and professional development approaches as well as in the curriculum, pedagogy, assessment and the nature of interaction among participants. It is, therefore, important to find out how online teaching and learning in Vidyalaya education occur and why, and to explore its implications, particularly in the current emergency remote scenario.

Leading through uncertainty can be daunting - there are no easy solutions, and often no clear paths to follow. How do we lead when we can't predict what's going to happen next? Uncertainty requires leaders to adapt quickly to a rapidly changing situation, and to draw on different skills and types of leadership. When faced with uncertainty, Vidyalaya leaders need to deal with the immediate, while remaining focused on the future, to achieve the best possible teaching and learning environment, and outcomes for students. During these times, Vidyalaya leaders have provided clarity and direction, built resilience and instilled hope as they remained focused on the best possible outcomes for their students and Vidyalaya communities

Some activities differentiate effective leaders from the rest of the crowd when faced with adversity. What is required is a proactive, inclusive and transparent approach that does not downplay information or delay a response. Overcoming instincts to lead effectively through uncertainty is instinctive when facing uncertainty. What's needed in a crisis is waiting for additional information

The Changing Role of Vidyalaya Leadership

Leadership meets the needs and preferences of group members, utilises what is known about human motivation - by relating an activity to its consequences and elicits the maximum contribution from each member in the group. In a way leadership is the process of helping others to discover themselves and their potential for achieving objectives which an organization has set for itself. Vidyalaya is a formal organization created for providing education, wherein teachers and learners interact with each other, and co-exist to achieve learning objectives within the Vidyalaya framework. Apart from the teaching-learning process, there are certain activities which support this and the overall management of the institution. These activities are usually looked after by the Leadership in Vidyalaya or the Principal of the school. Thus, the important components of any Vidyalaya system are the Leadership in Vidyalaya Principal, teachers and students. For effective functioning of the institution, the above three components have to play different roles. The Leadership in Vidyalaya of the Vidyalaya is considered to be the leader of the school, because he/she looks after all academic, non-academic and administrative functions of the school. Management of Vidyalaya means managing different activities in the Vidyalaya which are directly or indirectly affecting student learning. Leadership is important in planning, organizing, directing, supervising and evaluating Vidyalaya programmes.

Leadership in a Vidyalaya is like a spring in the watch, a wheel in the machine and an engine in the steam ship, A Leadership in Vidyalaya is the organizer, leader, governor, director, guide and co-ordinator of Vidyalaya programmes. A Leadership in a Vidyalaya is vital to Vidyalaya administration. He/she is the leader for both administrative and instructional processes. Now, we shall discuss the position of the Leadership in Vidyalaya in a Vidyalaya and his/ her responsibilities.

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

Administrative leadership requires the utilisation of available human and material resources through the adoption of sound management techniques for the progress of the school. Instructional leadership could be viewed as providing assistance to staff members of a Vidyalaya in identifying and formulating learning objectives and for planning strategies to attain the goals. administrative functions are the support service for academic functions. Coordination between these two functions needs to be maintained.

In Pursuit of Excellence: Pedagogical Leadership and inclusive education

A Vidyalaya that is known for its quality, joyful classrooms and standards of education definitely has a focused, committed and dynamic Principal, who knows how to handle anticipated situations, and has the resilience to handle the unanticipated too with the help of all resources at her command. Pedagogical Leadership- missing in this phase -Supervise, guide and control the work of the teaching and non-teaching staff of the Vidyalaya Simply speaking, Leadership means leading a group of people or an organization. It is often said that one may be a born leader, but Leadership is a skill that is acquired, developed and honed over time necessary to build the capabilities and confidence of teachers to autonomously plan their teaching in response to the needs and demands of children’s learning Pedagogical plans are VISION to ACTION. School’s Principal to have a crucial role in the evolution of the teaching-learning ecosystem as the Head and pedagogical leader of their schools. Promote innovative pedagogy; Ensure joyful learning, develop Vidyalaya specific resources for teaching and learning, Ensure proper in-house training of teachers in the school plans an inclusive Vidyalaya must include integration in its vision and mission. The Right for Persons with Disabilities Act 2016 also states all educational institutions provide inclusive education to the children with disabilities and towards that end shall Successful implementation of an inclusive education program designed by the Vidyalaya constantly require the involvement and support from the parents and family as they have the most complete understanding of a child’s physical, social, developmental and socio-cultural fabric of the family history.

