

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 Vidhyalaya 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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**Turning crisis into opportunity and the empowering role
of educational leadership: A case study of K V IIT Guwahati**

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Genesis of the Project- Bridging the gap

Adaptation to change and unforeseen circumstances and periodically reviewing and re-structuring teaching learning strategies in view of the fast changing social scenario, to achieve learning outcomes, is the pre requisite in any educational set up. The teaching-learning process is a dynamic one and must keep pace with the changes in the society.

As the whole world came under the grip of the Covid-19 pandemic, the educational setup in India as well as world was faced with an unprecedented crisis- **shutdown of schools.** **However, shutdown of schools did not imply that learning had to stop.** The challenge was to ensure meaningful and joyful learning even in these challenging times and to transform this challenge into an opportunity to learn and grow. The situation demanded new ways of designing the learning experiences.

This sudden and massive disruption in the normal school routine triggered the genesis of the project. The need of the hour was to adapt effectively to the extraordinary situation that faced us. There could be no compromise on ensuring qualitative and child –centred joyful learning experiences for the students. The most important issue was to select a medium to **connect with the students and parents and reach out to them.**

The home of the child was the new classroom.

As parents and children were confined to their home and were spending much more time together than ever before, the learning experiences had to be designed in a manner so as to draw upon this parent-child interaction. A major concern was to ensure the emotional and mental well being of the children, as the lockdowns necessitated due to the pandemic were bound to take a toll on their psychological and emotional well being.

My objective was crystal clear- I was determined that child centred learning experiences had to be incorporated with active and positive collaboration or engagement with the parents and learning should not remain confined to textual content. **The online mode of**

learning was a new challenge and but I decided to take this challenge head on and turn it into a meaningful , effective medium to facilitate learning. Regular interaction with the parents was imperative for the success of this approach.

Child- centred learning implies that the child's experiences form the basis of construction of knowledge. The child is actively and creatively involved in the learning process. The idea is to draw upon the immediate environment of the child and design and facilitate appropriate learning activities.

For this particular project, the child was at home, with parents and not in the normal classroom setup. Therefore, new ways of reaching out to the parents and children had to be planned and implemented.

The salient features of the project are as follows-

Ensuring joyful learning beyond school, through child- centred learning activities, keeping in mind the fact that the child is at home.

Use of a combination of digital media platforms to connect and to get regular feedback.

Positive engagement with the parents of students.

Target student group involved in the project were the students of Classes II-V.

Preparatory Work – The first steps.

We were in this unique situation together. The sudden closure of schools necessitated a prompt reassurance to the stakeholders that there would be no disruption in the teaching learning process. It was important to connect to all the parents. As the Headmistress, it was my prime responsibility to address the concerns of the parents. The need of the hour was online learning.

The basic preparatory works may be summarised below-

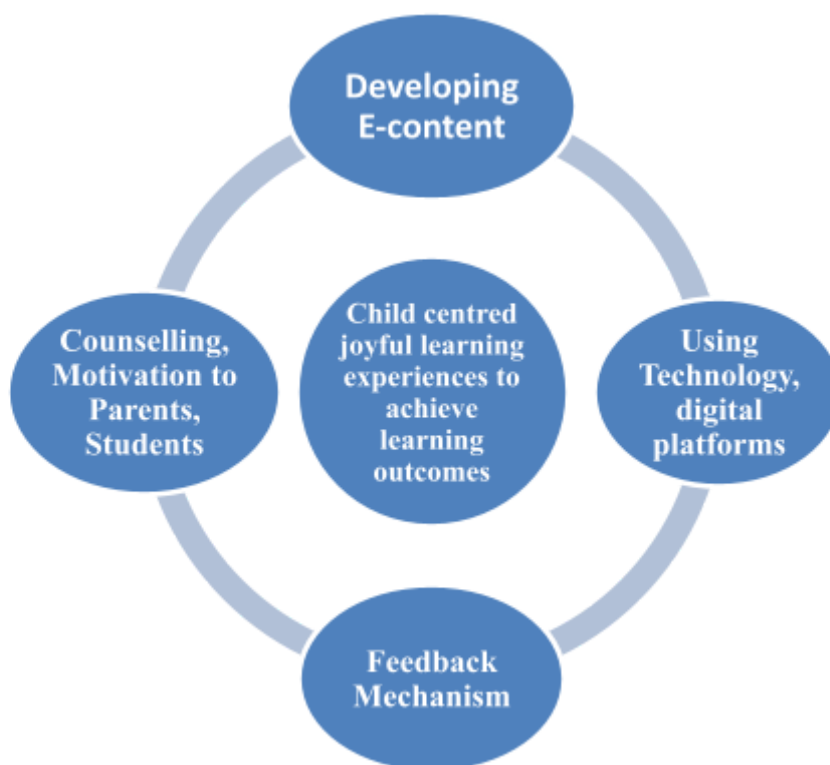
- Detailed discussion and planning with respected Principal Sir.

- Enlisting the objectives of the project.
- Letter to the parents to motivate them and to orient them to the sudden change in circumstances.
- Selecting a suitable digital platform to reach out to all and for transaction of the teaching learning process.
- Connecting with all the parents by creating class wise groups on platforms like Whatsapp. Even the parents who did not have smartphone were connected by sms, phone call.
- Motivating the teachers and orienting them to become equipped with new technology.
- Strategies to address mental well being of students and regular interaction with the parents and students in this regard.
- Identifying broad based targeted learning outcomes.
- Designing appropriate joyful child – centred learning activities for curricular and co-curricular subject areas.
- Regular sharing of explanatory videos with students, parents and teachers.
- Developing e-content.
- Monitoring and feedback mechanism to share the activities of the students.

Objectives of the Project-

- To ensure responsible and judicious use of the online medium.
- To connect learning to real life situations at home during closure of schools
- To facilitate joyful learning through child-centred activities.
- To develop listening, speaking, reading and writing skills.
- To develop creativity among the students.
- To provide opportunity for self expression by the students.
- To ensure mental well being of the students.
- To ensure positive and active engagement with the parents.

To sum up, the project was based on the following-



Execution of the Project- The distance brought us closer

The physical distance between school and the learners was bridged by the technological and digital connection. The project was executed through the online medium. The project was implemented in the following ways-

- **Counselling and Orientation of Parents**

Right at the beginning, an open letter to the parents was sent. This was also uploaded on the school website. The letter reassured the parents that we were with them at every step in ensuring learning for their child. The letter also outlined some activities which could be carried out at home regularly by involving the children. The children were also missing school and friends, hence the children had to be supported with love and care.

Stress was laid on involving students in simple chores at home.

We kept all channels of communication open with the parents- phone call, sms, Whatsapp. The parents were encouraged to share freely any doubt or difficulty, any other concern or feedback for improvement. Short audio clips and messages were sent to motivate them. **These measures brought the parents and school in close collaboration.**

- **Conducting activities to ensure active participation of students**

The following activities were conducted with the help of parents to ensure the participation of the students. These activities aimed at creating a sense of bonding among the students with their classmates and also to make them feel connected with school and their friends.

- **Vidyalaya Prayer** – The day begins with the Vidyalaya Prayer which binds us all. Videos were compiled and shared.
<https://www.youtube.com/watch?v=nXhZJdXzRCo&t=88s>
<https://www.youtube.com/watch?v=heaSUyjaYM8>
- **Art and Craft Activities-** Students were regularly engaged in art and craft activities. They shared their videos and art & craft works in the class groups and this motivated other students too. <https://www.youtube.com/watch?v=dXkDPjn3rOI>
- **One Student, One Plant initiative-** Even though school was closed, values like caring for the environment, planting saplings were fostered through plantation activity. The students and their parents participated whole heartedly. One student of class III also learned to work on the fields from his grandfather who is a farmer
<https://www.youtube.com/watch?v=GwTRvn9hjBk&t=12s>
- **Child-centred joyful learning activities connected to real life situation at home-** As a teacher of English in Class III and V, I designed simple projects to develop listening, speaking, reading, writing , imagination and creative expression in the students. Effort was put in to involve the children with special needs in the activities being conducted, with the help of their parents. I personally interacted regularly with them.

The first project was to **record audio clips of chirping of birds in the morning** for students of Class III. The second project was to **prepare a feeding corner for birds and take care of birds. They took photographs and also shared videos of the birds coming to the feeding corner.**

The third project was to **make bird puppets and do puppet shows of birds. Salad making was the fourth activity and the students of class III shared pictures and videos of their salad making activity. This also helped to sensitise the students in the gender roles- boys should also work in the kitchen.**

The students of class V carried out storytelling with the help of puppets. The students were encouraged to **send audio clips regularly, narrating a story or**

reciting a poem. Another activity for Class V was cooking without fire. The students prepared simple dishes without the use of fire and explained the recipe.

https://www.youtube.com/watch?v=NI_j3kJz4FE

- **Developing and sharing e-content**

I prepared e-content for English which was in the form of explanatory videos and shared with the students. The e-content was based on English lessons of class 3, 5 as well some basic topics which are essential to develop the understanding of the students in English.

<https://www.youtube.com/watch?v=cERv3rVTJ10>

<https://www.youtube.com/watch?v=5C9ID23AAPM&t=4s>

<https://www.youtube.com/watch?v=zKbiyYwnL2Y&t=1s>

<https://www.youtube.com/watch?v=hsqbtVgGDOg>

- **Effective feedback mechanism for students**

The students were encouraged to regularly share photographs, audio clips and short videos of their activities. Audio clips of poem recitation, story telling activity, songs, etc were shared by the students and their efforts appreciated and recognised. This helped them to connect with each other. Watching the video of their friends or listening to their voice made all the students feel as if they are in school. **It helped to close in the distance.**

- **Balanced activity schedule**

The emphasis was on learning beyond textual content. So there was a balanced time schedule comprising of curricular and co-curricular activities. This helped to ease the stress of the students and reduced the burden. Moreover the activity oriented approach also helped to connect to all the students.

- **Kids against Corona Campaign**

Awareness of the message ‘Stay Home Stay Safe’ and to take all precautionary measures was spread with the help of **Poster Making activities. Students also recorded short videos appealing to everyone to stay safe.**

Conclusions- the key takeaway from the Project

The activities elicited massive and active participation by the students. The parents co-operated with the school to ensure the smooth conduct of the activities. In case of any difficult or doubt, they clarified the doubts without any hesitation. The channels of communication were open throughout.

The activities helped the students to learn and grow. This was evident in the quality and extent of student participation during the period of online learning. **The challenge of online learning had been transformed into an opportunity to bring about a positive difference in the students and to ensure joyful learning.**

Further, a survey (**Enclosure 2**) was conducted among the parents to get a feedback about the activities conducted during this period of online learning. This helped to provide an objective and valid basis to the conclusions from the project. The survey was **conducted on a 5 point scale-** neutral, okay, good, very good and excellent.

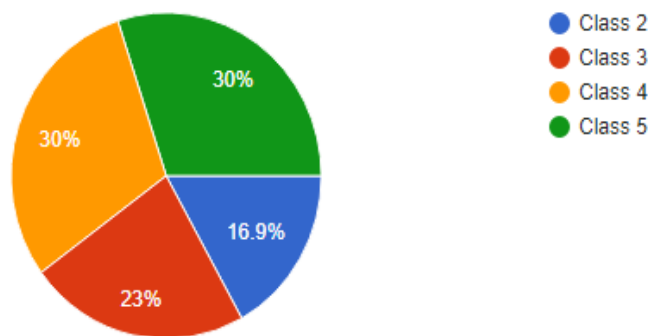
Results of the survey-

- **Parents of 213 students responded out of a total of 322 students in the primary section. 66.15% of parents participated.**

This is the class wise breakup of the parents.

Please select the class in which your child studies.

213 responses



- The feedback form comprised of statements under four headings-

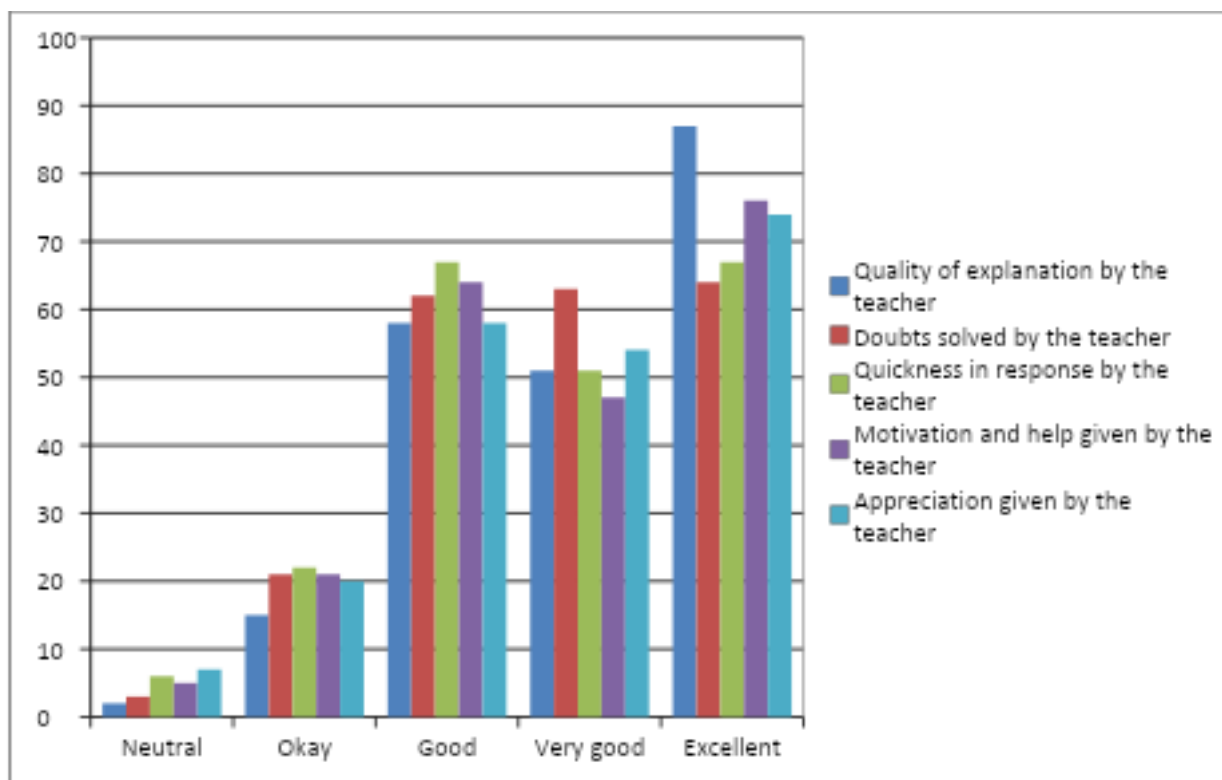
- Regarding support from the teacher
- Regarding the participation by your child
- Regarding participation by Parent
- Few lines about their overall experience (optional)

- **Regarding support from the teacher, the results of the survey are as follows-**

Statements	Neutral	Okay	Good	Very good	Excellent
Quality of explanation by the teacher	2	15	58	51	87

Doubts solved by the teacher	3	21	62	63	64
Quickness in response by the teacher	6	22	67	51	67
Motivation and help given by the teacher	5	21	64	47	76
Appreciation given by the teacher	7	20	58	54	74

Support from the teacher, graphical representation

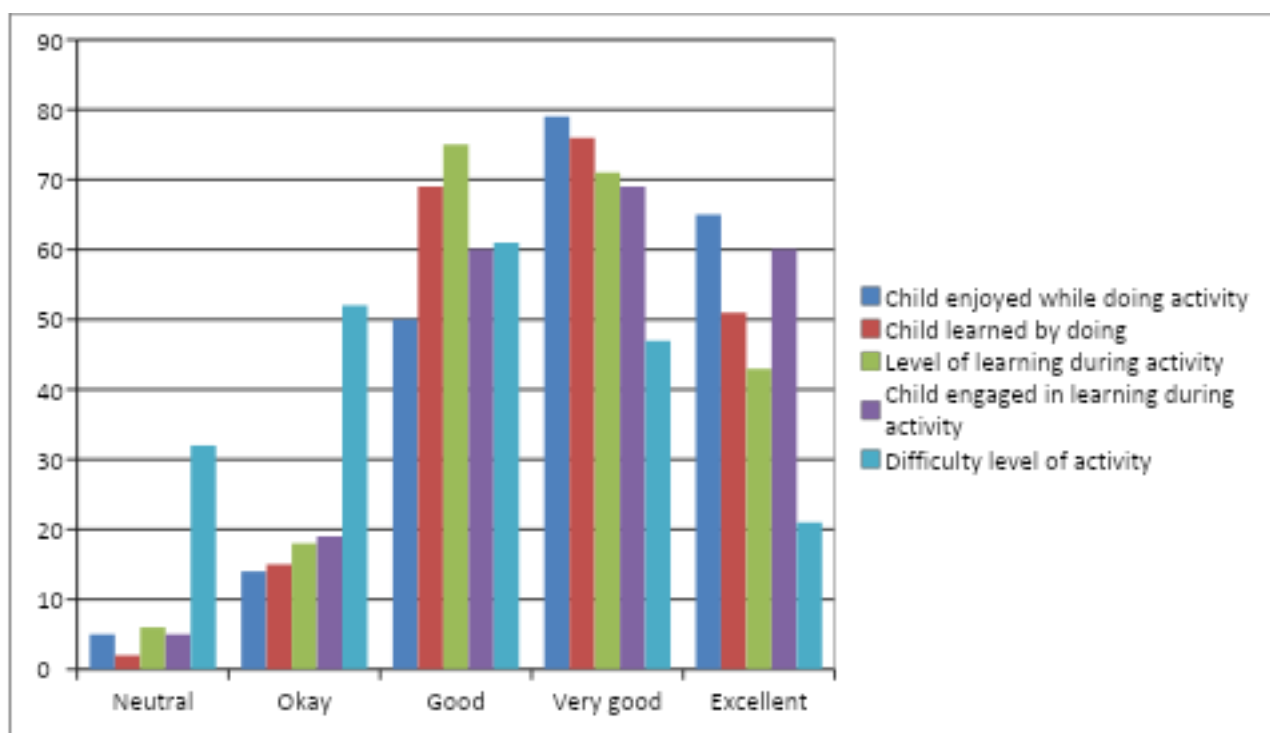


- Regarding participation by your child, the results are as follows-

Statements	Neutral	Okay	Good	Very good	Excellent
Child enjoyed while doing activity	5	14	50	79	65
Child learned by doing	2	15	69	76	51
Level of learning during activity	6	18	75	71	43

Child engaged in learning during activity	5	19	60	69	60
Difficulty level of activity	32	52	61	47	21

Participation by the child, a graphical representation

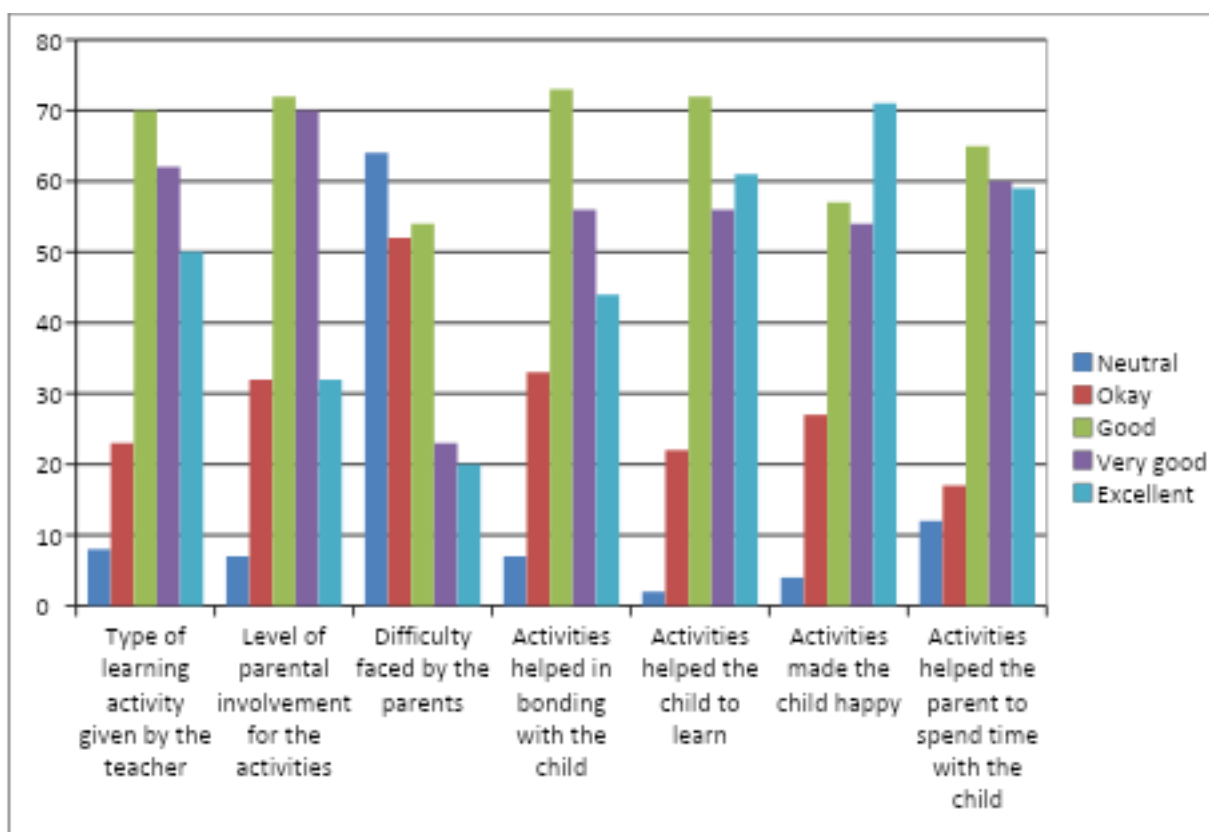


- Regarding participation by Parent, results of the survey are as follows-

Statements	Neutral	Okay	Good	Very good	Excellent

Type of learning activity given by the teacher	8	23	70	62	50
Level of parental involvement for the activities	7	32	72	70	32
Difficulty faced by the parents	64	52	54	23	20
Activities helped in bonding with the child	7	33	73	56	44
Activities helped the child to learn	2	22	72	56	61
Activities made the child happy	4	27	57	54	71
Activities helped the parent to spend time with the child	12	17	65	60	59

Participation by Parent, a graphical representation



- **The fourth part was descriptive response type and I kept it optional in order to simplify the feedback form.**

73 parents responded in this section and the analysis of the responses reveal a positive feedback. The parents appreciated the activities being conducted. I tried to involve the children with special needs in these activities, with the active co-operation of the parents. The parents had concerns like the time limits for submissions and so on. Flexibility in time schedules ensured that they participated in the activities without stress and this was acknowledged by the parents.

Implications of the Project

The project helped to reiterate the importance of joyful and activity oriented learning. The special context was online learning in the wake of the pandemic situation but I firmly believe that the implications and benefits are valid for classroom learning situations too.

The project establishes the fact once again that children learn best when they are happy and when they are involved meaningfully beyond textual content.

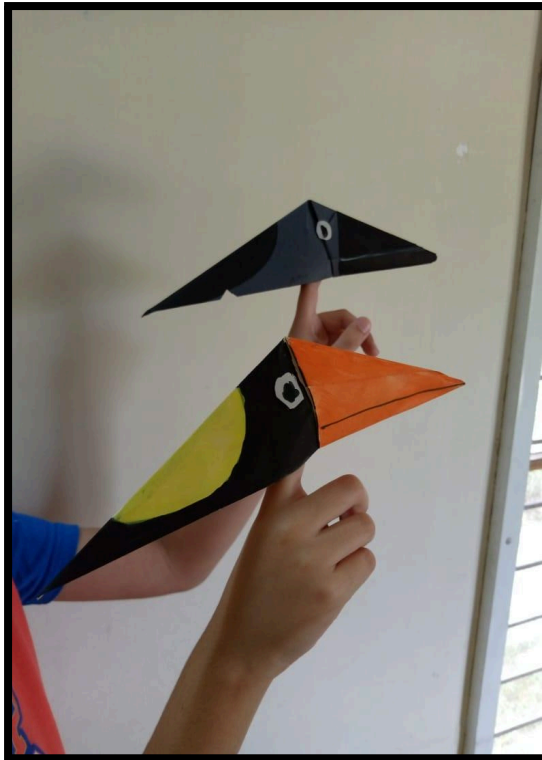
Any challenge can be transformed into an opportunity, if we have the vision and the best interests of the child as our aim.

The whole process has been an exceptional learning experience for me. The survey results are encouraging. But they also highlight the areas where more work needs to be done.

Even though the project has been enriching one, there is no limit to the creative ways in which we can help to realise the potential of every child. The efforts must continue in this direction.

Photo Gallery







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TITLE OF THE PAPER :THE NEW SCHOOL LEADERS**AUTHOR'S NAME :INDIRA SAIKIA BURAGOHAIN****ORGANISATION :KENDRIYA VIDYALAYA NO.-III, JORHAT, ASSAM,
INDIA**

The concept of Leadership has undergone through a paradigm shift from unicellular to multi cellular outlook. The need of change in Leadership perspective in a gadget friendly atmosphere in school with GENXT students & staff, has come out from the fact that there is nothing new or much information-wise, that a school leader knows where students and staff do not have access through internet and global media.

ABSTRACT:

The new concept of school leadership is a lead from heart, with a passionate vision to empower others by nurturing innovativeness of others. It is a lead from inner believe in positivity with a solution oriented , proactive approach.

The New Leadership Mindset is more aligned to accept a growth in surrounding and hence, a growth in self as parallel to the changing scenario and future perspective of the society and future government policies.

Leadership in school is a key provider of effective professional setup within educational system. School leaders are always challenged with diversified factors of the changing societal norms. The 21st century Covid affected society school leaders need to embark on a journey of leadership with fluency of digital world , flexible outlook and intercultural-intergenerational savviness.

This study will basically address the contribution that leadership can make by creating effective learning network and productive collaboration in the institution by bringing change in self-mindset at par digital world by application of concept of Distributive Leadership with an aim to build teacher leadership capacity and reaching out to community. Consequently, this

will widen the leadership paradigm and develop capacity within the organisation aiming at recognising the collective responsibility and accountability for the pupils and school. Then, creating a Core Team as Instructional Leaders to focus on coaching relationship, supervision and feedback protocols. The Core team will work as LEAD EDUCATION MANAGERS (LEMs) who will act as key point contact with students and rest of the staff, taking into account few salient elements of the school such as Prioritisation, action research, data collection & analytical processes, outcome & evidence of Distributive Leadership learning networks and development of culture of continuous learning.

Eventually, this will involve mobilisation of leadership expertise at all levels of the Vidyalaya in order to generate more opportunities for change and to build the capacity for improvement, compatible to the demands of the era.

The new School Leadership concept aims at developing staff knowledge, aspirations, interests, skills as an asset to the organisation and enhancing the culture of mentoring and trust.

As Roland Barth- a Harvard University Educationist, truly said “A true mark of a leader is not how many followers one begets but how many leaders.”

KEY WORDS:

Lead Education Managers, Distributive Leadership, Prioritisation

INTRODUCTION:

‘Leadership’ concept is always a topic of analysis while discussing challenges faced by Education in a growing accountability-oriented society. Leadership is a generic concept that projects vision of strengths, authority, competence, critical thinking, decision, action and power. This paper examines leadership practices in an Govt school in Indian context. It scrutinises the effectiveness of a Distributive approach to Leadership. It inquires what part of Distributive Leadership may play in Educational Institutions today and how effectively it may

bring a holistic change. Being a Distributive Leader is not always easy, particularly when people are accustomed to line and control leadership, particularly in school environment. It requires 'letting go'. The Leader (Principal) has to trust all the teachers and office staff who work in the institution to make a wise management decision. They have to be insightful enough to correct mistakes on their own, without input from the Leader.

This paper first theorizes the concept of Distributive Leadership and associated concepts such as accountability, activity, systems and power. Then, it presents a case study of Distributive Leadership in practice to assess its effectiveness in maintaining & enhancing quality in an Educational Institution.

Biesta advocated an accountability culture that acts as a system of governance which Biesta terms as 'audit society'. This has led to the reconceptualization of the relationship between government and citizens. This technical, audit-focused meaning of accountability is mirrored in Education institutions. In education scenario, at one level, Government is the provider and educational institutions are consumers; at another level, schools are providers and the staff and students are consumers. The Government creates and manages this complex, multi layered concept by prescribing procedures, regulations and obligations to ensure compliance (Olssen). Internal systems are established to ensure that obligations set by Government are met efficiently and are auditable.

In the audit culture, leadership has certain functions. It must be focused on efficiently managing the various contracts and relationship between Government and school, between authorities and staff, and between teachers and students. It safeguards the institution by ensuring compliance with externally-set audit requirements (Biesta) and, consequently, creating internal system of accountability which encompasses various factors such as financial, organizational, logistic and interpersonal aspects of school.

In this paper, the focus is on what role Distributive Leadership may play in school and its effectiveness. Here, Distributive Leadership and associated concepts are theorised at nutshell. Then, by using a case study approach, the scale of improvement will be analysed which has been resulted due to Distributive Leadership in practice. The aspects are drawn from the experience collected from a Govt. school in India.

Distributive leadership and working system:

Distributive leadership is a complex, multi-faceted concept which was first focused in social psychology literature in the 1950s. Bennett identified three elements in Distributive Leadership theory that distinguish it from others. Most importantly, Distributive Leadership is termed ‘as an emergent property of a group or network of interacting individuals’. Another element is that since the scope of leadership are undefined, therefore, this means that the leadership can be distributed wide or may be controlled. Thirdly, as expertise tends to be widely distributed in a group, advantages of having more leadership opportunities.

Gronn (2002) identified distinctive meanings of Distributive Leadership. In one, leadership is additive, spread among multiple members of a group, having different skills & attributes, in a spontaneous collaboration to complete a common target by recognising the qualities of one another. Each member of the group can and often does, in turn, take a leadership role in order to contribute to the group’s function. Therefore, leadership is exercised more holistically.

It is true that Distributive Leadership can be defined in many ways. To address the issues addressed this paper, one coherent meaning of Distributive Leadership needs to be undertaken. Leadership is viewed as distributed among a group of people working in formal school setting. They work with mutual understanding to achieve outcomes of common goals. A Core Committee emerges with micro committees as a result of planned agenda. Leadership

is distributed in the committee members as it is presumed that members have skills, traits and attributes which will be exercised to achieve the desired outcomes.

CONCEPTUAL FRAMEWORK:**A case study**

The issues taken to resolve through this case study is from a school in India which resulted from the need to improve the quality of the school. Here I am explaining how effectively improvement in a school is brought through practices of Distributive Leadership. The Inspection scores of our School KV No-3, Jorhat was significantly low for past few years despite the good academic results.

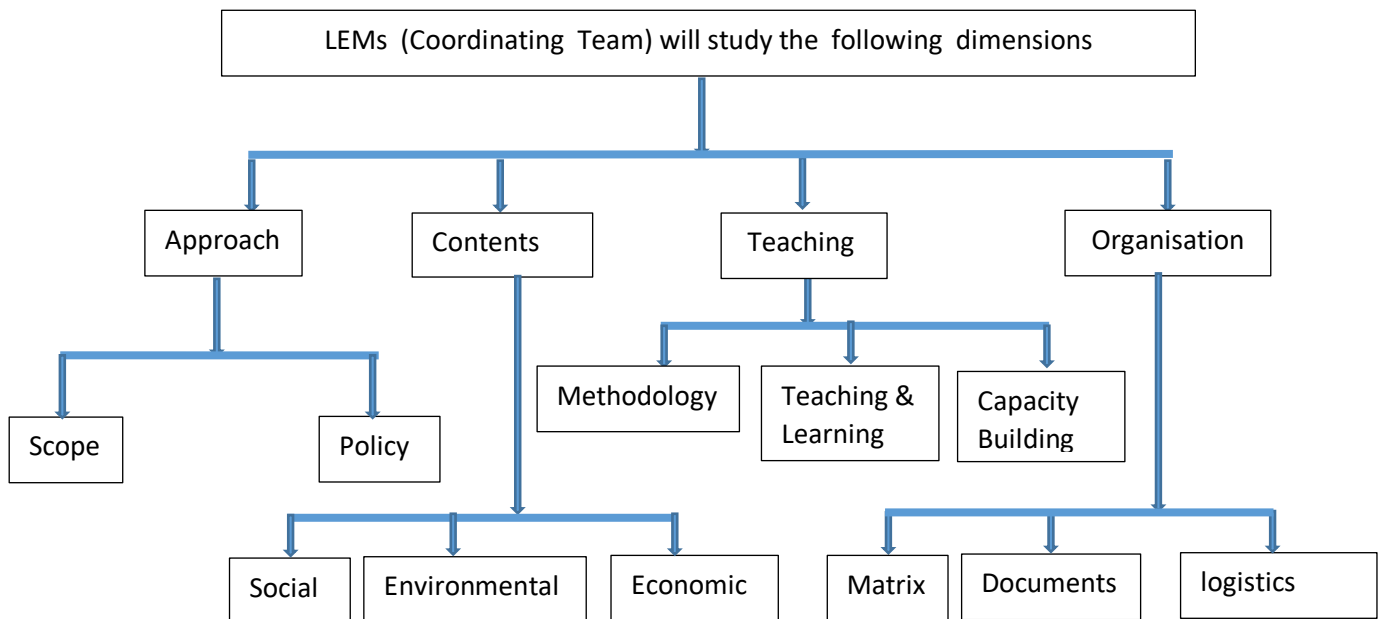
School infrastructure is considered to be one of the major issue which influenced the workings of the teachers & students of the school and hence, reflected in Annual School Inspection scores.

For improving the school overall Annual School Inspection score, a CORE COMMITTEE with four Instructional Leaders (called as Lead Education Manager) was formed (under which various small committee were set up consisting of two to three teachers) with one Lead Education Manager(LEM) of the team.

One LEM with the micro team studied the KVS Inspection tool and marking procedure and accordingly identify the grey areas where improvement can be made without much financial burden to School Fund. Basically it will study the approach, its scope, policy matters of KVS etc. and how are they successfully met. While another LEM was assigned to bring fresh non-judgemental insights of work culture of the school at present, to study the logistics available in the school which are not in use to the fullest or not used at all, the documents and about the school which is in a temporary building. Next LEM focussed on the interpersonal relationship among teacher to teacher, teacher to office staff, teacher to students,

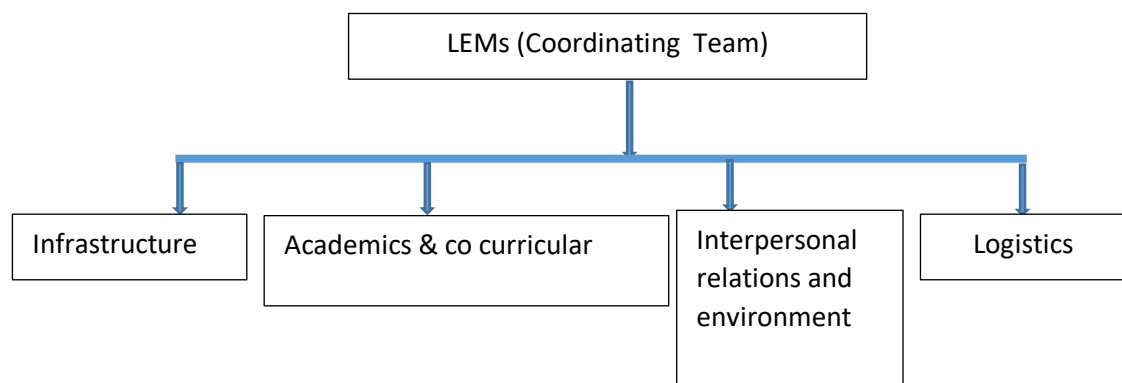
parents and community at large along with environmental issues to deal up in terms of SDGs.

While one LEM studied the teaching learning environment.

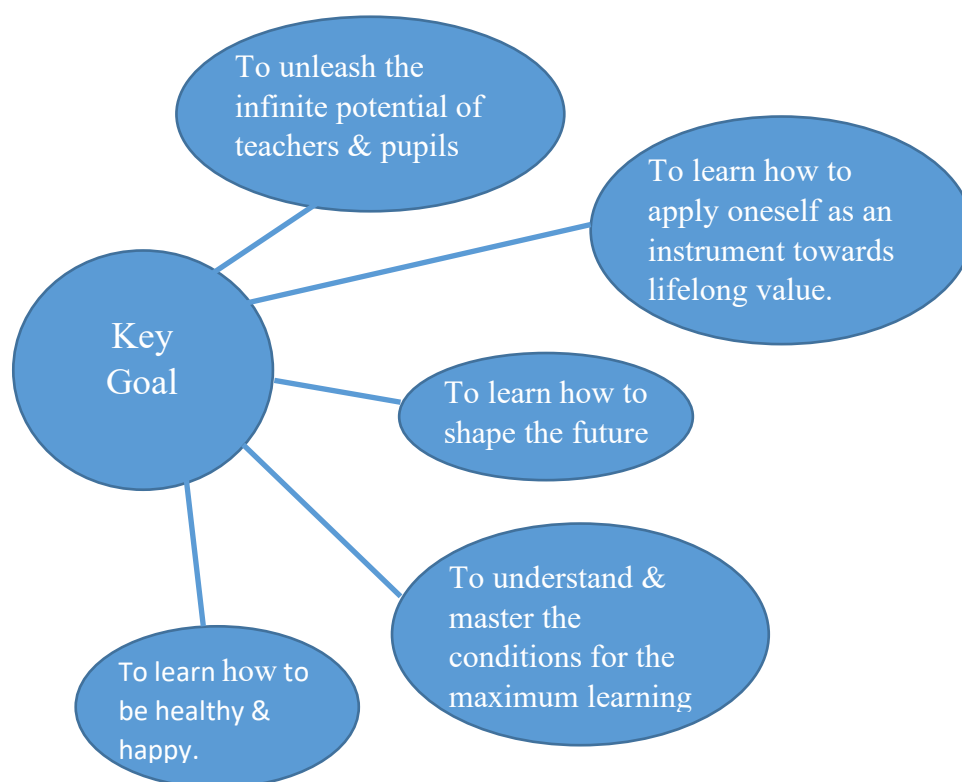


Every LEM was empowered to prepare the report without any influences from others.

Based on findings of each LEM, few areas were agreed where improvement can be brought. Once areas are identified, following multi-layered teams were formed among the teachers with senior most teacher in the team as leaders. Before assigning the tasks, detail deliberations were made with all teams and brief them the scope of the task, goal and time frame ,then agreed upon a few areas where improvement can be brought as per requirement of Inspection tools and also attaining SDG4.



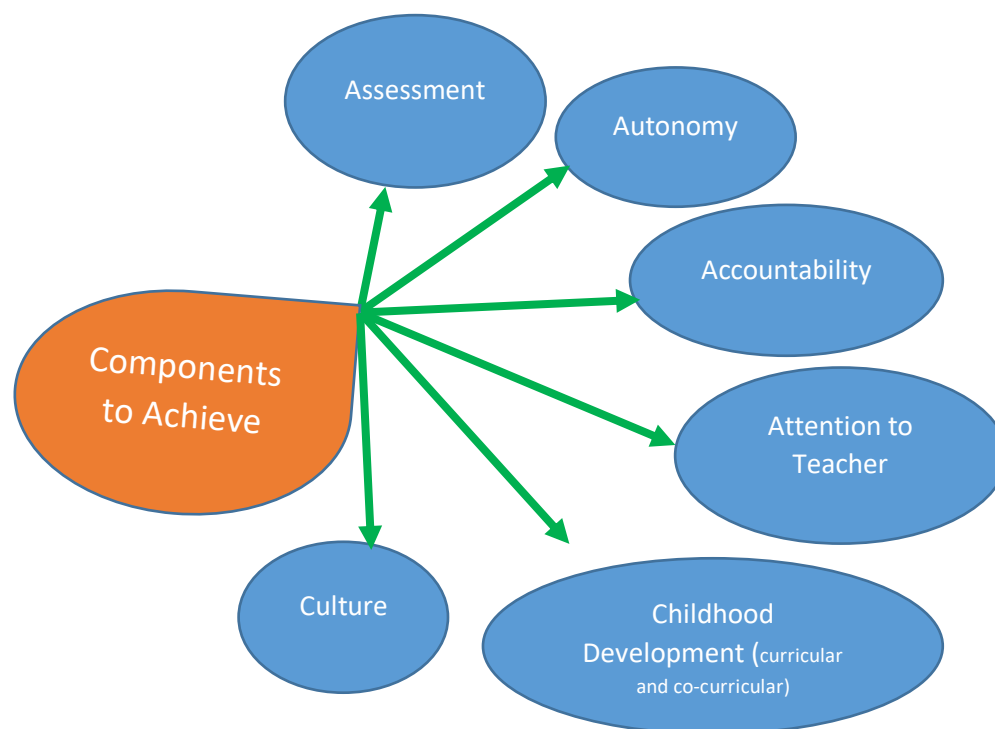
Once areas were identified, following teams were formed, among the teachers with senior most teacher in the team as leaders, to attain the 5 key goals in line with the proposed key goals of World Economic Forum for SDGs, which will ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’.



Based on this, the focus is directed to –

- i) Improving conditions for teaching & learning
- ii) Redesigning of the time table
- iii) Restructuring of organisation (Redesigning Roles and Responsibility)
- iv) In house teachers' workshop/training session
- v) Building relationship outside the school community
- vi) Enhancing teaching and learning process
- vi) Building relationship inside the school community.

Therefore, in line with the World Bank's Proposal, following components were formulated to achieve the planned reforms to reach our goal as well as for attaining SDGs in Education.



The Major Target Fixed –

1. Since nothing more can be added to the land size and school building which is small and temporary in nature (the deliberations for permanent building is under process), therefore, strategy to maximise the utility of fixed assets.
2. 100% pass percentage in 10th and 12th Grade External Examination & Improving inter personal relationships with society and stakeholders, parents.
3. Maximum participation and in-house training /Practice before participation in co-curricular with set targets for Sports, Cultural, Literary and Scientific field.
4. Best use of the logistics, all equipment which are not in use or barely used.

TIME FRAME:

One Academic Year 2018-2019

METHOD:

The each LEMs decided on work programmes and actions at weekly meetings which all members of micro committees attended. Agenda for meetings were set collaboratively by each micro team and decisions were by consensus. Delegations for leadership came from these meetings. The work of the LEMs did not always progress smoothly, as par planning of the LEMs, as strategies were frequently questioned, debated and changed. Some members of micro team expressed periodic discontentment and were clueless about decision-making process.

At the same time, it is important to outline my role within the organisation. I was head (Principal) of the school joining the institution in Nov'2017 with a mission to bring significant overall improvement.

LEM for Infrastructure Development focussed improvement in infrastructure with best use of limited spaces as follows:

- Improvement in sports infrastructure such as to develop mini volley ball courts, mini Basket Ball court, outdoor handball court, provisions of Badminton, Kho Kho and Cricket Practice Pitch, sand pit
- To incorporate the concept of BALA
- **Beautification:** development of school garden and mini vegetable garden for hands-on experience and love for surrounding and also healthy eating. Vegan days with vegetables from vegetable garden have been observed.

LEM for Academic and Co-curricular activities focussed on Improvement as follows:

- Rather, teacher controller assessment of students, according to a predetermined distribution curve as the only method, Committee members, sought an approach to assessment that focused more on formative, self-directed, group and participative practices that empowered students to have a part in assessing their work through peer groups. Assessment of learning was to be balanced by assessment for learning.

This also involved keeping in touch with all teachers and hundreds of students, arranging in-house programs, being accountable for keeping academic records. Where disagreements did arise, they were addressed with amicable solutions. The teachers were keen to meet accountability requirements, because teachers felt responsible for their students, their own work and to each other. This commitment to a common cause, grounded in feelings of mutual responsibility and trust, enabled the teachers and students to work in relatively democratic outlook.

- In-house teachers subjective training, micro teaching sessions and sessions on improvement of communication skills.
- Fixed target of Achievement for KVS Regional level, Cluster Level and National Level participation in Sports, Cultural, Science Exhibitions, Literary exhibitions
- Maximum participation at school level conduct of programmes and practice under guidance.

LEM for interpersonal relations & environmental management focussed on improvement as follows:

- As for development of interpersonal relationship, focus was in maintaining good relations with school Sponsoring Agency, teachers and students -parents such as accurate information on time, imparting clear instruction beforehand, conduct of meetings advocating doubt clearing sessions and interactive deliberations.
- Partnership with local neighbouring school named Dhapkata Govt. Primary School, Jorhat in reaching out to the community.

