



केन्द्रीय विद्यालय संगठन

F.No.11027/11/2012/KVS (HQ)/Acad/217-256

The Deputy Commissioners/Directors,
Kendriya Vidyalaya Sangathan,
Regional Offices /ZIETs.

Subject: Competition on Innovation in School Leadership and Classroom Transaction by Education & Technology and Management Academy (ETMA).

Madam/Sir,

In continuation to earlier letter of even no. dated 29.01.2014 on the above cited subject, I am to forward herewith the **pre-workshop preparation content** received from Prof. M. Mukhopadhyay (ETMA) for further transmission to all the participants of your region who are participating in Leadership for Institution Building to be held on 14th -16th Feb., 2014 at KV Gole Market, New Delhi.

They are further to be directed to go through the sample case and need to come prepared with the answers to the guiding questions listed in Prof. M. Mukhopadhyay's letter.

Yours faithfully,

(Nagendra Goyal)

Deputy Commissioner (Acad)

Encl: Pre-workshop preparation content.

Copy to:

1. Prof. M. Mukhopadhyay, Chairman, Educational Technology and Management Academy, T-6/1701, Valley View estate, Gwal Pahadi, Gurgaon-Faridabad Road, Gurgaon-122001, Haryana for information.
2. Officers of KVS (Hqrs) (list attached) participating in Leadership for Institution Building to be held on 14th -16th Feb., 2014 at KV Gole Market, New Delhi.
3. SO, EDP, KVS (HQ), New Delhi to upload the letter no. F.No.11027/11/2012/KVS (HQ)/Acad/ dated 31.01.2014 along with its enclosure.

केन्द्रीय विद्यालय संगठन / Kendriya Vidyalaya Sangathan
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Dated: 31.01.2014
Speed Post/eml



ACEDP KVS <acedpkvs@gmail.com>

ATTN DC (Acad.) - ETMA Case-Writing Workshop - Prep Work for Participants

1 message

etma india <etma.india@gmail.com>

Thu, Jan 30, 2014 at 8:59 PM

To: ACEDP KVS <acedpkvs@gmail.com>

Cc: Varadarajan Sridharan <varadarajan.s@gmail.com>, "Prof. Marmar Mukhopadhyay" <marmar.mukhopadhyay@gmail.com>

Dear Shri Goyal,

As per our discussion on Wednesday January 29th, I am sending herewith the pre-workshop preparation content from Prof. Marmar Mukhopadhyay.

This needs to be shared with all 46 participants of the Case Writing workshop that will be held at KV Gole Market from Feb 14 to Feb 16.

The participants can go through the sample case documentation. And they need to come prepared with the answers to the guiding questions listed in Prof. Mukhopadhyay's letter.


Please let me know if you need further information regarding this. My contact number is +91 98112 17870

Thank you!

Best Regards
Varadarajan

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31/01/2014*



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Prof. Marmar Mukhopadhyay
Chairman

Dear Principal,

Many of you are doing excellent work of leading and building your schools. But very rarely such great experiences are documented and disseminated for others to benefit; and also for you to look back and reconstruct your strategic leadership.

To help principals document their experiences, we will organise a pre-seminar workshop from 14-16 February, 2014 for selected KV Principals. The objective of the Workshop is to assist you to document your experience of leadership and institution building.

You have been nominated as one of the participants for this workshop by the KVS HQ. I'll personally take the workshop.

I am attaching a case study for you to read as a sample of documentation. Following are a few guiding questions that will help you to document your leadership and its impact on your school.

1. State of the school when you took charge; state of the school now;
2. What's your own background; parents, family, early schooling, college and joining jobs; your hobbies and skills?
3. How did you land up to principalship? Where all did you work as principal?
4. What was your vision for the school? Do you have a document on your vision? How did you arrive at that vision?
5. What innovations and changes have you carried out in the school? How did you take people along?
6. What resistance did you face? How did you overcome the resistance?
7. What is your leadership style? How effective is your style?
8. What are your learnings from your experience? If you had to go back by few years, and start all over again, what changes will you bring in your style and activities?

It will be useful if you please come prepared with your own personal notes to answer these questions.

