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The Leadership of Principals and Their Influence on Student Learning in Public and Private Schools in Tripura, India

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The Leadership of Principals and Their Influence on Student Learning in Public and Private Schools in Tripura, India

A Dissertation Presented

by

Pinto Paul

Submitted to the Graduate School of Education
Lesley University

in partial fulfillment of the requirements
for the degree of

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LEADERSHIP INFLUENCES ON STUDENT LEARNING

Abstract

Previous studies of leadership have shown that principal leadership is the single most influential factor in student learning, next to classroom teaching. They provided information that can be used for creating, supporting, and sustaining principal leadership practices to increase student learning. This study identified the factors and conditions that influence the leadership practices of principals, the various ways principals say that they influence student learning, and the challenges they face in helping others to improve student learning in Tripura, Northeast India. These data were drawn from open-ended questions used in in-depth face-to-face interviews with six public school principals and a focus group interview with teachers (21 total) and from observations in classrooms of some of the same schools. Data were also drawn from a focus group with principals of six private schools and an in-depth face-to-face interview with two teachers individually in one of these private schools. The following five themes emerged: vision, leadership style, expectations, efforts, and challenges. Further analysis found that although the principals articulated a vision for their schools, the implementation of this vision was not observed in the classrooms. It also found that although the principals claimed to be democratic in their leadership style and the teachers, queried separately, supported their claims; other evidence from both principals and teachers indicated that many teachers were not involved. It also found that although principals expected teachers to use interactive teaching methods, the teachers were limited by lack of space, teaching materials, and training. In addition, it found that although the principals are making efforts to extend the influence of their knowledge, they are challenged by the culture, government mandates, and lack of resources. Finally, it found that although all principals identified challenges they faced when making efforts to implement their visions, some principals and teachers reported ways to work with these challenges. Considering these findings
and drawing from the literature reviewed, this study recommends building on the identified efforts to address the challenges in order to meet the educational needs of the students in Northeast India by meeting the standards presented in government and professional documents.
Dedication

This paper is dedicated to my parents, siblings, and the Congregation of Holy Cross. It is from my family that I learned the basic lessons of relationship and leadership, lessons which were further developed through the Congregation of Holy Cross. I am indebted to both.
Acknowledgements

I would like to acknowledge and thank all of you who have helped me in this journey to the completion of my doctoral program at Lesley University. My senior advisor Dr. William Stokes, you have guided me through challenging conversations. I am indebted to you for all your support, guidance, and encouragement. Dr. Stephen Gould and Dr. Karen Anderson, you have always been willing to take time to listen and give your critical feedback as I struggled through the process.

Dr. Robert J. Starratt, you were one of the most influential persons during my graduate years at Boston College, and you encouraged me to pursue doctoral studies. A personal note of thanks to Dr. Virginia Polanski, my mentor and guide. Your guidance, patience, and availability will always be remembered with gratitude. Thanks to James Chichetto, C.S.C; Richard Gribble, C.S.C; and Mr. Thomas Van Alstyne for reading drafts and offering feedback.

A word of gratitude to the principals, teachers, and students of participating schools. You were amazingly hospitable and willing to share your perceptions without any reservations. Your sharing has helped me to study the influence of leadership on student learning. Thanks to Mr. Niloy Sen Gupta for his assistance in my field research. Thank you for sharing your valuable time with me, driving me to the schools, helping me to make appointments, and joining me in the interviews.


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Preface

“Deep approaches to learning tend to include or, better yet, start with learners’ experience” (Taylor, Marienau, & Fiddler, 2000, p. 314).

I am a lifelong learner. The experiences of the past have shaped who I am as a person and have given me a clearer picture about life and mission. I would like to share with you my reflections on my past experiences that have influenced my sociocultural perspective, connecting it with life experiences as a learner and an educator. These experiences have prompted me to play my role in improving the existing creativity and research in the field of education.

My life experiences in educational ministry have helped me become more organized, meticulous, efficient, hardworking, time conscious, understanding, accommodative, and innovative. They have also provided me with ample opportunities to resolve conflicts, to take initiatives, and to lead constructively. I would classify my major sociocultural learning experiences into three categories: informational, formational, and transformational.

As I look back to my life as a learner, I had a joyous journey of information, formation, and transformation: Information, orienting me to the world of knowledge through the world of literacy; formation, shaping me to be a productive human being; and transformation, prodding me to go beyond myself and make meaning of my life. I was not alone in this journey. I began as a bundle of joy to my parents, I was formed by basic lessons of life they taught me such as “tough times never last, tough people do” (Schuller, 1984).

Despite the hardships, struggles, and lack of resources, I was proud of my family as we worked together, prayed together, and ate together. There was so much joy at home. A home where I learned the core values of love, sharing, caring, generosity, encouragement, and
forgiveness. These values enabled me to transform difficult challenges in my life and overcome them. These values inspired me to dedicate my life to the cause of the poor and marginalized.

Working among the tribal and non-tribal people of Northeast India, far from my home, I found fulfillment and joy as a teacher-leader. My first year as a teacher, I learned the basic lessons of simplicity, authenticity, and community spirit. These tribal people have a high rate of school dropouts, unemployment, and identity crisis, and are excluded by the affluent non-tribals and others. Thus, these poor have continued to become poorer. They need education because education is the key to development and growth. My experiences with them motivated me to dedicate my life, and my life’s mission, to education, especially education for the poor and marginalized.

When I decided to dedicate my life to the cause of education for the people of Northeast India, I realized that to offer a quality education to these people; I needed the best education possible myself. As a result, I have earned an M.Ed. in Educational Leadership from Boston College, where I learned that school leadership is as much about appreciating the worth of individuals who work there, and the students who learn there, as it is about guiding an institution.

Therefore, I enrolled in a Ph.D. program at Lesley University, to further prepare myself to play my role in developing an educational system that will help the tribal and non-tribal population of Northeast India to be on a par with the rest of the world.
CHAPTER 1: INTRODUCTION

This chapter describes some significant problems involved in educating students in rural areas of Northeast India, especially the state of Tripura. This chapter includes the statement of the problem, the purpose of the study, the guiding questions, the definition of terms, the significance of the study, and the delimitations of the study. It ends with an outline of the remaining chapters.

Statement of the Problem

As a school administrator in Northeast India, I became aware of some significant problems involved in educating students in rural areas. I experienced rural schools with unkempt buildings and rooms with messy floors and walls, multi-service offices and libraries, and classrooms with 60-70 students sitting two to a bench before a stationary table, craning their necks to see the board. I saw teachers reading from textbooks, and asking questions requiring nothing more than factual answers. In addition, I saw students trying to learn a foreign language with little opportunity to receive feedback on their pronunciation. These students were not being provided with the educational opportunities UNESCO believes they will need to succeed in the 21-century world (UNESCO 2014, 2017).

My experiences with these students prompted me to think and ask questions: questions about hopes and challenges for education in Northeast India, as well as about the resources required to increase opportunities for these students. I am not alone in this decision. Hope for education as a fundamental human right was included in UNESCO’s “Universal Declaration of Human Rights” of 1948, Article 26:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and
professional education shall be made available, and higher education shall be equally accessible to all by merit. (Article 26)

Since this declaration in 1948, more people worldwide are taking advantage of opportunities for education. According to the UNESCO (2011) report:

Over 1.5 billion children and youth are enrolled in kindergartens, primary and secondary schools, and universities. From 1999 to 2008, an additional 52 million children enrolled in primary school. … Access to education is steadily expanding; across developing countries, enrollment in higher education has risen sharply, and innovative literacy and adult education programmes are transforming the lives of the disadvantaged. (p. 6)

However, UNESCO also reports:

challenges including poverty, still keep 67 million children of primary-school age out of school, 53 percent of whom are girls. … rates are slowing and being eroded by dropout, particularly in countries affected by armed conflict where over 40 percent of out-of-school children live. Gender disparities continue to hamper progress in education. Around 17 percent of the world’s adults—793 million people, of whom two-thirds are women – still lack basic literacy skills. Millions struggle to learn in overcrowded classrooms, without textbooks or qualified teachers. (p. 6)

Almost one fifth (17.74%) of the world’s population lives in India (Worldometers, 2017, p. 1).

For purposes of comparing India on the world level, its regional neighbors, Bangladesh and Pakistan, and a group of countries at a comparable stage of development called BRIC are used. BRIC includes Brazil, the Russian Federation, India, and China. Although all of these countries are behind the average for “developing countries,” India lags behind the other BRIC...
countries. In the early 2000s, India’s adult literacy rate was wholly 30 percentage points below that of China, and its youth literacy rate was 22.5% lower than China’s (Kingdon, 2007, p. 169).

In Tripura, the National Achievement Survey 2015, conducted by the National Council of Educational Research and Training for Class X students, found the average performance of these students lower than the national average in five curricular areas: English, Mathematics, Science, Modern Indian Language (MIL) Bangla, and Social Sciences. Students from the Scheduled Tribe (ST) group performed lower in MIL Bangla than students in the General Group, and students from the Other Backward Communities (OBC) and General Group performed lower than their respective national averages in all subjects except MIL Bangla.

The average performance of students from the government (public) and government-aided (private) schools did not differ significantly in subjects except Bangla, where students from government (public) schools were significantly lower than students from government-aided schools. The average performance of students from rural areas in the state is significantly lower than the national average in all subjects. The Schedule Caste and Schedule Tribe students are the largest groups in underperformance. They constitute more than 50% of the students that need improvement (NCERT, 2015, p. 4).

To meet these challenges, the State Mission Director, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), asked all officers under the Directorate of Secondary Education “to put in place strategies and measures to bring about significant improvement in the learning achievement of the students of [their] State based on the findings of this report” (Khuntia, 2016, p. 2).

Mukhopadhyay et al., (2015) offers one reason for India’s slow development. Professor Mukhopadhyay, who was involved in educational policy-making, planning, implementing, and
evaluating at the highest level, holds the fathers of the Indian Constitution (1951) partially responsible for this lack of quality and for not putting more teeth into Article 45. Article 45 states the “state shall endeavor to provide free and compulsory education up to the age of 14 within the first 10 years.” Mukhopadhyay et al. argue that the fathers should have used “shall provide” instead of “endeavor to provide” (Mukhopadhyay, Parhar, & Educational Technology and Management, 2015, p. 2). According to them, the choice of words in policy resulted in slow growth “in education, . . . agriculture, business and industry, health and in all walks of life” in the following decades (p. 3). Although the literacy rate increased after 1951 (Educational Statistics at a Glance 2016, p. 7) and more children, including those from tribal populations, were enrolled in schools, literacy parity between boys and girls and between men and women increased (p. 8). Despite an increase in the percent of GDP spent on education since 1951 (p. 15), studies by ASER2 found that student achievement decreased between 2009 and 2013 even though more students were attending private schools (2013, p. 14).

In an effort to better meet the learning needs of its youth and improve school quality, in 2009 the Indian government passed The Right of Children to Free and Compulsory Education (RTE) Act (RNKC, 2009). Currently, schools are attempting to implement the requirements of this law. However, so far, the most visible change achieved in the schools has been in providing

---

1 Educational Statistics at a Glance captures data on important educational indicators such as literacy, enrolment and inclusiveness, teachers’ availability, expenditure on education etc. In this booklet, key national level educational statistics have been provided in a compact and easy-to-carry form.

2 ASER is a rotating panel of villages and does not track the same children over time. However, one can construct artificial cohorts and follow them over time. So, for instance, a cohort that started Std. I in 2009 would be in Std. II in 2010, in Std. III in 2011 and so on. This tracking of “artificial cohorts” may give us a glimpse of some of the underlying dynamics of change over time. The use of artificial cohorts, however, is based on certain assumptions. For example, that children in private schools remain in private schools over time and likewise for government school children.
midday meals and free textbooks. Sadly, the vast majority of the children in rural India still do not have access to high-quality schooling.

According to the ASER report (2013), the ground reality in rural government schools is an increasing number of small schools, 50% or more children sitting in multi-grade classrooms, huge variations in learning levels of those who are in the classroom, wide age distributions in the classroom, close to 20% children being first generation learners with no learning support from either parent. Yet, the brief to teachers remain “complete the curriculum”; the direction to schools to build more classrooms, kitchen sheds, office-cum-stores and supervise the midday meal (2013, p. 3).

ASER (2013) reported the percent of schools meeting the RTE norms in 2013 as 45.3% for pupil-teacher ratio (PTR), 73.8% for classroom-teacher ratio (CTR), 76.3% for offices, 62.4% for playgrounds, 56.3% for boundary wall/fencing, 73.8% for drinking water, 62.6% for toilets, 53.3% for girls’ toilets, 40.7% for libraries, and 87.2% for mid-day meals (p. 83).

Aiyar (2015) suggests that little effort is made to empower School Management Committees (SMC), the creation of which is mandated by the RTE to plan and monitor school-level resources. Aiyar claims the SMCs and other members of the community have little knowledge of the funds and other resources available from the government. According to Educational Statistics at a Glance (2016) expenditure on education as a percentage of GDP has increased from 4.10% in 2012-13 to 4.13% (provisional) in 2013-14 (p. A4, 41).

The ASER report (2013) showed that learning outcomes, especially in government schools in most states, are lower today than they were just a few years ago. ASER bases this decline on their assessment of learning outcomes for 600,000-700,000 students ages 3-16 and
Aiyar (2013) argues that the obvious gaps between the guidelines articulated by the Indian government in the RTE and the performance of students, and between the students in government public schools and those in non-government private schools, are partly the result of the top-down decision-making process used by state and local governments. He argues that this top-down process presents obstacles to the implementation of the RTE Act causing public school principals to become managers rather than educators. He wrote that in public schools “all critical teacher-related decision-making, hiring and salary payment, for example, lie with the state administration. Funds for infrastructure development are often channeled to schools; however, key decisions related to implementation—sanctions and procurement are taken by the district administration” (p. 12). Whereas, in private schools, decisions are made directly by the principal who has closer personal contact with the students and their families and therefore more interest in their needs.

When ASER started measuring enrollment in 2005, rural private school enrollment was about 17%, by 2013 it had risen to 29%. This significant shift to private schools leaves those who cannot afford to do so in public schools where average test scores are lower in reading and math (p. 13). Since families are attracted by the higher scores at private schools, they opt for private schools when they can, sometimes at family sacrifice.

One potential cause for the higher scores of students in private schools may be the private tutoring they receive from their own teachers outside of school hours (ASER, 2013, p. 82). These teachers often earn money by teaching less in the classroom and then offering to teach these
same students after school in their own homes for a fee. Public school teachers, however, are prohibited from engaging in this practice by law (RTE, 4, 28).

Research has shown that effective leadership can make a difference in improving student learning (K Leithwood, Louis, Anderson, & Wahlstrom, 2004). After reviewing “the empirical literature on the relationship between the principal’s role and school effectiveness during the period from 1980 to 1995,” Hallinger and Heck (1996) recommended that future research “focus on uncovering the relationship between principal leadership and mediating variables” such as “school mission, teacher expectations, school culture” (p. 36). After reviewing recent research literature, Leithwood et al., (2010) reported evidence linking successful leadership and student learning and presented what they call “the paths along which [the influence of school leadership] travels to improve teaching and learning” (p. 625).

Problems such as the gap between policies and practices, lack of effective principal leadership, teacher effectiveness, and poor student achievement persist in Northeast India. Political influence and unsteady policies and practices lead to inequality and poor quality in many schools. The role of principal leadership remains more of a manager than a leader, and many teachers are not adequately prepared to teach. Student-teacher ratios are unacceptably high: 45-60 students in a classroom. Education is still focused on rote learning. For many, technology is not available, and stakeholders, including parents and other community partners, do not participate adequately. Therefore, the quality of teaching and learning remains very poor. Practices such as these result in poor student achievement including a high degree of school dropout, unemployment, identity crisis, and exclusion of tribals by the affluent non-tribals, among many others. Consequently, the poor have become poorer and continue to miss the opportunity to use education as a vehicle to get out of poverty.
Currently, we do not have adequate data to identify the factors and conditions that principals in Tripura, Northeast India, envision, the efforts they are currently making to influence student learning positively in the classrooms, or the ways they deal with the contexts in which they operate. Consequently, this study was conducted to provide information that can be used to create, support, and sustain principal leadership practices that can increase student learning.

**Purpose of the Study**

The overall goal of this research study was to learn how teaching and learning can be improved in both public and private schools in the state of Tripura, Northeast India. In more specific terms, the purpose was to identify current leadership practices that improve student learning, the various ways principals say they influence student learning, and the challenges principals face in helping others to improve student learning.

**Guiding Questions**

The following three guiding questions guided the study:

1. What are the factors and conditions that influence the leadership practices of principals in Tripura?
2. What are the various ways principals say they influence student learning in Tripura?
3. What do principals identify as the challenges they face in helping others to improve student learning in Tripura?

**Definition of Terms**

*Principal:* The principal will be the school leader or the professional commonly known as the principal/headmaster/headmistress/teacher-in-charge of the K through 12 schools.

*Influence:* A number of factors and conditions or independent and interdependent variables affect the behavior of principals. In this study, influence will refer to the factors and conditions that
both foster and inhibit the efforts of principals to improve student learning; the pathways they choose to be a compelling force on the actions and behavior of others. Some of the paths principals choose are well defined, some are less clear; some do not exist for them, and others are not chosen. This dissertation will identify the paths that already exist, their types, and perhaps other paths of influence that need to be taken (See Appendix A).

**Student Learning:** Student learning will be determined by the standardized state or board exams or graduation rates.

**Public Schools:** Public schools are those funded and operated by the government

**Private Schools:** Private schools are owned and operated by non-governmental organizations, which can be aided or not aided by the government.

**Significance of the Study**

The data from this study may contribute to the existing knowledge of conditions that enhance or inhibit the influence of leadership practices on improving student learning. The data from this study will provide foundational information, data, and knowledge of leadership practices for principals and other administrative leaders seeking a clearer and more in-depth picture of current leadership efforts to improve student learning. The data from this study will also provide insight for principals into the gaps between what principals envision and are trying to do, and the challenges they face in influencing teaching and student learning.

The suggestions given in this study will be helpful to principals, teachers, researchers, and other educators in developing and implementing professional development programs to prepare teachers to work collaboratively and to use more strategies for encouraging interaction, critical thinking, and career-oriented applications of lessons in the classroom.

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The results of this study will provide information that can be used for creating, supporting, and sustaining principal leadership practices that improve student learning. The results may promote dialogue among educators, leading to questions for future researchers to investigate, and ultimately improve leadership practices. This study will be particularly helpful to the education department of the government of Tripura, Northeast India, and to the Holy Cross Educational Foundation which governs Holy Cross Private Schools, and to other private schools.

**Delimitations of the Study**

According to Creswell (2014), delimitations “narrow the scope of a study” (p. 148). This study will be limited to in-depth face-to-face interviews with six public school principals, focus group interviews with teachers from public schools, observations in classrooms of the same schools, a focus group interview with principals of six private schools, and in-depth face-to-face interviews with two teachers of a private school. The sample group may not adequately represent the population of the K-12 public and private school population in Tripura, Northeast India, but has a good chance of being transferable. The study was limited to these schools because of permission requirements as well as time, travel, and economic constraints.

**Chapter Outline**

This dissertation has been developed in five chapters. Chapter One introduces the problem, the purpose, the guiding questions, the significance of the study, the definition of terms, and the delimitations of the study. Chapter Two reviews the existing literature to see how theorists and researchers have addressed the policies and practices of leadership in India, the importance and influence of school leaders, ways principals influence student learning, and factors and conditions that inhibit or promote student learning in India and internationally. Chapter Three describes a rationale for the design type selected, the participants and setting, the
instruments used to gather data, and methods used to collect and analyze data. Chapter Four reports the data from the cross-case analysis derived from the transcriptions organized according to five emergent themes and concludes with general findings. Chapter Five summarizes the content of the first four chapters, discusses in depth the findings and the implications for leadership, suggests areas for further research, and ends with final reflections.
CHAPTER 2: LITERATURE REVIEW

This chapter reviews existing professional literature and government documents that are relevant to public and private schools in present-day Tripura, India. It includes a brief history of changes in leadership and instructional practice in the Eastern and Western worlds over time, international and Indian standards for education, factors and conditions that inhibit or promote the meeting of these standards, and approaches school leaders use to address the challenges of improving teaching and learning.

Public and Private Education in India

Historically, the concept of teaching has gone through various stages. In both the Eastern and Western worlds, teaching has changed from being situations in which students were fed information and expected to memorize it into situations in which students were asked to solve problems collaboratively in classrooms or by working alongside a teacher or master. In the Eastern world, in Indian gurukul, a type of residential school, students learned from a guru as they lived and worked together much like an apprentice or intern learning on the job today. In the Western world, educators frequently look back to Socrates and his dialectic method by which “students examine their own beliefs and new information they encounter” and “become independent learners with curiosity and sensitivity toward new information” (Resnick, 2010, p. 184). Traditional Jewish education tended to stress memorization. Medieval monks taught Latin language, grammar, logic, rhetoric, philosophy, astrology, music, and mathematics by rote in monastery schools. The Humanists of the Renaissance created schools to pass their ideas on to their students (Edman, 1955).
Around the turn of the 20th century, toward the end of the Industrial Revolution, Frederick Taylor’s ideas about efficiency in industry began to influence education in America. Taylor’s ideas influenced “everything from how to make better use of buildings and classroom space to how to standardize the work of janitors . . . Another line of reforms required teachers to document their teaching activities in order to minimize ‘waste’ ” (Rees, 2001, p. 1).

Rees continues:

The best example of Frederick Taylor’s ideas at work in education today are high-stakes standardized tests—tests which have a significant effect on funding for schools and the careers of individual students. Although these exams can create enormous tension for students and administrators, it is teachers whose lives are most affected by them. Thanks to mounting pressure to get students to score high marks, teachers must concentrate on teaching the curriculum chosen by test-designers rather than local school boards or themselves. Furthermore, because preparation for multiple-choice or short answer questions that make up these tests require only a superficial understanding of complex material in order to answer them correctly, they provide no rationale for teachers to reinforce more complex concepts that take additional effort for students to understand. Since teachers do not need to teach or themselves understand abstract concepts that cannot be measured on standardized tests, creative pedagogy is not rewarded in this new regime and the quality of learning among students inevitably suffers. Like skilled workers in industrializing America, teachers’ prerogatives are disappearing, and the talents that they once utilized daily are increasingly no longer called upon. . . . There is
good reason to believe that this practice is now common in American classrooms. (pp. 1-2)

As schools increased their focus on measurable achievement and competition, philosopher-educators like John Dewey and Paulo Freire were seeing schools as places where teachers dialogue with students and facilitate activities in which students learn by solving problems. In 1907, John Dewey published *The School and Society* in which he claimed: “democracy has been born anew every generation, and education is its midwife” (Dewey, 1907, p. 15).

Dewey believed, “Schools should not simply be places where lessons are disseminated that could, or could not, one day play a role in a student’s life. School should be full of activities that are vital and important to the learner now.” A school should “be a miniature community, an embryonic society” (Dewey, 1907, p. 15).

In 1968, Paulo Freire published *Pedagogy of the Oppressed* in which he described traditional teaching using the banking concept and proposed a problem-solving method. This method involved engaging in dialogue with his students much as Socrates had.

In the banking method, Freire claimed:

The students are not called upon to know, but to memorize the contents narrated by the teacher. Nor do the students practice any act of cognition, since the object towards which that act should be directed is the property of the teacher rather than a medium evoking the critical reflection of both teacher and students. Hence in the name of the “preservation of culture and knowledge,” we have a system which achieves neither true knowledge nor true culture (Freire 1970 p. 27).
His problem-solving method involved teachers engaging in dialogue with students much as Socrates had. In his method, the students become critical co-investigators in dialogue with the teacher. The teacher presents the material to the students for their consideration and re-considers her earlier considerations as the students express their own. The role of the problem-posing educator is to create, together with the students, the conditions under which knowledge at the level of the doxa (accepter belief) is superseded by true knowledge at the level of the logos (reason) (p. 62).

As a result the “problem-posing educator constantly re-forms his reflections in the reflection of the students” (p. 27).

As previously said, these innovators and their interactive methods were preceded by Socrates and his dialogic method in the 5th century B.C. Mott (2015) picks up on this method and claims “that Socratic dialogue can be successfully used in developing English language proficiency . . . in a classroom setting.” She says his method “helps to expand thematic vocabulary in a foreign language and also fosters the use of different grammatical structures through the implementation of organic thought and discussion” (Mott, 2015, p. 43). This method “may be the singular most important device a student of language can be reliant on in order to prepare them for a competitive global marketplace where language can bend and shift at a moment” (p. 50).

**The Evolution of Indian Education**

India has a long history of education starting with the Vedas in the Sanskrit language dating back to 2000 BC, as well as the Gurukulas who educated male children from upper-caste
families (Prabhu, 2006). According to Majumdar and Mooji (2011), the historical trajectory of modern educational development in India can be reduced to three distinctive stages: the colonial period (1858 to 1947), the period of nation-building in the first decades after independence (1948 to 1968), and the subsequent period in which India became increasingly integrated in a globalized economy (late 1960s to present) (Majumdar & Mooij, 2011, p. 6).

The colonial period maintained the Platonic concept of “class” where selected people were trained as clerks for colonial administration. According to Viswanathan (1989), “the imperial mission of educating and civilizing colonial subjects in the literature and thought of England … in the long run served to strengthen Western cultural hegemony in enormously complex ways” (Viswanathan, 1989, p. 2). Those educated became a class apart and created inequalities within Indian society.

The second stage, the period of nation building, could be compared to the national and social philosophy of education of Immanuel Kant, Johann Gottlieb Fichte, and Georg Wilhelm Friedrich Hegel. Education became a civic function, and its function was identified with the realization of the ideal of the national state. To form the citizen, not the “man,” became the aim of education (Dewey, 1916, p. 101). In India after independence, the nation-building drive sought to produce expertise for the “modern” sector. Education remained by and large restricted to and certainly dominated by, the elite and the middle classes.

As a result of globalization and liberalization, India has entered a new stage. Nation-building has been replaced by education for a globalized market (Majumdar & Mooij, 2011). According to India Brand Equity Foundation (IBEF), India holds an important place in the global education industry and offers many opportunities for growth.
With approximately 28.1 percent of India’s population in the age group of 0-14 years, as of 2015, educational industry in India provides great growth opportunity. The country has more than 1.5 million schools with over 260 million students enrolled, about 751 universities, and 35,539 colleges. India has one of the largest higher education systems in the world. However, there is still a lot of potential for further development in the education system (IBEF, 2017).

According to Brundrett and Rhodes (2011), a framework for further development will begin with dedicated leaders at all levels of the institution, members of the institution who have a personal willingness to improve the quality of teaching and learning. Despite a lack of resources, the schools that will succeed are schools that discover how to tap people’s commitment and capacity to learn. The purpose of education may be re-evaluated as the era of performativity [focused on student test scores and measurable outcomes] may be coming to an end, and being replaced by softer, more creative approaches to school leadership and management.

**Curriculum and Instruction**

In an effort to improve curriculum and instruction in India, a new law: *The Right of Children to Free and Compulsory Education* (RTE) Act (2009), came into effect on 1 April 2010. It enshrines in law for the first time the rights of all Indian children between six and 14 years of age to a free and compulsory elementary education. The aim of the government was to ensure access for all children to a neighborhood elementary school throughout the country by 2013.

In response to *The 2010 Right to Education Act*, India has developed an elementary school system, whose major goal is the transmission of the country’s educational culture to the
next generation. The new policy has made considerable progress due to strong supply-side expansion, rising household income, and falling poverty. Gross enrollment rate data from the Ministry of Human Resource Development, sourced from schools, show strong improvements at the elementary level through the 2000s (Hill & Chalux, 2011, p. 9).

At the time of this writing, the majority of India’s children participate in this educational process. However, the question of equal quality of education has been raised by critics. The National Knowledge Commission (NKC) observes that the 2010 law “has the potential of creating a parallel and discriminatory system of schooling which can result in stratification of the education system for children of disadvantaged communities and backgrounds, because it requires only provision of non-formal education in such cases, rather than mandating the provision of regular schooling” (RNKC, 2009, p. 20).

All teachers who staff India’s school system have received some level of professional training. However, the NKC identifies a present lack of educational norms for schools to follow. It “has no specification of a teacher, or the qualifications and in-service training needed for the position” (RNKC, 2009, p. 20). It has “only a reference to ‘equitable quality’ without defining the parameters of the quality” (p. 20). It adds, “certain norms regarding infrastructure, number of teachers per school and per students, teaching methods and other facilities must be adhered to as necessary conditions.” . . . “It is necessary to specify norms for teacher qualification and training” (p. 20).

**Government Mandated Reform Policies and Improvement Efforts**

The Legislative Department of the Government of India makes laws and policies for the country. These laws and policies come to public schools through their states and local districts.
which supervise them. The current trend in India, as stated in chapter 1 of this study, is towards the development of “education as a fundamental right.” Article 45 of the Constitution of India states, “The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years” (CCS, 2010).

The new law, *The Right of Children to Free and Compulsory Education Act of 2009* (RTE), increased the strength of Act 45 by saying: “the state shall provide” a free and compulsory elementary education for all Indian children between 6 and 14 years of age. The government aimed to ensure access for all children in India to attend a neighborhood elementary school by 2013. The RTE assures free tuition, uniforms, textbooks, food, and transport to school. In order to encourage broader participation in school decision-making, it requires schools to form a School Management Committee (SMC) consisting of three-quarters parents at least half of whom are women. SMCs are empowered to monitor the performance of schools’ use of government grants and school development plans, and to fulfill other plans prescribed by the government (Bhaskara Rao, 2011).

According to the RTE, the appropriate government authority shall “ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds,” “provide infrastructure including school building, teaching and staff and learning equipment,” and “provide training facilities for teachers (RTE, p. 4). As specified in *The Schedule: Norms and Standards for a School* (2009), the school building shall be “An all-weather building” with “An office-cum-store-cum-Head teacher’s room” (2, i), “A library in
each school shall provide newspaper, magazines, and books on all subjects, including story-books” (p. 6), and “Teaching learning equipment shall be provided to each class as required” (p. 5). The local authority shall “maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed, “provide infrastructure including school building, teaching staff and learning material,” and “provide training facility for teacher” (p. 5).

“Teachers . . . shall perform the following duties,” namely: “maintain regularity and punctuality of attending school,” “conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section (29),” “complete the entire curriculum within the specified time,” “assess the learning ability of each child . . .”, “hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child,” and “perform such other duties as may be prescribed.” “No teacher shall engage himself or herself in private tuition or private teaching activity” (p. 8). “A teacher committing default in performance of duties specified in subsection (l), shall be liable to disciplinary action under the service rules applicable to him or her; provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher” (p. 8).

Norms and standards for schools have also been prescribed by the government. Table 1 shows the government requirement as per the provisions of the RTE 2009 for grades I to VIII. Norms and standards for the following areas are included: number of teachers, building requirements, minimum number of working days, minimum number of working hours per week
for teachers, teaching and learning equipment for classrooms, library, play materials, games, and sports equipment.

