

SCHOOL LEADERSHIP FOR SCHOOL IMPROVEMENT AND STUDENT LEARNING

A PARADIGM SHIFT FROM AUTHORITATIVE TO SYNERGIC LEADERSHIP

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Abstract: The purpose of this paper is to present characteristics, traits, values ,morale and other qualities of a leader which could be identified and imbibed by teachers and professionals for productive output and self growth. This paper also discusses copious approaches, applications and methods of teaching learning which the leader of an academic institution subsumes for productive outcomes on the part of not only students and teachers but also one self. The experiments and observations clearly showed that the relationship between leader and its students and teachers results in significant change in performance of teachers and students. The approaches focus on students' comprehensive development in a phobia free environment of joyful learning, value education and parenting. The approaches and methods have been strategically implemented and have shown productive and positive results. Through various experiments and observations, it is evident that one to one interaction among teachers and students helped to identify the needs of students, to draft plans focusing on those specific needs with the inclusion of parents as an active participant in the student's learning.

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The continuous motivation and supervision of teachers, & students by Principal, has resulted in better performance of students both qualitatively and quantitatively.

KEYWORDS: OBSERVATION, ENVIRONMENT, EMPATHETIC APPROACH, LEADERSHIP, COMMUNICATION, DISCIPLINE.

The impact of social / educational / economic / political / religious / cultural is very important factors for the development of child psychology. Let us discuss the actual situation of these factors.

Social environment.

Kendriya Vidyalaya Kankinara is situated where the majority of the people work in the Jute Mills or doing own small business. Though KV Kankinara is in West Bengal but predominant population nearby the Vidyalaya is hindi speaking as most of the population has migrated from other part of India to work in Jute Mills. Therefore it's a mixed population where people from all community lives. When we talk about the education, as most of the population are worker of Jute Mills, the education level is low. They don't feel education is important. It give rise to so many other social issue to deal with such as unemployment, crime, exploitation etc.

When the majority of people within the population is uneducated and due to lack of etiquettes the young generation is not aware of the cultural heritage. The youth doesn't not relate or inspired by any famous personality.

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The impact of the same is quite important in context of the temperament of our students as they witness all these. The social environment also influences the nature and quality of the social relationships in which parents and children engage, as the social environment largely determines who, how often and on what terms parents and children will interact socially. Developing and maintaining positive social relationships (e.g. characterized by trust, mutual satisfaction, respect, love and happiness) is fundamental to a good quality of life and psychological health.

Social relationships also provide opportunities for generating new ideas, discussing issues and concerns, sharing good news and obtaining social, economic and emotional support. However, some social relationships involve negative emotions and behaviours (e.g. lack of trust, envy, jealousy, breaking promises and violence) which may undermine an individual's wellbeing and life quality.

Living in a good social environment increases the likelihood that a child will develop positive social relationships. Social behaviour and the ability to develop positive relationships with others were traditionally conceived as skills which would develop naturally. However, there is an increasing recognition that social behaviours are learned and that children must be taught pro-social behaviour. Children learn from their social environment, for example by mimicking (or challenging) the social behaviour of their peers, and thus what they see in their day to day environment is likely to influence their social behaviour. Social skills can also be actively taught, for example when a parent or teacher reinforces and encourages good behaviours, the probability of these behaviours occurring is enhanced. Teachers and parents may also actively encourage children to apply social skills learnt in one social setting (e.g. the classroom) to other settings (e.g. home or the playground).

Both the parent's and child's social relationships are increasingly recognized as an important factors influencing the quality of parenting, which in turn is an important contributor to the

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child's overall development. The children of parents who have strong and supportive social relationships are more likely to develop positive social relationships themselves and having positive and supportive social relationships and networks improves a child's development. In terms of parenting, social relationships of key importance include those between a child and their parents, but also a child and other adults (e.g. teachers, other children's parents) and other children (including their siblings). Parental involvement with the parents of other children creates trust and obligations, as well as community norms, which the parents set collectively for their children. This means that parents can collectively take responsibility for children's behaviour, for example by providing discipline if a child misbehaves.

Relationships between parents and children also affect a child's ability to develop social relationships in the community. One study reported that the children of parents who had difficulty disciplining their children and being affectionate towards them due to financial stress, received lower teacher ratings in terms of their social behaviour compared to children whose parents did not experience these difficulties.

Economical Condition

As most of the population nearby the Vidyalaya proximity is Jute mill workers or running small business houses, the majority of population is from low income group.

Cultural background.

The Bhatpara area is blend of various culture as we have already discussed that people of various community lives together. All the festivals of Hindu, Muslims, Christians are celebrated with enthusiasm. Bengal is famous for its interest and devotion in Music and Dance. The same is inculcated in the students behavior.

Political situation

The political condition of the area is unstable and volatile. We have witnessed lot of unstable situations and violence in the name of politics throughout the year . At times the area becomes so unstable due to political violence's that the administration has to implement 144 IPC. This has a negative impact on our students. The break in continuous teaching learning process brings a stop in a positive growth.

The social-environment is a most powerful informal learning situation in which the family, more specially parents, acts as an educator. (Sharma & Vaid, 2005) states that, the family is a place in which; the whole ranges of human experiences take place. (Youniss & Smollar, 1985) also stated that, it is what parents do in the home that counts for learning development of children. It goes without saying that lack of encouragement, low quality of parental involvement and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment. According to (Feldman & Wentzel, 2000), home environment shows generally stronger relationship to cognitive development. Several researchers (McCullough, Ashbridge, & Pegg, 2004) have found relationships between social environment and academic achievement. Children, who have received good social environment and positive attitudes from parents, can academically perform well. Parents are different from one another, both in their relationship with their own children and their feelings or reactions towards schooling of their children.

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INTRODUCTION :A leader is a torch bearer of his/her team. He/she act as a motivator, instructor and guide to his /her colleagues to achieve the desired goals. As a leader of an academic institution, the prime aim is to provide and cater to the needs of the students, to create a conducive learning environment, bestow ample opportunities to polish the skills of each and every student along with ensuring conducive work environment for its teachers and staff members. One of the prime focus of an administrator / leader is to change the temperament of all the stake holders specially teachers and students, so that productivity, efficiency, belongingness, sincerity and obedience can be achieved. The challenging task of a leader of an academic institute is to ensure optimum development of the students with learning disabilities and prepare them for life.

We are going to discuss various authentic experiments/methods/ practices adopted and implemented in the last 6 years in Kendriya Vidyalaya Kankinara which brought a paradigm shift in our Vidyalaya and set a new milestone and defined the contemporary canon in the field of academics within the Kolkata Region. In support of our pragmatic research, the performance of KV Kankinara in AISSE and AISSCE bears evidentiary proof. It manifests that if a leader marshals his team with assiduity, steadfastness, inclusive approach and constantly actuates the learners, then every set goal can be accomplished in-spite of paucity or constraint of resources. In 2015-16, when the incumbent joined the present institution, the academic performance of KV Kankinara was substratum within the region but in a span of six years a mammoth change has come over its academic output. KV Kankinara has been consistently at the top in the Region for the last couple of years.

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We have adopted various approaches, applications and methods of teaching learning which the leader of an academic institution subsumes for productive outcomes on the part of not only students and teachers but also one self. The approaches focus on students' comprehensive development in a phobia free environment of joyful learning, value education and parenting. The approaches and methods have been strategically implemented and have shown productive and positive results. Through various experiments and observations, it is evident that one to one interaction between teachers and students helped to identify the needs of students, to draft plans focusing on those specific needs with the inclusion of parents as active participants in the student's learning. The continuous motivation and supervision of teachers, parents and Principal has resulted in better performance of students both qualitatively and quantitatively. This paper also discusses how a paradigm shift from authoritative to synergic leadership help in changing the temperament of various stake holders and create a stable and rich work environment.