Please feel free to write me back

Best wishes,

Prof. Marmar Mukhopadhyay



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Back on Rail Case of a Kendriya Vidyalaya¹

Backdrop

Kendriya Vidyalaya Sangathan (KVS) is an autonomous body under the Ministry of Human Resources Development, Government of India, presently running about 1000 schools in the country including a few schools abroad. The schools are primarily meant for wards of transferable Central Government employees who are very often transferred from one place to another. In order to provide uninterrupted, uniform education to their children, the KVs have common syllabus, books, test, and examination schedules. The curriculum is broad based and includes, apart from teaching, co-curricular activities, games and sports, art, dance, music, indoor and outdoor activities.

Entry into the KVS

Ms. Savita Kapoor, principal of this Kendriya Vidyalaya (KV), NOIDA completed her post-graduation from one of the well established and reputed Indian universities. Discipline was good and all classes were held regularly and punctually. According to Savita, this made them disciplined, self-dependent and confident.

Savita was advised to take a up a teaching career by the Head of the Department of her university. Soon after, she joined KV as a substitute teacher for one who was to get married and shift out of the city, after discussions with the principal and then an interview at KVS headquarter in Delhi. Savita was issued an appointment letter appointing her as an ad-hoc PGT (Chemistry) at KV; she joined in October. Later, she was again interviewed for regular appointment in March and her appointment was regularized as a PGT. She 'liked the environment at KV, students were bright and from Air Force background. I started enjoying my work and was soon well-accepted by the students, parents, my principal and my colleagues'.

Savita traced three major sources of her motivation, namely i) her predecessor had set-up a high standard of teaching and was a popular teacher; ii) the Chairman of the Vidyalaya, who was a Group Captain, while addressing the staff meeting appreciated her performance and conveyed his happiness for maintaining the same standards as had been set-up by my predecessor; and iii) guidance of the principal, a respectful and a decent person. After her

¹ Source: Leadership for Institution Building in Education by Marmar Mukhopadhyay; Original contribution came from Ms. Savita Kapoor, then Principal of Kendriya Vidyalaya, Noida in the given format.



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marriage, she worked in several other cities than her native place or her husband's working place.

As Principal

Savita was selected as Principal through open selection. As per the practice, she went through a three-month induction training along with a batch of 43 others at KVS training centre. After completion of the training, she was posted to a KV away from her husband and children. It was a new school with about 450 students that gave her a good exposure and insight into school administration. Since she was alone there, she spent most of time in the school, trying to shape it as per her vision and ideas. Only after about three-and-a-half years, Savita was transferred to her home town and joined a one of the biggest KVs in the Country, then. This was a unique school in the sense that apart from the main school running from class sixth onwards; it had three primary branches located at distances of 2-3 kilometers from the main school. As she had to monitor these three branches, she learnt driving and became self-dependent for commuting from one place to the other. There were some deep rooted problems in the present KV because of its strength (more than 3000), size and the distance at which the three branches were located. Because of the size of the school, there were many problems; she became well versed with rules and regulations, learnt to solve problems and to handle difficult situations. The other three schools where she worked as principal were equally challenging. One of the three schools was again a very big and difficult one that gave her many sleepless nights.

Early years

Savita was born to average middle-class parents in a family of seven members including four younger brothers. Savita was the eldest and the only daughter; hence 'highly pampered'. The family lived in its own big house. Her mother was a very religious and pious lady. She would get up at early in the morning, perform 'puja' for about two hours, and would work for almost the whole day. All religious functions were celebrated with great fervor. Her education was only up to class five, but she had very high aspirations for her children; and was a great motivator. Savita's father was a self-made person who worked as professional building contractor. The parents were 'very loving and caring persons and provided us a secure childhood and a congenial environment. They gave us all the opportunity to do anything we wanted to, guiding us at every step with positive inputs. Being the eldest, I would help my brothers in their studies while they would bestow all their love and affection to their only sister'.

Savita studied at a Arya Samaj Trust School that provided a congenial learning atmosphere while inculcating high moral and social values; there used to be a period for 'moral education' imparted through lectures, and narration of lives of great saints. 'Havan' was performed in the school every Saturday; all students would participate in it. Most of the students learnt the mantras by heart'. On the academic side, 'teachers were sincere and



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dedicated'. There was a spirit of mutual help and compassion in the school. While all the teachers were excellent, two of them left indelible influence on Savita. The English teacher guided students in their educational and personal problems. The Chemistry teacher was responsible to developing liking of the subject in Savita.