Table 1. *Norms and Standards for a School*

<table>
<thead>
<tr>
<th>Item</th>
<th>Norms and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Admitted Children</td>
<td>Number of teachers:</td>
</tr>
<tr>
<td>First class to fifth class</td>
<td></td>
</tr>
<tr>
<td>Up to 60</td>
<td>Two</td>
</tr>
<tr>
<td>61-90</td>
<td>Three</td>
</tr>
<tr>
<td>91-120</td>
<td>Four</td>
</tr>
<tr>
<td>121-200</td>
<td>Five</td>
</tr>
<tr>
<td>Above 150</td>
<td>Five plus one Headteacher</td>
</tr>
<tr>
<td>Above 200</td>
<td>Pupil-Teacher Ratio (excluding Head-teacher) shall not exceed 1:40.</td>
</tr>
<tr>
<td>Sixth class to eighth class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least one teacher per class so that there shall be at least one teacher each for: Science and Mathematics; Social Studies; Languages.</td>
</tr>
<tr>
<td></td>
<td>At least one teacher per 35 children</td>
</tr>
<tr>
<td></td>
<td>If the admission of children is above 100;</td>
</tr>
<tr>
<td>Building</td>
<td>i) a full-time head-teacher; ii) part-time instructors for (a) Art Education; (b) Health and Physical Education; (c) Work Education.</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>All-weather building consisting of – At least one classroom for every teacher and an office-cum-store-cum-Head teacher’s room;</td>
</tr>
<tr>
<td></td>
<td>Barrier-free access;</td>
</tr>
<tr>
<td></td>
<td>Separate toilets for boys and girls;</td>
</tr>
<tr>
<td></td>
<td>Safe and adequate drinking water facility accessible to all children;</td>
</tr>
<tr>
<td></td>
<td>A kitchen where mid-day meal can be cooked in the school;</td>
</tr>
<tr>
<td></td>
<td>Playground;</td>
</tr>
<tr>
<td></td>
<td>Arrangement for securing the school building by boundary wall or fencing</td>
</tr>
<tr>
<td>Minimum number of working days/instructional hours in an academic year</td>
<td>200 working days for classes I-V</td>
</tr>
<tr>
<td></td>
<td>220 working days for classes VI-VIII</td>
</tr>
<tr>
<td></td>
<td>800 instructional hours per academic year for classes I-V</td>
</tr>
<tr>
<td><strong>Minimum number of working hours per week for the teacher</strong></td>
<td>45 teaching hours, including on-site preparation hours</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Teaching-learning equipment</strong></td>
<td>Shall be provided to each class as required</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>Shall be in each school providing newspaper, magazines, and books on all subjects, including story-books.</td>
</tr>
<tr>
<td><strong>Play material, games and sports equipment</strong></td>
<td>Shall be provided to each class as required.</td>
</tr>
</tbody>
</table>

(Adapted from *The Right of Children to Free and Compulsory Education Act, 2009*, No. 35 of 2009)

**Current Context and State of Schools in Tripura**

The geographic and historical information provides a setting for the schools in the state of Tripura. The geographic location of Tripura and the literacy rate for males and females in that state are shown in Figures 1 and 2 and in Table 2, respectively.

The size and location of Northeast India are shown in relation to the rest of the country by a small red section on the map in Figure 1. The size and location of Tripura in relation to the other states in Northeast India are shown by a red section on the map in Figure 2.
Tripura is one of eight states in the northeastern part of India. It is a small, landlocked hill state and is surrounded in the North, West, and South by Bangladesh. It is accessible by land to the rest of India only through the districts of South Assam in the North and Aizawl District of Mizoram in the East. Tripura has an area of 10,492 sq. kms. According to the 2016 census, the total population of Tripura is 4,182,625. This total population may be broadly classified into non-tribal and tribal. The tribal community today forms about 30% of the population and is classified into 19 tribes, of which the Tripuri tribe has the largest number. Other major tribes include Jamatia, Halam, and Reang. The non-tribal people reside in the plain areas, whereas the tribal people inhabit the hills. Tripura has a literacy rate of 97.22% per the 2016 government report (Literacy Statistics 2016, 2016, p. 10).
In the interior villages of Tripura, the literacy rate is lower than the remainder of the state. Educational activities are concentrated in towns and semi-town areas. The economic standard of the majority of the people is far below the poverty line and much needs to be done to raise their living conditions. Their unhealthy living conditions give rise to common diseases like malaria, diarrhea, and jaundice. It is believed that better education and healthcare facilities would improve the living conditions in Tripura.

In agreement with this belief, the Tripura state government has allocated 12-14% of its annual budget to education with the goal of making the state fully literate. The Tripura State Literacy Mission Authority defines types of literacy as (a) Non-literate: Lack of ability to recognize and write alphabets, words, and numbers; (b) Semi-literate: Ability to recognize and write some simple words, to count objects and numbers at a very basic level; (c) Literate at initial level: Ability to read and write sentences, possessing skills of four basic rules of arithmetic and limited use of literacy skills. (*Literacy Statistics 2016*, p. 9)

The 97.22% literacy rate for the Male and Female population of Tripura shows a rise of 10% since 2011. The gap between the literacy rates of males and females has decreased by 8.25% (See Table 2). Although the government mandate (RTE 2009) requires all students ages six to fourteen years of age to attend school, students drop out at all stages or grade levels: 1.28% at the primary (I-V), 1.62% at the elementary (I-VIII), and 24.37% at the high stage (IX-X). (*Literacy Statistics 2016*, pp. 9-10).
Table 2. Population and Literacy Rate

<table>
<thead>
<tr>
<th>Description</th>
<th>2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Population</td>
<td>3,673,917</td>
<td>4,182,625</td>
</tr>
<tr>
<td>Male</td>
<td>1,874,376</td>
<td>2,107,921</td>
</tr>
<tr>
<td>Female</td>
<td>1,799,541</td>
<td>2,074,704</td>
</tr>
<tr>
<td>Total Literacy</td>
<td>87.22%</td>
<td>97.22% (10% increase)</td>
</tr>
<tr>
<td>Male Literacy</td>
<td>91.53%</td>
<td>97.22%</td>
</tr>
<tr>
<td>Female Literacy</td>
<td>82.73%</td>
<td>96.79%</td>
</tr>
<tr>
<td>Gap between Male and Female</td>
<td>8.8%</td>
<td>0.55%</td>
</tr>
</tbody>
</table>

(Source: Adapted from *Literacy Statistics 2016*, pp. 9-10)

Public School System in Tripura

According to the 2016 report of the Economics and Statistics Department, Tripura has 4,850 public schools with 789,146 students and 46,613 teachers. In Tripura, the primary level of school education consists of grades I-V, the middle stage of school education comprises grades VI-VIII, the high/secondary stage consists of grades IX-X, and a higher secondary/senior secondary/+2 stage comprises grades XI-XII. The duration prescribed for pre-primary is two years and the minimum age requirement for grade I is 6+. The medium (language) of instruction for grades I through V can be Bengali, English, Hindi, or Kok-Barak. Grades VI to XII are taught in Bengali, Hindi, or English. While Hindi is an optional subject, English, and the state language, Bengali are taught as compulsory subjects. The academic year is from January to December. Tripura public schools have 260 school days per year, the second highest among
states in India, on a continuum starting from 200 days per year in Kerala to 265 days per year in Manipur. Students in Tripura have 22 days of summer vacation plus nine other vacation days across the year.

Tripura’s public schools follow the curriculum prescribed by the State Government or Central Board of Secondary Education. The Tripura Board of Secondary Education, the Central Board of Secondary Education, and the Indian Certificate of Secondary Education each prepares two levels of public examinations each year: one board exam for grade X and one board exam for grade XII. Students in these grades take the examinations prepared by the state or the central board with which their school is affiliated.

The difference between the percent of students appearing for the government public exams and those passing them is significant to this study. In the Madhyamik (Grade X) Exam in 2016, 55% of students passed. In the higher secondary stage (Grade XII), 70% of those appearing for the exam passed. However, because all students below grade VIII are automatically promoted to the next grade each year according to mandate, many who move on to grade X are not academically prepared for it.

The administrative structure of the Tripura educational system is quite similar to that of the rest of the country. At the state level, the Minister of School Education heads the organizational structure. The principal secretary, who reports directly to him or her, administers the department down to the district level where it is divided into West District, South District, Dhalai District and North District. Tripura is in the West District, and its schools are supervised by West District officers (See Figure 3).
Figure 3. The organizational structure of public school education in Tripura.

The government provides free public school education for students; private schools charge fees. The government also provides various scholarships for students identified as Scheduled Caste (SC), Scheduled Tribes (ST), Other Backward Communities (OBC), Poverty Line (BPL), and other students who are considered meritorious. The government also provides scholarships based on sex (gender). Some of the scholarships include: supply of free textbooks to BPL family children, scholarships for various grades, Sanskrit scholarships, Sainik school...
scholarships (for students whose parents are permanent residents of Tripura state and who are studying in Sainik school [army school] in Imphal), dress grant for female students of religious minority communities, merit cum-means scholarship, merit stipend to the students of grade VI, girls’ stipend to the girls of grade XI–XII, re-imbursement of examination fees to the SC/ST student for Madhyamik Examination, attendance scholarship to SC/ST female students of grade II-VIII, and a supply of dresses to SC/ST female students of grades III-VIII. The government lays out certain eligibility criteria for these scholarships (Tiwari, 2014, pp. 45-47).

**Private Schools in India**

In addition to public schools, India has two types of private schools: government-aided and government-unaided. The former receive 90% of their budget from the government and are required to follow state board regulations, while the latter do not receive government funds (Ärlestig, Day, & Johansson, 2016, p. 472). Private government-unaided schools, which will be referred to as private in this document, have greater, control over teacher hiring and management.

A trend toward private schools is growing for low-income students in India. Nationally, 29% of children now go to private schools, which are owned and managed by various religious groups or as part of international networks (Aser, 2013, p. 65). According to the CATO Institute study (2005), private schools can provide better conditions for student learning (Tooley, Dixon, & Cato, 2005). “Thus, it may be that in India private schools have grown extensively because of the low quality of government schools, as well as the desire of parents for academic instruction in English, better pupil-teacher ratios, higher engagement of teachers through better teaching and learning, and quality of infrastructure” (Tooley et al., 2005, p. 3). Private schools have a greater
degree of self-management and generally have better infrastructure, classroom resources, committed teachers, and parental support and involvement.

Private school teachers work for the principal and management. In many cases, although they are paid less than public school teachers, they have a better sense of belonging and commitment. According to Govinda and Varghese (1993) “management type—[public] or private—emerges as the most significant factor influencing learner achievement” (Govinda & Varghese, 1993, p. 265).

The scholarship described previously has shown the development of policies and directives to reform education in both public and private schools in India. These policies and directives are expressed in RTE and are in line with current research. The policies provide for free and compulsory education and the directives guide the implementation of these policies. The directives specify the duties and responsibilities of principals, teachers, and other stakeholders. Principals are mandated by these directives to be the local administrative authorities for education. Although teachers have some level of professional training, The National Knowledge Commission (NKC) identifies a present lack of specifications for teacher qualifications or in-service training (RNKC, 2009, p. 20). The norms and standards for teaching and learning have not been specified, but are limited to the following areas: number of teachers, building requirements, minimum number of working days, minimum number of working hours per week for teachers, teaching and learning equipment for classrooms, library, play materials, games and sports equipment.

In order to set goals for improving education in Tripura, the next section will include international standards for education.
International Standards for Education

Educational Theories Regarding Teaching, Learning, and Leading

Theorists such as John Dewey and Paulo Freire saw teachers interacting with students and providing problems that students could solve and learn through the experience (Dewey, 1907; Freire, 1968). More recently, Hallinger and Heck (1996) reviewed “empirical literature on the relationship between the principal’s role and school effectiveness during the period from 1980 to 1995” (p. 6). Fullan “identified five characteristics of effective leadership for change: moral purpose; understanding the change process; strong relationships; knowledge sharing; and coherence, or connecting new knowledge with existing knowledge” (Marzano, 2005, p. 22)

Marzano et al., (2005) distinguished between “incremental change” and “deep change”: Incremental change fine-tunes the system through a series of small steps that do not depart radically from the past. Deep change alters the system in fundamental ways, offering a dramatic shift in direction and requiring new ways of thinking and acting (p. 66).

Pearce identified “at least four important types of leadership behavior that can emanate from the vertical leader or be shared and distributed among the members of a team: directive, transactional, transformational, and empowering” (Pearce, 2004a, pp. 52-53). Researchers have drawn from these theories, and professional organizations and governments have developed standards based on them.
Leadership Approaches

In the context of the top-down concept of educational leadership described by Taylor, (Rees, 2001), Northouse (2007) defined leadership as, “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). This type of leadership “has been, conceived around a single individual—the leader—and the relationship of that individual to subordinates or followers. . . .  This paradigm has been the dominant one in the leadership field for many decades” (p. 1).

In his study of this paradigm, Pearce identified “at least four important types [or styles] of leadership behavior that can emanate from the vertical leader or be shared and distributed among the members of a team: directive, transactional, transformational, and empowering” (Pearce, 2004a, pp. 52-53). According to his definitions:

In directive leadership, [frequently referred to as traditional], the leader provides task-focused direction or recommendations. … In transactional leadership, the leader maintains control, but shares some power with followers by strategically supplying rewards—praise, compensation, or other valued outcomes—contingent on follower performance. . . . While transactional leadership emphasizes rewards of immediate value, [in] transformational leadership, [the leader adopts a more symbolic emphasis on commitment to a team vision, emotional engagement, and fulfillment of higher-order needs such as meaningful professional impact or desires to engage in breakthrough achievements . . . .  [E]mpowering leadership frequently referred to as distributive, involves even more sharing of power/authority and use of follower resources. [It] emphasizes employee self-influence rather than top-down control. In many ways,
empowering leadership epitomizes the role of the designated, vertical leader under conditions of team-shared leadership (p. 53).

Following an extensive review of the literature on distributed leadership Göksoy (2015) described and applied distributed leadership to education:

Distributed leadership is a result of reflecting the cognizance on organizational management regarding the view that leadership roles and positions should be shared. That is to say; distributed leadership addresses the entirety of human resources in organizations, especially the academic staff in educational organizations as leaders (p. 110).

According to this leadership model, it is fundamental to develop the leadership potential of human resources at schools and provide equal chances and statuses for the staff to realize the goals of the school. The basic philosophy underlining this approach is the mobilization of shared wisdom and common sense by creating synergy among the staff at organizations, and maximization of organizational efficiency, productivity, and competence which will ensure achievement and happiness in the members of the organization. The distributed leadership model regards the management and operations of organizations, including school organizations, as complex and complicated processes. Therefore, school management, which is a complicated and hard task, cannot be left to a single leader leadership approach, or potential, because school structures are not easy to manage effectively with the leadership of a single person (Göksoy, 2015, p. 110).

As a leader’s style moves from a vertical to a more horizontal one, he or she loses a little more control, and more of the subordinate’s resources are used. According to Harris,
“Distributed leadership requires those in formal leadership positions to relinquish power to others. Apart from the challenge to authority and ego, this potentially places the head or principal in a vulnerable position, [losing] direct control over certain activities” (Harris, 2004, p. 19). Lambert calls it “the process of letting go—releasing authority and control—while continuing to provide support and coaching” (Lambert, 2008, p. 242). This process is illustrated in Figure 6.

![Figure 4](image_url)

*Figure 4.* The balance of power and authority shifts as control moves from the leader to team members in efforts to share leadership.

(Adapted from Lambert, 2008, p. 242)

After “stud[ying] 15 schools across the US and in Canada that were serious about improving,” Lambert (2008) concluded: “If principals can be prepared to hold fast to values while letting go of power and authority, schools are more likely to attain lasting school improvement” (p. 247). Companion understandings for teacher education are that teachers
should be prepared to function as full participants and leaders in the school community, attend to the learning of both children and adults, and enter into collegial relationships with principals.

In her exploration of “the relationship between distributed leadership and school improvement, Harris (2004) found “that distributed leadership is most likely to contribute to school improvement and to build internal capacity for development” (p. 11). She cited two empirical studies. The first of these two in-depth case studies were commissioned by the NAHT (National Association of Head Teachers) to identify and examined successful leadership practice in 12 schools.

The evidence from this study pointed towards a form of leadership that was distributed through collaborative and joint working. The evidence showed that these successful school leaders led both the cognitive and the affective lives of the school, combining structural (developing clear goals), political (building alliances), and educational leadership (professional development and teaching improvement) with symbolic leadership principles (presence, inspiration) and distributed leadership practice (empowering others to lead). They were primarily transformational leaders who built self-esteem, enhanced professional competence and gave their staff the confidence and responsibility to lead development and innovation (p. 16).

The second of these in-depth case studies were funded by NCSL (The National College of School Leadership) and explored successful leadership in 10 schools “facing challenging circumstances” (2004, p.17). The school leaders studied in these schools were each “actively [seeking] to improve his or her school through innovation and engaging teachers in crucial developmental tasks” (p.17).

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In short, all the heads in this study actively sought to promote innovation and change by engaging teachers in developmental tasks that were absolutely crucial to move the school forward. Their approach to leadership, however, was not generally one of ‘delegated headship’ where tasks were imposed upon those within the organization. On the contrary, they distributed leadership activity through a redistribution of power within the organization by giving those not in ‘formal’ leadership positions responsibility for major and important development tasks. The decision to work with and through teams as well as individuals was a common response across all eight schools to the management of change. The perspectives of those within the school community (i.e., teachers, parents, governors, and pupils) on the leadership approach or style of their head teacher was one of the head encouraging others to take responsibility for important development work. In this sense, they were demonstrating distributed leadership but paradoxically in a ‘top-down’ way (p. 18).

Both studies point towards an emerging model of leadership that is less concerned with individual capabilities, skills, and talents and more preoccupied with creating collective responsibility for leadership action and activity. The focus is less upon the characteristics of ‘the leader’ and more upon “creating shared contexts for learning and developing leadership capacity” (p. 18).

A link is made between distributed leadership and school improvement in both studies, but the nature of the investigations and the methodologies employed can only illuminate but not confirm a correlation between this form of leadership and school improvement. It is implied but not proven. If we accept that the studies show that distributed forms of
leadership feature in schools that are improving, even in challenging circumstances, and this is considered to be an important dimension of their success, then it is worth considering what might be the barriers to and benefits of developing distributed leadership within schools (p. 18).

“From the two studies, it is clear that a ‘top-down’ approach to distributed leadership is possible and that giving improvement or development responsibilities to teachers offers a means of empowering others to lead” (p. 19).

Cooke (2015) distinguished between the distributive style and what he calls the sharing style saying:

- the sharing style enables leaders to have expert, rather than formal authority;
- communities of practice to emerge; individuals to perceive themselves as co-; roles; and tasks to be distributed, thus increasing the use of collaborative teams and permitting a leader to fully utilize the group expertise of followers by balancing individual and collective leadership (Cooke, 2015, p. 22).

However, shared leadership can also lead to confusion between distribution of leadership and delegation of leadership: limiting outcomes to ideas of leadership. And competition within team: leader may be offended; followers may refrain from producing (p. 4).

Little (1990) pointed out differences between working independently and working dependently. She explained:

- To the extent that teachers find themselves truly dependent on one another to manage the tasks and reap the rewards of teaching, joint participation will be worth the investment of time and other resources. To the extent that teachers’ success and satisfaction can be
achieved independently, the motivations to participate are weakened. At one extreme, teachers conduct their work as fully independent entrepreneurs. In this conception, individual discretion takes precedence, and teachers’ initiative on matters of practice is constrained by norms of noninterference and equal status. At the other, teachers as members of an “occupational community” exert reciprocal influence on one another and on the school as an organization in the interests of a student clientele for whom they accept joint responsibility. In this latter conception, professional autonomy and discretion reside collectively with the faculty; put more forcefully, each one’s teaching is everyone’s business, and each one’s success is everyone’s responsibility. (p. 523)

An example of the implementation of shared leadership in education is Quality Control Circles (QCC), which are composed of participative decision-making groups. This program grew out of Total Quality Management (TQM), a system of management which, according to its adherents is “dedicated to bringing out the best qualities in ourselves, in others, and in the work, we do together. . . . [It] is, in many ways, a natural fit with the hopes and aspirations of educational leaders in their work to improve schools and communities” (Bonsting, 1992, p. 4).

“New empirical evidence of how successful principals combine both transformational and instructional leadership strategies” . . . “directly and indirectly to achieve and sustain improvement over time” (Day, Gu, & Sammons, 2016, p. 221) has been provided by Day et al. (2016). This evidence shows that schools’ abilities to improve and sustain effectiveness over the long term are not primarily the result of the principals’ leadership style, but of the principal’s understanding and diagnosis of the school’s needs and application of clearly articulated, organizationally shared educational values through multiple combinations and accumulations of
time and context-sensitive strategies that are “layered” and progressively embedded in the school’s work, culture, and achievements.

The development of a school requires the creation of effective knowledge flow, deepening of the knowledge base, and seeking of new insights and ideas to improve the teaching-learning system. Leaders who model learning are key to any learning organization. They think creatively, involve others in the process, provide opportunities for learning, and support faculty development (Lunenburg, 2011). Therefore, knowledge can be generated through continuous thinking, continuous acting, and leading to continuous improvement. In doing so, schools become a powerful platform for innovation by way of fundamental process of change in the system –based thinking (Cassell & Nelson, Fall 2010).

Student achievement is a sign of effective principal leadership collaboration. Ashton & Webb (1986); Barth (2006); Fullan & Hargreaves (1992); Little (1982); Rosenholtz (1991); and Saphier & King (1985) have found that collaborative school culture is having a positive impact in student achievement. Little (1990) concluded that a balance can be reached between independence and interdependence, and incompatibilities lessened when teachers work together on a specific task which they are expected to complete.

Research shows that both personality and cognitive factors play significant roles in the passing of influence between principals and teachers and other stakeholders, and between teachers and other stakeholders and principals. Harris and Muijus (2004) noted that:

evidence suggests that the success or otherwise of distributed leadership within a school can be influenced by a number of interpersonal factors, such as relationships with other teachers and with school management. The importance of these [factors] is evident, both
with respect to teachers’ ability to influence colleagues and with respect to developing productive relations with school management, who may in some cases feel threatened by teachers taking on leadership roles. There may also be conflicts between groups of teachers, such as those that do and do not take on leadership roles, which can lead to estrangement among teachers. Research has also shown that colleagues can at times be hostile to distributed leadership because of inertia, over-cautiousness, and insecurity (p. 35).

Kegan (1982) focused on cognition with the structuring of a meaning-making system. In his meaning-making system, first, we “actively construct and make meaning of our experiences, and create realities with respect to cognitive, emotional, intrapersonal, and interpersonal pathways of development”; second, we develop our ways of making meaning and constructing reality over time; and third, we develop “subject-object balance [that] centers on the relationship between what we take a perspective on (hold as ‘object’) and what we are embedded in and cannot be responsible for (are ‘subject to’)” (p. 11). Kegan claims: “there is no feeling, no experience, no thought, and no perception independent of meaning-making context.” (p. 11). Drago-Severson drew from Kegan’s meaning-making system and uses her own term, “way of knowing . . . for the development levels that profoundly affect how we make meaning of experiences and dictates how we make sense of reality.” She expanded on Kegan’s way of knowing, claiming that “the way in which humans make meaning of experiences dictates how we make sense of reality” (2009, p. 39). “Our way of knowing shapes how we understand our role and responsibilities as a teacher, principal, superintendent or learner and the way we think about what makes a good teacher, what makes a good superintendent” (2009, p. 39).
Drago-Severson identified and described four types of knowers “instrumental knowers,” “socializing knowers,” “self-authoring knowers,” and “self-transforming knowers.”

“Instrumental knowers” believe the leader knows best and sets the best goals, and responds to goals and step-by-step directions from the leader. “Socializing knowers” respond to “generate goals,” but need to be encouraged to separate them from those of others and share them. “Self-authoring knowers” form their own goals, but can be challenged to grow through a process that helps them become less invested in their own goals and able to look at a variety of alternatives.

“Self-transforming” have the ability to see things from multiple perspectives. These types of knowers feel that they are incomplete without intimate relationships with others. To provide contexts for the movement along these levels of development, she proposes four pillar practices, which are presented later in this chapter.

**International Reform Efforts**

Standards-based Reforms (SBR) have followed No Child Left Behind (NCLB) in the US according to a study conducted by Hamilton et al. (2008) for Rand Education in Santa Monica, California. These reforms have focused on “academic expectations for students (the standards are often described as indicating (“what students should know and be able to do”), “alignment of the key elements of the educational system to promote attainment of these expectations,” “the use of assessments of student achievement to monitor performance,” “decentralization of responsibility for decisions relating to curriculum and instruction to schools, support and technical assistance to foster improvement of educational services, and accountability provisions that reward or sanction schools or students on the basis of measured performance (Hamilton, Stecher, & Yuan, 2008, p. 2)
Efforts to meet these standards have led to growing “use of tests to monitor progress and hold schools accountable” based on the “belief that school reforms are most likely to be effective when all components of the education system are designed to work in alignment toward a common set of goals” (p. 2). Many of these efforts have drawn from state, and federal initiatives from the 1980s and 1990s and activities conducted by professional organization and new ideas have emerged. These include “using information produced by the system to guide instructional decision making”; “using standards to promote instruction that is academically challenging rather than focused on low-level skills”; “the importance of similarly high expectations for students with different socioeconomic, racial/ethnic and linguistic backgrounds”; and” an education system in which policy and practice are driven in large part by the measurement of academic outcomes derived from large-scale assessments” (p.2).

Standards-based Curriculum and Assessment

Martin-Kniep (2004) presented a standards-based curriculum and assessment design process that can help teachers develop or refine their curriculum in ways that are aligned with their own exit outcomes and with district, state, or national standards.

According to Martin-Kniep, teachers can begin the design process by defining learner outcomes for students and then designing a unit to meet them. She presented her approach to the design process and listed questions that teachers can ask as they build their curriculum units. She suggests beginning by asking questions to designate outcome: What do I want my students to know, be able to do and value? and What does my district, the state or the nation want my students to know, be able to do and value? Then, they can proceed by asking indicator questions: What does each outcome look like? What will it mean in my
classroom/subject/grade? and What will students produce if they are working to attain the outcomes/standards? And they can continue by asking questions to design a learning opportunity for each outcome: “What do I need to teach or have students experience so that they will attain the learning outcomes/standards?” and “What concepts/skills/processes should the unit support?” Finally, they can “compose questions to pose to students to focus teaching and drive their inquiry and learning” and “Decide what to collect or administer to show that students have grown toward and/or achieved desired outcomes?” (p. 18).

Martin-Kniep (2005) also offered steps on which individual teachers or teams of teachers can build a successful unit. These steps start with an organizing center to hold the unit together and a rationale to justify it, and a context, an overview, and guiding questions to tell the target audience what expect and what they will need, and exit outcomes and state or national standards, so students will know what is expected of them. They also include appropriate learning opportunities, assessment opportunities, and reflective prompts. (Martin-Kniep, 2005, pp. 19-24)

In the U.S., The Common Core State Standards initiative has moved instructional practices and student outcomes toward problem-solving, higher-order thinking, and contextualized knowledge, and away from rote learning, memorization, and formulas (Slavin, 2017). A framework of standards, which offers practices for achieving these outcomes, has been designed by Newmann and Wehlage (1993). These Five Standards of Authentic Instruction are expressed with ranges:

1. “Higher-Order Thinking” ranges from lower-order thinking to higher-order thinking.

Students are engaged in lower-order (LOT) thinking when “they recite previously acquired knowledge by responding to questions that require recall of pre-specified
knowledge.” Students are engaged in higher-order thinking (HOT) when they manipulate information and ideas in ways that transform their meaning and implications, such as when students combine facts and ideas in order to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation.

2. “Depth of Knowledge” ranges from knowledge is shallow to knowledge is deep.

Knowledge is thin or superficial when it does not deal with significant concepts of a topic or discipline—for example, when students have a trivial understanding of important concepts or when they have only a surface acquaintance with their meaning.

Knowledge is deep or thick when it concerns the central ideas of a topic or discipline. For students, knowledge is deep when they make clear distinctions, develop arguments, solve problems, construct explanations, and otherwise work with relatively complex understandings.

3. “Connectedness to the World Beyond the Classroom” ranges from unconnected to connected.

Connectedness measures the extent to which the class has value and meaning beyond the instructional context... the connection [it has] to the larger social context within which students live.

4. “Substantive Conversation” ranges from no substantive conversation to high-level substantive conversation.

Substantive conversation involves the extent to which students talk “to learn and understand the substance of a subject.” In high-level conversation, “dialogue builds
coherently on participants' ideas to promote improved collective understanding of a theme or topic.”

5. “Social Support for Student Achievement” ranges from negative social support to positive social support.

Social support involves expectations, respect, and inclusion of students in the learning process. Social support is high when teacher conveys positive expectations and mutual respect for all students. It is low “when teacher or student behavior, comments, and actions tend to discourage effort, participation, or willingness to express one's views.”

(Newmann & Wehlage, 1993)

These standards can be used to review assignments, instructional activities, and the dialogue between teacher and students and students with one another. Teachers, either alone or with peers, can use the framework to generate questions, clarify goals, and critique their teaching.

**Professional Standards for Teachers**

Teacher quality has been addressed by Professional Standards for Teachers (PSTs) which are designed by countries, states, and professional organizations and are used for classroom teachers, teacher-preparation programs, professional development, and assessing the performance of in-service teachers.

The National Board Five Core Propositions and Standards (NBPTS) have described what accomplished teachers should know and be able to do to have a positive impact on student learning. According to these standards, teachers are committed to students and their learning, know the subjects they teach and how to teach those subjects to students, are responsible for
managing and monitoring student learning, think systematically about their practice and learn from experience, and are members of learning communities. National Board Certification identifies teachers who meet those standards through a performance-based, peer-reviewed series of assessment standards.

**Teaching and Student Performance**

Brophy (1986) claimed that “research spanning two decades linking teacher behavior to student achievement has finally begun to establish a relevant knowledge base for the teaching profession to draw upon” (p. 1075). In reporting the findings from research in which trained observers visited 4 to 20 classrooms, spaced across time periods ranging from a few weeks to an entire school year, Brophy (1986) concluded that:

- attainment of higher level learning objectives will not be achieved with relative ease through discovery learning; instead, it will require considerable instruction by a skilled teacher, following thorough mastery of basic knowledge and skills that must be integrated and applied in the process of ‘higher level’ performance (p. 1076).

Goddard et al., (2007) concluded that “not only is collaboration good for teachers—quite possibly by fostering teacher learning—but it is also positively related to student achievement” (p. 893). They claim that “the results of their study indicate that teacher collaboration is associated with increased levels of student achievement, . . . [and that] these results are important given that most prior research on teacher collaboration has considered results for the teachers involved, rather than [for] student-level outcomes” (p. 891). Teacher teamwork is now considered the preferred method of instruction and student engagement.
Gruenert (2005) found a positive correlation between “student performance in both math and language arts” and a school culture in which “teachers work together in a collegial climate” (p. 54). In this study, conducted in 2002-03, teacher collaboration was determined a survey asking for opportunities for “dialogue and planning across grades and subjects; time spent planning together; time to observe each other teaching; general awareness of what other teachers are teaching; working together to develop and evaluate programs and projects; and voicing and discussing openly” (Gruenert, 2005, p. 54).