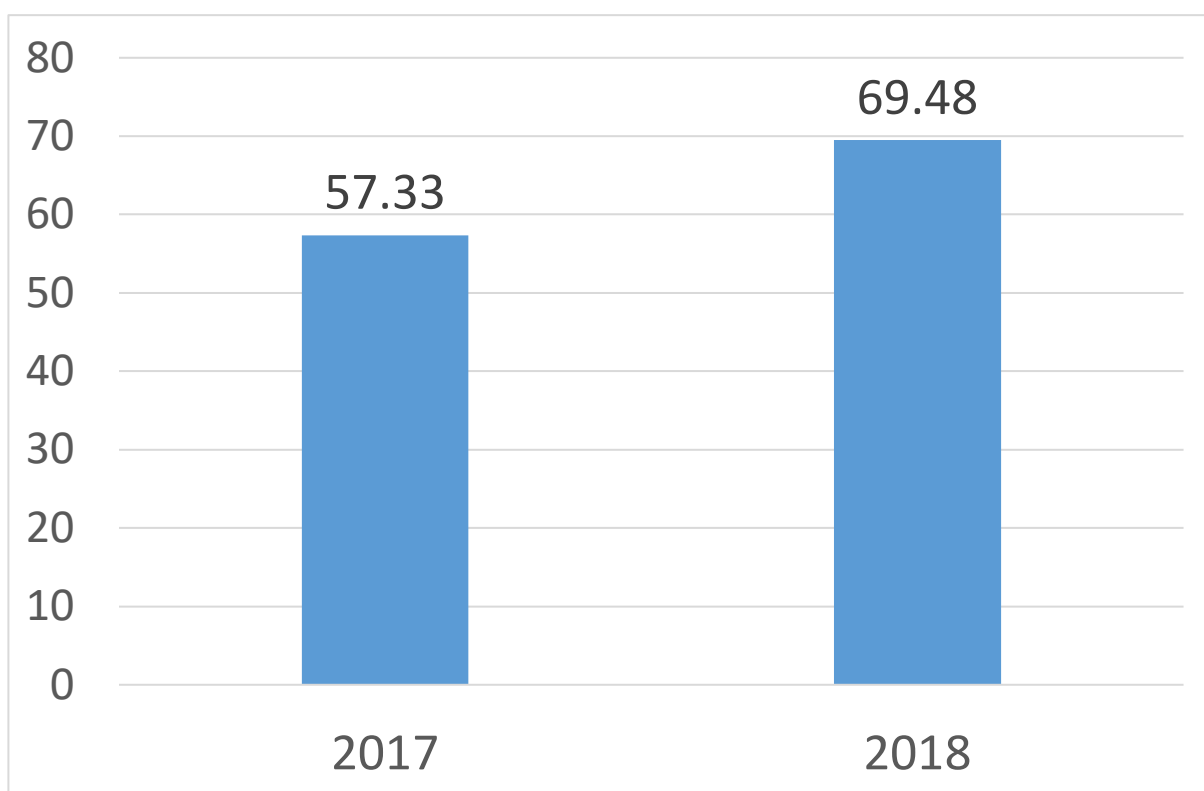
LEM for Logistic management focussed on improvement as follows:

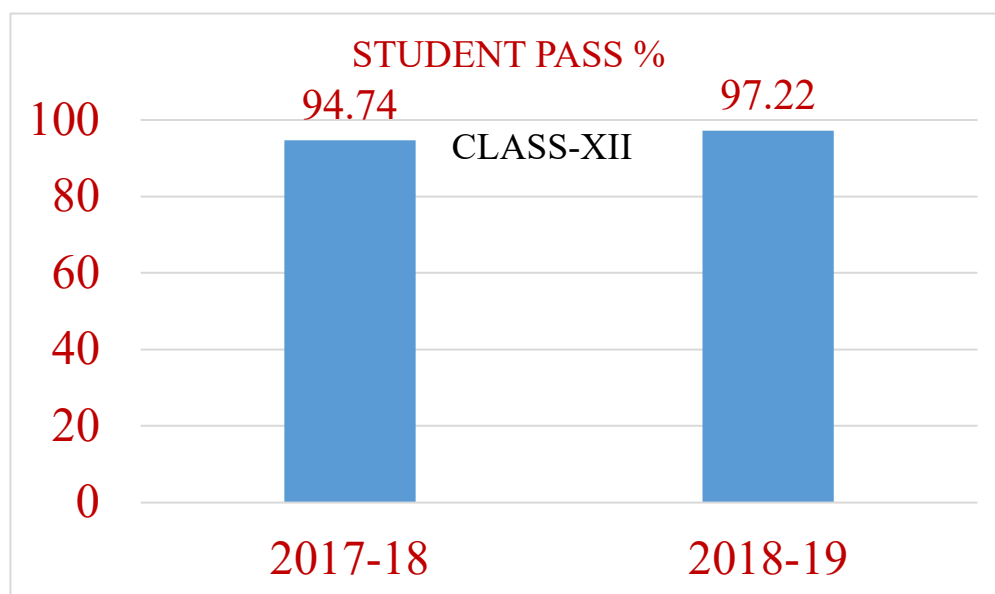
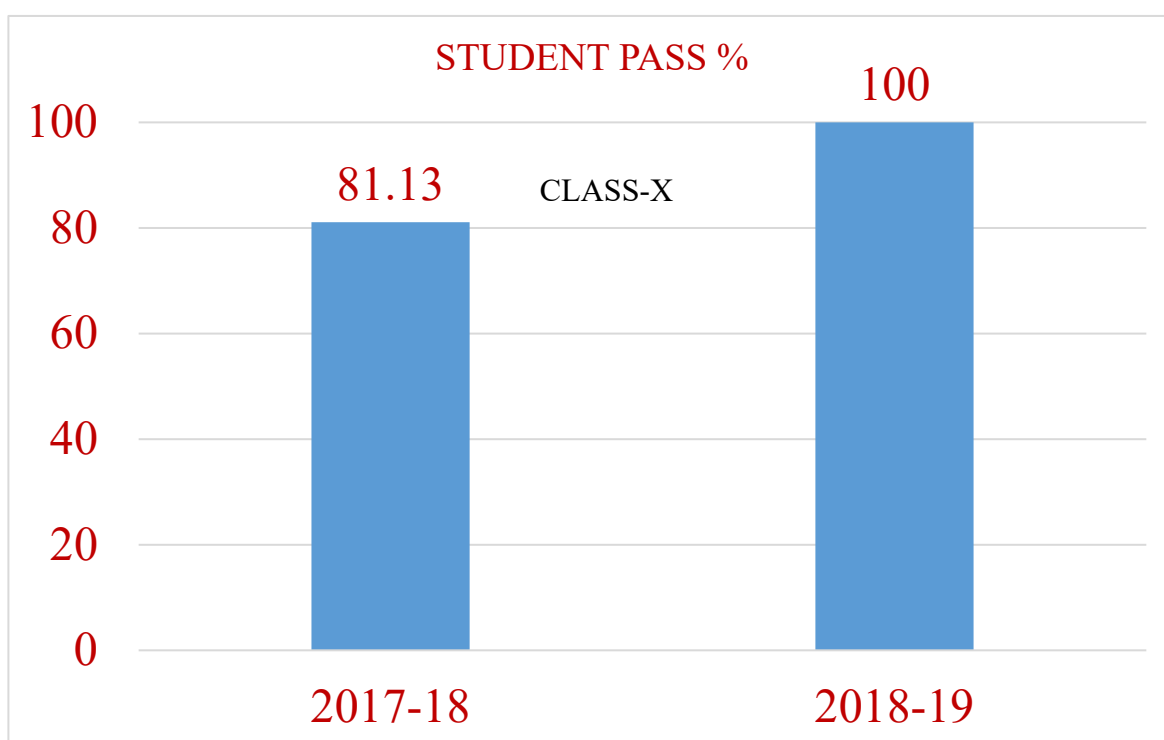
1. Listing of equipment available in the school used, not used and barely used.
2. Initiatives and strategy for maximum use of equipment to the best.
3. Stock verification and Condemnation of old items which are beyond use.

-
4. Listing of needful purchase of equipment as per need within the budgetary provision.

FINDINGS:

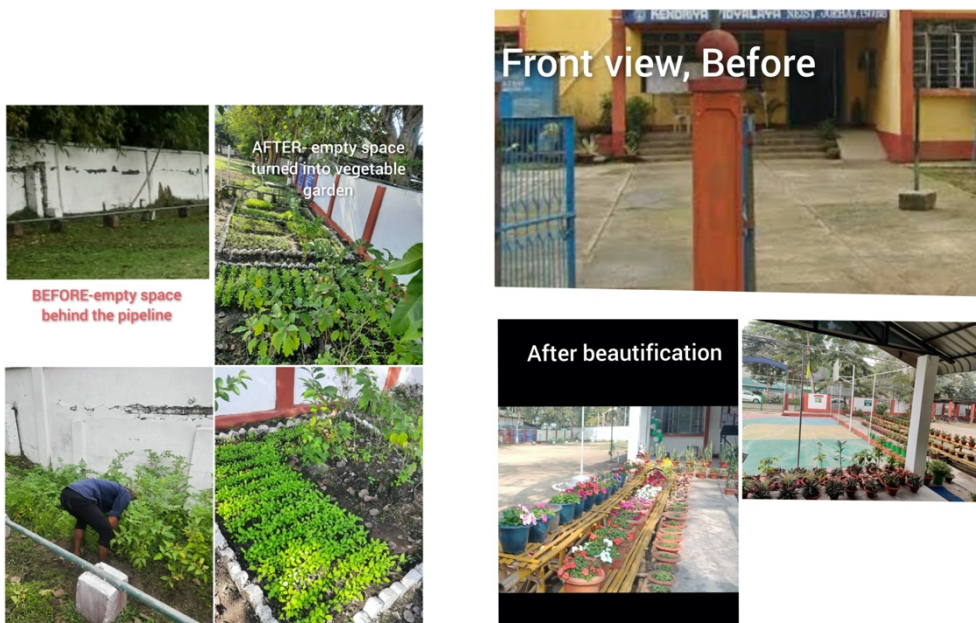
The annual Inspection report in 2018 shown a significant improvement with respect to previous year with a remarkable appreciation, on record, for Team Spirit and tremendous Interpersonal relationship, apart from increase in Annual Inspection overall score by more than 10% (Table-1) and improved academic result in CBSE board result for Class XII (Table-2) by about 2.48% and Class X (Table-3) by 18.87%.

School Annual Inspection Score:**Table-1**

Student Pass % in CBSE Board Examination in Class-XII**Table-2****Student Pass % in CBSE Board Examination in Class-X****Table-3**

The case study done here suggests that Distributive Leadership can work wonders in optimising interpersonal relationship with the stakeholders in schools. In this case, though the education institution was in a temporary building, the interpersonal relationship between Sponsoring Agency and the school administration was maintained to be cordial, trustful and collaborative.

SOME ILLUSTRATIONS IN PHOTOS:





CONCLUSION:

This practice of Leadership has brought more development in the school in subsequent years. **During COVID-19 pandemic, the Distributive Leadership model has been extended to parents** to ensure that their children were attending the online classes. Although parents are always being a stake holder of school but for the first time they became stake holder in classroom learning environment. Online sessions were conducted among the parents to make them aware of various nitty-gritty of online learning environment and also taught them how to keep their children away from dark side on online contents. Parents have also been empowered about the digital world, E- Learning through various sessions while teachers have also undergone training for E learning and AI training as conducted by the organisation.

END NOTE:

This paper is based on effective use of Distributive Leadership in Schools rather than stereotyped single School leader as Principal addressing issues. It is illustrated through a case study and addressed successfully, by highlighting positive attitudes resulting in improved interpersonal relationships, positive mind set, prioritisation of goals within timeframe with a lead from heart and passion to empower others by entrusting leadership.

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Society holds the Solution to Addiction as Society is the Main Cause of Addiction

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Abstract

The youth in the contemporary times, despite living with many advancements in this supersonic age is plagued with many malaises, the biggest of which is the Drug Addiction. The situation has worsened to such an extent that the result not only alarms but shocks us as we see school dropouts, deaths of a million of young boys and girls between the age groups of 13-25 years, which is a matter of serious concern both in the national and the international arena.

- ✓ *My paper highlights the malady of 'Adolescent Drug Abuse', its genesis, its sources and expanse in our society which traps these young minds to walk on these forbidden tracks.*
- ✓ *I would in detail, grove upon the reasons born out of the 'disturbed familial bonds' of the society that lead the youth to walk astray.*
- ✓ *Serious implications of this deadly addiction would be discussed at length*
- ✓ *This will be done through a series of CASE STUDIES that I undertook during my internship / coursework which has left an indelible mark on my conscience which I would like to share in this paper.*
- ✓ *This paper would also focus on effectively bringing out the solutions to drug addiction from the same 'society' that is responsible for its genesis.*

Keywords: Drug addiction, Substance abuse, Drug trafficking, Consumption, Alcoholism, Mental Disorders, Peer Pressure

Introduction

Addiction is the state of being enslaved to a habit or practice or to something that is psychologically or physically habit forming to such an extent that its cessation causes severe trauma. It is a long term inability to moderate or cease intake even though it is causing psychological and physical harm because that activity or intake was pleasurable and / or valuable.

Some researchers talk of two types of addictions such as : Substance Addictions such as alcoholism, drug abuse and smoking and the Process Addictions such as gambling, eating, shopping, smart phone, video games, computer and internet and sexual activities etc

Out of this Drug Addiction is the most well known and harmful addictions

Drug addiction may be defined as an inability of a person to stop using the drugs inspite of his best efforts and numerous attempts. When a person starts taking any drug without prescription of the doctor or in more quantity than prescribed by doctor or continues taking the drugs for a longer period than prescribed by the doctor, he starts moving towards addiction. In addition to the drugs prescribed by the doctors commonly used drugs and drug types which

includes narcotics, depressants, stimulants, hallucinogens and cannabis, in other words opium, morphine, heroine, marijuana, bhang, hashish, LSD, khat, codeine, chemicals like tobacco, steroids or any such material. The symptoms of drug addiction are:

1 The drug user has developed a drug tolerance, needing to consume increasingly greater quantities to experience the desired effects.

2 Drug use is continued inspite of the harm caused to the drug user and lives of those around the user.

3The drug user experiences the withdrawal symptoms when he does not get the drug when he demands.

Drug addiction as a term is not defined in the “Diagnostic and Statistical Manual of Mental Disorders”(DSM).The DSM uses the term Drug Dependence and Drug Abuse. Both these are considered as Substance Use Disorders. WHO has defined Drug Abuse as a state of periodic, chronic intoxication detrimental to the individual and to the society by repeated consumption of drugs either natural or synthetic.

In the past drug addiction was viewed as stemming from an individual’s moral failing and weakness of willpower. But with the advancement of scientific research, **biological theories of addiction as a “brain disease” are now widely accepted**; however, this point of view is **still controversial**. Many prefer to characterize it as a condition that requires continued management, rather than a disease, as it promotes the idea that addiction can be managed through behavioral changes and that the individual is ultimately in control of the condition.

The disease model is supported by the changes that occur in the brain as a result of continued substance use. Through a process of adaptation, the brain attempts to adapt to the presence of a substance in effort to function normally. The disease model asserts that while initial choice to use the substance may have been voluntary, **over time behavioral choice is lessened as these neurobiological changes occur**.

Not only do these changes modify one’s initial response to a substance, they regulate:

- The development of craving.
- The distress associated with periods of abstinence (which is a key factor in relapse).

Whether or not we look at addiction as a “disease,” we can clearly see that changes in the brain do occur that promote continued use -- both due to the rewarding feelings that the substance can initiate in the brain and also due to avoidance of withdrawal symptoms that present when dependence develops.

Undoubtedly drug addiction has been emerged as a great socioeconomic and health problem worldwide and it is time that the society and Government must look into the causes, prevention and solution to this Global issue.

Case Studies

Every child is born in a different social set up, grows up in an equally different milieu, has his own psychological preferences. Some easily come under societal pressure, some children ignore it and assign the utmost preference to friend’s company. But at large it is the society

including family, friends and other factors arising out of the child's interaction with world he exists in.

I intend to proceed with my point of views with the help of the following case studies.

Case 1

In the year 2009, **ABC** was a student of class 11 who came on transfer from some other school and was not able to adjust in the new environment. Being sensitive he fell into bad company that lured him into the racket of drugs. With the help of good friends, he was brought back to school somehow, and with a few counselling sessions, he agreed upon coming to the school. He appeared in the Board examination of class XII and left the school, but after the exams was again trapped by the same group of boys. On 3rd of May the same year, I received a shocking news that Suraj met with an accident in the condition of heavy drugs. He died on the spot.

Case 2

In the year 2017, a thin, frail, shy boy joined class 11 in the stream of Humanities. Most of the boys in the class bullied him for being undergrown and weak. **DEF** was one such boy. He could not breathe without his friends. But he was very sensitive. He used to brood hours together on what a friend casually commented. As a growing adult, he had pimples on his face, which he always covered with a handkerchief. I often told him to take away his handkerchief away from his face but he refused doing so. Slowly he enveloped himself from the people around him. Someone suggested him to join a gym, for making an impressive physical appearance. At home front too, things were not fine. His father was posted at the borders and his homely mother could not understand the upheavals and the dilemmas he was going through. Someone, somewhere introduced him to drugs in miniature dose through the protein supplements that he took after joining the gym. And from there started the tale of his downfall. Belonging to a lower middle-class income group, he found it difficult to procure drugs. Absenteeism from the school for many days together became a routine until the class teacher reported me of his short attendance. Arguments with the mother and staying away from home became a regular feature. He fell into the habit of selling phones, first his, then that of his mother, purchasing new ones. Stealing money from parents account became a regular feature, until the mother realized of his blunders. Exchange of heated arguments, violence became a regular feature at home. The son was not ready to see his mother's face and left home during the school holidays. The condition aggravated to such an extent that the boy was not ready to write the Board examination for his class 12.

I with my team of teachers brought both the mother and the child together first, counselled them both saying that the differences are just because they loved each other. Thus, showing them the hope, and requesting the mother to deal with him with patience, we somehow brought him to agree to write the exams. Thus, step by step he was brought back to track. Teachers at my school worked hard with him. He was a bright boy, covered up with the syllabus, came out of the trap with care and attention both at home and the school. Meetings both at the school and at their home taking the child into confidence brought a change in him. Today **DEF** is in the final year of his graduation doing successfully in all fronts.

Timely attention and concern saved a young boy from deluging into the world of drugs.

Case 3

HIJ was a boy whom I met in the Hospital while doing my internship. There was no part of his body that had been left uninjected with the syringes of the dosage of drugs. He too did not open up soon. I got very unpleasant replies from him when I started my interaction with him. But slowly he opened and I realized, here too, the family and the society at large turned out to be the culprit. He had a step mother with whom he had frequent confrontations. To avoid all this his father sent him to Chandigarh to take coaching in which he was not interested. It was while staying alone that he got trapped into the drug racket. When I enquired from where he procured money to purchase it, he said that in the beginning it was the pocket money but later on it was given free when he took other new persons to them. He is still under observation in the de-addiction centre.

Causes of Drug Addiction

a) Genetic

There are multiple ways in which genes may result in variation in vulnerability to addiction. According to NIH (2010), genes account for approximately 50% of an individual's risk of becoming addicted.

Three attributes influence an individual's disposition to engage in a specific behavior:

- Capability – the physical or psychological capacity to engage in behavior.
- Motivation - the mental process that guide behavior, both automatic (e.g. euphoria after ingesting cocaine) and reflective (e.g. attitude that marijuana is harmless).
- Opportunity - environmental factors that either promote or constrain behavior.
Includes:
 - The physical environment (e.g. ease of access to a substance).
 - Social factors, such as peer attitudes
 - Although substance use at any age can progress to addiction, onset of use is highly predictive.
 - Adolescents are quite vulnerable as their brains are still developed.

b) Environment

- Childhood Experience

If a person has suffered from some traumatic experience (e.g. emotional, physical or sexual abuse) can trigger addiction when people seek comfort or an escape from pain of past experience.

c) Broken Families

There is a strong nexus between the drug and the torn family life. It has been found that broken family structure often forces one to resort to drugs. This is because a person faced with such situation chooses drugs for its euphoric or mind-altering effect to escape from immediate situation. This escapism in turn compels the user to go back to the drugs to avoid the trouble and it eventually leads to addiction.

d) Stress Relief

Some people use it to get relief from stress or help them cope with certain situations and feelings. Feeling of not belonging as a result of race, gender or ethnicity can cause people to turn to addictive substance for relief. Thus, addiction and myth of stress relief associated with it makes a vicious cycle.

e) Exposure to Drugs

Sometimes exposure to drugs in the family or the locality for the school makes one a drug addicts. Usually children of a drunkard also become drink-addict. The early exposure to drugs immensely contributes to make them drug addict. Their innocent and immature mind is not able to understand the negative impact on their future. When they get mature to understand the negative impact on them, they are not able to come out of it.

f) Peer Pressure

No drug user starts using drugs with an intention to be addicted, infact most of them begin in adolescent age with experimentation with prescription drugs, cigarettes and alcohol and under peer group pressure so as to be accepted in the group. A certain amount of risk taking is a normal feature for adolescent development. The desire to try new things and become more independent is healthy but it may sometimes increase the tendency of teens to experiment with drugs and they are caught in the trap of addiction.

g) Loneliness

Students who remain far-away from parents and guardians and live in hostels and messes become victims of addiction. Even in families where both the parents are working and the child is alone at home most of the time are the soft targets for drug peddlers. Sometimes such youngsters come in contact with bad company which pushes them to be addicts. There is no proper direction, goals objective and vision to move forward and hence they are trapped very easily.

h) Education System

The Education system of today does not prepare the students to fit into life. After spending years in the school and colleges when they come out, they feel they have no future and no prospects, not only this no training of life skills is being imparted in schools and colleges, so they are not able to face the challenges of life and find an escape mechanism of drugs.

i)Mental Health

Most common in people with mental health issues like depression, anxiety, OCD, psychosis, they use addictive substances or activities to help them feel better but in fact opposite happen.

j) Pressure and Cutthroat Competition

Undue pressure of parents and society to stand out and make a mark without understanding the capabilities of the youth also puts the adolescents into this trap.

k) No Support

Society is really not interested to provide any support to drug addicts. Society just regards them as dangerous and unpredictable. Even if a drug addict wants to come out of it social stigma will not let it happen.

l)Role of Media

The message given by celebrities in various programs and advertisements lures the youngsters to copy them to become heroes without realizing the effects on their future.

m)Easy Availability

The youth has become the target of major drug peddlers. These peddlers sell drugs and package them as symbols of revolution and freshness but have no regard for the consequences of their actions. The youth that takes to drugs are more likely to commit suicide because of the harmful effects of the drugs they are taking. Misinformation about drugs is another reason for these deaths as the addict or user may take the drugs in wrong doses, which can then lead to a fatality.

N) No Control Mechanism

There is no control mechanism to check unrestricted production of the drugs and their sale in the open market. The present licensing and control system is a big failure and destroying the youth of today.

Solutions to the Problem of Drug Abuse

Hence undoubtedly drug addiction is majorly a socially constructed problem and can be prevented and cured by the society only. Unless serious measures are taken now the major chunk of today's youth will be severally compromised. The problem of drug abuse may be addressed by the society in the following two ways:

a)Prevention

Prevention is a positive process It is a process which builds into children resistance to abusing drugs so that drug use never begins. Parents, teachers school and society can play a very important role

Parents are the best protection youngsters can have against drug abuse. The following are the ways in which parents can help their children to prevent drug abuse

- Be a role model for the child
- Insist on healthy lifestyle
- Spend time with children
- Open channels of communication-Parents who openly discuss with their children about drugs, their kids are less likely to abuse substances in their later life.
- Cut the electronics down a notch because excessive internet stimulation not only creates addictive tendencies in itself but also exposes young people to imagery and video content that glamorizes drug use.
- Get the kids involved in extra curricular activities
- Minimize the stress of child at home by not comparing with others and accepting the mistakes of the child
- Know the friends of the child and involve actively.
- Know the signs of a child's drug use and how to respond if a parent observes a child neglecting homework, decline in grades, losing interest in extracurricular activities change in friends, social groups, clothing, behavior the child is at risk and the parents must find out the reasons.
- Zero tolerance to drug abuse –Clear-cut family rules must be communicated to the child and parents must be firm on those rules.

b) Role Of School And Teachers

Value based moral education must be a part of the school teaching. Life skills to handle the situations must be inculcated in them. The skill of creative thinking ,critical thinking, problem solving must be taught to the students. Since in very early age moral values be inculcated in children, they should be taught to develop good hobbies to spend time happily and meaningfully in good company. They need to be taught to develop a useful and constructive work oriented daily routine in which they do manage some time for social activities. They should be made aware of the vices of addiction.

c) Role of Society

An awareness campaign can be launched time to time by the mass media and voluntary organizations to highlight the dangers of drug addiction. Police along with the society must keep a strict check on the supply of drugs.

There should be a community plan to prevent drug addiction. The community plan must include plans to evaluate the effectiveness of their preventive measures.

d)Role of Government

The constitutional provisions about prohibition of intoxicating drugs and drinks must be strictly enforced by all state government.

e)Role of Scientists

Scientists have developed a broad range of programs that positively alter the balance between the risk and protective factors for drug use in families, schools and communities. Studies have shown that research based programs can significantly reduce early use of tobacco, alcohol and other drugs.

Treatment of Drug Addicts

- The role of parents, teachers' counselors and doctors is very crucial. At any stage along the spectrum of drug use it is important to intervene and seek professional help. The earlier help is sought before a substance use disorder emerges the higher the probability is of easy reversal and fulfills a role of promise and potential. The parent must speak to a primary care physician to seek advice on the best possible care of the child.
- No social stigma should be labeled on the child
- All support should be extended to the child. Generally, parents and relatives start cursing the child which aggravates the problem.
- More rehabilitation centers should be opened.
- Early and prompt treatment should be provided. The services of counselors should be provided so that the chances of relapse are reduced.

Conclusion

The drug abuse has come up as a very big social evil and if it is ignored many of youths will lose lives and a significant number are likely to grow up to become problem drug users. Although the problem is complex and large in magnitude, there is a substantial amount of evidence-based research available to physicians, community leaders and schools to implement interventions that can decrease adolescent substance abuse rate. The radio, television and newspapers must come in various campaigns against drug abuse and addiction.

An increased social awareness is the key to solution of this problem. People have to realize that drugs are killers and rare to be killed. They must learn to say NO to drugs and save their families from ruin. Persuasion, education and awareness can bring good results.

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Leading Inclusive Schools

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Abstract

Purpose - The greatest challenge for a School Leader is to provide equal opportunities to a wide variety of learners. Creating schools that are inclusive in thought, action and practice requires moving away from the traditional one size fits all approach and rigid hierarchy. It requires examining current beliefs and values in the light of contemporary ideas and practices that underline our commitment to universal access to quality education to all children. The purpose of this study is to explore the perceptions of school principals towards inclusive education and how inclusion of children with disabilities has impacted their leadership practices. The paper also examines the organizational conditions that support inclusive practices, the challenges to inclusion and the leadership style that best supports inclusive schools.

Design/Methodology/Approach – Qualitative data was collected from the principals of eight schools using semi-structured questionnaire to understand their perception about inclusive education and how inclusion of children with disabilities in regular school has impacted their role and practices. Findings – The findings revealed a positive attitude of principals towards inclusion of children with disabilities in regular schools. Most principals reported lack of training as the greatest impediment to inclusion. Over-crowded classrooms, behaviour issues among children with disabilities, lack of acceptance by parents & teachers and pressure of academic results emerged as other challenges. Provision of resource room, trained teachers, special educators, barrier free access and infrastructure support were reported to be critical for successful inclusion. A collaborative, democratic and shared leadership style is suggested as most effective for creating inclusive schools. Practical implications –The study offers the policymakers and practitioners useful suggestions in terms of the challenges and opportunities for developing effective inclusive schools and designing programmes for inclusive leadership.

Key Words - Principals, Inclusion, Inclusive Education, Children with disabilities, Leadership

Introduction

In the 21st century, there has been a gradual shift in educational discourse regarding education of children with disabilities from 'segregated instruction' to 'inclusive education' which is also reflected in the national policies and programs of the government of India. Starting from Kothari commission (1964-66), The National Policy on Education, 1986, the Centrally sponsored scheme of Integrated education of the Disabled Children 1974, various initiatives of

the government laid emphasis on the education of children with disabilities in general schools. To support the inclusive education initiative important legislations were passed including the Rights of children to free and compulsory education (RTE) Act, 2009 and RTE amendment Act, 2012 that provides for free and compulsory education to all children of the age of 6 to 14 years (till 18 years for Children with disabilities). Having ratified the Convention on the Rights of persons with disabilities (UNCRPD 2006) of the United Nations General Assembly, India passed the historic Rights of Persons with Disability (RPWD) Act 2016. The passage of the RPWD (2016) pledges the rights-based approach and emphasized equity and social justice in education of children with disabilities. The Act provides for suitable accommodations in the teaching and learning process to enable children with disabilities access to educational services with dignity and self-esteem. The Government of India launched Samagra Shiksha (Ministry of Human Resource Development, 2018) to look after education of all children including children with special needs in a continuum from kindergarten to class XII. Finally, The New Education Policy 2020 has a special section devoted exclusively to the education of children with disabilities detailing various provisions and services. It reiterates the commitment of government of India towards providing equitable education to disabled children and 2030 agenda for Sustainable Development (Goal 4). The focus of most government programs has been on universalization of primary education and enrollment of out of school children into the formal education system. Various schemes like Mid-day meal, scholarships, free uniforms & books besides looking after nutritional requirements & providing incentives to economically impoverished households aimed at encouraging attendance and reducing drop-out from schools. However, there was no effort to gauge the learning outcomes of students nor was any attention paid to the expectations of educators from these children. Inclusive practices vary from region to region depending upon the school structures, values, norms, and social context. Hence, efforts towards including children with disabilities in mainstream schools have also exhibited huge variations from a separate special cell within the regular school, to resource rooms, to pull out sessions and in class support.

Review of literature

The journey towards providing equitable and quality education for all children has been challenging. To begin with, the concept of 'inclusion' itself is understood differently by different people. Who is to be 'included' has been a matter of great debate? It may refer to the inclusion of children from economically backward areas, or those from socially or linguistically distinct groups or it may refer to children with disabilities. In short, it may refer to all those children who may be at risk of marginalization, exclusion, neglect, under-performance or school drop-out (Ainscow, 2001; Kalyanpur, 2008; Singal, 2005). The efforts towards mainstreaming or 'integration' of children with special needs into regular school called for significant changes in the way our school systems are organized and how teaching – learning is transacted across classrooms. To avoid segregation the school system has to become more responsive to the diverse needs of children with respect to their abilities and special needs.

The move towards inclusion required better ways of responding to the wide variety of learning needs. Initial efforts focused at searching for teaching practices and methodologies that worked across settings and involved identifying and removing barriers to inclusion and developing environments in school that supported inclusion. Norwich (2002) also cautioned against mindless inclusion without putting in place systems and administrative support structures to make inclusion work. The effort has been more towards integration of 'children with disabilities' in mainstream schools, rather than integration of the 'system' of general education and special education (Voltz et al., 2001). Mere presence will not ensure acceptance, and social integration unless the 'system' responds by supporting children in classroom participation and is invested in their progress (Singal, 2008).

Despite extensive legislations and commitment to make the schools inclusive for all children, hardly any progress has been observed in improving the learning expectations from children, especially those with disabilities (James McLeskey & Waldron, 2015). Inclusive education despite three decades of research has been a difficult concept to implement. Cultural beliefs and intrinsic institutional obstacles hamper the education of children with disabilities. Lot of researchers have identified large class sizes, poor infrastructure and financial limitations as the major challenges for successful implementation of inclusive practices and the barrier themes identified were lack of inclusive education policy, lack of differentiation in instruction, negative effect on achievement grades, lack of professional development of teachers, parental pressure, negative attitudes, and admission policy of the school (Bhatnagar & Das, 2014; Parasuram, 2006; Tiwari et al., 2015).

However, most attention and research has been focused on teacher education and effective teaching practices with very limited emphasis on school leadership. School principals and administrators could be the key participants and can play a momentous role in creating inclusive schools hence researchers in the last two decades began to investigate the ways principals could establish effective inclusive schools (D. DeMatthews et al., 2020). School principals are key participants in creating and transforming schools to meet the needs of children with disabilities. Their beliefs and attitudes towards the education of children with special needs in inclusive settings are key factors in implementing inclusive school programs (Singal, 2008). Developing the skills and capacities necessary for the kinds of reflective practice required to engage in cycles of enquiry about beliefs and practices is a challenge for many school leaders (Cherkowski & Ragoonaden, 2016). Research in inclusive leadership for diversity is in a nascent stage with few studies directly exploring the role of leadership in establishing inclusive education.

Hoppey & McLeskey (2013) identified four ways a principal can support an inclusive school. These include: nurturing & caring for his staff, buffering his staff from external pressures associated with high stakes accountability, providing high quality professional development and ensuring teachers had opportunities to assume leadership roles. D. E. DeMatthews et al. (2020) also found that few principals were prepared to lead inclusive schools and recommended

three areas that should be focused on for leading inclusive schools; firm belief, values and mindset, content knowledge & expertise and instructional leadership practices. Voltz et al. (2001) identified critical elements of inclusion as active, meaningful participation, sense of belonging and shared ownership among faculty. The elements that support critical elements include: Instructional strategies, classroom climate and educational collaboration. Rice (2006) examined communication among participants during the planning process for inclusion in her study and offered shared leadership as a framework for moving inclusion forward (Kinsella & Senior, 2008).

Principals are rarely in a position to provide leadership to various activities that are required for sustainable school change and improvement. Distributed leadership provides opportunity to teachers to take on leadership roles (J McLeskey & Waldron, 2006). While collaborative leadership builds capacity for teacher professional development, distributed leadership contributes to school improvement (Mythili, 2017). Effective inclusive schools have strong school culture and shared commitment to improving educational outcomes for all learners and principals play an important role in creating effective inclusive schools. The present study attempts to explore the perceptions of principals about inclusion and the impact of including children with disabilities in regular school. The study also examines the factors that support inclusion, the challenges faced by the principals and the leadership style that supports inclusive practices.

Theoretical / Conceptual Framework

Creating effective inclusive schools that provide equal and equitable opportunities to a diverse group of learners requires a paradigm shift in the way our school systems are organized and respond to a variety of learners. The values, beliefs and practices that underline leadership practices need to be examined in the light of contemporary ideas of social justice and human rights perspective as mandated in government policies and legislation. Researchers in the last two decades have tried to investigate leadership styles and practices that support school improvement and contribute to developing sustainable inclusive schools. Pedagogical leadership is found to be four times more effective in contribution to student achievement than transformational leadership. While collaborative leadership builds capacity for academic improvement of teachers, distributive leadership has been found to contribute to school improvement. Since teacher professional development is the key factor that contributes to student learning and achievement (Mythili, 2017). A collaborative, democratic and shared leadership is suggested to be most suitable for establishing effective inclusive schools.

Research Question:

1. How does inclusion of children with disabilities affect the role and practice of school leader?

Methodology

Participants

The study participants included eight principals from schools located in Chandigarh (UT) through purposive sampling. All selected schools were composite schools, co-educational and with English as medium of instruction. The consent was obtained from all the participants and ethical considerations of research were followed. The demographic details of study participants are depicted through Table 1.

Table 1: Demographic details of School Principals	8
No. of Schools	
Age	Nil 3
40 – 45 years	4
46 – 50 years	1
51 – 55 years	
Above 55 years	
Gender	Nil 8
Male Female	
Educational Qualification	4
Graduation/Post-graduation & Bachelor in Education	3
Graduation/Post-graduation & Masters in Education Any other	1
Teaching Experience	2
20 – 25 years	6
26 – 30 years	
Training in Special Education or Inclusive Education Yes	1
No	7

'Learning in the 21st Century: Implications for School Leadership'.

- By Shreya Tiwari

Introduction

Learning for the 21st century must carry a vision of what that society will be and of the qualities that men and women should have to help shape it. In this, education must increasingly play a proactive rather than a merely reactive role - (Papadopoulos, 2010)

Twenty-first century skills is a construct well accepted within the international education policy world that refers to higher level cognitive, interpersonal, and intrapersonal skills, seen as increasingly relevant to public education in a global economy ((Nehring, Charner-Laird and Szczesiul, 2019)

The '21st century skills' construct is emerging as a fairly stable and relatively well accepted policy framework internationally for what students need to know and be able to do to thrive as workers and citizens in a globalized environment (Ananiadou & Claro, 2009; Voogt & Roblin, 2012).

In the Indian context, with greater emphasis on the rights perspective, and the push for achieving quality, the role of the school leader has become more demanding. With the enactment of the Right to Education Act (2009) the school head has to gear up for a challenge that is on account of the demographic upswell in the elementary schools, and the diversity that it carries with itself. Both the pressures of dealing with diversity as meeting educational aims, the role of the school leader needs to be reinvented as a person who is able to initiate and cause change. Especially, in the light of 21st century skill being markers for redefining excellence in school education system (Nehring, Charner-Laird and Szczesiul, 2019)

The OECD (2009) report on 21st Century Skills and Competences for New Millennium Learners in OECD Countries” highlights that *‘As more countries require better achievement from their schools and grant greater autonomy to schools in designing curricula and managing resources, the role of the school leader has grown far beyond that of administrator.’*

Emphasis on leadership is found in the Indian context too, Govinda (2005) points out that, *‘Training and capacity building for School leaders is the weakest dimension of the school education system in all states. Many of those who become school Heads receive no orientation or training. ... In recent years, through special project initiatives, states like Karnataka and Kerala have begun implementing programmes of capacity building for School Heads. The SIEMAT in Uttar Pradesh is also implementing a leadership training program for school heads in collaboration with the Centre for Educational Management and Development’ but these are very marginal efforts and the need for a more in depth capacity building is needed on leadership.’*

The 21st Century context: The VUCA world

According to a report from the McKinsey Global Institute on “Harnessing automation for a future that works”, 50% of all tasks currently performed by humans are automatable with technology available today. Another 15% will be automatable soon; the remaining 35% of tasks currently performed by humans will not be automatable soon.

On the other hand, while many jobs will become obsolete, automation and the resulting increase in productivity will also create new jobs. According to current forecasts, automation will replace about 15% of jobs in Western economies. At the same time, new positions equal to 21% of today's labor demand will be created, mainly because of rising incomes, healthcare for ageing populations, investments in infrastructure, buildings and energy, as well as technological development. Implying that automation has the potential to create more positions in the coming years than it will cut.

Meanwhile in India, meaningful and sustainable economic participation, already constrained by the 'service led' structure of Indian economic growth over the past two decades, will be further stressed by the rapid pace and ubiquitous scope of technological advancement. Many of today's jobs may no longer exist in the next ten years, while many others will be transformed or created by technological advancement. Job growth has indeed been slow over the past decades, but low levels of education and skilling are equally serious impediments to accessing and responding to new opportunities. Therefore, the present generation needs to be educated in an entirely different way that focuses on the skills that can ready them for the future.

The term **VUCA** is an acronym that stands for volatility, uncertainty, complexity, and ambiguity. It describes the situation of constant, unpredictable change that is now the norm in certain industries and areas of the business world.

The covid pandemic is a recent example of how drastic the world changed and shifts demanded in education policy, curriculum, pedagogy and assessments. According to a report by International Labor Organization on 7 May 2020, *'Covid-19 affects both the demand and supply sides of the labor market and has huge implications for full employment and decent work, pushing many families into poverty, and increasing existing inequalities.'* This phase has shown us that we not only need qualified job seekers, but we need more solution providers in coming times, who can solve the unforeseen problems of their community as well as of the world.

The 21st Century era reflects dramatic shifts towards an increasingly digitised world. With challenges that arise due to the automation age, clubbed with environmental and ecological changes, there is a constant demand to innovate, unlearn and relearn and adapt to the new world.

This demands a renewed focus on building leaders with capabilities that are uniquely human. Educators will increasingly play a key role in adjusting school curriculums that will develop the necessary skills in students to deal with challenges that arise due to the automation age in the VUCA world.

Trends in Literature

This section provides an outline of what 21st century Learning entails and the critical competencies that teachers & School leaders need to foster in K-12 children to ensure they not only keep pace with the ever-evolving/ VUCA (Volatile Uncertain Complex Ambiguous) world, but also succeed in it. The purpose of this section is to develop a much-grounded understanding of the need for education that equips the child for life, rather than mere test scores.

The research literature findings are categorized broadly into: 'Learning in the 21st Century', 'Leadership for 21st Century Learning' and 'Policy-Practice perspective'. While it is acknowledged that these are rather broad distinctions, the intent is to provide a means of summarising the vast

literature on the subject. This review does not claim to be comprehensive, or definitive but is intended as a guide to further research on 21st century learning and its implications on School Leadership.

(i) Learning in the 21st Century

There are a range of academics across the world researching 21st century learning. It has been realized that although these skills are not new, it was not until very recently that educators and policy makers agreed that they should be explicitly included in academic content standards, and be directly taught as part of the regular academic curriculum, and routinely assessed for all students. Despite widespread agreement on their importance, however, there still appears to be disagreement as to what these skills exactly are, or what their sub-competencies entail.

What our 21st century citizens need are trained minds and a passion for creative endeavor. And by a "trained mind" I mean not only the ability to think, to gather data, to formulate models, to test hypotheses, to reason to conclusions, and so on. I mean, most importantly, the desire for and habit of thinking. – Posner (2002)

The OECD working paper titled - ‘21st Century Skills and Competences for New Millennium Learners in OECD Countries’ (2009) had developed a working definition of the 21st Century skills and competencies for the purpose of their study, which has been articulated as – ‘Those skills and competencies young people will be required to have in order to be effective workers and citizens in the knowledge society of the 21st Century.’ It also made a useful distinction between ‘Skills’ and ‘Competence’ and maintained that a Competence is a broader concept that may actually comprise skills (as well as attitudes, knowledge, etc.) and 21st century competencies were in fact the primary focus of their study.

These competencies identified as 21st Century Skills have been conceptualized under three dimensions, which are – Information Dimension, Communication Dimension and Ethics and Social Impact Dimension. As quoted on Page 9, 21st Century Skills and Competences for New Millennium Learners in OECD Countries’ (2009):

- Information dimension: The information explosion triggered by ICT requires new skills for accessing, evaluating, and organizing information in digital environments.
- Communication dimension: Young people need to have the ability to communicate, exchange, criticize, and present information and ideas, including the use of ICT applications to participate in and make positive contributions to the digital culture.
- Ethics and social impact dimension: Globalization, multiculturalism and the rise in use of ICT also bring ethical challenges, so skills and competencies related to ethics and social impact are also important for the workers and citizens of the 21st century.

The National Council on Measurement in Education, Vancouver B.C., in the paper ‘Assessing 21st Century Skills: integrating research findings’ highlights the various forums at which these skills were thought over and researched, at different points in time. A few important ones of these are The Partnership for 21st Century Skills (P21, 2009) has created a comprehensive framework for conceptualising different types of skills important for college and the workforce. Two, the National Research Council (NRC, 2011) initiated an investigation into the topic of teaching and assessing 21st century skills and identified a framework for categorizing the types of knowledge and skills students need for college and career readiness: (1) cognitive skills, including critical thinking, non-routine problem solving, and systems thinking; (2) interpersonal skills, including complex communication,

social skills, teamwork, cultural sensitivity, and dealing with diversity; and (3) intrapersonal skills, including self-management, time management, self-development, self-regulation, adaptability, and executive functioning. Three, the Assessment and Teaching of 21st Century Skills (ATC21) framework that includes four classes of skills

The above research findings have been integrated by Lei & Viering (2012) under 5 broad constructs, emerging from the research. These are: Critical thinking, Collaboration, Creativity, Motivation and Metacognition.

Lei & Viering (2012) have mapped several 21st Century skill frameworks into the table below

Research-based construct	P21 Framework terminology	NRC Framework terminology	ATC21 Framework terminology
Critical thinking	Learning and innovation – critical thinking	Cognitive – critical thinking	Ways of thinking – critical thinking, problem-solving, and decision- making
Collaboration	Learning and innovation – communication and collaboration	Interpersonal – complex communication, social skills, teamwork	Ways of working – communication and collaboration
Creativity	Learning and innovation – creativity and innovation	Cognitive – non- routine problem solving	Ways of thinking – creativity and innovation
Motivation	Life and career skills –initiative, flexibility	Intrapersonal – self-development, adaptability	Living in the world –adaptability, flexibility, self-direction
Metacognition	Life and career skills – self- direction, productivity	Intrapersonal - self-management, self-regulation	Ways of thinking – metacognition or learning to learn

Source: Pg.6, Assessing 21st Century Skills, 2012

The Ontario Principals council's the International symposium on Preparing Principals and Developing School Leadership Associations for the 21st Century (2013) identified a range of 21st century skills and also developed a 'schooling student's need of 7 survival skills'. These 7 skills are: Critical Thinking and Problem solving, Collaboration and leadership, Agility and adaptability, Initiative and Entrepreneurialism, Effective Oral and written communication, Accessing and Analysing information, Curiosity and imagination.