Vision for the School

According to Savita, 'my vision of a good school was based on my personal experience of working in a number of KVs, visit to some public schools in Delhi during my training as Principal at the KVS, and visit to some of the best schools in the U.K.' I had been selected by the CBSE to undergo Advanced Training in Science Teaching at Chelsea College, London for one academic year. On the basis of my performance in this training, I was invited by the Chelsea College for a three-month term to develop a Teachers' Guide for teaching Science at the plus-2 stage in India. During both these visits, I was attached to some of the good schools in England. In addition, I visited some good schools and attended a number of conferences and seminars on school education in India as well as in England. I had imagined developing a school wherein the focus would be on 'learning' and not on teaching; the students would develop their well-rounded personality; they would imbibe moral and social values on their own (rather than being taught); would be self-disciplined and confident to face any situation in any environment; would develop a sense of cooperation and competition: they would be good in studies also. I dreamt of making my KV, as one of the best schools in the area, of which the parents, the students, and the society would be proud to be associated with. I wanted to transform this KV, into an institution of excellence, with good infrastructure, a beautiful garden, well thought out co-curricular activities, and respectable academic standard through professional training and growth of my teachers. This vision was the result of my exposure to some of the best schools with which I was associated during various training programs. I also got opportunities to visit various schools as a member of inspection team. The workshops and seminars which I had attended broadened my horizon and enriched my experience. All this rich experience, I gained as P.G.T. and as Principal was translated into practice in my KV'.

NOIDA: A CHALLENGING KV

Posting at this KV was perhaps the most challenging assignment of my entire career. On the joining day itself I got a fair idea of the difficult task ahead. With firm determination and great confidence I stepped into the school. With my experience of working in big KVs (3000 plus students) and small KVs (450 students), I had set up my mission of achieving high standards of academics, a conducive environment for the all-round development of students, a neat and clean school plant with a beautiful garden where all children would love to come. This was to be achieved through my concerted efforts, involvement of my staff in planning and execution of various programmes, support from KVS authorities and from my Vidyalaya Management Committee. The students were to be involved in decision making and suggesting various ways and means to improve things. The house system was to be made



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functional, co-curricular activities were to be carefully planned to inculcate high value system, academic enrichment, awareness of Indian culture and developing leadership qualities among them. The community resources were also to be exploited (for rain water harvesting and in developing a garden etc). The parents were to be voluntarily involved in school affairs. Issue: How could all this be achieved? Did the Vidyalaya really achieve all this? How?

First Day

On entering the Principal's office at KV (strength about 3000) on my first day, I found a group of about 10-12 persons surrounding the Principal in charge and discussing about Annual Examination result at a very high pitch. In between, there were some hot exchanges of words. The situation was not very pleasant. They were demanding that some students of Class XI who had failed in the Annual examination be passed because some similar cases were declared pass after the announcement of the Annual Examination results. This drama continued for quite some time. The group consisted of some senior teachers, parents and members of the society and a news reporter who shot a couple of questions at me as soon as I was seated.

"Madam, your school does not have drinking water, what will you do about it?"

The second question was "The students under question have been failed intentionally, will you pass them?"

In the afternoon when I went to submit my joining report to the Chairman, VMC who was a senior officer, he requested me that a new VMC may be constituted immediately and its meeting be held.

Issue that challenged me were how do I answer such questions of parents and teachers or why is the Chairman in such an urgency to constitute the VMC?

Vidyalaya: The way it was

It was a big school with strength of about 3000 students. It was a seven-section school imparting education in all the three streams, Science, Commerce, and Humanities. The Vidyalaya was running in two shifts with staff strength of 130 members; the Primary Section would run in the second shift. Both, the front and the rear side of the Vidyalaya building, there was large space (belonging to the Vidyalaya) which was all barren with wild bushes all around. The assembly mud-ground was big enough to accommodate all the students of the Secondary section at a time. The school building was spread over three floors; the ground floor housed the office of the Principal, the two vice-principals, staff room, administrative office, three science labs and classrooms for 11th and 12th classes, Library, a store room, and classrooms for 9th and 10th classes were located on the first floor. The second floor accommodated the art room, the music room, the labs, and classrooms for classes VI, VII, and VIII. The labs were well-equipped but poorly maintained with worn-out furniture.