The same study determined teacher collegial support through a survey asking teachers “if they trust each other; are willing to help out whenever there is a problem; their ideas are valued by other teachers, and work cooperatively in groups” (p. 55). According to Elmore, “Relational trust among teachers, and between administrators and teachers, is positively related to student performance in schools, and trust is constructed through face-to-face collaborative work” (as cited in Troen & Boles, 2012, p. xv). Gruenert’s (2005) findings correlate with the claims of Little (1990) and Fullan and Hargreaves (1996) who claim that “schools where teacher development is facilitated through mutual support, joint work, and broad agreement on educational values have been presented as the best setting for learning for the teachers and students” (p. 43).

**Standards for Educational Leaders**

The first standards for educational leaders were published by The Council of Chief State School Officers in 1996. They have been reviewed and adjusted regularly to answer the question: “How will this help our students excel as learners” (p. 3). The new ISLLC Standards (2015) are the result of “an extensive process that involved a thorough review of empirical
research” (p. 1). They include “Mission, Vision, and Core Values”; “Ethics and Professional Norms”; “Equity and Cultural Responsiveness”; “Curriculum Instruction and Assessment”; “Community of Care and Support for Students”; “Meaningful Engagement of Families and Community”; “Operations and Management”; and “School Improvement” (NPBEA, 2015, p. 27).

According to these ISLLC standards, “a school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community,” “by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth,” “by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment,” “by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources,” and by acting with integrity, fairness, and in an ethical manner” (Bernhardt, 2017, p. 177).

A comprehensive list of the knowledge a school administrator should have to be prepared for a school administrator’s position has been included in the NPBEA standards (20 15). This list included “knowledge and understanding of learning goals,” “strategic planning,” and “communication and negotiation skills.” It included “knowledge of organizational management,” “operational and financial procedures,” “school safety, current technology,” and “legal issues.” It also included cognizance of current community and ethnic issues and ethics related to schools (Martin-Kniep, 2005, pp. 19-24).
This section reported the international standards for education: educational theories regarding teaching, leading, and learning, reform efforts, curriculum and instruction, leaders, and teacher quality. These standards can be used as goals to improve teaching and learning in schools in Tripura. The following section will identify some factors and conditions that inhibit or promote the efforts of principals in meeting these standards.

Factors and Conditions that Inhibit or Promote the Efforts of Principals in Meeting the Standards

Role of the Principal in India

The role played by the principal in India is one of the significant factors that influence the efforts of this leader in meeting standards of education.

According to Saravanabhavan (2016), “The principal, who may also be known as the head teacher, headmaster, or principal teacher occupies a central leadership role in the modern-day school system in India” (Årlestim et al., 2016, p. 473). The principal is “the head of the school, with a wide range of responsibilities ranging from the management of day-to-day routine affairs to the effective utilization of scarce resources in order to achieve the ultimate goal of providing quality education” (p.473).

The role of principal, headmaster or headmistress as the on-site manager of a school emerged during the 1800s. By the 1900s, the role “involved instructional improvements, maintaining discipline, and requisitioning supplies” (p. 473). By the 1950s, the role of the principal included “instructional leader of the school” and “facilitator for professional staff” (p. 74).
Throughout the 20th century, school leaders in India have operated in a context of expanded educational regulations, changing responsibilities of state and local governments, a significant increase in private school attendance, and evolving formats for primary/secondary/post-secondary educational progress. Principals are expected to work “in conjunction with these [Minister, the Secretariat, the Directorate, and Inspectorate] government officials in the management of [the] school and in achieving India’s overall educational goals.”

The RTE Act (2009) called the principal, the “academic authority,” who “shall take into consideration the following, namely:”

values enshrined in the Constitution; all around development of the child; building up child’s knowledge, potentiality and talent; development of the physical and mental abilities to the fullest extent; learning through activities, discovery, and exploration in a child-friendly and child-centered manner; medium of instruction shall, as far as practicable, be in child’s mother tongue; making the child free of fear, trauma, and anxiety and helping the child to express views freely; comprehensive and continuous evaluation of child’s understanding of knowledge and his or her ability to apply the same.  

(The Right of Children to Free and Compulsory Education Act, 2009, p. 9)

School principals in India also work within the framework of another feature of the RTE, the School Management Committee (SMC). The intention and effect of this structure has been to bring democratization to school governance and better school/community relations. The sharp growth of secondary education in India with the implementation of RTE has also brought on a supply/demand gap in trained educational leaders and specialists (Saravanabhavan, 2016, p. 474).
Thus today, principals are further challenged by the balancing act of being an administrator and an instructional leader as mandated by the RTE. Studies conducted internationally have shown the need for principals to become leaders in addition to administrators. This task is not easy; however, as suggested by Ärlestig et al., (2016), “Proper training in professional competencies could enable principals in India to more efficiently deliver the quality required and desired in today’s educational scenario” (Ärlestig et al., 2016, p. 475).

School leaders are also increasingly understood to be responsible for setting the tone for the school environment, which in turn is key to student achievement. Studies indicate that school leaders are most effective when they utilize specific types of cognitive, communicative, and behavioral skills which are increasingly seen as necessary professional competencies for the role.

Additional challenges include the process for selecting [Indian]school principals, which often does not take into account administrative ability, and the relative lack of university-level programs in educational administration compared to the demand. Educational leadership programs have been identified as a highly desirable component of India’s pathway forward. (Saravanabhavan, 2016).

**Leadership Approaches Influencing Student Learning**

Recent studies have identified the principal as the person having the most influence on learning in a school. In their empirical study, in which 2,570 teachers from 90 elementary and secondary schools responded to a survey, Leithwood and Mascall (2008) “awarded principals the highest levels of influence in schools at all levels of achievement,” when ranked with other participants in leadership according to their impact on student learning (p. 529). The evidence in their study indicated that “increases in the influence of staff teams or parents does not mean less
influence for principals and district administrators” (p. 552); “that those in traditional leadership roles remain highly influential in high-performing schools” (p. 552); “that influence in schools is not a fixed sum”; and “that everyone seems to have influence [in high performing schools], as compared with [those in] low-performing schools, where leadership may be laissez-faire, an approach to leadership almost invariably found to be ineffective” helping to illustrate previous claims by Bass and Avolio (1994) (as cited in K. Leithwood & Mascall, 2008, p. 552).

Leithwood et al. (2010) also reported evidence linking successful leader influence and student learning. They based their report on a wide-ranging review of literature and a large-scale study of leadership and student learning in US schools. The latter included survey responses from 3,400 teachers and 130 school administrators, observations in 165 classrooms and interviews with 32 principals and 180 teachers and other stakeholders (Kenneth Leithwood et al., 2010, p. 611). Results indicated that the “focused instruction” approach to teaching “was most sensitive to school leader influence.” Leithwood et al., (2010) defined focused instruction as “an approach to implementing most instructional techniques or methods” (p. 614). Their “evidence points to goal-oriented teaching with the whole class, as well as with individual students” (p. 614).

Teachers … actively monitor the work of students in groups, protect instructional time from disruptions, and make substantial efforts to fully engage students in meaningful work in the classroom most of the time. The pace of instruction is carefully managed, and students are provided with targeted feedback about their progress in a timely manner.” (p. 614)
Other evidence from this study supported the claim that the principal has the most influence on learning.

Principals are part of almost all leadership initiatives in schools, whereas teachers and other staff are typically involved in leadership about only those specific initiatives for which they have special interests or expertise. . . . more complex and coordinated patterns of leadership distribution emerge when student learning goals are the focus of school improvement efforts as compared with, for example, the implementation of a new program. Patterns of leadership distribution, in sum, appear to be contingent on goals and the expertise of those likely to be providing leadership (p. 616).

Principals were rated as having highest influence in schools at all levels of performance. Suggesting that formal leaders do not lose influence when others gain it,. . . these results . . . argue for the extension of opportunities for leadership development to those in most roles, including more serious efforts to engage students in school leadership. . . . People at all “levels” had more influence, thereby increasing the density and intensity of leadership (p. 615).

School Culture

School culture is one of the conditions in which principals must operate. Strong school cultures lead to better teaching, and better teaching leads to higher student achievement (Jon Saphier & Matthew King, 1985). In “Good Seeds Grow in Strong Cultures,” Saphier and King write, “Giving shape and direction to a school’s culture should be a clear, articulated vision of what the school stands for, a vision that embodies core values and purposes” (1985, p.67). The authors note that “The culture of the school is the foundation for school improvement” (p. 67).
They argue that we need to think continuously about, “the strengthening of teachers’ skills, the systematic renovation of curriculum, the improvement of the organization, and the involvement of parents and citizens in responsible school community partnerships” (p. 67). Saphier and King continue, “School culture is the critical variable in school improvement. Schools which get results for children are schools in which the adults are constantly and consciously strengthening the most important norms of school culture” (p. 67).

“Norms are expressions of certain values and beliefs held by members of the work group” (Sergiovanni, 2009, p. 156). According to Saphier and King (1985), the 12 norms of school culture are “collegiality; experimentation; high expectations; reaching out to the knowledge base; appreciation and recognition; respect and confidence; caring, celebration and humor; protection of what’s important; traditions; tangible support; involvement in decision making” (p. 67). However, they claim that honesty and open communication are the most important cultural aspects that affect school improvement.

After studying “Native Hawaiian students in public schools in the state of Hawaii,” Coryn et al., (2014) concluded that successful schools are those having collaborative school governance structures, linking decision structures to data, having a well-established and dedicated teaching force, having focused learning communities, having engaged leaders, share accountability for their students’ learning, are committed to continuous learning, and that provide effective supplementary and after-school programming. (p. 377)
Lack of Leadership Autonomy

Theorists and researchers have claimed that school leaders need a certain amount of autonomy or independence from government control to run their schools. This independence involves “The deliberate reassignment of decision-making authority from states or school districts to local schools or sub-districts based on the belief that those who are closest to a situation make better decisions and that people work hardest when implementing their own decisions” (Ravitch, 2007, p. 70).

Drawing from Manasse (1985), Mizrav (2014) said that leaders need this autonomy “to analyze the resources, needs, and expectations of their own school communities, and to operationalize these system-wide values appropriately” (p. 7). Mizrav continued by claiming that autonomy “provides principals with a potent source of power to motivate the many small events that cumulatively lead to change” and “can increase the level of commitment, responsibility, and motivation that principals bring to their jobs” (p. 7). And he argued “it is easier to justify holding [principals] accountable for their school performance” when they have power (p. 8).

In India, the central control for education lies with the government. The RTE (2009) specifies the qualifications for and duties of teachers and gives the Central Government “responsibility for providing funds for carrying out its provisions (p.4): for (a) “develop[ing ]a framework of national curriculum,” (b) “develop[ing] and enforcing standards,” and (c) “provid[ing] technical support and resources to the State Government for promoting innovations, researches, planning and capacity building” ( p. 4). It entrusts local authorities with “provid[ing] infrastructure including school building, teaching staff and learning equipment; ensuring “timely
prescribing of curriculum and courses of study for elementary education”; and provid[ing]
training facility for teachers” (p. 4). And it mandates that each school have a School
Management Committee (SMC) composed of 75% parents and guardians of the children
attending the school. The other 25% should be one-third “from amongst the elected members of
the local authority,” “one third from amongst the teachers of the school to be decided by the
teachers of the school,” and “one third from amongst local educationists/children in the school,
to be decided by the parents” (p. 7). These SMCs are given responsibility for “[i]dentify[ing] the
needs, prepar[ing] a Plan, and monitor the implementation of [specified provisions]” (p. 7).

According to Mukhopadhyay and Parhar (2015), “Mobilizing resources and funds to
implement the RTE Act is [a] big challenge,” (p. 43). Failure to meet this challenge has resulted
in “[p]oor infrastructural facilities, uncongenial atmosphere and low motivation of teachers tend
to create disinterest in students leading to their dropping out of school even without completing
the primary education cycle.” (p. 42) He recommends, “Improving the basic physical
infrastructure facilities, teacher competence, classroom interaction, and processes, revising the
curriculum in such a way as it relates to child’s experiences. This must be accompanied by a
clear definition and accurate assessment of learning outcomes” (p. 42). To make these
improvements, he says “[e]fforts to decentralize need to be supported by strengthening SMCs (p.
43). “SMCs need more sufficient administrative and financial powers . . . to function efficiently”
(p. 43).

The Education Encyclopedia (2018) offers four distinct objectives for “education
decentralization: democratization, regional and/or ethnic pressures, improved efficiency, and
enhanced quality of schooling” and gives Poland and Brazil as countries which have used
democratization as their “rationale for transferring education responsibilities to local
governments.” (Encyclopedia)

Also, this encyclopedia identified potential benefits: “increased accountability to the
citizen/beneficiary, resulting in improved efficiency in the use of school resources.” It claimed
“the improved efficiency results from a “better match between services provided and the
preferences of citizens” and an “increase [in] output relative to resources or expenditures.” And
it cited “[t]wo studies that did attempt to isolate the effects of devolution in Central America
[and] concluded that it increased parental participation, reduced teacher and student absenteeism,
and increased student learning by a significant, but small, amount.”

Ouchi (2006) studied “three large urban school districts that, over almost 30 years,
adopted nearly identical approaches to decentralizing, granting control to principals and
expanding freedom of choice for families” (p. 298). In each case, student achievement improved.
Comparisons with the three largest public districts in North America showed that “the three
decentralized districts attained a high level of principal control over school budgets, staffing,
schedule, and teaching methods” (p. 298).

During an economic crisis, the Prime Minister of Singapore introduced a vision for more
flexibility and innovation in Thinking Schools and Learning Nation. The implementation of his
vision gave the schools more freedom to set their own goals and assess their own outcomes while
the government maintained responsibility for spending public funds and keeping the schools
aligned with government strategies (Hargreaves, 2012).

Since 2010, US schools have been involved in the Race to the Top Initiative (RTTI).
Under this program, “the U.S. Department of Education gave priority to states. . ., expanded the
number of authorized charter schools, and enabled local school districts to operate autonomous
public, non-charter schools.” These “autonomous public schools have greater authority to define
their curriculum, hire and replace staff, organize their school day or year, and control their

**Professional Development Opportunities**

Stephanie Hirsh, Executive Director of Learning Forward (Mizzell, 2010), has defined professional development as “the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career.” She said, “The most effective professional development engages teams of teachers to focus on the needs of their students.” Through professional development, teachers “learn and problem solve together to ensure” the success of their students. She claimed, “When time set aside for professional development is used effectively, and parents receive reports about student results, they realize the benefits to teachers and their students far outweigh the scheduling inconvenience. Then, “when communities see their schools making steady upward progress, they applaud the role of effective professional development” (p. 2).

Mizell reports that “principals as well as teachers need professional development and that [e]ducators who do not experience effective professional development do not improve their skills, and student learning suffers” (Mizell & Learning, 2010, p. 6).

**Parent and Community Involvement**

Epstein et al., (2002), developed a framework for family and community to help schools and students be successful after 20 years of research and fieldwork. This framework includes “communicating with families to help them support children as students, inviting parents to
volunteer to help with school programs, developing parent leaders, and integrating community resources and services to strengthen the efforts of the school” (p. 14).

Corner and Haynes (1991) have reported work that involves parents at all levels of school life including educational programs, daily activities, planning, and management. They said that working together with schools' staffs, the parents provide their perspectives as academic and social goals are being developed and plans are being implemented. However, it must be noted that “parents do not supersede or challenge the authority of principals and their staffs” (p. 271).

The studies in this section showed the factors and conditions that inhibit or promote the efforts of principals in meeting the international standards. Emergent through these studies are the culture in which the principals work; the principals need for autonomy, the patterns of leadership that principals use to influence student learning, the benefits of a well-designed professional development program for teachers, and parental involvement at home and in school. Meeting these factors and conditions can contribute positively to improving education. The following section presents approaches that school leaders can use to address the challenges of meeting the standards.

**Approaches School Leaders Use to Address the Challenges of Meeting the Standards**

**Leading Change Efforts**

According to Leithwood and Riehl (2003), one of the functions of leadership is “exercising influence” (p. 2). Bass and Avolio (2004) claim that “principal beliefs and actions can cascade down through a school, impacting teaching and thereby learning” (p. 55). According to Northouse (2007), leadership by its very nature is “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). After examining 69 studies by previous
researchers, Marzano et al., (2005) concluded that school principals can influence the overall academic achievement of students. To answer the question “Do principals make a difference?” Hallinger and Heck (1996) reviewed:

> empirical literature on the relationship between the principal’s role and school effectiveness during the period from 1980 to 1995 . . . focus[ing] on the conceptual underpinnings of several theoretical models . . . , the relationship between models and methods of investigation, and consequently, to what has been learned about the nature of the principal’s impact (Hallinger & Heck, 1996, p. 6).

They claimed that principal leadership is affected by antecedent variables and affects intervening variables, such as “school mission, teacher expectations, [and] school culture” and finally on student achievement” (p. 36). As shown in Figure 4, they illustrated these effects by adapting a diagram from Pitner (1988, pp. 105-108).

![Diagram: Antecedent variables → principal leadership → intervening variables → student achievement](image)

*Figure 5. Modeling principal leadership on student achievement.*

(Adapted from a diagram by Pitner, 1988, pp. 105-108).
Leithwood and Mascall (2008), came up with a similar diagram (See Figure 5).


*Figure 6.* Modeling paths from influences on principal and effects of principal influence on students.

(Adapted from Leithwood and Mascall, 2008, p. 545).

Using nationally representative data from the Schools and Staffing Survey in the U.S., 2003–04, Price (2012) “match[ed] principals to teachers in public elementary schools” (p. 39) She then identified:

relational mechanisms between principals and their teachers . . . and explain[ed] positive principal attitudes and concluded that “relationships of principals, as the school leader, strongly and directly affect teachers’ attitudes, which define the schooling climate… Principals’ relationships with their teachers affect principals’ and teachers’ satisfaction, cohesion, and commitment levels. Among principals, these positive work relationships improve job satisfaction, cohesion perceptions, and commitment levels. Among teachers, substantial variation is explained directly by the relationship mechanism of principals sharing expectations with their teachers (p. 39).

As Gandhi said, “You must be the change that you wish to see in the world.” The principal who wants to change a school culture, or any part of it, must be a catalyst for change. The principal as a catalyst, or person who precipitates an event or change, needs to identify the
“right work” to “engage in” (R. J. Marzano et al., 2005, p. 76) and find the most appropriate style of leadership.

According to Sosik and Dionne (1997) a leader . . . stimulate[s] change in an organization . . . by analyzing the organization’s need for change, isolating and eliminating structures and routines that work against change, creating a shared vision and sense of urgency, implanting plans and structures that enable change, and fostering open communication (as cited in Marzano et al., p. 15).

To assist in analyzing a situation and modifying a model for an individual situation, Marzano et al., (2005) distinguish between “incremental change” and “deep change” (p. 66).

According to Marzano et al., (2005), Incremental change fine-tunes the system through a series of small steps that do not depart radically from the past. Deep change alters the system in fundamental ways, offering a dramatic shift in direction and requiring new ways of thinking and acting (p. X).

For the principal who wants to effect “deep change,” Marzano et al., (2005) identify seven priorities.

1. Being knowledgeable about how the innovation will affect curricular, instructional and assessment practices and providing conceptual guidance in the areas of curriculum, instruction, and assessment.

2. Being the driving force behind the new innovation and fostering the belief that it can produce exceptional results if members of the staff are willing to apply themselves.
3. Being knowledgeable about the research and theory regarding the innovation and fostering such knowledge among staff through reading and discussion

4. Challenging the status quo and being willing to move forward on the innovation without a guarantee of success

5. Continually monitoring the impact of the innovation.

6. Being both directive and nondirective relative to the innovation as the situation warrants

7. Operating in a manner consistent with his or her ideals and beliefs relative to the innovation (pp. 70-72).

Elmore (2003), referring to the reason why schools fail – they are not doing the “right work” – concluded that

Knowing the right thing to do is the central problem of school improvement. Holding schools accountable for their performance depends on having people in schools with the knowledge, skill, and judgment to make the improvements that will increase student performance (as cited in Marzano et al., 2005, p. 76).

According to Fullan (1993), “deep change” calls for decisive, swift action. “I’m increasingly persuaded that schools that go slow and a little at a time end up doing so little that they succeed in only upsetting everything without accruing the benefits of change” (p. 8). For any change to be successful, the agent must be motivated (Fullan, 2001).

Also, they must develop new responses to situations. Argyris and Schön (2003) explained that we have a tendency to resort to previously used solutions when faced with new problems in terms of “mental maps.” (as cited in Marzano et al., 2005). Friz (1984) called these
maps “formula”. He said we learn a formula for dealing with a certain type of situation, so when that type of situation occurs, we know how to deal with it. Fullan (2007) explained that there are “no once-and-for all answers” for some situations (p. 73). And Heifetz (1994) notes that for some situations, “no adequate response has yet been developed” (p.72). Developing new responses may require ‘large leaps that are not logical extensions of the past” (R. J. Marzano et al., 2005, p. 76).

Fullan (2001) noted:

the more accustomed one becomes to dealing with the unknown, the more one understands that creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial, and stress; followed by periods of excitement, and growing confidence as one pursues purposeful change, or copes with unwanted change (p.17).

In an earlier work, Fullan (1993) claimed, “those individuals and organizations that are most effective do not experience fewer problems, less stressful situations, and greater fortune, they just deal with them differently” (p. 91).

Creating a Collaborative Culture

The term “collaboration” in a descriptive sense refers to teachers’ cooperative actions for job-related purposes (Kelchtermans, 2006). In education, (Little, 1990) distinguishes between collaborations “naturally occurring . . . among teachers and those . . . that emerge in the course of institutionally sponsored initiatives” (p.530).

Developing relational skills are essential to strong, sustainable school leadership (Bryk & Schneider, 2002; Fullan 2003). “Effective school leaders are strong educators, anchoring their
work on central issues of learning and teaching and school improvement... they also make strong connections with other people, valuing and caring for others as individuals and as members of the educational community” (ISLLC, 2007, p. 251).

Further supporting a collaborative culture, DuFour & Mattos (2013) investigate what might “improve a school,” including whether principal “observations” of classroom practice have any value. Their findings point to a relationship between a culture of collaborative learning between teachers within a school and improved student achievement.

In The Fifth Discipline Fieldbook, Senge (1990) offers a process and a rationale for starting a “learning organization . . . in which people at all levels are, collectively, continually enhancing their [collective] capacity to create things they really want to create” (O’Neil, 1995, p. 20). The process is “driven by the learner” (p. 20). It involves “moving back and forth between a domain of thinking and a domain of action” (p. 20).

To start, Senge said to identify people “who are committed to doing things differently talking to one another. Then . . . start to design a process that would . . . involve people at all levels . . . in envisioning where they really want the school to go” (p. 24).

The process always involves two dimensions. One is creating a reflective environment and a degree of safety where individuals can rediscover what they really care about. And the second dimension is to bring those people together in such a way that their individual visions can start to interact. We communicate our individual visions to one another and eventually start to create a field of shared meaning—where there really is a deep level of trust and mutual understanding—, and we gradually begin to build a shared vision.

Actually having shared visions exist is so profoundly different from writing a vision
statement that it's really night and day. It takes a long time, and it's a process that involves
a lot of reflection and a great deal of listening and mutual understanding. It always
involves those two dimensions (p.22).

Developing a Vision

“Vision,” according to Starratt (2011), “is the compass for guiding the school’s journey”
(p. 66). A vision statement should be based on the core beliefs, values, and meanings of the
school. It should enable the school to evaluate the culture in which it becomes activated in the
programs and structural organization of the school. It is sustained when “it is institutionalized in
all the various layers of school life” (Starratt, 2011, p. 66).

Kelleher (2001) articulated a process for the collaborative development and
implementation of a mission and vision statement: (1) promote and articulate new cultural
beliefs; (2) build a consensus around those beliefs across stakeholder groups; (3) find the balance
between listening to others and asserting to others; (4) revise board policies to support beliefs;
(5) align personnel policies and practices; (6) ensure that testing results will be used to leverage
resources; (7) hold people accountable; (8) adopt personal behaviors that model the beliefs; (9)
communicate beliefs; (10) ensure that decisions are grounded in the belief system; and (11)
conduct small, structured, informal discussions with staff members to clarify the connections
between decisions and the belief system.

Providing Continuous Professional Development

If a school culture is to change, teachers need to increase their knowledge and be trained
in necessary skills (Lunenburg, 2011). But, productive change can happen only if time and space
are given for it to happen. “Teachers need time and a space to learn about new practices…

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Through discussions, debates, and the sharing of ideas about what is important and how it can be demonstrated, teachers expanded their professional knowledge” (Falk & Ort, Sept 1998, p. 2).

It is not enough, however, to simply build inconvenient meeting times and places for the faculty to meet. The Principal must value, prioritize, and model the behaviors and attitudes that he/she wants to see the faculty and staff, and ultimately the entire school community buys into. Thus, the principal becomes an instructional leader, not a manager or evaluator. As such, the principal can successfully create an effective culture within the school.

“The group has to make sure that it is not only working hard but working together in productive ways” (Mohr & Dichter, June 2011, p. 747). “In order to make the teams productive, they need to be trained, teaching everyone needed skills and dialogue, negotiation, consensus, and meeting management” (Lunenburg, 2011, p. 4).

Creating a Standards-based Instructional System

Standards-based education “aims to improve achievement by establishing clear and challenging benchmarks; to ensure that teachers know what to teach and students know what they are expected to learn; and to make learning expectations fair and accessible, so that all students have the same opportunity to achieve them” (Ravitch, 2007, p. 202).

Gould (2014) has developed components of an aligned standards-based instructional system. This system requires clearly articulated standards and goals, a rigorous curriculum, a variety of related instructional materials and activities, and flexibility for differentiated instruction designed to prepare students to meet performance standards for on-going formative and summative performance assessment so that all students can reach mastery level. It also requires that teachers be prepared with knowledge and skills necessary to identify those who
need extra help and to close student performance gaps. The classroom should be organized to identify those students who need early interventions with differentiated instruction. A standards-based instructional system should be developed collaboratively by grade-level teams of teachers who are also familiar with standards for the grades above and below their own. These standards should be available to all students and parents. The parents should know the standards and understand how the school uses standards to guide student learning.

Adapting Comprehensive School Reform Models

The literature base offers several tested models and frameworks that principals can modify, adapt, and use for implementing change in their individual schools. Bryk et al., (2010) offer five essential supports for improving student outcomes: school leadership, parent-community ties, professional capacity, student-centered learning climate, and instructional guidance (p. 82).

School leadership. This support involves the degree to which teachers view their principal as “setting high standards and exercising leadership for instructional reform”; “including teachers in school decision making”; and being “an inclusive, facilitative leader, focused on parent and community involvement and creating a sense of community in the school” (p. 82). In their study, elementary schools with strong school leadership were seven times more likely to improve in math and nearly four times more likely to improve in reading than schools weak on this measure. (p. 84)

Parent-community ties. This support involves “teacher outreach to parents” and “parent involvement in the school” (p. 82). Elementary schools with strong parental involvement were
ten times more likely to improve in math and four times more likely to improve in reading than schools weak on this measure (p. 84).

**Professional capacity.** This support involves teachers’ assessments of colleagues’ orientation to “continually learning, seeking new ideas, and hav[ing] a can-do attitude” (p. 82). Elementary schools where teachers were highly committed to the school and inclined to embrace innovation were five times more likely to improve in reading and four times more likely to improve in math than schools weak on this measure (p. 84).

**Student-centered learning climate.** This support includes “students’ perception of personal safety inside and outside the school and traveling to and from school” and “teachers’ reports of disruptions due to students’ behavior and administrative disruptions” (p. 82). Elementary schools with strong safety and order were two times more likely to improve in reading than schools weak on this measure (p.84).

**Instructional guidance.** This support involves the alignment of the introduction of curriculum with “established grade-level skills and knowledge” (p. 82). Elementary schools with strong curriculum alignment were four times more likely to improve in math and reading than schools weak on this measure. (p. 84)

Marzano et al., (2005) recommend adopting a Comprehensive School Reform (CSR) model and designing a site-specific approach. These models “provide research-based approaches to enhancing student achievement, particularly in low-performing schools” (p. 77). After a four-year study of 13 schools using one of the CSR models, Datnow, Borman, Stringfield, Overman, and Costellano (2003), concluded that schools should consider one of these CSR models to start with, and then modify it as implementation progresses.
According to the U.S. Department of Education (2002), CSR models

- Have been found through scientifically based research to significantly improve the academic achievement of students
- Provide high-quality professional development
- Provide for meaningful involvement of parents and community
- Employ proven methods for student learning, teaching, and school management (as cited in R. J. Marzano et al., p. 77).

However, Marzano et al., (2005) insist that any model must be adapted to the given situation, or “a site-specific intervention” must be designed to “address the specific needs of the school” (p. 81).

Gould’s (2014) 6-Point Conceptual Framework is a system thinking approach for leading grade-, department-, school- or district-wide improvement: Building Relational Trust, Creating a Sense of Community, Establishing a Sense of Urgency and Inviting Participation are foundational. If those components are not in place, it will be difficult to lead improvement efforts. Collecting Contextual Data to Identify problems, and factors and conditions that are affecting teaching, learning and leading is necessary to Collaboratively Determine a Collective Focus for improvement. Developing Action Plan goals, objectives and outcomes evolve from the collected data and the determined focus. Assess Progress Collaboratively determines the degree to which you achieved the specific goals, objectives, and outcomes of the Action Plan.

Celebrating Gains calls for developing ceremonies and/or traditions or telling stories to reinforce the goals of the Action Plan.
Drago-Severson (2009) offers her Four Pillars as another model to provide ongoing support for growth and new ways of working, learning, growing, and leading together with the vision, mission, and goal of the school in mind. This learning-oriented model, is composed of “four pillar practices”: “teaming, providing others with leadership roles, collegial inquiry, and mentoring” (pp. 4-5) which “emerged from [her] research exploring how 25 principals from diverse U.S. schools shape positive school climates and employ practices that support teachers’ growth” (Drago-Severson, 2008, p. 61). Each practice “support[s] adults with different ways of knowing, centers on adult collaboration and creates opportunities to engage in reflective practice as a tool for professional and personal growth” (p. 62).

**Teaming.** “Teaming provides a context” in which teachers and principals can “think, plan, and work together to support their own learning” and that of the students (Drago-Severson 2009, p. 86). Teaming “provides a context” in which to clarify our “assumptions and beliefs about implement[ing] a schools core values. It helps us to “make decisions collaboratively, and “revise our assumptions toward growth” (p. 25). “Teaming opens communication, decreases isolation, builds interdependent relationships, and supports adult development” (p. 71).

Many of the principals studied [by Drago-Severson] organized their schools for teamwork and created curriculum, literacy, technology, teaching, and diversity teams to support adult development. They described how teaming opens communication, decreases isolation, enables [team members] to share leadership, helps to overcome adults’ resistance to change, and enhances implementation of changes. In teams, adults questioned their own and other people’s assumptions about evaluating curricula and student work, shared philosophies of teaching and learning, discussed schools’ missions,
and made decisions collaboratively. Working in teams creates a safe place for adults to share perspectives and challenge each other’s thinking and provides a context for growth (Drago-Severson 2008, p. 62).