Recently, Nehring, Charner-Laird and Szczesiul, (2019) developed a framework for the skills using Bloom's taxonomy, in order to retain the hierarchy of cognitive skills. These skills were then operationalized into projects and activities that are led by school's leadership

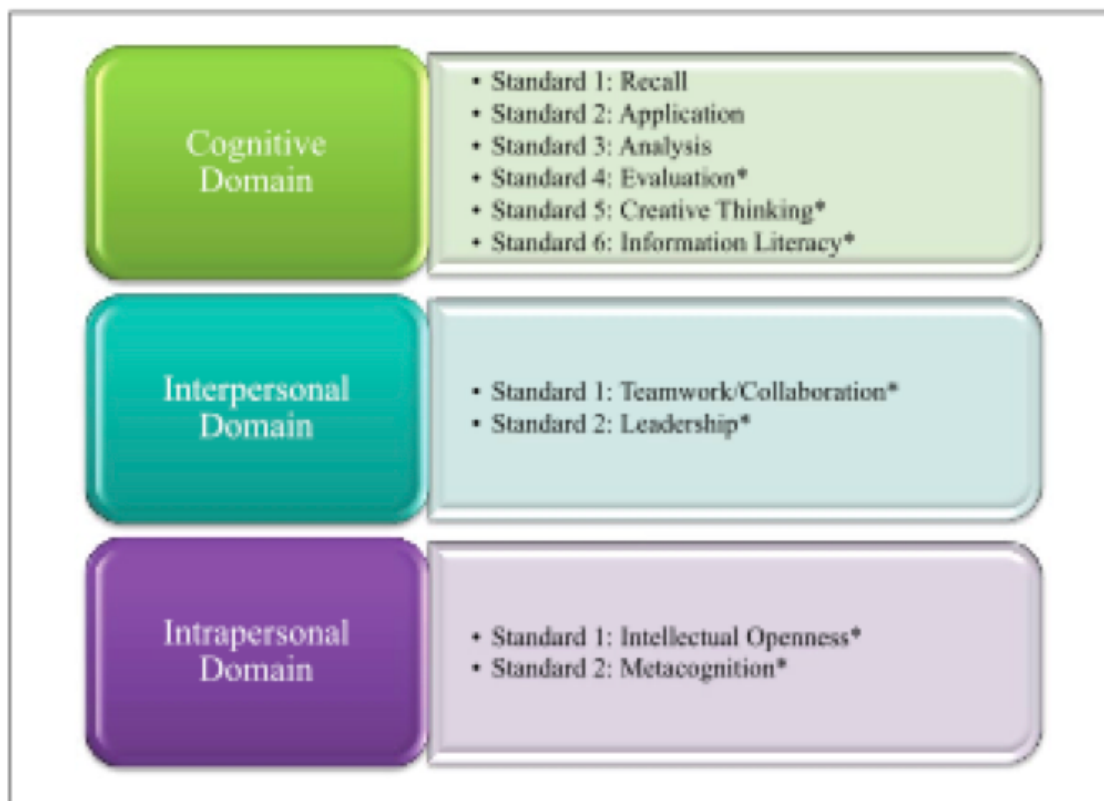


Figure 1. Student skills expressed as tasks in three domains.

Note. An asterisk (*) indicates a task that is higher level, often described in the literature as a 21st century skill.

A more recent framework relevant to Learning in the 21st century is the Social, Emotional and Ethical Learning (SEEL) or SEE Learning, conceptualised and developed by the Emory University's Center for Contemplative Science and Compassion-Based Ethics. It is *"both an international program designed to foster social, emotional, and ethical learning in K-12 (kindergarten through high school) classrooms around the world and a framework that can be used for all levels of education, including higher education and professional learning"* - The SEE Learning Companion.

Inspired by His Holiness Dalai Lama's writings on secular ethics, Daniel Goleman and Peter Senge's book, *The Triple Focus*. SEE Learning Framework is fundamentally based around three dimensions:

- (1) **Awareness**-one must become aware of the issue or problem,
- (2) **Compassion**-one must care and develop an emotional investment that generates motivation to act, and
- (3) **Engagement**-one must act skillfully, which broadly encompass the types of knowledge and competencies it seeks to foster in students.

		DIMENSIONS		
		Awareness	Compassion	Engagement
DOMAINS	Personal	Attention and Self-Awareness (1A)	Self-Compassion (1C)	Self-Regulation (1E)
	Social	Interpersonal Awareness (2A)	Compassion for Others (2C)	Relationship Skills (2E)
	Systemic	Appreciating Inter-dependence (3A)	Recognizing Common Humanity (3C)	Community and Global Engagement (3E)

Source: The SEE Companion

The world in which students are growing up is increasingly complex, global, and interdependent. The challenges that they will face in future, requires a new way of thinking and problem-solving that is collaborative, interdisciplinary, and systems oriented. Socio-Emotional and Ethical learning is the acquisition of skills needed to recognize and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively, which is important to make them future ready.

Daniel Goleman, Author of the Emotional Intelligence: Why it can matter more than IQ, calls it an educational approach for the future - 'I'd call SEE Learning 'SEL 2.0', showing the way to the future direction for this critically important educational approach.'

(ii) Contentions to 21st Century Learning

While on one hand there is so much ideation and research on the idea of 21st century skills, there is on the other hand, Rotherham and Willingham (2010) that argue that there is no novelty in the idea of the '21st century' skills and that these have always been a part of our education system. They highlight that, although ideally they must have been a part of the education system, it was restricted to those who were taught well; or had good teachers. He argues that the struggle today is that of breaking that vicious cycle of good education being received by the elite and a selected few and making it universal for everyone. He argues that these skills have always been a part of content that has been taught well with effective pedagogy and also that skills in themselves have no meaning, unless they are in a context of content. He argues that –

Today, we cannot afford a system in which receiving a high- quality education is akin to a game of bingo. If we are to have a more equitable and effective public education system, skills that have been the province of the few must become universal. This distinction between "skills that are novel" and "skills that must be taught more intentionally and effectively" ought to lead policymakers to different education reforms than those they are now considering. If these skills were indeed new, then perhaps we would need a radical overhaul of how we think about content and curriculum. But if the issue is, instead, that schools must be more deliberate about teaching critical thinking, collaboration, and

problem solving to all students, then the remedies are more obvious, although still intensely challenging. (Pg.17, ibid.)

He suggests that better curriculum, effective and improved teaching and better forms of assessment is what it takes to ensure that children learn well and are also the exact challenges of those who have been marginalized so far. He argues - *'If we ignore these challenges, the 21st-century- skills movement risks becoming another fad that ultimately changes little—or even worse, sets back the cause of creating dramatically more powerful schools for U.S. students, especially those who are under- served today.'*

The OECD working paper '21st Century Skills and Competences for New Millennium Learners in OECD Countries' (2009) highlights a similar contention towards the idea of 21st century skills raised by 'Common Core Group', which contested that although such skills are very important, they cannot be taught independently, i.e. outside a particular knowledge domain such as those designated by traditional academic subjects, nor will students be able to apply such skills if they lack the appropriate factual knowledge on a particular domain.

Another contention to the idea is that some claim that although the concept of competency is extremely valuable for guiding how teaching and learning should unfold in the classroom; it usually represents the voices of businesses and firms. *'In many ways, the rhetoric of 21st century competencies is seen as yet another facet of an economist approach to education according to which its main goal is to prepare workers for knowledge-intensive economies or even in some cases for particular firms. Instead of putting the emphasis on a harmonious development of all human abilities, the discourse on competencies overstates the relevance of work-related competencies.'* (ibid.)

(iii) Leadership for 21st Century Learning

In today's schools there is a new breed of administrator evolving - a leader who embraces school-based management and teacher empowerment. Individual school staff, once tied to a central chain of command, are becoming more powerful in planning their school's futures. This movement not only shows promise for improving education, but it also implies a new theory and direction for school leadership of the near future.

- Morris (1999), School Leadership for 21st Century Skills': Seeds for change

Morris (1999) highlights that the leadership role now is much different as compared to the previous school-based management concept, and insists that it is not just significant but also crucial for the purpose of moving the school forward.

He argues that Leadership, as developed from the perspective of school-based management, involves six basic tasks, roles, or skills, which include

- The school leader as a Facilitator and Trainer
- The School leader as an Expert Adviser
- The School leader as a resource coordinator
- The School leader as a communicator
- The School leader as an advocate

These tasks and roles, which have come to be seen as the heart of school-based leadership, should be the focus of any individual training in the field of educational leadership. And also highlights that the

final and an important leadership characteristic for a 21st Century leader is - *‘Sensitivity to the role of leadership means both examining practice and examining the values that determine practice. Leaders who look to the school to reflect their educational beliefs must recognize the consequences-intended and unintended- and use them in rethinking their leadership.’* (Pg.6, ibid.)

The OECD report titled *Preparing Teachers and Developing School Leaders for the 21st century: Lessons from around the World*, 2012, provides a comparative review across 34 countries for school leadership and has identified a focus on supporting, evaluating and developing teacher quality as the core of effective leadership. This includes co-coordinating the curriculum and teaching program, monitoring and evaluating teaching practice, promoting teachers’ professional development, and supporting collaborative work cultures.

The findings also report that effective school autonomy depends on effective leaders, including system leaders, principals, teacher leaders, senior teachers and head teachers, as well as strong support systems. This, in turn, *‘...requires effectively distributed leadership, new types of training and development for school leaders, and appropriate support and incentives. As a result, it is crucial for the quality of the education provided that school leaders are well equipped to meet these demands and that leading a school is regarded as a valued profession. In some countries, focusing on the development of effective school leaders has become a key part of education reform’* (Pg.19).

The report highlights that for an effective school head, concerned with developing 21st century skills, aligning the teaching in the school with external standards, setting school goals for student performance, measuring progress against those goals and making adjustments in the school program to improve performance of teachers for improvement in student’s learning were identified as other important aspects of school leadership.

The OECD study concludes that school leaders can make a difference in school and student performance if they are granted the autonomy to make important decisions. To do this effectively, they need to be able to adapt teaching programs to local needs, promote teamwork among teachers, and engage in teacher monitoring, evaluation and professional development. They need discretion in setting strategic direction and must be able to develop school plans and goals and monitor progress, using data to improve practice. They also need to be able to influence teacher recruitment to improve the match between candidates and their school’s needs. Last but not least, leadership preparation and training are central and building networks of schools to stimulate and spread innovation and to develop diverse curricula, extended services and professional support can bring substantial benefits.

The Ontario Principal’s council’s report on *Preparing Principals and Developing School Leadership Associations for the 21st Century* in 2013 highlights that School Principals matter in deep and profound ways and argues that - *‘A new wave of research on educational leadership has confirmed that the quality of leadership practices in a school can make a significant difference to the learning and achievement of students. As Viviane Robinson states in her book Student-Centered Leadership, “in the higher-performing schools it is much more focused on the business of improving learning and teaching.” And insists that strategies for improving student achievement must include efforts to move principals from ‘primarily managers to instructional leaders’.*

It argues that 21st century leader, reflects a ‘Student-Centered leadership’ that gets *translated into school effectiveness and school leadership frameworks for shared understandings, leaders create the conditions required for teaching and learning’* by following these practices

- Setting direction
- Building relationships and developing people
- Developing the organization to support desired practices
- Improving the instructional program
- Securing accountability

Fullan's and Sharratt's Whole System Approach (2015) in *Putting Faces on the Data* to inquiry involves educators questioning their practice, looking at purposeful collection and use of data, and reflecting on what's working, what's not working, and what could be done differently. This whole-system approach to inquiry focuses the work on data "*resulting from deep, collective thought and conversations over a sustained period of time.*" (As quoted on Page. 10).

Ferrandino (2001) in the paper 'Challenges for 21st Century Elementary School Principals' argues that - '*The principal-ship of the 21st century requires something more than a compendium of skills. It requires the ability to lead others and to stand for important ideas and values that make life meaningful for others. It requires never losing sight of a vision, even while making the hard day-to-day decisions.*' He mentions the following attributes possessed by tomorrow's principals:

- 1) The leader to have a vision of 'learning' in the school
- 2) A vision for the school culture and instructional program in the school
- 3) A system for effective management in the school
- 4) Where school collaborates with families and community
- 5) The principal acts with integrity, fairness, and ethics
- 6) The principal has an awareness of political, social, economic, legal, and cultural context.

(iv) The Policy-Practice Perspective: National & International

From a policy lens, literature suggests re-conceptualising the teacher and school leader's capacity building models. In order to create 21st-century learners, there must be focus on teachers' 21st century skills and re-conceptualize how we can evaluate and train teachers. To achieve this, there is a need to '*invoke constructivist understandings of what goes on in class-rooms and, in particular, teachers' practices. Beyond common dimensions of practices, we sought to discover and construct dimensions that were expressed in contextually and culturally meaningful ways*' (Kim, Raza, Seidman, 2019)

The classroom must also serve as the space where learners observe the modeling of skills by their teachers. If teachers do not know how to identify teaching practices, they certainly will not know how to model them. (Kim, Raza, Seidman, 2019)

Traditional ways of teaching and training on these skills may not work. As through the transmission model, students can learn information, but typically don't have much practice applying the knowledge to new contexts, communicating it in complex ways, using it to solve problems, or using it as a platform to develop creativity. Therefore, transmission is not the most effective way to teach 21st-century skills. Students are not developing them because they are not being explicitly taught and because they are more difficult to assess than factual retention. (Saavedra, Opfer, 2012)

This work will be demanding and complicated, and it will require educators and policy makers at all levels precisely the sorts of skills that we deem critical for the next generation. However, if we believe 21st-century skills are the key to solving economic, civic, and global challenges and to engaging effectively in those spheres, then we must act upon the belief that using those skills to overhaul our education systems is possible (Saavedra, Opfer, 2012)

An emphasis on what students can do with knowledge, rather than what units of knowledge they have, is the essence of 21st-century skills. These skills are also gaining steam with policy makers (Silva, 2009)

21st Century skills in the Indian Context

The National Education Policy, 2020 recognizes and emphasizes on the need of responding to the 21st century learning context. It recognises the difference in approach needed to be an important marker for progress for India and its system of Education.

‘This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance,, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India’s traditions and value systems.’
- Pg. 3, NEP 2020

Further the NEP aims at equipping children with 21st century skills, towards a holistic, multidisciplinary knowledge that helps actualize their potential. *‘The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.’* - Section 4.4, page 12, NEP

‘A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.’ - Section 11.3, pg. 36,

The NEP surpassed the OECD and other international frameworks on the dimensions of the 21st Century skills. *‘Curriculum and pedagogy are transformed by 2022 in order to minimise rote learning and instead encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy.’* (Pg.76, NEP, 2020)

Further to this, the NEP sheds light on the Pedagogical approach and promotes *‘Interactive and fun classrooms, where questions are encouraged, with creative, collaborative, and exploratory activities for deeper and more experiential learning.’* furthering the spirit of the 21st century skills in practice.

The NCERT’s National Curriculum Framework (2005) also acknowledges the skills of Critical thinking, Creativity, Collaboration, Problem Solving and Metacognition throughout. The positional

paper of Aims of Education specifically reflects these, be it Independence of thought and action or, Learning to respond to new situations in a flexible and creative manner.

Further, by promoting the idea of adopting Critical pedagogy and Participatory Learning throughout as pedagogy and approach to teaching and learning, the NCF that promotes critical thinking, problem solving and finding real life applications, that have been recognised by several international frameworks to be 21st century skills. (2.4.5, Page 22, NCF, 2005).

Shedding light on the teacher's capacity to be able to lead such progressive classrooms, the NCF - Teacher Education, 2009 explicitly articulates the following as an objectives of teacher education: *Teachers need to reconceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasise environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.* (Page 21, NCF-TE)

The National Skill Development Corporation's *Education and Skill Development Report*, (Volume 8, 2017) also acknowledges research that the education model that uses play and other creative methods to promote holistic learning that goes beyond classic notions of the classroom, builds 21st century skills, and promotes preparedness for the modern economy The skills are endorsed by students and stakeholders as important for building resilience, persistence, and confidence, amongst others that facilitate facing 21st century life's possibilities and challenges.

While 21st Century Skills have caught momentum internationally, the policy focus in India, can be seen under the name of 'Life-skills'. These have been broadly in the domains of education which encompasses life skills education for students and training for teachers and skilling for the purpose of employment. On a closer analysis, the 21st century skills and the term life skills seem overlapping. These can be seen in modules of the YUVA program in Delhi, Toolkits developed by the NCERT and CBSE, the recently launched NISHTHA program by the MHRD also emphasises on these skills. More recently the Ayushman Bharat curriculum developed by the NCERT for adolescents reflects most of the skills but with the focus on content knowledge topics like health, sex & sexuality education, nutrition, gender inequality etc.

A large scale mapping study of nations' aspirations to equip students with these 21st century skills revealed how widespread the shift to their explicit identification has become (Care & Kim, 2018). Countries are broadening their educational provision beyond a sole focus on academic achievement. However, the degree to which aspirations have translated to implementation within education systems varies across countries. In the study, how far countries have moved toward implementation was explored through several indicators

- Whether a country identified specific 21st century skills in their education mission, vision statements, or associated policy documents, such as national education plans;
- Whether a country identified specific 21st century skills within the curriculum;
- Whether a country described how 21st century skills develop and progress over time from basic to more complex forms and through the education levels

Mission and vision statements, and associated national policy documents, portray a country's educational aspirations for individual learners, or may reflect social and economic goals and national values.

Way Forward

There is a need for a well-developed, holistic framework situated in the Indian context. A framework that brings together learnings from across cultures and incorporates indigenous knowledge and practices in a well-research way. A framework that is both - inward looking as well as outward looking in approach that equips the children of tomorrow with competency to face the VUCA world and innovate for the challenges.

The framework should focus on a certain set of values & mindset that forms the core, domains that range from self, others and the ecosystem one is a part of, actual skills / competencies that may be universal in nature. A combination of the above when nested may need alternate pedagogy and reorganization of traditional subjects, to achieve these competencies as the end goal. The pedagogy would throw opportunities to children to explore and identify their development as an individual, as a society and as a system.

In order for children to be able to learn these, our system consisting of teachers, school leaders, community, textbooks & educational functionaries need to be prepared and equipped with capacity to lead such schools & classrooms. This calls for integrating the 21st century learning into the leadership development programs as well for our school leaders.

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School leadership for school improvement and student learning

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Abstract

“The transformation needs to be initiated at the school level and the school head is the prime mover for this”

An effective school leadership also implies asset based leadership, ethical leadership, inspirational leadership and the like that emphasizes on people centred approach.

*The head of the Jawahar Navodaya Vidyalaya Vadodara is playing a very important role as a leader and he worked hard with all staff together teaching non teaching official staff all the resources in the path of development of the Vidyalaya and providing all required infrastructure facilities as the base for quality education to the students and he made the school **home away from home**. Jawahar Navodaya Vidyalaya are meant for specially rural talented students by the Ministry of Education Gov. Of India. Jawahar Navodaya Vidyalaya is a pace setting Vidyalaya. It gives opportunities to rural talented students to get quality education free of cost. This dream can not be possible without a good leader. Which came true at Jawahar Navodaya Vidyalaya Vadodara ,the Principal of the Vidyalaya(who is the person with disability 80%) decided to bring all necessary infrastructure such as road in the campus,ramps for physically challenged students very good play ground ,neat and clean, lush green campus high speed net connectivity, e-class rooms, e-library etc. are developed with the help of higher authorities and district administration. He created healthy happy social cultural environment for students so they found a home away from home. With more than 40 laptops and 40 tablets along with interactive boards 02 Samsung smart room and well developed Science and Maths lab are fully functional. This school is now having potable water from two commercial RO Systems of 1000 litre per hour capacity. Challenges of online teaching during COVID-19 is mitigated through a mammoth task of providing availability of FTTH connection in the remotely situated School as well as providing laptops to each teacher and writing pads also made available to the teachers which made online teaching effective . All these efforts continuously improved school result, interest of students in school, almost zero dropouts, quality of education and online teaching, while 660 JNVs are functioning in India under NVS an autonomous body , this school is among those successful schools achieved the higher goals and aims of NVS. It came true at Jawahar Navodaya Vidyalaya Vadodara through only dynamic leadership and futuristic vision of the Principal of this Vidyalaya.*

Key word- House system, Migration policy, escorting ,FTTH, Tuck shop

Introduction

A well-known educational institution, Jawahar Navodaya Vidyalaya in Sadhi, Vadodara was founded in the year 2000. This Schools takes pride in the holistic and innovative learning methods which have helped them raise the bar in the field of education. The centre follows a well-researched curriculum that is based on the play way method of learning. This school offers education for children in different age groups. There are a host of other supplementary activities that children can enroll in to enhance their skill set. Undoubtedly it is one of the best Schools in Sadhi, Vadodara. Jawahar Navodaya Vidyalaya in Sadhi has an environment which is not only child-friendly but engaging for children to learn and have fun at the same time. It has spacious classrooms that are well-appointed with various amenities and facilities. This centre employs caring and involved certified teachers that play an instrumental role in the learning and development of the kids. This Jawahar Navodaya Vidyalaya is also listed in CBSE Boarding Schools, It is an English Medium Schools. as class VI is a entrance level class so teachers in this class mainly teaches in regional language, so that students can understand and enjoy learning.

Methodology

This study is based on experience and methods adopted at school level.

Facilities Offered by JNV Vadodara

Jawahar Navodaya Vidyalaya Vadodara in Gujarat .Here are some notable facilities offered by the school:making it different than other schools and made this school the most favorite place.	FACILITIES	YEAR 2010	YEAR 2020	REMARK
SR.NO.				
1	(i) OUT DOOR GAME	Volleyball , kabaddi, khokho,	Running track, volleyball ,cricket,, kabaddi, khokho,	
2	(ii) Indoor Games	Table Tennis, Shuttle Badminton,carem,ches	Table Tennis, Shuttle Badminton,carem board,,ches	
3	(iii) Dance Room	Available	Available	
4	(iv) Gymnasium	Available	Available	
5	(v) Music Room	Available	Available	
6	(vi)LABORATORY	PHYSICS, BIOLOGY , CHEMISTRY	PHYSICS, BIOLOGY , CHEMISTRY,MAT HS	
7	(vii) Hostels	Separate Accommodation for Boys & Girls Available	Separate Accommodation for Boys & Girls Available	
8	(VIII) Health and Medical check up	Periodical by Vidyalaya	Periodical by Vidyalaya	

		Doctor/Staff Nurse, single bed,	Doctor/Staff Nurse, single bed,structure,oxision cilender,
9	(IX) ENTERTAINMENT	TELIVISION-ONE FOR BOYS AND ONE FOR GIRLS	LED – ONE FOR FOR BOYS AND ONE FOR GIRLS,
10	HOT WATER PLANT	NIL	05 BOILER BOYS AND GIRLS
11	RO WATER PLANT COMMERCIAL	NIL	02 COMMERCIAL ONE FOR BOYS AND ONE FOR GIRLS 1000 L EACH
12	ROWATER IN ACADEMIC BUILDING	NIL	ONE FOR STAFF AND STUDENTS
13	RO WATER IN MESS	NIL	02 , ONE FOR BOYS AND ONE FOR GIRLS
14	SCHOOL WHECIAL	01	01
15	KITCHEN GARDEN	NIL	YES
16	PLANTATION	200	2500
17	NO. OF SECTIONS FROM 6 TH TO 10 TH	01 EACH CLASS	02 EACH CLASS

Smart Change for Smart Learning: Practice and Preferences in Digital Leadership Environment

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Abstract

Education plays a significant and supportive role in balancing the socio economic fabric of the country. The goals of best quality life and all-round development of our children only can be achieved by strong foundations in education. In pursuance of this mission JNV Rohtak has taken many initiatives to fulfil educational needs by using smart techno tools and making digital & web resources available round the clock thus making learning flexible and stress free in the present pandemic COVID-19 scenario. With the advent of smart phones and other digital devices there is explosion of information and its penetration is very deep due to 4G Web availability. To spread progressive practices and services, JNV Rohtak has structured its ways that allow for flexibility while spurring creativity and entrepreneurial thinking. Schools are the foundation place of education in any one's life and these are designed by civilized man for the purpose of society. It should be the first place where most advanced thoughts and ideas inspire us to do our best. For continuous stimulation and motivation there is a need for a leader to adopt more agile organisational projects. This paper discusses recent initiatives in the form of innovative practices, programmes, services and different endeavours undertaken by JNV Rohtak. An overall aim of these activities is to bring improvement in the process of quality of teaching & learning. It also focuses on projects under pipeline that may be used in coming days.

Keywords: E-Learning, ICT, Academia, NVS, Smart Innovative Practices

1. Introduction

Education plays a significant and supportive role in balancing the socio economic fabric of the country. Learning crisis is a global phenomenon and so is the serious concern for our country. The goals of best quality life and all-round development of our children only can be achieved by strong foundations in education. With the advent of smart phones and other digital devices there is explosion of information and its penetration is very deep due to 4G Web availability. Schools are the foundation place of education in any one's life and these are designed by civilized man for the purpose of society. It should be the first place where most advanced thoughts and ideas inspire us to do our best. During COVID-19 pandemic, school leadership practices have changed considerably and leaders acted very swiftly and with foresight but also with careful consideration of options, consequences and side effects of actions taken. The preparation related to teaching learning process has been shifted from physical to electronic. COVID-19 has generated huge commercial opportunism with a pressure to obtain technological solutions to contemporary problems.

2. School Leadership

In the present scenario of uncertainty and vulnerability the role of school leaders become more prominent to guide and motivate to show the right path to young generation. It is no wonder that the 'school improvement movement of the past 20 years has put a great emphasis on the role of leaders' (OECD, 2001). Not only are school leaders important but also they are generally seen to be taking on more and more role (Mulford, 2003). For continuous stimulation and motivation there is a need for a leader to adopt more agile organisational projects. Tyack and Cuban (1995) point out in their prize-winning book *Tinkering towards Utopia*, that those responsible for schools need to be careful because education can easily shift 'from panacea to scapegoat'. Despite simple strong support for their school, this shift will move to higher and higher expectations with improved communication in form of 'best practices' increasingly efficient. Schools are the institutions designed by civilized man for the purpose of society. 'School systems and individual schools are experimenting with new approaches to management that seek to run schools in ways that are right for the 21st century' (OECD, 2001).

COVID-19 pandemic is one of the biggest crises in human history we have been facing. And it's not the first time that school leaders have been called upon to lead through times of ambiguity. Challenges faced by school leaders have ranged from rebuilding to support communities through economic, social and emotional devastation after pandemic. During these times, school leaders have provided clarity and direction, built resilience and instilled hope as they remained focused on the best possible practices for their students and school communities. In the midst of this pandemic, there is evidence emerging across the globe that leadership plays critical role in steering communities through challenges we are all facing. The leadership required during challenging times like COVID-19, examines the practices of successful leadership through uncertainty and highlights learning from previous crises.

2.1 Definitions

Yuki (2002) adds that 'the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no 'correct' definition. Cuban (1988) says that 'there are more than 350 definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders'. It is important to establish at least a working definition of this complex concept (Hallinger and Heck, 1999).

As Beare, Caldwell and Millikan (1989) emphasise: 'Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of the potential leaders must be given high priority'.

3. Review of Literature

Review of literature is one of the important aspects of any research study / innovative project. 'The investigator required to scrutinize the research findings of the similar studies that act as a platform to his present research work' (Singh and Khan, 2015). Therefore, some of the studies conducted on school leadership practices by various scholars, academicians are worthy of examination.

In this context, **Bensalah (2002)** in research studied “Guidelines for education in situations of emergency and crisis: EFA strategic planning” concluded that education in situations of emergency and crisis is one of the Education for All (EFA) ‘flagship’ programmes. In order to support, guidelines have been prepared with major key points to be considered in developing the emergency response or preparedness of EFA plans of action. **Mulford (2003)** in their study “School Leaders: Changing Roles and Impact on Teacher and School Effectiveness” suggests that ongoing developments in societies and their provisions of education are reflected in the roles, recruitment and development of school leaders. The paper first examines how, as a result of these developments, the role of school leader is changing. **Angeline et al. (2007)** in their study “Initiatives to Improve the Quality of Teaching and Learning: A Review of Recent Literature” pointed out that quality education requires well-educated and trained teachers. The potential of ICTs to improve teaching and learning is explored. The paper concludes by highlighting areas for the achievement of education for all. In **Final synthesis report to the Government of the Netherlands and the European Commission (2012)** “Education in Emergencies and Post-Crisis Transition” reported that overall access to education has increased in recent years. Overcrowded classrooms and insufficient institutional materials typified the learning environment, resulting in very poor attendance. **Senturk (2017)** in the paper “The First Step to Leadership in School Management: Taking Initiative, Open and Equal Access for Learning in School Management” discussed to determine the situations and the characteristics of these situations, in which school administrators take initiatives, and the outcomes of these initiatives for the school.

4. Objectives

The major characteristics of school leaders are:

- **Individual Support:** providing moral support, showing appreciation for the work of individual staff and taking account of their opinions.
- **Vision and Goals:** working towards school objectives and communicating these to students and staff to establish a strong sense of overall purpose.
- **Structure:** establish a structure that promotes participative decision making, distributive leadership, supportive and encouraging others opinions.
- **Performance Expectation:** having high expectations for teachers and students to be innovative and effective.
- **Intellectual Stimulation:** encouraging staff to reflect on what they are trying to achieve and how they are doing it; facilitates opportunities for staff to learn from each other.
- **Communication:** To communicate effectively with all the stake holders so that they can feel free to express their views and suggestions for better improvement in institution.

Keeping in view these characteristics of a leader the objective are as under below:

- Quality of services cannot be improved by high investment on resources and IT alone, quality comes from people; quality is the result of attitude and value; and organisational culture decides the quality of services. This study aims to create such working culture.
- Examine how school leaders can stimulate professional development among team members.

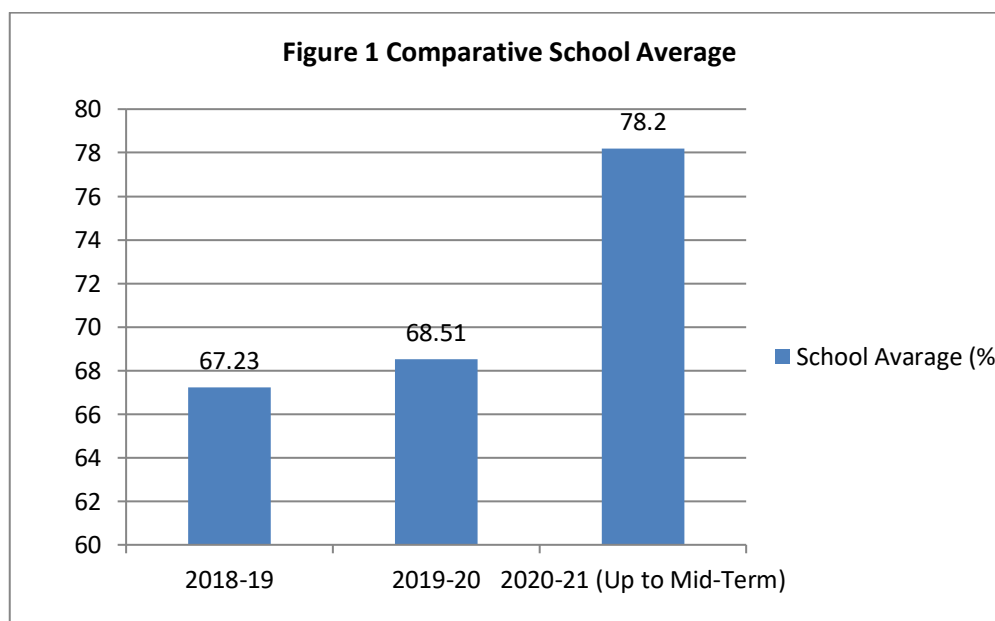
- Examine the role of school leader for professional development of teachers.
- Approaches to school governance and the changing role as a leader.
- To find out the awareness about various educational open resources and their effective use by teachers and students.
- To find out frequency of use of modern teaching tools and their effectiveness comparatively against traditional patrons.
- To know the level of satisfaction with accomplished projects and innovative teaching tools applied by faculty during pandemic.
- To determine the satisfaction and comfort level of the students and teachers in transformational environment.
- To ascertain training/guidance needs to staff/students in accessing new mantras of teaching-learning specially ICT areas.
- To suggest the ways and means for improvement in effective leadership.

5. Methodology

Research Methodology is a way to systematically solve the research problem. It is necessary for researcher to know not only the research methods or techniques but also the methodology (Kothari, 2004). The entire work is based on different academic activities, performance, their outcomes and result analysis. The comparative growth shows how innovative practices and tools have changed performance in over all development of teaching learning process under taken from September 2019 to January 2021. The projects, techniques and tools designed and applied in a way to extract maximum results and it can be useful for any school leader. All data and information presented here is cross checked by the data from result analysis and direct observation.

6. Analysis and Interpretation of data

The impact showing in the academic performance on the basis of the result received from academic session 2018-2019 to 2020-2021 is organised, analysed and tabulated by using statistical measures such as figure tables and percentages in the following section:



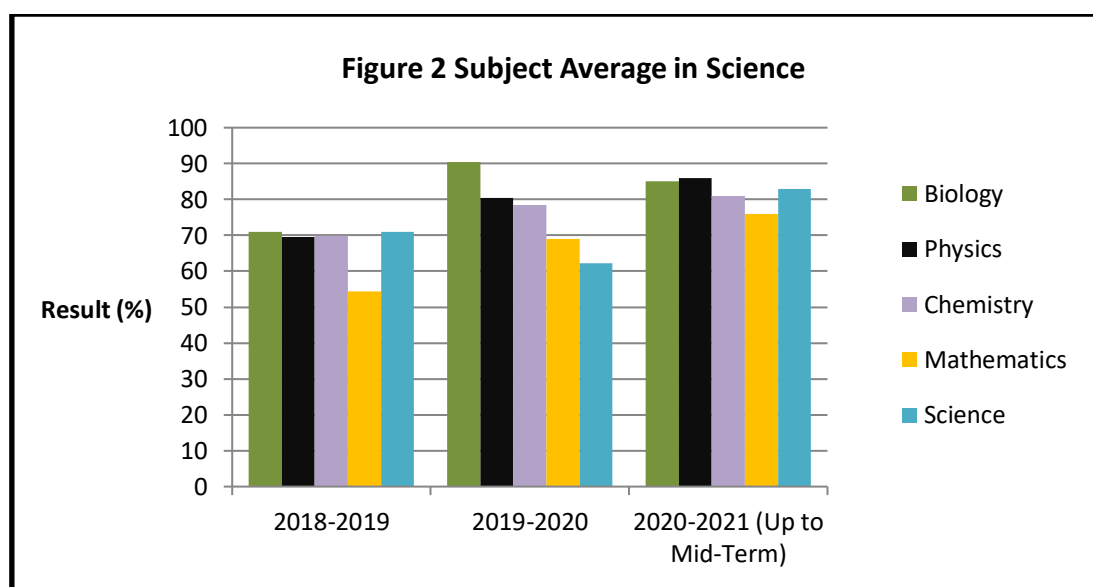
Total academic average in 2018-19 was 67.23 whereas in 2020-21 upto mid-term is 78.2. This improvement in result is due to smart changes for smart learning. The school result was 100% for the session 2018-19 and 2019-20, and also the overall result was 100% (for board and non-board classes). School average has also been increased in every subject and we have achieved the target fixed by Navodaya Vidyalaya Samiti. Vidyalaya teachers got appreciation letter for getting subject average higher than fixed by NVS. Some of the following practices have been taken for teaching-learning. JNV Rohtak coordinates and support in teaching learning process like optimum use of laboratories, library and their resources (print and electronic), use of ICT in classroom, academic and in overall activities, counselling for mental health and well being through motivational sessions by trained counsellors, training and workshops etc of teachers to enrich their educational needs and application of advance technological tools in teaching learning programme. These activities are being organised in such a way to get maximum outcomes and to increase critical thinking among students as well as for faculty and other staff members.

- 6.1 Teaching through O-labs training, Kolb-labs, Virtual Labs:** Faculty members using scientific visuals and platforms for remote or virtual experiments. For class six to eight science activities are being done through you-tube visuals and Kolb-labs. For classes ninth to twelve science experiments are being done through O-Labs, Virtual Labs, along with you-tube videos. These activities and experiments help the students to learn the concept better.
- 6.2 Learning by Doing:** It's a hands-on approach to learning, where students interact with their environment in order to adapt and learn. Teachers also involved the students in project work where they get a chance to learn the things by doing. A science project is an activity for students involving experiments or construction of models in one of the science disciplines. Students may present their science project at a science fair, so they may also call it a science fair project. Science projects are done by students worldwide. Most of the students in JNV Rohtak are involved in project work to maximize learning outcomes.
- 6.3 Science Virtual-Exhibition:** In today's era education is not only confined to read and write. It is now linked to the holistic development of the children. Our teachers also help students to experiment with their knowledge and providing them different opportunities to showcase their skills. These include exhibitions, projects, presentations, competitions etc. A science exhibition is a wonderful tool that engages students in learning new facts. It develops in them the curiosity to learn more. It provides a platform to use their scientific knowledge and bring the best invention from among brains. It also allows students to work together in groups and learn from each other. They share their ideas collectively and galvanize those ideas to bring some innovation for implementation. This further allows the students to develop their social and moral skills and make them a better team player.
- 6.4 You-Tube channels:** Our faculty have made their own YouTube channels in subjects like physics, biology, hindi and english where they provide their recorded lectures in the form of eVisual so that maximum students can feel connected with the teachers and vidyalaya. They also make informative videos on different aspects to motivate students during holidays, and stay at home in pandemic. Information related to use of o-labs, CCT test, CBSE Science challenge, Science exhibition etc. has been given to students through their eVisual. It is a great source of information for all.

6.5 CCT & PISA Practices: Creative and Critical Thinking (CCT) Weekly Practice test also help to enhance critical and creative thinking and to generate curiosity among students by connecting their learning with real life situations. PISA (Programme for International Students Assessment) mentors are doing great efforts to inculcate and enhance creative thinking. PISA & CCT Practice also aims to empower teachers to:

- Ask questions in classrooms which are connected to real life to build curiosity in students;
- Facilitate discussions amongst students to build the skills of collaboration and problem solving ;
- Engage parents and the community at large in student's learning process;
- Enables faculty to frame questions based on critical and creative thinking.

6.6 CBSE Science Challenge: Faculty did their best efforts to motivate the students to take part in CBSE science challenge and they were able to achieve the 100% target to make students appear in Science challenge exam. Students have accessed the course via DIKSHA portal/app. Through this they were able to use the computers, mobile phones and to handling ICT applications.



It may, however, be noted that result of 2018-2019 was 70.94% in biology, 69.59% in physics, 69.93% in chemistry, 54.36% in mathematics and 71.90% in Science. Whereas, result of 2020-2021 up to mid-term is 85% biology, 86% in physics, 81% in chemistry, 76% in mathematics and 82.95% in science this increase in the result is due to improvement in innovative practices and techniques used by teachers. The figure 2 also shows that subject average for the session 2019-20 which was 90.40% in biology, 80.42% in physics, 78.47% in chemistry, 69.03% in mathematics. Besides this there are some overall achievements in science subjects which are as:

- 143 students of JNV Rohtak have been registered for PISA (Programme for International Student Assessment) an international program run at global level from the session 2019-20.
- 05 students have participated in "INSPIRE" Manak award at regional level.
- All the students of classes from eight to ten have participated in CBSE Science challenge.

- 17 students and one teacher have been registered for international scientific research program KASC (Khagolshala Asteroid Search Campaign).
- In KAMP (Knowledge and Awareness Mapping Platform) 27 students are registered from JNV Rohtak and they take test based on scientific temperament so as new generation of scientific leaders can be produced.
- 21 students have participated in science exhibition of NCERT under the theme “Toy and Technology”, among these 3 best models have been sent at regional level.

6.7 Online Teaching for Academic supports: All teachers are taking their classes through Google meet app. They share resources, text material and also communicate online with students in a safe environment for their academic progress. They also take the help of different apps & programmes like DIKSHA, NCERT Online, NISTHA, e-pathshala, CBSE academic resources, Khan Academy, Step App and many to provide best study supports to students. They also provided the resource material to students online through e-book, eJournal, eNewspapers, eEncyclopedia, eVisual form our library project eGyan@JNVRohtak¹⁴ which is available over Google on eGranthalaya, a digital agenda for automation and networking of government libraries from NIC (National Informatics Centre) of India. Some faculty members have made YouTube channels¹⁵ where they upload their recorded lectures, motivational visuals to support academic activities.

6.8 Art-Integration Practice: Our faculty also help the students in preparing subject enrichment activity through art integration in their subjects like science, social science, mathematics, English, Hindi, Marathi, etc. It is cross curricular approach in teaching and learning based on collaboration between the teachings of subject with the teaching of art. The motive behind introducing this art-integrated learning is to make the teaching and learning process more joyful. We have uploaded the information of projects in most of the subjects.

6.9 Digital Learning Hub: JNV Rohtak has collaboration with other schools to make digital learning hub successful. With the help of creative works by faculty members we are putting a lot of efforts to make it successful and continuously sharing the resource material to students through online mode and trying to support in their academic, career oriented need and lifelong success. Career-JNV Rohtak¹⁶ and eGyan¹⁴ are our two initiatives which are used and shared by many other institutions for their academic purpose in country as it is available over Google through eGranthalaya of NIC (National Informatics Centre).

6.10 Competency in Education: For better teaching strategy and to give each student equal opportunity to hone necessary skills and become successful citizen, our faculty members have been trained and presently they are helping to:

- Focus on building the skills of students to achieve better learning outcomes;
- Helpful for making students auto learners i.e. students can learn at their own pace.
- Help students to formulate new answers to challenging questions by looking at it from different perspectives.
- To develop the skill of leadership among students though JNVs are residential and there are ample opportunities to develop leadership qualities.

6.11 Rajbhasha, NARAKAS and Language Lab

For understanding our diverse culture and achieving the dream ‘Vishva-Guru’ doing great efforts which include promotion of all official work in rajbhasha, and for contribution in rajbhasha work our school has been appreciated by Committee of Parliament on Official Language at New Delhi on January 21, 2021. JNV Rohtak got position and awarded for the work

of the year 2020 by NARAKAS (Nagar Rajbhasha Karyanvayan Samiti), Rohtak¹⁷ in February 2021.



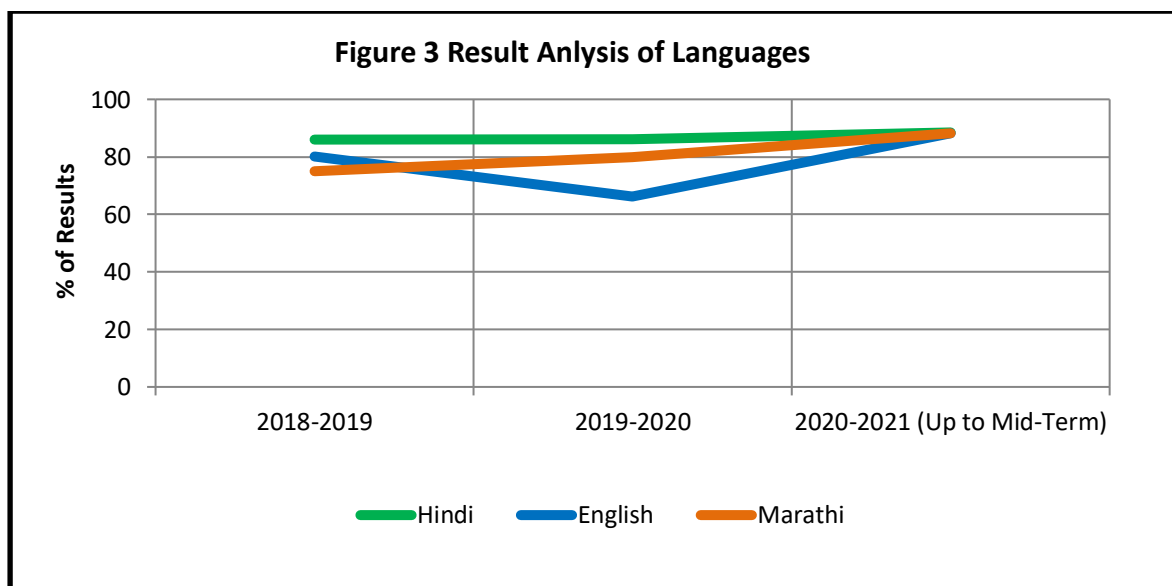
Inspected & appreciated by CPOL, New Delhi



Awarded by NARAKAS, Rohtak

6.12 Skill Development and Language Proficiency

In promoting national integration and skill development among students, from class sixth to ninth Marathi is taught as third language. It also plays a key role to understand how nation require unity to face common issues as they study very comfortably in such education system. To make teaching staff of Marathi language resourceful, time to time trainings, in-service courses have been organised. Recently a six days training was conducted by CIIL Mysore on teaching, testing and evaluation for faculty member so that they can help students to learn the language as third language effectively. Overall impact of the training was good.