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The Vidyalaya was managing seventeen buses that had been hired by it for transportation of students residing in different parts of NOIDA.

Soon after my joining the Vidyalaya, I tried to take an overall view of the whole scenario. I took several rounds of the school, met my staff members, interacted with students and parents, observed the classroom teaching; saw the labs and library, etc before the school closed for summer vacation in the first week of May. This gave me some idea of the institution which I was to Head.

Another thing which drew my attention was the cleanliness of the whole building. The ground had polythene bags flying all over. The classrooms, the corridors and the stairs had their own share of layers of dust. The cobwebs could be seen in every nook and corner. There was stink all around as the sewers were blocked.

The building gave an old look because of the lack of maintenance. The front and rear stretches of land gave a deserted and depressing look. The students would bring-in a lot of dust and mud with their shoes into the building from the kucha assembly ground. Inside the building, patches of cement were coming out, the live electrical wires were hanging in the corridors, classrooms and toilets as almost all switch boards were broken. The fans were non-functional; the roof top was full of old broken furniture.

Another thing that attracted my immediate attention was indiscipline among students and some staff members. The late coming was a routine. The teachers normally avoided going to their classes. The students used to roam about in the corridors. Some of them were very destructive. The furniture in the classes was broken. The overall scene was very depressing.

On seeing the toilets from inside, I found that more than half of them were dumped with condemned articles and locked. The other three or four toilets being used were stinking because of poor maintenance and non-availability of water therein; the WCs and washbasins were broken/damaged. The Safai Karmcharis (6-7 of them) were not to be seen anywhere. I came to know from parents that students would avoid using school toilets as they were very unhygienic. The staff normally used toilets of the staff quarters located on the school campus. At times, in urgency, some of the teachers would use the toilet inside the Principal's office.

The positive side of the, it was encouraging to observe that students in general were very bright; they came from good family background and were highly receptive. I met them in small groups and talked to them at length. It gave me a fair idea of how the things were moving. I conducted regular meetings with monitors, prefects, and captains. This helped the students to open up and I came to know about their problems, their expectations from the school and the areas which needed my immediate attention. This helped me in planning the future course of action and students also opened up and felt that they can also contribute significantly in improving the functioning of the Vidyalaya and they slowly developed a



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sense of belongingness. This helped in reducing the damage to school property which was completely controlled after some time.

There were about one hundred thirty staff members. Some of the teachers were outstanding while some other were very good and rest were mediocre. Among the teachers, there was a strong group of teachers who were trouble-makers and would create a lot of indiscipline in the Vidyalaya. Other teachers were scared of them.

Another incident

After about 15 days of my joining the school, another incident happened. A post-graduate teacher (PGT) was transferred on public interest as there was a vigilance enquiry going on against him prior to my joining. The teacher refused to accept his transfer order and left the school in a huff. He was relieved in absentia on the same day as per the KVS rules. The next day he came to the school and demanded that I receive his half day casual leave application for the previous day which I refused. He created an ugly scene. He entered the Vice-Principal's room where the Principal and the two Vice-Principals were in a meeting. He bolted the room from inside wanting the Principal to accept a letter from him then and there. I told politely but very firmly that he should immediately open the door else he would face a strict disciplinary action for this act. He refused to oblige. After a while he opened the door. The two Vice-Principals were so horrified that they declined to give anything in writing. Though he stopped coming to the school, he refused to accept any papers sent by office and continued staying at staff quarter and created a lot of nuisance in the Vidyalaya. A group of about 30-40 parents met the Commissioner, KVS and requested that he may be retained as he was a very good teacher. An enquiry was set-up by Commissioner, KVS. Assistant Commissioner, Delhi Region was sent to the school to conduct this enquiry. He talked to the students of Class XII whose parents had gone to the KVS; not a single student spoke against the teacher. They were sent back to their classes. After some time, the monitor of the Class came back and requested that he would like to talk to the Assistant Commissioner. He gave full details of the incident as to how the parents were sent to KVS. Other students then opened up. All of them narrated the entire episode in writing. The students mentioned that the parents were called at home by the concerned teacher in the evening and were forced to go to the Sangathan the next morning. He also arranged taxies for their transportation. The narration given by the students also went against the teacher along with the report of his earlier conduct of not accepting the transfer order. To these were added the incidents of creating a scene in the Principal's and Vice-Principal's office and sending parents to Commissioner's office to plead his case. For about seven to eight months he remained absent from duty as he did not join the place of his posting. Finally, the Assistant Commissioner constituted a Committee that included his representative and some senior teachers of the school along with the Office Superintendent of the Vidyalaya. The members of the Committee were sent to his residence after confirming that he was present at home. When they knocked at the door, the concerned teacher himself opened the door and was stunned to see the members of the Committee along with relevant papers. He had no choice but to