**Mentoring.** Mentoring is “a reciprocal, developmental relationship that can support not just informational learning but also the process of transformational learning” (Eleanor Drago-Severson, 2009, p. 223). It is a “growth-enhancing practice that supports human development” (p. 211). According to Drago-Severson (2009), mentoring relationships also provide safe contexts where adults are supported and challenged as they reflect and learn from each other’s perspective. In order to make mentoring a meaning-making experience, “we need multiple growth-enhancing relationships that work in combination to support growth” (p. 223). “Mentoring can support the growth of both the mentee and mentor” (p. 224). Most often, we “need multiple mentors” personally, professionally, and spiritually to help us grow as individuals (p. 224).

Applying this process to educational administration, Drago-Severson suggests it “takes many forms, including pairing experienced teachers with new teachers or university interns, pairing teachers who have deep knowledge of school mission with other teachers, and group mentoring” and its purposes can vary “from ‘mission spreading’ to exchanging information to providing emotional support to new and experienced teachers and/or staff.” (2008, p. 62). She also says “mentoring relationships provide safe contexts where adults are supported and challenged as they reflect and learn from each other’s perspective” and these relationships “can support the growth of both the mentee and the mentor” (2009, p. 224).
The mentor-mentee relationship she explains is a pillar practice that educational leaders can use to support the growth of a school, its teachers, and its leaders. To be most effective, mentors need support and training to learn how best to mentor. Additionally, becoming a mentor requires extra time, effort and the desire to share professional and personal experiences with another individual.

Mentors have a responsibility for making new teachers aware of their giftedness, and the positive contributions they can make in building up the school community. They must be chosen from the most talented teachers, ones who can be role models for beginning teachers. Their rich experiences can help new teachers in assimilating the core values of the school and also in improving their abilities to facilitate learning for all the students. Building relationships is an important aspect of mentoring both for mentors and mentees. In identifying the central characteristic of the relationship that remains constant, Ragins & Kram (2007) suggest “mentoring is a developmental relationship that is embedded within a career context” (p. 5) as cited in Drago-Severson, 2009, p. 213).

**Collegial inquiry.** Collegial inquiry is “a dialogue that takes place between two or more people . . . It is . . . a kind of reflective practice [involving] purposely examining and reflecting on one’s assumptions, beliefs, values, commitments, and convictions” (2009, p. 154). Collegial inquiry in practice makes us question our assumptions, guides our thinking and behaviors, and provides an approach to problem-solving that helps us to freely engage in the learning and growth. In essence, the process of engaging in collegial inquiry helps us to press “the pause button” and rewind our thinking in order to review our thought process and be able to consider other ways of thinking and diverse alternatives in creating more effective responses. We “can
then take steps to address, rethink and revise them in safe contexts” (p.154). According to Drago-Severson (2009), research shows that “principals . . . and other leaders who adopt this courageous mindset establish a culture of reflective practice through their openness to learning with and from others and by engaging in the growth process themselves” (p.156).

Principals [in Drago-Severson’s study] said they used collegial inquiry to engage adults in conflict resolution, goal setting, decision making, and learning about key educational issues, such as diversity. Creating situations for adults to regularly think and talk about practice encourages self-analysis and can improve individual and school or system-wide practices (p.187-88).

**Providing leadership roles.** “Providing leadership roles is a pillar practice of the learning-oriented model. It is an opportunity for adults to share power and decision-making authority. As adults we grow and develop from being responsible for an idea’s development or implementation as well as from different kinds of opportunities to assume leadership” (Drago-Severson 2009, p. 311).

The principals reported that leadership roles provided teachers — and themselves — with opportunities for transformational learning. Principals understood this practice as inviting teachers to share authority and ideas as teachers, curriculum developers, or administrators worked toward building community, sharing leadership (Drago-Severson 2008, p. 62).

The studies in this section showed the approaches leaders use to address the challenges of meeting the standards. This section points to the numerous processes for leading change efforts, creating a collaborative culture, developing a vision, providing continuous professional
development, creating a standards-based instructional system, and adapting comprehensive school reform models. Using these processes the principals, teachers and other stakeholders can improve teaching and learning by working together.

**Summary**

This chapter reviewed the existing theory and research in literature and standards in documents and from governments and professional organizations relevant to the influence of school principals on student learning in India and internationally. The theory gave a context for current practices, the empirical research identified practices that work, and the Government and professional documents provided the international standards on which to base policies and goals for practice. The information from these sources revealed the factors and conditions that influence the leadership practices of principals, the ways principals influence student learning, and the challenges principals face.

The chapter was organized in four sections: Public and Private Education in India, International Standards for Education, Factors, and Conditions that Inhibit or Promote the Efforts of Principals in Meeting the Standards, and Approaches School Leaders Use to Address the Challenges of Meeting the Standards. This review included the evolution of Indian education, the curriculum, and instruction, government-mandated reform policies and improvement efforts, current context, and the state of public and private schools in Tripura, India. It also included educational theories regarding teaching, learning, and leading international reform efforts, standards-based curriculum, and assessment, professional standards for teachers and standards for educational leaders. It included factors and conditions that affect school leadership, such as school the role of the principal; leadership approaches influencing student learning, school
culture, lack of leadership autonomy, lack of professional development opportunities, and parental and community involvement. It also included approaches school leaders use to address challenges leading change efforts, creating a collaborative culture, developing a vision, providing professional development, creating standards-based instructional system, and adapting comprehensive school reform models. In the next chapter, the design of the study is described in detail.
CHAPTER 3: DESIGN OF THE STUDY

This chapter presents the design of the study. It includes the purpose of the study, the rationale for selecting qualitative case study methodology, a description of the participants, including the procedures for their selection, the settings in which the study takes place, and ethical considerations. It also includes the instruments and procedures used to collect and analyze data, including the procedures for coding. It ends with confidentiality of subject data and identity.

The overall goal of this research study was to learn how teaching and learning can be improved in both public and private schools in the state of Tripura, Northeast India. In more specific terms, the purpose was to identify current leadership practices that improve student learning, the various ways principals say they influence student learning, and the challenges principals face in helping others to improve student learning.

Rationale for Qualitative Case Study Methodology

A qualitative case study method was utilized as it allowed in-depth face-to-face interviews and focus group interviews with school leaders and teachers, utilized the analysis of documents, and classroom observations. By definition, “Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals” (Creswell, 2014, p. 14).

Merriam (1998) explains, “A case study design is employed to gain an in-depth understanding of the situation and meaning of those involved. The interest is in the process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation.
Insights gleaned from case studies can directly influence policy, practice, and future research” (p. 19). Merriam’s criteria are well suited to the purpose of this study: to better understand the situation, meaning, process, and context of the path a leader can take to positively influence student learning in their schools.

The choice of a multiple-case design as being the most appropriate approach for this study is supported by Yin (2009), who said: “if you can do a two-case case study, your chances of doing a good case study will be better than using a single-case study design. The analytic benefits from having two or more cases may be substantial” (p. 60-61). Therefore, this study examined six public school and six private school cases. Each case used detailed and focused interviews, oral questionnaires, documents, and context observations as the primary data collection sources.

**Participants**

For this study six public school principals and six private school principals and a convenience sample of 21 public school and two private school teachers from the state of Tripura were invited to participate. This sample included principals and teachers drawn from high schools and higher secondary public and private schools in Tripura. The sample for the public schools was drawn from the West Tripura district, and the sample for the private schools was drawn from various districts across Tripura where Holy Cross private schools were located. A convenience sampling method was used to select participants. “Convenience sampling is used in exploratory research where the researcher was interested in getting an inexpensive approximation of the truth. As the name implies, the sample was selected because [the participants] are convenient” (Statpac, 2017) Verbal and written consent was requested from the
Department of Education for four public schools in Tripura (See Appendix: L for Consent Form) and the principals of the participating schools to review documents, observe in classrooms, and conduct surveys and interviews (See Appendix: M for Consent Form for Principals of Participating Schools). A separate consent form was signed by each of the research subjects (See Appendix: N for Consent to be a Research Subject) before any data was collected for this case study.

**Setting**

The setting for this study is one of the eight northeastern states of India namely Tripura. It is a small, landlocked hill state and is surrounded in the North, West, and South by Bangladesh. It is accessible by land to the rest of the country only through the districts of South Assam in the North and Aizawl District of Mizoram in the East. Tripura has an area of 10,492 sq.kms. According to the 2016 census, the total population of Tripura is 4,182,625. This total population may be broadly classified into non-tribal and tribal. The tribal community today forms about 30% of the population and is classified into 19 tribes, of which Tripuri tribe has the largest number. Other major tribes include Jamatia, Halam, and Reang. The non-tribal people reside in the plain areas, whereas the tribal people inhabit the hills. Tripura has a literacy rate of 97.22% per the 2016 government report (Literacy Statistics 2016, 2016, p. 10).

The interviews with the public school principals and teachers were conducted in their respective schools. The focus group interviews with the private school principals were conducted in the headquarters of the Holy Cross Educational Foundation, Agartala Tripura. More details of the context and description of each of the schools are given in the appendix O, P, Q, R, S, T, U. and in Chapter 2 under the title Context and State of Schools in Tripura.
The instruments or means used to collect data were:

a. In-depth face-to-face interviews with public school principals and a focus group interview with private school principals (See Appendix: H for the Questionnaire for Principals).

b. In-depth face-to-face interviews with private school teachers and a focus group interview with public school teachers (See Appendix: I for the Questionnaire)

c. Classroom observations. A checklist was made as a guideline for observing the classrooms. However, actual observations were reported, and photographs and audio videos were recorded in order to analyze the interactions between teachers and students as well as and among students in the classrooms. A few students also interacted informally with the researcher in the classroom and in the school courtyard (See Appendix: J for the List of Observations).

d. Government policy documents were reviewed to identify policies related to possible principal influence on student learning (See Appendix: K for Guidelines for Document Analysis).

Connection to Guiding Questions

The open-ended questions for the in-depth face-to-face interviews and focus group interviews were designed to answer three guiding questions. First, questions were designed to elicit information from principals and teachers about current leadership practices aimed at improving student learning in Tripura. Second, questions were designed to identify the various ways principals say they influence student learning. Third, questions were designed to identify
challenges principals face in helping others to improve student learning. Table 3 shows the correspondence between the guiding questions and the interview questions designed to answer them.

Table 3. *Relationship between Guiding Questions, Interview/Observation Questions.*

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Corresponding Interview/Observation Questions</th>
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<tbody>
<tr>
<td>RQ.1. What are the factors and conditions that influence the leadership practices of principals in Tripura?</td>
<td>Please tell me a little about yourself. How long have you been a school leader? Were you ever a classroom teacher?</td>
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<td></td>
<td>What grade levels? What subject(s)? As a principal, what roles have you played?</td>
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<td></td>
<td>What motivated you to be a leader?</td>
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<td></td>
<td>How do you describe your leadership style? How do your colleagues at school perceive your leadership style?</td>
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<td></td>
<td>(Leadership Style)</td>
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<td></td>
<td>What is your vision for your school? (Vision)</td>
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<td></td>
<td>Where did you get ideas for this vision? (Vision)</td>
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<tr>
<td></td>
<td>What do you expect to see when you visit a classroom?</td>
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<td></td>
<td>(Expectations)</td>
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</table>
What do you expect of teachers? How do you let them know? How do you hold them accountable? (Expectations)

Do you expect a high-level student performance and provide an optimistic view of what the school is doing and what the school can accomplish in the future? (Expectation)

Are you currently satisfied with the level of student learning? If so, what did you do to achieve this level? If not, what are you doing to raise this level? (Expectations)

Do you expect and recognize superior performance from the staff? (Expectation)

Do you have a school improvement team to work with you for success in your school, or do you think that having one would be helpful? (Vision)

Do you have any other suggestions for improving student learning in your school? (Vision)
<table>
<thead>
<tr>
<th>RQ 2: What are the various ways principals say they influence student learning?</th>
<th>What direction are you taking to improve student learning? (Efforts)</th>
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<tr>
<td></td>
<td>Do you establish concrete goals relative to student achievement as well as curriculum, instruction, and assessment practices in the school, and keeping these prominent in the day-to-day life of the school? (Efforts)</td>
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<td></td>
<td>Do you establish procedures and routines that give staff and students a sense of order and predictability? (Efforts)</td>
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<td></td>
<td>Do you invite teachers to assist in planning and/or actively help teachers with issues regarding curriculum, instruction, assessment in their classrooms? (Efforts)</td>
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<td>Do you recognize and celebrate the legitimate successes of individuals within the school as well as the school as a whole; also recognizing and acknowledging failures when appropriate? (Efforts)</td>
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<td>Do you establish and foster clear lines of communication to and from the staff as well as within the staff? (Efforts)</td>
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<tr>
<td>RQ 3: What do principals identify as the challenges</td>
<td>What challenges do you face in attending to and fostering personal relationships with the staff? (Challenges)</td>
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<tr>
<td>Do you establish and foster procedures that ensure that staff members have input into key decisions and policies? (Efforts)</td>
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<tr>
<td>Do you foster knowledge of research and theory on best practices among the staff through reading and discussion? (Efforts)</td>
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<tr>
<td>Are you being highly visible to teachers, students, and parents through frequent visits to classrooms? (Efforts)</td>
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<td>Do you protect staff members from undue interruptions and controversies that might distract them from the teaching and learning process? (Efforts)</td>
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<tr>
<td>How do you communicate policies, practices, plans to other stakeholders especially teachers? (Efforts)</td>
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<tr>
<td>Are you an advocate of the school to all relevant constituents and ensuring that the school complies with all important regulations and requirements? (Efforts)</td>
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</table>
| Challenges | What challenges do you face in the running of the school from the local culture, communities, languages, and economic conditions? (Challenges)  
What challenges do you face in attending to and fostering personal relationships with the staff? (Challenges)  
Are you aware of the mechanisms and dynamics that define the day-to-day functioning of the school and do you use that awareness to forecast potential problems? (Challenges)  
What kind of support do you receive from parents, local businesses, and government? (Challenges)  
Does your staff have the necessary resources, support, and professional development opportunities to effectively execute the teaching and learning process? (Challenges).  
Are you willing to challenge school practices that have been in place for a long time and to promote the value of working at the edge of one's competence? (Challenges)  
Are you aware of the mechanisms and dynamics that define the day-to-day functioning of the school and do |
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<td>they face in helping others to improve student learning.</td>
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you use that awareness to forecast potential problems? (Challenges)

What kind of support do you receive from parents, local businesses, and government? (Challenges)

Data Collection Methods

Interviews with Principals and Teachers, Public and Private

Approval in writing to collect data at four public schools was received from The Department of Education. Once this permission was granted, individual principals were invited to volunteer to participate in in-depth face-to-face or focus group interviews with the researcher. Teachers were selected and invited by the principal of each school to participate in the study. The researcher privately arranged for interviews with the principals and teachers of two additional public schools to broaden the range of data.

After arriving at each public school, accompanied by Niloy Sen Gupta, who had assisted the researcher in contacting the schools and who would help in understanding the local language Bengali when needed, we introduced ourselves. Then we assured these principals and teachers, as outlined in the written consent form, that their responses will be kept confidential and that they could withdraw from participating in this study at any time. We spoke in English but assured them that we could speak in either English or the regional Bengali language or a combination of both if they so desired. During the first half hour, we asked questions about school demographics. Then we proceeded to explain the purpose of our interview: to learn about the current leadership practices to improve student learning in Tripura, the various ways
principals say they influence student learning and the challenges they face in helping others to improve student learning. (See Appendix: D for Path of Influence of Principal on Student Learning).

After receiving oral approval from the Director of Holy Cross Educational Foundation, the researcher also interviewed and video recorded six private school principals in a focus group at the headquarters of the Holy Cross Educational Foundation. These principals of all six Holy Cross Private schools in Tripura had gathered for their annual principals’ meeting. The focus group interview was conducted in two sessions about an hour and a half each. One of the principals granted permission to interview two teachers from his school. These teachers were interviewed separately: one, at the headquarters of Holy Cross Educational Foundation and the second at the Holy Cross College Library.

Questions were drawn from sources in the literature review especially from *School Leadership that Works: From Research to Results* (R. J. Marzano et al., 2005, p. 71). The researcher chose to use focus group interviews with the private school principals and public school teachers for the convenience and availability of participants. In-depth face-to-face interviews with public school principals were conducted in various sittings. Throughout these interviews, we had to deal with interruptions by parents, teachers, and students.

Each principal was asked to give 4-5 hours for the in-depth face-to-face interview and the survey. Each teacher was asked to give 60 to 90 minutes for the focus group interview and the survey. Digital and video recorders were used to record interviews with the permission of the interviewee. The interviews were digitally audio- and/or video-recorded and transcribed verbatim. All identifying information was removed from the transcripts.
Observation in Classrooms

A checklist was prepared for classroom observations drawing from the literature and from previously used guidelines (See Appendix: J). The details of classroom observations in schools D, D2, D3, are presented in Appendix O, P, and Q. When classrooms in each of those schools were visited, the activity was recorded to see if the variables that emerged from the interviews with the principals and teachers were reflected in what was taking place in the classroom.

To supplement this data additional notes were taken including:

- The construction and condition of the classrooms,
- Arrangement of furniture and space per student,
- Percent of class time spent on academic content and related activities,
- Protection of instructional time from disruptions,
- Clarity of lesson objective and context,
- Maintaining of student attention and involvement,
- Discipline,
- Efforts to fully engage students in meaningful work most of the time,
- Management of pace of instruction,
- Making on-the-spot adjustments,
- Types of questions used to engage students in progress of lesson,
- Teacher assistance to encourage students answering questions posed in class or participating in any other lesson oriented activity, and
- Provision of targeted feedback about progress in a timely manner.
Review of Documents

Appropriate documents were collected from the school principal and reviewed to find school policies and directives from the administration. The public schools studied for this dissertation were created and currently operate under the Right of Children to Free and Compulsory Education Act of 2009 (RTE). The provisions of this act which apply to this study are presented in Chapter 2 and discussed in Chapter 5. (For more details see Appendix B).

In addition to the in-depth face-to-face and focus group interviews, classroom observation, and document analysis, additional tools were used to collect specific data. For details see Appendix E: Researcher Interview Description Form; Appendix F: Field Notes Form; and Appendix G: School Demographics Oral Survey for School Leaders.

Data Analysis Methods

The audio-recordings of the interviews were transcribed verbatim into more idiomatic English. Then the transcriptions were read and reread for the purpose of identifying themes to be used as initial coding. Five major themes emerged from this initial review: 1) Vision of the Principal for the School, 2) Leadership Style of the Principal for the School, 3) Expectations of Principals for Teachers, 4) Efforts of Principals to Influence Student Learning, and 5) Challenges of Principal.

These initial themes were then reviewed a second time and deconstructed into sub-categories to be used as secondary coding. The initial themes and the secondary codes (sub-categories), as well as verbatim transcriptions, were entered into Atlas-ti software, which sorted the quotations from the transcripts according to the initial themes and the sub-categories.
The results of the Atlas-ti sorting were reported in separate charts for each of these initial codes: themes and sub-categories for cross-case analysis. (See Appendix V, W, X, Y, Z). The results from the cross-case analysis are reported in Chapter 4 and are discussed in Chapter 5.

Confidentiality of Subject Data and Identity

In order to address issues of the privacy, anonymity, and confidentiality of the participants, information obtained was recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects.

The interviews were digitally audio- and video-recorded and transcribed. All identifying information was removed from transcripts. While the results of this study will be published in some form, the participants’ names will not be used without consenting to identification. Only group characteristics will be published.

The responses to the questions will not be seen by anyone except the people working on this study. Neither the participating principals, teachers, students, nor anyone else, will have access to the responses. All notes and documents linked to this specific study have been coded and kept in locked files. Digitally audio-recorded interviews will be heard only by the research team. All digital audio and video files have been stored in a password-protected computer for a period of up to two years when they will be destroyed.

Summary

The preceding sections of this chapter presented the purpose of the study, the rationale for selecting qualitative case study methodology, a description of the participants, including the procedures for their selection, the settings in which the study took place, and ethical considerations. It also includes the instruments and procedures used to collect and analyze data,
including the procedures for coding. It ends with confidentiality of subject data and identity. The results obtained from the participants, using the instruments and procedures described in this chapter, will be reported in the next chapter according to five emerging themes.
CHAPTER 4: RESULTS AND ANALYSIS

This chapter reports the data collected through in-depth, face-to-face interviews and focus-group interviews with principals and teachers in the same in six public schools and six private schools in Tripura, India, and observations in classrooms of some of these schools. The public schools included three urban, two rural, and one tribal. The private schools included one urban and five rural. In addition, to interviews and observations, selections from government documents were reviewed to help answer the following guiding research questions: 1. What are the factors and conditions that influence the leadership practices of principals in Tripura? 2. What are the various ways principals say they influence student learning in Tripura? and 3. What do principals identify as the challenges they face in helping others to improve student learning in Tripura? This chapter also reports an analysis of the data, the themes that emerged, and findings for each of the guiding questions.

Data Collected For Question 1: What are the Factors and Conditions that Influence the Leadership Practices of Principals in Tripura?

To answer Guiding Question 1, principals and a select group of teachers from the same public and private schools were interviewed. This section includes a representative number of questions asked and a selection of the responses of these principals and teachers. The questions and responses are organized according to the public and private schools in which these participating principals and teachers were working. Some of the responses of the principals follow. For full details of the responses across schools, see Appendices O, P, Q, R, S, T, and U. The coding in parentheses that follows was automatically generated by
the ATLAS.ti software for the qualitative data analysis. It shows the number of letters and the position of the data in the transcript.*

Data Collected From the Principals

The principals were asked the following question: What is your vision for your school? Principal of school D1, like many of the principals in this study, expressed that they want to see their students become independent thinkers and good citizens. He said, he wants them to do more than score 100%, he wants them to be respectful, know the country and know the diversity of the country. He said his vision is to “grow in every field” (8510:8529*). He wants to see his [students] have a goal. In discussing his vision to create good boys, he said, “The foundation should be there, then he will be good” (18520:18610). He continued, “If we work with the vision of having good boys we can achieve much. They will be best; we keep the trust and work. Attitude is the key to me” (18884:19026). He said that most principals are good. “If we call ourselves educators we should be like this. Lighthouse of the society. What I am today is because of the school in which I studied” (21334:21479).

The principal of school D2 reported her first vision is not only that all the students should pass, but also that they get grade “A” (6143:6235). To do this, she said, “My responsibility is to improve the teaching and learning process. It should be the all-round development of the students” (6259:6380). She continued, “We have to nourish all the students and give them all types of opportunities: cultural development, moral development, and overall development” (6421:6549). The second vision she reported is to “build relationships with teachers, students, and other stakeholders” (4086:4124).
The principal of school D3, identified two visions for the future, “First of all there should be sufficient resources. Second, there should be a free atmosphere to change the education pedagogy”. He feels “now it is all controlled by the department especially the study activities and even for educational excursions I need to get permission from the department. This system needs to change” (18670:18980).

Principals of school D4 consisted of six private school principals who were interviewed in a focus group. Principal A said, “My basic concern and vision is academic achievement. Quality in reading, writing, speaking, to have qualified teachers within the next five years”. Another vision is to provide facilities especially in the village set up which is difficult. Principal B said, his vision is to see his school as a “quality school.” Principal C said his vision is to improve the “quality of students,” “school results” and the “total formation of the students.” Principal D’s vision is to “bring out the best of the students” and “best academic achievement.” He said the focus has to be on the “individual students,” the “quality of the teachers.” Principal E said, “The vision is to form the students in their “human aspects as well and not just academic alone.” Principal F said that his vision is to “raise the quality,” and for this, we need to reduce the number of students in the classrooms. Principal D’s vision was to concentrate on the lower primary sections. “I found that these sections are important for a quality education. They need to receive, and we need to give full attention to them. A better foundation will enable them to study better. They need to be given various methods of learning, not just from books alone (13424:13754).

The principal of school D5 expressed his vision, “To have good students, not just in academic matters, but students who can stand on their feet. Just earning is not to be their motto”
His vision is of holistic education creating people of character (6663:6724). The principal of school D6 said, “Most of the students are not capable of communicating in the English language. They are comfortable in their mother tongue…” (4035:4372).

The principal of school D7, when asked about her vision said, “We have to be dedicated, teaching has to be interesting, and the teachers should be regular to the school. One should have the interest to teach, love the students and know the individual problem of the child . . . . As teachers and parents, we have to work together” (6169:6459).

The principals were also asked the following questions. How do you describe your leadership style? How do your colleagues at school perceive your leadership style? As a principal, what roles have you played?

The principal of school D1, commenting on his own leadership style said, “Teachers can give their suggestions; we are ready to accept any suggestion from anybody. Manage in such a way that I am not ordering him, but do the work, listen to everybody” (3939:4023). It is a cerebral job. He said, “Multiple roles played, towards teachers, colleagues, guardians, students and the society. In four segments that can be segregated” (4372:4499). Focusing on his leadership with teachers, he said, “As the HM, so the school. Principals are team leaders; if they are successful, their colleagues will also be successful. Principals need to motivate the colleagues. Not difficult to motivate the teacher. Little bit of spur is needed. If you order a teacher, it is not fair, and it will not work . . . . I never order a teacher, never argue with a teacher (2760:3267).

The principal of school D2, when asked how she perceives her leadership style, she said she always emphasizes relationships and tries to have direct contact with teachers, students, and
parents. She continued by saying sharing is the first step to improving an institution. Identifying herself as a motivator, she said, “It is my work to motivate them. I call them and talk face-to-face. Openly, I thank the teachers who are doing well so that other teachers will be encouraged... Even for me, it is an encouragement. When I recognize a teacher’s effort, the teacher does much more” (10968: 28563). She knows the family background of the teachers: “I know the family problems. I did not keep myself aloof from them” (11061:11098). She indicated that before any program she sits with all the teachers and listens to them: “I believe that I should not compel, but request them to be part of the program” (11224:11300).

Moving on to his style of leadership, the principal of school D3 claimed to believe in a democratic style:

I ... distribute the responsibilities to different people with complete freedom to complete the work the best way possible. The students need to learn through responsibilities. The teachers have to report to me about the students. And the students also report to me about the teachers. The class leader gives a report about the teachers every week. As per their suggestion, we work out the remedial part (5149:5576). He said, “I believe and teach three things. (1) do not say lie, (2) in anything first satisfy ones’ own consciousness and (3) my moral behavior should be good that others should not question nor control it” (15735:15924).

The principal of school D4, when queried about the leadership style one of them said, “My style is democratic with distributive and collaboration.” Most of the principals argued responding that they are democratic in style as well. One of them said, “I may show them with action but not tell about it.” Another principal expressed, “The colleagues perceive me as very
collaborative.” He continued, “I am democratic, love what they are [teachers and students] and not force ideas, but communicate and tell my expectations of the teachers and the students.”

Another principal said, "I am also democratic, mostly I do not dictate, the teachers cooperate very well. However, I stand on certain decisions when it is taken.” Another principal endorsed other principals by saying, “I see the value of others opinions, be as democratic as possible. I stand by certain convictions. In short, it is mutual, collaborative and cooperative with everyone.”

While following a democratic style, a principal said, “I listen to them and enable them to come up with their own ideas, leave them with the responsibility, but providing the materials needed. Make the teachers more independent and confident. This also enables me to be freer. Operate in a collaborative style.” Another principal added, “I too follow democratic style, work as a team, keep up the expectations of the teachers and the students” (2973:4630).

The principal of school D5 is strict with the students. He said that his role model is Ashoka. [Ashoka was a king who ruled India from 268 BCE to 232 BCE and became a model of kingship in the Buddhist tradition]. He says that he is not moved by compliments. “People do compliment but sometimes without meaning it” (6851:6934).

The principal of school D6 said, “Even the principal who is given the charge as the leader needs to do the work along with teaching in the classrooms, interaction with the students. Merely performing the administrative job without teaching is not correct” (6084:6297). He said:

Leader means to work together. The leader gives a definite direction in a friendly manner, no dictatorship, should not feel ‘I’ am above all others. The leaders are at par with other teachers. When a final decision has to be taken, I take a decision, sometime there
might be differences of opinions. After hearing from others and in consultation I make
decisions. Once decisions are taken, I try to follow it and convince others. (773:1193)

The principal of school D7, when asked about her leadership style with teachers, said, “I
share my works with all my teachers. I help them. I sit in this chair as their representative.
Without their support, no work can be done. However, when I have to take a decision, I take”
(3818:4041).

The principals were also asked some of the following questions on expectations of
teachers. What do you expect to see when you visit a classroom? and what do you expect of
teachers?

The principal of school D1 told what he expected in a classroom. He said, “Noisy
classroom is a good classroom. Sounds funny, but it is good because of the interaction that goes
on in the classroom, noise is not pandemonium. You look for interaction. Discipline is the core
of the school” (13235:13525). He said he believed the “word of the teacher” (15728:15759).
“They prepare the lesson plan, annual plan, [and] what we will do all through the year. All the
teachers contribute to this” (19075:19191). However, he also said, “Guidelines are given by the
government for teaching aids, seminars, orientation programs, and project works.”
(39749:39955) He said that NCERT involves the teachers in preparation for the curriculum. “For
English syllabus, I was also involved in the creation of the syllabus. I know many who are part of
this. Regular teachers are also consulted” (26103:26342).

The principal of school D2 likes seeing interactive classrooms, having students converse
in English. “In my classroom, I don't want to see students remaining silent. I like interactive
classrooms. I told the teachers and students to speak in English. All should speak in English”
The principal of school D3 expects the teachers to be active and control the class. He said, “Teachers’ eyes should be there over everyone. Creating interest for the students on the topic at the beginning itself is important…When they have interest they will talk and do well. (10958:11317)

The six private school principals expect the teachers to be more dedicated, sincere and honest. Feedback from the students is taken about the teachers by the principal. This was done through a survey. Every student becomes part of the survey, the students are given a questionnaire, and the students can tell whatever they have observed. “As the students know the teachers at the end of the year, the principal makes the report about the teachers based on the survey has been very helpful” (44525:44990).

The principal of school D5, when responding to the question as to whether the teachers are accountable and whether they follow instructions, the principal answered, “Our teachers are dogmatic and new vision is not easily acceptable to them. They think always that we are better; an attitude of ‘Sir,’ we know what was the situation” (9574:9737). He said, “You see that it cannot be changed abruptly, they are matured people, they are senior to me, I cannot change everything immediately, and they are egoistic.” Regarding bringing change he said, “Change is possible only through motivation. I make available good books; get other resources person to talk with them” (8603:8876).

The principal of school D6, when asked about the expectations from teachers, he said: “We have to go to the class regularly, obey the government orders, do the lesson plans, use the laboratories, do everything properly. We are doing but not 100% maybe 25% is not done. We
have to do 100%.” (5881:6078). “They [teachers] need to involve the students more actively. But if I think the teacher does not have the potential, it is a different matter” (7544:7665).

The principal of school D7, while talking about the expectations of teachers she said, “I would like the teachers to be an example. They should be talking in English, teach by standing… I want my colleagues to be examples, and the students will learn from us” (7761:8027). “While we teach, we use what is necessary. It depends on the interest of the teachers (6750:6835).

**Data Collected From Teachers**

The teachers were asked the following questions: What is the vision for your principal for the school? and What is your vision for the school?

Teachers of School D1, when interviewed in a focus group about their perception of the vision of the principal, teachers claimed to have regular staff meetings and made the following comments”: “There is no independence;” “Only follow the department of education, the education department is everything.” “He [the principal] has to do everything according to the [government] department;” “Guidelines are given: use teaching aids, seminars, orientation programs, project works;” and “What counts is only achievement in board exam” (43267:43311). “Our school should be the best school.”