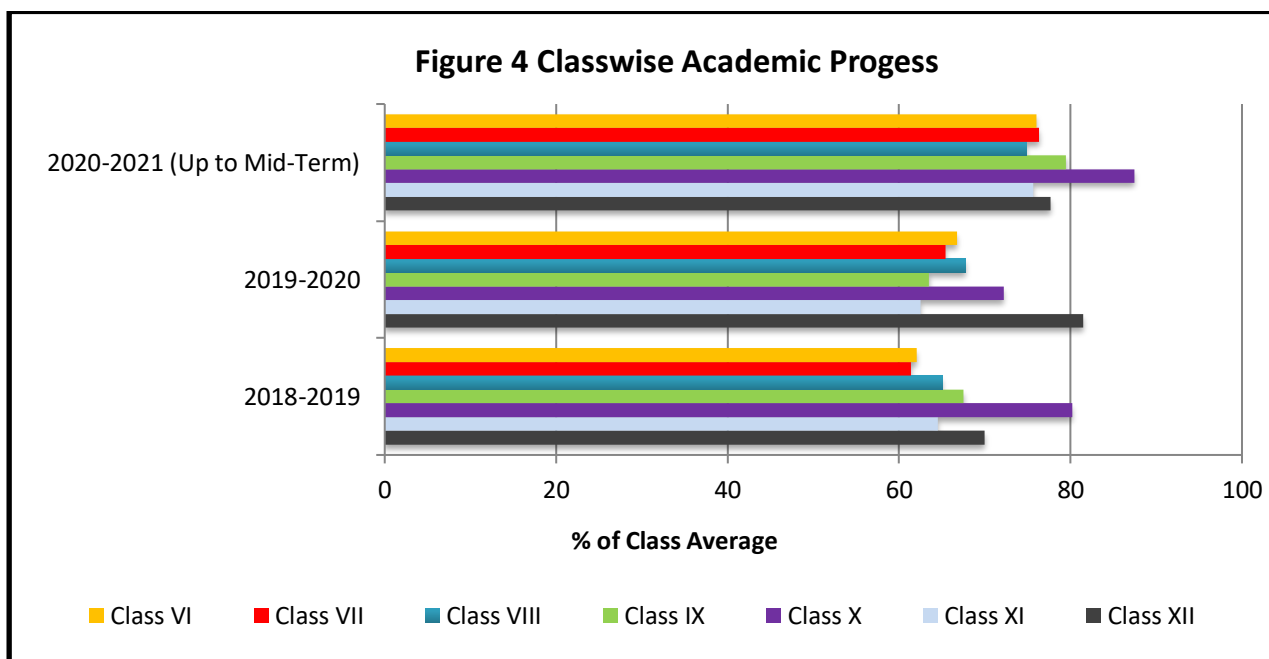


For better result and skill development in the area of languages, its communication, to promote Rajbhasha, Marathi language and other languages, done a lot of language lab activities in academic and procure different resources in the form of Compact Disks, DVDs, clips etc are utilize by faculty members with professional bodies and conducting systematic language activities as per formulated schedule in form of projects, quiz, debated, story-telling, news reading, written display act, based on languages. Bhasha Sangam¹⁹, a Govt. of India initiative activities were conducted in morning assembly for better language application and awareness. House library system now started as per residential setup for students to maximize and effective

work. An Office library project, School Magazine (Print and electronic) with these language sections is under plan to start for better and quick resources for official and ready reference purpose for all.

6.13 Performance Grading Index (PGI): The performance grading index scheme initiated by DoSEL (Dept. of School Education and Literacy) for significant improvement in the accessibility of school and further improvement in quality of education. Performance Grading Index (PGI) catalyse transformational change in the different areas. The PGI grades of our vidyalaya are overall good in different areas. The key areas where achieved performance grading are:

- Learning outcomes
- Access outcomes
- Teacher availability and professional development outcomes
- Learning management
- Learning enrichment activities
- School safety and children protection
- Digital learning, E-Library OPAC¹⁸
- Governance process
- Enhancing cluster resource coordinators performance (five schools connected with our school under learning hub programme)



6.14 Programmes for Academic Excellence

For academic excellence faculty members are doing great efforts and supporting students in different area as some given below:

- Faculty supported and made teams with students to develop their ideas and models for Toycathon. It enabled the students to post their ideas for Toycathon series.
- Helped to boost student's morale through ACP (Awakened citizen program) which is three year graded value education program for classes VII, VIII, and IX. This programme also helped the students to unfold the infinite potential that exists within themselves. During

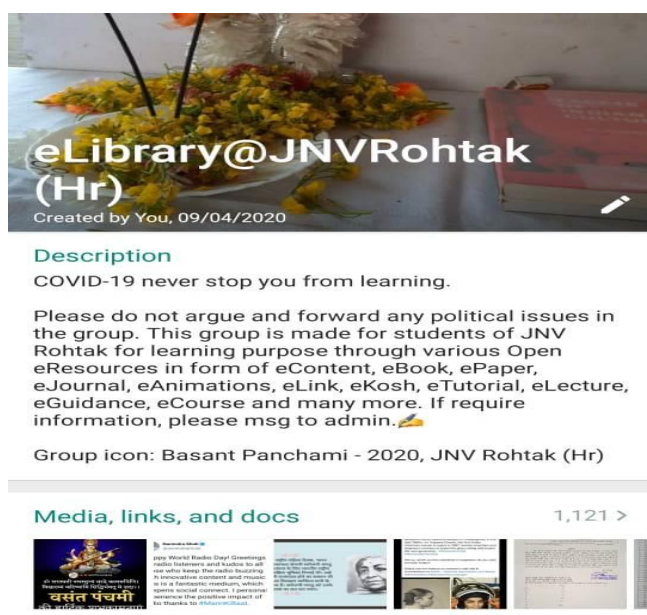
this pandemic faculty have provided online ACP course to students so that they can gain confidence and feel better.

- JNV Rohtak also assisted the students in making well versed with the use of ICT based tools especially during COVID-19 pandemic, Students made academic activities online and presented it on Google Classroom and they also using social media like twitter to show their gratitude in the form of messages on different occasions and participating in several government initiatives like quiz, poster making, essay writing, poem writing and lecture session etc.
- Teachers attended the webinar regarding National Education Policy (NEP) 2020 in February 2021 and also attempted the quiz based on it. Faculties made efforts to aware students about New Education Policy 2020 through e-Class, library and class WhatsApp groups, YouTube channels etc. With NEP 2020, teachers will have an opportunity to nurture values of adaptability and innovation in their classrooms. It will help the faculty to implement it in the classroom to realize the vision of NEP for their students. NEP will also help the students and teachers to embrace technology in the classroom.
- Our well trained physical instructors helping the students to excel in sports activities. Time to time inter house competition are organised to develop sportsmanship. In the year 2020, total 61 students selected at national level in different sports competition held at different places and at the same time 13 students were selected for SGFI (School Games Federation of India). Under Fit India movement many sports & games activities like Gutter, Marbles and in Tug of War, kabaddi etc. are doing to enhance the physical and mental fitness.
- Under Scout & Guide programmes, students participated in many activities to fulfil the aim of scout and guide which is to make their character building and develop sound healthy habits among them. Many activities are done under this program like: Tree Plantation Campaign, training in the handicraft, spreading awareness about COVID-19. To spread awareness about this pandemic the students also have distributed the mask to needy people and made the masses aware about Importance of wearing mask; Maintain 6 feet distance from each-other; and Washing hands regularly.

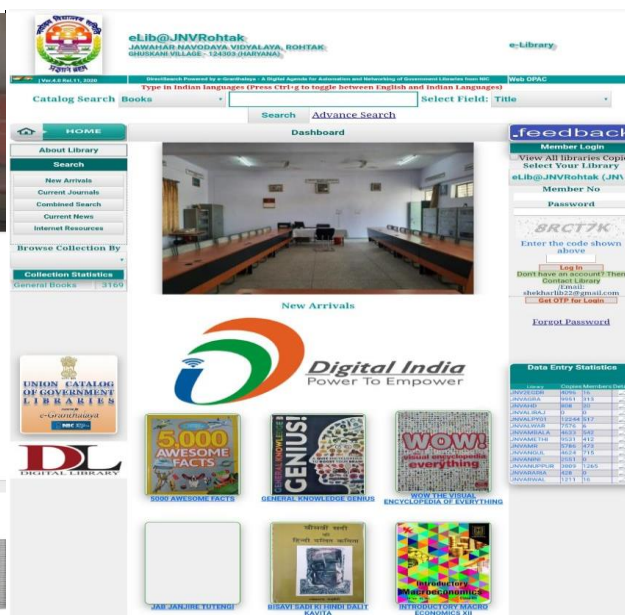
6.15 eLibrary and Open Web Resources

The use of web resources emphasised on different academics areas and in information literacy process. An attempt has been made in December 2019 to explore utility of library print resources & services into web based eLibrary with eResources & eServices. This project implemented by converted library in eGranthalaya with OPAC (Online Public Access Catalogue)¹⁸. Documents are bar-coded for easy and effective searching, circulation and document reservation. Different Open eResources (OER) and their links uploaded on it, which direct users to utilize best as per their academic need. eBooks, Career and eGuidance, eReading, eQuiz, eProjects, eLecture, eAnimation, Open Web Resources, ehelp etc features given in library innovative work eGyan¹⁴ and Career@JNVRohtak¹⁶ which smartly using/sharing by many other academic institutions like KVS and NVS. The updated information related to student academic need is being shared through eLibrary-JNVRohtak whatsapp groups. Users are taking interest and participating in activities, which informed and shared through eLibrary. Most of the faculty and students installed eGranthalaya 4.0 NIC app in their smart devices for document searching, reservation and to use of

informative resources. Library eServices also coordinates with departments and faculty to enrich themselves for improving teaching learning process. It is observed that users have various reasons for utilization of library services.



Library services through Whatsapp



eGranthalaya4.0 JNV Rohtak

6.16 Meetings, ePTM and eAlumni Meet

To maintain the cordial IPR (interpersonal relations) and effective communication, generally 2-3 meetings per week are organised where their healthy suggestions are invited to run the institution effectively. This further helps to gain excellence in academic as well as in non-academic areas and improve teaching learning process. To maintain continuous touch with students and their parent's faculty members are organising takes online PTM (Parents-Teachers Meeting) every Saturday. During PTM, ePTM and eAlumni meet concern faculty communicate openly with students & parents and make them aware about different upcoming activities / programs and protection from pandemic. This regular communications among teachers, students and their parents has brought significant improvement in learning outcomes of our Vidyalya.

7. Major Findings

On the basis of the analysis and interpretation of the collected data, major findings are laid down:

- Most of the faculty and students of JNV Rohtak are using techno tools for academic practices now.
- A strong percentage of improvement in academic result achieved and hope in future it continue by use of ICT practices and preferences in teaching-learning process.
- Majority of faculty in JNV Rohtak prefer electronic format of resources as compared to print format. Students also taken keen interest in using by participating ICT based academic activities.
- It is found that students are satisfied with smart academic patterns with their teachers in form of eClass, Google Meet, Step app, eLibrary, eProject, eSeminar, eMeeting, eExam, eProgramme, and shared different quality open web resources.

- Majority of students and faculty are well satisfied and comfortable with different techno tools and their application.
- The study reveals that considerable percentage of faculty looking for guidance/training to update teaching skills as per hour of the need.
- Most of the faculty looking to get facilities for innovative practices and programmes.

8. Conclusion

The issue of quality in education has become more paramount in the present scenario and to achieve this goal, a visionary and agile leadership is required. It must pass through the lens of consistency, choice and commitment. This could also be possible by soft skills and leadership competencies; there are many evidences that points towards the importance of context responsive leadership implying a shift in school leadership preferences and practices. The team is only able to strike a balance between techno tools and pedagogy under the easy, effective and dynamic leadership which not only boosts the efficiency in providing different opportunities & services, but also gain the trust of their patrons in doing so.

The emergence of the ICT, smart teaching tools, techno practices with round the clock availability have opened new vistas for the academic world. New era leaders need to explore its applications and services for maximum learning outputs and for the development of its academia and personal skills and preferences. This paper on leadership by JNV Rohtak shows that the practices and preferences in digital leadership environment for teaching and learning have outclassed the traditional one due to its various features and improved outcomes by changing the role of a leader especially in emergency COVID-19 pandemic. So the academicians have become particular about the smart learning and services in the wake of current techno-educational methodology.

9. Suggestions

On the basis of the findings and conclusion, the following insights are submitted:

- An IL (Information Literacy) system for faculty and students be generated/ developed on how to make best use of techno tools in their academic practices.
- To motivate faculty to use available best authentic teaching tools, open web resources and eResources and eServices directed by institutes than common tools and resources whose authenticity is not proved.
- Library should be a platform to suggest the most authentic resources, open web resources and services as per academic requirement about which faculty members are unaware of.
- Institutes should be provided with adequate finances and other ultra modern and infrastructure facilities to support the mission towards smart change for smart learning.
- More and more training programmes should be conducted especially for faculty.
- Innovative projects and applications like smart apps and portals as per subject need should be developed for learning devices which are user friendly to access smart services.

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“Educational Leadership and Management in an Indian School Context”

Theme: School leadership, Management, Administration and Governance

By

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“Educational Leadership and Management in an Indian School Context”

Abstract

Education is the main change agent in developing and developed societies. There is great interest in educational leadership in the 21st century because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. Schools need trained and committed teachers but they, in turn, need the leadership of highly effective principals and support from other management. As a result, the management of educational organizations is regarded as one of the most important management perspectives. Basically, educational management is a discipline with respect to the management of educational organizations and since this field of study has been developed on the premises of other resolutely established disciplines. While the need for effective leaders is widely acknowledge and, there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes. Although the process of determining organizational goals is fundamental to educational management, linking between goals and aims of education and actions of educational management may be considered as vital. The present study aims to assess the effectiveness of current leadership and management within an Indian school setting by critically analyzing the leadership models, styles and strategy that are most likely to achieve the best outcomes along with to provide a clear framework to which leadership can be understood within the Indian school context. The participants consisted of principals from Kendriya Vidyalayas, Navodaya Vidyalays and State Government schools. The data collected through interview questions, were based on Fidler’s (2002) notion, that to move forward, we need to have a very clear idea of where we are. All questions were designed to be open and higher order to give all participants more freedom. Individual responses to each interview question were analysed and triangulated with supporting evidence and categorised into appropriate areas of educational leadership and management to identify common consensus. The results were focused on parameters such as achieving the vision, curriculum management, delegated roles and staff motivation leaders and personality strategic focus.

Key Terms

Educational Leadership; Educational Management; Education; Curriculum; Leaders and School.

Introduction

Management is a series of actions and tasks relevant to highly well-organized and effectual application of resources within the organization in order to attain organizational objectives (Sapre, 2002, p.102) and educational management may be regarded as a discipline with respect to the management of educational organizations (Bush, 2011, p.1). From another perspective, Bolam (1999) believed that educational management is a function of execution for fulfilling decided policies and made a distinction between educational management and educational leadership. However, there should be a main link between goals and aims of education and actions of educational management (Bush, 2011, p.1) and thus, the process of determining goals of organizations is fundamental to educational management (Bush, 2011, p.3). The tag used to describe this field of study has altered over time from educational administration to educational management and finally to educational leadership (Gunter, 2004). Theories and models of educational management have been categorized by different scholars. Cuthbert (1984) classified educational management theories to five groups including analytic-rational, pragmatic-rational, political, phenomenological and interactionist models. Additionally, Bush (2011, p.34-35) based on four element including the level of agreement about objectives, the concept of structure, the level of environmental influences and the most appropriate strategies within the educational organizations has categorized the models of educational management into six clusters which are formal, collegial, political, subjective, ambiguity and cultural models and finally has linked these six models with nine different leadership styles in the context of educational organizations. These nine leadership styles are managerial, participative, transformational, distributed, transactional, postmodern, emotional, contingency and moral. It is notable that since the concentration of instructional or learning-centered leadership is mostly on learning and teaching (direction of influence rather than the essence and origin of influence), it has not been linked with any of the six models of management (Bush, 2011, p.17-18).

The Significance of School Leadership

It is widely recognized that leadership is second only to classroom teaching in its impact on student learning. Leithwood et al (2006) showed that 'leadership acts as a catalyst for beneficial effects, including pupil learning. The report also distinguishes between the impact of head teacher leadership (typically 5-7%) and total leadership (27%). The finding provides much of the empirical underpinning for the current interest in distributed leadership

(see below) and for the concept of leadership ‘density’. Robinson’s (2007) meta-analysis of published research shows that the nature of the leader’s role has a significant impact on learning outcomes. Direct leader involvement in curriculum planning and professional development is associated with moderate or large leadership effects. ‘This suggests that the closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to students (Robinsons 2017). This finding indicates the instructional leadership effects are much greater than those of other leadership models. Leithwood et al’s (2006: 5) conclusion, that ‘there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership’, offers powerful support for the vital role of heads, senior and middle leaders in all types of schools.

Education Management and Leadership

The concept of management overlaps with that of leadership, a notion of great contemporary interest in most countries. Cuban (1988) provides one of the clearest distinctions between leadership and management. He links leadership with change while management is seen as a maintenance activity. Leadership, means influencing others’ actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Managing is maintaining efficiently and effectively current organizational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. Bush (1998; 2003) links leadership to values or purpose while management relates to implementation or technical issues. Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. “Leading and managing are distinct, but both are important.

Definitions of School Leadership

Gunter (2004) shows that the labels used to define this field have changed from ‘educational administration’ to ‘educational management’ and more recently to ‘educational leadership’. Author (2008) discusses whether such changes are purely semantic or reflect substantive changes in the nature of the field. Yukl (2002) argues that “the definition of leadership is arbitrary and very subjective” but the following ‘working definitions’ includes its main features; “Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders

to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision' (Author and Author 2003). Three dimensions of leadership arise from this working definition;

Leadership as Influence

Most definitions of leadership reflect the assumptions that it involves the social influence process whereby intentional influence is exerted by one person [or groups] over other persons [or groups] to structure activities and relationships in a group or organizations (Yukl, 2002). Author (2008) refers to three key aspects of these definitions. First, the central concept is influence rather than authority. Both are dimensions of power but later tend to reside in formal position, such as principal or head teacher, while the former could be exercised in school or college. Leadership is independent of positional authority while management is linked directly to it. Second, the process is intentional; the person seeking to exercise influence is doing so in order to achieve certain purposes. Third, influence may be exercised by groups as well as individuals. This notion provides support for the concept of distributed leadership and for constructs such as senior leadership team.

'This aspect of leadership portrays it as a fluid process, potentially emanating from any part of the school, independent of formal management positions and capable of residing with any member of organization, including associate staff and students (Author, 2008).'

Leadership and Values

The notion of 'influence' is neutral in that it does not explain or recommend what goals or actions should be pursued. However, leadership is increasingly linked with values. Leaders are expected to ground their actions in clear personal and professional values. Day, Harris and Hadfield's (2001) research concludes that 'good leaders are informed by and communicate clear sets of personal and educational values which represent their moral values for the school. This implies that values are 'chosen' but Author (2008) argues that the dominant values are those of government and adds that these may be imposed on school leaders. Teachers and Leaders are more likely to be enthusiastic about the change when they 'own it'. Hargreaves (2004), drawing on research in Canadian schools, finds that teachers report largely positive emotional experiences of self-initiated change but predominantly negative ones concerning mandated change. There is a tension here between the obligation to implement the

policies of democratically elected governments and the need for teacher professionals to feel positive about new initiatives if they are to act on them successfully.

Leadership and Vision

Vision has been regarded as an essential component of effective leadership. Southworth (1993) suggests that heads are motivated to work hard 'because their leadership is the pursuit of their individual visions'. However, Fullan (1992: 83) says that 'vision building is a highly sophisticated dynamic process which few organizations can sustain'. Thoonen et al (2011: 520) refer to the 'adverse effects' of vision, which arise when principals do not involve teachers in the process of vision building. The articulation of a clear vision has the potential to develop schools but the empirical evidence of its effectiveness remains mixed. A wider concern relates to whether school leaders, are able to develop a specific vision for their schools, given government prescription of both curriculum and content.

Theories of educational leadership and management

Like leadership traits, there is no single all-embracing theory of educational management, reflecting the vast diverse range of educational institutions around the world, which require different approaches and solutions. Different theories of educational leadership and management reflect very different ways of understanding and interpreting events and behavior in schools. As with many leadership theories, their effectiveness changes when related to education.

Transformation leadership

Transformational leaders may be found at all levels of the organisation. Such leaders are visionary, inspiring, daring, risk taking and thoughtful. Transformational leaders have charismatic appeal, also commonly associated with trait theory. "Transformational leadership takes place when leaders interact with followers in ways that enhance their creativity and motivation in the organization" (Burns, 1978). Transformational leaders manage to motivate others to achieve more than originally planned or intended; they create a supportive organizational climate where individual needs and differences are acknowledged and respected. Transformational leadership is based on values and what is morally right, thus assuring directional dedication towards professionalism and activating the higher order needs of organizational members. According to Bass' transformational model, organizational members focus on team or organizational goals first rather than their own interests. With this platform,

organizational members are more likely to contribute more effectively towards participative, democratic decision making without conflict or selfishly with-holding ideas.

Participative leadership

Participative theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contribution from group members and help group members feel more relevant and committed to the decision making process. The belief that leadership is best considered a group quality has gradually gained widespread acceptance in the field of education. Harris, Leithwood, Day, Sammons and Hopkins (2007) describe participative/distributed leadership as “the leadership idea of the moment”. Generally with participative leadership; staff, resources and the school’s structure are interwoven in pursuit of a common vision that has meaningful and attainable goals and shared values. A participative approach is very reliant of other members of staff who may not perform or may have conflicting visions to that of the school.

Distributed leadership

A distributed leadership theory recognizes that there are multiple leaders (Spillane et al., 2004) and that leadership activity is widely shared within and between organizations. In relation to leadership at the institution, distributed leadership focuses on the interactions, rather than the actions of those in formal and informal roles. This theory represents the alternative approaches to leadership that have arisen because of increased external demands, including parents, stakeholders, owners, learners and the community. The significant work of Harris & Spillane (2008) identifies the increasingly complex world of international education, stating that leadership now requires diverse types of expertise and forms of leadership flexible enough to meet changing challenges and new demands. If implemented accordingly and successfully, distributed leadership practice is likely to lead to improved organizational performance and outcomes (Leithwood et al., 2004)

Review of literature

Leadership in schools is the most important factor in achieving improvements in school performance. Leaders make a significant difference in any organization. There is no single way to lead which can guarantee success, leadership is situated and contextual, involving issues such as diversity, inclusion and equity and embracing change to embed social justice. In order to achieve success a school requires trained and committed teachers but in return they need the

leadership of a highly effective principal. Cuban (1988) claims that the influence process is beneficial in that it is intended to lead in order to gain specific outcomes and results, bringing out the best in peers such as, in an educational institute. 'Leadership then refers to people who bend the motivations and actions of others to achieve certain goals; it implies taking initiatives and risks'. Many leadership characteristics are evident in the work of Stodgill (1974) (see Appendix 1). A successful leader must be very adaptable to any situation and remain knowledgeable to current policies and alert to external factors. An effective leader is cooperative with all members of staff and all pupils which in turn earn them a lot of respect. A successful leader is decisive, persistent and risk taking which contributes to the continuous progress of a school. Many of the traits and skills identified by Stodgill (1974) are generic and could be found in numerous personality questionnaires or studies, but there are traits/skills which can be deemed as significant in particular practices or institutions, they are 'dominant' and 'persuasive', a desire to influence others. There are factors which transcend on to other members of staff and students within the school. An effective leader should always be willing to go the extra mile, such as social events for example, or leading and taking part in extra-curricular activities where some heads wouldn't leave their office. It may be that a leader doesn't possess any or many of Stodgill's traits or skills but may be able to implement leadership theories successfully, perhaps by delegating work elsewhere. It is important to acknowledge that a leader should not be required to possess universal traits; the leadership traits possessed should be specific to their institute.

McCall and Lombardo (1983) developed the ideas of Stodgill in researching both success and failure. They identified four primary traits by which leaders could succeed or alternatively 'de-rail'. The four traits are;

1. Emotional stability and composure; Being calm, confident and predictable, particularly when under stress.
2. Admitting error: Owning up to mistakes, rather than putting energy into covering up.
3. Good interpersonal skills: Being able to communicate and persuade others without resorting to negative or coercive tactics.
4. Intellectual breadth: Being able to understand a wide range of areas, rather than having a narrow (narrow minded) area of expertise.

Vision is regarded an essential component of effective leadership, in sync with clear goals of where the school, as a whole, are aiming to be [or achieve]. Beare, Caldwell and Millikan (1989) draw on previous works of leadership and its relativity directly to vision:

1. Outstanding leaders have a vision for their organization.
2. Visions must be communicated in a way in which secures commitment among other members of the organization, at all levels.
3. Communication of vision requires communication of meaning.
4. Attention should be given to institutionalizing vision if leadership is to be successful.

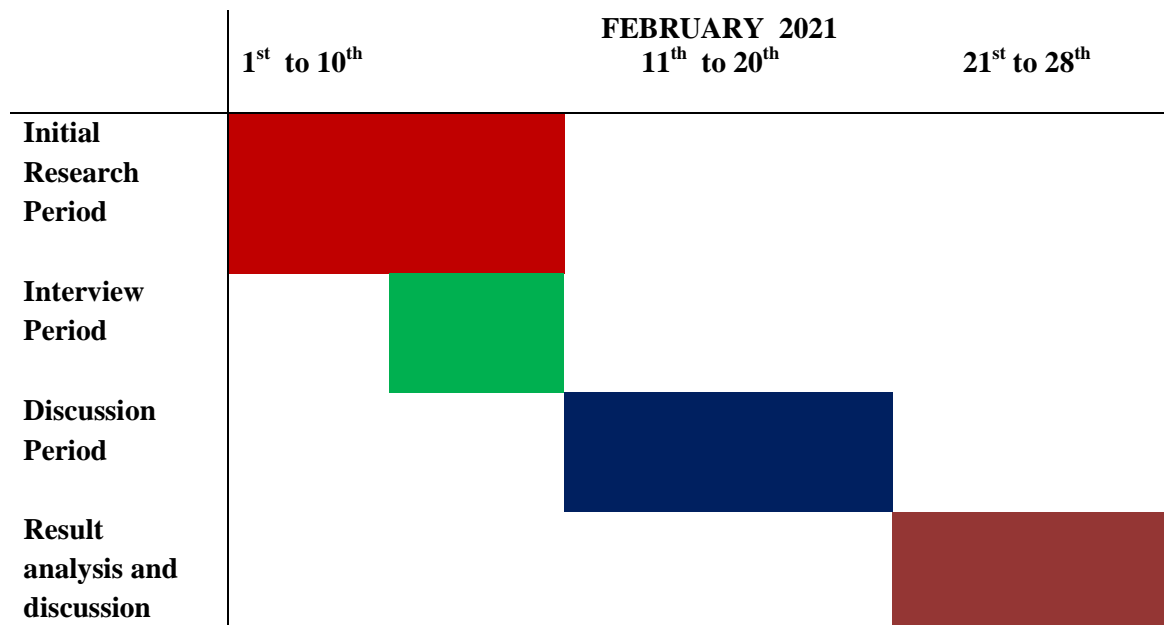
Cuban (1988) defines a leader as being able to influence others' actions in achieving desirable ends. Leaders are those who shape goals, motivations and actions of others, initializing change to reach existing and new goals. Blum & Butler, (1989) and Cheng (2002. P.51) suggests that goal orientation is one of only two common factors within educational leadership.

Methodology

The present study aims to assess the effectiveness of current leadership and management within an Indian school setting by critically analyzing the leadership models, styles and strategy that are most likely to achieve the best outcomes along with to provide a clear framework to which leadership can be understood within the Indian school context. The participants consisted of principals from Kendriya Vidyalayas, Navodaya Vidyalays and State Government schools. Prior to participation, participants provided full consent and they were treated in an appropriate professional manner. Qualitative data was obtained through online interviews and triangulated with observation and information obtained in the review of literature. Data was triangulated to ensure material is valid and reliable. Interview questions (Appendix 2) were based on Fidler's (2002) notion, that to move forward we need to have a very clear idea of where we are. All questions were designed to be open and higher order to give all participants more freedom.

All data collected will be used to advise any strategic planning and implementation. All data will be based on Fidler's (2002) theory and understanding, the initial stage of strategy formation is to take stock of the present. Such an analysis might include the evaluation of the working of a previous strategy or if there was no explicit previous strategy, identifying the strategy in retrospect could be a starting point.

Research plan: Gantt chart



Result and analysis

Individual responses to each interview question were analyzed and triangulated with supporting evidence and categorized into appropriate areas of educational leadership and management to identify common consensus.

Table 1 - A table to show the interview and discussion data obtained from participants.

	Interview Data	Discussion Data
Curriculum area leadership	A tiered system of centrally co-ordinated activities in which all staff have a part to play, with different levels of responsibilities.	Team-working and developing others energy, determination and work-rate. Keeping up with policy and planning.
Review and develop the aims and objectives of Institute.	Problem-solving and decision-making. Leadership and integrity. Adaptability, flexibility, and mobility.	Team-working and developing others energy, determination and work-rate. Keeping up with policy and however; there is limited information. Conflict with responsibilities.

Review, develop and implement teaching and learning strategies.	A tiered system of centrally co-ordinated activities in which all staff have a part to play, albeit of different levels of responsibilities.	Team-working and developing others energy, determination and work-rate.
Identify / develop and allocate learning resources which create / support the necessary learning environment	Delegation of resources etc. and resources management. Delegation to teachers.	Team-working and developing others energy, determination and work-rate, evident in school. Delegation to subordinates with regular communication evident in primary.
Review and develop suitable methods of assessing student learning outcomes	Problem-solving and decision-making.	Team-working and developing others energy, determination and work-rate.
Administrative duties	Management, planning, budgeting, reporting and admin. Meeting deadlines/commitments creativity. Leadership and integrity. Adaptability, flexibility, and mobility.	Team-working and developing others energy, determination and work-rate

Discussion

This section aims to identify the many roles of a leader and will critique several leadership models, by providing a solid platform by which a leadership strategy can be built.

Achieving the vision

The Institution aims to educate the whole child and produce rounded individuals who are well prepared to take their place in society. The institution has a strong focus on developing children's social skills and manners, as well as thinking about the six core values and attributes – integrity, respect, caring, enquiry, reflection and perseverance. In the schools, it is evident that the institution achieves its mission by nurturing language proficiency; ensuring the early acquisition of English; protecting and celebrating cultural customs and traditions and nurturing independent learners. Teachers are autonomous in their practice; however the institution is able to achieve its mission as a result of highly effective shared common practice. The institution seeks to provide an outstanding education through dual language instruction in English and Hindi. All students will become independent learners by means of enquiry, reflection and perseverance. We act with

integrity and treat one another with respect, learning together as responsible global citizens. The school is very much like a community and has incorporated the input of parents. Although a participative style is overseen and successfully managed by leaders, the material, ideas and practice is that generated by leaders and teachers as a collective whole. Some areas which tend to be managed more by leaders include ensuring responsibility is delegated; resources are allocated accordingly; time scales are specified and success criteria are identified, including the introduction of appropriate assessment and standardizing. There are other factors which are key features of the institutions mission statement. They appear to be managed and maintained by leadership and administered by all members of the institution including management, teachers, and parents. The key features include ensuring sense of belongingness; fostering universal values such as personal integrity, respect for others and care for community and global issue and achieving true bilingual proficiency.

Curriculum Management

Effective curriculum management is essential in all areas of an educational institution. As the school is built on outcomes rather than processes, it is good to compare the teaching practice process of the curriculum with the overall success. The leader appears to focus mainly on administration and management, by focusing solely on the administration and management, other areas like curriculum management and management of individual subject areas are cast aside, leaving staff demotivated, thus leading to tardiness.

Delegated roles and staff motivation

Throughout the institution a lot of duty is delegated; it is interesting to observe the performance levels of staff in relation to how they are man-managed or have roles delegated to them. In the successful department, roles are given to staff that make them feel appreciated. Members of staff feel they have a key part to play in the successful operation of the institution. Members of staff are given a lot of ownership and are given more autonomy. With this approach, there are still regular communication and progress updates which coincide with appropriate time related deadlines, all of which are effectively monitored by the leader. In the secondary school, Micro-politics (Lofthouse 1994, p134) also have some effect and several members of staff feel strongly that the actions of one or two powerful individuals have prevented or delayed several of their initiatives. There are several individuals who are not managed appropriately. There are some

members of staff that are a hindrance, or counterproductive, which poses the question; is this related to personality alone?

Leaders and personality

Current research in the field of educational leadership and management appears to be centered on leadership styles and how leaders actually lead their staff. One observation that has been made of staff within the current institution is the need to remain steady under pressure, an observation made of some members of the leadership team. Being able to handle the job requirements at difficult periods such as meeting deadlines or managing hostile situations is a personality trait that has yet to be covered in great detail. Any flaws or weaknesses of leaders could have a domino effect and lead to tardiness, stress and further hostility among staff.

Strategic Focus

As a school, the institution are effectively managing their current provision and are simultaneously developing and enhancing educational provision for their children. As a school aiming to expand the institution needs an appropriate strategy.

The below figure, Davies and Davies, (2005) shows a flow chart in which strategy deployment and extensive operational activities are built on the school's values and visions, showing how strategy has been developed from a transformational model.

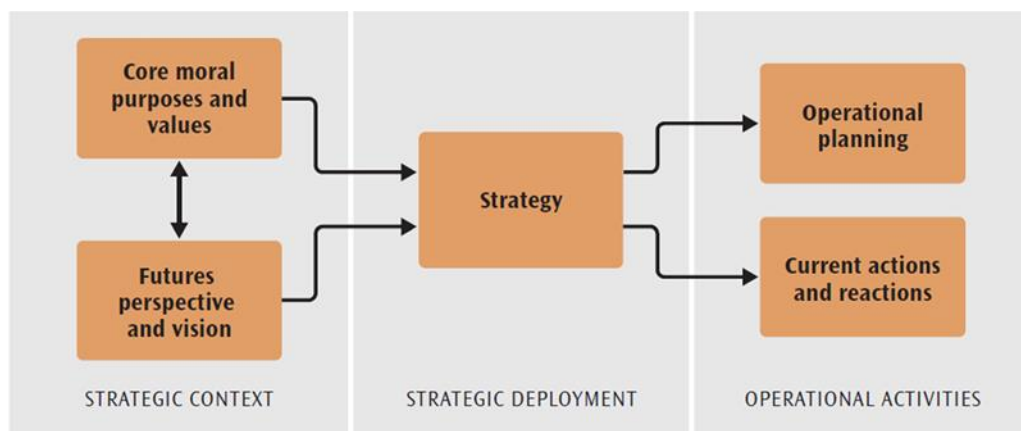


Figure 1 – Strategy deployment

The moral purpose that informs why we actually do the things that we do is visionary thinking, which can be defined as being long-term and idealistic, that's where we would like to head for strategic, which is more medium-term realistic steps towards that vision school development planning, which is fairly short-term operation for specific events and activities.

The view of strategy is very much direction-setting and part of strategic planning. Strategy is about broader and fundamental elements of the school. It should address the core and significant issues that the school will encounter and seek to deploy approaches that will meet those challenges, particularly those encountered by the secondary school of the institution. It should not be seeking to replicate the short-term detailed plans but with an extra year or two of detail. Strategy development should be a way of the whole school community focusing on the key issues that are fundamental for successful future development. It should also enable the school to separate out the strategic activities and the operational activities in a coherent way. Any strategic plans should be successful and sustainable in both the short term and long term.

Strategy can usefully be considered as a way to think about the future of an institution. Garratt (2003: 2-3) gives an excellent definition of strategic thinking:

‘Strategic Thinking’ is the process by which an organization’s direction-givers can rise above the daily managerial processes and crises to gain different perspectives. Such perspectives should be both future-oriented and historically understood. Strategic thinkers must have the skills of looking ... forwards ... while knowing where their organization is now, so that wise risks can be taken while avoiding having to repeat the mistakes of the past. The institution should aim to expand and grow effectively and efficiently using an appropriate strategic plan based on an example of good practice.

The school is driven by three strategic groups which form a strategic framework and planning process. Communication and strategy reviews with management and the school leadership team and other staff members. These three groups feed into the overall strategic and operational framework of the school. The operational part of the school’s planning framework is seen in three further groups. This framework is designed to link strategic and operational planning so that the school can drive the short-term improvement in standards while developing the long-term capacity of the school, demonstrating a hierarchical system in which senior leaders drive the improvements that are delivered and administered by subordinates including teachers and management. The school development plan is one outcome of this process. It is a document that encapsulates the school’s aims for itself and the route it plans to take to achieve those aims.

The main processes and elements of an SDP can be summarized as follows:

1. The process of producing the plan should involve as many stakeholders as possible.

2. It should be used as a means of checking progress, informing decisions, securing resources and motivating staff.
3. It should combine both short term goals with a longer 3-5 year overall perspective and context.
4. It should encourage and require both bottom up and top down communication, so that it is informed by people's individual needs and aspirations and well as inspiring them about the needs and aspirations of the school as a whole.
5. Priorities for resources, finance, building development, staff development, curriculum development should all be negotiated and agreed within the planning process.
6. It should evolve as part of a cycle of review, planning and implementation.

Further work

Further work should link educational leadership and management directly to academic achievement and positive school climate, similar to the work of Dellar's (1998). Another factor to be considered should be the social hierarchy that exists in education; it would be good to compare leadership in a private school context with leadership in state/government education, over a sustained period of time to ensure validity and reliability. Geographic location should also be considered and further work should compare the private international schools to their equivalents.

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Appendix 1 – Stodgill's trait theory (1974)

Traits	Skills
Adaptable to situations	Clever
Alert to social environment	Conceptually skilled
Ambitious and achievement oriented	Creative
Assertive	Diplomatic and tactful
Cooperative	Fluent in speaking
Decisive	Knowledge about group tasks
Dependable	Organized
Dominant	Persuasive
Energetic	Socially skilled
Self-confident	
Persistent	
Tolerant of stress	
Willing to assume responsibility	

Appendix 2 – Interview questions and topics of discussion

1. What do you consider to be your main roles and responsibilities?
2. What do you consider to be your most important aims and tasks in the school?
3. What is your vision for your department and the school? Do you feel you are fulfilling that vision?
4. What do you consider to be your greatest achievement so far?
5. What areas could be improved within your department (in relation to achieving the vision of the institution)?
6. What actions could be taken to improve practice among staff?
7. What do you consider to be the key elements of a successful department?
8. What do you consider to be your main qualities as a leader?

Action Research

ALPHA

[Academic Learning to Promote Higher Achievement]

Silent Students Left Behind in Virtual Classroom

By

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Principal

Global Indian International School

Kuala Lumpur

Malaysia

Silent Students Left Behind in Virtual Classroom

ABSTRACT

In academic organizations like schools and colleges we proudly moved from offline classroom teaching to online mode, which was a great reflection on our technical adaptability to pace with need of the hour. Teachers were trained well and the entire Education was moved to online mode. Concerns students showed, were taken as initial hiccups till assessment and analysis was done after the first review. It was observed that there is decline of interest of students in online classes and at places where assessment was done it was observed a decline in grades too. The problem was too real to be neglected, “Silent Students are being Left Behind in Virtual Classrooms” in online /virtual classrooms besides problems like screen time and responses in classrooms ,which was again presumed to be the delay in technical adaptability by the stakeholders .When the concerns remained status quo despite initial adjustments by teachers ,the problem was well received as it started affecting morale of students, since suddenly mode of Education in school moved onto online mode where lesson dissemination was happening but connect was lessened .The brainstorming started and the topic taken for action research in the form of Quality circles .Cause and effect analysis was done using Ishikawa (fishbone) diagram which gave clarity of targets by listing possible causes for problem in different situations and locations .A psychological analysis was also done using questionnaire to students to conclude the causes . Small survey was also done with parents being stakeholders too for their inputs and involvement. The entire process helped designing list of possible solutions and narrowing them down to selecting final solutions. The process used to enlist concerns and possible solutions was done by brainstorming with teachers and informal candid interaction with students. The concern points taken from parents surveys were also taken forward during brainstorming sessions. The intermittent Challenges were analysed to be targeted and strategies were planned to be implemented which were classified into tangible goals like improvement of grades and active classroom attendance and intangible goals like uplifting of morale ,willingness to participate in classroom activities which lead to increase Happiness Quotient which was seen in the form of a Happiness Survey .The action research results were immediately applied to all level with age appropriate strategies and post research analysis in survey for happiness quotient for students and the variation in their grades proved to be worthy with application of new strategies .

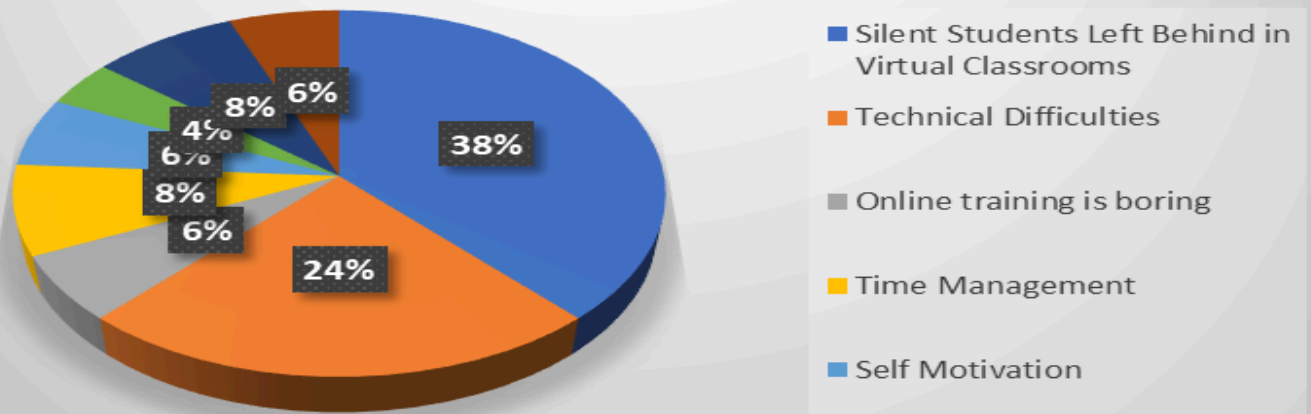
Keywords: Online classes, silent students, concerns, happiness quotient, dropping grades in online classes, decline in interest in online classes, classroom connect.

Introduction

Every Problem finds a solution and every novelty come with Challenges. Come COVID and the entire system of Education was shaken up with uncertainties. When everything will be normal and what next? Amidst this technology came as saviour and the entire segment of school education went online thinking it as the best solution. Administratively the entire work system was planned well. Classrooms for online teaching were structured, teachers were trained for the best usage and the system took off with regular coverage of syllabus. In Global Indian International School Kuala Lumpur Malaysia, school went an extra mile with regular online interventions and feedback mechanism after giving adequate time to kick-start the system and also adequate time to all the stakeholders to acclimatize. Small issues like logging in problems, technical issues faced by teachers and students, glitches because of network speed etc. were taken as initial hiccups .To tackle all these issues adequate support system in the form of technical support cell was there to reach out to anyone if any problem was reported .All seemed to work well till first internal assessment .Teachers reported the internal results as a decline vis-à-vis the previous year which was taken as an alarming signal to dig deep into the concern .The concerns was analysed as students' declining performance in virtual classrooms despite all best efforts by the teachers and the administrative team to ensure that under no circumstances the students suffer in their academic endeavours.

After completing the a/m steps, simple jotting down of the problems during virtual classes with logical reasoning from the teachers and students, a need was observed to narrow down upon and define the problem. Following steps were followed to systematically to break the problems into micro segments and streamline so that in a whole the problem can be defined. For this purpose, one teacher and three students were selected to take inputs from rest of the students. To Ascertain the concern, the general approach of quality circles was followed where students were asked to enlist some of the problems they are facing which affect during their learning curve and then they were asked to vote on that.'

Percentage of Students Having This Problem



The outcome showed that highest vote was on the topic and thus it helped us in selecting the topic for action research to benefit the students

The teaching-learning process to go on uninterrupted despite the impacts of pandemic. The basic interaction was done with all the stake holders to understand the problem and the problem came out as **“Silent Students Left Behind in Virtual Classrooms “**.Following were the phases where the concern was taken up and the problem thus had been selected for the research purpose .

Selection and Purpose

Problems during virtual classes

1. Silent students are left behind
2. Students encounter technical difficulties
3. Online training is boring
4. Time management
5. Self motivation
6. Computer literacy
7. The Need to be Constantly Active
8. Procrastination

Why this was chosen?