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receive all letters. After this he joined his place of posting and the disciplinary proceedings against him continued. Later I came to know that his services were terminated from KVS.

New Strategy

After these experiences over a short period of time, I decided to formulate a long term strategy for the management of the Vidyalaya and to find solution to the immediate problems faced by the Vidyalaya and to make a quick start. The summer vacation was just 10 days away. I immediately started with a series of meetings with staff in general, subject committees in particular and with primary teachers separately. I also called a series of meetings of Group 'D' employees and *Safai Karmcharis* (staff incharge of cleaning the premises) and allocated them their duties floor-wise. It was made clear in the meetings that they had to sincerely perform their duty.

Cleanliness

The first and the foremost important work was the regular cleaning of the Vidyalaya building. The *Safai Karmcharis*, were asked to give their requirements of cleaning material and also report any problem they face. They informed me about the acute shortage of water for cleaning the floor and toilets. This problem solved by procuring large drums for storing water. The concerned staff started storing water in these drums. The cleanliness work started in right earnest. The work of all the *safai karmcharis* was closely monitored and supervised by a small committee comprising teachers and students; they were counseled as and when required. Within a few days the school started looking neat and clean.

Drinking Water

The next important issue was solving the problem of drinking water. Pending finding a long-term solution for continuous supply of drinking water in the Vidyalaya, a number of large '*matkas*' (earthenware pots) and plastic 200 litre plastic buckets were immediately purchased. One of the sincere group 'D' employee was allocated the duty of managing drinking water arrangements. This gave some immediate relief to the students.

Late Coming

Some of the teachers and other staff members were habitual late comers. This was checked; and I set my own norm. As per my practice earlier, I reached school ten to fifteen minutes before the start of the school. The teachers started coming in time as they knew that I would 'welcome' them at the gate. They understood that the Principal, who could reach the school well before time after driving a distance of 35 kms from Delhi, meant business. This message was loud and clear and it worked.

Going to Classes



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Another message which was clear to the staff was that they have to take their classes regularly and punctually. The two Vice-Principals, who had, perhaps, never shouldered any administrative responsibility earlier, were fully involved in the administrative process. I gave them the responsibility of monitoring all activities on different floors (there were three floors including ground floor). Before the school closed for summer vacation most of the teachers started going to their classes and teaching work started in right earnest. The Vice-Principals were requested to maintain complete record of their observations during their visits to various classes. They would discuss these observations with me regularly. After observing a particular class the concerned teacher was also apprised of the notes prepared during class observation for follow-up work. The next task was taking action against the non-performers: the case of non-performers; those who did not budge in spite of my polite message were asked to explain their conduct in writing and a suitable action was initiated against them. This was an eye opener; they never expected that a soft spoken Principal could be firm also. I made my action plan for the whole year with the help of my two Vice-Principals and senior teachers who were in charge of their subject committees and other committees. As soon as the summer vacation started the teachers and Vice-Principals proceeded on holiday.

Attention towards office

This was the time to pay attention to my office, I found out that all important office jobs like school fund, Vidyalaya Vikas Nidhi, service books, and other important files were under the charge of one person who used to undermine the presence of other members of office staff. Though there was an Office Superintendent, three UDCs and three LDCs, all the important work was under the charge of one UDC and others were either free or were given petty jobs. It was quite intriguing to observe this. However, before going into the depth and trying to know the reason for this dominance by an individual, the first thing I did was to ensure equitable distribution of work through an office order in writing and started regular monitoring of the work allocated to each member of the office staff. This was done on the basis of my own assessment of the capability and capacity of the individual members of the staff. The Superintendent was made responsible to check the cash books, accounts and other office routine before it was put up to Principal. This made everybody, except the person who was earlier dominating earlier, happy as they felt that they were also equally important members of the staff and they started contributing their best in the management process. Late coming among them was also checked. The office work became smooth and the pendency of the work diminished significantly.