Teachers of school D2 said, “Ever since she [the principal] came to the school, our school was declared as one of the best school” (24562:24646). They claimed she has a “high vision” and expressed the following opinion of their principal.

Every day she tries to deliver some message to the students about doing hard work and studying well. To us teachers, she usually tries to conduct some meetings for the development of the quality of teaching. How can we improve and help slow learner, etc.? She always shares her
personal thoughts on how we can do better and so does all the teachers, and this way we talk about how we can better the teaching quality (22563:22709).

Teachers of school D3, when queried independently articulated the same vision for the principal, to educate the students; and claimed that his style is to work with them. They said, “He is very friendly, he works hard, any problem he always helps. He is not like ‘I am the boss.’”

Teachers of private school D4 said their principal’s vision was to make the Holy Cross Schools the best school in Northeast and even in the nation. They also said that all the principals had the same vision. Teacher A said, “We were no were lagging behind, even though we are in a remote corner of the country in Tripura. We have audio-visual equipment, smart classes and other teaching aids which all helped a lot in the student learning” (40377:40731). Teacher B said, “His vision is to make the school best academically, culturally and in everything. This vision is there, but the environment is changing, so we need better planning, no one person can do it, it has to be a shared responsibility” (69586:69810). Teacher B shared that she has a vision for the school. She said, “I have a vision of a school which has morals, speak good English, and have good handwriting. However, on top of my vision is to be human” (70790:71042).

Teachers of school D5 expressed their perception of the vision of the principal. One of them said, “His vision is cent [100%] percent students can do well in their academic and co-curricular activities.” Another one added, “He is a perfect man of discipline. He wants to see moral values in the students” (17721:18570). Another teacher added, “His vision is for better achievement, better results for the students. His execution of issues is with total education in his mind; which culminates to becoming a good human person who is beneficial for the society and the world” (21170:21398).
Teachers of school D6 said that their Principal's vision is smoothly running the school, and there should be no complaint from the guardians. “He looks after everything for the benefit of the students. He continues to work where there is something lacking. If anything comes to my knowledge, then I support him. I feel free to contact and tell him” (17532:17895).

The teachers were also asked the following question. How do you describe your principal’s leadership style?

Teachers of School D1, when asked for their perception of the principal’s leadership style, the teachers responded, “Whatever is better for the students we are free to act” (31861:31914). They said, “He is free with us, any suggestions he welcomes, he is always positive (32992:33063). Another teacher said, “If we do good for the students, he advises us to do well” (33078:33134). Another teacher said, “He is open-minded, accept everything that is good for the students, never orders us. [He always asks] will you do? He is always with us, whatever we do. He commands, but always friendly. He is just like our colleague and is very cooperative” (33149:33343).

Teachers of School D2 said, “Our HM has good relationships with the staff [teachers]” (33488:33526). They said, “she shows [no] partiality towards any senior or junior teachers; all teachers are treated equally. While being a strict and able leader according to the teachers, she always gives her best to everyone.” (23055:23084). Teachers claimed that the principal is supportive and they work as a team (31429:31445). Teachers endorsed her collegiality and cooperative attitude. She is a risk taker. One of the teachers said, “She wants to explore things. I also want to explore things. I want to try something new regard to teaching and learning. Sometimes she says you try” (34043:34070). Teachers said that the principal has a
good relationship with parents and they are supportive. One of the teachers said, “It is because of the support that the school is where it is now. She is not alone nor the parents.” (36903: 36928).

Teachers of school D3 said, as a leader sometimes he requests, guides, advice and sometimes orders. “He is a situational leader” (23046:23157). Another teacher said, “Everything depends on the cooperation and it is very flexible” (23202:23264). Teachers of private school D4 said that the principals functioned more democratically. Teacher B said, “The possibilities were told, and we had the opportunity to discuss and express our own suggestions. I did not feel that anything was imposed on us” (47289:47489). Teacher A said, “They regularly take a walk to all the classes at least twice a day. We were given encouragement for our work though not in terms of a certificate, but it was mentioned in the staff meeting…” (45057:45405)

Teachers of school D5 were of the opinion that their principal is very democratic. “He is very much democratic; I am free to do here without the permission.” Another teacher added, “Principal cannot see everything possible, I also have the responsibility.” Another teacher said that she takes responsibility for her actions. She said, “Without taking the permission I am doing what he is expected to do” (16823:17241).

Teachers of school D6, said: “Our school leader maintains, coordinates everything in the school.” She continued, “He is a democratic leader distributing the work to different teachers. He also fulfills any lack of absent teachers (Arranges substitution). If the principal is absent, then I do that job” (16719: 16778).

When asked about the expectations of principals from teachers they responded accordingly. Teachers expressed that the principal expects wholehearted commitments from the teachers. He expects that the teachers see things and do themselves. One of them said, “There
was always good appreciation; corrections were given, he communicated, he appreciated, what is lacking was brought to the attention of the teachers” (73397:73746). Another teacher said, “His expectation is that we are competent teachers, to be ready always, have wholesome teaching process.” She continued, “He expects behavioral changes in the students with methodical teaching and study. He may also expect that the students are learning new always” (23250:23593). Another teacher said, “He expects cleanliness, orderly and master discipline when the students enjoy the class, it comes like a waterfall from the mountain, enjoyable class, makes it spontaneous, better guidelines are expected for this” (22965:23178). These teachers also told the researcher what they wanted from the principal. They said, “Weekly two times there should be interactions; weekly results need to be shared. The principal should know from the teacher about the conditions of the students…” (43987:44288).

Documents Reviewed

Right to Education Act (RTE) was reviewed for state standards, which apply to public schools and in some cases to private schools: standards for buildings, meals, toilets, drinking water, and play space. The standards also include teacher-student ratios, teacher qualifications and parameters for teacher employment. A review of the RTE showed that the principal is limited mostly to accepting and implementing standards from the government. It also showed that the government specifies parameters that govern teacher qualification, performance, and attendance. All public school teachers are required to work a minimum of 45 hours each week and 200 days per year and are prohibited from engaging in private tutoring and to hold regular parent-teacher meetings. Additional details are reported under “Current Trends in the Indian School System” in Chapter 2 and in Appendix B.
Descriptions of the appearance and condition of the buildings and their surroundings, the classrooms and students, the background and occupations of student families, the geographic settings for each school, coded interview data of schools D1, D2, D3, D4, D5, D6, D7, can be found in Appendix O, P, Q, R, S, T, U. Classroom observations of schools D1, D2, D3 can be found in the Appendices O, P, Q.

Data Analysed to Answer Guiding Question 1

This section reports the analysis of the data that was obtained from the responses of the principals and teachers in response to the same questions to help answer Guiding Question 1. The results of this analysis are organized according to the public school principals and private school principals followed by public school teachers and private school teachers. It includes the themes and the sub-categories that emerged and the findings from the analysis with a detailed explanation of each.

Public School Principals

An analysis of the data from all public school principals showed their vision, leadership style, and expectations from teachers. They envisioned improving teaching with better-trained teachers, more effective professional training, and more collaboration between themselves and their teachers. Several principals envisioned teachers working collaboratively with each other in smart classrooms.

Most of the public school principals envisioned active students in interactive classrooms. They envisioned students not only passing government mandated exams but also becoming well-rounded citizens, educated in a variety of academic subjects, with extracurricular knowledge and skills. They envisioned fewer students in each class and sufficient resources, especially in...
Public school principals envisioned more autonomy, freedom from the government’s pedagogy, and good relationships among teachers, students, alumni, and other stakeholders.

The public school principals said their leadership styles with teachers were democratic, treating teachers equally, and distributing responsibilities while maintaining their leadership. Leadership, for these principals, was based on relationships with teachers, students, parents, and other stakeholders. These public school principals considered their teachers as family and showed an interest in their personal and professional problems. They gave examples of two-way interactions such as meeting with teachers each day, talking with them face-to-face, and listening to their suggestions.

The public school principals claimed that their leadership style with students was to see their students as individuals and to make efforts to meet their individual needs, not judging them by their backgrounds or by their marks or grades. Instead, these public school principals saw their purpose as that of encouraging and motivating students. Some public school principals (D1, D2, D3, and D7) reported having direct contact with students, talking with them, holding daily assemblies, sometimes teaching classes, and visiting in their homes. In addition, they mentioned the importance of discipline, and efforts to work constructively on behavior.

The public school principals emphasized their responsibility to submit to government policies in all matters, working wholeheartedly with the SMC. However, they claimed to be democratic and cordial in their relationship with other stakeholders.

Five of the six public school principals expressed a desire to see teachers using interactive teaching methods in classrooms where disciplinary issues were not a focus. Several said learning should be interesting; speaking should be in English, teachers should know their
students, and students should feel good about their teachers. Most importantly, however, these public school principals expected teachers to be on time, to follow guidelines, and to prepare lesson plans and annual syllabi.

**Private School Principals**

The private school principals expressed similar visions for working with teachers as their public school counterparts. They too wished for teachers who were dedicated, motivated, and collaborative. These principals envisioned teachers engaging students in interactive classrooms equipped with appropriate resources, especially technological ones. Because the private schools studied are sponsored by a Holy Cross religious community, their principals added some visions based on the values expressed in the vision statements for Holy Cross private schools: “An education that humanizes and contextualizes, by assisting the students to raise essential questions concerning the meaning of life and their role in the society,” (D4) and “An education of quality and relevance to all, and in particular, to the marginalized sections of society” (D4).

Private school principals’ visions for students include students who will learn as individuals through experience, have a goal in life, know their culture, be involved in sports as well as academics, develop morals, and become good citizens. Private school principals also envision reducing the number of students in their classrooms, increase facilities and improve the quality of schools.

Private school principals (D4) also claimed to be democratic, distributive, and collaborative in their style of leadership, but also sometimes authoritative when the situation calls for it. Their responses, however, were more specific than those offered by the public school principals. Private school principals reported providing their teachers with responsibility and the
materials needed to run the school. While private school principals report to a managing board that makes policies, they indicated finding indirect ways to achieve their own purposes, especially through various committees. Regardless they also find that “Introducing something new is difficult, change is not easily accepted, many are senior teachers and to bring them to a new level is not easy” (D4)

The private school principals expect their teachers to have a deep commitment, to be on time, to come in neat and tidy, to have few disciplinary issues, but to refrain from punishing students to improve quality of performance. The private school principals expect their teachers to have a sense of their classroom belonging to them, to see what needs to be done and do it, to prepare lesson plans, to have interactive classrooms and to be accountable to the principal.

**Themes that Emerged for Guiding Question 1 from Principals Perceptions**

Three themes emerged from the analysis of the data on public and private schools teachers and principals. They are 1) Vision of the Principal for the School, 2) Leadership Style of the Principal for the School, and 3) Expectations of Principals for Teachers. During secondary coding of the responses collected and transcribed from principals, and schools from Tripura, Northeast India, the initial theme of vision was reviewed and deconstructed into four subcategories: Vision of the principal for teachers, vision of the principal for students, vision of the principal for school / classroom and vision of the principal for stakeholders. The theme leadership style of the principal was reviewed and deconstructed into four sub-categories: With teachers, with students, with parents, and with other stakeholders. The theme of expectations of principals for teachers was reviewed and deconstructed into two sub-categories: Public school
principals and private school principals. These themes and their sub-categories as they relate to guiding question 1 are reported in Table 4.

*Table 4. Guiding Question 1 and Coding Hierarchy for Principals Perceptions.*

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Themes</th>
<th>Sub-Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the current leadership practices principals report they use to improve student learning in Tripura?</td>
<td>Vision of the principal</td>
<td>Vision of the principal for teachers</td>
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<tr>
<td></td>
<td></td>
<td>Vision of the principal for students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vision of the principal for school/classroom</td>
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<td></td>
<td>Leadership style of the principals</td>
<td>Vision of the principal for stakeholders</td>
</tr>
<tr>
<td></td>
<td>Expectations of the principals for teachers</td>
<td>With teachers</td>
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<td>With students</td>
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<td>With stakeholders</td>
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<td></td>
<td>Public school principals</td>
<td>Private school principals</td>
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</table>
A cross-analysis chart (See Appendix V, W, X) showed similarities and differences that both the public and private school principals reported about their vision, leadership style, and expectations for teachers to influence student learning.

**Similarities and Differences between Principals of Public Schools and Private Schools**

**Similarities in vision.** Public and private principals envisioned improved teaching, better-trained teachers, more effective professional training, and more collaboration between themselves and their teachers. Both the groups envisioned teachers to be dedicated, motivated, and collaborative with them and one another.

**Similarities in leadership style.** The public school and private school principals’ leadership style with parents is accomplished through direct contact with parents by visiting in homes, scheduling parent-teacher meetings to discuss academic excellence, talking about slow learners, and encouraging them to feel like family at the school. They said they call parents about problems and advise them not to scold or beat their children. They adapt to the local situation, especially to tribal norms. They claimed to be open to suggestions from parents but to refrain from being moved by compliments. Both the groups also expressed that they prefer to be democratic in their leadership style.

**Similarities in expectations of the principal for teachers:** Both public and private school principals expressed a desire to see their teachers to be more dedicated, sincere and honest. They expected to see teachers using interactive teaching methods in classrooms, disciplined classrooms with teachers and students speaking in English. Most importantly, however, these public and private school principals expected teachers to be on time, to follow guidelines, and prepare lesson plans and annual syllabi.
**Differences in vision.** Analysis of the data and documents showed that private school principals had a clearly articulated written vision. They envisioned the fuller development of these visions down to the classrooms. Public school principals had the knowledge of the vision but were not seen in written articulated form for teachers and other stakeholders to buy into. Public school principals relied more on the directives from the government for their vision and work.

**Differences in leadership style.** Private schools had more autonomy in the running of the school including hiring and dismissal of teachers. In public schools, teachers are hired and transferred by the education department of the government and principals have very little say on these matters. Public school principals envisioned more autonomy from the government. In private schools, teachers and principals described more developed collaboration. The public school principals emphasized their responsibility to submit to government policies in all matters and working wholeheartedly with the SMC.

**Differences in expectations of the principal for teachers.** Private school principals expected teachers to be accountable for the teaching and learning in classrooms and had the autonomy to support them with necessary infrastructures like smart classrooms. Although public school principals expected teachers to perform well, they were dependent on the government for resources and had less autonomy in decision-making. Private school principals also provide professional development opportunities for teachers whereas in government schools these opportunities are dependent on government.
Public School Teachers

The public school teachers said their principals would like to have some independence from the government and a family spirit with the various stakeholders. The public school teachers claimed their principals envision freedom to change pedagogy in order to improve teaching and learning. The teachers of school D1 specified how this would be done through “teaching aids, seminars, orientation programs, and project works.”

Teachers from one public school (D2) talked about achieving “Academic excellence,” and claimed their principal sees “Exam scores more important.” Teachers of another school (D1) said, the principal’s vision is to “Educate students,” and “Work with students.” But, according to teachers, “What counts is only achievement in board exam.”

The public school teachers perceived that their principals were democratic in working with them: never ordering, always asking, distributing work, and conveying feedback from the students to the teacher by calling them privately, managing impartially like a father, and visiting in teachers’ homes. Several of public school teachers specified their principal as one who worked with them as a team, cooperatively, and collegially. They said, “We sit together with the principal and try to talk it out among ourselves and discuss what would be the best way to teach students and give them a better style of teaching” (D1, D2).

The perception the public school teachers expressed of their principals’ leadership was consistent with those claimed by their principals. One teacher (D1) focused on collegiality stating the principal “give(s) teachers freedom,” and “advises teachers to do well.” Another teacher (D2) focused on “support and fairness.” The comments of a third teacher (D3)
were consistent with a principal’s claim to having a family attitude, “He manages like a father,” “requests, guides, advises and sometimes orders,” and they added that he adjusts to situations.

Public school teachers perceived their principal as liking quiet classes and being interested in teaching, but unable to teach regular classes because of the official work of the job as principal. Teachers in one public school (D1) claimed their principal maintained and coordinated everything in the school while following government rules, and using the guidelines and workshops from Sarva Sikha Abiyan (SSA) and State Council of Educational Research and Training (SCERT). A teacher from school D1 said, “When they want something extra they have to ask the principal who will ask the SMC, a committee mandated by the government.”

Private School Teachers

The private school teachers talked about what was being done by the principals, their common visions and the need for more shared responsibility. Teacher A of D4 from her 25 years of experience in the school with different principals said, “One thing common among them is the family spirit… strong sense of family.” Teacher A said that principals had supported the teachers over the years, “We were no were lagging behind, even though we are in a remote corner of the country in Tripura. We have audio-visual equipment, smart classes and other teaching aids which all helped a lot in the student learning. I believe all the principals had the same vision.” However, Teacher B looked for more shared responsibility in her principal’s vision for teachers. She said, “His [principal’s] vision is to make the school best academically, culturally and in everything. This vision is there, but the environment is changing, so we need better planning, no one person can do it, it has to be a shared responsibility.”
Teachers from a private school said their principal wants their students to be the best “academically, culturally, and in everything.” They said he wants his students to be known for their morals. The teachers in the private school specified that their principals were interested in the total formation of the student. The private school teachers commented on their principal’s visions for school and classroom. Teacher A said, “We have audio-visual equipment, smart classes and other teaching aids which all helped a lot in the student learning.”

Private school teachers report that their principal is democratic, and has a “we” spirit, “Not ‘I’ who is important but ‘we’ and ‘us’ are important” (D4). They said he shares with them, instructs them, adapts to situations, distributes work, and organizes events together with them. They claimed that “Expectations developed from the ideas that emerged from the staff” (D4).

Private school teachers saw their principal as dedicated to service for the benefit of all the students, helping them to build a family spirit. They said, he instructs the teachers, deals with student situations without rebuking the students, and sends them, and even teachers who have difficulties, to the school counselor for conversations and help (D4).

The private school teachers interviewed claimed their principal has good relationships with parents through parent-teacher meetings. Teacher A from school D4 said, “This has helped to update the parents about their children before the exams, and after the exam, the parents are able to see the papers of their children and discuss further how to improve the students’ performance.”

Private school teachers perceived their principal as presenting an image of leadership in the community. This was achieved through communicating to the greater community whatever
is happening at the school, introducing a school newsletter to increase communication, organizing special activities, and encouraging students to become involved in outreach programs to help the poor students of the area. (For details of leadership style of the principal for the school see Appendix W).

**Themes that Emerged for Guiding Question 1 from Teachers Perceptions**

Two themes emerged from the analysis of the data on public and private schools teachers and principals. They are 1) Teachers perception of the vision of the principal for the School, and 2) Teachers perception of the leadership style of the principal for the school. During secondary coding of the responses collected and transcribed from principals, and schools from Tripura, Northeast India, the initial theme of vision was reviewed and also deconstructed into four sub-categories: Teachers perception of the vision of the principal for teachers, teachers perception vision of the principal for students, teachers perception vision of the principal for school / classroom and teachers perception vision of the principal for stakeholders. The theme teachers perception of the leadership style of the principal was reviewed and deconstructed into four sub-categories: With teachers, with students, with parents, and with other stakeholders. These themes and their sub-categories as they relate to guiding question 1 are reported in Table 5.

*Table 5. Guiding Question 1 and Coding Hierarchy for Teachers Perceptions*

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Themes</th>
<th>Sub-Categories</th>
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<tbody>
<tr>
<td>1. What are the current leadership practices principals report they use</td>
<td>Teachers perception of the vision of the principal for teachers</td>
<td></td>
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</tbody>
</table>
to improve student learning in Tripura?

A cross-analysis chart (See Appendix V, W, X) showed similarities and differences that both the public and private school teachers reported about their principal's vision, leadership style, and expectations for teachers to influence student learning.

**Similarities and Differences between Public and Private School Teachers**

**Similarities in vision.** Aim for the academic success of getting 100% score, all-round development of good citizens, creating a good foundation, preparing students to face the 21st-century challenges, learning of English, and good moral values are some of the common vision for both public school teachers and private school teachers. They align with the vision expressed by both public and private school principals.

**Similarities in leadership style.** Both private school and public school teachers endorsed that their principals involve them in certain decision-making like curriculum planning and
activities at the school. They agreed that their principals have a democratic style of leadership. They said their principal shares responsibilities with them, instructs them, distributes work, and organizes events together with them. Both public and private school teachers said while their principals expect quiet classes and is interested in teaching, at the same time they expect their principals to involve them in shared responsibility for better planning and execution.

**Differences in vision.** Public school teachers looked for a better vision, improved infrastructure, better professional development, and more collaboration from the principals and government while private schools teachers expressed they have well-equipped classrooms, better collaboration, a strong sense of family and all the principals with the same vision.

**Differences in leadership style.** The public school teachers said that their principals would like to have some independence from the government and a family spirit with the various stakeholders. Private school teachers said their principals are free to bring about changes for the betterment of the school.

**General Similarities and Differences between All Principals and All Teachers**

**Similarities in vision.** All the principals envisioned improved teaching, better-trained teachers, more effective professional development, and more collaboration between themselves and their teachers. They envisioned teachers to be dedicated, motivated, and collaborative with them and one another. All the teachers aimed for academic success of getting 100% score, all-round development of good citizens, creating a good foundation, preparing students to face the 21st-century challenges, learning of English, and good moral values. All the public and private school teachers align with the vision expressed by both public and private school principals.
**Similarities in leadership style.** Both public school and private school principals and teachers agreed on a democratic style of leadership style. All principals report involving teachers to a certain extent in decision-making and shared responsibilities with them. They all try to maintain contact with parents by visiting in homes, scheduling parent-teacher meetings, and encouraging them to feel like family at the school. They claimed to be open to suggestions from parents.

**Similarities in expectations of the principal for teachers.** All the principals expressed a desire to see their teachers be more dedicated, sincere, and honest. They expected to see teachers using interactive teaching methods in classrooms, as well as disciplined classrooms with teachers and students speaking in English.

**General differences in vision.** The private school principals have a common written vision which was not evident in public schools. Although the public school principals articulated a vision for shared leadership and interactive teaching and learning in their schools, the implementation of this vision was not observed to the same degree as it was in the private schools. Private school management needs to attend to only a few schools, whereas the public schools are numerous and therefore less equipped with appropriate infrastructures such as classroom buildings, movable furniture, more technology, electricity, running water, restrooms, and materials for learning.

**General differences in leadership style.** Public school principals have less autonomy compared to private school principals. Although the principals claimed to be democratic in their leadership style, and the teachers queried supported their claim, other evidence from both public school principals and teachers indicated that many teachers are not involved in this sharing of
leadership because of the top-down management by the government. In private schools, teachers and principals described more developed collaboration.

**General differences in expectations of the principal for teachers.** Although public school principals expected teachers to use interactive teaching methods, the teachers claimed to be limited by lack of appropriate infrastructural arrangements, teaching materials, skills, and professional development opportunities. Private school principals hold teachers accountable for the teaching and learning in classrooms. Private school principals also provide professional development opportunities for teachers whereas in public schools these opportunities are dependent on government.

**Findings for Guiding Question 1**

Analysis showed the following findings.

**Finding 1: Principals articulated a vision of shared leadership and interactive teaching and learning.**

Although several principals envisioned teachers working collaboratively with each other in smart classrooms, visits to classrooms did not reveal this type of teaching and learning. Since principals do not have their mental image of their vision in a clear written form, teachers cannot use it as a guideline for interactive teaching and learning. Additionally, as principals do not have control of teachers’ time, resources for professional development, and infrastructural facilities, they cannot help teachers implement their vision for interactive teaching and learning. Principals of both public and private schools lacked necessary leadership training and skills to be instructional leaders.
Finding 2: Neither principals or teachers reported having a written articulation of a vision of interactive teaching and learning.

A vision is a specific description of what it will be like when the mission is achieved. The vision the public school principals articulated was a mental image of what they wanted to achieve. They did not have a clear vision, written in practical, concrete terms that everyone can understand and see in the same way. Although the vision public and private school principals articulated for their teachers was for improved teaching, better-trained teachers, more effective professional training, and more collaboration between themselves and their teachers, these visions remained in the initial stage of implementation and lacked collective determination of focus and school-wide involvement of other stakeholders. Private schools had a written articulation of their visions and data showed that these written visions were more fully implemented.

Finding 3: Principals made efforts to share leadership with teachers.

Shared leadership assists schools in thinking through vision, decision-making, and leadership structures that will work with their specific population, culture, and climate. Although the principals claimed to be democratic in their leadership style, and the teachers who were interviewed independently supported their claim, other evidence from both public school principals and teachers indicated that many teachers are not involved in this sharing of leadership. Private school principals and teachers reported evidence of more fully developed shared leadership activities.
Finding 4: **Principals do not provide the necessary resources so that teachers are better able to use interactive teaching methods.**

Although principals expected teachers to use interactive teaching methods, the teachers claimed to be limited by lack of appropriate infrastructural arrangements such as physical space, structured time for planning, funds, teaching materials such as lab and computer equipment, and professional development opportunities.

**Finding 5: Communication of expectations for instructional practice was not communicated to the degree necessary.**

Principals expected teachers to be organizing activities that make students think, not just expecting students to take notes and learn by rote. They expected teachers to work with slow learners and to use laboratories. Most importantly, however, these public and private school principals expected teachers to be on time, to follow guidelines, and prepare lesson plans and annual syllabi. They also expected teachers to have a collegial attitude and collaborate with other teachers. However, these expectations were not communicated to the degree necessary with a written document with vision, mission, goals, and objectives.

**Data Collected for Question 2: What are the Various Ways Principals Say They Influence Student Learning?**

In order to answer Guiding Question 2, the same principals and teachers were interviewed with appropriate questions. This section includes a subset of the questions asked alongside some of the actual responses by the principals and teachers. The questions and responses are organized according to the public and private schools in which the participating principals and teachers were working.
Data Collected From the Principals

The principals were asked the following questions: Do you invite teachers to assist in planning and/or actively help teachers with issues regarding curriculum, instruction, assessment in their classrooms? How do you work together?

Principal school D1, when asked how he helps teachers regarding curriculum and instruction said, “There is freedom to use creativity. Some of them use projectors and laptop. The teachers are free to do it. We also ask the students to make the science project. This enables the students to be creative” (24344:24547).

The principal of school D2 connects with teachers by taking them into confidence through discussion. Every year she tries different methods of connecting, depending on the needs of the school. She said, “I used to employ my methods as per the needs. I listen to the teachers; sometimes they have better ideas... I am always willing to learn” (9765:10386). She has established an academic committee with experienced teachers who have been teaching for 25-30 years. They are the subject specialists. She said, “We used to sit together to discuss what could be done for the betterment of the institution. [Now] we sit together once a month” (18822:18939).

The principal of school D3 said, “Teachers help in the curriculum planning. We plan together” (3486:13550). As part of his assistance to teachers and working with them, he says he “shares new knowledge with them, and sits with them, to discuss feedback after every program.” He also mentioned that he and some teachers attended, “four-day professional training at Khumlwng a year ago which helped us develop our teaching skills” (28242:28350).
Principals of school D4 said, “Yearly planner like, the exams, various curricular activities, policies regarding parents are made involving the teachers” (21157:21278). “Teachers are always involved; we plan together, the lesson plans, CBSE lesson plans. Together we find the best way to solve the issues” (21293:21427). “We have different committees which help us to work together and involve everyone; like an academic committee, cultural, exams and other activities. Policies are decided by the concerned committees. The teachers feel that the decisions are made together” (21442:21691).

The principal of school D5 said, “Experts from the department are invited for interactions; we also invite from other institutions. Provide resource materials, recently showed video on Korean states, the Philippines as to how they maintain the environment in an educational institution. … All these are means to motivate the teachers to do well” (9019:9442).

The Assistant Principal of school D6 said, “First of all, I have to follow their classes, … I also get feedback from the students and the parents. I first observe their classes. … I guide them to communicate well” (7218:7537). He says, [He] advises them to prepare well their classes. “Before the new session, we meet to prepare our class routines. The syllabus is made with SCERT, and so we need not do, we get it ready made. We all share our ideas and work together…” (7701:8508).

The principal of school D7 said, “We have a monthly staff meeting and whenever there are problems I call them. When there are issues of marks I discuss with the staff; the exam timetable and many things are discussed” (8585:8767). She said, “I would like to share with the teachers and the committee leaders to find out the ways and means to improve” (10776:10883).
“We have the core committee, and we discuss the internal problems with the core committee, senior teachers and give them the necessary instructions” (10969:11115).

Principals were asked the following questions: Are you being highly visible to teachers, students, and parents through frequent visits to classrooms? What direction are you taking to improve student learning?

The principal of school D1 said, “He does sit in lower classes up to grade 6 to see teaching, but has a team and a committee to visit other classes and observe the teacher so that teachers can be observed by teachers who know the subject” (6017:6295). He claimed that he and his teachers have considerable contact with the students. He “stands and talks a bit with students and observes. The teachers visit students in their homes as he has suggested, and his school is doing well” (35274:35324).

The principal of school D2 said, “When I encourage a teacher, the teacher does much more. Even I need encouragement… I openly thank the teachers who are doing well, so that other teachers will be encouraged and even for me; it is an encouragement” (11521:11838). Another way this principal connects with students is through her visits to classes. She said, “I visit and also used to take 13-15 classes. Whenever someone [a teacher] is absent, I visit [teach] those classes. I believe it is my duty to check their progress…” (6299:6742).

The principal of school D3 said, “I usually organize 20-minutes assembly every day. Allow students to participate to remove stage fear, develop vocabulary and to make them smart” (6111:6254). He organizes remedial classes for Class X and XII after school hours. To help his students overcome the fear many of them have of mathematics and science subjects, he said, “we started club activities during the school time. The members of the Mathematics and science
clubs will be able to conduct classes for their lower level classes on these subjects…” (12078:12457).

One of the principals of school D4 said, “For those who are weak in studies, special attention is paid.” Principal C said, “We make efforts for quality with accompaniment, involving them in different activities; instead of only passive listening approach introduce more interactive methods in teaching” (21980:22040).

The principal of school D5 said they organize “Special classes, disaster management program, management of evacuation of the students in an emergency situation, wall magazines, etc.”(11404:11534). “Discipline and cleanliness; teaching-learning is a process. I have confidence that I can give something; interactive classroom, but discipline” (12321:12464). He continued: “We have one smart classroom; video, audio-visuals, CDs of the syllabus; animation clips for the students, pictures are shown to the students…. (12466:12668). “We arrange some special care for the welfare of the slow learners and weak students” (12849:12933).

The Assistant Principal of school D6 said with regard to student performance, “I am satisfied with 80-90%. 80-90% of the students do well. 5-10% of students are lagging behind. We are not disturbing our duties, but we may be lacking something and not the students” (2051:2229). He said, “When I see some evaluation papers, I understand the performance of the students. For example, when parents speak with me, I communicate that with the teachers. That is the way I practice.” (5338:5515).

The principal of school D7 said, “We do not get any support from the parents. Recently with the help of SMC, we went to the families of the students that helped us to understand their condition and difficulties” (2046:2221). She said, “Twice a year I talk with them. Usually, it is in
the month of September and March. I ask them to send their children regularly to the school without being absent and to make them do their home works” (5911:6109).

Principals were also asked the following questions: How do you communicate policies, practices, plans to parents and other stakeholders? and what kind of support does he/she receive from parents, local businesses, and government?