- ❑ As the students' grades began to drop drastically.
- ❑ The students were noticed to not have gained as much knowledge compared to others.
- ❑ Hence, it was concluded as the key problem.



Review

Classroom is a place where the learning begins. But the question comes how? Is it simply the infrastructure and a well learned teacher? Once the classes started during entire school going online, the constraints in output was felt. Action research which is viable and realistic

endeavour for all educators, has been taken as a tool to help teachers to uncover the strategies and come in innovative way to make teaching learning process more powerful during online classes platform due to COVID Limitations. The study looks at the role teachers endeavours in designing a plan for teaching learning being adaptive to situations, analysing the same and observing the GAPS in self reviews and followed by a complete action research reviewing the entire process from start till the point where it is felt that continuous process of Learning .analysis and enhancement of strategies of teachers affirms the learning of students. According to Sax and Fisher (2001), action research allows teachers the opportunities to identify changes they need to make in their teaching practices by providing teachers with the framework to build their own classroom projects . According to Sax and Fisher (2001), action research allows teachers the opportunities to identify changes they need to make in their teaching practices by providing teachers with the framework to build their own classroom projects. In many cases, when teachers design their own action research projects, they use a systematic approach to ascertain answers to instructional questions or issues. This type of implemented professional development is powerful because it is ongoing, interactive, and systemic. .the outcome is not as desired. The entire process of online classes caught attention after first DA (Detailed Assessment) online test when the scores of students fell, but the same was taken as initial hiccups in adaptation of new system of online classes. The same was confirmed in results of first mid semester exams held in the month of September, posing it as a serious concern. The attendance of students as well as the response in online classes too fluctuated. This all raised questions on quality of teaching . According to McBee (2004) ,The quality of teaching can be improved if teachers use their own research experience .Teaching process by teachers and respective learning of their students, affirm the principles of good learning .It was found that by using action research, teachers began to appreciate their own ability to increase knowledge through their own projects .Another question which came forward was that the same concerns were not felt during Face to Face platform of schools but now since it is online platform more such cases are raising questions in the mind of educationists .As per the study conducted by DiXu and Shanna Smith Jaggars (2013) confirmed that impact of online learning on students' course outcomes bring negative estimates in terms of both course persistence and course grade ,Keeping the above inputs from researches and outcomes in mind it was found pertinent to research ,the causes of declined performance of students in academics and increased behavioural issues on online platform of classes using action research .

The study was handled in Five phases.

- Phase I-. Analysis of current system of teaching learning and comparing to the set goals finalised for online classes
- Phase II-Analysing the Gaps
- Phase III-Working on Strategies to bridge the GAPS
- Phase IV-Testing of Strategies

- Phase V-Application and analysis

Phase I –Phase -1 of the study took care of analysis if academic pattern till midterm exams of students held in September comparing the level of realization of the goals and targets set for them for the midterm exams. The sources of inputs desired for the study were taken from all the stake holders like students, teachers and parents The gaps in achievement were enlisted and the discussions were carried out with teachers for the possibilities and reasons of these gaps. Students of the sample classes were also interviewed randomly and few parents were also called to develop 360 degree understanding on the subject.

Phase II-Phase II has been taken as analysis phase where all the inputs received during the phase I were analysed and enlisted. Phase III was taken as actionable phase where all the gaps which were analysed were deliberated upon with the help of set of sample teachers and senior teachers as well to frame the strategy to come to some conclusion to improve the situation. During this process the inputs given by the students of the sample classes were analysed keeping in mind the inputs from the teachers and the parents body as well.

Phase –III: Phase III was taken on working on the designed strategies to apply once they are ascertained that they are holding worth for the system and secondly they are going to give impact on all the stake holders

Phase IV: was taken as testing Phase where the strategies framed using the analysis were tested by slow implementation and the outcomes were analysed

Phase V :is the final phase where analysis and application were taken side by side and the results faced in next examinations showed visible outcome. Phase V also includes enlisting of tangible and intangible outcomes.

Method

The design of this study is both qualitative and quantitative in nature and has been taken up as systematic study of the problem focusing on overall impact of online classes on students' performance and behavioural issues .It closely followed the characteristics of a proper action research design .To make it more authentic and to fall back upon it , the study followed the

four stage method in action research as proposed by Mertler(2006)which states that action research is a process that improves education by incorporating change and it involves educators working together to improve their own teaching practices .The researches conducting this study worked collaboratively and used the results to facilitate instructional changes to meet the goals .

Sample of the study: Following the concerns and using the strategies as mentioned above the study was taken forward using a small sample. The Study was conducted on 24 CBSE teachers teaching from year 6 to Year 10th along with their regular course of classes and exams pattern. The group of teachers was selected randomly so that an even representation of entire school population is covered including multiple representation of subjects.

principles of good learning that they used with their own students applied to their own classrooms.

They found by using action research, teachers began to appreciate their own ability to increase

knowledge through their own projects. According to Sax and Fisher (2001), action research allows teachers the opportunities to identify changes they need to make in their teaching practices by

providing teachers with the framework to build their own classroom projects. In many cases, when teachers design their own action research projects, they use a systematic approach to ascertain answers to instructional questions or issues. This type of implemented professional development is powerful because it is ongoing, interactive, and systemic.

Te

with 5 Ws and one H .i.e. What of the Problem, Where of the Problem, Why of the Problem, Who of the problem, When of the Problem and finally to look into it with How of the problem and it was brought forward as under;

To ensure both qualitative and quantitative aspect of research following is being ensured



Qualitative

- Research covers all the major aspects of the topic “Silent students left behind in virtual classroom “
- Research is benefitting all the stake holders
- Research brings forward the outcomes which are beneficial to the individuals and the system simultaneously

Quantitative


- It is designed to benefit all the stakeholders as a whole




- It covers all the major issues related to teaching learning process of online classes
- It benefits the entire school system

Problem Description

Product/Process/Component: Process

WHAT	Silent students are being left behind in virtual classrooms.	<p><u>PROBLEM DESCRIPTION</u></p>  <p>Many students are being left out or are purposefully not answering their teachers</p>
WHERE	In online / virtual classrooms.	
WHY	As it affects the student's morale.	
WHO	The students, parents and teachers.	
WHEN	Since late March, 2020	
HOW	Brainstorming / QC.	

43

18 World Toppers &
Near Perfect Scores

92

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Scored 9A* & Above

1

CBSE Ario &
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After analysing the aspects of the following questions as to ;

what is being affected?

, where is the direct and indirect impact of the problem?

why the problem is generated and why it is causing the effect on system.

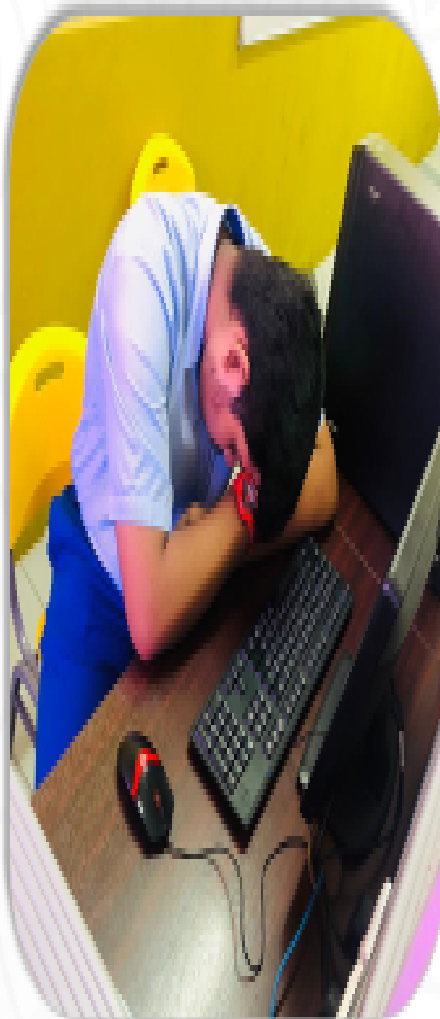
Who is actually affected with the problem?

how of the problem is effecting all concerned?

we concluded and defined the problem as

” The Silent Students left behind in Virtual Classes “

Current Situation Analysis



Student
being silent



Student may not
have a good
understanding of
the topic

Procedure and Data Collection

Before the study began, the tools were analysed and the flow of actions was decided .The tools used were reports of results ,anecdotal records and class teachers’ weekly reports of the sample group .The second process used was the surveys which were specially created for the study .The initial survey was the basic questionnaire study which was given to the students . Based on the questionnaire and informal interviews, a cause effect relation was drawn to reach to some fruitful level. This entire process was followed by a psychological analysis which was done by informal interactions with students and parents on the subject and a detailed analysis was done by creating an Ishikawa fishbone diagram as in attachment below.

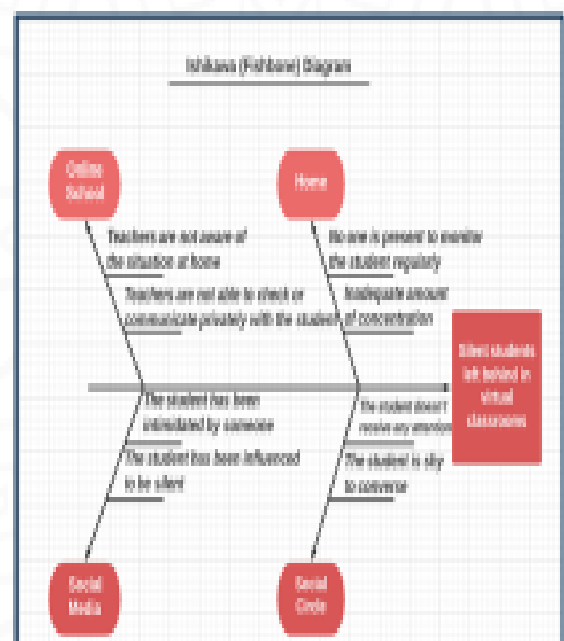


What were the used to identify possible causes

- Explain the tools used for listing possible causes ?
- Explain the analysis to identify the possible causes ?

a) The tools used in order to find the possible causes were done using 2 methods of analysis. Reports and surveys were conducted. Analysis of surveys were done. A discussion was held. Questionnaires were filled out by students.

b) A Cause and Effect Analysis was done which involved an Ishikawa (Fishbone) Diagram that listed the possible causes for the problem in different situations or locations. A psychological analysis was also done where questions were asked to the student which helped conclude the causes.



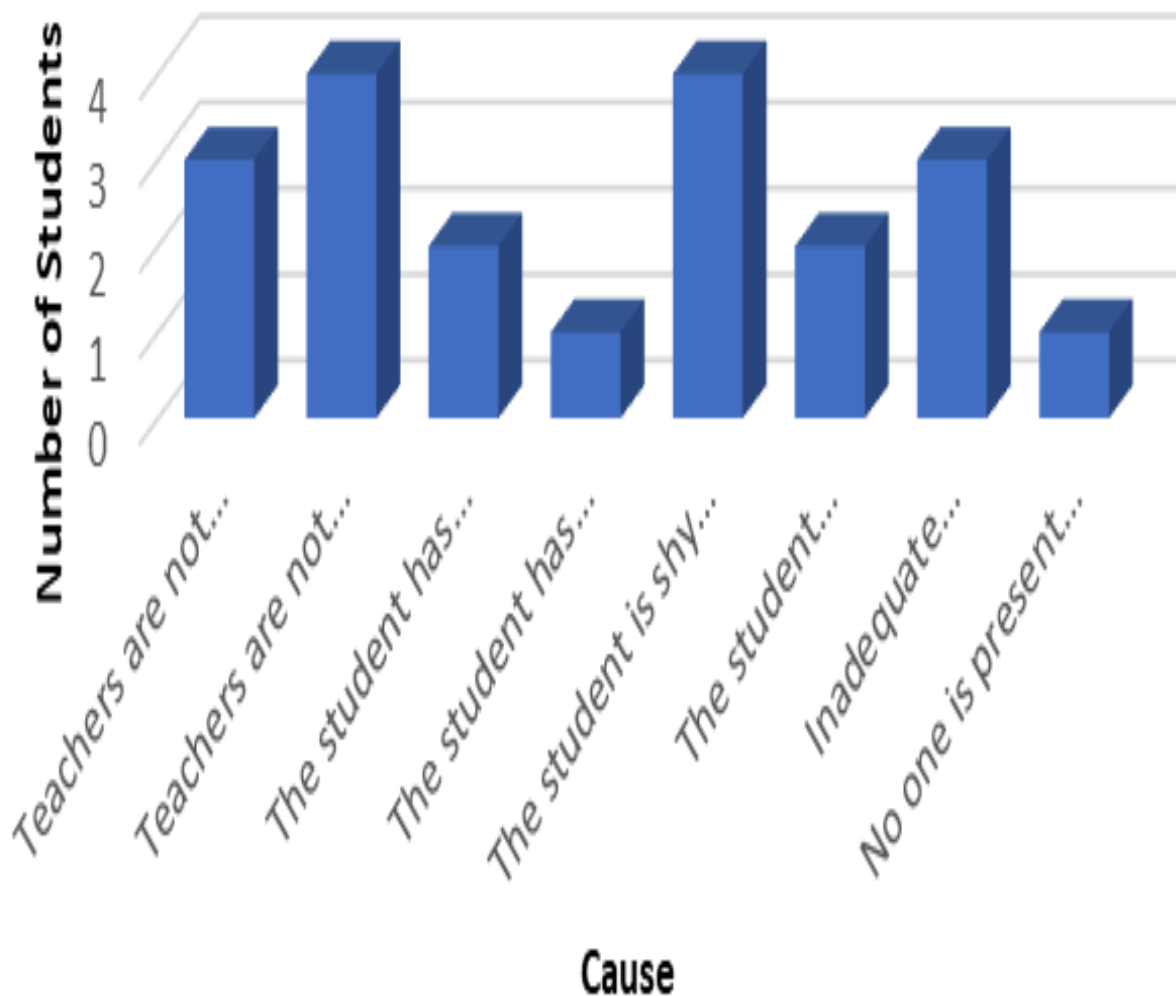
To add it to the cause effect relation using Ishikawa fishbone diagram analysis was done for the probable causes which were enlisted as below

1.The teacher are not able to establish connect with students

- 2.The teachers are not able to see reactions of students
- 3.The student has not tried to focus on subject in classroom
- 3.The student has less focus span
- 4The student is shy so is not able to ask his/her queries while in online class
- 5.The student has not understood the concept
- 6.Inadequate and inappropriate atmosphere for study where the child is just watching the screen and listening to an unconnected voice
- 7.There is no one at home to supervise.

The analysis was done using random selection of 40 students across various segments. the same was plotted against the problems and the study projected the following indicators as cause effect diagram where the four selected students provided inputs from a batch of 10 students each from various segments and the input was plotted as under. The data collection was kept as semi-formal process as it needed immediate interventions and solutions without effecting the morale and motivation of students and parents, as all were working under difficult times and school was working to the best to continue uninterrupted online schooling.

The Amount of Students That Mentioned Each Cause



Note: Ratio in a/m graph stand as multiple of 10 on y axis

Root Cause Analysis

The Final root cause analysis was done in two stages. One it is done at the selected teachers level in respect of their concerning classes and individual data was obtained by means of one to one interview. Followed by this A collective root cause analysis was done using the complete data obtained with the help of teachers ,students and parents interviews .The compiled list of cause effect analysis is pasted in attachment

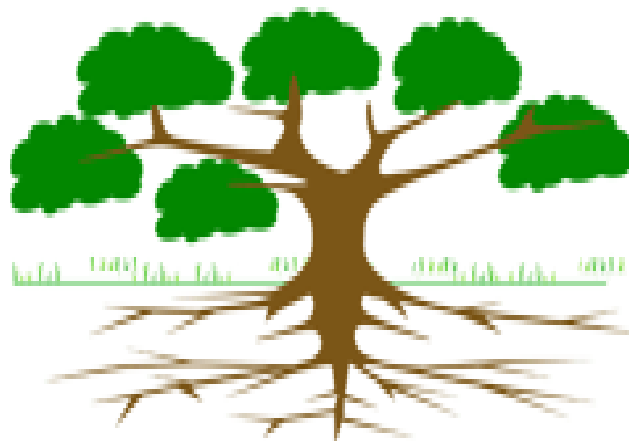
Structure of root cause analysis



2. What were the Procedures used to identify possible causes

- c) Explain the tools and analysis used for listing final root causes ?
- d) Explain how the team validated the final root causes ?

Root Cause Analysis- Example



Above the surface you see the
Symptoms
of the problem

Dig deeper to find the
Root Cause
of the problem

c) The final root causes were determined by many factors which were gathered by speaking with the teachers. We also used a Root Cause Analysis which helped to identify the root causes of the problem which made it simpler to understand and find solutions for.

d) The team had validated the root causes by questioning the students with the problem whether or not they were true and related to them. We then made a bar chart to see which causes were mentioned most often.



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1 C998 Asia & Middle East Topper



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Findings and Solution

After the root cause analysis of the entire system using a three tier process of collecting inputs and information from

- **Students**
- **Teachers**
- **Parents**

The following findings were derived

Findings

The entire set of inputs received from the designed resources, which further was analysed and the possible causes were derived and enlisted . Once all the procedure was followed for root cause analysis, it projected many reasons which were very simple to look at but were causing the biggest possible damage .These were ignored because of the following reasons which have been brought forward after analysing the detailed inputs received after the study .These are as following ;

- Online classes system came up all of a sudden so the teachers were not ready
- There were trainings conducted for teachers but were on technical know-how of the classes and emotional and connect part was not touched and established.
- Students did not take it seriously as it was a new environment for them
- No one was watching them during classes
- Few teachers were not technically sound so classes got affected
- Classes were without video so students took liberty to be at ease
- Sometime parents being busy students were all alone
- Sometimes teachers were also taking it at ease doing multitasking being at home
- Some of the students and teachers had inappropriate devices
- In some cases, students are not in appropriate space for learning
- Screen time was more
- Lack of physical activities
- No bonding between student and teacher
- Parents busy either in their own problems due to COVID or busy in working from home
- Students mental health effected due to lockdown and no interaction with peers and friends /relatives without any outdoor activities .

The following were also received as inputs from the students which helped the study to derive the solutions as mentioned below in the given attachment.

Analysis



Analysis and solutions

- a) List possible solutions. Explain how they were identified ?
b) Indicate the criteria used in selecting the final solutions

a)

- ✓ Clarify instructions
 - ✓ Provide resources in advance
 - ✓ Record your lessons
 - ✓ Specify required resources
 - ✓ Give students time to think
 - ✓ Interaction sessions in the classrooms
 - ✓ Online Counselling for students
 - ✓ Motivational talks for students
 - ✓ Online classes with video in function
- They were identified using research materials such as LinkedIn. A discussion was also held.

b)

The criteria used was:

- ✓ The quickest way to help the students.
- ✓ The most efficient way to help the students.
- ✓ The most emotionally supportive or uplifting methods.
- ✓ The method that would prevent late decision making.



Solutions

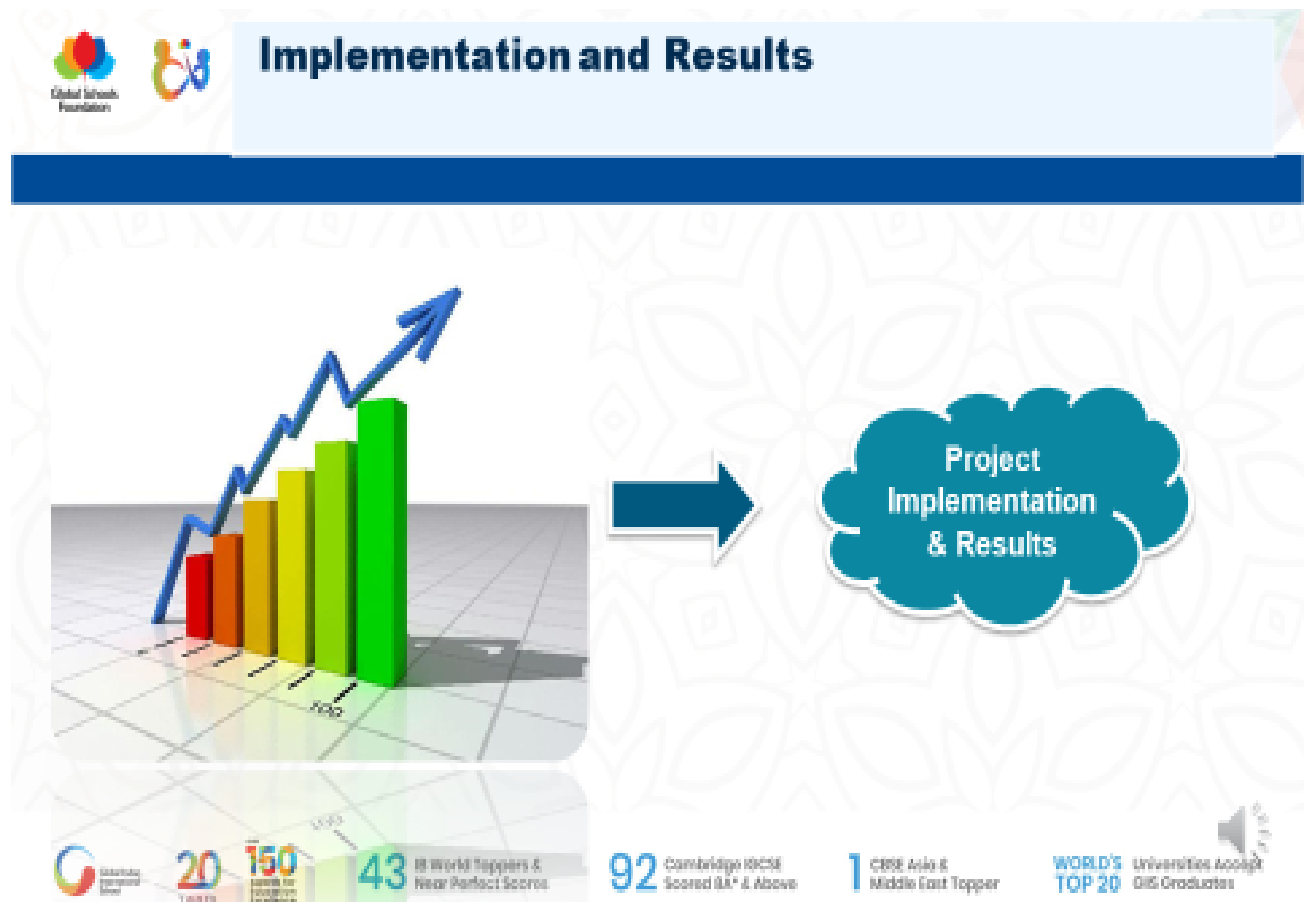
The possible solutions which are derived out of the problems derived as above are mentioned below;

- Proper briefing to be conducted for students, teachers and parents on the concept of online classes. Proper webinars to be planned separately for all the three major stakeholders for dos/don'ts and clarity on the concept of online classes
- Teachers to be trained on emotional aspects to be taken care of in online classes to connect well with students
- All the teachers coming to class for change of period to start class with little informal interaction to make students comfortable in online platform. The same also to be taken care of in middle and end of the class but in informal manner by using various methods like individual questioning or interactions etc.
- Teachers to connect to students on this aspect that even if no one is watching them they should act like self-monitored leaders. For small children there has to be recurring activities to add fun value in the class.

- Separate support cell to be prepared for teachers to help them if technology become a challenge for them at any point of time so that the classes are run in an uninterrupted manner.
- Though organizational policy says that classes to be conducted without Video, still it is recommended to be taken forward to the management for permission as putting video on is very important to connect with students.
- Teachers can check before classes if students were alone and if they are facing any problem in between the classes. Continuous connect to be established in class/sessions to be ensured by the respective teachers
- All teachers to strictly be ready for onset of classes in formal attire and would take classes in continuation without any interruption
- Concern of teachers' devices to be taken up by the school operations and students devices concerns to be discussed by the class teachers to parents for the best possible solutions keeping in mind the sensitivity of Retrenchment /layoffs /salary cuts and best advice /help can be extended to Students to be motivated to embrace leadership quality at larger mental platform to happily focus on studies Irrespective of his/her learning spaces at home. Teachers to interact with such parents for discussing the best possible option which can benefit students the most
- Teachers to take eye exercises in middle or starting of the lesson for comforting students and also students can be told to not to look at the screen when simple conversation on the subject is happening /teacher is just talking
- Teachers can initiate stretching exercises in between or at beginning /last of the class for 2-3 minutes
- Teachers to do bonding activities like wishing on birthdays, asking about yesterday activities, narrating their own incident, cracking joke etc. as bond building exercises with the students.
- Conduct activities that involve all students.
- Encourage students to talk.
- Separate webinar session to be conducted with parents for them to monitor the online classes and also on special tips on parenting specially during lockdown and in online platform of classes so that students have some way out to interact with parents and find some solution to their problems which may be very small vis-à-vis others but hold a significant effort on learning process of their wards
- Parents and teachers to be knowing moves of students in class and if need be informal counselling sessions can be organized with the children to ensure his /her mental health which may be having direct /indirect effect on his /her classroom teaching learning processes on online platform

Once the findings have led to derivation of possible solutions, the outcomes of the study were implied on the larger group of students and the effects were observed. It was seen in both clearly visible and indirect ways. There were some changes which were seen as clear outputs and can be measured, whereas there were some outputs which were just visible and apparently cannot be measured. The impact of all this is seen in implications and conclusions in the following subhead below.

Implications and Conclusions





The outcomes of this study lead to Multi-fold multi-tier level of planning which has been brought out in findings to streamline the processes for online Platform of teaching –learning. This can be summarised as under

- Pre-task Planning
- Mid task planning
- Post task analysis and Re-Planning

In nutshell the possible ways of solutions to problems, as analysed above indicate that the gaps though are very small but are creating a big divide in the process of teaching learning. Also on certain levels more than GAPS there was a minor miss which was observed which was perceived as ignorance at various levels. simultaneously when we see the major connect with the miner chord of empathy at the level of teachers the concerns become more visible to be tackled. The entire process can be summarised and acted upon as given below;

Implementation



4. Implementing solutions to achieve results

a) Listing of the type of challenges faced and how were they addressed?
b) What is the implementation plan? What were the changes made to implement solutions?

a) There are many challenges faced by teachers and students.

For teachers:

1. Technology provided may too advanced for them.
2. Teacher's not been able to help those who didn't attend their lessons.

For students:

1. Students are afraid.
2. Recordings of lessons to be provided so that if a person has some technical issues during a lesson, he/she could watch the recordings to learn what they

b)

1. Speech on how to cope up with online class.
2. Motivational talks to motivate students.
3. Use of easy software applications so that a teacher wouldn't find it a hassle to conduct lessons.
4. For any activity/ lesson a student has to show his progression and understanding for a certain topic.

might have missed.

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After implementing the processes, the outcomes received post study are in two forms

Tangible

- Improvement in grades of students
- Happiness survey report enhancing it from 60% to 89%
- Students attendance record

Intangible

- Students can feel uplifted when they get recognised by their teachers.
- Students feel great and satisfied to be a part of a particular class.
- There is willingness to participate from students, as they know they are being benefitted from it.



4. How the team implemented solutions to achieve results

- c) List the tangible and intangible results achieved
- d) How the results were shared with cross functional team?

c) Tangible:

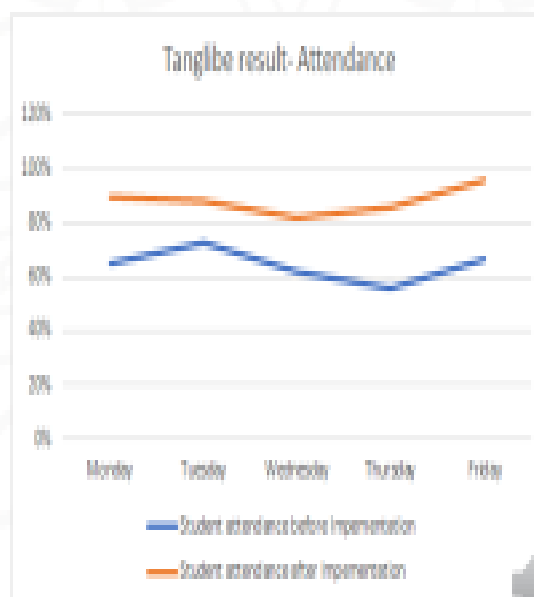
- i. The grades of a student will exponentially improve if he/she participates more often.

Intangible:

- i. Students can feel uplifted when they get recognised by their teachers.
- ii. Students feel great to be a part of a class that helps them in a time of need.
- iii. There is willingness to participate from students, as they know they can benefit from it.

Before Implementation	
1 Turned In	14 Assigned
After Implementation	
15 Turned In	

- d) The results were shared with the cross functional team by the class teachers or the respective subject teachers through various methods.



43 18 World Toppers & Near Perfect Scores

92 Cambridge IGCSE Scored 9A+ & Above

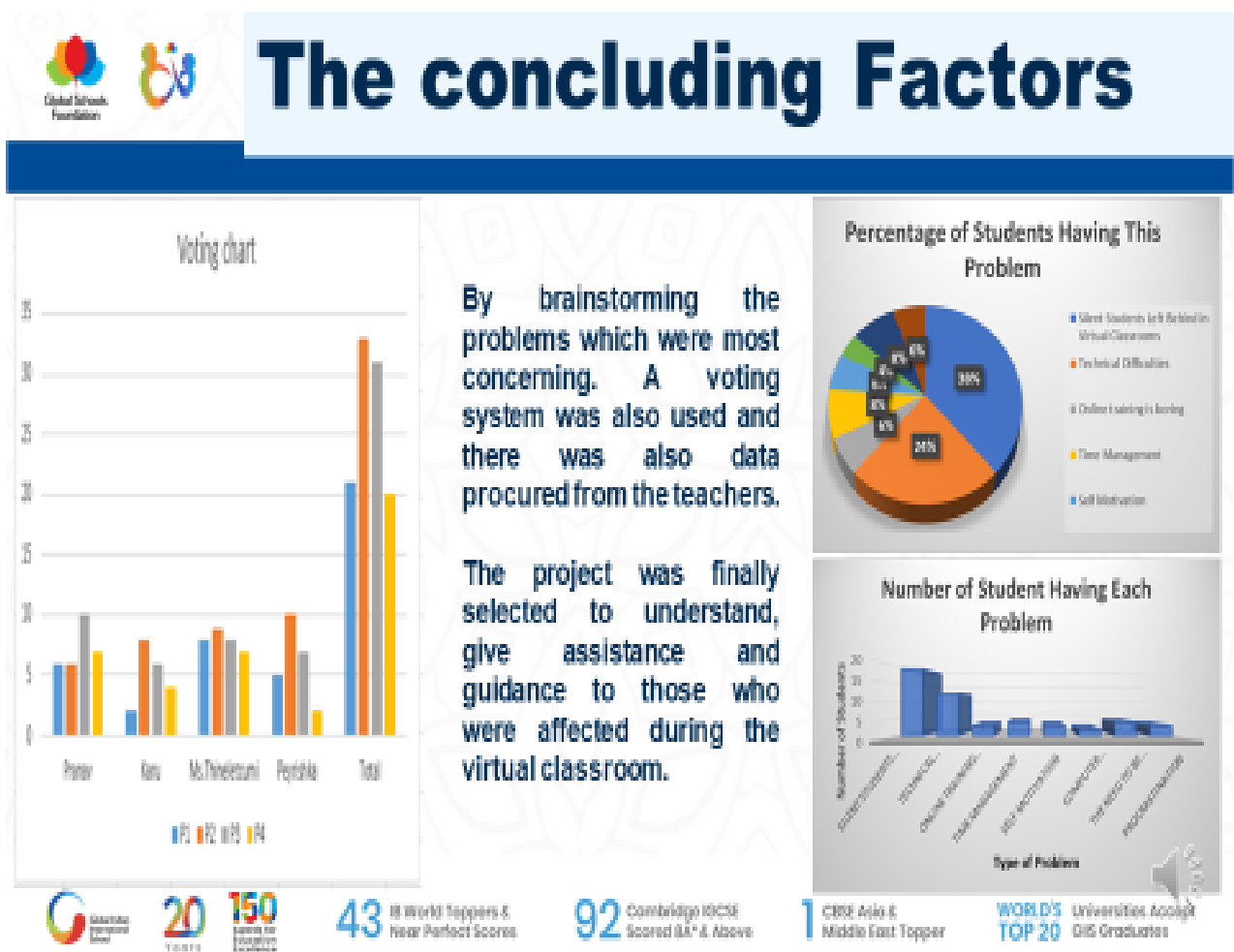
1 CBSE All India Middle East Topper

WORLD'S TOP 20

Universities Accept GSG Graduates

Conclusion

Starting from how the problem was selected, how it was analysed and how we reached onto outcomes, there is a satisfying journey as under which needs to be concluded as a success journey from uncertainty –to finding the problem –to coming to possible solutions and applying them to achieve the best outcomes. The entire journey has been a fruitful one



The problem, “silent students left behind in virtual classroom” emerged out as one of the few problems in regular quality circles event of the school, as regular activity for all the students where this problem emerged out as biggest problem holding the highest votes. Once analysed and acted upon it is realised that this is the most serious problem of the Online version of the school. To conclude, it can be brought out that the following major steps deduced from the study prove that starting from the selection of the problem to analysing the concerns and finding of possible solutions to reaching on the findings there is a

direct connect of the problem with the inputs and outcomes as ,represented graphically too .Finally application of the outcomes as proved in a/m diagram justifies that all the points derived and applied on the students and classes produced both tangible as well intangible outcomes which proves that not only the problem was pertinently chosen but also the derived outcomes proved to be fruitful proving the action research on the subject as fruitful .The findings of the study are as under

- Online classes system came up all of a sudden so the teachers were not ready
- There were trainings conducted for teachers but were on technical know-how of the classes and emotional and connect part was not touched and established.
- Students did not take it seriously as it was a new environment for them
- No one was watching them during classes
- Few teachers were not technically sound so classes got affected
- Classes were without video so students took liberty to be at ease
- Sometime parents being busy students were all alone
- Sometimes teachers were also taking it at ease doing multitasking being at home
- Some of the students and teachers had inappropriate devices
- In some cases, students are not in appropriate space for learning
- Screen time was more
- Lack of physical activities
- No bonding between student and teacher
- Parents busy either in their own problems due to COVID or busy in working from home
- Students mental health effected due to lockdown and no interaction with peers and friends /relatives without any outdoor activities.

Actions taken

- Proper briefing to be conducted for students, teachers and parents on the concept of online classes. Proper webinars to be planned separately for all the three major stakeholders for dos/don'ts and clarity on the concept of online classes
- Teachers to be trained on emotional aspects to be taken care of in online classes to connect well with students
- All the teachers coming to class for change of period to start class with little informal interaction to make students comfortable in online platform. The same also to be taken care of in middle and end of the class but in informal manner by using various methods like individual questioning or interactions etc.
- Teachers to connect to students on this aspect that even if no one is watching them they should act like self-monitored leaders. For small children there has to be recurring activities to add fun value in the class.

- Separate support cell to be prepared for teachers to help them if technology become a challenge for them at any point of time so that the classes are run in an uninterrupted manner.
- Though organizational policy says that classes to be conducted without Video, still it is recommended to be taken forward to the management for permission as putting video on is very important to connect with students.
- Teachers can check before classes if students were alone and if they are facing any problem in between the classes. Continuous connect to be established in class/sessions to be ensured by the respective teachers
- All teachers to strictly be ready for onset of classes in formal attire and would take classes in continuation without any interruption
- Concern of teachers' devices to be taken up by the school operations and students devices concerns to be discussed by the class teachers to parents for the best possible solutions keeping in mind the sensitivity of Retrenchment /layoffs /salary cuts and best advice /help can be extended to Students to be motivated to embrace leadership quality at larger mental platform to happily focus on studies Irrespective of his/her learning spaces at home. Teachers to interact with such parents for discussing the best possible option which can benefit students the most
- Teachers to take eye exercises in middle or starting of the lesson for comforting students and also students can be told to not to look at the screen when simple conversation on the subject is happening /teacher is just talking
- Teachers can initiate stretching exercises in between or at beginning /last of the class for 2-3 minutes
- Teachers to do bonding activities like wishing on birthdays, asking about yesterday activities, narrating their own incident, cracking joke etc. as bond building exercises with the students.
- Conduct activities that involve all students.
- Encourage students to talk.
- Separate webinar session to be conducted with parents for them to monitor the online classes and also on special tips on parenting specially during lockdown and in online platform of classes so that students have some way out to interact with parents and find some solution to their problems which may be very small vis-à-vis others but hold a significant effort on learning process of their wards
- Parents and teachers to be knowing moves of students in class and if need be informal counselling sessions can be organized with the children to ensure his /her mental health which may be having direct /indirect effect on his /her classroom teaching learning processes on online platform

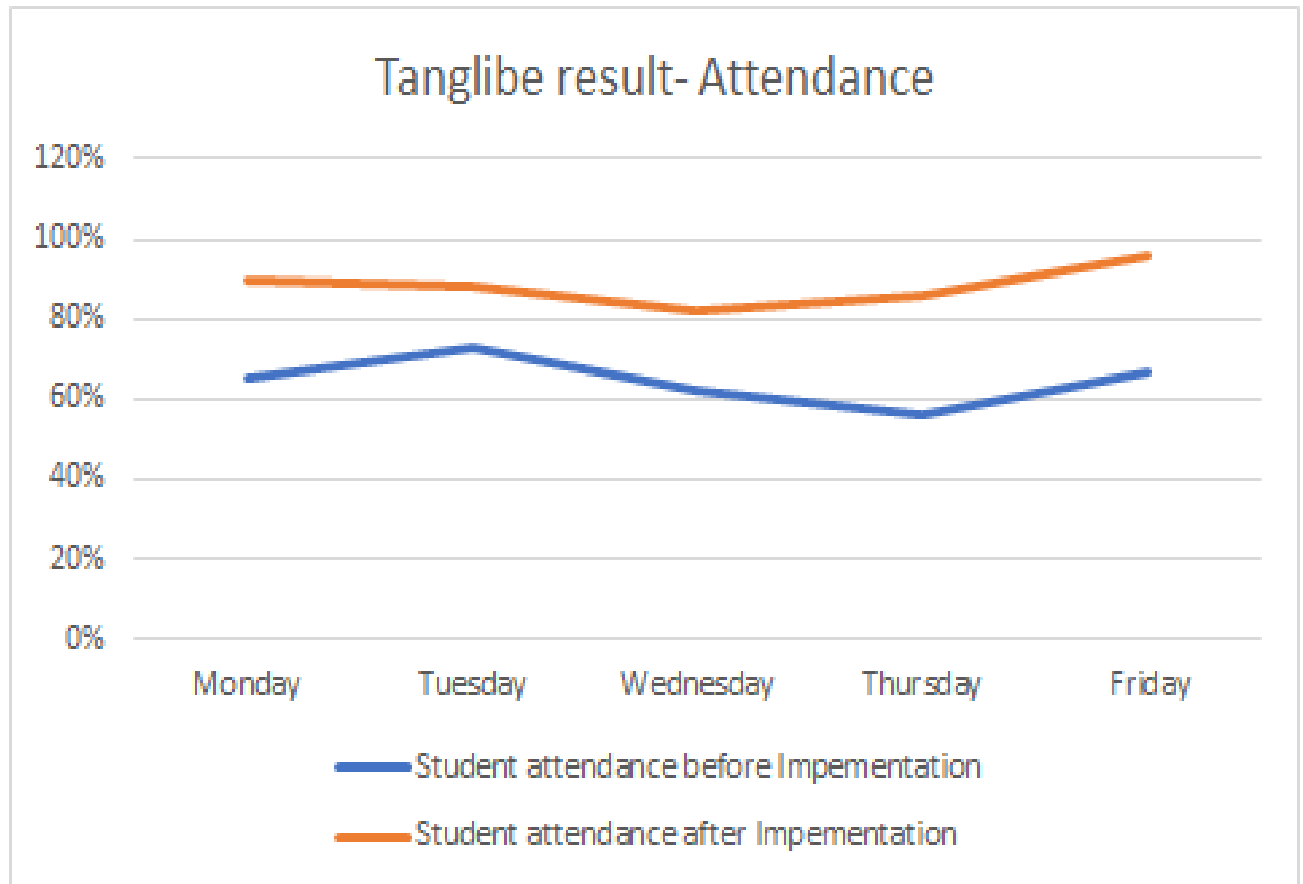
Result

The result of application of suggestions derived out of findings is plotted as Under which is an indicator of the success of the study.

Tangible outcomes

1. Happiness survey results enhanced from 60% to 89%.

2. ASAS (All School all students result enhanced from 77 to 83% from mid semester to post mid semester
3. Graphical representation of attendance is as under



Intangibles

- 1.Participation level enhanced in class
- 2.Students interacting with teachers on various queries and questions enhanced

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School leadership for school improvement and student learning

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Abstract

The School leadership is the key factor to make the behavioral changes in all stakeholders of the school and even in people of the society. In 21st century scenario the leadership should be vibrant, enthusiastic & skillful enough to deal with new challenges, technology, ideas, opportunities, policies etc. The school Improvement is holistic term which means the overall qualitative improvement of the students & staff along with good infrastructural development. The focus of the policy makers in India since its freedom is always to provide quality education to all children along with proper infrastructure facilities in the schools. All the education policies implemented in our country are advocates about the better and quality education to all children. Our most significant act in education, RTE Act-2009 gives the Right to free and compulsory Education to children up to the age of 14 years. NCERT designed and published the Targeted Learning Outcomes & Learning Objectives for each class each subject to ensure the minimum learning level of the students in class. These TLO & objectives are also meant for help to the teachers as well as parents to know the learning levels of the children as per the class & subjects. CBSE and other school boards also published the handbooks to help the schools for quality education.

Now, it is absolutely right that the efforts have been made by all concern governing agency or ministry through policies & programmes to provide the quality education to each learner but we know that the quality learning of the children still a big challenge for our country. It was seen in the Result of PISA 2012 in which the qualitative performance of our country was unsatisfied. One of the reasons of unsatisfactory quality education of country is the passive role of school leadership in school improvement and student learning.

The school leaders are like the captain of the ship. The school will move with the vision of the leader. Many things which are the parts of school improvement and student learning depends on the decision-making ability of the leader. The attitude, work ethics, belongingness, team spirit, honesty, devotion towards the work, skills, knowledge, interest and ability of coordination of the school leader will make the desirable changes in the school infrastructure and student learning. However, it is not just one mans' task to develop the entire school and to improve the learning level of students. It requires continuous support from parents, management and staff to achieve the set target. Hence the school leadership should plan as per the needs of improvement of school and always coordinate & collaborate the planning with all stakeholders for better implementation.

In this paper we will know about the role of school leader to improve the school as well the students learning through his vision and efforts.

Keywords: Qualitative & Holistic Improvement, Learning outcomes, Infrastructural development, Coordination, Collaboration, Stakeholders, Vision

Introduction

- “Leadership effects are the largest in the most challenging schools when they are coming-off their ‘low base’ and circumstances.” (Louis, et.al.,2010)

- “Leadership is arguably the greatest equalizer in circumstances of multiple deprivations of schools. (Potterson,1997)

This paper describes significant role of school leadership (Head masters / Principals) to improve the school, to gain faith of the society on school, development of physical infrastructure, make learner friendly conducive environment and learning of the student with their vision and positive attitude. This paper includes the Needs for the practices/Statement of the problem, Objectives of the practices, method adopted to implement the practice, Changes observed in processes and Their efficacy supported by evidences, and Result and Conclusion of the practices at last of the paper.

In this paper we will come to know the importance of some general abilities of a leader which are very helpful to develop the school and learning of the students such are - sufficient managerial skills, best communication tactics, self-motivation to work hard, belongingness with institution and belief in team spirit.

- The famous speech of Martyn Luther King Jr. “I have a dream” genuinely touches the hearts of millions of its followers. The leader revealed that any goal can be achieved by performing hard work, persistence, bravery and trustworthiness. (Carson,1987).

CONTEXT AND SCHOOL PROFILE:

Context

The context of this study was the school development and students learning under the leadership of the school principal of KV Churachandpur. Through the vision and dedication of its leader the school can achieve a remarkable goal.

The infrastructural of school, performance of the students in scholastic as well as Co-scholastic area, classroom teaching and learning process of teachers, active participation of all stakeholders of the school activity, discipline of the school – these are some key points where I have focused more as a leader of this school and through this practice-based study school have achieved goals which are fixed for this study.

I have faced some of the challenges related to above mentioned key points and tried to resolve the issues as a school leader.