Repair and maintenance of school plant

The next big issues concerned electrical repairs, availability of pure drinking water and cleanliness of the school building. These works were urgent in nature as students' health was at stake. Without fans it was almost impossible to sit in the classrooms during summer. With the help of the Chairman, VMC, the electrical repair work of urgent nature was got done



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during the vacation. The Head Water Works Department was invited to visit to the School and his help was sought in getting the uninterrupted supply of water. On the basis of initial technical survey and testing of the quality of the underground water, we got a submersible pump installed in the Vidyalaya. This initiative and immediate implementation of the decision by the Principal solved the perennial water problem of the school permanently.

The VVN budget was prepared and got approved from the Chairman of the Vidyalaya. For other major works for which the funds were not available, a request was made to the KVS for sanctioning and releasing funds. The construction related requirements were also sent to the KVS and the works were assigned by the KVS to government construction agencies for the purpose. All the toilets in the Vidyalaya were fully repaired and made functional for use of the students and staff. All broken fittings were changed; whitewash and painting work was undertaken. The school wore a different look. A beautiful garden was developed, the whole building was painted and polished and it was kept neat, clean, and tidy. Most of these things, particularly, availability of pure drinking water and neat and clean toilets for the students and staff, were completed during the vacation. When the school reopened after the vacation, the students and staff were pleasantly surprised and believed as if a miracle had happened in the Vidyalaya during the vacation. The students and parents were extremely happy.

On my recommendation, KVS initiated disciplinary action against those staff members who were undisciplined and were non-performers. Some of them were transferred. All these actions had a positive effect on others and they all started working and took their work seriously, shouldered all responsibilities in respect of the work assigned to them.

Academics and co-curricular activities

Simultaneously, the academics improved and the House system started functioning. The co-curricular activities were systematically planned for the whole year. The games and sports facilities were provided. Some coaches and artisans were engaged and students started enjoying these activities. A major change was observed in the functioning of the school, its infrastructure and other activities. It was comparable to best of schools in the vicinity. Two computer labs with total 40 PCs of latest configuration were set up. The library was given new furniture; new books were purchased as per the requirement of students. An audio-visual room and a junior science lab were established. VMC was constituted and all important matters were discussed and necessary approvals were taken.

The new look and content of the Vidyalaya became a talk of the town in the whole of NOIDA.

Monitoring the academics

The subject committees were constituted and senior most PGT was made in charge of the subject committee. The meetings of the subject were held twice a month to discuss various



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issues related to the subject. These meetings were also attended by the principal and vice principal from time to time. They were made responsible for the term-wise split of syllabus, its coverage monitoring the class and home work and project work. The vice principals made their time table for class observation and noted their observations in the Performa meant for the same. The teachers were apprised of the no tings made for follow-up. The unit tests and examinations were conducted regularly and at the scheduled time. The result were compiled and announced on the dates fixed for the same. The students notebooks were regularly checked by the vice principals. The teacher's diary was regularly written by the teachers and checked. The overall monitoring was done by the principal.

Parent Teacher's Meetings

The parent teacher's meetings were held at regular intervals. The parents were apprised of the progress of the students. A day was fixed for the parents to meet the principal to discuss any problem related to their ward. The circulars were sent apprising parents about various activities of the school. The parents were actively involved in the activities of the school. This helped in significant improvement in the academics and overall improvement of the discipline of the students.

Vidyalaya Management Committee

The VMC was constituted and its regular meetings were held. All the financial approvals were taken from VMC. Their guidance was taken on the various issues related to school. The cooperation and help extended by the chairman and members of the VMC played a significant role in the overall improvement in the overall functioning of the school.

The Career Counseling

A qualified Counselor was engaged for the Vidyalaya for helping the students to solve their personal and academic problems.

The lesson learnt

After my transfer from this school when I look back and think what more I could have done? The following things come to my mind.

- ❖ With my strong academic background I could have contributed more significantly to strengthen the academic standards of the school in general and week students in particular.
- ❖ The vice principals should have been made more involved in improving the academic standards of the school and should have been made more accountable.



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- ❖ More sports facilities may have been provided.
- ❖ I should have managed my time in a better way.