The principal of school D1 said, “The school interacts with the families monthly through family visits and guardian meetings, according to the principal” (9904:10009). During these visits and meetings, they discuss a child’s slow learning and family problems. Also, parents tell them about problems with children. He claimed, “they are doing all they can so that students will feel motivated” (12506:12790).

The principal of school D2, said, her goal is to bring all the parents/guardians to school. Communication with them and other stakeholders are used as the key to this goal. “I used to call them and talk face-to-face. I know the family background of the teachers. I know the family problems. I did not keep myself aloof from them” (10944:11094). As a principal, she says she succeeds in tapping the human capital and social capital for the benefit of the school and students. She said, “… I do everything because of the help of SMC Otherwise with such meager resources in this place we will not be able to do” (5901:6264).

The principal of school D3, in commenting on his communication with parents and other stakeholders said, “I try to explain my own ideas and get their suggestions to improve the same. Sometime, whatever I think may not be correct, so they are given the opportunity to question me so that I can correct myself. ... I am for open relationships” (16331:16662). Since all the parents belong to the BPL category and the students live at the school during the school year, he says:
“Parents’ participation is almost nil. The students are always with us” (7929:7999). When the conversation turned to parents, guardians, and other stakeholders, the principal said his school did not have SMC. In fact, the district education department told him not to have SMC and warned him about its difficulties, especially political ones. However, last year he organized a parent gathering with maximum success. He said, “Cooperation from local people and guardians are required” (18263:18629).

Principals of school D4 regarding communication with parents and relationship with alumni said, “Visiting the families, they communicate their concern, people are willing to pay, but they want high-quality service.” Another principal said, “We are blessed that the past students have become teachers of the same school, this is helpful” (33118:33235).

The principal of school D5 regarding connecting with other stakeholders said, “Experts from the department are invited for interactions; we also invite from other institutions” (9019:9052). The principal of school D6, when asked about his relationship with other stakeholders, he said: “After the school hours, we can visit any of the authorities. They give always give us appointments and listen to us” (12145:12258).

The principal of school D7 said, “We have to try to build a relationship with the guardians. They have no phone numbers. We have to visit them personally their houses” (9424:9556). “Again we will visit their families with the Pradhan, [the leader of the village] give students some sort of incentives. Even to get a certificate is difficult. We will get the help of SMC chairman and Pradhan” (10037:10218). About connection with stakeholders like alumni, she said: “No. It is nice to be in contact with them.” (6523:6655).
Data Collected From Teachers

The teachers were asked the following questions, and their responses follow: Does he/she invite teachers to assist in planning and/or actively help teachers with issues regarding curriculum, instruction, assessment in their classrooms? How do you work together?

Teachers at school D1 said, “Academic committees are working for all the schools, according to the teachers. And a core committee formed from the members of the teacher’s council and others will decide what should be given priority” (27683:27879). They said their principal “communicate[s] through meetings after school hours, [and] he maintains good relationship” (46100:46190).

A question about the use of technology in the school brought the following response:

Not much technology in government schools. We started an audio-visual program. But only paperwork, we cannot bring our own equipment. Only chart papers and models, no computer. A certain faculty was entrusted with computer education. But it is not running now due to some conflict and salary issues, so they stopped. They did not have the assurance of the job, so it collapsed (42065:42443).

A question about assessment brought this response. “It is imposed on us, given by the government department. Everything is done by the government, how much marks given, [and] distribution of marks . . .” (43671:43861). Teachers school D2 said that if the students of one particular teacher perform better than the students of the others, the principal makes sure to congratulate him or her.

Teachers school D3 when queried said, “Principal is a dynamic person. He tells us how to improve our classes. Whenever he gets time, he shares with us his knowledge. … When I share
with him, he helps us as he has practical experience…” (27748:28069). As part of his assistance to teachers and working with them, they said he shares new knowledge with them and sits with them to discuss feedback after every program.

Teachers school D4 said, “The main evaluation and instruction are done through the orientation seminars. … I have benefited immensely from the seminars. It has helped the professional development of the teachers. … (45551:46528). Teacher A said, “Every year the session began with the orientation seminar. It was based on the theme of the year. At the end of the seminar faculty meetings were held which discussed the yearly program including the syllabus. … Most of the planning was done in the form of meetings” (47612:47967). Teacher B said, “The common faculty meeting at the beginning of the year was important. Certain rules were outlined during these meetings. … We also organized one topic each to make teaching and learning interesting for the students. … For all these the all the teachers had to work together” (49668:50267).

Teachers school D5, when asked about the principal’s assistance to teachers about resources, said, “Plenty of resources, av-class room, gadgets, equipment. We are getting money for teaching aids; we are free to think of more teaching materials to make interesting the teaching” (26806:26981). One of the teachers said, “CCE [Continues Comprehensive Evaluation] process is not good for the students. All promotion up to class 8 does not help the students in learning the subjects well. … [and] having any depth knowledge of the subject matter” (18920:19179).
Teachers school D6 said that their principals keep communication with them through staff meetings. She said, “Yes, we have, [staff meeting] once a week and if need be two in a week” (18907: 19779).

Teachers also responded to the question: Is he/she being highly visible to teachers, students, and parents through frequent visits to classrooms? and what direction is he taking to improve student learning?

Teachers school D1, when sharing their perceptive on the principal’s contact with the students, the teachers said, “he interacts with those students who speak English” (38929:39143). She continued, He “expects discipline: interactions with teachers are ok but no talk among themselves” [the students] (1468:41641). Teachers school D2 said that the principal motivates the students in the morning assembly and during her classroom visits.

Teachers school D4 said, “to improve the quality of the student learning apart from the scheduled exams we experimented with unit tests.” “Three-terminal exams were organized in a year. …The teachers were taken into confidence, as this cannot be done without their cooperation. As this was for the benefit of the students all were in agreement” (46647:47236).

Teachers school D5 said, “Principal follows the rules, and he tries to enforce that. He instructs us, follows the class routine.” Teachers school D6 about their effort to improve student learning said, “We keep telling the students to speak in English, and we try to speak in English. I tell them not to speak in Bengali and to keep trying. Parents appreciate this” (22684: 22840).

Teachers were also asked the following questions, and their responses follow: How does he/she communicate policies, practices, plans to parents and other stakeholders? and what kind of support does he/she receive from parents, local businesses, and government?
Teachers school D1 said, “He visits families” (38308:38324) and “he sits and talks[‘about each student’] after every test” (38341:38370). The teachers said they “do not know what the principal tells the parents.” They say they have the freedom to talk to him, but “whether he passes this, we do not know” (40421:40589).

Teachers school D3 summed up the cooperation of local people and guardians by saying, “They support and there is no interference” (30251:30291). “There is no disturbance from the local people, and there is much peace. They hardly meet the children and come to the school” (30345:30543).

Teachers school D4 said, “In the Managing Committee of the school, the parents are part of it. So they are free to make suggestions and involve in making policies” (41314:41450). “There are suggestion boxes; they can give it in writing and place it in the box. It is written to the principal especially with regard to how a teacher can improve. This is seriously taken up by the principal with the concerned teachers” (41525:41761).

Teachers school D5 continued, “He is getting cooperation, spontaneous support, from the locality and there are no challenges” (27945:28038). Teachers school D6 said, “After bringing their children, some leave for their homes, but the majority stay here till the end of the class. During that time some come into the school and share with the teachers about their children. If there are strong complaints, the guardians bring it to our attention, and then we discuss the matter” (20429: 20781).

**Data Analysed to Answer Guiding Question 2.**

This section reports the analysis of the data that was obtained from the responses of the principals and teachers to the same questions to help answer Guiding Question 2. It is organized
according to the public school principals and private school principals, followed by public school teachers and private school teachers. It includes the themes and the sub-categories that emerged and the findings from the analysis.

**Public School Principals**

Public school principals, in an effort to influence student learning, claimed to share knowledge and experience and assist in problem-solving by interacting individually with teachers. They also referred to holding some whole group meetings in compliance with a government mandate. The regularity and content of these meetings varied from school to school. Most public school principals claim they are trying to build relationships with the guardians and parents. One exception was a boarding school principal D3 who said he has little communication with parents. He said, “Little communication at boarding school. One meeting [yearly] to see progress [of students] at the boarding school. Principal D6 and D7 said that they “Have to try to build a relationship with the guardians.”

In order to influence student learning, public school principals report working with a variety of stakeholders. Most of the public school principals said they had an SMC as mandated by the government. One public school principal D3 who does not have an SMC still claimed to have cooperation from local parents and to abide by tribal social norms. Another public school principal D5 said they invite scholars and experts in to speak to their teachers. While many public school principals said that connection with alumni is helpful in motivating students to learn better, one of the principals D5 said that he has “some problems with alumni, but they are usually good to me.”
Private School Principals

To influence student learning private school principals claimed to work collaboratively with their colleagues in both departmental and whole faculty meetings regularly to solve problems, to plan academic and various noncurricular activities, and to implement policies. Their descriptions of working together with teachers showed a consistency of effort to improve student learning. Principal D of D4 said, “We have different committees which help us to work together and involve everyone; like an academic committee working on curriculum, exams and other academic and cultural activities. Policies are decided by the concerned committees. The teachers feel that the decisions are made together.”

When addressing their efforts to influence student learning, private school principal A said he “interacts with students personally, visits classrooms, and suggests teachers visit students’ homes.” Principal C said, “For those who are weak in studies, special attention is paid.” The private school principals said they encourage frequent meetings with parents, especially those of weaker students. Principal F said, “Visiting the families, they communicate their concern.” Private school principals said that some alumni come to the school and interact with students. Another private school principal D stated, “Past students have become teachers of the same school; this is helpful.”

Themes that Emerged from Cross-case Analysis from Principals Perceptions

One theme emerged for Guiding Question 2: Efforts of the principal to influence student learning. Four sub-categories emerged: Assistance to teachers, contact with students, communication with parents, and connection with stakeholders. The theme and its sub-categories as they relate to Guiding Question 2 are reported in Table 6.
Table 6. Guiding Question 2 and Coding Hierarchy- Efforts of Principal

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<thead>
<tr>
<th>Guiding Question</th>
<th>Theme</th>
<th>Sub-categories</th>
</tr>
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<tbody>
<tr>
<td>2. What are the various ways principals say they influence student learning in Tripura?</td>
<td>Efforts of the principals to influence student learning</td>
<td>Through assistance to teachers</td>
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<tr>
<td></td>
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<td>Through contact with students</td>
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<td>Through communication with parents</td>
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<td></td>
<td></td>
<td>Through connection with stakeholders</td>
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</tbody>
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A cross-analysis chart (See Appendix Y) showed similarities and differences that both the public and private school principals reported about their efforts to influence student learning.

Similarities and Differences between Principals of Public Schools and Private Schools

Similarities. Both the public school and private school principals are similar in making efforts in connecting the families. They do so by visits to families and by communicating their concerns to the parents. Both groups said that they assist their teachers by building relationships with them and communicating their concerns to them. They do so by meeting with teachers once a month to make plans together, connect with teachers by taking them into confidence through discussion, and motivate them through encouragement. They establish contact with students by visiting classrooms, by interacting with students personally, by checking the learning level of
students and address their learning needs by organizing remedial classes. They also connect with stakeholders by having School Management Committee.

**Differences.** Public school principals work together with a core committee of senior teachers when faced with academic issues, and the principal gives them the necessary instructions. However, private schools studied had a teacher coordinator who gets feedback from the teachers, students, and parents and reports to the principal. Private school principals said that they make efforts to influence quality by working with teachers, students, and other stakeholders, involving them in different activities and constant follow up with them. However, public school principals did not report this type of accompaniment and followed up with teachers and other stakeholders. In private schools, teachers reported that department teachers met with their coordinators, discussed academic matters and student problems every month, and found this process helpful. They also had common faculty meetings at the beginning of each year. In private schools, teachers are involved in yearly planning for curricular and extracurricular activities. The concerned committees decide policies regarding parents and teachers, and teachers feel that the decisions are made together. In contrast, public schools said the government gives support and directions. This cross-case analysis showed that public school principals and teachers were making efforts to work together to achieve improved learning in the classrooms, but the private school principals and teachers were more successful.

**Public School Teachers**

Many public school teachers said that their principals influence student learning by recognizing the teachers’ hard work and celebrating it. Teachers from two other schools (D2 and D6) said their principals collaborate with them. They also stated that their principals “Mentor[ed]
teachers and classes,” and “Communicate[d] with teachers during after-school hours.” Teachers in another school said that their principal “shares knowledge and practical experience” with them (D3). Public school teachers said their principal “Motivates students in morning assembly and [visits] classroom and families” (D2).

When asked about their principal’s communication with parents one public school teacher D1 said, the teachers “do not know what the principal tells parents.” Another public school teacher D6 added, “The parents are always standing near the school. After bringing their children, some leave for their homes, but the majority stay here till the end of the class.”

Teachers from several public schools said they have some alumni who come back and interact with the students, their school interacts with other schools, and their principals invite experts in teaching, science, and technology to their schools. This interaction is helpful to students. However, a teacher from school D1 said, “Alumni are not organized [in many public schools].”

Private School Teachers

When asked what their principals do to influence student learning private school teachers mentioned weekly staff meetings and constructive communication with the principal. Teachers B of D4 said, “Principal communicated, he appreciated, he brought what is lacking to the attention of the teachers.” Teacher A of D4 said, “The main evaluation and instruction are done through the orientation seminars.”

The private school teachers D4 mentioned the same interactions between their principal and students and described a protocol they used for working together to influence student
learning: dividing into groups, appointing a leader, identifying issues to work on, planning strategies for teaching and evaluating, and designing unit tests and exams.

The private school teachers reported that the principal meets with the parents regularly during office hours, through written communication to parents through students, and by visiting their homes. Another way the principal interacts with parents is during the parent-teacher meetings. Teacher A said, “Parent-teacher interactions have become a regular affair in the school before and after every term examinations.” However, they also said that very few parents come to meetings before exams. Teacher B said: “In the Managing Committee of the school, the parents are part of it. So they are free to make suggestions and involve in making policies.”

Private school teachers said students pay attention to the alumni who have done well and that their school interacts with other schools and invites experts in teaching. One of the teachers said that the principal takes the initiative to have the alumni organization in the school. This is useful for students. Teacher A of D4 said, “The students seem to follow them [alums] very closely especially those who have done well in their life” She continued “Alumni interactions and involvement mostly happens only in private schools.” (For details of the efforts of principals to influence student learning see Appendix Y).

**Themes that Emerged for Guiding Question 2 from Teachers Perceptions**

One theme emerged for Guiding Question 2: Teachers perception of the efforts of the principal to influence student learning. Four sub-categories emerged: Teachers perception of the principal's assistance to teachers, teachers perception of contact with students, teachers perception of communication with parents, and teachers perception of connection with
stakeholders. The theme and its sub-categories as they relate to Guiding Question 2 are reported in Table 7.

Table 7. Guiding Question 2 and Coding Hierarchy from Teachers’ Perceptions

<table>
<thead>
<tr>
<th>Guiding Question</th>
<th>Theme</th>
<th>Sub-categories</th>
</tr>
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<tbody>
<tr>
<td>2. What are the various ways principals say they influence student learning in Tripura?</td>
<td>Teachers perception of the efforts of the principals to influence student learning</td>
<td>Teachers perception of principals assistance to teachers</td>
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<td>Teachers perception of principals contact with students</td>
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<td>Teachers perception of principals communication with parents</td>
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<td>Teachers perception of principals connection with stakeholders</td>
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A cross-analysis chart (See Appendix Y) showed the similarities and differences between the perceptions of both the public and the private school teachers of the efforts their principals make to work with their teachers to influence student learning.

**Similarities and Differences between Public and Private School Teachers**

**Similarities.** Both public and private school teachers said that their principals make an effort to recognize their achievements, encourages teachers by announcing achievements in the school assembly, and celebrating their success in the award ceremony. They said most of the communication is done through regular staff meetings. Both the public and private school teachers said that their principal connects with parents and other stakeholders, invites scholars,
expert teachers other than their own teachers, scientists, and technical persons. They also make an effort to interact with other schools. Both groups expressed a need to have a school improvement team and better mentoring of new teachers.

**Differences.** Public school teachers say that some decisions are slow, approval of lesson plans take time, and the teacher-student ratio is high. Most of the public schools lack technology integration and smart classrooms. However, private school teachers reported that they have smart classrooms and effective use of technology. Public schools principal’s efforts were consumed mostly for administrative work over instructional leadership. Private school teachers reported more frequent classroom visits by principals and random checking of the subject work of the teachers by the HM and the principal. Private school teachers also reported increased freedom to talk with the teacher coordinators to discuss academic matters and student problems every month. They said that this organization of work through various department heads has been very helpful. The teachers and the coordinator had a great role to play in this process. They felt that the teachers were taken into confidence. Both the public school and private schools lacked interdisciplinary teams; however, in private schools, each discipline worked as a team. Private school teachers said, “It was useful, and the problem of disparities in teaching method was resolved.” Public school teachers did not report or describe a protocol they used for working together to influence student learning. Private school teachers identified this protocol: dividing into groups, appointing a leader, identifying issues to work on, and planning strategies for teaching and evaluating, and designing unit tests and exams.
General Similarities and Differences between All Principals and All Teachers

**General similarities.** All principals in both public and private schools reported encouraging their teachers by motivating them, thanking them, and celebrating their successes. They also make efforts to improve quality of teachers by working together and involving them in different activities. Teachers from schools D1, D2, D3 and D4 said that their principal “Announce achievements and success in the assembly.” All the principals reported influencing student learning through contact with students both in their role as the principal, as well as by encouraging teachers to visit their homes. The combined claims of the public school principals, when discussing their personal interactions with students, mentioned starting remedial classes and clubs for students, involving students in assemblies when possible, and celebrating their successes. The perceptions of teachers aligned with the efforts of principals in most of the cases.

**General differences.** The major difference is although all the principals are making efforts to extend the influence of their knowledge through sharing with teachers and other stakeholders, they are challenged with various internal and external factors like lack of leadership preparation, the culture, government mandates, lack of well-trained, dedicated teachers, and material resources.

**Findings for Guiding Question 2**

**Finding 6: Principals used some approaches identified in the literature to help teachers improve student learning.**

Principals and teachers reported that principals are making efforts to extend the influence of their knowledge by using approaches identified in the literature to help teachers improve
student learning. Some of these approaches are motivating, appreciating, and meeting with teachers; having contact with students inside and outside their classrooms; communicating with and visiting parents; and connecting with other stakeholders such as SMC members and alumni to improve student learning. These approaches are reported in the recent literature and are recommended in standards from governments and researchers as being effective for student learning.

Finding 7: Teachers to some degree responded to their principals’ vision and used interactive teaching and learning approaches to improve student learning.

When interviewed independently the participating teachers articulated the same vision for shared leadership and interactive teaching and learning in their schools that the principals reported in interviews with them. They reported efforts to incorporate some of these approaches into classroom teaching.

Data collected for Question 3: What do Principals Identify as the Challenges They Face in Helping Others to Improve Student Learning?

In order to answer guiding question 3, principals and a select group of teachers from the same public and private schools were interviewed with appropriate questions. This section includes a subset of the questions asked alongside some of the actual responses of these principals and teachers. They are organized according to the public and private schools in which the participating principals and teachers were working.

Data Collected From Principals

The principals were asked the following questions, and their responses follow: What challenges do you face in the running of the school? How do you deal with them? Are you
willing to challenge school practices that have been in place for a long time and to promote the value of working at the edge of one's competence?

The principal of school D1, when articulating some of his challenges, mentioned lack of authority over teachers: “We can call them and tell them. But [we have] no system to do more than that” (17589:17696), and “assessment is not done in government schools” (15383:15430). He said, “We have to balance both job[s], both financial and academic. No financial breach will be tolerated by anyone. If I have full office no problem, given situation, I need to manage. … there is problem,[but] two of us are doing the work of 10 people” (11298:11916). As for supervision, he said, “Our directors come, they visit the classes, and they see the register” (17051:17148) and “I have limitations as a government employee” (15434:15541).

The principal of school D2 also claimed that some teachers take days off. She said she could not control the situation as the government school department directly appoints the teachers. According to her, “If there are frequent transfers, it will affect the school. For a new principal to take time to understand the policies, principles and practices” (12045:12179). “Since teaching and learning is a process, a principal should stay at least five years in a school” (12644:12668). She said that some of the policies of the government, for example, the training programs for teachers, come as a challenge. She raised her concern saying:

They are sending me letters asking me to send 2 to 3 teachers for long time training. I did not have the teachers at all. Our classes are disturbed for that and side-by-side there are some election duties, census duties, they are taking the teachers. Teachers should not be involved in this work. This disturbs the school. Every teacher has a separate thinking for
his or her class. That totally disturbs the learning process of the school. This is a wrong policy of the government. All the time they are taking the teachers. (16575:16815)

The principal of school D3 claimed his major challenge is to “get cooperation from higher authorities; changing the atmosphere of the local authorities is difficult.” He is often dealing with illiterate people who work for their own selfish gains. He thinks that the school should have some “discretionary power for development, principals should have more freedom and that the principal and the school should be guided by the educationalist and not administrators.” He said, “Instructional leaders are needed to guide us” (19683:20010). He continued: “First of all there should be sufficient resources. Second, there should be a free atmosphere to change the education pedagogy. Now it is all controlled by the department especially the study activities …. This system needs to change” (18670:18980).

Principals of school D4 said, “Our focus is more on administration and management. There is a lack of leadership role as educators” (18167:18269). “We have often been busy with administrative matters and not academic matters. What is happening inside the classroom is less affecting us as leaders” (17969:18153). “As principals, we handle both responsibilities; academic and managerial tasks. In the process, there is no full attention to either. Often enough more attention is given to construction leaving aside the teachers and the students to themselves. Leaving aside the teachers and the students has its own negative impacts” (18284:18600).

Principal B said, “There is no complete structure in place now. I do what I can now; we are like a manager, certain guidelines and handbooks help us but not complete. We also have limited years of work in a school after which we have transferred. Teaching experience is important. … Too much is being asked of one person” (18615:19229). Principal C said, “The
school is running short of personnel, especially for administrative matters. If this is taken care, then the principal can function well. Strong policies are to be supported by necessary personnel” (19244:19682). He said, “Frequent transfers only create difficulties; there is a definite short of personnel and good administrators. We are very much behind; there is a need for strong policy and a real challenge in the way we do things” (19807:20021). Principal D said, “We are limited; our qualifications also differ from one another … and the workload is too much. … ordinary human being cannot do so much” (20356:20720).

The principal of school D5 talking about government mandates said, “Government vision is given through the directives by Sarva Shiksha Abhiyan (SSA). It is a printed booklet. Then there are different circulars from time to time” (11104:11256). He continued, “A teacher normally takes a year to catch the nerve of the students and the school. This is a government school, and the government has his way, I have nothing to comment” (4562:4730). “We are much submissive to the government policies in all matters. We are not part of such decision-making process” (10250:10404). The Assistant Principal of school D6 concerning the challenges he faced said, “I am not able to transform myself into a leader. If I am not able, others will not. If I do, others will follow” (4439:4892).

The principals were also asked the following question: What challenges do you face in attending to and fostering personal relationships with the staff? What are some of the challenges? How do you deal with them?

Principal school D1 said, “There is a problem of transfer of teachers which creates a sort of instability and [lack of] continuity among the teachers. When we look at it from a long-term measure, continuity is a problem. Following the students from beginning till the end will be
helpful and healthy” (25277:25540). The principal of school D2 with regard to the appointment of teachers feels that the government is using a “tap” system, or taking anyone who is willing instead of finding properly trained teachers for the subject.

Principal F said, “The teachers have an attitude that basically we know how to handle. This creates problems” (17097:17186). He continued, “In most cases, I see that interaction is lacking, students are just following the books and follow what is written on the blackboards. They seldom ask questions, and culture of interaction is missing” … If the teacher is well prepared, then we can achieve much with great interaction in the class… We need total commitment from the teachers, and the students will have no time to get distracted” (15504:16424). Another principal said, “There is continuous assessment of the teachers. This is communicated by talking to them and organizing evaluations; occasionally formative assessments are done” (16936:17095).

Another principal said:

When we want to introduce something new it is difficult, change is not easily accepted, many are senior teachers and to bring them to a new level is not easy. Only by dialogue through group and individual process, something can be achieved. Otherwise, even if decisions are made nothing will be implemented if they are not involved. There is also a lack of trust and jealousy among themselves. (24936:25327)

Another principal added, “In my case, it is the politics among themselves that makes it difficult to work together; …There is also a social issue of Debbarma teachers and Bengali
teachers; there is a natural resistance with each other. There are regional wise politics in some of them; sometimes it is observable” (26599:26920).

The principal of school D5, while talking about formal evaluations of the teachers responded, “In government institutions, we cannot do this. Any problem the blame will be on me. Experts from the department are invited for interactions; we also invite from other institutions” (8896:9111).

The Assistant Principal of school D6, when discussing the accountability of teachers, commented, “We are working in a Government sector. There are advantages of security of our salary. In this, we have a tendency to lag behind, as we are not under any kind of threat. Sometimes we take our duties very lightly” (2272:2537). To the question, “Do the teachers lack commitment?” He responded, “Not fully, but partially. When we are pressured by the government with notices, we attend better. We do not disobey. But it is not 100% work maybe 80% and not 100%” (2580:2709). “The teachers have a privileged posting. Their posting is through the government orders; they feel proud, and it is a boost for them. There is a space to be improved in teaching” (9312: 9481).

The principal of school D7 about the accountability of teachers said, “Very closely I work with them, like a friend and staff I share with them. I used to talk to them in meeting the problems of the students. Daily attendance is a problem. I tell the teachers to try hard” (9191:9395).

The principals were also asked the following question: What are the challenges you face in improving student learning? What direction are you taking to improve student learning?

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The principal of school D1 said, “We need to develop the innovative faculty of the students, the students should think by themselves, not just following the syllabus, critical thinking of the students. There is no scope for this in our education.” He said, “We have a syllabus, and we concentrate on it. It is a parrot type, this need to be avoided” (26860:27153).

The principal of school D2 said, “This is a first-generation children coming to English medium school. Their parents have not studied, so I tell the teachers that we have to do our best. This will motivate my teachers. Almost 85% of teachers are cooperative” (3669:3706). She said:

Some of our children are not able to purchase dress properly [indicating poverty]. The government is giving Rs.400.00, but it is not sufficient. Some children come with the torn and dirty dresses. Parents are not able to purchase spare dresses. Another challenge is the language issue that most of the parents are sending for the first time to English-medium school. If it is Bengali-medium school maybe the parents would have been able to help the children more. The parents are not able to understand anything since it is English-medium. So the students are not getting any help from the parents. Good number of children are first time learners. (10523:16127)

The principal of school D3 in describing the needs of students in his school explained that “students come from poor and distant villages and speak neither Bengali nor English” (5896:6109). “However, students have to speak English in the classroom, and they have to communicate with their teachers” (5896:6109). Also, “many students are fearful of mathematics and science subject.” To overcome the fear his students have of mathematics and science subjects, he said, “We started club activities during the school time. The members of the Mathematics and science clubs will be able to conduct classes for their lower level classes on
these subjects. Through this process, they will grow internally and learn better the subjects” (12078:12457).

Principals of school D4 responded to the question about student learning needs. They said, “The students are capable, but the teaching methods are not in place. There are also prejudices among the students about certain subjects that they are difficult to like, Math and Science”. “There is also a lack of relationship between the teachers and students. …salaries and money issues are their major concern and not teaching-learning. Unless we address these issues, achieving quality will be difficult” (27419:27877).

The principal of school D6, when asked about student learning needs he responded that he is satisfied but sees a lot of scope for improvement. He said, “Often it is the teacher speaks, and the students listen to the pattern. If the teachers become fruitful, the students will be satisfied. When you perform your duty, you also become satisfied… It is still in the process” (4949:5261).

The principals were also asked the following question: What challenges do you face in the running of the school from the local culture, communities, languages, and economic conditions? How does he/she deal with the challenges?

The principal of school D1 when discussing financial support from the business community said, “We do not take any support like that. This is a government school. However, we help ourselves. … Teachers collect money and pay for this sweeper. The government will not be able to do everything. So we are managing and contributing” (21483:21793).

The principal of school D3 said that since all the parents belong to the BPL (Below Poverty Line) category and the students live at the school during the school year; he said,
“Parents’ participation is almost nil. The students are always with us” (7929:7999). . . . “What we need is only their cooperation during the holidays. They are not part of the school activities. One guardian meeting was held, and I invited them to see the progress of the students” (4325:4558).

Principals of school D4 to the question on the cooperation of parents responded, “Certain addictions of the boys like pan consumption and smoking are not easy to overcome without the support of the parents and the society” (30962:31100). “Sometimes the alumni are called for programs… as chief guest programs; they get connected with the school.” “Frequent meeting with the parents is encouraged especially of the weaker students” (31930:32141). Another principal said, “The economy of the people is so low; there is a lack of motivation among the parents to educate their children” (32776:32884). “We also need to involve the parents. If a student is, absent for a day, I ask them to bring their parents. Though the schools are situated in a village context, the expectation of the parents is higher than that of a city school. We need to respond to this with a quality education”.

The principal of school D7 when asked about her motivation to visit the families said, “I wanted to stop the absent problem and the issue of enrolment. Sometimes we are afraid that the government may even stop this school. So I told them this and urged them to send their children regularly to the school…” (2742:3029). About the cooperation of parents, she said, “Majority are busy with their farms, when we call, only 20-30% come. Sometimes we feel so much discouraged” (9702:9807).
The principals were also asked the following question: Does your staff have the necessary resources, support, and professional development opportunities to effectively execute the teaching and learning process?

*Probe:* Which resources do they have, which do they not have?

The principal of school D1, when asked about professional development, said, “Our pyramid is upside down because in our primary level undergraduate teachers are teaching in lower class. Here I realize highly educated teachers are needed; all teachers need psychology, child psychology” (7269:7476). He continued, “Always there is a symposium, [a title given to professional development program] they participate in it and they learn. No particular program of formative development” (16851:16964). The principal told that his infrastructure “is conventional: blackboard, green board; it is conventional, chalk, duster” (10372:10451). . . . “We have just one projector; we carry to different classrooms” (13571:13632).

The principal of school D2 said regarding the effectiveness of professional development, “Professional development programs are conducted by SSA, Rajya Mission. They are not helpful as they are a mere repetition of the same programs over the years. She said:

They are not innovative. So it was boring for teachers. They just spend the money. They are not coming out with the latest research and training. Training is required because everything is changing. New research should be done. Sometimes I found that teachers lack of training disturbs the teaching and learning process.... (13383:16991).

Several times, she pointed out, they do not have an adequate room for a library or an auditorium. The parents are economically poor, and the school does not have adequate funds
from the government. Though the principal is interested in introducing smart classes (equipped with technology for teaching), she could not introduce them for lack of funds for resources.

Principals of school D4 said, “We organize seminars for the teachers, bring to their awareness of global school program, encourage teachers for … higher studies and update, and make them aware of the student-teacher relationship. Most of these are done as encouragement and by force” (23025:23564). “The teachers are often not even able to use the smart classes due to the lack of knowledge. The smart classes often act as a shining advertisement for the school” (29544:29710). The principals responded to the question on infrastructure, “Our daily concerns are the basics especially the infrastructures needed for the school. Lack of financial resources is an issue. … The students are not able to pay even the fee. We can give only what we have” (30022:30140).