School profile:

This practice-based studies organized and implemented in Kendriya Vidyalaya Churachandpur BSF Manipur. This school is a unit of school running by Kendriya Vidyalaya Sangathan New Delhi, an Autonomous body under the Department of School Education & Literacy, Ministry of Education, Govt. of India. The school was established in 1986 with sponsoring agency BSF (As per KVS norms) and located in STC BSF Campus, Gangpimual Village, Dist.- Churachandpur, Manipur. This School have classes from I to class XII (only Humanities Stream in XI & XII) with Co-education facility following the NCERT text books & syllabus and affiliated to CBSE board vide affiliation no 1200005. At present total 404 students enrolled in the school in which 202 are boys and 192 are Girls. The School situated in rural area which comes under the Gangpimual Panchayat area of district churachandpur and it is more than 4 KM far away from the main town. The Scheduled Tribes majorly identified in the town so the school have 90% of students from ST category. They all are also belongs to Christian religion. The school is a govt school so all the educational policies of Govt of India is being implemented in the school through KVS HQ. The Kendriya Vidyalayas have a four - fold mission, viz.,

- To cater to the educational needs of children of transferable Central Government including Defence and Para-military personnel by providing a common programme of education;
- To pursue excellence and set the pace in the field of school education;
- To initiate and promote experimentation and innovations in education in collaboration with other bodies like Central Board of Secondary Education (CBSE) and National Council of Educational Research and Training (NCERT) etc.
- To develop the spirit of national integration and create a sense of "Indianness" among children.

The Vision of KVS is

KVS believes in imparting knowledge/values and nurturing talent, enthusiasm and creativity of its students for seeking excellence through high quality educational endeavours.

Silent features of KV:

- Common text-books and bilingual medium of instructions for all Kendriya Vidyalayas.
- All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education
- All Kendriya Vidyalayas are co-educational, composite schools.
- Sanskrit is taught from class VI - VIII.
- The quality of teaching is kept reasonably high by an appropriate teacher-pupil ratio.
- No tuition fee for boys upto Class VIII, girls upto Class XII and SC/ST students and children of KVS employees.

And as a unit of KVS this school also trying to achieve the Mission & Vision targets with the help of all stakeholders of the school they are – teachers, parents, VMC & PTA members, Students and all other local people.

As the KVS is pace setting organisation in the field of the school education and a leading brand in country. It is biggest chain of schools in the world which is following the uniformity in syllabus, uniform, assessment and evaluation. The KVs are mainly known for its good academic transaction, excellent infrastructure, good teacher student ratio, conducting of various co-curricular activities, focus on the holistic development of child including Art, Music, Sports etc.

But most of these leading factors which are commonly observed in each of KVs throughout the country, were not up to that extent of KVS in the KV Churachandpur when I joined in the year 2017. The main challenges of the school were as - academics of the school was not satisfactory, schools' physical infrastructure was needs improvement as soon as possible as there were lack of furniture in classes & staff room, No e-classroom was available for whole school, very less enrolment in most of the classes, average level of organising of CCA, uncontrolled indiscipline of some students, passive participation of the parents in school activity, lethargic approach of the teachers towards the classroom transactions & other school activities etc.

The KV Churachandpur is one of the schools which is located in very remote area of state Manipur but it is also the part of KVS. So to make this KV similar than the KVs located in the plain area of country required full dedication and vision. Hence I tried to contribute as per my capacity with my team to address the above mentioned issues for making this KV as a student friendly place equal to mainland KVs.

Need for initiating practice/s or problem of practice-

When I joined as a school principal in KV Churachandpur Manipur, I came across some significant issues/problems involved in my school. I experienced that the school enrolment was less in every class except a few, parents were not taking interest to attend the meetings / school programme while called, learning outcomes lagging behind, infrastructure of classrooms, departments, library, morning assembly ground, games & sports were not in good condition, unkempt building and rooms with messy floor and walls, No e-classroom was available and education was focused on rote learning, teachers were teaching the students with old traditional methods, discipline of students particularly of students of IX to XII needed quick attention, guidance and counselling of the staff was also in need to implement of the various plan and activity with full enthusiasm, PTA / PTM was not organised on regular basis, gap between policies and their practices, lack of effective leadership, teachers effectiveness and poor student achievement.

This practice initiated to develop the school infrastructure, to increase the student's strength and decrease the dropout rates, built the faith of the society in school particularly of the stakeholders, making team spirit among the staff and develop the learner friendly environment for students in the school, and to implement the Govt as well as KVS policies & initiatives in true spirit. When I joined this school as a Principal in Aug. 2017, I realised that the enrolment of the students in most of the classes are very less and total strength of the school was 255 on 31.03.2017 in all together which was far below the sanctioned strength i.e. 480 (40 students per class) before my joining in KV Churachandpur. The dropout rate was also very high in VIII to XI classes particularly of girl students.

Objectives

According to Yukl (2002), the term leadership itself projects image of powerful, dynamic individuals who command victorious armies, build wealthy and influential empires, or alter the course of nations, stated succinctly people commonly believe that leaders make a difference and want to understand why. Bass (1990) states that "leadership is often regarded as the single most important factor in the success or failure of institutions". Ogawa and Scriber (2002) agreeing with a wide, diverse and growing set of stakeholders assume that, "leaders are largely responsible for school programme".

The overall objective of this study was to know the role of school leaders and to share the best practices to improve the school and students learning of school leaders. Other main objectives are as follows: -

- To know the challenging role of school leaders
- To understand the impact of school leaders on student learning
- To understand the role of school leaders in school improvement
- To understand the basic abilities to be effective an effective school leader

Method adopted to implement the practice – planning, execution, evaluation procedure.

To achieve the objectives of the study which were decided at the beginning of the practice, I have adopted practice-based-studies (PBS) which is strongly oriented towards Kendriya Vidyalaya Churachandpur . In this practice-based-studies I used multi methods of studies like Observation, brief case study, organisational studies, group study, discussion, analysis & experimentation.

Plannin

To achieve the goal and objectives the school leaders need to plan for school improvement and student learning with the following lines–

- (i) Empower others to make significant decisions
- (ii) Develop and Implement strategic development plan for school
- (iii) Implementation of policies and other initiatives of the government (Central, State/District).
- (iv) Develop the culture of trust and collaboration among the teachers
- (v) Monitoring and evaluation of quality of teachers work
- (vi) Continuous teachers' professional development programme
- (vii) Work together with higher authorities
- (viii) Take accountability and its distribution among other stakeholders of school
- (ix) Genuine feedback from stakeholders about the progress
- (x) Direct other to achieve the goal
- (xi) Influence students through action
- (xii) Appeal to Community support for students learning
- (xiii) Organizing the motivational & inspirational programme for staff & students
- (xiv) Guidance & counseling
- (xv) Development of loyalty and integrity among staff

Firstly, I have done the SWOT analysis of the available resources of the school. The capacity and strength of the staff also included in SWOT analysis. It helps me to identify the grey areas as well as the positive side of the school. After the SWOT analysis I have made the teams of the staff for a particular grey area with the instructions of proper monitoring & observation. After the teachers, the PTA and VMC members who have good grip over the local issues were requested to help the school administration to resolve the ongoing issues mainly related to parents and local community. The main stakeholders of the school i.e. the students & parents also included in the planning part because without them this work could not be completed.

The following committees/teams of teachers, parents and students have been constituted to execute the planning in proper manner at school level –

- Monitoring committee for Development of schools' physical infrastructure
- Supervision committee for Students' behaviour
- Observation committee for students' learning
- Coordination committee for making coordination among all the stakeholders
- Study Data Analysis committee
- Committee / team for monitoring of Environment awareness among the students
- Team for ensuring Cleanliness in the school campus
- Committee on social Values and ethics
- Students team for classroom management
- Parents team for support and cooperation for betterment of school
- Executive Committee for overall responsibility of all works

Execution of plan

Making a plan of action is the starting line of the long running but a step ahead from the beginning. I have thoroughly gone through to the issues which were identified earlier as per context of my school. Before start of execution of the plan I have checked and verified some data of school such as - available resources (Infrastructure as well as financial), capacity of colleagues (Their qualification & trainings), cooperation level of other stakeholders (like parents, PTA members, General public of locality) and attitude of the learners etc.

The plan has been discussed with all teams/ committees in details with the goal & objectives. I have divided the broad goal of school improvement and students learning in to the small duration goals with fix objectives.

School Improvement

Renovations of school building

The committees or team constituted for this purpose were made sensitized about role and responsibilities. They were explained about the task and how it would be finished in time. The members of committees also distributed the fix assignment related to work to monitor and report back about the daily progress to school principal. The lack of infrastructure was identified by committee constituted for and this report was presented before the VMC and PTA for their support by the principal. VMC and PTA members supported the renovation of school building and other infrastructure in the meetings and requested to the principal to take this agenda point in the knowledge of higher authority of KVS as a huge fund was required

for this work. During regular PTM of the schools the same issue was raised by the parents also and requested to principal for the good infrastructure for the student.

So as per the inputs given by parents, PTA members and VMC Members this matter of infrastructure has been put up before the higher authority of KVS and they sanctioned the budget for major repairing of school building after making continuously efforts on regular intervals. The support of VMC and PTA was highly recommendable in this task.

After granting of the fund from KVS the infrastructure development has been started by construction agency. Further I had constituted a committee for monitoring on the construction work. I have asked the agency to use the different colours in each wall of classrooms of primary classes so it will look nice. I again asked them to use 3 to 4 type of colours to paint the school building, inside classroom, corridors, pillars, windows etc. and they did it.

Here if the school leader not involved himself with his vision to instruct the agency, then the contractor could complete the task with his own choice or minimum efforts. Hence the involvement of school leader with the committee made the differences.

Improvement in other infrastructure

Everyone knows that the school requires a lot of things for smooth function. Before the joining in this school my previous school was equipped with full infrastructure and I had the same thinking about my new school. But it was not a good experience when I visited the school on my first day. Class rooms were dusty & messy, furniture was inadequate in most of the classes, no proper arrangement of drinking water, Toilets were not in good condition, even staffroom was required a lot of change to be called a staffroom, lack of proper cleanliness observed in corridors as well as in departments and so on. I was comparing my present school to my previous school and it was completely opposite from the previous one. It was very disheartening to see the conditions and situations of the KV like this. It was a bitter experience. So, I started thinking to make over the issues and bring this school to similar or in comparison of any other KV. So, first of all I started the change with cleaning of the school. For this I asked the committee members & school sweepers to make a complete plan of action for one week and report the progress of the task on daily basis. The cleaning staff came in to the action and did a wonderful work within 5 days. Now the classrooms, departments, corridors were looking nice. Simultaneously I call a meeting of class teachers and Class Monitors (Boys & Girls) on the same issue "Cleanliness of classroom and corridors" and assigned the task of monitoring of cleanliness of class to them. the class teacher and monitor will be held responsible if any classroom found dirty after the one week. They were also asked for classroom decoration with displaying of charts and other required information of class. A committee of some class teacher and monitors has been formed for the purpose. This committee has done a good job and the issue of cleanliness of classroom became a movement. I announced the prize for "Best clean class of the Week" in primary as well as in secondary section separately. It created a healthy competition among the students towards the cleanliness of classroom and school as well. This programme became a favorite one of each student by choice.

Similarly, I have constituted a committee for beautification of the school campus which consists of teachers and students. The task for the committee was to identify the area where they could do some beautification work and make some development in school beautification. Also started a new task towards the environment conservation through plantation drive. For this purpose, I have asked to district forest officer for new plants and also ask the student to

bring a plant of their choice from their home and do plantation at school. This event was a successful one. The committee motivated the students for conservation of plants and plantation. We have started to celebrate the “Van Mahotsav” programme for making the students sensitive towards our environment. The committee also prepared lots of work to display in the school corridors, classrooms, departments and also implemented the BaLA project.

So, we can say that the guidance and motivation of the school leader is inspire to the team of staff and the students of school to do their level best. The leader should try to pull out the best things from them. He/she has to channelized the capacity and energy of the young & talented minds in to a right direction. A best leader can make a desirable change among the followers. As I did nothing but set the direction to move. I just utilized the energy, capacity, talent, and stamina of the staff, parents and students for improvement of school. These all things were there before but here one thing was in addition i.e. the new school leader. So we can say that the role of the school leader for improvement of school is huge and has no limits.

School leadership for Students Learning

- “25% of the total school effects on student learning comes from School leadership. It is second only to classroom interaction.” (Leithwood, et.al.,2004).

1.1 As it is a fact that the school leadership has a visible impact on students learning.

This is a great responsibility of a school leader to play this role in a befitting manner and to ensure the learning of the students of the school. He has to develop the good repo among all the stakeholders through his actions.

To ensure the better learning of the students of my school, I have tried the following planning and strategies and achieved the goals –

- Observed the grey areas which are hurdles to achieve the students learning in the school
- Plan for implementation of the strategies with consultation of teachers
- Continuous supervision of the work of teachers & students
- Regular SWOT analysis of the progress
- More involvement of the students in class room activities
- Adopted child centered class teaching pedagogy by the teachers
- Focus on understanding of concept
- Continuous Feedback from parent and students about the performance

Changes observed in processes and their efficacy supported by evidence -

The practices as well activities which were obeserved by me in ealry days of my joining in the school iro of students learning are as follows-

- The Students’ focused was on rote learning.
- School teachers were mainly imphasised & useing the traditional method of teaching.
- The Parents contribution to school was very limited. They havn’t turned up to school on call.

- The name of the school in local society and town was not praiseworthy.
- Student and teachers were not have too much of belongingness to school, hence have less amount of interest to initiate a new task or assigned work.
- Schools' infrastructure and basic amenities needs immediate action to improve.
- Campus of school was lots of work to do for development.
- Lack of coordination was spotout in the stakeholders.
- No high ambition and vision found among the students.
- Learning outcomes were not ensured by teachers during classroom teaching
- Minimum level of learning was not satisfactory.

First of all, the priorities of the work/task have been framed, the tasks were categorised and preference was given accordingly. As per priority the distribution of task was as follows – task which needs immediate action, most important task, very important task, important task and general routine task.

After categorisation of the task I started to execute the implementation minutely. Before the implemetation I had sensitise all the stakeholders of school about the grey areas and my planning to makeover of these issues through various occassions, meetings, discussions, seminars, classroom activities etc. Apart from sensitization I have formed the various task forces cum committees of staff and students for implementation and monitoring of the progress.

The impact on school develeopment and students learning was very slow at the beginning of the practice due to inertia and habit of old practices. The students of school were interested to continue the old practices in classrooms. Teachers were also in the same mindset and was in favour of flexibility. I did counseling of the students and teachers to bring them with me for better implementation of practices according to the targeted goals. The cooperation of parents was highly admirable as they supported the practices for better results of their wards in upcoming years.

After a time span of 6 months to one year, I have observed that the students, teachers and parents have more focused towards the goal than privious time. The school students started to join the school in time, started active participation in school activities and outside of school activities, shown more attentiveness in clasroom activities, spent more time with books, more interested to sit in the school library & labs, much regular to attend the classes, teachers adopted the new methodology of class teaching which includes the technology as a part.

The task force cum teams/committees were effectively doing the allotted work. At end of every fortnight, I had feedback cum review meetings with these task forces, in which I have received the status report of ongoing progress of allotted work. On the basis of feedback received from various committees, I have reviewed the strategies of works according to the need for next fortnight and so on for upcoming months. Further I had talk with parents about the learning level of their wards between the 6 months and 1 year gap, they mentioned their satisfaction on the learning of children along with positive changes in behaviour. In continuation to this I was personally monitored the teaching methodology adopted by the teachers in classes and found that maximum teachers using technology based practices in daily classroom teaching. The discipline of the staff and students during the school was came up to the good level. It was observed during the class time, lunch time and even in play ground in sports period. The school became more environment conserver through plantation and preservation of trees. The development in infrastructure was clearly visible. Entire school building was painted with attractive colours, windows & glass pans repaired, floor of

classrooms were repaired, furniture procured, painting of children park have done, BaLA (building as a learning aid) implemented, students creativity published through school magazine & newsletters, 100 % results in cbse board classes achieved continuously. The enrolment which was not satisfactory reached upto 415 in 2020. The students participation in various activities like – Ek Bharat Shreshth Bharat, NCSC, Pariksha pe Charcha, SBSB, Art & Music competitions increased significantly hence the name of school shine in the locality. 01 student selected for Pariksha Pe Charcha 2020.

The students result of board classes i.e. X & XII as well as the admission data is given in the table 1 & table 2 as evidences of the change. The staff members received the certificates and recognition for their hard work by authorities. The students of school continuously receiving prizes and certificates for various achievements. This is a big achievement for school leader that his/her students and staff members making the differences through his/her vision and leadership.

RESULTS AND CONCLUSION

Through this practice-based-studies I came to know that School leadership has played a vital role in school development and student learning. The school leader can make the desirable changes in the school infrastructure, resources, performance and as well as in students' behaviour with his positive approach, vision, collaboration, coordination, decision making ability, team spirit and management skills.

The learning of the students depends on the ability of teachers, support of parents, activeness of the students in classrooms, conducive environment of school and these all can be possible to happen through the vision and effective management of school leaders. The school leader should coordinate an effective coordination among the teachers, parents, students and other stakeholder and it will depends on the will power, hard work and good managerial skills of a school leaders and if this efforts goes towards in positive direction, the learning level of students will surely increase and the school will grow towards the positive side.

At last of as the brief conclusion of this study, I would like to mention that a school leader not only worked as a leader of a particular school but he/she also a hope for all other leaders of the field where the school development and student learning are on top priority. This school development and students' learning is not a years goal, but it is the continuous process to be looking after by the leaders. Every steps after the achievement of fixed goal should be upgraded towards fixing of next higher goals and so on. The results of this type of continuous practices and efforts will helps the students and parents to achieve the desirable goals setted by them for their future course of study.

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Table 1

CBSE Board Class results of Last 6 years :

The performance of the students is showing their learning levels.

a) AN OVERVIEW ON CBSE CLASS X RESULT OF KV CHURACHANDPUR (LAST 6 YEARS PERFORMANCE) :

YEAR	2015	2016	2017	2018	2019	2020
PASS %	97.37	100	100	100	100	100
Performance Index	48.62	36.84	58.04	50.5	47.3	47.86

**Leader's role in Ensuring and Implementing Inclusive Education During Lockdown
Due to COVID -19
Online Education & Learning outcomes during Lockdown**

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Abstract

“Necessity is the mother of invention”.

~Aristotle

The school education which used to be offline, chalk and talk and face to face education imparted by the teachers, unexpectedly shifted towards online education due to Pandemic COVID-19. Aabled Leadership played crucial role to maintain the pace of Inclusive Education in the school. It was a difficult situation to be handled online education for those who were sidelined due to lack of devices and financial crisis due to COVID-19 Pandemic. Leadership played a vital role to mould and tackle the challenges including completion of syllabus, make the learners understand the content of chapter delivered online, provide the assignment, utilization of authentic and reliable online platform, make the teachers techno savvy, aware the students for online classes and connect with the parents and sensitize them. Leadership leads to motivate and bring out hidden potential of teachers, students and all the stakeholders as well. Under the abled guidance and inspiration, limited sources would be utilized for maximum output and adversity is changed into opportunity.

Pandemic brought complete disruption and closing of offline classes. Teaching learning face to face was completely stopped due to lockdown and teachers were engaged in creating online teaching materials for the students. Covid-19 played a volcanic impact on classroom teaching and moved towards virtual learning arena. It would become difficult to maintain the enrollment of the students in the online classes in the beginning. Due to absence of appropriate interactions with teachers and parents, it would difficult to understand the actual problem behind the absence of students during the online classes. It had also adverse impact on Child's health physically and psychology, frequent headache, eye strain, backache and lack of physical exercise were the common challenges among the maximum students faced by the Vidyalaya management.

Frequent online meeting with parents, proper counseling and guidance motivating the students to sustain interaction and connectivity to discuss the problem with teacher. We have implemented all the instructions and guidelines issued by Department of School Education and Literacy to continue the learning of students at home through online resources. Information have been shared among the students to utilize e-resources, e-text books and study materials available on various online platforms such as DIKSHA, SWYAMPARBHA, e-Pathshala and NCERT which are being strictly monitored and utilized by the teachers during online teaching-learning process. Alternative Academic Calendar issued by NCERT is

enthusiastically followed to achieve the learning outcomes and inculcate the practice based material among the students to develop self-learning under the guidance of parents.

Key Words: BALA- Building as Learning Aid; AAC- Alternative Academic Calender; TBL- Technology Based Learning; AI- Artificial Intelligence

What practical contribution this project will make to the advancement of creative, insight knowledge and understanding in this area?

- Research methods for addressing and answering the research questions problems.
- How to seek to answer the problems or advance available knowledge and understanding?
- Explain the rationale for the chosen research method.
- Creative output can be produced.
- Practice undertaken.
- Documents of the research paper.

We all learn from the problems that we faced in our life. In fact problem are the best way to gain a new experience. It all depends on the human effort, how he/she takes the situation and his way of reaction.

Covid-19 reviewed all the established norms and methods of teaching learning throughout the world. Chalk and talk method was completely failed because schools were closed. Interaction was only through the online mode. Many problems arose during the lockdown the especially in imparting concrete knowledge among the students. The common problems faced during the complete lockdown were –

1. No face to face interaction with student.
2. How to conduct the classes?
3. What should be the curriculum for the session?
4. How to teach the students?
5. How to make learning easy and assessable to all the students?

The solution was available in the form of online teaching method; but online teaching learning has many problems. Such as-

- i. Internet connection
- ii. Availability of devices to all students.
- iii. How to ensure online security?
- iv. Problem in home assignment and checking of class activities.
- v. To check the unfair means during the test or examination.
- vi. Selection of the most authentic and reliable platform for online classes.
- vii. Time duration.
- viii. Problem of siblings.
- ix. To maintain the physical and psychological health.
- x. To create a healthy and joyful learning environment.
- xi. Challenge for teaching to become techno-savvy.

- xii. To develop interest among students, parents / all the stake-holders in virtual class room.
- xiii. How to explain Mathematics and Science subjects among the students of higher secondary classes?
- xiv. How to create real life situation in online mode of teaching?
- xv. Utilizing the resources in the most judicious way.

OBJECTIVES:

1. To reach every child irrespective of social and economical status of the child's family.
2. To involve the parents / stakeholders in online teaching system.
3. To create positive environment of learning and understanding the existing scenario in the country.
4. To maintain the physical and mental health.
5. To avoid any kind of tension and anxiety.
6. Availability of text books..
7. Use of DIKSHA, SWYAMPRAKHA and other digital platform for learning.
8. To aware the stakeholder and students about cyber fraudulent.
9. To abstract the hidden potential of each and every child.
10. To utilize the creativity of students in positive directions.

RESEARCH METHODS:

- Experiments
- Survey
- Questionnaire
- Interview
- Case study

APPROACHES:

- a) Quantitative research (Data collected by various means following a strict and prepared statistical analysis.)
- b) Qualitative Method
- c) Pragmatic Approach
 - i) DATA
 - ii) Use of multiple perspectives to interpret the results.
 - iii) Use of multiple methods to study problems.

METHODS:

SURVEY:- All the class teachers were informed to submit the following details in order to make a perfect planning for achieving the target.-

- (a) How many students have the smart phone with internet connectivity?
- (b) To find the sibling cases.
- (c) Availability of good network/ internet.
- (d) Students under RTE and BPL category and mobile set and internet access.

- (e) How many students were present in Dimapur and how many of them were out of station?

After receiving the details a road map was prepared to chalk out the actual situation.

On the basis of data received following steps were taken to implement the online mode of classes.

STEP I – Virtual PTM was arranged in the initial stage to discuss the problems and views of parents for online classes.

STEP II- teacher were instructed to write the problems faced by the parents and prepare class plan keeping in view each and every child.

STEP III- Use of proper platform for online classes.

A committee was formed under the PGT CS and computer IT experts to select the most appropriate platform that should be accessible for all the students to utilize for online classes.

STEP IV- Introduction of the syllabus and revised/ rationalized curriculum to presents and students.

STEP V- Preparation of time table, keeping in view the sibling cases and internet data.

STEP VI – Aware the parents and students about the proper use of mobile phone and internet data.

STEP VII – To ensure safety and security of the students from cyber fraudulent and technical hitch.

STEP VIII – Time duration of online classes at primary, secondary and higher secondary level, covering all important aspects that can be possible through online mode of teaching learning.

STEP IX – Utilization of teaching aids in the form of video, audio, PPT, pictures and other available resources.

STEP X – Proper plan to check the mental and physical well being of the students and maintain the academic pace.

STEP XI – Develop self-confidence and motivate the students as well as parents.

As the child would remain throughout in the care of parents during lockdown; so all the parents should also be sensitized for understanding and performing their role as a parent as well as a teacher of their wards.

STEP XII – To conduct co-curricular activities to maintain the tempo of learning and recreation.

STEP XIII – Explore the ways to make learning joyful and creative.

EXECUTION OF THE PLAN

- I. All the class teacher were suggested to talk with parents and make a online class group. In that group all the subject teacher, Principal and RO would play the role of admin and allow the students/ parents to discuss academic problems. Class teacher will arrange the

online parents meeting (in initial stage – every week and later on after fortnight) to discuss the academic progress of their wards.

Online class attendance at initial stage- 782/927 (in the month of July 2020)

Online class attendance nowadays – 1013/1032 (in the month of February 2021)

Mapping of students with regard to availability of devices for conducting online classes											
Name of School: KV DIMAPUR											
Sr. No.	Class	Section	Total Number of Students in Section	Students having device				Students not having device			
				Students having device available as per requirement	Students having Access to device in Limited manner	Total (7+8)	PERCENTAGE Total (9)	Students do not have access to device but contacted by other ways	Could not be contacted at all	Total (11+12)	PERCENTAGE Total (13) X 100 Total Number of Students in Section (6)
1	2	3	6	7	8	9	10	11	12	13	14
1	I	A									
		B									
2	II	A	40	20	18	38	95	2	0	2	5
		B	32	18	9	27	84.4	5	0	5	15.62
	III	A	37	25	11	36	97	1	0	1	2.7
		B	38	31	7	38	100	0	0	0	0
4	IV	A	41	23	16	39	96	2	0	2	4
		B	39	24	15	39	100	0	0	0	0
5	V	A	40	27	13	40	100	0	0	0	0
		B	39	15	23	38	97.5	1	0	1	2.5
6	VI	A	40	17	18	35	87.5	5	0	5	12.5
		B	38	11	24	35	92.1	3	0	3	7.89
7	VII	A	36	7	29	36	100	0	0	0	0
		B	37	11	26	37	100	0	0	0	0
8	VIII	A	43	27	13	40	93	3	0	3	7

		B	38	29	6	35	92.1	3	0	3	7.89
9	IX	A	57	39	17	56	98	1	0	1	1.8
		B	53	23	30	53	100	0	0	0	0
10	X	A	26	1	24	25	96.2	1	0	1	3.85
		B	33	23	7	30	90.9	3	0	3	9.09
11	XI	A	10	7	1	8	80	1	1	2	20
		B	8	8	0	8	100	0	0	0	0
		C	8	7	0	7	87.5	1	0	1	12.5
12	XII	A	27	17	10	27	100	0	0	0	0
		B	28	17	11	28	100	0	0	0	0
		C	28	18	9	27	96	1	0	1	3.57
Cumulative Total			816	445	337	782		33	1	34	

Mapping of students (As on 28.02.2021) with regard to availability of devices for conducting online classes

Name of School: KV DIMAPUR

Sr. No.	Class	Section	Total Number of Students in Section	Students having device				Students not having device		
				Students having device available as per requirement	Students having Access to device in Limited manner	Total (7 +8)	PERCENTAGE Total (9) $\frac{\text{Total Number of Students in Section(6)}}{100} \times 100$	Students do not have access to device but contacted by other ways	Total (11+12)	PERCENTAGE Total (13) $\frac{\text{Total Number of Students in Section (6)}}{100} \times 100$
1	2	3	6	7	8	9	10	11	12	13
1	I	A	40	29	11	40	100.0	0	0	0.0
		B	39	28	11	39	100.0	0	0	0.0
2	II	A	40	27	13	40	100.0	0	0	0.0
		B	40	30	10	40	100.0	0	0	0.0
	III	A	42	29	13	42	100.0	0	0	0.0
		B	42	30	12	42	100.0	0	0	0.0
4	IV	A	41	26	15	41	100.0	0	0	0.0
		B	41	27	14	41	100.0	0	0	0.0
5	V	A	41	28	13	41	100.0	0	0	0.0
		B	42	25	17	42	100.0	0	0	0.0
6	VI	A	41	21	20	41	100.0	0	0	0.0
		B	40	23	16	39	97.5	1	1	2.5
7	VII	A	38	14	24	38	100.0	0	0	0.0
		B	38	14	24	38	100.0	0	0	0.0
8	VIII	A	44	25	19	44	100.0	0	0	0.0
		B	43	23	20	43	100.0	0	0	0.0
9	IX	A	39	25	14	39	100.0	0	0	0.0

		B	39	23	16	39	100.0	0	0	0.0
10	X	A	47	34	13	47	100.0	0	0	0.0
		B	46	20	26	46	100.0	0	0	0.0
11	XI	A	37	30	7	37	100.0	0	0	0.0
		B	31	31	0	31	100.0	0	0	0.0
		C	34	34	0	34	100.0	0	0	0.0
12	XII	A	36	32	4	36	100.0	0	0	0.0
		B	36	35	1	36	100.0	0	0	0.0
		C	36	30	6	36	100.0	0	0	0.0
Cumulative Total			1033	693	339	1032	99.9	1	1	0.1

- II. Whatever the problems raised by the parents and students in academics were solved. For examples – many students were unable to purchase the text books due to lockdown bookshops were closed and no one was allowed to move freely. People used to avoid the outgoing from their homes. School arranged the books for more than 200 students, under the ‘PUSTAKOUPAHAR’ programme.

Example2: Hard copy of AAC (Alternative Academic Calendar) and study materials were provided to students who did not have online connectivity.

- III. The reliable platform was advised to utilize by the students which was considered the best by the expert committee to utilize for teaching learning process and providing the home assignment.
- IV. Revised/ rationalized curriculum/ syllabus issued by the CBSE to maintain the pace Those who did not have internet accessibility, hard copies were supplied to them. The same was discussed with the students and their parents during the class and PTM.
- V. During PTM some parents discussed their problem that they have only one Smartphone with internet connectivity and they have three children in different classes. Survey was done and list of such students were prepared. Separate time table with proper time gap was prepared to make the learning resources available to students.
- VI. Workshop was conducted to aware the parents and the students - how to use the mobile phone and internet data in the most judicious way.

PPT was shown to motivate the parents and the students to become techno-savvy. They were also informed about the various online learning platforms such a DIKSHA, e-Pathshala, SWAYAMPRA etc.

- VII. Safety and security of each and every child is our Priority. keeping in view all the students and parents were invited to join the workshop on cyber safety and proper use of mobile phone. This was done under the PGT CS and technical expert team at vidyalaya level.

Students of IX to XII were assigned the task to assemble the information related to the topic. All the information and details were thoroughly checked by the technical expert committee and PPT/Videos were prepared to aware the parents and students.

After the completion of workshop, feedback was collected from the parents and students. They were very happy with the information shared through the videos and PPTs.

- VIII. Time table plays a vital role in framing the mode of learning. Online teaching and learning is different from offline.

Continuous watching the mobile screen and listening for hours should create harmful effects in eyes and ears. Keeping in view the health of students, time-table with suitable gap was framed and time duration of each period was also fixed keeping in view making joyful learning rather a hectic and forceful.

- IX. Teachers were advised to prepare their own videos and PPTs for making the teaching learning more joyful and relevant. As they are directly related to the students; hence it would possible for them to develop the ICT teaching aids as per the need and interest of students.

All the teachers were assigned the task to prepare the videos and PPTs of each and every chapter. They were also suggested to utilize the DIKSHA and prepare the practice work and home assignment online as per the revised/rationalized curriculum.

- X. Fit India plog was launched by Ministry of Youth Affairs & Sports; Govt. of India was fully implemented to maintain the physical and mental fitness of the students. They need not to go outside. They would perform the activity were at home or in gardens or on the terrace. Maximum participation enthralled us students shared their videos of activity work and exercise.

Data of Participation of students in Yoga and sports activities

Fit India Freedom run	746 participants
Online Sports quiz	331 participants
Online Yoga Quiz	331 participants
Fit India school week	535 participants

(Above data is the participation of students in the activities mentioned in the box.)

In academics, standard of learning was maintained as per the revised / rationalized curriculum issued by CBSE and online tests of all the subject were conducted and result was enthusiastic.

- XI. Collection of data related to academic output, feedback received from parents during PTM, it was very apparent that parents realized the needed to understand their dual role for some time being (as a teacher and as a parent). They were trimmed to understand their dual responsibility. They were suggested to discuss problems related to academics, mental health of their wards to the class teacher/ subject teacher or Principal and play an active role. The motivation and encouragement of parents played a vital role in maintaining the pace of teaching learning during lockdown.

‘**Manodarpan**’ initiative taken by Ministry of Education, Govt. of India also introduced among the parents and students.

Vidyalaya leadership had clear vision that was- ‘over all benefit and welfare of all the students’. Vidyalaya machinery was involved as per the available resources to provide the maximum benefits in all the spheres.

Inclusive learning and teaching was fairly implemented to achieve the set target. This helped a lot. Parents and students realized and understood the importance of online classes.

Various co-curricular activities were also conducted during the lockdown to enhance the learning with understanding and maintain the tempo of joyful learning.

CCA activities conducted in Primary section- At a Glance

Kendriya Vidyalaya Dimapur
Project Sewak, 99 A.P.O. Dimapur – Nagaland

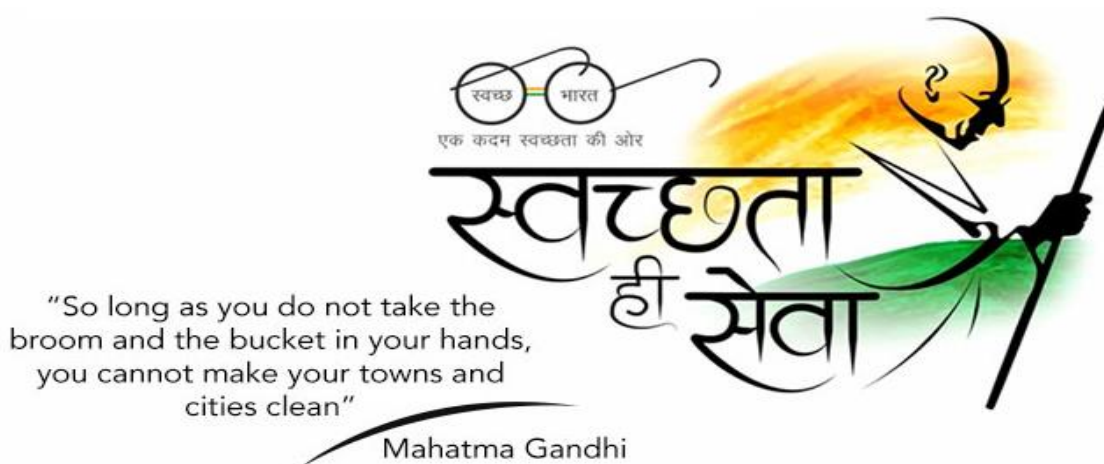


केन्द्रीय विद्यालय संगठन

Darpan

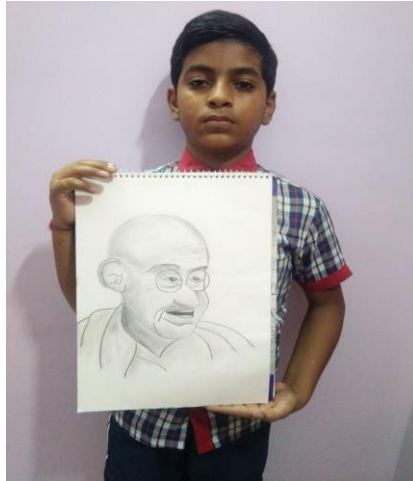
(Quarterly CMP NEWSLETTER)

Session: 2020-21. (Oct. to Dec 2020)



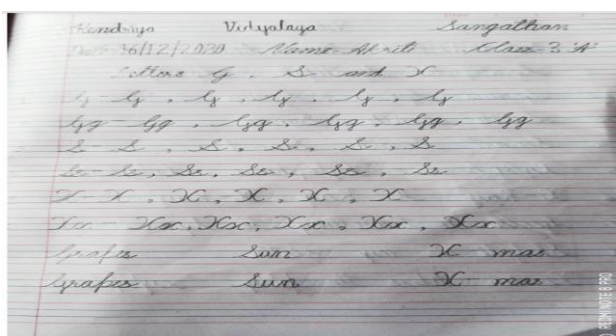
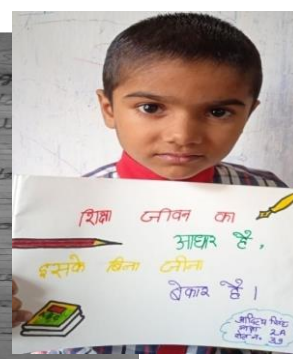
Mahatma Gandhi Jayanti(2 Oct)

Gandhi Jayanti is an event celebrated in India to mark the birthday of Mahatma Gandhi. It is celebrated annually on 2 October, and it is one of the national holidays of India .Mahatma Gandhi Jayanti (Online) was celebrated on 02 Oct 2020 in the vidyalaya. The aim was to promote and raise awareness and ignite a passion for cleanliness .

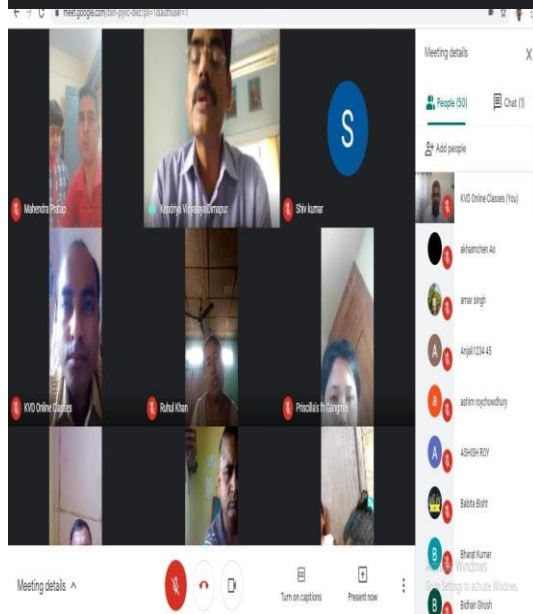
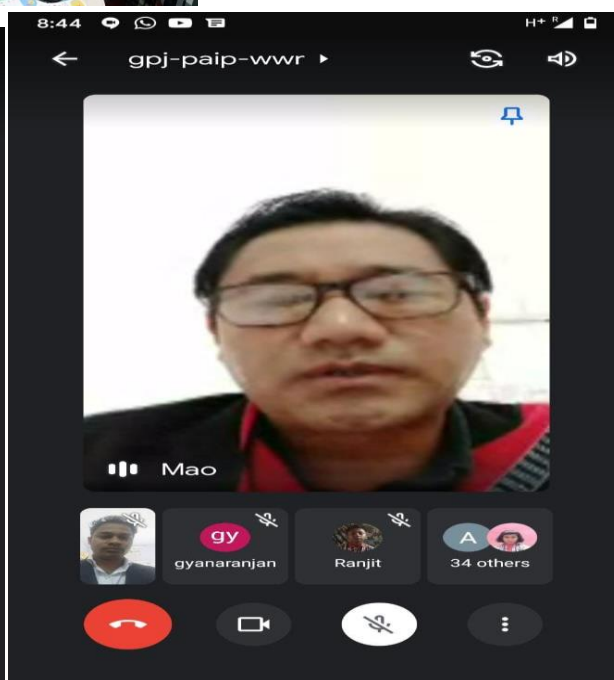
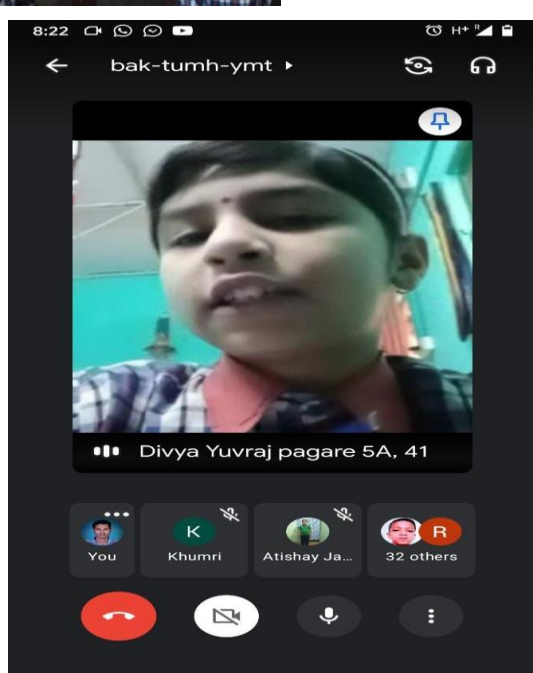


The children were made aware of the importance of cleanliness by doing different type of various Activities and work such as Organize **cleanliness** drives in school. Involve children in different **activities** during the drives such as picking up litter around the school, organizing classrooms, performing streets play on the importance of **cleanliness** etc.

CCA ACTIVITIES Under the ongoing Common Minimum Programme, CCA plays a very vital role for the all-round development of a child. An action plan calendar of activities is prepared month wise for the whole session.



Online Classes



Online essay writing competition, speech, solo dance and song were also conducted through virtual mode. On the occasion of Independence Day group song was also conducted under the guidance of music teacher. Students were assigned to sing the particular song and only from their hence and it was well arranged in the most suitable way during the rehearsal. All the students performed their best. Parents also supported in the participation of their wards in CCA through online mode.

Online Quiz competition was also organized. Students participated in all the online essay and quiz programmes initiated by various Ministries, Govt. of India, Including constitution day quiz, quiz of Mahatma Gandhi , Ganga Quest etc.

There was a webinar on music and dance, toys and indigenous art under '**KALA Utsav**'.

In Online National Science Congress one of our students was selected for national level to present his project in the free electric supply in electric bus.

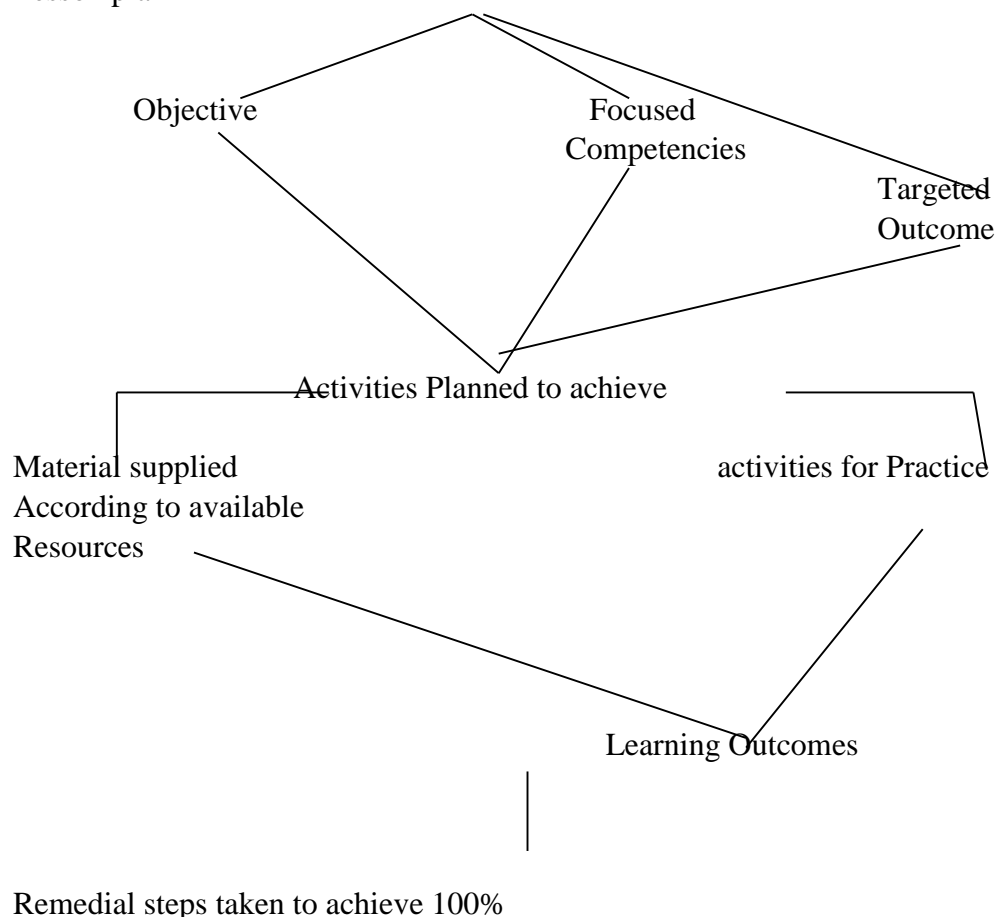
Webinar was organized with KV Narsinghpur (Jabalpur region) on 15th Dec 2020 on KVS foundation day. All the students became the part of this cultural program. They performed their best. It reflects our tireless work and efforts made to realize the importance of learning through online mode and making the learning joyful.