LITERATURE REVIEW:

Various literature, studies and research papers of famous psychologists have shown how the psychology of an individual (students, teachers, parents) works and affect their productivity. The finding of these researches can be adopted by the leader to improve the efficiency and productivity of an individual. Apart from the psychological aspects leadership qualities have to be acquired by an individual to deal with hindrances and challenges which one would face while performing their duties as educational leader. Here is brief summary of studies which have helped me in my pursuit to achieve set targets:

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According to Jean Piaget cognitive development stages and Genetic epistemology

The Psychology of Child (1969), there are four cognitive stages of development which affects child's mind and behavior. The stages dealt at school level are:

Preoperational stage: ages 2 to 7

- Child starts thinking in terms of symbol and learn to use words and pictures to represent objects.
- Child is egocentric and finds it difficult to see things from different perspectives.
- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

Concrete operational stage: ages 7 to 11

- During this stage, child starts thinking logically about concrete events
- They begin to understand the concept of conservation; for example they understand that the amount of liquid does not change when transferred from short, wide bowl to tall, skinny glass.
- Their thinking becomes more logical and organized, but still very concrete
- Child begin to use inductive logic, or reasoning from specific information to a general principle

Formal operational stage: ages 12 and up

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- Abstract thinking and hypothetical reasoning begins to develop in adolescent at this stage.
- Abstract thought emerges
- Teens begin to indulge in thoughts about moral, ethical, philosophical, social, and political issues that require theoretical and abstract reasoning
- Begin to use deductive logic, or reasoning from a general principle to specific information

Piaget firmly believed that children play an active role in their learning process; they are little scientists who perform experiments, observe, and learn about their surrounding and world. As they interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

The Zone of Proximal Development and Scaffolding (Lev Vygotsky ,1896-1934

The Zone of Proximal Development (ZPD) can be defined as:

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

KOLBERG'S Heinz dilemma

The **Heinz dilemma** has been frequently used as an example for many moral and ethical lessons. The well-known version of the dilemma, used in Lawrence Kohlberg's stages of moral development, is stated as follows:

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“A woman on her deathbed needed a drug that as per the belief doctor might save her life. It was a form of radium that a local druggist had recently discovered. The drug was quite expensive to make, further more the druggist charged ten times the drug cost him to produce. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The woman's husband, Heinz, asked for help from everyone he knew, but he could only gather about \$1,000 which is half of what the drug cost. He told the druggist about the critical condition of his wife and pleaded him to lower the price or let him borrow and pay later. But the druggist refused his request saying that he discovered the drug and he was going to make money from it. Heinz got desperate and broke into the man's laboratory to steal the drug for his wife. Now the question arises should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not?”

Theoretically, it is not important what the participant thinks what Heinz should *do*. In Kohlberg's theory participants justification of the action holds the significance, the *form* of their response. Below are listed some of the many examples of possible arguments that belong to the six stages:

#	Level	Stage	Heinz should steal the drug, because	Heinz should <i>not</i> steal the drug, because
1	Pre-Conventional	Obedience	It is only worth \$200 and not how much the druggist wanted for it; Heinz had even	He will consequently be put in prison which will mean he is a bad person.

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			offered to pay for it and was not stealing anything else.	
		Self-interest	He will be much happier if he saves his wife, even if he has to serve a prison sentence.	Prison is an awful place, and he would more likely languish in a jail cell than over his wife's death.
2	Conventional	Conformity	His wife expects it; he wants to be a good husband.	Stealing is bad and he is not a criminal; he has tried to do everything he can without breaking the law, you cannot blame him.
		Law-and-order	His wife will benefit, but he should also take the prescribed punishment for the crime as well as paying the druggist what he is owed. Criminals cannot just run around without regard for the	The law prohibits stealing.

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			law; actions have consequences.	
3	Post-Conventional	Social contract orientation	Everyone has a right to choose life, regardless of the law.	The scientist has a right to fair compensation. Even if his wife is sick, it does not make his actions right.
		Universal human ethics	Saving a human life is a more fundamental value than the property rights of another person.	Others may need the medicine just as badly, and their lives are equally significant.

(Kohlberg, Lawrence (1981). *Essays on Moral Development, Vol I. I: The Philosophy of Moral Development*. San Francisco, CA: Harper & Row. [ISBN 0-06-064760-4](#).)

- **James Marcia – Theory of Identity Development**

“James Marcia proposed an approach to assess the development of identity. In the approach, adolescents are asked questions regarding the issues related to occupation, religion, politics, and sexual behavior. Studies analyzed showed that although most teens have eventually succeed in developing a stable identity but the route to it is not always easy and there are many paths that

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can be taken. Some teens may simply go with the beliefs of their parents or guardian or the first role that is offered to them, instead of searching for other more promising possibilities (foreclosure status). Other teens may spend their quality time trying on different possible identities (moratorium status) before finally choosing one.

Marcia identified four identity statuses that represent the four possible combinations of the dimension of commitment and exploration

Identity Status	Description
Identity-Diffusion status is a status that characterizes those people who have never explored the options, or made a commitment to an identity.	The individual does not have firm commitments regarding the issues in question and is not making progress toward them. Those who persist in this identity may drift aimlessly with little connection to those around them or have little sense of purpose in life.
Identity-Foreclosure status is the status for those who have made a commitment to an identity without having explored the options.	The individual has not engaged in any identity experimentation and has established an identity based on the choices or values of others. Some parents may make these decisions for their children and do not grant the teen the opportunity to make choices. In other instances, teens may strongly identify with parents and others in their life and wish to follow in their footsteps.
Identity-Moratorium status is a status that describes those who are exploring in an attempt to establish an identity but have yet to have made any commitment.	The individual is exploring various choices but has not yet made a clear commitment to any of them. This can be an anxious and emotionally tense time period as the adolescent experiments with different roles and explores various beliefs. Nothing is certain and there are many questions, but few answers.
Identity-Achievement status refers to the status for those who, after exploration, have made a commitment.	The individual has attained a coherent and committed identity based on personal decisions. This is a long process and is not often achieved by the end of adolescence.

Identity diffusion is one of the most common and least mature statuses in identity development.

During their high school and the college years, teenagers and young adults move from identity diffusion and foreclosure toward moratorium and achievement. College students have the biggest

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gain in identity development as they are exposed to various new opportunities and options of career, lifestyles, ideas and beliefs. A great deal of the identity work we do in adolescence and young adulthood is about values and goals, as we strive to articulate a personal vision or dream for what we hope to accomplish in the future (McAdams, 2013).

Individual's differences firm & broaden with age. Therefore it is important that teaching should take in consideration and make allowances for differences in style, time, pace, place, focus and method. " (*James Marcia – Theory of Identity Development*" by Paris, Ricardo, Raymond, & Johnson, LibreTexts is licensed under CC BY.)

ANDRAGOGICAL PRINCIPLES

"Andragogy", the term was coined to refer to the art/science of teaching adults.

Malcolm Knowles and others theorized that methods/ approaches used to teach children are often

less effective in teaching adults. In *The Modern Practice of Adult Education* (1970), Knowles defined andragogy as "an emerging technology for adult learning." His four andragogical assumptions are that adults:

- 1) Shift from dependency to self-directedness;
- 2) draw upon their own reservoir of experience for learning;

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3) are always ready to learn when they are given new roles; and

4) are ready to solve problems and apply their new knowledge immediately.

Initially defined as, "the art and science of helping adults learn," andragogy has emerged to be understood as an alternative to pedagogy which is a learner-focused approach for people of all ages.

Pedagogy can also be taken of as "teacher-centered or directive" learning, where as andragogy as "learner-centered/directed."

As Undergraduates (Adults over 21) are the fastest-growing segment in education especially in distance and online education. Hence , Andragogical principles have become vital and valid considerations in designing courses.

Andragogy asserts that adults learn best when:

- The need to learn is felt
- They have some idea about what, why, and how they learn
- Learners past experiences have been meaningfully incorporated in learning content and process
- Their experience taken as a learning resource. (See Bloom's taxonomy)
- The learning has relation to their current life's situation.
- Given autonomy as per the possibility

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- The learning environment provides freedom to experiment and has minimum anxiety.
- Their learning styles are considered and given due importance.
- Cooperative learning climate exists.
- Mechanisms for mutual planning are created.
- Diagnosis of learners need and interest are arranged and formulation of learning objectives based on the diagnosed needs and interests
- Sequential activities for achieving the objectives are designed.