Different terms used to define the role of the person, or team, leading the Vidyalaya include Vidyalaya administrator, Vidyalaya principal and head teacher. The terminology varies by country, culture, context, education governance and by Vidyalaya leadership practice. The European Union (EU) defined in 2013 a Vidyalaya leader as the person who—alone or with a team, such as a Vidyalaya council—directs a Vidyalaya and is responsible for the school’s administration or management. The role of leaders may include organisational, pedagogical and educational responsibilities. Depending on the circumstances, Vidyalaya leaders are called upon to organise scheduling, the implementation of curriculum, extracurricular activities, testing and teacher evaluation. Leaders may have financial responsibilities and have in some cases the responsibility to teach. CBSE uses the terms “Vidyalaya head” or “Vidyalaya leadership” and notes that Vidyalaya leadership can be distributed in that it may consist of a team; the team can include one or more deputy Vidyalaya heads, an administrative assistant or an accountant “Vidyalaya leadership” as a term is used reveals how the context has influenced the definition and professional practice of those who lead schools, whether called principals, Vidyalaya administrators, leadership in Vidyalaya or head teachers.

The uses of the term “Vidyalaya leadership” reflect changes in the role of leaders. In many education systems a shift can be observed; from a more administrative and bureaucratic function to one that is more involved in working with teachers and other staff for the improvement of Vidyalaya results

Historically, education was offered from a national public policy logic; it was governed and managed from the national level. While education was influenced by traditions of democratic participation, there was a bureaucratic organisational approach. In this approach, the principal played the role of a manager or administrator, with the responsibility for the operation of the individual Vidyalaya within a central bureaucracy. Teachers worked in isolation from each other and the principal or Vidyalaya leader role was conceived as a bureaucratic administrator or head teacher, or some combination of the two. At this time, the Vidyalaya leader role shifted towards bureaucratic administrator leadership, focusing more directly on following orders and submitting completion report.

More concretely, the role of Vidyalaya leaders is shifting from leading the learning programme within the Vidyalaya to a more complex and refined approach as facilitators of the collective work of professionals in and around their school. At the core of this new role is the development of collaborative cultures. One of their conclusions was that change without leadership has no chance of lasting: they suggest that the leadership agenda is actually the agenda of change. Shared leadership approaches in this line, among schools, teachers and institutions, can connect leadership to change and help to develop education professionals as reform agents. This approach is contrary to the idea that Vidyalaya leaders implement changes imposed by others. Instead, education professionals are encouraged to support each other. This is the concept behind professional capital, developed by Hargreaves and Fullan (2012). By bringing together human, social and decisional capital, leaders and the professionals in schools become their own change agents. Which is also noticed in kendriya Vidyalaya leadership meeting where school heads are motivated to share best practices and share experiences.

Mental well-being – Manodarpan

Due to the sudden closure of the Vidyalaya in view of the global pandemic of COVID-19, the Principals and teachers are not only focusing on continuing education through suitable interventions viz -online resources and collaborative portals for transaction of content, but are also reaching out to their students to ensure their mental well-being as well. Hence, Kendriya Vidyalaya Sangathan has given directions to all Vidyalaya throughout the country to undertake measures in this regard. Information regarding implementation of the above directions is being taken from all the Kendriya Vidyalaya on weekly basis to ensure proper monitoring of the activities. Following steps are ensured-

- A dedicated e-mail for Guiding and counselling has been established in all Vidyalaya across the country.
- Teachers have been identified for attending and addressing the problems of students.
- 331 trained Counsellors have been engaged on Part time contract basis.
- In Vidyalaya where services of trained counsellors are not available, help from Counsellors of neighbouring Vidyalaya is being taken.
- 268 Kendriya Vidyalaya teachers trained in Guidance & Counselling from NCERT have also been involved.
- Queries (April 2020) from 2393 students and 1648 parents have been received which have been attended promptly.