XIII. All the teachers were suggested to pave the way through which the teaching – learning should be made more joyful for all the students. Concept of BALA played a vital role. School building wall played the best learning tool and the sketches of tangible and intangible heritage was helpful for the students of class I to V to make them aware about the festivals, dance, historical monuments and information about great scientists. School garden including Botanical-garden played vital role to introduce about the various topics related to class I to X Science and Social Science subject.

XIV. Teaching-learning through online was the first experience during lockdown due to covid-19 for the teachers as well as students. The most prominent factor was to maintain the pace of the knowledge and information transfer and perseverance. It was a tough challenge to convey all the relevant content of syllabus in the most perfect way. Many students did not have the appropriate technical support due to poor economical condition of the family. We had 25% students from the economically weaker section nearly 15% more students' families were also from the money crisis due to complete lockdown. But our determination was to 'lit the lamp of knowledge' for each and every child who were on rolls of Vidyalaya records. We needed some innovative measures to be implemented. All the teachers were advised to explore the most suitable way of teaching during online classes. We focused on the AAC and revised/ rationalized curriculum and tried our best to make the learning joyful as well as qualitative as per the CBSE Norms. And KV sangathan guidelines. Some of the techniques implemented were-

1. For All the classes' periods were started with morning assembly. Students prepared new words, good thought, community song and short review of the previous day classes.
2. For physical and psychological well being YOGA and physical education classes were being added in the time table of all the classes.
3. Music period was added up to class 5.
4. Speech, debate, essay writing, slogan writing, drawing, artifacts competitions were organized with schedule.
5. Online group activities provided for discussion, preparing PPTs, videos and topics of the syllabus.
6. All the teachers were suggested to utilize the e-learning platform such as DIKSHA, e-pathshala, SWYAMPRAKHA etc.
7. All the teachers were suggested to make PPTs and videos of all the chapters and upload on their YOU TUBE channel and share the link to the students.
8. Primary teachers were suggested to utilize the cartoon and comic like sketches in their lesson plan as per the content and theme of the chapters and make learning more vivid and joyful.

Lesson plan



Evaluation Procedure

1. On the basis of learning outcomes:

the first step to evaluate the success of the teaching methodology is based on learning outcomes. If a child is able to understand the new skill/knowledge shared to him or her?

2. Feedback-

second step is to get the feedback on the content delivered. Level of understanding vary from child to child. Analyze and synthesize the information.

3. Teaching- learning gap-

it is a common in the context of learning aspect it is difficult for many students to learn the details of the topic delivered by the teacher in class. Many times some of the learners came out with problems to be discussed but many times student's level of understanding of that topic not support his insight of knowledge of that topic. He/she thinks that whatever known to them is sufficient for that topic. During slip test or examination the level of questions from that topic may not be understood by the student and he/she commits mistake.

Teaching-learning gap may vary according to topic and according to level of understanding of the learner.

It requires to overcome from this gap otherwise it would be difficult to solve in the mid or near the end of the session.

Such problems remain for long time and ultimately it disrupt the learning cycle. Many times learning interest also shifts from that topic or subject.

How to find out the teaching learning gap?

- **Error analysis after test or examination**
- **Discussion (teachers must discuss the common problem faced by the learner in the test) examination**
- **Keeping records of the score of each student. (question wise score of the student)**
- **Providing practice material and check it meticulously.**
- **Preparing road map by the teachers to cope with such problems in other topic.**
- **Introspection of the method implementing by the teaching during class transaction.**
- **Observation of the class by the experience subject expert.**
- **Motivate and encourage the students to discuss their problems during topic discussion.**
- **Discuss the same in the subject committee meeting.**
- **During online classes such difficulties were faced frequently.**
- **Discussion with parents about the short falls of their wards and provide suggestive measures. A proper plan was prepared to verify and rectify the teaching-learning through online mode and also to reduce the teaching-learning gap.**

4. **Achievement gaps-** it is obvious that each and every child will not score the same marks in same examination although the same facilities and methods of teaching used by the facilitator.

Marks scoring in examination and understanding of any topic is too different and dimensions they sometime move parallel and some time difference occur.

Difference leads to different level of marks scoring by the learner on the same topic. Such problems can be solved by implementing the most appropriate use of application of teaching and uniformity of engagement of learner.

Learner's knowledge and concept on any topic depends on the level of understanding. The particular topics. so the process of involvement of all the learning in the active construction of problem solving task must be done in the most appropriate way by the facilitator.

Error analysis step should help to understand the achievement gap and minimize it, also possible by appropriate utilization of teaching methodology.

Such problems faced by the Vidyalayas in the initials stage of online classes. After implementing the step 3 and step 4, and discussion with students, parents and teachers, improvement is reflecting now appropriately.

5. **Utilization of the available resources-**

Utilization of the available resources in the most judicious way.

During online classes the teaching-learning process strictly blended with technology based and child centered learning.

We tried our best to achieve the success while teaching online. At Initial stage some technical hitch and difficulties were faced; but the honest attempt made us to overcome from the problem.

Methods implemented after observation-

- a) Workshop to make acquaint the students, parents and teachers with technology based learning.
- b) To aware the vitality of online learning not as an option of offline teaching but as a parallel platform for better understand with the help of technology based learning.
- c) Sensitize all the parents about the judicious use of Smartphone, laptops and other electronic gadgets which are helpful in learning.
- d) The need of the hour is to become techno savvy. This necessity must be developed in the activity of teaching methodology. Use of ICT/ PPTs, videos and other needful activities should be prepared to develop the interest of the learners and to make the learning joyful.
- e) Need to develop a framework for technology based curriculum by the education department for school education.
- f) Inspire the student to go through DIKSHA or e-learning or if possible watch SWYAMPRAKASHA channel. Many other reliable platforms are also available to help the learner in online mode of learning.
- g) TBL methodology helps to enhance the creativity among the students in critical and complex problem solving skill.

- h) It should be encouraged for utilization in systematic and most appropriate way to make this approach as auxiliary of offline teaching.
- i) As the pace of learning is utilizing artificial intelligence; hence for innovative and competency based knowledge it should be blended with offline education. The benefits of online teaching with the help of technology should be enhanced.

6. Online Evaluation System-

During initial stage as it was difficult to implement the online teaching among the students in the same way it would a difficult task to conduct online fair examination. It's a known fact that with examination it would not possible to assess learners level of understanding and the level of knowledge enhanced in teaching learning process. We took the initiative and follow the reliable pattern of framing question papers for innovative assessment. It was difficult at initial stage but later as it helped a lot to assess the actual strength of understanding and level of learner on the topics and discussed in online classes. After observation we finally reach to conclusion on that-

- a) Online test/assessment is easier to check and less effort needed to make it possible to the reach of all the students at the same time.
- b) Marking online is more accurate and MCQ based observation shows that its immediate result help the students to know the lacuna in the understanding the topic.
- c) It motivates the students to utilize e-learning platforms and digital approach to learn effectiveness.
- d) It helps to maintain the quality of work and provide the immediate consequence in the form of learning Outcomes.
- e) It reduces the examination fear and stress from the mind of students. So a child who has practiced the topic should perform for better in online mode in comparison to offline mode of examination.
- f) It will be helpful to enhance the active learning.
- g) It helps in reducing the teaching-learning gaps as well as achievement gaps.
- h) It helps to promote uniformity in prove to find the most appropriate solution.
- i) It helps to enhance maximum participation of all the students in the same time slot in a angle platform.
- j) It helps to maintain pace with learning ability of students.

Results & conclusion

1. Online system of education is not a substitute of offline mode of education but it is an effective mode as auxiliary of offline classes.
2. It gives sufficient time span to students for practice, enhances their level of understanding any topic and at the same time provides freedom to learn without any restrictions or discipline to be followed between four walls of the school.
3. Teacher's efforts should make it more flexible and convenient for all the learners.
4. It is just like home delivery of any product hence it may play a vital role to manage the mode of learning for learners as per their interest and convenient.

5. Virtual classes provide opportunity to each and every learner to set their own pace of learning and understanding standard.
6. It is more accessible for all the learners in presence of their parents. It helps the parents also to know the content quality delivered by the teacher. So it includes direct participation of parents as well as students.
7. Virtual learning platforms open a vast arena of knowledge for the learners with decisive resources and options but it needs discipline and judicious use.
8. Virtual mode of learning made the learners as well as facilitators techno-savvy and pave the way for the new dimension of teaching learning arena.
9. Virtual mode of learning is helpful to provide all the relevant details of any topic in one location and very helpful specially for the learners of remote area where books and other resources of learning are not easily available.
10. Planned strategies and team work under appropriate school leadership will definitely bring miracle through virtual mode of teaching –learning.
11. Virtual mode of learning is helpful to enhance the interactive caliber of learning. Learners have plenty of time to discuss with the teachers and peers in presence of their parents hence it provides a link between learners and vacillators. It helps to empower learner's confidence and understanding level.
12. Virtual mode of learning has provided the learners opportunity to link with some additional information related to the topics not only for facilitator but also from other online resources and learning platforms.
13. It reduces the dependency of learners to get information from only source i.e. their subject teachers. They have ample opportunity to search and get additional information on the topic from other online resources such as DIKSHA, e-pathshala, SWAYAMPRAKASH channel on learning blogs etc.
14. Virtual classes acted as boon for the students during lockdown due to covid-19 pandemic. It made the learners to attach with the education system and learning process during isolation and lockdown.
15. School leadership plays crucial role to provide the best as per the resources available; keeping in view socio-economic status of the students who are the part of K V Dimapur.

Reference:

1. KVS headquarter New Delhi, instructions and suggestions issued to all the Kendriya Vidyalayas under jurisdiction to maintain the pace of education during the lockdown due to covid-19 pandemic in the welfare of students.
2. KVS RO Tinsukia, instructions and suggestions issued to all the Kendriya Vidyalayas under jurisdiction to maintain the pace of education during the lockdown due to covid-19 pandemic in the welfare of students.

We are highly thankful to respected Shri B K Behera, Deputy Commissioner (I/C) and Shri S. V. Joglekar, Assistant Commissioner, KVS Regional Office Tinsukia for suggestion and support that enable KV Dimapur to implement the roadmap of virtual classes and reach to grassroot level.

Teamwork of Teaching and non teaching faculty of K V Dimapur made a cordial link of joyful teaching –learning among the students as per the instructions imparted by Ministry of Education (Govt. of India), KVS HQ New Delhi, KVS Regional Office Tinsukia, NCERT and CBSE, Keeping in view to fulfill the desire and expectation of students and their parents.

We made an honest attempt tirelessly to reach up to mark the level of satisfaction for all our patron and stakeholders.

GENDER AND SCHOOL LEADERSHIP

Gender Consideration in School Leadership: Study of Gender Difference in Leadership styles of School Heads of Kendriya Vidyalayas Under Kendriya Vidyalaya Sangathan
Regional Office Chandigarh

Miss Jyoti, Principal Gr. II, KV Khanpur

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ABSTRACT

School leadership is dynamic and complex. It is the position in which school leaders guide or instructs in an organization. It requires immense knowledge and skills as it involves human resources from different age groups at a time. So, the leadership style of school heads plays a crux role in the success of the organization and even the basic function of a school. Every leadership style has its strengths and weaknesses. So, it's the need of the hour for school leadership to pinpoint their leadership style and understand how it impacts the overall effectiveness of their schools.

The topic of gender and leadership styles deserves serious and thoughtful consideration due to the professional, political, social, cultural changes of the 21st century. Women's participation is increasing in every field. So, women and men both should be leaders. This study purpose to thoroughly analyze the leadership styles adopted by male and female leaders in Kendriya Vidyalaya's under KVS RO Chandigarh jurisdiction. Gender refers to the characteristics of women and men that socially constructed. This includes norms, behavior and, roles associated with being a man and a woman as well as relationships with each other. Gender is an individual difference. Are there any gender differences in the emotional intelligence of men and women?

Human beings are emotional. Emotions are drivers of their behavior. Emotions consciously and unconsciously affect human reactions in different situations. Emotional Intelligence is the ability of individuals to understand their own emotions and those of others. This topic became popular in 1995 after the publishing of best- selling book Emotional Intelligence, written by Science Journalist Daniel Goleman. He defined EI as the group of skills and characteristics which highly affect leadership performance.

In this study, six leadership styles based on Emotional intelligence By Daniel Goleman are used to assess the leadership styles of school heads.

This study outcome can be used to optimize the leadership effectiveness of men and women school leaders.

Keywords: School leadership, leadership styles, school heads, emotions, emotional intelligence, Daniel Goleman

Introduction-

Education is the best investment a country makes in its future. It is a powerful weapon that we can use to change the world. It improves health livelihood and also contributes to social stability.

According to the UDISE+ portal in the academic year (2018-19), there were 15.5 lakhs schools, and 24.8 crores students were studying in these schools. This data shows the significance of school education. Today's children are the future of tomorrow. They are considered future builders of every nation. In previous years, schools were meant for academics only. But now in 21st century, a child learns more than subjects. No doubt that schooling and education are important agents of change. The education, skills, and information acquired in school help to improve livelihood, enhances children's social skills, contribute to social stability, promote child development, improves our societies, and drives long-term economic development. So, whether it is about financial security, commanding respect, family stability, or community development and learning, the importance of schools cannot be undervalued.

Due to societal and technological changes throughout the world in 21st century, families and schools are changing rapidly. As the development of children depends on families and

schools. Due to societal and technological changes, schools are becoming more complex. For the success of education, effective school leadership is required. It is necessary to ensure that young people should acquire the skills and knowledge needed in 21st century.

School leadership-

“The single biggest way to impact an organization is to focus on leadership development.

There is almost no limit to potential of an organization that recruits good people, raises them up as leaders and continually develops them. -John Maxwell”

School heads are responsible for the overall management of schools. They ensure the delivery of high- quality of education to children. They maximize opportunities for teachers and students to be successful. They commend the schools and deliver local education solutions to the aspirants and demands of parents and the wider school community. They perform three main roles in leadership are Instructional leadership, organizational leadership, and team leadership.

The term school leadership came into existence in the late 20th century due to societal and technological changes. At that time expectations were made on schools for higher level of pupil achievement and schools were expected to improve and reform. These expectations were enforced to fix accountability at the school level. Administration and management are terms that imply stability through the exercise of control and supervision. The concept of leadership was promoted due to its dynamism and pro-activity. The Principal or school head always consider as the school leader. However, school leadership may include other persons such as members of a formal leadership team and other persons who contribute towards the aims of the school.

Importance of School leadership

School leadership is important to deal with the complex challenges those schools are facing in 21st century. Now school leadership is priority in education policy agendas across the world due to its importance in improving classroom practice, school practices and connections between school and community.

It contributes to high achievement of students by creating the conditions and environment in which teaching and learning occurs. An extensive research on school effectiveness and improvement in different countries and school contexts has consistently highlighted the pivotal role of school leadership in making school more effective. (Scheere and Bosker, 1997, Teddie and Reynolds, 2000, Townsend, 2007)

It creates bridge for educational policy and practice. School leadership plays a key role to implement educational reforms. It is written by many researchers that top down versus bottom up strategies for school improvement and there is unanimous agreement that both need combined and synchronized (Fullan 2001; Hopkins 2008; Moos and Huber, 2007). Top level can provide policy directions to schools, and these policies implementation success depends on the motivations and actions of school leadership.

It links to school and community. Schools are changing rapidly. Now the goal and objectives of the schools and means and ways to achieve these are not static, due to new challenges like changing demographics patterns, migration, changing labor markets, new technologies and rapidly developing of knowledge. Schools are under pressure and its role of school leadership to deal efficiently and effectively with these changes.

Leadership styles

It refers to an approach taken by a particular leader. It can be a directive or commanding style or participative or collaborative style. It can be a leader who has a visionary style or who is coaching-centered. Some leaders use similar style of leadership styles in almost all situations. Other leaders flex their style to meet the particular needs of each situation encountered by them. As an authority figure, leadership is key to success for school heads. The Leadership Style of a school head is a melting part of his/her personality, life experiences, natural preferred communication style, level of emotional intelligence, and perspective. School heads need to know their style of leadership and how this may impact others. Because as an authority figure, leadership is key to success for school heads. When as a school head when you know about your leadership style and have a clear idea about your strengths as well as your weaknesses. This can help a school head to minimize his/her blind spots which might derail him/her in a particular situation.

(Vivianc Robinson 2007) in an analysis of research into the effectiveness of different types of leadership on students' academic and non-academic outcomes, she identified six leadership dimensions having moderate to large effect on outcomes, these were following:

- Establishment of goals and expectations
- Strategic resourcing
- Planning
- Coordinating and evaluating teaching and the curriculum
- Promotion and encouragement to participate in teaching and learning development.
- Ensuring an orderly and supportive environment.

The more school leaders focus on their professional relationships, their work, and their learnings on the core activity teaching and learning. It has a greater influence on students' outcomes.

Emotions-

Emotions are the biological state which is related with nerve system of human's beings which brings neurophysiological changes in human beings like thoughts, feelings, behavioral responses and a degree of pleasure. There is no specific scientific definition of emotions.

Emotions are complex. As per many studies, emotions involve different aspects such as subjective experience, cognitive processes, expressive behavior, psychophysiological changes, and instrumental behavior.

Human beings are emotional creatures. School leaders work, and interact with people of all ages daily. Emotions play an important role when connecting to them.

Gender differences and Emotional Expressions

It describes how men and women express their emotions. A general stereotype assumes that women are more emotionally expressive than men.

Nature versus Nurture

This debate involves whether human behavior is determined by the environment, or during prenatal development or during a person's life, or by behavioral genetics. According to nature and nurture, biological factors have an important role in influencing emotional expression.

One focal biological assume it is related to cognitive differences in genders.

In 2008, a study was conducted by using functional magnetic resonance imaging (fMRI) and monitored the brain activity of participants. As a result, researchers found that men and women have different neural responses at the time of negative emotions experienced.

“There was less upsurge within the prefrontal region of men which is connected with self-regulation, analytical, and focusing of one’s attention as compared to women. There was a reduction in an amygdala which is associated with emotional responding of humans and there was a lesser engagement of ventral striatum, which is associated with decision making and reward-related behavior.” (McRae, Ochsner, Mauss, Gabrieli & Gross 2008) The way men’s and women’s minds react to emotions probably impacts the expression of those emotions.

Gender differences have biological origins which communicate with the social environment in different ways. Biological theorists agree that men and women have inherent variations that exist at birth, but manifest with age and maturation as a result of encounters with their respective environments. (Chaplin & Aldao, 2012).

Emotional Intelligence-

It is the ability to perceive emotions in oneself and others accurately. It is the capacity to comprehend feelings, emotional language, and the signals conveyed by emotions. It’s also the ability to manage emotions so as to attain specific goals.

The traits of emotionally intelligent people are following:

- To handle complex situations
- To express themselves and gain respect
- To influence others and get help from others
- To recognize their own emotional reactions

- To manage self and others while negotiating

They motivate themselves and always stay positive.

Peter Salovey and John Mayer defined emotional intelligence as “the capacity to observe one’s feelings, distinguish between various emotions and name them appropriately and use emotional information to instruct thinking and behavior.” It was classified into four abilities: perceiving, using, understanding, and emotions. These capabilities are distinct yet related to each other.

Gender difference and Emotional Intelligence

There are two main concepts of emotional intelligence.

Social cognition

This feature is what permits individuals to interpret tone, language, facial expressions, and visual communication. Individuals use social psychological feature subconsciously because it is part of society. It is a very important part of emotional intelligence and incorporates social skills like recognizing facial expressions, body language, and other social stimulus.

A review published in the journal *Neuropsychology* found that women are better at recognizing facial expressions and emotions in general.

Men were better at recognizing specific behavior like anger, aggression, and threatening cues. This study was with a sample of 3500 individuals from ages 8-21, who found that women performed better than men on face memory and all social cognition tests. In another study published in *Cerebral Cortex* Journal in 2014, found that women had longer activity in the right temporal cortex, a necessary core of the social brain connected

to perception and understanding the social behaviors of others such as intentions, emotions, and expectations.

A meta-analysis of the study of 215 samples of researcher A.E. Johnson and D Voyer in the journal *Cognition and emotion* observed that women had an overall advantage in emotional recognition. Other studies also indicate that women have superiority to discriminate vocal and facial expressions and also having the ability to accurately process emotional speech.

Two reviews were published in the journal *Emotion* also found that adult women are more emotionally expressive than men but the size of this gender difference varies with the social and emotional context. The researchers also found that three main factors like gender-specific norms, social role, and social obligations, and emotional intensity predict the size of gender differences in emotional expressiveness.

Empathy-

It is the ability to understand or feel what another person is experiencing from their point of view. As a meta-analysis by researcher Rena A Kirkland in 2006 in the North American Journal of psychology, she spotted that there is significant gender difference favoring women in the “Reading test of the mind” test. It is an advanced ability measure of cognitive empathy. She involved 259 studies across 10 countries in this analysis.

In a study which was published in the Journal Neuroscience & Behavioral Review also revealed that there are gender differences in empathy from birth. Females are on average possess higher empathy than males at all ages.

In another research, from PLOS outcomes, it was found that Gender difference in empathy depends on the method of assessment. Experimental and Neuropsychological

measures show that no consistent gender difference. In a comprehensive study (n=10,802) the researcher measured with an experimental empathy for pain task (EPT). Outcomes showed some difference but with minuscule effect sizes.

Theoretical /Conceptual Framework

The Goleman Leadership styles or (The six emotional leadership styles)

“Direction attention towards where it needs to go is a Primal task of Leadership.”-Daniel Goleman

Daniel Goleman- He is a psychologist, former journalist to the New York Times. He is a co-director of the consortium for Research on emotional intelligence in organization. His book Emotional Intelligence (1995), is one of the most influential books. This book was on the New York Times best seller list for over a year and a half.

In the book the author Daniel Goleman, argues that Emotional Intelligence of people is more important than IQ. People who well-adjusted emotionally were more likely to have better leadership skills, mental health and job performance.

He suggested that this skill could be taught in schools to enable the students to turn into stable employees and leaders in the future. The author who listed the methods EI could be integrated into the school curriculum. The theory of Goleman's has come under severe criticism as it has contended that Emotional Intelligence is not really an intelligence but just a set of behavioral traits.

His book, Primal leadership, co-written with Richard Boyatzis and Annie McKee was published in March 2002 by Harvard Business School Press,

Primal Leadership denotes to the emotional aspect of leadership. Goleman as well as Richard Boyatzis and Annie McKee, pinpoint the idea of the resonant leader. This study is based on Daniel Goleman's six leadership styles which were presented in this book Primal Leadership.

Emotional Intelligence is the basis of entire framework, together with the concept of resonant leadership. According to this entire framework emotional intelligence is one of the first and single most important parts of Leadership. To lead, a leader must understand the emotional sides of different aspects as well as the emotions of the people whom he leads. These needs to be some basic rapport and emotional understanding to believe understand and be willing follow to a leader.

His leadership styles are based on four fundamental capabilities: self –awareness, Self-management, social –awareness, and social skills.

1. Self –Awareness

- It is the ability to read and understand self-emotions as well as recognize their impact on work environment and work performance.
- Accurate self-assessment, a realistic evaluation of self-strengths and limitations.
- Self-confidence: a strong and positive perception of self-worth

2. Self-Management

- Self-control: The ability to keep upsetting emotions and impulses under control.
- Trustworthiness: a continuous display of honesty and integrity
- Conscientiousness: the ability to manage self and responsibilities.

- Adaptability: the ability to adjust to changing situations and overcoming obstacles.
- Achievement orientation: having passion and desire to accomplish goals.
- Initiative: a readiness to seize opportunities.

3. Social Awareness

- Empathy: the ability to sense other people 's emotions, understanding their perspective and taking on active interest in their concerns.
- Organizational awareness: the ability read the aspects of organizational life, build decision networks and navigate politics.

4. Social Skills

- Visionary leadership: the ability to take lead and inspire with a compelling vision.
- Influence: the ability to have an effect on people with convincing tactics.
- Developing others: the tendency to encourage the ability of others through feedback and guidance.
- Communication: the skills at listening and at sending clear, convincing and well-timed messages.
- Change catalyst: ability to initiate new ideas and leading people in a new direction.
- Conflict management: the ability to downscale disagreement and organize resolutions.
- Building bonds: proficiency at cultivating and maintaining a web of relationships.
- Teamwork and collaboration: proficiency at promoting cooperation and building teams.

RESONANT LEADERSHIP

In Primal leadership, Goleman, Boyatzis, McKee construe the concept of resonant leadership.

Resonance is the ability to synchronize with one another and resonant leader work on emotional intelligence to direct their feelings to help a group meet its goals. Resonant Leadership can calibrate the requirement of a team of people.

What is Resonant Leadership?

It is the ability of a leader to create a positive emotional impact on others by using Emotional Intelligence. This leadership trails positive and energetic zestful emotions and puts people in Emotional synch. Successful execution of resonant leadership in a group results in emotional comfort, cooperation, idea sharing and strong emotional bonds that help the team through tough times.

Six Leadership styles

Daniel Goleman has divided six leadership styles based on emotional intelligence into two categories.

(i) Leadership styles which creates resonance and boost performance of people are, visionary leadership, affiliative leadership, coaching leadership, democratic leadership.

(ii) Leadership styles which creates dissonance if used in excessive or in wrong manner are commanding leadership and pacesetter leadership.

Part1- The Resonant Styles

(1) Visionary style/Authoritative Leadership style- “Let’s remind ourselves of the biggest purpose”

Primary Objective- It is built on inspiring and motivating people to pursue a long-term vision.

It is also referred to as an authoritative style. The visionary leader moves people toward a shared goal. They empower others to utilize individual innovation, experimentation, and grant permission to take a calculated risk. Leader believes in the vision and acts as an inspiration for the employees and subordinates.

A leader using this style:

- Focus on the future with an articulated mission and team commitment.
- Seeks individuals' point of view on the vision without surrendering authority and undermine the integrity of the mission.
- Influence others by elaborating and exploring the vision.

Pro –

- ❖ Positive and inspirational vision of the future wins people's hearts.
- ❖ Relationships are built and new leaders are developed.
- ❖ Communication and conflict management are used to unite the team.

Cons-

- ❖ If the team doesn't have the skills and leader doesn't partner with the coach, the vision will turn into frustration,
- ❖ Leader must be authentic to gain commitment

(2). Affiliative style- "People first, task second"

Primary objective- Team is connected and harmonious.

Leader is a star at building team and promoting harmony among subordinates. Praise and information sharing are abundant. This leadership style is defined by empathy. These leaders are sensitive to other's problems and prioritize people over goals.

A leader using this style:

- Emphasis on individual rather than tasks
- Shares emotional challenges with the subordinates in an appropriate manner.
- Heals rifts in team, rewards individuals' qualities as much as the delivery of the task.

Pro-

- ❖ Team morale is high because there is positive feedback.
- ❖ Team members trust each other and are loyal to the endeavor.

Cons-

- ❖ Poor performance may not be addressed.
- ❖ Functional conflict is healthy, leader needs to promote healthy confrontation of problems.

(3) The Democratic Style- "Let's work it out together".

Primary objective- Building commitment and generation of new ideas.

This style relies on subordinate's commitment to goals. Such leaders possess high levels collaborative skill, team leadership, and communication skills. They share decision -making responsibilities among the group. Leader role is to determine who participates and to identify consensus.

A leader using this style:

- Believes that individuals have the capability to develop the appropriate direction for themselves and their team.
- Recompense adequate performance and rarely gives negative feedback.

Pro-

- ❖ Team morale is high because decisions are brought into.
- ❖ Better ideas are discovered because there are more brains and accountability.
- ❖ Communication and conflict management techniques are used to unite the team.

Con-

- ❖ Be aware of team member communication styles and use the appropriate tools to collect decision fairly.
- ❖ Must agree if unanimity majority or plurality clinches the decision.
- ❖ Difficult to manage an emergency.

(4) The coaching style- “Let me help you develop”

Primary objective: Long term professional development of individuals.

Leader recognizes talent and build skills. These leaders develop for future and work like as a counsellor not boss. This is “Try this” approach.

A leader using this style:

- Helps employees to identify their strengths and weaknesses in the light of their aspirations and connect those traits and aspirations with the goal of the organization.

- Provide on-going support, training and feedback.

Pro-

- ❖ Leader is building leaders.
- ❖ Leader can see the future and cultivate the skills necessary to compete and win.
- ❖ Talent is recognized and challenging goals are set and accomplished.
- ❖ Development plans and challenging goals are embraced by the team.

Cons-

- ❖ Takes time to coach.
- ❖ Won't work if employees don't want to build new skills.
- ❖ Won't work if leader lacks coaching skills, e.g. empathy, emotional intelligence etc.

Part II- The Dissonant Styles. Apply with Caution

(5) Pacesetting style – “Do It my way”

Primary objective: Accomplishing tasks to high standard of excellence.

Leader expects excellence and self-direction. This is the “Do as I do, now!” approach. Leader sets high performance expectation for the team and is working hard to meet his or her own challenging performance goals.

A leader using this style:

- Sets high performance standards and exemplifies them himself.
- Obsessed with doing things better and faster.

- Quickly pinpointing at poor performance and demanding more and becoming a micro manager.
- Has little sympathy for poor performance.

Pros-

- ❖ Team respect a leader that is an expert in the field and has a solid work ethics.
- ❖ Leader accomplishing goals alongside the team.

Cons-

- ❖ Beware that the leader's self-esteem isn't based on always being number one.
- ❖ Team must have the skills because they won't get coached.
- ❖ Leader may be so involved in the immediate goal that the bigger strategy could be missed.

(6) Commanding Style /Coercive leader- "Do it because I say so"

Primary objective: Immediate compliance.

Commanding authority rules by fear. Leader demands immediate compliance. He believes in giving order and no chance of equal opportunity, and affiliation. He prefers on strict control over the company.

A leader using this style:

- Gives lots of directions regarding what to do.
- Strict control through monitoring.
- Feedback emphasize what is wrong and achieve compliance.

Pros-

- ❖ Leader thrives in crisis as power and dominance are demonstrated and full compliance is expected.
- ❖ Removes complexity of decision away from the team.

Cons-

- ❖ Employees only work out of fear. They will be looking at opportunity to reciprocate.
- ❖ Low morale and employees will not do any more than is expected.
- ❖ Better solution or ideas will not be identified by those who know the work.

METHOD-

Quantitative method is used for this study. A questionnaire was used to collect the data. It was based on the work of George Lit win and Richard Stringer, psychologist from Harvard University. This questionnaire also considers the six leadership styles of Daniel Goleman. There are 36 questions in this questionnaire. It is a 5 scale questionnaire.

FINDINGS

There are 56 Kendriya Vidyalayas in Chandigarh region. This study is conducted on 16 school heads of this region. A questionnaire was shared with all in Google form. 8 women school heads and 8 men school heads submitted their responses. The collected data result is as below:

Age group	40-45	45-50	50-55	55-60

Women	2	2	0	4
Men	6	2	0	0

KENDRIYA VIDYALAYA SANGATHAN CHANDIGARH REGION

Women school head leadership styles score table

COMMANDING	PACE SETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
17	22	30	30	25	27
16	21	24	26	24	28
15	19	20	19	28	28
12	18	20	23	23	24
14	20	21	21	18	18
14	16	21	17	19	21
4	11	28	21	26	17
8	18	18	21	22	17

KENDRIYA VIDYALAYA SANGATHAN CHANDIGARH REGION

Men school heads leadership styles score table

COMMANDING	PACE SETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
20	17	26	23	28	19
18	16	23	23	26	26
15	20	22	20	25	23
18	19	19	19	24	23
16	18	17	22	26	20
13	15	19	23	22	25
10	13	22	18	17	24
6	15	17	16	24	21

Gross total of each leadership style score

GENDER	COMMANDING	PACSESETTING	DEMOCRATIC	COACHING	AFFILATIVE	VISIONARY
Women	100	145	182	178	185	180

Men	116	133	165	164	192	181
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Mean and standard deviation of women school heads for all six leadership styles

Women	COMMANDING	PACESETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
Mean (μ)	12.5	18.125	22.75	22.25	23.12	22.5
Standard deviation(σ)	4.12	3.21	3.96	3.83	3.17	4.55

Mean and standard deviation of men school heads for all six leadership styles

MEN	COMMANDING	PACESETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
Mean (μ)	14.5	16.62	20.62	20.5	24	22.62
Standard deviation(σ)	4.35	2.17	2.95	2.5	3.12	2.28

T test for two independent means result

T-TEST RESULT	COMMANDING	PACESETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
t- value	-0.88192	1.02151	1.13768	1.01187	-0.51949	-0.06488
p-value	.196356	.162171	.137176	.164385	.305768	.474594

Significance level for test -.10

One Hypothesis- There is gender difference in leadership styles of men and women.

However, the t-test result table shows that the result is not significant $P < .10$. As per t-test result that there is no significant gender difference in leadership styles of women school heads and men school heads of Kendriya Vidyalaya Sangathan RO Chandigarh. But Mean (μ), and Standard deviation (σ) results have different indications regarding leadership styles. The results show that women school heads ($\mu=22.5$, $\sigma=3.96$) used democratic style more as compared to men school heads ($\mu=20.62$, $\sigma=2.95$). There is the same trend in Pacesetting, coaching and visionary styles. In Pacesetting style, women school heads ($\mu=18.125$, $\sigma=3.21$) have scored more as compared to men ($\mu=16.62$, $\sigma=2.17$). In coaching style, women school heads ($\mu=22.25$, $\sigma=3.83$) have scored more as compared to men ($\mu=20.5$, $\sigma=2.5$). In visionary style, women school heads ($\mu=22.5$, $\sigma=4.55$) have scored more as compared to men ($\mu=22.62$, $\sigma=2.28$).

Limitations of the study- The data sample is small.

DISCUSSION-

Emotional Intelligence competences of each leadership styles are following:

Commanding- Drive to achieve, initiative, self-control.

Pacesetting - conscientiousness, drive to achieve, initiative

Democratic- collaboration, team leadership, communication

Coaching - Developing others, empathy, self-awareness

Visionary- self-confidence, empathy, change catalyst

Affiliative- Empathy, building relationship, and communication.

As many research findings analysis indicate that women's emotional recognition is better than men. They are more expressive and their communication skills are better than men. They are more empathetic than men. This study findings show that Women are using Pacesetting leadership style more as compared to men. Conscientiousness is the emotional competency of pacesetting leadership style. This connotes women's personality trait task, and goal-oriented, organized, self-controlled, and follow norms. Societal gender difference norms and gender roles are the key factor of this competency high rate in women. As already discussed, social cognition, and empathy's biological aspects in women and men. Many pieces of research revealed that Gender has tended to differ in emotional self-awareness, interpersonal relationship, self-regards and empathy with women scoring higher than men. More use of coaching style by women also justifies that women have higher social cognition and empathy than men. Because coaching style emotional competencies are: developing others, empathy, and self-awareness. This study also reveals that men school heads also use an affiliative leadership style more instead of that many research pieces results show that women have more empathy, and are good at building relationships, communication skills as compared to men.

Conclusion-

This study gender difference, and leadership styles need sincere and in-depth analysis, due to change in societal norms, changing perception of society towards women, professional facts, change in the political scenario of the 21st century. It becomes more important in the case of school leadership because schools play an important role in nation-building. Children, male and female, both are future citizens of the nation. Their values are valuable for every society. School leaders, leadership styles affect all stakeholders. So that society can understand and

appreciate that leadership efficiency and effectiveness should not be judged and distinguished on the basis of gender difference.

In fact, gender is a significant way to understand the individual differences. This study uses an emotional intelligence framework to assess leadership styles which is based on fundamental capabilities: self-awareness, self-management, social- awareness and social skills, it needs to acknowledge that this understanding can contribute to optimize leadership effectiveness. This study can be conducted on large a scale for in -depth analysis.

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Leadership behaviour among the heads of schools

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Abstract

*The effective functioning of the school mainly depends on school Heads who plays a vital role in improving the image of the school. The position that school Heads hold depends to a large extent on the capacity that he/she practices over his/her teachers, the pupils, their parents and community. In a school setting the effectiveness of the leadership behaviour is revealed through the workforce productivity and student productivity. Multiple encounters faced by schools these days, is crucial for the heads to solve school issues efficiently and make the most of their abilities for the benefit of the school. Therefore, an effort has been made by the investigator to ascertain the leadership behaviour among the heads of schools. **Objectives of the study** is to measure the level of Leadership behaviour among school heads and to find out whether the select independent variables influence the leadership behaviour among school Heads. **Methodology:** Survey method has been adopted by the investigator for the purpose of the study. **Sample:** A sample of 175 Heads of schools which includes Headmasters, Headmistress and principals of High schools and Higher secondary schools in and around Madurai, Virudhunagar and Dindigal districts, constituted with due representation given to the variables, viz. Gender, Age, Qualification, Experience, Marital status, Family type, Family income, Subject studied, Nature of employment, Location of the school, School kind etc. **Tool:** Leadership Behaviour Rating Scale developed by Sathiyagirirajan.S.. (2015), was used for data collection. **Findings:** The level of leadership behaviour among the school heads is found to be significantly high and Leadership behaviour among the school heads is found independent of the select variables except of School Kind. The Leadership behaviour among the school head is found to be dependent of School Kind.*

Key words: Leadership Behaviour, School Heads

Introduction

According to New Education policy 2020, Education is the basis for achieving the full human potential, for evolving an equitable and unbiased society and promoting national development. The Education system must aim towards having less content, but move towards learning to think creatively and critically and developing coping skills to face the reality without any difficulty. Education involves the coordination of the educator, educand and the social factors. Education aims at developing holistic personality in an individual. Education develops life skills in the individuals, thereby gives strength to face day to day challenges of life. The main purpose of 3

education is to create a good human being and a responsible citizen who can lead a happy life. The outcome of education should be seen in the attitude and behaviour of the individual. Thus Education is a process which helps in the modification of the behaviour of the individual. It brings out the innate powers of the individual.

According to New Education policy 2020, the education system strives to develop human beings who are rational in thought and action, having empathy, courage, possessing compassion and scientific temper. The national goals of a country can be realised by making the Education as a powerful instrument of social, cultural and economic transformation. Education must help every individual towards the attainment of self-actualisation. One of the objectives of education is to create effective leaders.

Education is a powerful instrument of social, economic and cultural transformation necessary for the realization of national goals. Educational institutions are the most important organisations of any nation as they have impact on the issues of national agenda. Education is the orderly training of individuals to take happiness in the active construction work to achieve the common goal of strengthening the character and intelligence development. Education is not teaching the students what they don't know, rather education means to teach them how to behave when they do not behave appropriately. Education is to create realisation among the students about their worthiness, commitment in their life and help them to take up responsibility for their life and the society. Education acts as the basis for the enrichment of individual's life, mobilisation of society and progress of the nation. Education helps people to take appropriate decisions in life and to differentiate between good and bad. Education helps to develop and improve general academic knowledge, technical, vocational skills, attainment of cultural practices of individuals in a community. It is a journey of assisted discovery where we are helped, nurtured and treasured in our natural quest to understand about ourselves, our ethos and the world, our personality and welfare and to discover the actual purpose of life. Education contributes not only to economic and social welfare but also it aims towards the development of human beings.

Mukhopadhyay (2001) has said about education as an instrument which helps for social change as it brings out the hidden intellect in the students, which helps to create a society with a set of social attributes and human values. National Policy on Education (1986/92) predicted that education is an investment not only in the present but also for the future. It emphasised that education is a must for everyone and is fundamental for holistic personality development of the individual.

1. Leadership behaviour

The term Leadership has figured conspicuously in research on school administration from 1960s. Leadership can be defined as the ability to persuade other and to lead them in the direction in which the leader wants them to proceed in order to achieve the goal of the organisation. It unites a group together and motivates it towards common goal.

Leadership behaviour has various dimensions and they vary according to the personality of the leader, the requirements of the work to be achieved by him and his group members, the attitudes, expectations and needs of his followers and the physical and organisational environment in which the leader and followers operate. 4

Leadership behaviour is positively linked to personality factors such as intelligence, openness, assertiveness and emotional stability.

“Commitment unlocks the doors of imagination, allows vision, and gives us the right stuff to turn our dream into reality.”-James Womack. Keeping this in view, educational institutions require school heads who are committed professionals, looking into the well-being of their students which is most important.

Leadership is not identified from the title, designation or through qualification rather leadership is about inspiration, influence and impact. Leadership plays a vital role in the learning organisation where the leader motivates the individuals, the leaders of tomorrow towards a shared vision to foster an environment of learning.

The leader is not a person who distributes the work but shoulders the responsibility with empathy and compassion. He manages the Time, the speed of the work and the perfection of work. He leads the path which is not laid but yet paves way for others to trod upon. A good leader can understand others style of work and use his emotional intelligence to uplift his organization.

Ekman, 2003, views that “A true leader can widen a school role in the world beyond its walls and improve the internal dynamics of the school, maintaining harmony among its staff. Thus, leadership is the activity of influencing people to cooperate towards some goal which they come to find desirable.

Leadership Behaviour of school heads play a crucial role in the effectiveness of an educational institution. It is necessary to recall the words of Cheng and Townsend (2000) who stressed the important role of a school Heads/Principal in bringing change and effectiveness.

Effective school leadership provides a clear vision and sense of direction for the school. The major qualities a school head must possess are Integrity, Resilience, Ability to delegate, Decisiveness, Positivity, Ambitious, learning skill, Interpersonal skills, Non-Judgmental, Rewarding, Motivating, Counselling, Empathetic etc

2. Qualities of a School Head

Integrity

The school head needs to be honest and show a strong moral and ethical values. He needs to create trust, pride and responsibility and generate confidence.

Resilience

The leader holds the ability to withstand adversity and bounce back from difficult life events. Being resilient does not mean that people don't experience stress, emotional upheaval, and suffering. The leader needs to have emotional resilience, so that he can tap into realistic optimism, even when dealing with a crisis.

Ability to Delegate

The leader recognizes his employers' talents and assigns the responsibility accordingly. The leader ensures accountability and liability on his employers. 5

Decisiveness

Decision making is a prerequisite skill to accomplish his goals. The leader gives ears to others' suggestion and brings out the best decision as a whole.

Positivity

Positive attitude inculcates a healthy environment and the leader sets an example for it. A positive attitude is essential to happiness, joy, and progress in life. This state of mind brings light, hope and enthusiasm into the life of those who possess and also gets transferred to others.

Learning ability

The leader becomes more effective if he adapts, and evolves to changing technologies and processes. Learning ability should be a continuous process for any successful school head.

Interpersonal skills

It is necessary for the Head to have a good rapport with the parents, students, Teachers, and other stakeholders in the organization to be a successful leader.

Healthy environment

The principal should carry out the physical mental and social health for a successful maintenance of an institution. He is the harbinger of their Health for a notable change.

Efficiency

A leadership quality that goes hand in hand with organization is the ability to operate efficiently. Smart work and hard work are the need for today's dynamic leadership. Quick and prompt decisions are very much essential for a leader in this digital competitive ambience. Efficiency, in simple terms, means completing the work with optimum utilization of the available resource.

Rewarding

A successful leader should reward and applaud his employees suitably. This motivation will encourage the employees to work with passion and enthusiastically.

Counselling

The principal should counsel his employees and see to it they are comfortable and stress free to their place. The leader should hug and pat his employees as needed.

3. Need and significance of the study

The field of leadership research has changed drastically in how one thinks about, studies, and defines leadership (Hunt and Ropo, 1995; Bryman, 2004) 6

The definition of leadership research has changed drastically in the course of time. According to Bryman, a number of factors have contributed to the study of leadership with increased optimism. A true leader has the confidence to stand alone, the courage to make appropriate decisions and the compassion to listen to the needs of the others.

Schools are the basic formal unit of the society. The prime value of quality school education is related to the national development index of a country to achieve national objective for every country.

The framework of national policy of education 1986 and POA (Plan of Action) 1992, clearly states the main role of school heads to work upon the quality and excellence in the school education at micro level in school context. “The role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders” – (NEP 2020, 5.13 pg21).

The responsibility of the school head demands great talents to bind the staff, parents and students to go along with a definite objective to achieve the desired goal. The prime responsibility of the school head is not only directing the employees towards the task but to know how to get the work done with utmost perfection. An efficient school head inspires and empowers the teachers and the parents with clear vision. He looks forward and foresees every situation with clarity in his thoughts and has a sheer passion for a winning attitude.

The success of educational institutions relies on the leadership quality of school heads. The school head is responsible for the effective general management of the school, for ensuring the provision of academic leadership and strategic vision and for the quality of the student experience. The school heads need creativity and skill competency for working efficiently. They need to develop a culture of collaboration and teamwork among staff. The school heads develop standardised curriculum assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures and also to develop a culture of collaboration and team work among staff. Being a reputed personality, he needs to earn respect from his colleagues and to improve his problem-solving capabilities for meeting diverse challenges which the school faces in day to day activities.

