

# Leading Schools Moving from Issues and Challenges to Potential Solutions in School Education

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## Abstract

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*School education in the country is expanding; availability and accessibility are no longer the issues. However, achieving quality education entails strengthening schools, building effective support systems, and ensuring inclusive and safe environment. The paper highlights the role of school heads in transforming schools from government mandated institutes to self-evolving and learning organisations. The authors argue for critical engagement of the school head in addressing the key issues in school education. The study, through descriptive survey from twelve government schools across south and south-west zones of Delhi, examines the leadership practices and support systems created at school level for overall school improvement. While school heads, in the present context, are discursively repositioned as non-experts, the last in the line of management hierarchy, the paper argues on the significant role played by them through narratives from the sample schools. These elaborate the contemporary leadership practices adopted by them to retain students and enable them to complete their education.*

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## INTRODUCTION

India's commitment to the provision of Education for All and its endeavour to achieve this goal in a speedy fashion, has been evident from the national

flagship programmes like Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the Rights-based Approach to Education (Bhattacharya, 2014).

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While the country, to a large extent, has addressed the issues of availability and accessibility through the continuous expansion and upgrading of the school system both at elementary and secondary levels; the issue of acceptability and adaptability, as per the Article 13 of the International Covenant on Economic, Social and Cultural Rights, is still far from reality.

It demands strengthening schools not just in terms of infrastructure but also academically along with building of effective support systems so that children do not feel excluded on any grounds (G.A., 1976). It demands strong intervention at the school level both in the overall organisation of schools as also the teaching-learning processes. As a result, the role of school heads as effective leaders has always drawn attention of the educational researchers.

School leadership has become a policy priority in education across the globe. With innovations in public policy, change in educational settings and dynamic educational frames, and the accountability of the school principals has greatly increased. Thus, the focus has shifted to another aspect on schooling post globalisation, where importance of heading a school is seen almost equally to that of maintaining teaching-learning quality (Pont, 2014). Despite persistent initiatives to ensure school improvement, there lies scope for school improvement and also to professionalise the area of school leadership. This is required

so as to support the current school leaders and to make school leadership an acknowledged realm. Hence, school leadership has become a key policy priority which can effectively contribute to improve school functioning and its outcomes (Robinson, 2006).

The role of the principal, as a leader and motivator in education, has enabled the policymakers to make prior arrangements for their functional autonomy. At one stage, the pressure was on principals to learn new administrative skills so as to become effective managers, little emphasis was laid upon updating and expanding their knowledge of curriculum, assessment and pedagogy. It was assumed that as experienced teachers, principals already had sufficient knowledge of teaching and learning, of academic supervision, of coaching and so they would be able to develop teacher as well as student support system through their academic leadership and improve the quality of education. Presently, there is a need to understand and nurture school leadership to transform poor performing schools into centres of excellence.

### **CURRENT SCENARIO IN SCHOOL EDUCATION**

We have reached a stage where we can say that provision of basic facilities across the different levels of education is no more a challenge; however, it is vehemently argued that quantitative expansion has been

one of the leading causes for the deterioration of quality. A significant gap between the elementary level and secondary level education showcases that there are some gaps that wait upon for due consideration by the policymakers. With No Detention Policy (NDP) till elementary grade, student retention is not seen as a major problem at elementary level. However, it is argued that the quality of teaching learning is compromised and a sudden shift to conventional examination set-up and assessment patterns in secondary classes does create psychological and pedagogical chaos. The teachers in secondary schools reported that for the first six months or year, their entire focus is on getting the basics, to be precise, on the three R's— Reading, Writing and Arithmetic correctness. Further on, lack of remediation and coaching in schools impedes the student transition and aggravates dropouts.

Even if they somehow sail through the conventional examination pattern, a lot of them face issues at senior secondary level, such as, selecting stream that enables them to harness their maximum potential. Apart from these gaps, there is also a lack of 'academic wholism'.<sup>1</sup> (Giuliano and Sullivan, Summer 2007). Discontinuity of this 'academic wholism' at different levels of school education impedes student transition. Post elementary students often experience the stress of numerous changes and so achieve

lower grades and decreased academic motivation. Resultantly, they drop out of school.