Finding & limitations

- Kendriya Vidyalaya teachers as a responsible educator and mentor have risen to the occasion in the face of the global pandemic of COVID-19 and connected with their students through digital platform to compensate for the loss of quality instruction time. As on April 2020, around 32247 teachers have started taking classes using online resources from class II to XII and 707312 number of students started participating online classes by April 2021.
- Kendriya Vidyalaya in a planned manner conducted online classes throughout year in all 1245 schools and engaged students in study and not to waste the important year of education.
- In kendriya Vidyalaya academic session starts from April first and ends up by 31st march. In this pandemic year also in all kendriya Vidyalaya virtual mode as per regular time table classes conducted. for assessment, google forms, open book test, google classroom etc. are used. alternative academic calendar developed by NCERT followed and by march 2021 till today session is going to be completed as always. Pandemic cannot stop the teaching learning and academic calendar of kendriya Vidyalaya.
- in view of the global pandemic of COVID-19, in kendriya Vidyalaya the Principals and teachers are not only focusing on continuing education through suitable interventions viz -online resources and collaborative portals for transaction of content, but are also reaching out to their students to ensure their mental well-being as well. Hence, Kendriya Vidyalaya has undertaken measures in this regard throughout the country. establishment of A dedicated e-mail for Guiding and counselling in every kendriya Vidyalaya, identification of teachers, engagement of counsellor (331 in number) and 268 Kendriya Vidyalaya teachers trained in Guidance & Counselling from NCERT are involved.
- During the pandemic, to gear up conducting of virtual classes, school leaders shown various leadership qualities as critical thinking, clear vision, knowledge, communication, shared leadership responsibilities, problem solving and continued learning and promptness through the use of interviews, self-experiences, documents analysis.
- The study finds that school leader focused less on education more on administration. when Vidyalaya leaders and their teams were ascribed a more administrative role, the introduction of Vidyalaya leadership policies seemed less of a priority
- Analysis also expresses concern about the lack of crisis management and preparedness among most of the school heads. And now emerges the need of training for school heads to tackle the education system in emergencies.
- This study puts accent on the need to go beyond emergency online practices to provide an evidence-based approach to online teaching and learning that acknowledges the particularities of pedagogy and its implications.
- it is important to minimize the factors that may contribute to exclusion and inequalities and to maximize students' participation in their learning process. Such factors include issues related to access to technological means but also issues associated with pedagogical approaches (e.g., clear goal-setting, coherent and flexible designs, explicit tasks, consistent and clear monitoring and evaluation) and different levels of interaction and engagement.
- it highlights the different nature of the roles and competencies required to teach effectively in the online education environment and at the same time makes clear the need to equip teacher educators with a set of competences in which the socio-affective is at its very core.
- This also includes the consideration of issues of power and control over teaching and learning, i.e., questions related to not only what and how but also who and why, which are aspects that stand at the core of the development of professional knowledge and identity.

- The pandemic and new liberal concept of free Vidyalaya choice and decentralization has led to a shift in the role of Vidyalaya leaders from administration to management. This underscores the role of Vidyalaya leaders as key actors in the exercise of Vidyalaya autonomy and accountability. But a lot of work is needed in kendriya Vidyalaya for decentralization. The article concludes with findings regarding factors that influence the adoption of Vidyalaya leadership reforms. Vidyalaya leadership reforms have responded to a context of education of greater decentralisation, accountability and also to an increased focus on Vidyalaya outcomes.

Conclusion

This study has made evident that some areas of research deserve further attention. First, more attention needs to be carried out in order to evaluate the impact of an integrated pedagogy of online teaching learning. More and more studies are acknowledging the different pedagogical approach required for an effective online learning experience. but still further research needs to be conducted using a comprehensive framework to examine issues related to teaching and learning in such environment. education is an interactive and complex process that needs to look ‘backwards, forwards, inside-out and outside-in’ to respond to the evolving needs of a world that is ‘moving, blurring and shifting. acknowledging and addressing the current and changing exceptional circumstances that teachers and students are experiencing in these unprecedented times are necessary and would provide valuable information to continue informing future online practices.

During pandemic conducting of virtual classes school leadership-built connections through empathy, clear vision, knowledge, communication, shared leadership responsibilities and continuous learning and promptness through the use of interviews, self-experiences, documents analysis. The study finds that school leader focused less on education more on administration. Analysis also expresses concern about the lack of crisis management and preparation training for today's school heads in emergencies.

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