(Reference :<https://web.njit.edu/~ronkowit/presentations/pages/andragogy.html>)

Kolb's Learning Styles and Experiential Learning Cycle(By Saul McLeod, 2017)

David Kolb in 1984, published his learning styles model which lead to the development his learning style inventory.

Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Much of Kolb's theory is mainly concerned with the internal cognitive processes of learners.

1. Concrete Experience - a new experience or situation is encountered, or a reinterpretation of existing experience.

2. Reflective Observation of the New Experience - of particular importance, if there are any inconsistencies between experience and understanding.

3. Abstract Conceptualization reflection on our experiences and learning gives rise to a new idea, or modify an existing abstract concept).

4. Active Experimentation – application of learner’s ideas to the world around to see its affects.

Effective learning is seen when a person progresses through four stages cycle: of

(1) First stage is having a concrete experience

(2) Second stage is observing and reflecting on that experience

(3) Third stage is forming an abstract concepts (analysis) and generalizations (conclusions)

(4) Fourth stage is using it to test a hypothesis in future situations which will result in new experiences.

(References : <https://www.simplypsychology.org/learning-kolb.html>)

JOHN GRINDER AND RICHARD BANDLER: NLP

(NEURO-LINGUISTIC PROGRAMMING) (by Mike Clayton ,2017)

John Grinder and Richard Bandler are credited as the co-founders of NLP. This is a collection of, therapeutic, behavioral and influencing techniques that comes in and out of fashion in the organizational world.

However, in the self-help world, its ups and downs are less pronounced – it has continually received accolades and steadily grown its influence.

Neuro-Linguistic Programming: NLP

NLP stands for Neuro-linguistic Programming and it fundamentally consists of various methods and models designed to help understand communication and behaviors and elicit behavioral change.

An earlier Pocket blog gave a Brief Introduction to NLP Skills.

At the root is the idea of modeling which is constantly emphasized by Grinder constantly. First find an example of someone who excels in whatever you want and desire to be. Observe and document their every action, what they say and their thought while acting on it. Then try to mirror them. Start to eliminate elements, to find out what parts are futile and which parts, become significant when lost.

By the end we will have a set of core of beliefs, behaviours, and communication patterns in our hands that materially affect our outcomes. Fritz Perls, Virginia Satir, and Milton Erikson were the first people extensively studied in that way.

This led to the extraction of the two biggest and most influential models by Bandler and Grinder within the NLP corpus: The Meta Model (from Satir and Perls) and The Milton Model (from Erikson).

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The Meta Model

The Meta Model documents language patterns that is helpful for the therapist, coach, salesperson as it allows them to spot patterns of thinking in the other person. A long list of linguistic patterns: betrayed distorted perceptions, generalizations, and subconscious deletions of possibly relevant information. By challenging these patterns, coaches and therapists can explore new possibilities to help the person they are dealing with, and salespeople can breakdown objections to buying.

Bandler and Grinder's primary books that originally documented this were *The Structure of Magic, volumes 1 and 2*.

The Milton Model

Milton Erickson was a masterful user of hypnosis in his therapy and that is why his style is sometimes called Ericksonian Hypnosis. Once again, Bandler and Grinder documented his language patterns. They found a similarity to the meta model, but that Erickson was being deliberately vague, to elicit gaps in thinking, through which he could insert therapeutic suggestions. The Milton model can help move a listener into a more receptive state. Again, this is useful to therapists, coaches and salespeople.

Bandler and Grinder's primary books that originally documented this were *Patterns of the Hypnotic Techniques of Milton H. Erickson, M.D. volumes 1 and 2*.

Evaluation of NLP

NLP is popular in various fields due to its large application but its popularity goes through high and low in business and self-help industries. It is currently a multi-million dollar industry world-wide.

OBJECTIVE

- To observe and study the environment, work culture, temperament of the various stakeholders.
- To identify the challenges, shortfalls.
- To study the learning ability of the students.
- To identify the available resources, potential people.
- Development build social rapport with parents, local resources etc.

Study Area

KV Kankinara is situated at the banks of holy river Ganga, Vidyalaya has a lush green ambience with a big playground and lots of greenery. The School shares the common boundary wall with Jute Mills and the majority of the people around the Vidyalaya are Jute Mill workers. The Vidyalaya is established in the Year 1982 for the children of Army settlement in Kankinara. The sponsoring agency "ESD, Kankinara". KV Kankinara is a single section school with only Humanities stream at higher secondary level and with a student strength of only 505 (approx.) I have joined KV Kankinara on 21-02-2015 as Principal on direct recruitment. This

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is my first school as Principal. I am a visionary person with a positive attitude. My pursuit of achieving the excellence is always in my mind. I am follower of successful personality such as APJ Abdul Kalam Ji , Swami Vivekananda , Ravindra Nath Tagore , etc. and many more all over the Globe , they always inspire and motivate me. I have a strong belief in Almighty God . I value my workplace as Temple , I bow down in gratitude everyday while entering my workplace. My aim as leader of Educational Institute are :

Objective

1. Inclusive approach.
2. Create a phobia and anger free environment.
3. To create opportunities for all the students so that they can flourish and bloom.
4. Easily accessible to all stakeholders.
5. Conducive and collaborative environment.
6. Pursuit to achieve excellence in every field.
7. To inculcate moral values and Patriotism among all the stakeholders.
8. To make students a law-abiding citizen with a vision to serve the Nation.
9. Synergic leadership.
10. To act as facilitator and cater all the stakeholders.
11. Harmonious nature
12. Empathetic approach
13. To solve the problems of every stakeholders
14. A vision that every problem comes with a solution or there is always a way out.

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“Anything worthwhile, never come easy

If it were easy, anyone can do it” (“Nepoleon Hill”)

In pursuance to my thoughts, vision and aim, many challenges have been encountered, sometimes it is very negative but that hurdles further pushes me towards positivity and made me determinant to achieve my set targets.

Let us discuss some of the challenges:

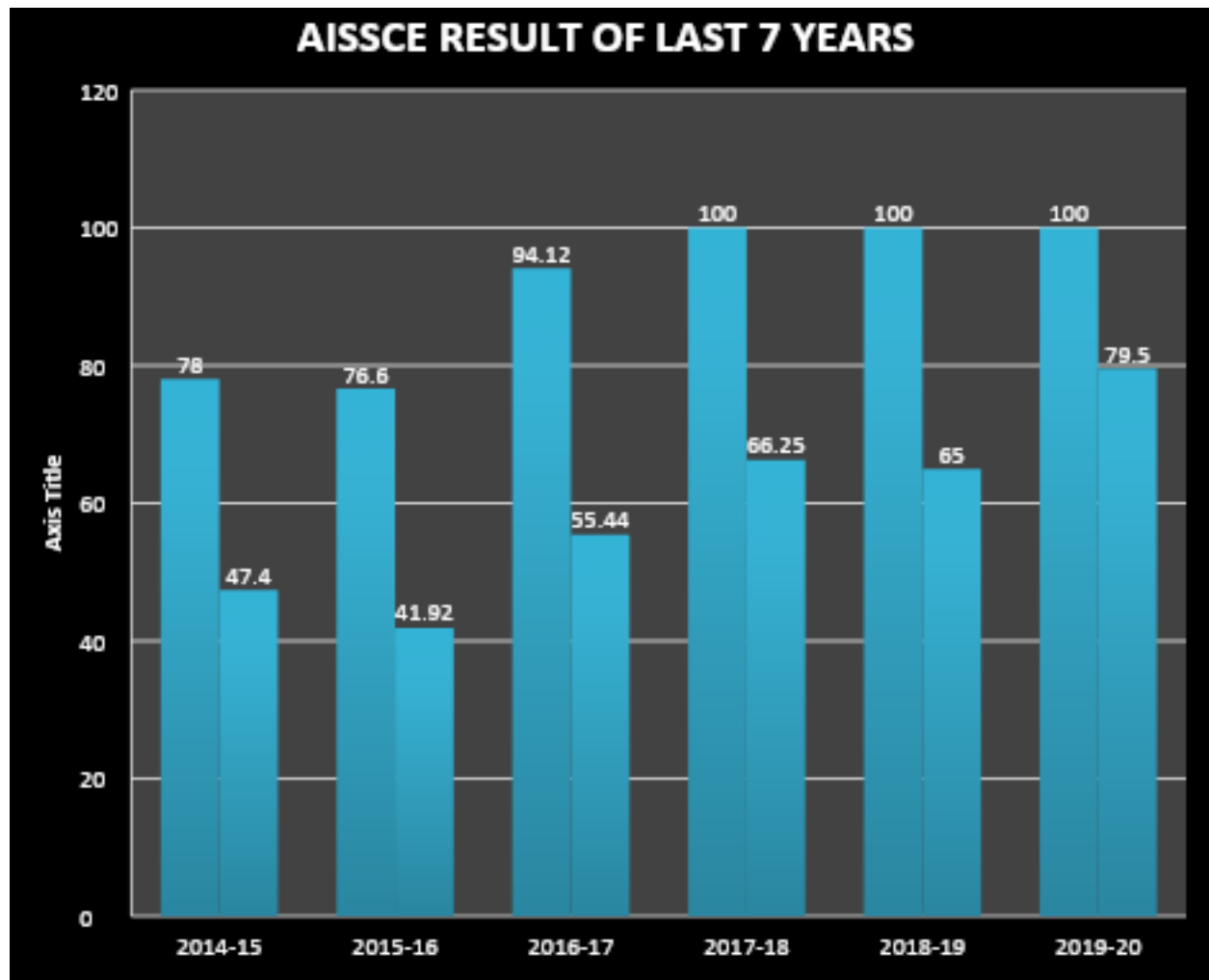
1. The communication skills need proper attention from Primary level.
2. The traditional mode of teaching is not effective and impactful.
3. Communication Gap between the students and teachers.
4. Students have potential and talent but maximum throughput is not achieved.
5. Students are introvert, due to the communication Gap and orthodox culture.
6. Lack of confidence among students, Goal and Aim is not set, not inspired or not having any role model.
7. Lack of permanent and experienced teachers.
8. Qualitative result is low.
9. Teachers have rigid mentality with a thought of not adopting to the new methods or to change in teaching methodology.

Let us discuss the performance of the students in AISSCE (class XII Board Examination in KV Kankinara) before discussing the strategy adopted for mitigating the Challenges and to achieve set aim. I will be also discussing specific cases where students have yield better results when

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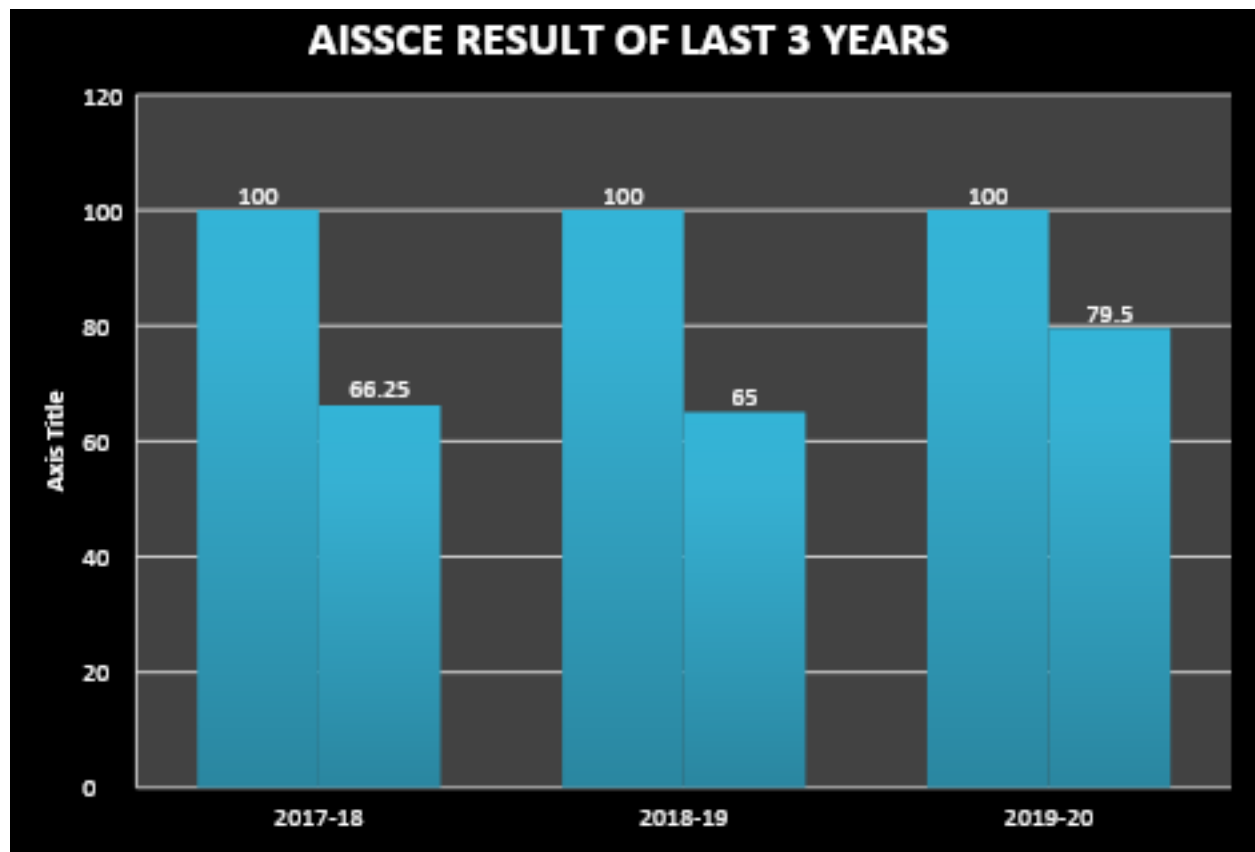
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they got guidance , supervision , change in temperament, parenting, one to one interaction , care , empathetic approach , counseling , psychological assessment & therapy etc.



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It is clearly visible from the above data that after adopting to various strategies (discussed below) that KV Kankinara has achieved qualitative result consistently. There was a time when the Vidyalaya's performance was at the lowest and also at the bottom within the Kolkata Region but we adopted various innovative methods and eventually reached at the Top in the Humanities stream.

Case Study of Angshujyoti Das [A student who was admitted in class XI – a student who has not studied in KV before , unfamiliar with the teaching culture of KV , he secured 64.6 % in class Xth Board Examination 2015 and become topper of our Vidyalaya by achieving 84.4% in class XII Board Examination 2017-18]

Angshujyoti Das was morally down, introvert, shy in nature, low at confidence. The identification of these shortfalls was recognized when I interacted with him after he had taken admission in class XI. He had problem of stammering while having general conversation was one of the reasons for his low esteem and self-confidence.

Strategies adopted to boost the confidence of Angshujyoti Das

1. He has been given many responsibilities, such as monitor ship, House captaincy , frequent chances to present morning assembly as commander or to present other items. Later on, He was also given the responsibility of School Captain.
2. I have built a personal and emotional bonding with him so that he can share all his problems without any fear.
3. Counseling at regular intervals. He response was always positive.
4. His mother had passed away so somewhere he was deprived of love , affection , care of an mother. The same love, affection, understanding and care were provided.

Case Study of Aniket Shaw [A student who has taken admission in class XI after being rusticated and issued TC from nearby KV on disciplinary grounds and was under performer in Academics]

In an another situation where a student of class XI who was at odds with all the situations, was very notorious , at his peak of Adolescence , had a bad company , lack of interest in studies , lack moral values, uses absurd and foul language , very stubborn , lack of parental guidance and supervision as father was visually impaired.