The role of school heads is therefore, crucial as they can prepare students for these transitions by becoming aware of their needs and by taking a proactive role in addressing those needs (Cauley and Jovanovich, 2006 Sept.-Oct.). Therefore, there is a need to reflect upon several practices initiated by school principals to ensure smooth transition at the termination stage through upper primary, secondary and senior secondary levels of school education.

Quality education prevails as a recent agenda on the priority list of Education for All as per the recent Global Monitoring Report 2015 (UNESCO, 2015). Moreover, there have been consistent issues regarding students discontinuing their education. If the state report cards of last two years' educational status are closely analysed, it is found that even if the enrolment at the beginning of any stage is high, by the time it reaches senior secondary, it relatively goes down. One of the essential requirements under SSA and RMSA has been the retention of students. Hence, if children leave schools despite high enrolments, students' retention are eventually questioned (Mehta, 2015). For this reason, school dropouts are considered as effective indicators for the evaluation of out-of-school children and draw our attention

<sup>1</sup> Academic wholism is channelling students' cognitive, social, and emotional domains and learning profiles. A term coined by Giuliano and Sullivan (2004), it refers to the mechanism where students evaluate their own academic strengths and weaknesses, and the instructors give them affirmation or direction toward positive goals. [(Giuliano and Sullivan, 2004, p. 41), as cited in (Giuliano and Sullivan, Summer 2007)].

towards the status of support systems that guarantee student success and smooth transition.

As education is in the concurrent list, due to decentralisation, the overall paradigm is altered with each state and it continues to be so at the level of district and block. The case is worse in a UT such as Delhi, which has a wide variety of schools and under different managements, thereby having different reporting authorities. This also brings government schemes at both the level of state and centre, albeit, the autonomy with the school principals is bare minimum (as the overall government schools in Delhi function as per the centralised mechanism of the Directorate of Education). Therefore, it becomes pertinent to understand the role of school heads under a broader spectrum so as to understand their ever-evolving roles as potential leaders, effective administrators and dynamic managers of the overall institution at their individual level.

In order to understand the role of school head, one must start from the work that takes place within the school and examine how collective communication with the immediate stakeholders of education evolves. Head of the School (HoS) is required to pay close attention to the dynamics of this communication with the student, teacher and parent. How these differences get sorted and settled has been a major question till date. This paper addresses the issues arising in the functioning of

government schools and the role of school leadership in coping up with them. By exploring the interplay between the available autonomy and gravity of the policy implementation, how a HoS overcomes the situational impediments has been a major consideration for this paper. The aim is to unravel how leadership actions are designed and exercised in the situated activities. The paper is a part of the larger research on studying the role of school support system in student transition and particularly attempts to demystify the role of school heads in terms of practices catering to the overall improvement of school. It also tracks down the challenges faced by them at institutional level in terms of supporting student transition, especially at elementary and secondary level.

Research questions posed therefore, are—what are the challenges faced by the school heads during student transition? How do school heads ensure student transition from elementary to secondary and senior secondary grades?

To respond to these questions, the dynamics of the interaction in meetings between the principals and the sample group (teachers, students and parents alternatively) are examined. We also draw on interviews to contextualise the relevance and success of practices initiated by them. The analysis leads on to the emergence of different aspects of leadership that are vital for

the progress of school improvement. By considering the institutional context, a segregation of preceding traditions of leadership actions is attempted, where their practices are highlighted in transforming their schools, including teachers' norms and attitudes. The paper begins by presenting the analytical framework and the research design before moving on to the challenges faced by the HoS and findings on innovative practices. Four case studies have been briefed and finally, we conclude with these reflections.

### **IMPEDIMENTS TO SCHOOL IMPROVEMENT**

The engagement of HoS in government schools is crucial to the development of overall school improvement. It has been observed that the factors influencing children to discontinue or complete their education have been found similar across different nations. It is just that the magnitude varies from nation to nation. (Lamb, 2011) summarises these factors as follows:

- *Family background* includes the socio-economic structure, family structure and parental education.
- *Demographic factor* includes gender, ethnic group and location.
- *Individual attributes* includes disability, health and self-esteem.
- *Experiences in school* includes academic achievement, attitude of the student towards grade repetition and retention.