The principal of school D5 said, “In each class 1:65, average students are 65-75. It is very high. It is the prevailing situation. Students have been admitted, and there is always lack of sufficient teachers. This we notify to the Government. There are also issues with appointments, transfers, etc. We have to follow the Government policies on these matters” (10445:10844).

The Assistant Principal of school D6 concerning the need for professional development said, “Though this is a Medium English school, everyone here is based on Bengali Medium academic career. So the teachers have a problem in communicating in English. … We are in a government set up, and so we have no power. The government makes programs when there is a necessity…” (6946:7982). To the questions about infrastructure, he said, “It is not enough. The government is providing some funds. What is important is that the teachers need to make themselves as resource persons. The teachers can be resourceful by presenting the topics
interesting for the students” (10740:11133). To the question “What is missing in the school for efficiency?” he said, “Projector. Now I cannot communicate well without a projector. We have maps and other teaching aids. We have toilets but not sufficient. … We have Ayas [housekeeping] on contract system, and there is also night guard. The government has its own policies for all these, and so there is a lacuna” (11190:11877).

The principal of school D7 regarding infrastructural limitations said, “We have only one this one (shows a tape recorder). Even this tape recorder is not of the school; it is the same thing used for the cluster training programs” (7209:7422). She continued, “We have many difficulties; there is no boundary wall, which is a problem for the safety of the students. We have grown up students of class VII, IX and X. Now we hope to get a boundary wall” (8084:8373).

Data Collected From Teachers

Teachers were asked the same question, and their responses follow: What challenges does he/she face in the running of the school? Is he/she willing to challenge school practices that have been in place for a long time and to promote the value of working at the edge of one's competence?

Teachers of school D1 expressed their many concerns:

We need more teachers so that the students can be given attention.

Orientations like seminars for students and teachers, and parents.

Improve our teaching by involving the students to go for completion.

Encourage the students to develop their intellect.

Learning by heart should be discouraged, it should be banned in the schools.

I need to go teach according to the syllabus. Improvise the idea, more creativity.
Even for power point presentation, we need to get permission.

I have to cover the matter; students have minimum learning.

You have freedom, but restricted, cover the topic or syllabus is more important.

We have to stick to the book. (49963:51113)

Teachers claimed that government mandates prevent them from applying everything they want (33991:34095). They said, “Some policies are not good for the students. The department does not know the ground reality, but we have to follow as it is part of the system,” and “We are bound to act according to the instructions given by the department” (34105:34339).

Teachers of school D4 to the question on the management control said, “A principal can change something but not everything…. If they know where one has ended and next person will know where he has to begin. This way the loss is covered, and there will be no gap. There no six-month loss. Everything should have a system” (74906:75472).

The teachers were also asked the following question: What challenges does he/she face in attending to and fostering personal relationships with the staff? What are some of the challenges? How does he/she deal with them?

Teachers of school D1 added that their principal is also bound by rules and regulations. He has “No independence outside the box” (46546:46802). “To some extent, politics is there. He listens to them and tries to do what he can, but he is limited” (48971:49200). Teachers of school D4 said, “The mentoring is to be done for the incoming principal by the outgoing principal” (81470:81551). “The outgoing principal needs to mentor the new, and some of the teachers could help him and give him good advice. There can be many meetings organized, have a leadership preparation...” (81793:82093). Teachers of school D6 said, “When they are
present together, they discuss. … One looks after the routine work, check whether the teachers are going to the class or not. She does some official works, does the correspondences and attends the phone calls and talk with them” (18188:18458).

Teacher was also asked the following questions: What are the challenges in improving student learning? What direction is he/she taking to improve student learning?

Teachers of school D1 shared several problems they perceived as challenges to the influence of the principal in improving student learning: “controlling the students in the class” (34973:35034) is one, and the “low quality of the students” is another (35047:35177). They said they feel an extra challenge because the “quality is so low in classes 9 and 10 that these students cannot achieve at the expected level” (35047:35177). They also shared things they want to change, such as the books: “First of all the books should change. Books are given by the department (37360:37506), more illustrious books are needed” (38109:38174). And they want culture and morality to be taught. In reference to culture, they said, “There is no education about epics: students do not know Mahabharatha or, Ramayana; they do not know their own culture, only some books are assigned” (47897:48655). One major challenge they named was the Continuous Comprehensive Evaluation [CCE] (34431:34492). They said that according to this system all students up to class 8 had to pass. Therefore, teachers “can only advise the student [to] study.” “Then the children who do not study because they know they will pass anyway enter the higher classes unprepared” (34496:34958).

Teachers of school D2 said that many of our students are first-generation and not fluent in English. “Whenever they’re at home or at playgrounds with their friends, they converse only in their mother tongue” (23995:24093). They said that since the new law The Right of Children
to Free and Compulsory Education Act, 2009 (RTE) was enacted, students do not take their studies seriously.

Teachers of school D3 interviewed described their situation:

Maximum numbers of our students are from BPL families. At home, they have not learned anything. We are teaching the first generation, 80% of them. We have to guide them and make them understand the subjects. It is a residential school, and so we need to teach them to abide by the rules. We are like their parents. The teachers are their only resource. All the time, day and night, they see our faces. (23563:23961)

One of the teachers said, “Our situation is far better, we are teaching the downtrodden, education is a dream for them; it takes time to motivate them. (Explains the situation of the students) During the last 4-5 years, the students are completing Madyamik with pass class” (25676:25921).

Teachers of school D4 said, “With our school, at least for half hour needed for counseling, it should be mandatory this could help” (71842:71944). “Teachers counsel their own classes; the whole class counseling by one person is not possible. It should be possible if the teachers are equipped, I am planning to switch over to counseling” (71970:72160).

Teachers of school D6 regarding student learning needs said:

There is no economic capability for the students. The people are poor and uneducated. While watching television, they see the social context, and they understand that if they do not send their children to English Medium schools, there may be some problem in the future. Nothing is extra here, but everything in English; a few words in English are delivered, there is no complete Bengali. (22406:22154)
Another teacher said, “If we want to improve the classroom situation and education, we have to communicate with everyone, discuss from time to time with the teachers. To the question who takes the lead for this? She answered: “The first step by the teachers’ council; there is also a secretary. If he desires to improve he has to communicate” (23717:23995).

The teachers were also asked the following question: Does he/she make sure that the teachers and staff have the necessary resources, support, and professional development opportunities to effectively execute the teaching and learning process?
Probe: Which resources do you have, which do you not have?

Teachers of school D1 when asked about the needs for professional development that present challenges to the principal’s leadership, the teachers offered their experiences and their needs. They said: “What we do here is just think about the numbers and marks [grades] and not anything else when we should be “considering the all-round development of the student” and “monitoring co-curricular activities should be there” (42869:43124). They said their principal has “no time for stimulating their intellect.” He has to manage the school… “We have some training program, but most it communicates about the rules and how to follow it. . . We are not updated; we do it in small ways by our own interest at home” (47402:47571).

Teachers of school D2 also expressed the need for professional development programs. One of the teachers said, “It is really necessary…. There is some SSA training, but we need effective training. One or two days training is not sufficient for teachers” (35621: 35760). Some teachers said that they lack teaching aids like pictographs, symbols, graphic representations, and physical models. One of them said, “We have no infrastructure. It is not so developed. We do not have electricity. We have no teaching aids, nothing but some teachers” (32842:32958). Another
teacher said, “We have no such facilities. [listed in introduction]. As for teaching aids, we have to use some charts, pictures and some handmade things” (33048: 33147). She added, “We don’t have a big library. Some books are there. Our students go to the library, and they are given the opportunity to read” (2847:2966).

Teachers of school D3 said, “There is nothing in my classrooms. No smart classes and boards” (11367:11456). She added that that the teachers need to form teams (18113:18224) and share material things and work together (18113:18224). Later she said, “Subject learning has to be done with more practical learning; we need more teaching aids, laboratory assistance for more practical learning. For these there is a lack of money... there is control over the students” [government permission would be required] (32144:32438).

Teachers of school D4 said, “The ICSE board has many programs for the update of the teachers for their professional training and development. Towards this, certain expenditure was met by the school and teachers participated well in these programs” (53140:53358). Another teacher responded, “Yes, it is done through seminars... . Different seminars are helpful. Meetings organized with the principal was helpful. Various resource persons helped a lot” (78544:78849). “Some teachers were given opportunities for higher studies while some others were not given a chance to do B.Ed. If they want to do, it is encouraged. Resources were made available about technology and especially arranging smartboards in the classrooms” (80855:81235).

Teachers of school D5 said, “To develop the teaching-learning process, training of the teachers is important. The teachers must be able to discuss topics of all subjects; physics,
geography. When I do this, I am enriched. … If I am enriched, the students will also learn better.”

The teachers were also asked the following questions: What challenges does he/she face in the running of the school from the local culture, communities, languages, and economic conditions? How does he/she deal with the challenges?

Teachers of school D1 described the parents as selfish, complaining and interfering. They said, “parents think of their ward only.” There is so much of “selfish attitude among the parents.” “They interfere in almost everything” (39340:39492). “Parents want more marks [better grades] more for their children” (47803:47885). “They get information [about the way of our teaching] from the students and then complain about teachers” (39507:39603). “They [the parents] are horrendous, just waiting to complain” (47727:47785). They said, “Directly we cannot do anything, it has to go to SMC through the principal” (39189:39300).

Teachers of school D4 said, “There has to have collaboration with parents. For one man alone is not possible to see everything. Down the lane, there are some gaps” (69397:69529). Teacher B said, “Feedback from the parents needs to be listened. The parents believe, unless they sent their children to a particular teacher, they would not get marks. This is due to the tuition issue” (83657:83912).

Teachers of school D5 gave mixed responses. One of them said, “He is getting cooperation, spontaneous support, from the locality and there are no challenges” (27945:28038). While some others were of the opinion that there was unnecessary intervention from parents. According to another teacher, “When evaluating the papers, there is guardian intervention, which is a bad thing, they think the teachers are vindictive” (27088:27207).
Teachers of school D6 regarding the challenges in cooperation of parents, she said, “The English language is an issue. To the guardians also we talk some English to make them know that this is English Medium School. Our effort will be in vain if the Guardians do not cooperate” (22163:22311).

Data Analysed to Answer Guiding Question 3

This section reports the analysis of the data that was obtained from the responses of the principals and teachers to the same questions to help answer Guiding Question 3. It is organized according to public and private schools where the participating principals and teachers worked. The themes and sub-categories that emerged from the cross-analysis and two findings with a detailed explanation for each.

Public School Principals

All the principals of the public schools claimed they were challenged by their obligation to comply with government mandates. Individuals specified limited autonomy in dealing with teachers including teacher assignments, salaries, ineffective professional development, the curriculum including testing, promotion requirements for students, infrastructure, and funding. Because they lack autonomy, many public school principals find “no independence outside the box” (D1), their schools understaffed, themselves overworked as managers, and removed from the classroom. They find themselves dealing with teachers who are underqualified, not secure in their positions, required to accept government assignments to civic duties, subject to transfers, accumulating absences, and who resist change. Their teachers must also deal with classrooms with high student-teacher ratios, and inadequate teaching materials, especially in relation to technology.
Many public school principals report that a primary challenge they face in helping others to improve student learning is that they have no control over the teachers because of the teachers’ secure government salaries. One principal D1 said, “We can tell them but [we have] no system to do more than that.” He also said, “assessment [of teachers] is not done in government schools.” Another principal D2 said, “some teachers take days off. … I cannot control the situation.” In their work to improve student learning, all the public school principals claimed to be challenged by the cultural and language backgrounds of the students who are required to study and learn in English. Many of these students may not regularly come because of distance or work demands on a family farm or their female gender. They may come unprepared for grade-level academics, not speak or understand English, not be motivated to learn and have low expectations because they know promotion is mandatory in grades 1 to 8.

One challenge reported by public school principals was their belief that the government professional development programs are inadequate. They report these PD programs are “training for the sake of training,” “repetitious,” “not innovative,” “not up-to-date,” and “boring.” To meet some of these challenges, principals and the selected teachers identified needs for professional development, not covered in the inadequate sessions offered by the government, and noted that instructional leaders were needed as guides. They specified needs for focus on methods and techniques, psychology and child psychology, all-round development of the student, more knowledge of technology, preparation to teach English, and cultural values.

Another challenge faced by public school principals is that cooperation of the parents is “almost nil” (D3), that there is “Almost no parent involvement on boarding school” (D3) or the “School does not have SMC” (D3). They cite several potential reasons for this lack of
cooperation from parents including the fact that many “Parents belong to BPL [Below Poverty Line] category” (D7) and are busy with farm work. Public school principals (D2, D3) also report that some “Parents are not able to understand anything since it is English medium [school],” expect benefits from the government, do not accept teachers, are competitive, or complain about teachers.

Another challenge faced by public school principals was insufficient government funds for infrastructure, with individuals specifying disadvantages of their rural location, “insufficient toilets,” and “lack of cleanliness.” They also mentioned, “Small classrooms” and “no library or auditorium,” “too few benches and desks,” “lack of audio-visual equipment” and no gate or property boundaries. One principal D1 said, “infrastructure is conventional: blackboard, green board,” “we have one projector, we carry to different classrooms,” “we do not have separate classrooms for each subject,” and “students take care of some cleaning.” Another principal D2 claimed that electricity was not always available in his school.

**Private School Principals**

Principals and teachers of private schools do not share these same challenges because they are not subject to the same government policies. Instead, private school principals mentioned understaffing, lack of qualified teachers, and students who are unprepared academically and linguistically as the primary challenges they face in helping others to improve student learning.

The private school principals mentioned understaffing unqualified teachers, and teachers who encourage students to come for paid tutoring after school hours as the primary challenges they face in helping others to improve student learning. Private school principals also noted
cultural, interpersonal, and political issues, especially over teacher salaries. One of the principals said, “The primary reason for this culture is that there is a lot of tuition culture” [private tutoring at the home of teachers]. Due to this tuition culture, another principal B added, “In most cases, I see that interaction is lacking, students are just following the books and follow what is written on the blackboards.” Another principal C said it is difficult to ask for accountability with low pay. He said, “Teachers make comparisons with another school especially on salary issues often enough they ask why we should commit more.” “There is a disparity between those who get the government salary (fat salary) and others (low salary). We have control only on those who are paid low salary.”

Private school principals also claimed to deal with poor attendance, poverty, students working on farms, lack of academic preparation, low motivation, and biases against math and science. Principal B of D4 said, “The students are capable, but the teaching methods are not in place. There are also prejudices among the students about certain subjects that they are difficult to like, Math and Science. There is also a lack of relationship between the teachers and students.” Principal C said, “A teacher shared with me the need to have gradually self-confidence measures among the tribal students especially with easy exams in subjects that are difficult.” Poverty is another factor that challenges student learning. Principal E said, “In each family, there is an average of 8 children, the financial issues hold them from educating all of them. So they do not get opportunities, and monetary issues make them feel that if they do not study it is ok.”

Private school principals D4 noted that everything is changing, they said they need “more knowledge of technology” and “need for new vision for teachers” One of the principals A
said they do so by “organiz[ing] seminars for the teachers, bring to their awareness of global school program, encourage teachers for correspondence higher studies and update, and make them aware of the student-teacher relationship. Most of these are done as encouragement and by force.” Another principal C said, “The teachers are often not even able to use the smart classes due to the lack of knowledge. The smart classes often act as a shining advertisement for the school.”

**Themes that Emerged For Guiding Question 3 from Principals**

One theme emerged for Guiding Question 3: The challenges faced by the principal in improving student learning. This theme and six sub-categories that emerged from it are shown as they relate to Guiding Question 3 are reported in Table 8.

*Table 8. Guiding Question3 and Coding Hierarchy - Challenges of Principal.*

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<thead>
<tr>
<th>Guiding Question</th>
<th>Theme</th>
<th>Sub-categories</th>
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<tbody>
<tr>
<td>3. What do principals identify as the challenges they face in helping others to improve student learning in Tripura?</td>
<td>Challenges of principals in improving student learning</td>
<td>Lack of autonomy for principals</td>
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<td>Lack of accountability of the teachers</td>
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<td>Infrastructural limitations</td>
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<td></td>
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<td>Lack of cooperation of parents</td>
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A cross-analysis chart (See Appendix Z) showed the similarities and differences between the challenges the public and the private school principals faced in improving student learning.

**Similarities and Differences between Principals of Public Schools and Private Schools**

Paul. 04/06/2018
Similarities. Principals of public and private schools mentioned similar challenges they faced with regard to qualified teachers, having a new vision for teachers, better preparation in academics and English, family poverty, lack of motivation of teachers, effective teaching methods, critical thinking skills, and dealing with bias against math and science subjects. In both the public and private schools, the participation of parents in education is limited.

Differences. Public school principals experience less autonomy compared to private school principals. In public schools, the government does appointments and transfer of teachers whereas in private schools the principals have better control over selection, appointment, and dismissal of teachers. In public school, the government arranges the professional development programs, whereas in private schools the principals do it. In public school, principals experience less control over the daily attendance of teachers and students as against private schools. In public schools, the government controls funds, but in private schools, principals have more freedom to operate. In Tripura, the government has to manage, and fund over 4850 schools and schools are less equipped except for a few schools, whereas the private school management needs to handle only a minimal number of schools and are well equipped. In public schools, teachers receive better salary compared to private schools.

Public School Teachers

The public school teachers queried echoed the claims of principals’ claims that decisions come from the top down, depriving them of autonomy in their own schools, along with the cultural and language backgrounds of the students which presented important challenges. Public school teachers agreed that the lack of funds for teaching aids, such as smart classes, boards, and lab equipment, the language challenges faced by the students required to study in English, and
the mandate that no child between grades 1 and 8 should fail were challenges. They also agreed that challenges were presented by infrastructure and issues with appointments and transfer of teachers. The public school teachers said their principals are challenged by salary issues, funding, class size, inadequate teaching materials, and government evaluation of students. The economic background of the students also remains a challenge.

Public school teachers echoed the claims made by their principals, agreeing that they are challenged by their students’ lack of regular attendance, limited English language skills, limited academic preparation, low motivation, low expectations, and behavioral issues. They also report being challenged by a lack of access to technology and other teaching aids and by mandatory promotions for grades 1 to 8. Public school teachers specified their need for learning more about the overall development of the child. Teachers also expressed the need for professional development programs. Teachers in several public schools pointed to competitive parents complaining about teachers and the inability of parents to communicate in English.

**Private School Teachers**

Private school teachers saw the parents’ lack of English language skills for communicating with the school as a challenge for the principal. They also saw the principal faced with interpersonal issues among the teachers, especially in relationship to the practice of paid tutoring after school as a means of added income for teachers. Along with these challenges, private school teachers mentioned the need for more counseling for students and mentoring for new teachers and new principals.

Private school teachers noted that salary and interpersonal issues were the most important challenges faced by their principal in helping others to improve student learning. Another
challenge is lack of teaming. A teacher from school D4 said, “We worked not as ‘I’ but ‘we.’ Today this sense of group seems to be missing.” Another teacher of school D4 said, “Among the teachers, there is a lot of backbiting. There are a lot of negative feelings. Sometimes it is a lack of opportunities to express.”

A private school teacher B mentioned the need for “more counseling for students.” Teacher A mentioned the problems students face due to unqualified teachers and their language skills. She said, “There is a difficulty that the teachers are coming are from Bengali background and not Mission schools. [English medium]. This created problems not just in one area; there are many difficulties. For example, there was a situation of a Biology teacher taking a math class.” When speaking about the challenge faced by their principals in providing professional development, private school teachers suggested a need for better mentoring for new teachers and new principals.

Throughout the interviews, although private school principals did not comment on cooperation from parents as a challenge they face in helping others to improve student learning, private school teachers did mention they find parents who don’t communicate in English as a challenge. Throughout the interviews, neither private school principals, nor teachers commented on infrastructure as a challenge they face in helping others to improve student learning, (For details of the variables that challenge leadership, see Appendix Z).

**Themes that Emerged For Guiding Question 3 from Teachers Perceptions**

One theme emerged for Guiding Question 3: the Challenges faced by the principal in improving student learning. This theme and six sub-categories that emerged from it are shown as they relate to Guiding Question 3 are reported in Table 9.
Table 9. Guiding Question3 and Coding Hierarchy – Teachers Perception of the Challenges of Principals.

<table>
<thead>
<tr>
<th>Guiding Question</th>
<th>Theme</th>
<th>Sub-categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What do principals identify as the challenges they face in helping others to improve student learning in Tripura?</td>
<td>Teachers perception of the challenges of principals</td>
<td>Teachers perception of lack of autonomy for principals</td>
</tr>
<tr>
<td></td>
<td>Teachers perception of the accountability of the teachers</td>
<td>Teachers perception of the accountability of the teachers</td>
</tr>
<tr>
<td></td>
<td>Teachers perception of the student learning needs</td>
<td>Teachers perception of the student learning needs</td>
</tr>
<tr>
<td></td>
<td>Teachers perception of lack of professional development</td>
<td>Teachers perception of lack of professional development</td>
</tr>
<tr>
<td></td>
<td>Infrastructural limitations</td>
<td>Infrastructural limitations</td>
</tr>
<tr>
<td></td>
<td>Teachers perception of the lack of cooperation of parents</td>
<td>Teachers perception of the lack of cooperation of parents</td>
</tr>
</tbody>
</table>

A cross-analysis chart (See Appendix Z) showed the similarities and differences between the perceptions the public and the private school teachers have about the challenges their principals face in helping students improve student learning.

**Similarities and Differences between Public and Private School Teachers**

**Similarities.** Both public school and private school teachers faced similar challenges with regard to family poverty, lack of motivation, first-generation children coming to school, lack of
working knowledge of English, high-class size and student-teacher ratio, and competitive parents. Neither mentioned about a systematic mentoring program for novice teachers.

**Differences.** Public school teachers reported their principals having less autonomy whereas private school teachers said their principals had the freedom to run the school. Public school teachers receive higher salary compared to private school teachers. Public school teachers are not allowed to have private tutoring, whereas private school teachers have private tutoring for which they receive extra remuneration from the parents of the students.

**General Similarities and Differences between All Principals and All Teachers**

Although all principals, from both public and private schools, identified challenges they faced when making efforts to implement their visions for improving student learning, some principals and teachers were able to report ways to work around these challenges by developing relationships, by being a catalyst, by providing professional development, and by collaborative practices to improve student learning.

**Findings for Guiding Question 3**

**Finding 8: The autonomy of public school principals is inhibited by a number of external and internal factors and conditions.**

Although the principals are making efforts to extend the influence of their knowledge through sharing with teachers and other stakeholders, they are challenged by the culture, government policies, lack of well-trained teachers, and material resources. The culture includes attitudes of parents and other community members and traditional teaching methods and leadership style, and lack of teacher motivation. The government at the national and the local levels controls funds for teaching materials and classroom infrastructure, and it controls the
hiring and placement of teachers without supervising them. Also, it determines the curriculum which includes an English requirement and requires all students through grade/level 8 to pass regardless of their academic achievement. Principals are inhibited in their efforts to provide the necessary resources for teachers to use interactive teaching methods because they do not have adequate funds. Principals are inhibited in their efforts to have well-trained teachers because they do not have control of hiring and placement of teachers. Although they are inhibited some principals and teachers made efforts and found ways to work constructively within these constraints.

**Finding 9: Principals/teachers have freedom to teach creatively as long as they follow the national council of educational research and training (NCERT) curriculum set up by the government through the concerned board of education curriculum.**

 Although the principals and teachers have to accept government control, some principals and teachers have found ways to work around it. They have reported developing relationships, being catalysts, providing professional development, and collaborating to find ways to improve student learning.

**Finding 10: Participation of parents in the student learning process is minimal.**

 Although the RTE mandate emphasizes better involvement of parents in education, their participation is limited. Principals encourage parents to come to school and encourage teachers to visit homes. A few are involved in School Management Committee meetings (SMC) a program mandated for government schools. However, most principals and teachers do not involve parents in the teaching-learning process by inviting them to volunteer to help with school programs.
They did not report developing parent leaders, nor integrating community resources and services to strengthen the efforts of the school.

**Summary**

This chapter reported data collected from six public schools and six private schools in Tripura. The data came from responses to questions that principals and teachers in the same schools answered in interviews and from government documents and classroom observations. In a cross-analysis, five themes with sub-categories emerged. This information was organized for presentation according to the guiding questions. References were made to appendices showing it in more detail and describing the appearance and condition of the schools, their surroundings, the classrooms, and students, the background and occupations of student families, and geographic settings for each school. The chapter ended by introducing nine significant findings.

Finding 1: Principals articulated a vision of shared leadership and interactive teaching and learning.

Finding 2: Neither principals or teachers reported having a written articulation of a vision of interactive teaching and learning.

Finding 3: Principals made efforts to share leadership opportunities with teachers.

Finding 4: Principals do not provide the necessary resources so that teachers are better able to use interactive teaching methods.

Finding 5: Communication of expectations for instructional practice was not communicated to the degree necessary.

Finding 6: Principals to some degree used approaches identified in the literature to help teachers improve student learning.
Finding 7: Teachers to some degree responded to their principals’ vision and used interactive teaching and learning approaches to improve student learning.

Finding 8: The autonomy of public school principals is inhibited by a number of external and internal factors and conditions.

Finding 9: Principals/teachers have the freedom to teach creatively as long as they follow the National Council of Educational Research and Training (NCERT) curriculum set up by the government through the concerned board of education curriculum.

Finding 10: Participation of parents in the student learning process is minimal.

The next chapter discusses these findings and provides insights regarding their implications for school leaders and policymakers in India in relationship to the theory and research found in the literature that reports that certain leadership strategies may affect teaching and learning in the classroom. It also discusses ways to use these strategies effectively for improving teaching and learning in the state of Tripura, Northeast India.
CHAPTER 5: SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary

This chapter summarizes the problem, the purpose, the design of the study, and the collection and organization of data. It discusses the findings in relation to the theory and research found in the literature as well as the data collected. It includes recommendations that will help principals improve teaching, learning and leading in Tripura, India. It discusses the implications for the preparation of principals in India as well as the Ministry of Education. The study provides suggestions for future research and concludes with final reflections. This study grew out of my experiences as a school administrator in Tripura, Northeast India, where I became aware of significant problems in educating students in rural areas. These students were not receiving the educational opportunities UNESCO claimed they need to succeed in the 21st-century world (UNESCO 2014, 2017). My observation is supported by data from several sources.

In 2007, Kingdon reported India as one of four developing countries: Brazil, the Russian Federation, India, and China. She claimed India was considered to be lagging behind the others with an adult literacy rate that was wholly 30 percentage points below that of China and a youth literacy rate 22.5% lower than China’s (Kingdon, 2007, p. 169). The National Achievement Survey in 2015, conducted by the National Council of Educational Research Training for Class X students, found the average performance for students in Tripura, lower than the national average in five curricular areas. Of these students, those from the Schedule Caste and Schedule Tribe are the largest group in underperformance. They constitute more than 50% of the students who need to improve their performance (NCERT, 2015, p. 4). ASER (2013, an independent
research company, reported the percent of schools meeting the RTE norms in 2013 as 45.3% for pupil-teacher ratio (PTR), 73.8% for classroom-teacher ratio (CTR), 76.3% for offices, 62.4% for playgrounds, 56.3% for boundary wall/fencing, 73.8% for drinking water, 62.6% for toilets, 53.3% for girls’ toilets, 40.7% for libraries, and 87.2% mid-day meals (p. 83). The ASER report (2013) also showed that learning outcomes, especially in government schools in most states, are lower today than they were just a few years ago. When ASER started measuring enrollment in 2005, rural private school enrollment was about 17%, by 2013 it had risen to 29%. Aiyar (2013) argues the gaps between the guidelines articulated by the Indian government in the RTE and the performance of students, and between the students in public schools and those in private schools, are partly the result of the top-down decision-making process utilized by state and local governments. He argues that this top-down process presents obstacles to the implementation of the RTE Act causing public school principals to become managers rather than instructional leaders.

Currently, we do not have data identifying the practices that principals in Tripura use to improve student learning, the ways they try to influence student learning positively in the classrooms, or how they deal with the factors and conditions that inhibit their efforts. Consequently, this study was conducted to identify current leadership practices that improve student learning, the various ways principals say they influence student learning, and the challenges principals face in helping others to improve student learning. This information can be used for developing, supporting, and sustaining principal leadership practices that can increase student learning.
The literature reviewed for this study included public and private education in India, international standards for education, factors and conditions that inhibit or promote the efforts of principals in meeting the standards, and approaches school leaders use to address the challenges of meeting the standards. Government documents, books and articles in juried journals books presenting history, theory, and research were reviewed to answer the guiding questions. The government documents identified current policies and proposed practices for public and private schools in India. They also reported data on current status. The books and articles explored history and theory of education in India and the US and internationally, showing international standards, differences between rote and problem-solving teaching, and differences between authoritative leadership styles and leadership styles involving various degrees of sharing. These published works also identified various challenges (factors and conditions that promote or inhibit) faced by principals and reported research that found ways that work for principals who want to increase sharing between themselves and their teachers in order to improve student learning in their schools. Some of the ways these researchers found working were developing relationships; providing professional development; adapting, modifying, and implementing models and frameworks; and being a catalyst for change. Several models that work, such as the CSR models recommended by the U.S. Department of Education, the six-point conceptual framework proposed by Stephen Gould, and the four pillars of school leadership as proposed by Drago-Severson were found.

This study was designed to answer three guiding questions by interviewing principals and teachers with open-ended questions. Open-ended questions were used as guidelines in interviews to find out, as nearly as possible, what these professionals were actually thinking and
doing. The interviews were held with six principals from six public schools and 21 selected teachers from the same, and two teachers and a focus group of six principals from six private schools. The principals and teachers were queried about what the principal wanted to see in his or her school, how he or she was interacting with teachers and other stakeholders, and what challenges he or she was dealing with. The responses of these professionals, for whom English was a second language, were transcribed into more idiomatic English. Then these transcriptions were analyzed, and the results were categorized for cross-case analysis according to five themes: vision, style, efforts, expectations, and challenges. Additional information was obtained from government documents, reports, and on-site observations in classrooms.

**Discussion**

This discussion provides insights into and interpretations of the ten findings and their connection to standards established by governments and professional communities. It describes practical applications of the findings; and why and to whom the findings are significant. It identifies implications and makes recommendations for educational leaders, and policymakers, and the next steps they might take.

This study found that principals “have a vision” of shared leadership with teachers, students, and stakeholders and of interactive teaching and learning in classrooms; however, evidence showed that this vision was not getting through to classrooms “through specific actions” (R. Marzano, T. Waters, & B. McNulty, 2005, p. 41). Visits to public-school classrooms revealed, lack of tidiness, noise from corridors, odors from restrooms, and overcrowding. Opportunity for interaction between teacher and individual students and between students and other students was limited by this overcrowding. In addition, use of technology was not evident.
Although the visions of shared leadership and interactive teaching and learning reported by participating principals indicated that they had some familiarity with theory and research found in literature and the practice recommended by national standards, neither they nor their teachers indicated that their visions have been developed collaboratively or written in a permanent form that can be distributed and used as guidelines for accountability. However, principals did claim to use a democratic style.