Strategy adopted for the improvement of Aniket Shaw class XI

1. When the said student came for admission in our Vidyalaya, I accepted him and granted admission and took the challenge and responsibility of him.
2. I started developing personal bonding with him and become successful in building a trust and comfort level.
3. I kept a follow up on daily basis.
4. I gave a visit to his house to understand the family background and social environment of his daily life.
5. Provided him care, support, love and affection.

Outcome :

Aniket Shaw who once was rusticated from a school for his bad behavior had secured 65.8% [1st Division] in AISSCE 2017-18 board examination. Below is the testimonial shared by Aniket Shaw.

Case Study of Raushan Srivastav – A student with very low IQ , basic concepts are not clear , failed in Class XI once , Father had expired and there was lack of family support.

1. Roushan Srivastav had low confidence as basic concepts were not clear and he failed in class XI. He was very much depressed and stressed due to lack of family support and was not confident that he will pass class XI.

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2. I started counseling him, I used to call him in my Chamber early morning i.e. during the 1st Period, taught him, gave him work and did the follow up on regular basis.
3. I called his mother and elder brother and did their counseling, requested them to provide him much needed care and affection.
4. I instructed all the subject teachers to provide him extra supervision and take extra remedial classes.

Outcome:

Raushan Srivastav not only promoted to class XI but also passed AISSCE 2017-18 [class XII] with 48.8% marks. He is now pursuing his higher studies. Here is the testimonial by the student itself sharing his experiences.

मेरे रेशन कामार प्रोत्साहन केन्द्र विद्यालय कर्मिकनाडा का हारा था
मेरे कामा वगैरह में एक बार फेल हो गया था। उसके बाद
हमारे स्कूल में नये प्रमुख आये जिनका नाम श्री सत्य
नारायण हो। इनके आने के बाद स्कूल का बहुत विकास हुआ
और छात्रों का भी।
जैसे की उन्होंने मेरे को लेकर बहुत तरह
से प्रोग्राम करने में सहायता किये जिसके वजह से मेरे
अंदर बहुत सारे बदलाव आये जिसके कारण मैं कामा वगैरह
से पास होकर बारंबरी में गया। फिर बारंबरी में आने के
बाद उन्होंने मेरे साथ और पाँच छात्रों को राष्ट्रीय स्तर
विषय को पूरी लगन से पढ़ाया और इस कीजिल गया।
की हमने सफलतापूर्वक बारंबरी कामा को भी पास
कर पाये। और इसी के साथ स्कूल के साथ-साथ जे
आत्मपक्वता को भी एक साथ वने का पहले थे। इसी
उसी साथ वजह से मैं अपने प्रमुख श्री सत्य नारायण
जी का आभारी हूँ।

Case study of Pallavi Das – Pallavi Das had taken admission in class XI Humanities stream after she failed in class XI Science stream from neighboring KV.

Pallavi Das had taken admission in Kendriya Vidyalaya Kankinara after she had failed in class XI Science. She was very depressed and her self esteem was at its all time low, as she has taken Science and was not able to perform good. A peer pressure of insult was clearly visible on her face.

I took it as challenge and she was given admission in class XI Humanities

1. The strategies which were discussed earlier were adopted.
2. Personal attention and care was taken.
3. Family background was sound and stable.
4. Boosted her confidence by making her realize that failure should not be taken a back step but as an opportunity to take a leap forward and achieve success.
5. She started enjoying her new school, friends, teachers. stress faded away and she started reading with confidence and smile on her face.

Outcome:

Pallavi Das had scored 81.6 % marks in AISSCE 2018-19[Class XII]

Now Let us see some recent achievements through comparison of performance of students in AISSE Class X with their performance in AISSCE Class XII.

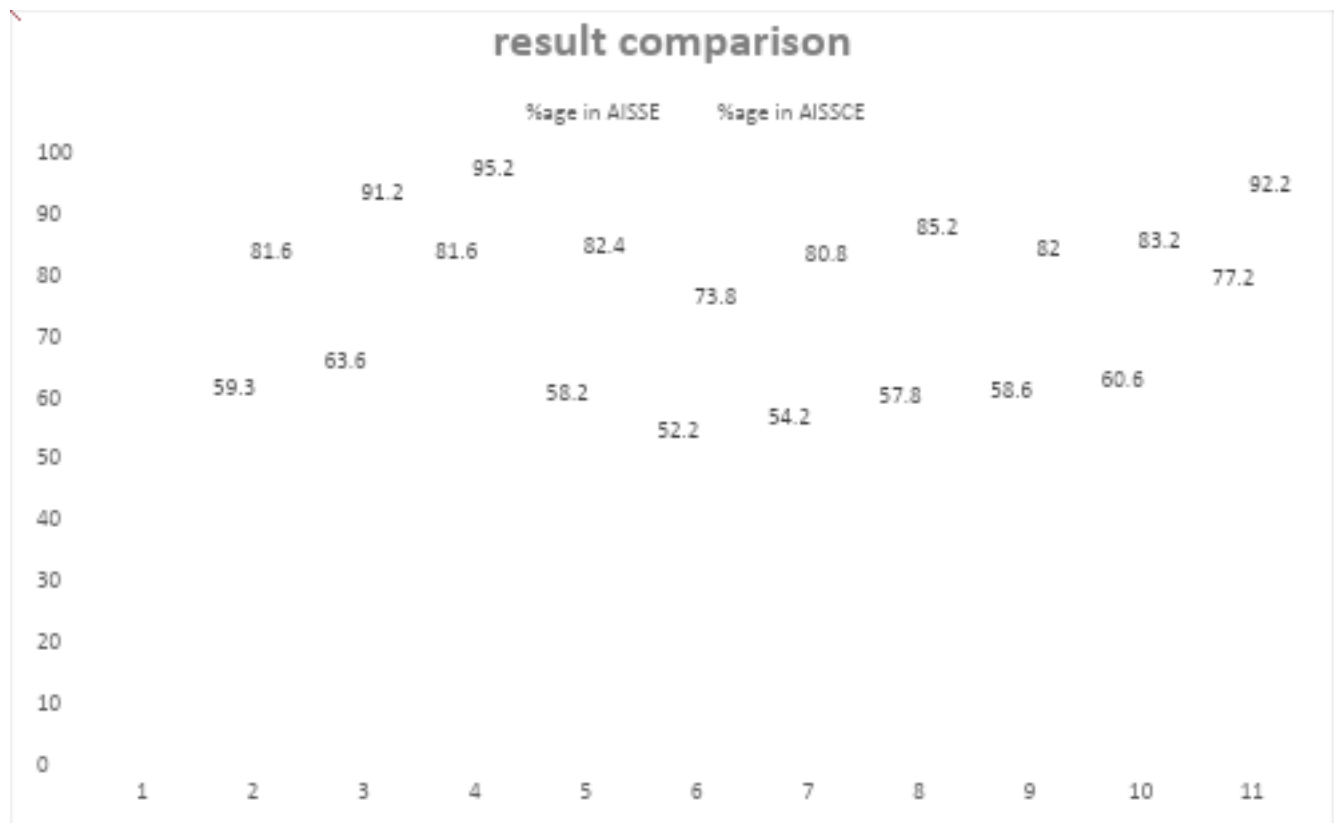
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Students of Batch 2019-20

Result Comparison from CBSE AISSE Class X and AISSCE Class XII

Sl.No	Name of the Students	%age in AISSE Class X	%age in AISSCE Class XII
01	Akash Roy Choudhury	59.3	81.6
02	Arijit Chakraborty	63.6	91.2
03	Ayush Gupta [Topper of the Vidyalaya for the session 2019-20]	81.6	95.2
04	Ayush Kumar Shaw	58.2	82.4
05	Kishan Chand Gond	52.2	73.8
06	Sagar Das	54.2	80.8
07	Arunima Das	57.8	85.2
08	Diya Pandey	58.6	82
09	Sristy Prasad	60.6	83.2
10	Suchanda Banerjee	77.2	92.2