Hence, it could be said that discontinuance of school education before completion of any stage is the cumulative result of all these factors (Lamb, 2011). The practices of HoS had a significant influence on shaping the minds of students towards education and not just literacy. With the limited autonomy guaranteed to them by the Directorate of Education, so much so that even the syllabus and overall curriculum was pre-determined, they contributed a lot towards making space for the teacher and learner. They acted as strong motivators for their teachers and oriented them not just to become good facilitators of knowledge but also kept them motivated amongst all the odds that they face due to dearth of facilities, extended pupil-teacher ratio (PTR), parental issues, etc. As far as the parents were concerned, the latest intervention made by Delhi government over the need of having parent-teacher meeting from time to time, facilitated the principals with a systemic intervention to be able to contact parents and be transparent regarding the progress of the child.

The field visit was done over a span of two months and so, venturing into different schools with varying demographic and cultural background, which enlightened the researcher on several challenges emerging on day-to-day basis for school principals. This further continued to exploring several practices that they initiated at the level of their own institution to combat these challenges.

### **FAMILY ISSUES**

Issues often arose due to migrant population, and poor accountability of the parents reflected in their attitudes with the key focus on economy generation than education. A major challenge which most of the (Municipal Corporation of Delhi) schools confronted was that despite the fact that a child was severely irregular in attendance and that the register records showed bleak attendance, one could not deny promotion to the child to the next grade due to the latest admission reforms regarding age-appropriate enrollments. In cases of village to village migration, no feedback was possible as the contact numbers were changed within days of their departure. Hence, no report was provided. Snowballing method was usually carried out by the teachers in order to track the students reported for long absence. This was done by asking their best friends and children residing in the neighbourhood. The migrant population belonged to the surrounding states and was lodged into rented accommodation in jhuggis with rare acquaintances around. Hence, if they got demolished, chances were that they left for their native villages. Parents of these students worked as daily wagers and so often leave home as early as six in the morning, without even waking up their children for school. Mostly, children came without having taken a bath, improper uniforms, hungry, previous day's timetable and other

mismanaged items. Issues related to improper hygiene and discipline often fell under major concerns.

### **ADMINISTRATIVE OR LEGAL ISSUES**

Apart from this, the HoS often faced administrative issues at the time of admission and transfer of these students. In cases where schools were attached to feeder schools, issues arose in taking these children from MCDs and other primary schools and integrating them in their school. By the time they would get to know about the mechanism, they were again asked to shift to the other feeder school for secondary and senior secondary level education. At the time of admission, the affidavits were ensured to be in proper place. The situation went against them often at the time of promotion or issuing transfer certificates (TC) because the details of the affidavits submitted usually did not match the details mentioned by the parents in person or in the Aadhaar card. Even when everything would get done, they did not turn up to collect their TCs. However, the ones who took admission in their native villages collected them. Almost all the HoS reported of the students going under long absenteeism, for which they were not supposed to strike off the name. Most of the schools also observed severe teacher crunch, since they had to rely upon the Delhi State Service Selection Board (DSSSB) for recruitment of the staff. As a result, many were asked to take up classes,

which were usually not of their interest.

### **BEHAVIOURAL ISSUES**

Despite being regular with diary entry, teachers rarely got a positive response from the parents. The teachers often reported behavioural issues, daily hygiene, issues in taking down homework and other disciplinary issues to the HoS. It was reported by most of the HOS that parents often turned rowdy and picked up arguments with teachers. On an average, some of the schools received one case per month regarding juvenile delinquency. The teachers often complained of a lack of structured syllabus in case of MCD schools as the syllabus for the primary classes was not planned and designed systematically. There were adjustment issues with students as they were exposed to an exploitative environment back home.