In this pandemic situation, and technology explosion, several challenging situations are to be handled by the school heads in rural and urban areas. Children and teachers do not have personal contact during teaching learning transaction. Teachers do not have control over the students to have a check regarding the level of understanding of the subject by the students. However, the expectation of the parents and the institution needs to be fulfilled keeping in mind the hurdles in the process of curriculum transaction during the pandemic situation affected by Covid-19.

The role and responsibilities of school heads have changed significantly in the present scenario. School heads like any other educational leaders must have a vital role in developing, learning school communities for both teachers and students. School heads should be knowledgeable, creative, engaging, encouraging, dedicated, inspiring, motivating and helpful because they have to work not only on goals that includes school activities, approaches, strategies employed for the schools but also the behaviour of the school community. As a result, the role of the school heads also underwent great transformation with the development and expansion of the education system in recent days. If the school principal is strong, motivated and good manager who clearly outlines expectations for staff and students, then the school tends to make progress. Therefore, school heads should have the desired skills and competencies to facilitate educational change, 7

transform the constraints and develop desirable school climate for teachers and students to work and learn and develop effectively. Schools cannot exist without head/principal. The Head of the school is the principal and the functioning of the school eventually depends on him/her. (The Secondary Education Commission report 1952)

The heads of schools have started to concentrate on new leadership theories according to the rapid and complex changes prevailing in the present scenario of organisation. Heads of schools today are motivated to use new methods of leadership, to adopt new managerial methods to achieve set goals. Effective principals work persistently to improve the quality of education. A supportive principal can make all the difference for a teacher. The relationship between a teacher and a principal has to be built on a foundation trust.

A true school leadership requires the knowledge and understanding of the managerial and other skills along with the personal ability to effectively implement these skills.

The most crucial factor in any school is the leadership behaviour that may reflect on teacher's effectiveness and success of the school as a whole. Hence the investigator has undertaken to study the leadership behaviour of the heads of the schools.

4. Review of literature

Shelat (1974) found that HH pattern of leadership behaviour was manifested by the principals of large sized High schools and LL pattern of leadership behaviour was manifested by the principals of small sized High Schools. However, HL and LH pattern of leadership behaviours were manifested proportionately by principals of both large sized and small sized schools. The studies carried out by **Darji (1975)** on the leadership behaviour of school heads and its correlates in the Secondary schools of Panchmahal's District revealed that the leadership behaviour dimensions and patterns were significant in relation to innovativeness, morale and climate.

Darji (1975) conducted studies on the leadership behaviour and its correlates and found that most of sampled schools showed LL(36%), HH (44%) patterns of leadership behaviour which was distributed fairly among the schools of rural areas whereas, in urban areas around 50% had HH pattern.

Paul (1976) in his studies on the leadership role of principals of upper secondary schools of Sweden, concluded that the self-perceived leadership behaviour factors of 'initiating structure' and 'consideration' were almost equivalent on the LBDQ-real and LBDQ-ideal version.

The studies by **Singh (1978)** on the Leadership Behaviour of Secondary school Heads in Haryana and its correlates revealed that the leadership was significantly related to the four personality factors such as intelligence, emotional stability, assertiveness and outgoingness. The leadership behaviour of school heads in Haryana was not related to sex, academic qualification, teaching and administrative experience.

King (1978), found that the principals of female elementary schools were perceived as being authority oriented in their leadership style than of male principals. Taking into 'consideration' the needs and interest of the teachers, female principals were less oriented than male principals. The morale of professional performance of teachers was not related to the sex of the principals in schools and sex factor of teachers did not have any impact on how the principals were perceived.

Bartholome (1980), conducted a study on the relationship of Superintendent's and teacher's perception towards the principal and found that superintendents rated the principals higher than of the teachers.

Kappelman (1981) found that the perception of teachers on female and male principals revealed manifestation of both 'person-orientation' and 'task orientation' among the principals. The study further revealed that in the perception of teachers, no difference was found between female principals' and male principals on the bases of power.

Dhanosobhan (1982) conducted a study to identify the leadership styles of secondary school principals and teachers on the basis of Demographic Data Questionnaire and LEAD (Hersey and Blanchard). It was found in his studies that principals and teachers were found frequently perceived more by themselves utilizing Leadership Behaviour (HL). The working experience, educational background and sex did not have effect on the perception of the secondary school principals on their leadership style.

Mahdi (1984) made a study on the leadership style of elementary school principals as perceived by themselves with LBDQ (Form XII) and their teachers. He found that the perception of leadership behaviour by the principals was higher than that of the teachers

Studies by Pandey (1985) revealed that there was no much difference in the leadership behaviour of rural and urban principals and schools in urban areas were more open than rural areas.

Ara (1986) findings revealed that skilled leadership of principals bring about a higher degree of conformity and unskilled leadership of principals generate low degree of conformity in the teachers.

Ara (1986) also revealed that the leadership behaviour of the principals was positively related to teacher's job satisfaction. However, the urban and rural location of the schools had no relationship on the perception of the teachers about the leadership behaviour of the principal. In a study carried out by **Carr (1987)** found that female and male secondary school principals of California, USA were similar in their attitudes. But there was no significant impact on the leadership attitudes of the principals based on the variables such as age, education and experience of secondary public-school principals.

The research findings undertaken by **Bala (1990)** in Haryana suggested that school heads had been rated high on all the dimensions of leadership behaviour when studied individually, such as initiation, persuasiveness, integration, demand reconciliation, tolerance of uncertainty, representation consideration, predictiveness etc.

The leadership behaviour of the principal is evenly distributed on all proportions of leadership and it is not mainly related to personality features such as administrative experience, sex, age, and teaching experience. (**Bala, 1990**).

Study by **Nanda (1992)** identified that there was no significant difference between Leadership behaviour of female and male heads of Primary School Headmasters of Cuttack City. Further the study revealed that the experience and age variable were not the contributing factors in leadership behaviour amongst the Primary School Head Masters of Cuttack City. 9

A study conducted by **Diwan (1993)** comparing the leadership behaviour with the value patterns in the institutional context of principals from senior secondary schools of Delhi and the various private management institutions, found that the value patterns of the principals depend upon their disliking and liking of certain things. The findings added that all the principals showed remarkably the leadership behaviour in conformism with the values they possessed and the satisfaction of principals depended upon the value they expressed effectively in their day to day life.

Govinda & Tapan, (1999) found that the progress of the learners can be accepted as the final indicator of the achievement of the work done by the school heads.

"Another research in Shiraz showed that there existed significant difference between the leadership behaviour of men and women heads (**Javdane, 2002**). " It was further mentioned in that research study that women school heads were more transformational in leadership behaviour than men school heads.

The research done by **Mundanmani (2003)** pointed out that the leadership behaviour of school heads was equal to that of an ambitious leader. The principals/school heads were found to possess managerial capabilities and were ready to face the challenge of leadership.

Leithwood and Jantzi (2006) concluded that the teaching and learning was improved by the school leaders indirectly and powerfully having high influence on staff motivation, working conditions and organisational commitment. School heads motivate teachers work behaviour and learning outcomes of students by developing a optimistic school climate that inspires the teachers.

In the research by **Gupta (2009)**, it was found that government schools possessed structural school climate but private schools possessed controlled climate. It was further found that there was no significant relationship between values or the modernization and the vidyalaya's organisational climate.

Barber, Whelan & Clark (2010) did a research on the importance of school leadership among various countries and found that the without the leaders schools cannot be improved. It was also found that school leadership had connectivity to student outcomes. It was emphasised in the study the leaders of the school must focus on the achievement of the student, they need to be determined in achieving their goals, they need to be resilient and flexible to the situation and the persons they work with, have willingness to have deep understanding of the situation and people, and they must have awareness about themselves and need to be ready to learn and should be enthusiastic and positive.

Day et al., (2010) found the key dimensions of successful school leadership as, setting directions, defining vision and values, building trust, reshaping factors for teaching, enhancing the quality of teacher, enriching the curriculum, building collaborations both with outside community and internally, improving the quality of learning and teaching, redesigning leadership roles, restructuring the organisation and responsibilities. The main source of leadership in the schools are their school heads, their insightful strategies, their educational values, leadership practices describe the internal processes which leads to better student outcomes. 10

Barber et al., (2010) found that the principals who were performing high were motivated by their capability to make difference, they found joy in teaching, they paid more attention on instructional leadership and in people development, they spent equal number of hours as other principals, spent adequate time with their staff members. They were spending sufficient time in mentoring the teachers, interacting with students, parents and officials of their higher ups.

Diwan (2011) revealed in his study that the improvement of the school largely depends on the effectiveness of Heads of the School, their vision, self-confidence, interpersonal relations and professional competence.

Tyagi (2011) in his study conducted in the selected private aided, government, private senior secondary schools in Delhi, Uttarakhand and Chhattisgarh found that it was the effective instructional leadership of school heads which encouraged the teachers to integrate and involve in the school grounded activities of professional development.

OECD's TALIS (2013) found that pivotal and multifarious role is played by the head of schools in setting directions and in creating optimistic and productive work in schools for teachers and in creating vivacious environment for students.

Van Maele & Van Houtte (2015) revealed in his studies that the Head of the Schools have major role in preventing emotional burnout and in creating favourable climate for teachers. The research findings by **Sudheep A.S & Dr.Narayanawamy M (2016)** revealed that there was no significant relationship between leadership behaviour of school heads and commitment of secondary school teachers.

5. Statement of the problem

*The purpose of the study is to know the **LEADERSHIP BEHAVIOUR AMONG THE SCHOOL HEADS***

6. Objectives of the study

1. To measure the level of Leadership behaviour among School Heads.
2. To find out whether the select independent variables influence the leadership behaviour among School Heads

7. Hypotheses of the study

1. School heads have High level of leadership behaviour.
2. Gender do not exert a significant influence on leadership behaviour among School Heads.
3. Age do not exert a significant influence on leadership behaviour among School Heads.
4. Qualification do not exert a significant influence on leadership behaviour among School Heads.
5. Experience do not exert a significant influence on leadership behaviour among School Heads.
6. Marital Status do not exert a significant influence on leadership behaviour among School Heads.
7. Family type do not do not exert a significant influence on leadership behaviour among School Heads.

8. Family Income do not exert a significant influence on leadership behaviour among School Heads.
9. Subject studied do not exert a significant influence on leadership behaviour among School Heads.
10. Nature of Employment do not exert a significant influence on leadership behaviour among School Heads.
11. School Kind do not exert a significant influence on leadership behaviour among School Heads.
12. School locality do not exert a significant influence on leadership behaviour among School Heads.

9. Methodology

9.1. Variables of the Study

The variables involved in the study are as follows:

Dependent Variable:

Leadership behaviour

Independent Variables

1. Gender : Male / Female
2. Age : up to 50 / 51 and above
3. Qualification : B.Ed. / M.Ed.
4. Experience as school Head : up to 5 years / 6 and above years
5. Marital status : Married / Unmarried
6. Family type : Nuclear/ Joint
7. Family income : Adequate / Inadequate
8. Subject studied : Arts / Science
9. Nature of employment : Govt/ Private
10. School kind : Mixed / Unisex
11. School locality : Rural / Urban

9.2 Operational Definition

Leadership Behaviour: refers to process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task possessed by the school heads.

Heads of Schools: refer to a person who are working as Headmaster / Headmistress or Principal in the high or higher secondary schools in Madurai, Dindigul, and Virudhunagar Districts in Tamil Nadu. 12

9.3 Sample size

A stratified representative sample of 175 Headmasters / Headmistress / Principals of high or higher secondary schools in Madurai, Dindigul, and Virudhunagar districts constituted with due representation given to the variables, viz. Gender, Age, Qualification, Experience, Marital status, Family type, Family income, Subject studied, Nature of employment, School kind and Locality. Schools included Tamil Nadu State government schools, Management Aided schools, Private schools, and schools affiliated under CBSE.

9.4 Tool

Leadership Behaviour Rating Scale developed by **Sathiyagirirajan.S.. (2015)**, was used for data collection.

9.5 Technique

Survey was the technique employed. The investigator prepared the Leadership Behaviour Rating scale of Sathiyagirirajan.S. (2015) in a Google form along with questions on personal data based on select independent variables. The permission letter was obtained from the Chief Education Officer of the Education Department of Maurai District and with the help of four Education Officers the Google form was sent to the Heads of the govt and private schools of Madurai, Dindigal and Virudhunagar districts and data was collected. SPSS software was used for statistical analysis of the data.

9.6 Statistical Treatment

- (i) 't' – test between the means of large independent samples.
- (ii) Pearson's Product Moment Correlation 'r'.

1. Analysis and interpretation of data

10.1 Leadership Behaviour Among School Heads

The empirical average score of Leadership behaviour among school heads involved in this study is found to be 92.48, while the theoretical average is 50 only. Hence the Leadership behaviour among school heads is found to be significantly high. To put it differently, School Heads' leadership behaviour is found extremely favourable.

10.2 Leadership Behaviour and Independent Variables

The details of results of test of significant difference between the mean scores of Leadership behaviour in terms of Independent variables are given in table. 13

TABLE 10.3: Statistical measures and Results of test of significan ce of difference between the means of leadershi p behaviour : independe nt	Sub-Varia bles	N	Mean	SD	't' - Value	Significan ce at 0.05 level
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variables

– wise

Variable

Gender	Male	76	93.4868	5.30281	1.745	Not Significant
	Female	99	91.7172		8.07622	
Age	Up to 50	91	92.3626	7.71509	0.242	Not Significant
	51 and above	84	92.6190		6.28232	
Qualification	B.Ed.	94	92.4468	6.06349	0.077	Not Significant
	M.Ed.	81	92.5309		8.07479	
Experience as School Head	Up to 5 years	81	92.3333	7.65343	0.262	Not Significant
	6 years and above	94	92.6170		6.51402	
Marital status	Married	133	92.6319	7.03953	0.913	Not Significant
	Unmarried	42	90.5000		7.11592	
Family type	Nuclear	116	92.0690	7.65873	1.212	Not Significant
	Joint	59	93.3051		5.61787	
Family Income	Adequate	157	92.6497	7.05279	0.913	Not Significant
	Inadequate	18	91.0556		7.00817	
Subject Studied	Arts/commerce	60	91.4167	8.64025	1.303	Not Significant
	Science	115	93.0435		6.01663	
Nature of Employment	Government	111	92.4144	7.64136	0.188	Not Significant
	Private	64	92.6094		5.92444	
School kind	Mixed	141	92.0728	7.05512	2.073	Significant
	Unisex	34	95.0833		6.53364	
School Locality	Rural	127	92.6220	7.32351	0.444	Not Significant
	Urban	48	92.1250		6.30645	

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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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A PARADIGM SHIFT FROM AUTHORITATIVE TO SYNERGIC LEADERSHIP

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 a 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 firms & 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/~ronkowitz/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).

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

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.

“Anything worthwhile, never come easy

If it were easy, anyone can do it” (“Napoleon 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:

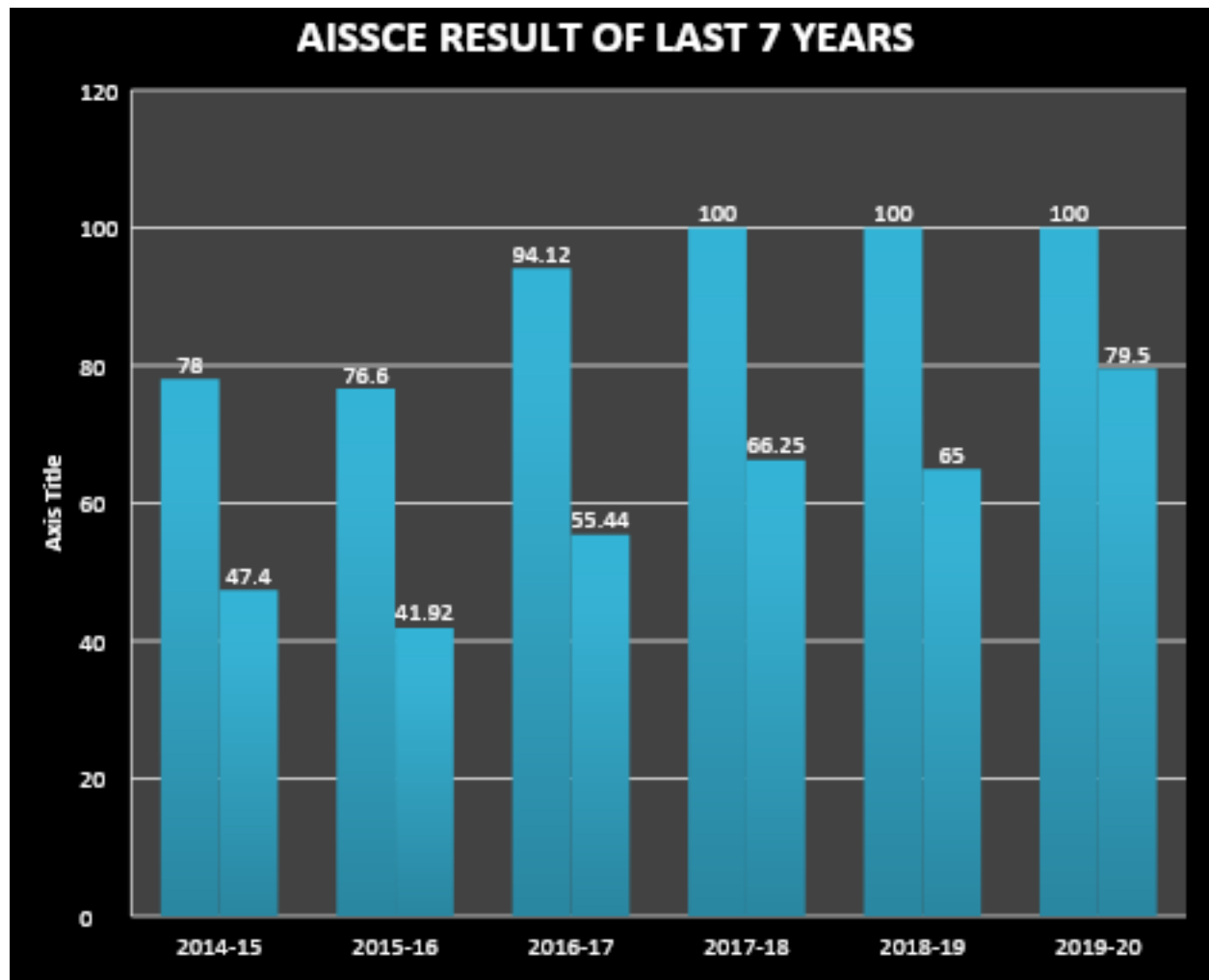
1. The communication skills need proper attention from Primary level.
2. The traditional mode of teaching is not effective and impactful.
3. Communication Gap between the students and teachers.
4. Students have potential and talent but maximum throughput is not achieved.
5. Students are introvert, due 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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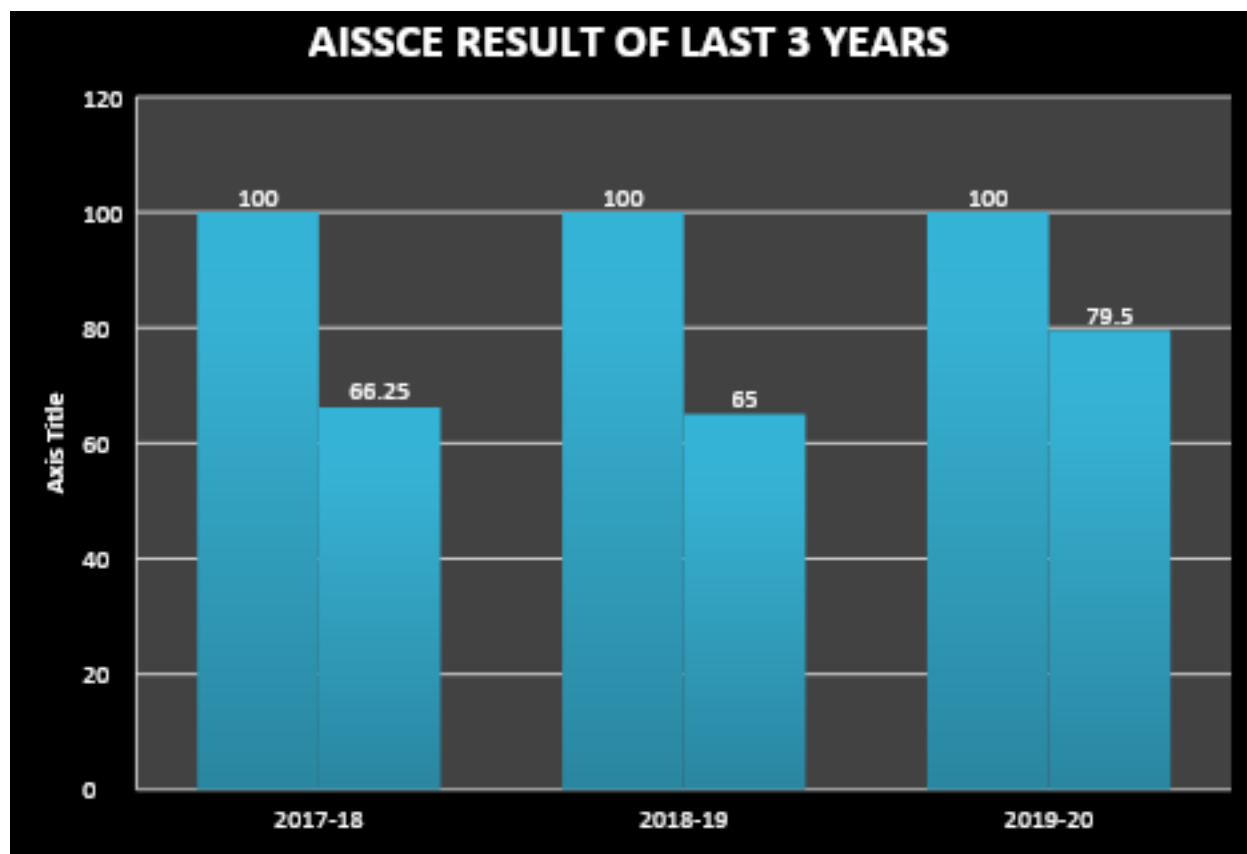
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they got guidance , supervision , change in temperament, parenting, one to one interaction , care , empathetic approach , counseling , psychological assessment & therapy etc.



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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.

मैं राशन कुमार श्रीवास्तव केन्द्र विद्यालय कर्मिकनाडा का छात्र था
मैं कक्षा दशम में एक बार फेल हो गया था। उसके बाद
हमारे स्कूल में नये प्रमुख आशु विजय नाम श्री स्वामी
नारायण हो। इनके आने के बाद स्कूल का बहुत विकास हुआ
और छात्रों का भी।
जैसे की उन्होंने मेरे को लेकर बहुत तरह
से परिश्रम करने में सहायता किये जिसके वजह से मेरे
अंकों में बहुत सारे वृद्धि आये जिसके कारण मैं कक्षा दशमवी
से पास होकर दशमवी में गया। फिर दशमवी में आने के
बाद उन्होंने मेरे साथ और पाँच छात्रों को राष्ट्रीय स्तर
विषय को पूरी लगन से पढ़ाया और इस कीजिल वया
की हमने सफलतापूर्वक दशमवी कक्षा को भी पास
कर पाये। और इसी के साथ स्कूल के साथ-साथ जे
आत्मपक्वता को भी एक साथ वने का पल्ले थे। इसी
उसी साथ वजह से मैं अपने प्रमुख श्री स्वामी 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.

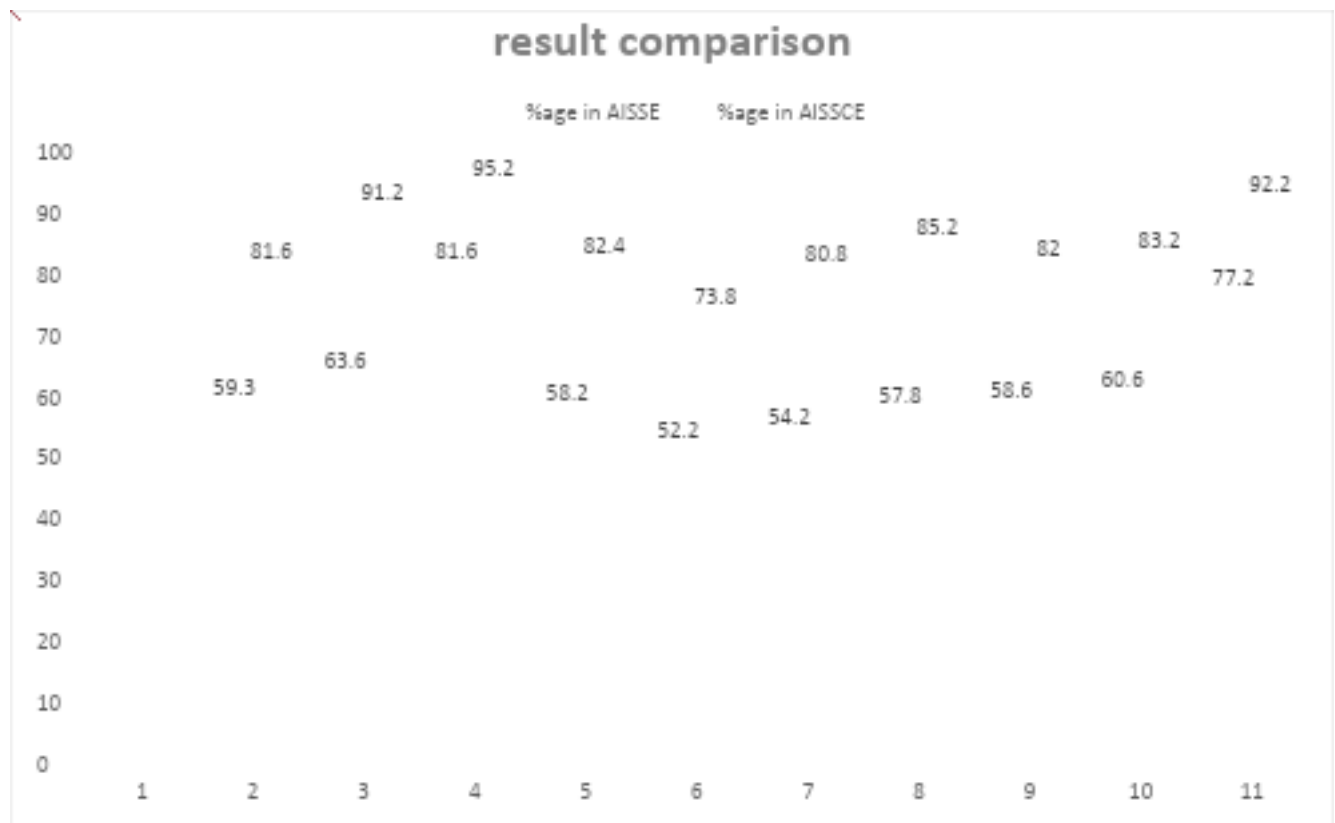
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Students of Batch 2019-20

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



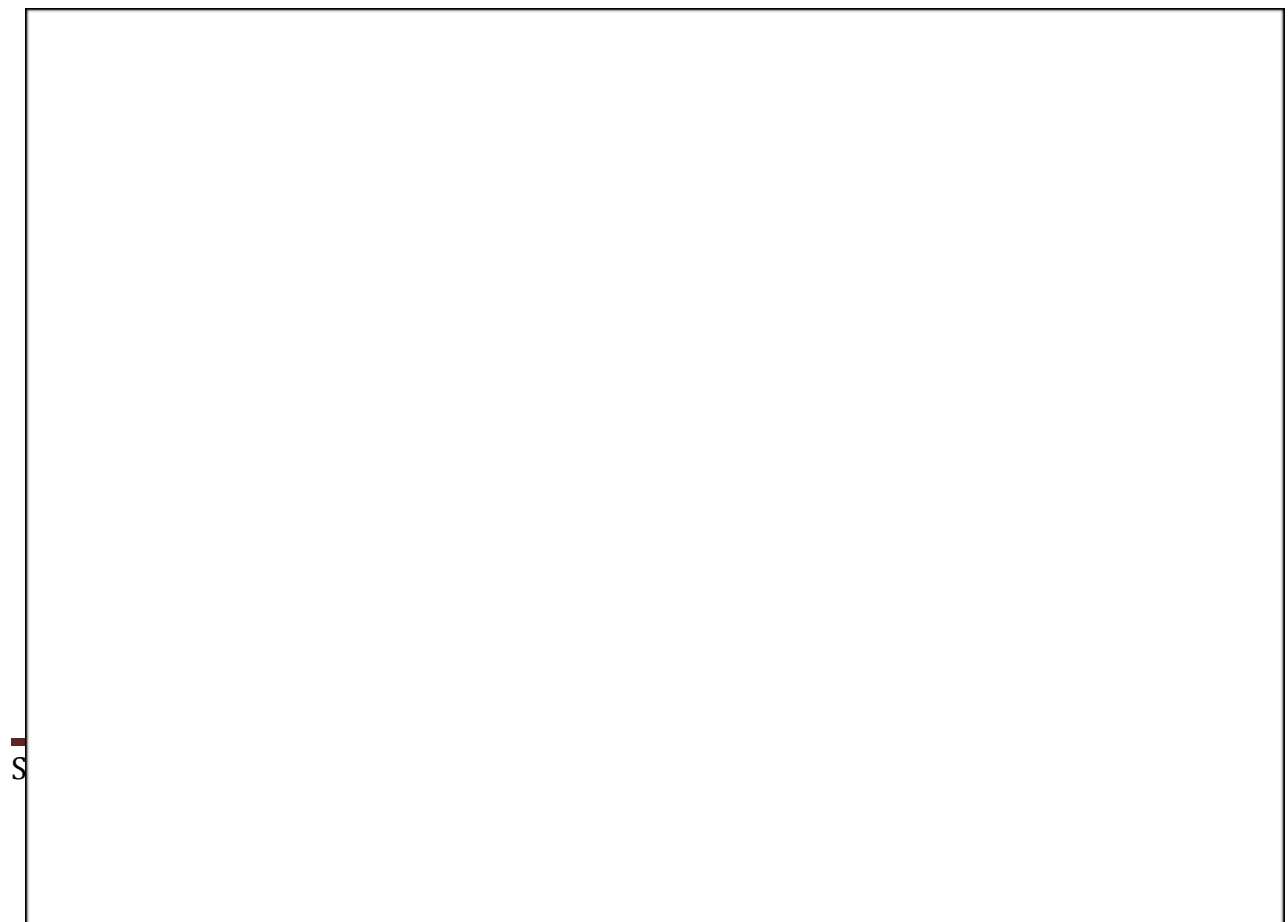
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The above data clearly shows how the strategies, methods adopted by me resulted in hike in qualitative performance of students. They have not only achieved quality result but have also developed self confidence which would help them in achieving milestones 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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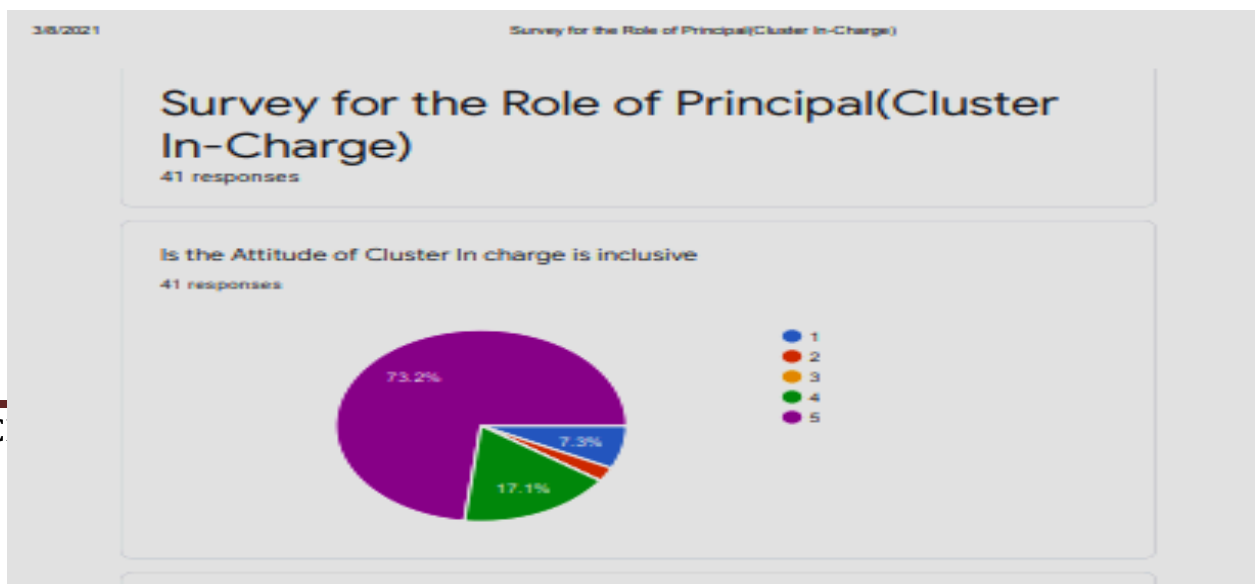
Now let us discuss some of my strategies to overcome various challenges :

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]

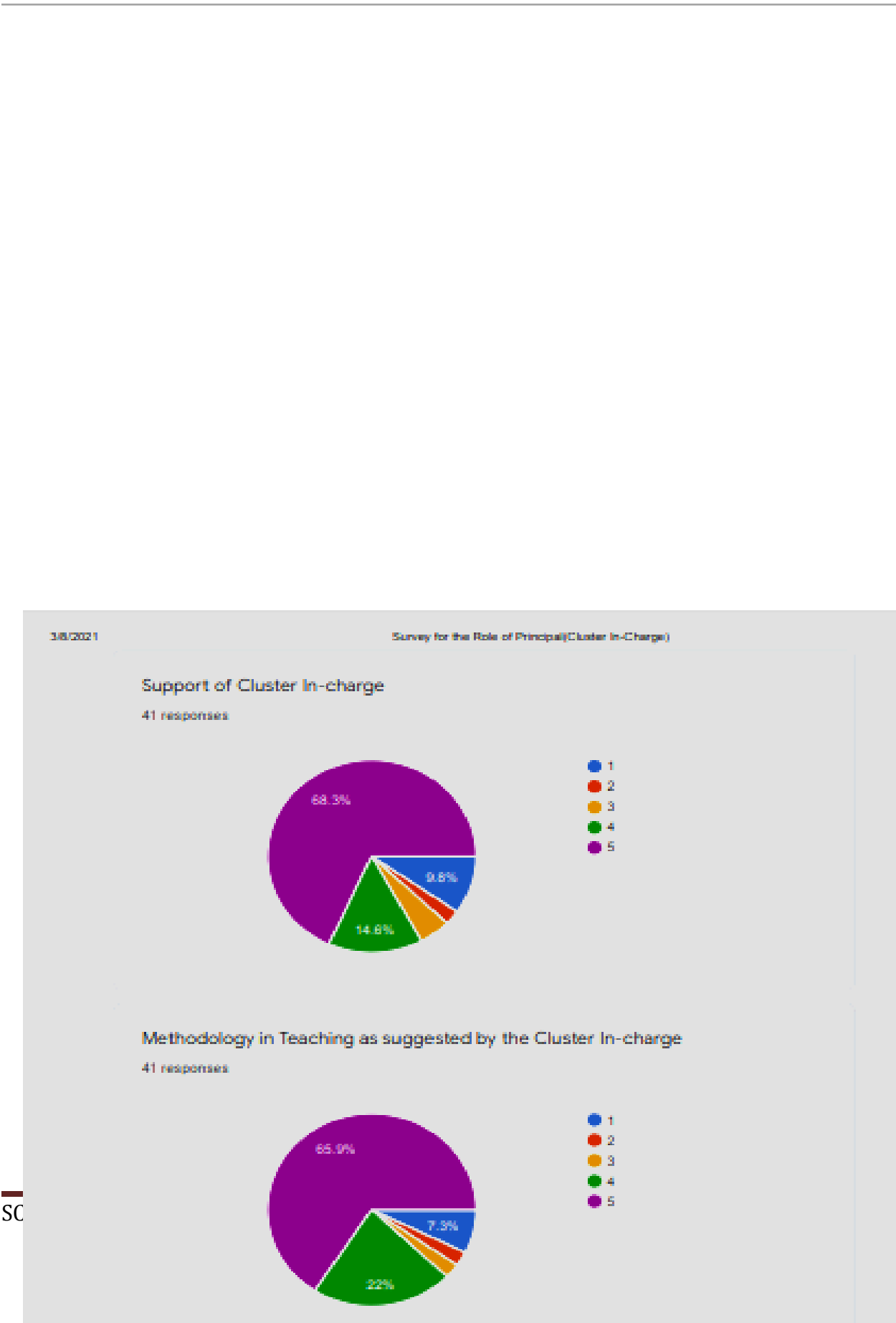
In the said survey participants are free to answer the questions as their identities are kept hidden .

The report of the survey is furnished below.



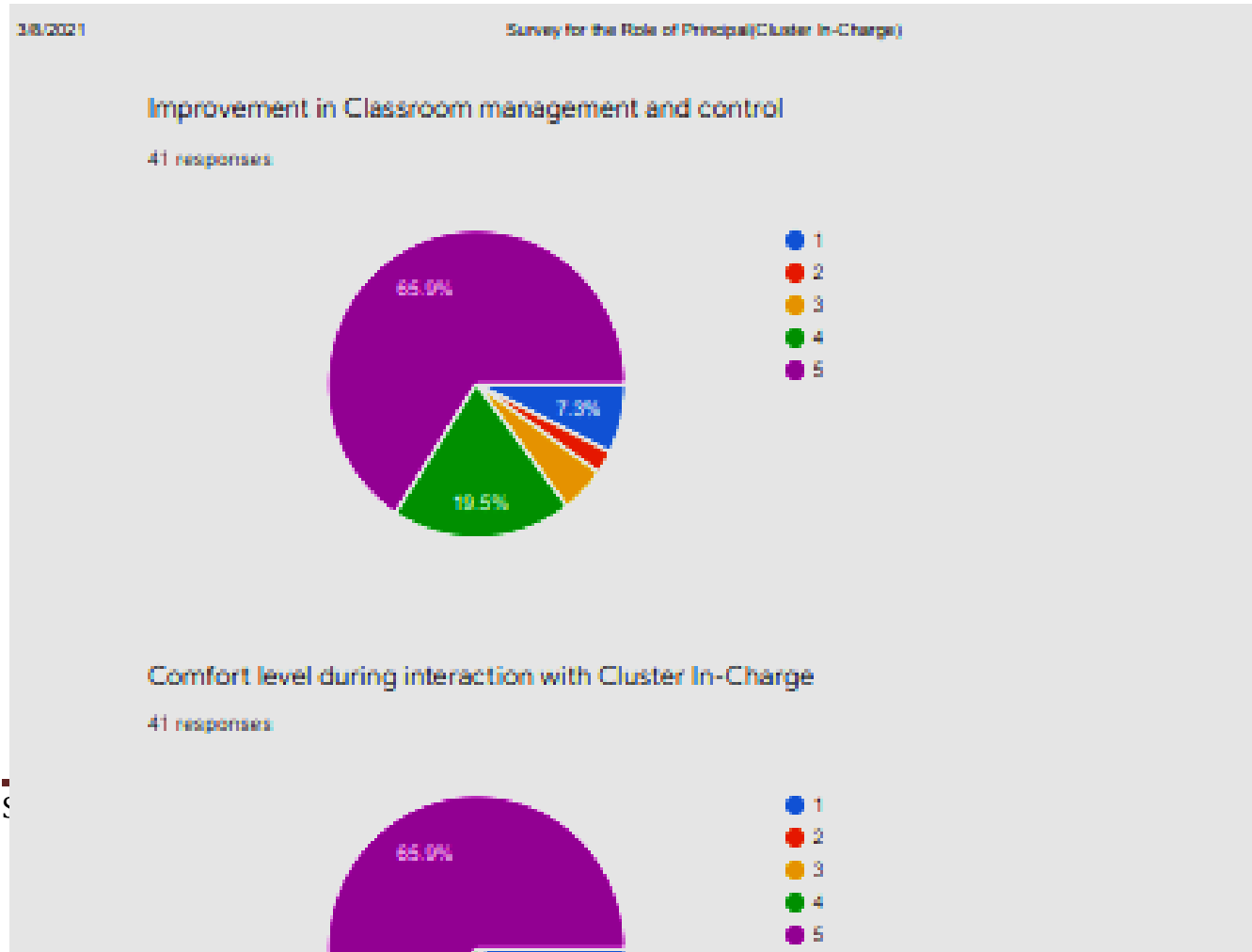
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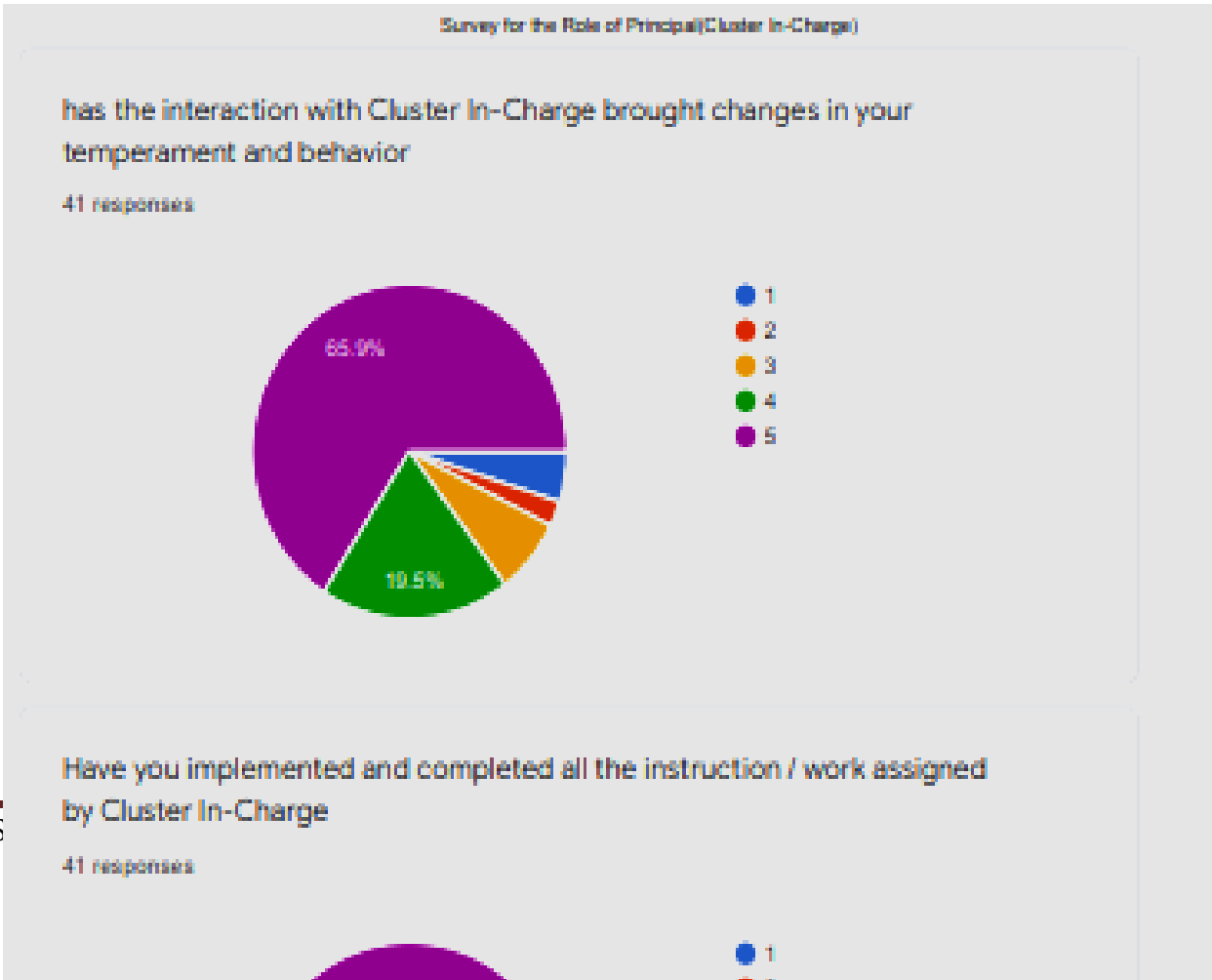
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Marcia(1966). Ceiling of the thoughts & momentum is generated to identify the status of the learner.

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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[ok%3A_Child_Growth_and_Development_\(Paris_Ricardo_Rymond_and_Johnson\)/15%3A_Adolescence_Social_Emotional_Development/15.02%3A_James_Marcia_Theory_of_Identity_Development](#)

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