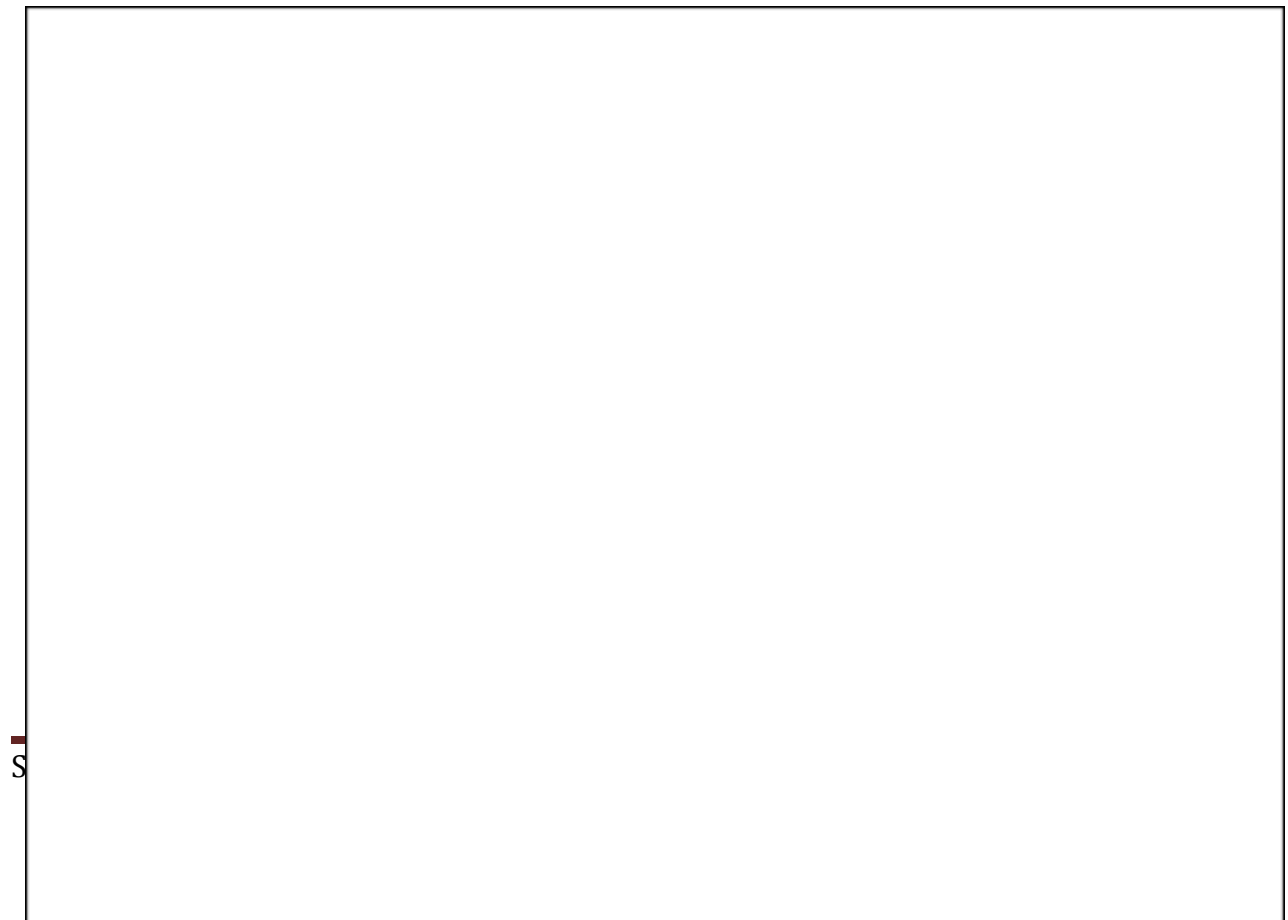
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The above data clearly shows how the strategies, methods adopted by me resulted in hike in qualitative performance of students. They have not only achieved quality result but have also developed self confidence which would help them in achieving milestones in future higher studies and in their life.

The performance of our vidyalaya in the session 2019-20 is the best in the Kolkata Region (Humanities Stream).

I have been awarded with Memento from Hon'ble Dy. Commissioner, KVS, R.O.Kolkata for achieving 100% result with second highest PI within the region.



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I have received letter of appreciation from Hon'ble Dy. Commissioner, KVS, Kolkata Region and Col. Anil Bakshi, Commandant, ESD & Chairman, VMC, KV Knakinara.



Col Anil Bakshi
Commandant

Tele : MB-3310 (O)
3311 (R)

Civ/Fax : 033-2581 7184

52986/DO/134/Pers

Mr Satya Narain,
Principal,
Kendriya Vidyalaya Kankinara

Engineer Stores Depot
Kankinara, PO-ESD (M)
Dist - 24 Parganas (N)
West Bengal
Pin - 743124

23 Oct 2020

APPRECIATION LETTER

My dear Mr Narain,

1. On the eve of relinquishing command as Commandant ESD Kankinara and Chairman Kendriya Vidyalaya Kankinara, I would like to place on record the outstanding work carried out by you over last two years.

2. I have seen you as a dynamic, diligent, dedicated and highly motivated leader who has taken the school to new heights. A number of initiatives were taken by you to improve the quality of education and overall development of the students. As a result of these efforts, the school has achieved 100% results in the CBSE board exams of class Xth and XIIth over the last two years and the PI has been among the top schools of the region. This has been achieved in spite of serious resource crunch and very less student strength. All events of the school, be it the annual day celebrations, Swachh Bharat Abhiyan, Blood Donation Camps, Sports events etc. were conducted with total professionalism and enthusiasm leading to all-round development of the students.

3. I have interacted with many parents and students during my tenure and everyone is extremely happy with the school's performance. By personal example and leading from the front, you have been able to mould the school into a highly respected institute of the region. This has resulted in a very

Let us discuss the case study of Mr.N.Pani, PGT Economics and Senior most teacher of the vidyalaya.

“Without effective teacher guidance and instruction in the classroom, learning and progress cannot be achieved. The underlying rationale is that while organizational aspects of schools provide the necessary preconditions for effective teaching, it is the quality of teacher-student interactions that principally determines student progress” *(Successful school leadership – Review by Christopher Day and Pamela Sammons)*

Mr.N.Pani , PGT Economics , has a profound and deep knowledge of his subject , but he is unable to yield good result for the Board Classes which led to penalty of deduction of his increment and transfer by the previous school. The moral of the teacher was really down with a callus approach, shrinking away from his responsibilities and not giving 100% efforts.

My other observations on Mr.N.Pani ,PGT Economics for his underperformance :

1. He was in deep stress due to some health issues.
2. No planning for achieving good result with quality.
3. No strategies for late bloomers.
4. No planning and effort for high achievers.
5. Empathetic approach or any other psychological approaches were not adopted.
6. Stress on completion of syllabus only.
7. Teacher failed to achieve minimum learning outcome.
8. Teacher failed to connect with students.

Strategies adopted by me for Change in the temperament of Mr.N.Pani , PGT Eco

Counseling and Continuous Personal Attention :

I personally started talking with him in my chamber and somewhere I am anxious to know the actual reasons of his callus approach. I started motivating him on regular basis, I asked him to make strategies and planning for the improvement of result in all the classes he is teaching.

I have started attending his class. as a student. Started asking questions on the basis of what he has taught.

Realization of Responsibilities:

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Mr. N Pani , PGT Eco being a senior most teacher in the vidyalaya has a tendency of shrinking away from the responsibility , therefore I have given him charge of Examination Department and to supervise and monitor the junior teachers. The intent was to make him realize the responsibilities that a teacher must possess.

With regular motivation, care and appreciation , the teachers started showing positive change. He started adopting various strategies for improvement in result, follow up for classes he taught , remedial teaching for late bloomers and a result of that his performance graph increased. In the period of Covid 19 pandemic he has done marvelous job, adopted post-conventional teaching and intent was shown by him.

In present day, his result in AISSCE is best of his own past results and also remarkable within the region with 100% result and PI of 70.3. His name has been forwarded by the Kolkata Region for Innovative Teaching during the pandemic.