The principals opined that behavioural issues (particularly in case of boys' school) arose due to attention seeking mentality. In case of girls, it was due to adolescent issues in terms of seeking support from outside when the environment at home was not conducive. The basic concern was, therefore, not just poor economic status, but several socio-psychological issues. Irrespective of belonging to financially sound background, the attitude of parents towards education was not progressive. In areas like

Ghitorni, parents wanted to educate their daughters for the purpose of marriage. Hence, any prospective match that came while they still would be studying in secondary class, they would settle for their marriage.

### **ISSUES FOR WANT OF ACADEMIC SUPPORT SYSTEM**

Issues often arose due to communication. The government schools, generally being Hindi medium, had students coming from different states and cultural background, by the time they got a hold on the language, the session would be over and they performed unsatisfactorily in the exams. This way, the learning levels were consistently impacted. While some principals observed low economic status as a concern, most of the principals attributed lower levels of learning to No Detention Policy (NDP). Here, it is important to understand that teaching-learning for children coming from extremely deprived conditions entailed individualised attention and extra efforts on the part of teachers. Given the non-academic and administrative workload of the teachers; reaching out to such children and developing an academic support system at school was almost impossible. In fact, in most of the cases, the support system expected was more in terms of fulfilling the socio-emotional needs of the children so as to prepare them to learn.

### **ROLE OF SCHOOL LEADERSHIP: CASE STUDIES OF LEADERS OF CHANGE**

There is no formula for either leading or managing change. Every organisation and leader is unique. Leading change however is more art than science and managing change is more science than art (Bruhn, 2004). This was very much evident from the schools that were visited. Although, all the government schools received grants and funds for different schemes by the respective state and central governments, but what was interesting to note were the practices which were initiated at their own level and this is what differentiated a leader of change from a manager of change.

The leaders of change had been conscious of highlighting the gravity of establishing strong relationships across stakeholders, in being accessible to all, in making small changes that reinforces them. The leaders of change were role models in front of their students and teachers and took initiatives at the same time to encourage others. So much so, that each school became a full-fledged functionally autonomous institution in itself. In almost all the schools, government funds were used accurately for the allotment of uniforms, stationery items, MDM, etc. So school functioning was not a problem, all the schools in the sample were meeting the checklist standards, yet both the GBSSS (Government Boys' Senior Secondary

School) and GSKV (Government Sarvodaya Kanya Vidhyalaya) in Ghitorni stood out from the others. GSKV had taken developing inclusive schools as its vision and emphasised on promoting higher education for all girls. The teachers and HoS went out of way in some cases where girls were married at young age and asked to discontinue education, providing them home service for learning, facilitating them in sitting for exams, providing coaching, arranging for admissions to NIOS for the completion of exams, counselling and much more. Similarly, the GBSSS focussed on value and skill based education. The style of leading, as shared by the teachers, was mostly collaborative, involving even SMC members, students, teachers and parents in decision making, sensitising and contributing towards improving quality in education. The autonomy provided by the HoS to his staff had helped them in experimenting new ideas and pedagogies. The staff meetings were focussed around finding solutions to the existing problems. Emphasis was given on building strong foundations than only achieving high scores. The teachers felt the school did differently. It was some of these leadership practices that made the leaders of change stand distinct from the managers of change.

Interestingly, when the community rounds were carried in Ghitorni, to ensure data triangulation, researcher happened to meet the students who



had discontinued their education, who were majorly girls. Also, two particular cases were brought to the notice of the researcher, where they had left the same school after failing in Class IX. However, they were admitted to the National Institute of Open Schooling (NIOS) by the HoS and were made to attend the classes conducted for Vishwas group, launched under the Chunauti programme by Delhi government. This ensured that they complete their school education and that they could support their family as well. In the words of HoS,

*'If a child till 10th is able to read and write and clear the secondary exam (for this acts as a birth proof as well), his basic education is over. What matters thereafter is skill. Question arises how do we prioritise these skills and as school support system, are we ensuring that the child would be able to earn well and suffice his daily needs and living? Else, what is the use of this education?'*

The co-curricular participation was therefore considered extremely important, especially the morning assembly, where they could impart value education to the children. This platform was fully utilised in building the self-confidence of students and removing their stage fear. It was ensured that there should not be any communication gap between the teachers and principal. According to him, there has to be a common place, where he could engage with his teachers/staff as equals in reading,

debating and where current issues and latest innovations and trends in education could be discussed. Staffroom was developed as one such place. To him, a collaborative working of HoS and teachers acted as functional support system for the students.

On visiting the school, Class IX students were attending a special class in front of his office. The HoS often spent from his pocket for such extra classes or tests and even arranged it from other private schools, where funding is not an issue. The worksheets arranged for all the students cost ₹350 per week per student. Hence, per week expenditure of each class amounted to be ₹2000–2500. All these practices initiated, contributed positively towards school improvement.

In another interesting case, effective leadership was exhibited in Government Boys Senior Secondary School (GBSSS), C-Block, Sangam Vihar, New Delhi. The HoS took the responsibility of all the issues instead of putting it on the teachers or students. It was reiterated during the interview that if the principal had a positive outlook to face the difficult situations, then everything could be worked out efficiently. He introduced Commerce and Science in his school and ensured all facilities to the students. According to him, only two schools in his zone had these streams, including his. He also stressed that in comparison to a private school, PTR in his school

was 600:1. Hence, having such a result in that situation meant a great thing. With his consistent focus on the CBSE board results, more than 200 students gave distinction each year in Class XII CBSE examination. It was a moment of pride for the HoS when it was disclosed that six students from the Commerce stream could seek admission in Delhi University in regular courses. So, ideally the real challenge was in the government schools with such maddening PTR because in better areas where the student strength was 60 to 70 students per class, attaining high scores for those schools was not surprising. The HoS believed that being accessible to children, listening to their concerns and developing their self-esteem through motivation was the best way to make children and teachers perform well.

Instructional Leadership and transforming teaching learning process were the areas of key emphasis in Government Sarvodaya School, Vasant Vihar, New Delhi. The HoS gave a new vision to the school according to many teachers. The school demonstrated 'Child first' principle; meaning if the practices do not go well with the child, they need to be changed and therefore, teachers need to consistently patient with experimentation to find whether the child responded to a particular strategy or not. It was ensured that the teachers followed the diagnostic approach to identify students' errors and learning difficulties.

Apart from modifying the teaching methodology and focusing on learning by doing, the principal had opened two English-medium sections in Class VI to meet the parental demand.

Since the school acts as a feeder school to another MCD school, the HoS initiated a meeting with the principals and teachers of feeder schools and conveyed her expectations to them regarding the students coming to her school. These children were made to attain a certain level before they entered Class VI because only then they would be able to match the students who had been promoted to higher classes from her school.

Girls often complained of being molested by fathers and brothers, and so mothers insisted that they are married off at a young age say in IX or X. In such cases, the principal took the application from the mothers and even after they were married, she ensured the students appeared for their exams and continued their education post marriage. She kept the option open for NIOS. Several cases were pointed that showed how the HoS supported students during school hours and provided them with remedial teaching.

The school did not have a counsellor, but the HoS ensured that the teachers counselled their students from time to time. In order to promote discipline amongst students, she kept them involved and believed that it's the owning of responsibilities that makes the individuals not only feel empowered but also responsible

and to her, this is one of the ways of teaching discipline. So, she introduced the concept of traffic wardens, wherein, the students were given an opportunity to gauge the dispersal and maintain discipline during the rush hours of the school. Besides this, a meditation cell, a legal cell, a school panchayat, all with teacher and student in-charges were also set up to ensure maximum

student and teacher engagement. Faculty meetings were used constructively and the last working day was kept for teachers' professional development. Citing individual cases, it was informed that a girl was sent to Japan as a representative of Eco club and had returned with a totally changed mindset. There had been collaboration with Niti Aayog, where two Delhi Government schools had