Testimonial by Mr.N.Pani, PGT Eco

MY EXPERIENCES WITH HONOURABLE PRINCIPAL SHRI SATYA NARAIN

I ,**Niranjan Pani** (PGT ECO), joined KV Kankinara on 6th September 2016, then I was thinking some aspects of school functioning cannot be changed for example the mindset of the students and teachers .But today I think with persistent and positive efforts we can change the attitude of the students and the teachers . Now my belief is always to think positive and wonders can be achieved . PI of my subject i.e., economics during 2016-17 was approximately 33 and in 2017-18; it was 57.5; in 2018-19 it was 41 and in 2020-21 it was 70.3.My attitude changed from a rigid mindset to a flexible one with the overall counseling and development of a bonding with my honourable principal **Shri Satya Narain**,

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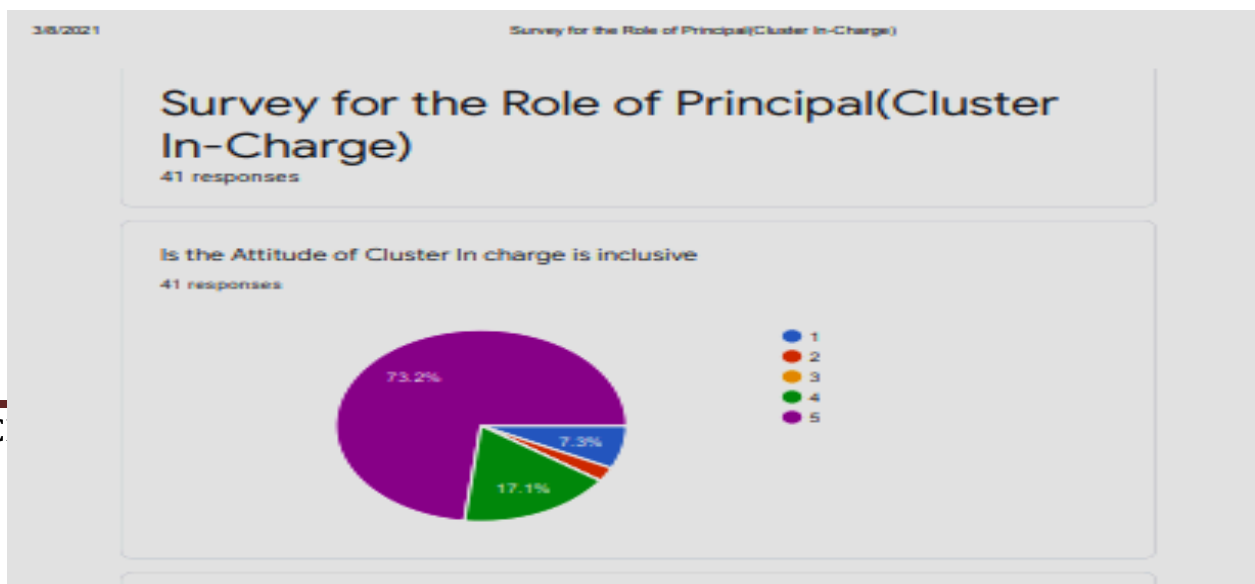
Now let us discuss some of my strategies to overcome various challenges :

Every student is unique in their behaviour and approaches , but as a leader you have to recognize the competencies & EQ of each students. I have reviewed the literature suggested by James E

I have also conducted a survey to understand the impact of my motivation , implementation of strategies among the teachers in my cluster i.e Kolkata – 3 Cluster [I have been also bestowed the responsibility of Cluster I/C of Kolkata -3 Cluster which includes 10 Kendriya Vidyalayas]

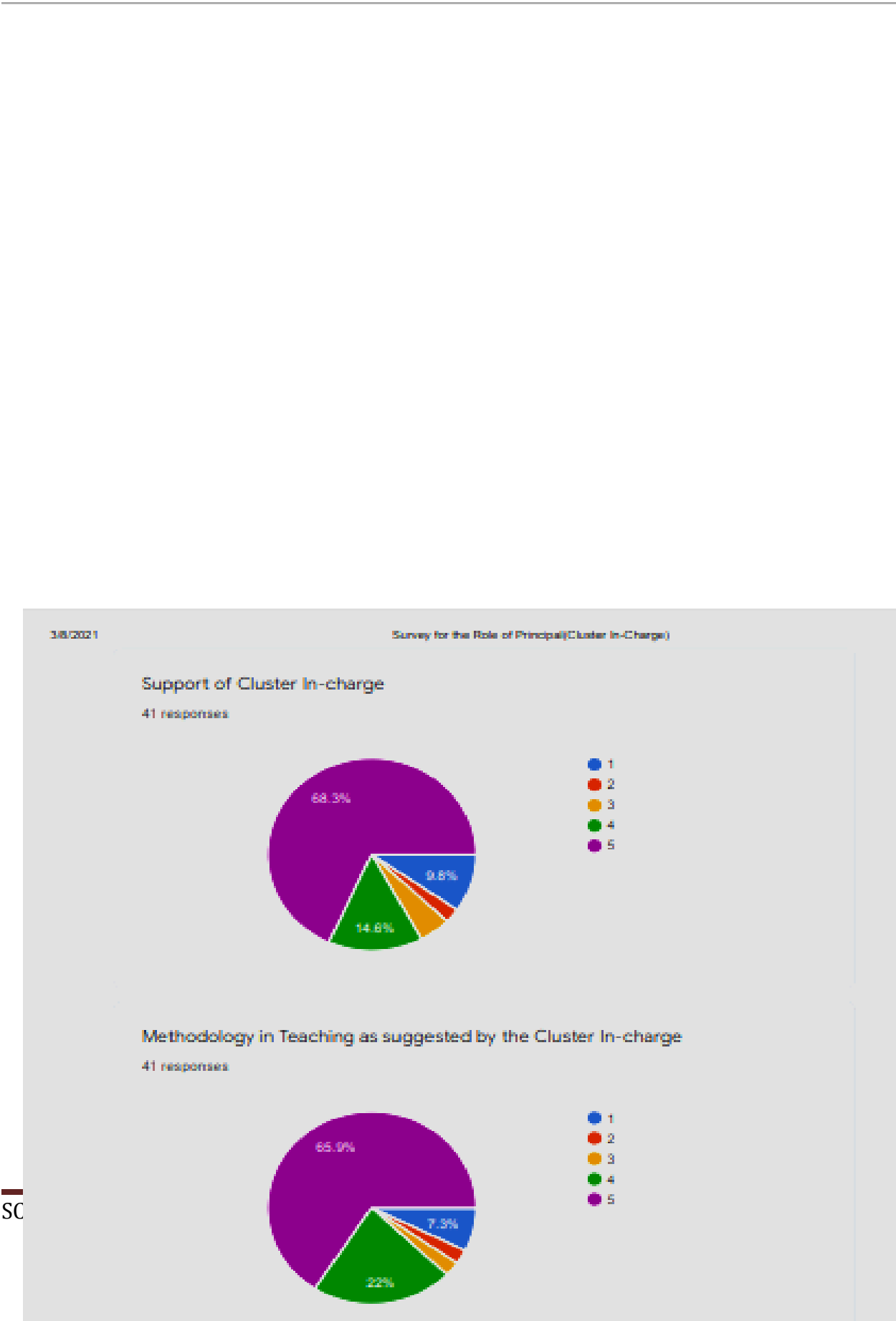
In the said survey participants are free to answer the questions as their identities are kept hidden .

The report of the survey is furnished below.