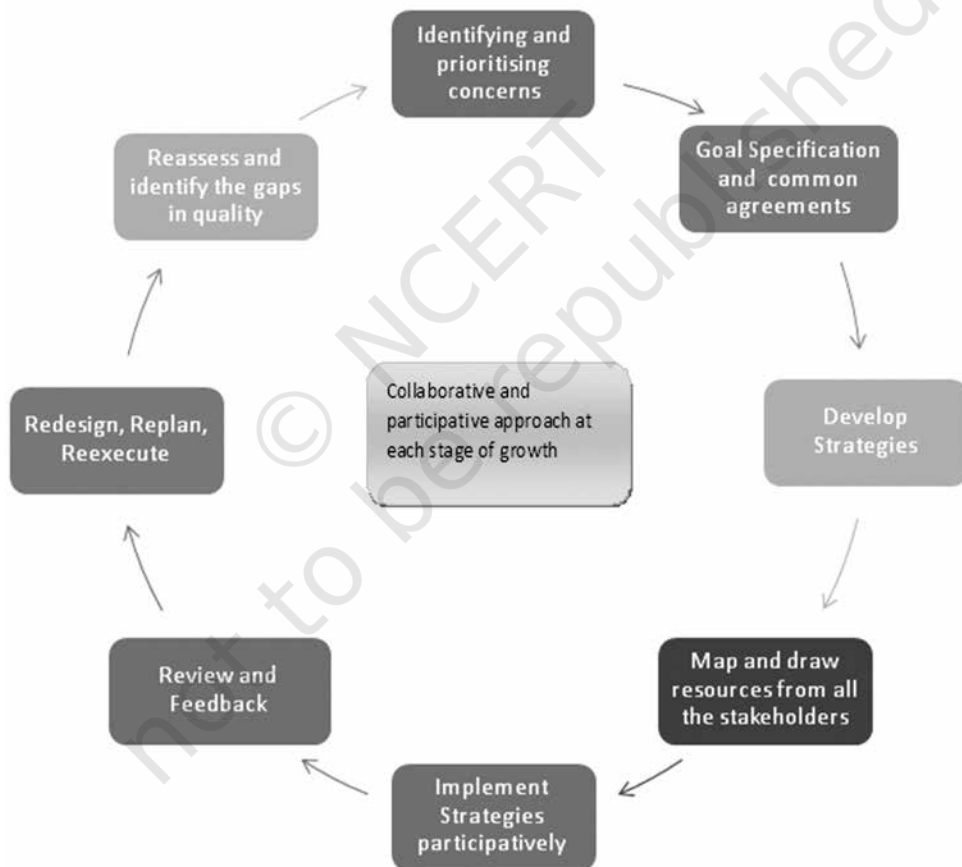


Figure 1: Process emphasised by the leaders of change to transform their schools

been selected including theirs, for 'Atal Tinkering Lab' and the project was worth 20 lakhs for Class 7th. In order to develop scientific temper amongst students, IIT students collaborated to promote newer labs in English, Science and Maths. At TERI University, in a recent lecture, her students competed with the students from Loreto, where she insisted on making students sit together so they did not feel marginalised. Taking care of the sensitivities of students, she managed to pave way for others to look up to the role model she presented through leadership skills.

These four case studies opened up several aspects of a school leader's role from leading self to leading teams, leading healthy partnerships, academic processes and of course in the challenged context of our government schools, leading innovations. The researcher came across several practices and processes adopted by these HoS, whom I call leaders of change. Following is a cyclic representation of the process and practices drawn from the case studies of schools that had leaders of change who assumed responsibility for the organisational plan and nurtured and guided its implementation.

## REFLECTIONS

The purpose of this paper was to understand the various roles and responsibilities taken up by the principals of government schools in the midst of challenges faced by them.

It was observed that their engagement with the issues cropping from the side of teachers, students and parents paves way towards progressive school administration; and successful student transition was essentially taken care of. Also, taking initiatives, making healthy relationships and democratic and collaborative approaches to leadership helped some of them address the key issue of quality education in government schools. From the above discussion, the following aspects emerged:

- **Academic Support Structures—**  
In the case studies discussed, while the principals ensured that through necessary intervention a support mechanism be developed that benefitted both the teacher and the taught, the HoS in other schools failed to create such an atmosphere, due to which there were issues of student irregularity, dropouts and poor learning levels.
- **School and Teacher Grants—**  
The schools received grants from government under different centrally sponsored schemes, that were utilised constructively towards the benefit of the overall school functioning. However, due to high PTRs in some cases and falling short of funds in others due to the extremely dilapidated condition of either the buildings or the infrastructure, the principals generated funds through seeking CSR funds or donations; the schools suffered where this could not be made possible.