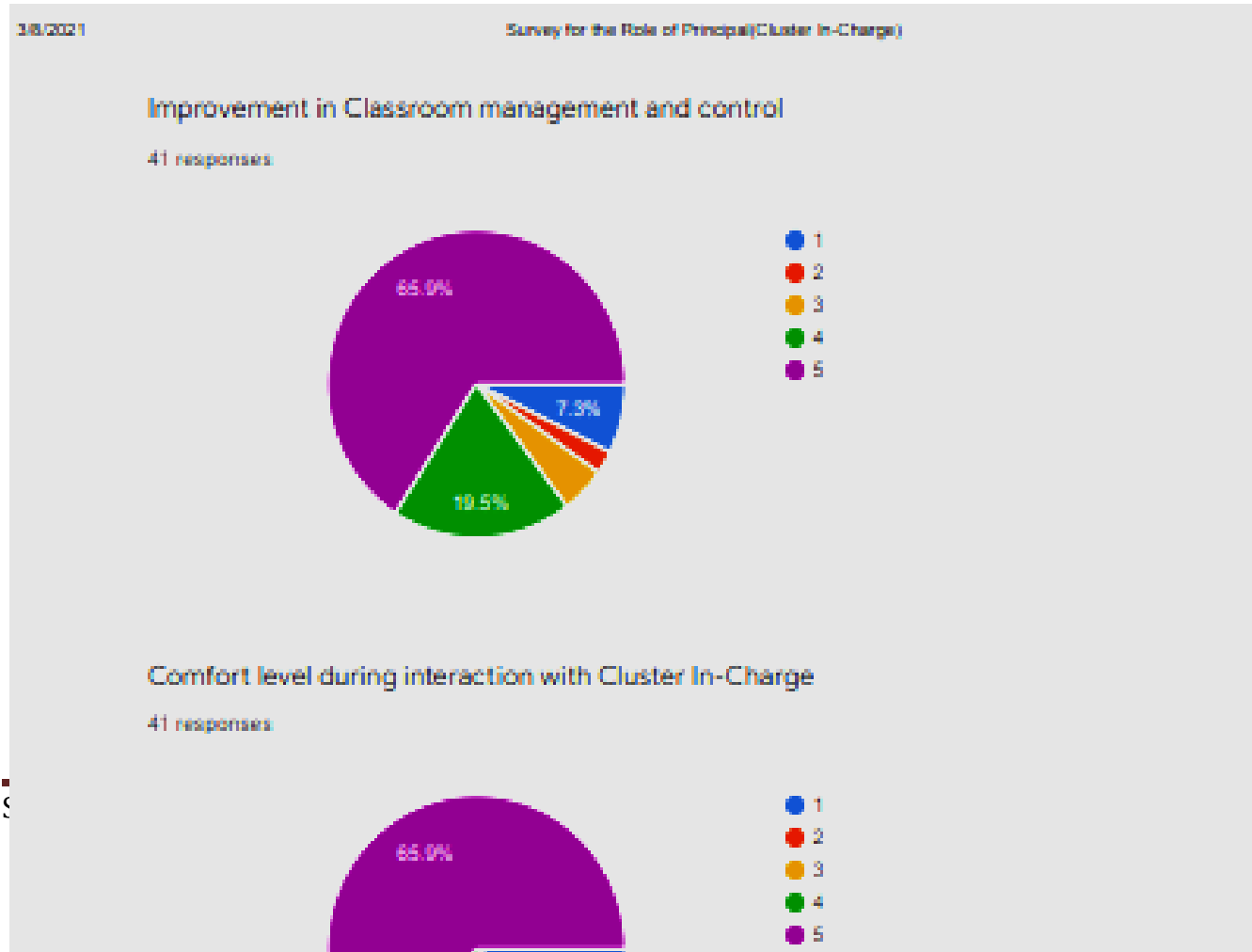
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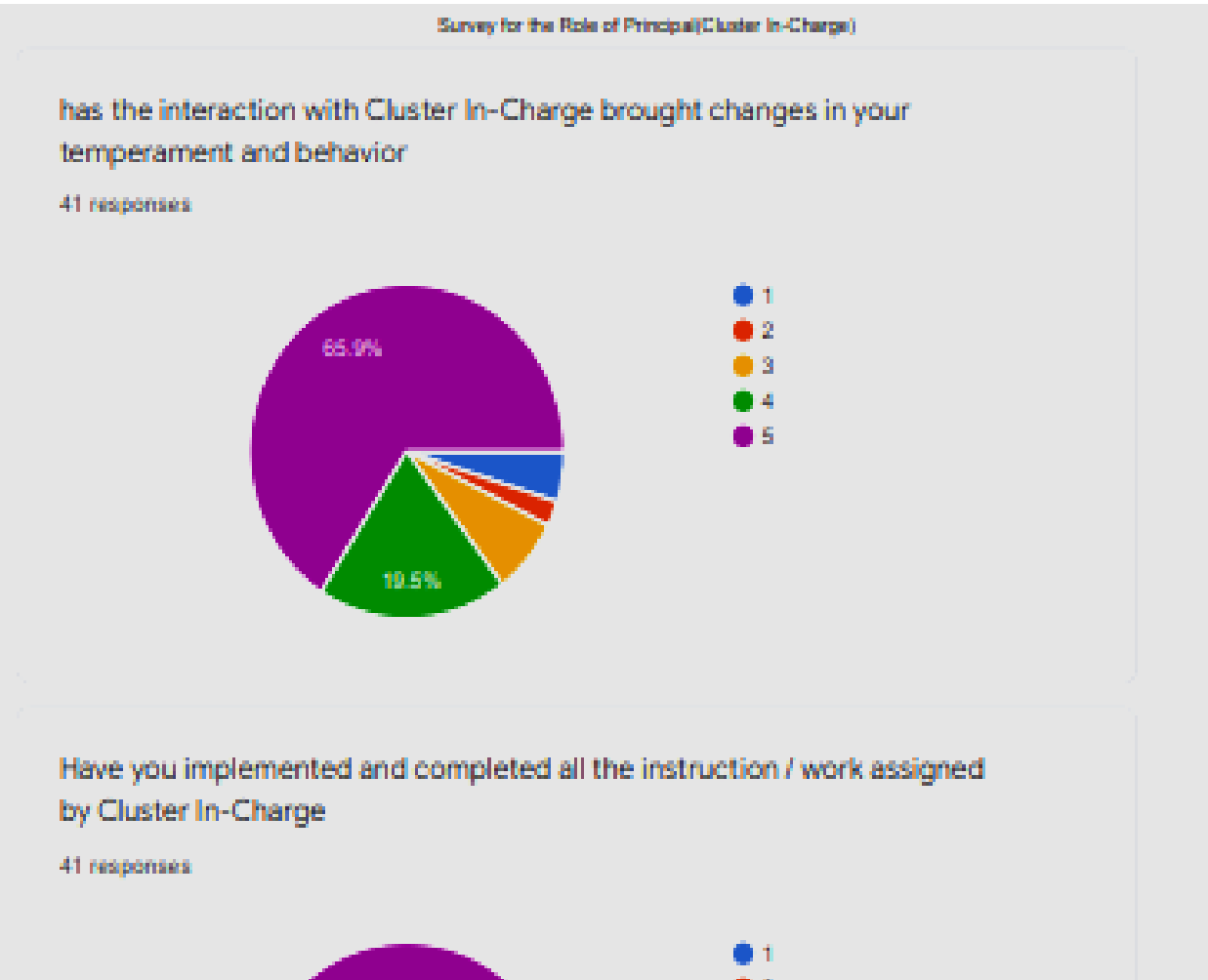
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Marcia(1966). Ceiling of the thoughts & momentum is generated to identify the status of the learner.

Students who are struggling and not able to recognize themselves, need identification of their zones and boosting of their self esteem by personal counseling. Identify their deficit and lack of confidence.

“Nothing ever becomes real till it is experienced” –(John Keats)

Individual differences broaden and harden with age. Therefore teaching should make allowances for differences in style , time , place , pace , focus and method.

Conclusion:

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A leader should be cooperative, supportive, harmonious, dedicated, determined and should be able to identify and understand the needs of various stakeholders. A true leader is a visionary and always try to convert the ordinary into extraordinary. His empathetic attitude and concern for the wellbeing of the society will be the true inspiration for others to follow. The leader should always be ready to serve and resolve the problems. Students and various stakeholders who are struggling & not able to recognize themselves always require a support mechanism. With the support, care, bonding, motivation all the targets can be achieved.

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