- **School Management Committees (SMCs)**— The school management committees were fully utilised as they bridged the communication gaps which the HoS often observed with the parents. However, how to seek support from the SMCs totally depended on the wisdom and vision of the HoS, so in some cases the SMCs played a significant role in curbing the issue of student irregularity.
- **Physical and Human Resource**— The schools struggled hard for space and faced a severe teacher crunch. Even when there was availability of several facilities, the needs rarely met the PTR and consistently increasing student strength. In most cases, not being able to arrange furniture was a major handicap for many HoS, and in some cases, the staff contributed for the basic minimum.
- **Learning Enhancement Programs**— With Chunauti, the HoS tried to lead the teachers to manage the three groups efficiently, i.e. the Pratibha (bright students), Nishtha (persevering ones) and Vishwas (non-reader group). The HoS arranged for several academic supports, T-L material, recommending students for several competitions, etc. Socio-emotionally, such kind of classification and grouping goes against the principle of inclusion and is discriminatory; but on observation, the practice was found to helping the teachers and more so, the students.
- **Support System for Language Learning (for medium of instruction)**— The reader and non-reader intervention was made to cater to this particular issue. But in many cases, this practice had been there since long. The HoS, therefore considered the importance of classroom communication to be of utmost importance and providing students a platform for expressing in public, like the morning assemblies, which was one such space in many schools.
- **Computer-aided Learning**— With ICT based learning, although the computer labs were very much there in schools, but for a school with a strength of more than 4000 students, fifteen computers rarely served the purpose.
- **Workshops and Capacity Building**— The HoS themselves ensured that they regularly attended the training programmes and workshops conducted by NCERT and NIEPA and also sent their teachers for INSET to DIETs and SCERT for workshops during vacations. Some of the principals developed their staffrooms as learning spaces for discussion and dialogue.
- **Autonomy**— Of all the issues, having a centralised mechanism under a decentralised model of education created more issues for

the school heads. The Directorate of Education rested the authority with one's own self of setting the syllabus, evaluating, marking scheme, preparing reference material, etc., so much so that the principals were not allowed to exercise any change in the syllabus to the extent of which topic should be taught when. This was a serious concern for all the teachers and HoS and actually hampered than supported the student learning.

- **Counselling**— HoS shared the responsibilities with the teachers in terms of counselling the parents and students. In cases, where there were no counsellors or special educators, conducive environment was created that ensured positive behaviour.

HoS, as leaders, valued all the learners and created systems to remove the barriers to success. They did not set high expectations of behaviour but ensured respect for students and teachers alike. Their preparedness to challenge the individual staff and pupils by putting them into more demanding situations also reflected upon their ability as efficient leaders of change. Having organised and deployed resources effectively within a consultative management system, the school heads provided the teachers and students with a mutually supportive school climate. By establishing and integrating support for the pupils,

the HoS particularly took care of the socio-economic and psychological development of students. They promoted positive behaviour by understanding what motivates the learners and by ensuring that the learners understood the concept of rights and responsibilities. They, in fact, demonstrated how leadership in schools could take you from issues and challenges to potential solutions through the development of support system at each stage for all the stakeholders.

### CONCLUSION

Leadership is primarily about influence and change. Creative leaders recognise the need to influence others so that talent can be harnessed and maximised. This cannot be done in a manipulative way, as creativity can really flourish where the formal leadership authentically and genuinely reflects a desire for several students to excel (Harris, 2009). They persevere continually to demonstrate their personal commitment to the core values and ethos of the school through their daily actions. They encourage all to do the same and they create an atmosphere of mutual support and trust. There is a sense of collective responsibility amongst children and staff for the good order and development of the school community and so this significantly contributes to the management structures to maintain the relationships and ethos.

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