The study found that principals use a democratic style to share their visions and expectations as much as possible with teachers who teach in the classroom and with other stakeholders. Both the principals and the teachers noted that the sharing between them takes a variety of forms, such as informal conversations, individual mentoring, dividing into groups, and appointing a leader in order to identify issues to work on and plan strategies for teaching and evaluating. Since the principals and the teachers give comparable examples of the principals’ visions for sharing with teachers and for interaction between teachers and students and among students in the classrooms, we note that the principals’ vision is shared by some teachers, at least by the teachers interviewed. However, these visions, expectations, and leadership style are met with challenges presented by culture, language, economics, and government control which interrupt the principals’ implementation of a democratic style.

According to international standards, principals are responsible not only for developing a vision (NPBEA, 2015; ISLLC in Bernhardt 2017) but also for implementing it. To do this, they should know the current theory and research on shared leadership and interactive teaching and provide resources as specified by ISLLC. Also, they are also responsible for communicating this information (NPBEA, 2015) and for holding teachers accountable (Kelleher, 2001). According
to Kelleher (2001), a vision can be developed by “building a consensus around . . . beliefs across stakeholder groups.” He claims that teachers are more likely to comply with visions and goals if they are involved in developing them and that administrators can hold them accountable if they have been involved in the development of them.

Principals did report efforts they made to share responsibilities with teachers and reports given by teachers were consistent with them. Analysis of the efforts to work together showed that some of these efforts were consistent with those recommended by Bryk (2010), Gould (2014), Drago-Severson (2009) and others. Some were made on an individual-to-individual basis, informally during the daily routine or planned mentoring, and some in a type of groups, such as a meeting for teachers, a department, a committee, or a team. The analysis also showed that some influence traveled naturally as principals and teachers went about their daily routines, and some influence moved along in planned situations such as organized meetings and committees, etc. One private school teacher gave an example of a process for working together that worked in her school: “dividing into groups, appointing a leader, identifying issues to work on, planning strategies for teaching and evaluating, and designing unit tests and exams.”

However, apart from the example from the private school teacher, these efforts did not meet the level of the processes recommended by the researchers or the standards proposed by governments and professional organizations. Their mentoring, coaching, teaming, and other collaborating were not as developed as Bryk, Drago-Severson and Gould recommend. Their efforts to plan curriculum together within the parameters set by the government did not meet Gould’s recommendations for formative evaluation which would enhance differentiated learning emphasizing student-centered learning. These recommendations are significant because a
positive correlation has been found between “student performance … and a school culture in which “teachers work together in a collegial climate” (Gruenert, 2005, p. 54).

Analysis of the expectations (See Appendix X) reported by principals of both types of schools revealed that they all expected teachers to comply with government regulations and guidelines which included preparing lesson plans and annual syllabi for public schools (RTE 2009). At the local level, they expected teachers to support school-wide, visions, missions, goals and objectives. However, public school principals and teachers did not say that the teachers were involved in preparing them, while private school principals did. Therefore, teachers in public schools could be expected to be less likely to implement them (Kelleher 2001). They all expected teachers to perform effectively in the classroom by keeping discipline, organizing activities that make students think, not just take notes and learn by rote. They also expected teachers to work with slow learners and to use laboratories. And they expected teachers to have a collegial attitude and collaborate with other teachers. However, the public school principals had less autonomy to hold teachers accountable than the private school principals did.

The principals of public schools were limited in their authority to hold teachers accountable for meeting RTE standards and implementing visions consistent with current theory and research. Their autonomy was inhibited by the top-down control of the government, national and local. They did not have funds to provide necessary resources teachers needed to meet standards for teaching and learning (NBTPS). Teachers interviewed claimed to be limited by lack of appropriate infrastructural arrangements such as physical space, structured time for planning, funds, teaching materials such as lab and computer equipment, and professional development opportunities.
Though the teachers did not discuss the competence of their principals, the principals themselves mentioned their own need for more training. This training should be based on the ISLLC standards. It should include the “development, articulation, implementation, and stewardship of a vision”; “advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth”; “ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment”; “collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources”; and “acting with integrity, fairness, and in an ethical manner” (Bernhardt, 2017, p. 177).

The lack of these resources results in failure to meet the standards for teaching effectively and thus in the failure of students to develop their potential to the fullest. The lack of productive professional development activities results in teachers who use methods used by their teachers, namely the rote method (Little 1990). With professional development activities, teachers could develop skills for sharing leadership and for collaboration. Also, they could learn to involve students in activities in which the students could engage in problem-solving and learn to find answers for themselves (Mizell & Learning, 2010). Students need to be taught and to learn in interactive classrooms, in order to become well-rounded citizens, “able to face the 21st-century challenges” by being prepared to adjust to varying circumstances (UNESCO 2014, 2017).

Therefore, principals needed to find ways to work with these factors and conditions. Some principals and teachers claimed they have the freedom to teach creatively as long as they follow the National Council of Educational Research and Training (NCERT) curriculum set up by the government through the concerned board of education curriculum. Some teachers found
ways to respond to their principal’s vision and interactive teaching and learning approaches to improve student learning by working together informally and creating their own teaching materials. Some principals and teachers were able to get more help from their SMC and other parents and guardians.

To implement school-wide, visions, missions, goals and objectives, public school principals need to take the initiative to change the school culture. If a school culture is to change, teachers need to increase their knowledge and be trained in necessary skills (Lunenburg, 2011). Teachers have to be provided with structured time and space to discuss instructional needs of students (Falk & Ort, Sept 1998, p. 2). The principal must value, prioritize, and model the behaviors and attitudes that he/she wants to see the faculty and staff, and ultimately the entire school community buys into. Thus, the principal becomes an instructional leader, not just a manager who runs the school. As such, the principal can successfully create an effective culture within the school. Setting a culture of high expectation beginning with the principal and the teachers and establishing clear and “challenging benchmarks” (Ravitch, p. 202) for students can improve student learning. Some specific characteristics associated with a culture of high expectations for standards-based instruction have been proposed by Gould (2014): clearly articulated standards and goals, a rigorous curriculum, a variety of related instructional materials and activities, differentiated instruction designed to meet student needs, teams of teachers, and standards that are available to parents. Using nationally representative data from the Schools and Staffing Survey in the U.S., 2003–04. Price (2012) found that “among principals, positive work relationships improve job satisfaction, cohesion perceptions, and commitment levels” (p. 39).
Principals to some degree used approaches identified in the literature to help teachers improve student learning while maintaining loyalty to the government. These approaches were consistent to some degree with CSRs (U.S. Department of Education, 2002), Gould’s Six-Points (2014), and Drago-Severson’s Four Pillars (2009), Senge’s conceptual framework (O’Neil, 1995), and Epstein’s framework for family and community (Epstein, 2002, p. 14). These approaches enabled principals to interact with teachers and allowed teachers to use methods which had been found to be effective and consistent with RTE and international standards, thus increasing the possibilities of improving student learning. According to Bryk et al. (2010) elementary schools with strong parental involvement were ten times more likely to improve in math and four times more likely to improve in reading than schools weak on this measure (Bryk et al., 2010, p. 84).

Consistency between the visions and efforts reported by the principals and those reported in the literature as effective implies that the principals have a base from which they can improve student learning. The positive response of some teachers to their principals’ vision of interactive teaching and learning approaches indicates that the principals’ vision can be used to develop interactive teaching and learning approaches to improve student learning (Ashton & Webb, 1986); Barth,(2006); Fullan & Hargreaves, (1992); Little (1982); Rosenholtz,(1991); and Saphier & King, (1985). Therefore, this study identifies the following implications for principals and policymakers in response to the previously discussed findings.

Implications

Findings from this study reveal that the principals have certain visions, leadership style, and expectations for their schools and in spite of various factors and conditions that challenge
them, some of them are able to work effectively with these challenges to their efforts to extend their influence to the classroom.

1. Given the finding that principals articulated a vision for their schools, but did not have a written articulation of the vision of interactive teaching and learning, they need to enhance this vision by developing a clearly written vision, a mission, goals, and objectives in collaboration with teachers and other stakeholders and implement it school-wide.

2. Given the finding that principals made efforts to share leadership opportunities with teachers and that the teachers queried supported their claim, they need to extend their efforts to include more teachers and other stakeholders in their decision-making process for further enhancing student learning.

3. Given the finding that principals expected teachers to use interactive teaching methods, but teachers claimed to be limited by lack of appropriate infrastructural arrangements, teaching materials, skills, and professional development opportunities, it is imperative that funds be made available to meet these needs and that professional development programs be instituted.

4. Given the finding that principals are making efforts to extend the influence of their knowledge and experience through sharing with teachers and other stakeholders, these efforts can be further extended through leadership training programs, which include teaming, mentoring, collegial inquiry, providing leadership roles, models and other frameworks reported in the literature.
5. Given the finding that all public school principals identified some of the challenges that they faced from lack of accountability of teachers, lack of autonomy in school, student learning needs, lack of cooperation of parents, and lack of infrastructure, it is imperative that they work around these challenges by developing relationships, leading change efforts, creating a collaborative culture, developing a vision, providing continuous professional development, creating standards-based instructional system and adapting comprehensive school reform models to improve student learning.

Significance

These findings and their implications are significant as they give insight into where the principals, teachers, and policymakers are, where they want to be for improving student learning, and how to get there. While the study was conducted in one of the states in a developing country (India), the findings have significant ramifications for practitioners and researchers in Bangladesh, Pakistan, the BRIC nations and other nations with similar socioeconomic demographics. Since principals in these countries are usually selected from the ranks of teachers and their level of engagement is that of a manager, not that of an instructional leader, the vital role of the principal is often overlooked. Therefore, these findings give a clarion call for formal professional preparation for school principals to acquire both managerial and leadership knowledge, skills, and dispositions to be effective leaders to improve student learning.

Also, the findings from this study show, from the responses of the principals, the need for having ongoing leadership preparation throughout their careers acknowledging their pivotal role in improving school and student learning. Seniority or teaching experience or passing a state-
mandated test alone does not adequately prepare the leaders with the skills required to lead a complex organization like a school. Therefore, these findings contribute to the reservoir of the knowledge base and practical recommendations for principals, the education department of the government of India, private school management, and researchers.

These findings are also significant as they provide foundational information, data, and knowledge of leadership practices for principals and other policymakers seeking a clearer and more in-depth picture of current leadership efforts to improve student learning. This study is significant as it analyzed the international standards and identified gaps in the current practices, norms, and standards for teaching and learning. Also, it identified some of the gaps in the present RTE document which, lacks specifications for the standards for teaching and learning to prepare students with skills for 21st-century. Therefore, the findings in this study are significant for principals, policymakers, and other leaders who strive to improve upon the existing practices.

The findings from this study will provide insight for principals into the gaps between what principals envision and what they are succeeding in doing to influence teaching and student learning. They will contribute to numerous processes for leading change efforts by creating a collaborative culture, developing a vision, providing continuous professional development, providing a standards-based instructional system and adapting comprehensive reform models. They make significant contributions for leadership preparation, collaborative teaching and learning, professional development, and continuous school improvement. Therefore, the findings from this study are significant for principals, teachers, and other stakeholders who want to improve teaching and learning.
In short, the results of this study provide information that can be used for creating, supporting, and sustaining principal leadership preparation and practices that can improve student learning. The results can also promote dialogue among educators, leading to questions for future researchers to investigate, and ultimately improve leadership practices to meet the standards for teaching and learning. This study can be particularly helpful to the education department of the government of Tripura, India, and to the Holy Cross Educational Foundation which governs Holy Cross Private Schools, and to sponsors of other private schools. Therefore, this study offers the following recommendations that principals, policymakers, and other stakeholders can use to improve teaching and learning in both public and private schools.

**Recommendations**

Since most of the recommendations responding to findings involve some type of working together, sharing responsibility, or collaboration, this study recommends the work of three researchers: Bryk’s (2010) five essential supports which must be in place for change to occur; Gould’s (2014) six steps systems thinking approach which draws from Senge’s (1990) conceptual framework and Drago-Severson’s (2008) Four Pillars. Bryk’s essential supports provide a base for bringing about change. Gould’s Six-Point Conceptual Framework offers a system thinking approach. Drago-Severson offers a learning-oriented model that is composed of “four pillar practices”: “teaming, mentoring, collegial inquiry, and providing others with leadership roles. These three procedures have been described here in detail.

Byrk (2010) recommends five essential supports: a) instructional guidance, b) professional capacity, c) strong parent-community-school ties, d) student-centered learning climate and e) leadership that drives change (Bryk, 2010). These supports can be used by schools
in India and other countries with similar socioeconomic demographics to adopt new pedagogies, replace outdated content and assessment, share leadership, and incorporate professional development.

Steps recommended by Gould (2014) can be used to bring about these changes. This Six Point Framework provides the scaffold for systems thinking and strategic planning. It provides a process for educational leaders to improve student learning and the conditions in which teaching, learning, and leading occur and build capacity, not one person at a time, but the capacity of everyone in the organization at the same time. The six steps in his framework are 1) Build Community, 2) Gather Data Collaboratively, 3) Determine Focus Collectively, 4) Develop an Action Plan Collaboratively, 5) Assess Progress Collectively, and 6) Celebrate Gains.

Building Relational Trust, Creating a Sense of Community, Establishing a Sense of Urgency and Inviting Participation are foundational. If these components are not in place, it will be difficult to lead improvement efforts. Collecting contextual data to identify problems, and factors and conditions that are affecting teaching, learning and leading is necessary to collaboratively determine a collective focus for improvement. Action Plan goals, objectives, and outcomes develop from the collected data and the determined focus. Assessing progress collaboratively determines the degree to which the specific goals, objectives, and outcomes of the action plan are achieved. Celebrating gains calls for developing ceremonies and traditions or telling stories to reinforce the goals of the Action Plan. During this process, the role of the leader will be that of a facilitator in a collaborative movement toward improvement and continuous growth (2014).
In the role of a facilitator in a collaborative movement, principals can use the following detailed suggestions for starting small informal sharing and working toward more organized sharing with teachers and other stakeholders. Some specific steps can be used to get people working together to improve student learning follow. These people may be teachers, other stakeholders, or teachers, and other stakeholders. First, invite volunteers to be part of a team that will become part of a decision-making process for a specified purpose. Then, at the first meeting, present some data that you have collected and help volunteers to understand how a team can be used to identify issues that are affecting the learning of students and respond constructively to these issues. Present some data that you have collected and show team members understand how data can be analyzed to identify issues that are affecting the learning of students. Ask team members to discuss implications of the data you have shared for teaching and learning. Ask them if they would like to be involved in developing solutions to problems that they identify. Ask them how they think we might get other appropriate stakeholder to buy-in. Once consensus is determined, follow through with Gould’s six steps mentioned previously.

The four pillars recommended by Drag-Severson (2009) can be used to start sharing at the most basic level. Each of Drago-Severson’s pillars can start with two individuals working together, such as principal and a teacher and move to involving another teacher, or two or more teachers. A principal can mentor a teacher or ask one teacher to mentor another teacher. He or she can pair experienced teachers with new teachers or university interns to exchange information or to provide “emotional support for new and experienced teachers and/or staff” (Drago-Severson 2008, p. 62). Veteran principals can also mentor novice principals, or a principal may ask two teachers with whom he has been sharing to work together as a team on a
specific task. In teams, teachers who lack qualifications can learn from those who are better qualified, teachers who are not committed can slowly feel like they are part of the school as they have opportunities for involvement and planning, etc., and teachers with interpersonal issues may overlook some of these issues as they work together for a common goal (Little 1990, p. 523-24). Teachers using traditional top-down teaching methods may become acquainted with more interactive methods when working with others on curriculum, methodology, materials, and evaluation.

Eventually, as principals and teachers, working together, update their knowledge in their field and further develop skills for sharing, the principal can invite teachers to share authority and ideas as teachers, curriculum developers, or administrators work toward building community, sharing leadership, and promoting change which Drago-Severson (2009) identified as her fourth pillar: providing leadership roles.

When working together in groups such as teams, departments, or committees “to regularly think and talk about practice,” and “to engage . . . in conflict resolution, goal setting, decision making, and learning about key educational issues, such as diversity” (Drago-Severson 2008, p. 62), they engage in collegial inquiry. This dialogue should “encourage self-analysis” which can make them “more aware of their assumptions, beliefs, commitments, and convictions about their work and those of colleagues” (p. 62). One teacher interviewed said: “Only by dialogue through group and individual process, can something be achieved. Otherwise, even if decisions are made, nothing will be implemented if [the teachers] are not involved.”

However, principals need to note several warnings such as one from Little (1990): Teachers who aid other teachers as in mentoring or peer coaching usually show others how to do
it the way it worked for them. Those being assisted are likely to use the contributions of the one assisting with few changes. Routine sharing usually results in perpetuation of current practices (p. 524).

Principals also need to keep in mind the challenges presented by the teachers interviewed themselves: many do not accept change easily, some are jealous of others or do not trust each other for other reasons, they do not share the same concerns for the students, some are willing to teach their classes but not to work extra, some lack knowledge and confidence, and their professional update is minimal. And principals need to be mindful of what Drago-Severson (2008) calls “a person’s way of knowing,” which she says, “shapes how she understands her role and responsibilities as a teacher, leader, and learner, and how she thinks about what makes a good teacher, what makes a good leader, what constitutes effective teaching practice” (p.61).

Principals may also do well to keep in mind the five “dysfunctions” that hinder the function of teams identified by Lencioni (2002) as “absence of trust,” “fear of conflict,” “lack of commitment,” “avoidance of accountability” and “inattention to results.” To build trust among teachers, and between administrators and teachers, principals must involve themselves and their teachers in “face-to-face collaborative work” (Troen & Boles, 2012, p. xv).

The literature shows that the more principals and teachers interact with each other and share, the more they can influence teaching and learning in the classroom, (R. J. Marzano et al., 2005) One principal interviewed said, “The principal needs to maintain a certain level of control.” This claim is consistent with advice given by Pearce. (Pearce, 2004b) Little advised principals to be sure teachers working together with each other have a definite task to complete and be accountable to him or her. She said that principals need to know which teachers have the
appropriate knowledge to share, to choose tasks on which several people can focus, bring their resources together, and feel responsible for the process Little (1990). One principal interviewed said that sometimes the principal has to make decisions that the teachers do not want to cooperate with, but the teachers have to go along.

As Bair and Woodward (1964) noted, “Any teaching program is, and must remain, an evolving one, in which patterns and procedures will change from time to time” (p. 21). Each principal interviewed articulated an intention to work together and to see interaction in the classroom but has probably already found out that good intentions are not enough. As Senge pointed out (Senge, 2015) “knowledge and skills are also needed” (p. 30). Although the principals and the teachers interviewed showed knowledge of how they wanted to implement their vision of teaching and learning in the classroom and in some instances, were already sharing attempts to work together, they will need time to develop skills for working together. As Senge says, “skills come only from practice,” regular and “disciplined practice” . . . “to build . . . capabilities” (p.30). In their co-authored article, Senge and his colleagues leave the reader with “Guidelines for moving along the path: Learning on the job, balancing advocacy and inquiry, engaging people across boundaries, letting go, and working with other . . . leaders” (pp.32-33).

**Recommendations for Principals**

This study recommends that

1. Principals and teachers work together to develop a collaborative vision, mission, goal, and objectives for their schools.

2. Principals communicate the articulated written vision on a regular basis to all stakeholders including students.
3. Principals make efforts to share leadership by adapting processes from Four Pillars Drago-Severson (2009) and Six Steps Gould (2014).

4. Principals and teachers use proper procedures to request additional funds from the government to meet the RTE standards and international standards for education.

5. Principals communicate with all teachers instructional practices for higher order thinking which they have developed with teachers. Principals review reform documents with teachers and discuss the content and the methods for teaching it, and the standards that should be held for performance.

6. Principals develop professional development initiatives to apply practices recommended in the literature, share practices already working in schools, and develop necessary skills.

7. Principals hold teachers accountable for implementing plans that they have prepared together.

8. Principals and teachers find creative ways to implement government directions while enhancing collaboration with parents and teachers.

9. Principals take the initiative to build school improvement teams with representatives from teachers, students, parents, and other stakeholders for the purpose of meeting improvement of teaching and learning.

10. Principals take the initiative to invite parents to be part of the teaching and learning process within the school.
Recommendations for Policy Makers in India-Private and Public

The education department should:

1. Collect data on the implementation of RTE educational directives.
2. Assess the progress on the implementation of the directives and make revisions, when data so indicates to meet international standards.
3. Provide university-level programs in educational administration to enable practitioners to meet the demands of their job.
4. Provide ongoing professional development for existing principals to ensure that all principals update their qualifications to meet 21st-century challenges.
5. Increase funds to improve infrastructural facilities and provide instructional materials.
6. Continue decentralizing control of education by government and allowing more autonomy for principals.
7. Update technology integration and train teachers for schools and training for principals and teachers.
8. Improve mandated professional development programs by basing them on data.
9. Provide professional development programs based on an individual formative evaluation of teachers.
10. Continue decentralizing to give more power to SMCs and PTA.

Limitations of the Study

This study was limited to in-depth, face-to-face interviews with six public school principals, focus group interviews with teachers, observations in classrooms of the same schools, a focus group interview with principals of six private schools, and in-depth face-to-face
interviews with two teachers of a private school. The sample group of six public and six private schools may be small but are representative of the around 5,000 other schools in Tripura. The study was limited to these schools because of permission requirements as well as time, travel, and economic constraints.

The study of public schools was also limited to English medium public schools recommended by the education department of Tripura, and it is possible that the education department invited the researcher to the best schools in the region. The researcher had access to only those teachers selected by the principal, and it is possible that the principal suggested names of the best teachers in the school. In addition, the religious affiliation of the researcher could have caused another bias: the participants may have been influenced by his ethnicity, social position, and language. Therefore, it is possible they did not share the real frustrations and challenges they faced in the school. However, this bias was addressed to a degree by having a Bengali research assistant, a local person who knows the culture, language, and ethos of the area.

The study of private schools was limited to one group of schools run by Holy Cross Educational Foundation. Therefore, it is possible that the perceptions of the principals and teachers were influenced positively by the fact that the researcher was part of the same religious community. Also, the previous experience of the researcher in the region and his relationship to the religious community may have influenced him to interpret the data positively.

**Future Research**

Further research is needed to identify the visions of the principals of public and private schools and the extent to which they influence interaction with and among teachers at the state
level and to determine which suggestions for extending the influence of knowledge are working or can be made to work. The following suggestions are being made for studies.

1. A case study of influences on and influence of public and private principals in Tripura. To identify practices at the state level, by converting the interview questions for this study into questions to be answered by principals, teachers, and parents in all the public/private schools across the state. Questionnaires can be used with Likert scale choices. (Note: Unless all or randomly selected teachers are required to respond, they will self-select and skew the results.)

2. A longitudinal study of the interactions between principals and teachers affecting student achievement. To identify the content of the information passing between a principal and certain teachers by keeping a diary of these contacts for a set period of time such as a school year. Or have several teachers do this from their own perspective. The burden could be lighter if the subjects carry cell phones and use coding.

3. An explorative study of the dynamics of working together for improving student learning. To study in detail an example of a process for working together in a school such as the process referred to by a private school teacher: dividing into groups, appointing a leader, identifying issues to work on, planning strategies for teaching and evaluating, and designing unit tests and exams.

4. A comparative case study of dynamics of a team of teachers working collaboratively for student achievement. To validate the effects of using a recommended vehicle for sharing and increasing sharing by a researcher such as Drago-Severson’s (Fall 2008) teaming or mentoring.

Paul. 04/06/2018
5. A comparative case study of the application of Quality Control Principles.

To compare the performance of students in a school which applies Quality Control Principles (QCP) to the performance of students in a school which does not base its teaching on QCP. Student performance will be determined by scores from tests and by professionally tested and validated instruments for measuring achievement in motivation, leadership skills, sense of responsibility, academic, etc.

**Final Reflections**

I began this study because I had become aware of some significant problems involved in educating children in rural areas. I had come across rural schools with unkempt buildings and rooms with messy floors and walls, multi-service offices and libraries, overcrowded classrooms. I had seen teachers reading from textbooks and asking questions requiring factual answers without opportunity for discussion. In addition, I had seen students trying to learn a foreign language with little opportunity to receive feedback on their pronunciation and their comprehension. Working with the people of northeast India, I found fulfillment and joy being a teacher-leader among the people. More than what I could teach them, they taught me the basic lessons of simplicity, authenticity, and community spirit. As a result, I decided to dedicate the rest of my life to the cause of education for the people of northeast India.

I realized that acquiring quality education was a rare privilege for many in India. I realized that nothing would be more rewarding than bringing quality education to them and molding their impressionable young minds. The foundation of quality education lies in having properly prepared principals and teachers who are committed to forming the future of young people especially those who are unappreciated and live in a forgotten world. A classroom has
four walls, but with the tomorrow inside it. This zeal, and the desire to be an educator, a friend, and a facilitator, led me as a young man to dedicate my life to the cause of education.

As I reflect more and advance in my research studies and personal learning through my interactions with intellectuals, exposure to various cultures, and sociocultural perspectives, I am amazed by the wealth of knowledge that is available to us. I often think that if people were to be educated in the right sense of the word, this world would become a better place to live. I believe the purpose of education is to develop the innate potential for the betterment of all. The wealth of knowledge and ocean of information that I received throughout my education has formed and should continue to form me to be a better human being. It has prepared me to play my role in making the world a better place for other human beings to live. For me, this should be the core purpose of education. We can leave nothing to chance in the process of learning. Leadership is as much about guiding an institution as it is about appreciating the worth of individuals who work there and the students who learn there.

I started this research study with the intention of identifying the factors and conditions that influence the leadership practices of school principals to improve student learning in Tripura. In addition, I looked at the various ways principals say they influence student learning; I also looked at the challenges the principals face in helping others to improve student learning in these schools.

In my interviews with principals and teachers, I learned what the principals wanted to see in their schools: how they were interacting with teachers and other stakeholders and what challenges they were dealing with in executing their given responsibility to enhance student learning. In my review of the literature, I learned that having a collaborative vision, mission,
goals, and objectives is key to the organization of the school. However, the process used by the principals remained “his or her vision” not a collaborative vision that others took ownership of. Also, the data did not show evidence of the vision having been implemented. The implementation was hampered by lack of autonomy, leadership preparation, funds, and motivation. I also learned that the principals and teachers could benefit from a shared leadership model, which would help in addressing issues while maintaining a balance of power. The findings helped me to understand better that in isolation no school leadership can realize its full potential and the students cannot realize theirs. But a set of coordinated actions of leaders for a collaborative process involving other stakeholders can help improve student learning. If the government is ready to give more decision-making authority and responsibility to the school leaders, the principals may work harder with their teachers to develop and implement their vision, mission, goals, and objectives. I also learned that setting high expectations for teachers, students, and other stakeholders will cause them to set a higher standard for themselves and help improve the quality of student learning. When high expectations are not articulated and woven into the culture of the school, the culture of complacency, lack of professionalism, tidiness, and discipline in the hallways and classrooms will continue to exist as revealed by empirical studies.

In addition, I learned that although the principals are making efforts, they need to express them in specific plans. A planned school improvement program would bring stakeholders together to plan and implement strategies to improve teaching and bring the performance of students to a higher level. I also learned that some of the principals studied were able to negotiate around key challenges and be able to perform better with the collaboration of parents.
and teachers. Working around the challenges is a better option for improving student learning than finger pointing.

I learned that in spite of the many challenges faced by principals and teachers, they continue to have a positive attitude toward stakeholders and strive to include them in planning and implementing procedures to improve the learning in their classrooms. I can see how a new leadership framework for teaching and learning can be developed based on the sharing and training they are already doing. I would begin with those who are already sharing informally and continue to build on with leaders, teachers, students, alumni, parents, and other stakeholders at all levels of the institution. I believe a leader with the freedom and skills to tap whatever resources are available can help the schools improve. I hope I can play my humble role in collaborating with the principals and teachers and local government of northeast India toward these goals.

This study concludes by claiming that principals and some teachers are aware of current developments in teacher collaboration and interactive teaching and learning and that they are making some efforts to extend the influence of this knowledge to teaching and learning through sharing with each other, other teachers, and other stakeholders. This knowledge and their efforts to extend influence indicate that these principals and teachers have a base to build on in developing suggestions from the literature review in order to influence teaching and learning more. By building on this base, they may meet more fully the educational needs of children in Northeast Indian public and private schools as I noted in my expression of personal experience and as noted in classroom observations and examination of government records.
In the context of Northeast India, a leader is confronted by his given situation, traditions, rituals, and tacit norms. Performativity over transformativity, cut-throat competition over collaboration, quantity over quality, poverty over prosperity, are some of the contextual issues that need to be addressed. A spiraling top-down model will not help in this process of change. It is in “Engaging people in adjusting their unrealistic expectations, rather than trying to satisfy them as if the situation were amenable primarily to technical remedy” (R A Heifetz & Linsky, 2002, p. 15) that . . . To be a successful leader, it is important to engage the resourcefulness of people involved. Leadership is about understanding people, and especially the process of getting people all pointing and acting in the same direction. It is about listening and making a real connection with potential followers. It depends on having a shared vision, making strategic choices, and designing and enabling an organization to get the job done. This vision cannot be achieved by working as independent entities. We need one another. We need to inspire and develop a pool of leaders within the school system. Recognizing and affirming the leadership that will emerge among the stakeholders is important for sustaining the identity of the individual, interconnectedness among the stakeholders, and transcending the current situation to a higher way of being. This can be achieved through periodic self-assessment involving all the stakeholders to identify the progress in the implementation of the vision and areas for improvement as we go forward in the future. Also, it incorporates the best practices of other schools, and where possible, includes guest speakers to share their insights with the staff and faculty. We must begin with those who are willing to collaborate with us and build gradually with others.
Having examined international standards for curriculum, instruction, assessment, teaching and leading, that is being promoted in the United States, England, Australia, and Singapore; I believe that we can transform our high poverty schools into high performing schools that meet these standards. These standards can be implemented by adapting to the local context and learning needs. It is important not to reinforce the traditional top-down leadership style, but to develop a more sharing style of leadership.

a. First, I believe, principals in Tripura can prepare a clearly articulated vision, mission, goals, and objective for the school collaboratively to meet international standards. They can do this by developing, advocating, and enacting a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

b. Second, I believe, principals in Tripura can develop their potential and ability to effective in striving for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being, according to professional norms.

c. Third, I believe, principals in Tripura can collaborate with their teachers to develop a coherent system of curriculum, instruction, and assessment to promote each student’s academic success and well-being. Also, they can incorporate formative assessment and need-based professional development program to better equip teachers and principals to reach out to students to where they are at.

d. Fourth, I believe, principals in Tripura can communicate collaboratively determined expectations for instructional practice with other stakeholders.

e. Fifth, I believe, principals in Tripura can develop school improvement teams.
Sixth, I believe, principals in Tripura can address the challenges they face from the educational system by involving and drawing from the resources of parents and communities. According to ISLLC standard 4: A school administrator promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (Bernhardt, 2017, p. 177). Tripura has so much untapped potential.

As I conclude, I am convinced that the key to happiness and growth is in building relationships. I exist with the other and for the other. My life becomes meaningful when I am able to be at my best and give my best to others. I cherish very much the reservoir of knowledge and abundance of opportunities that I receive here in the USA to learn, reflect, and grow as a learner. These opportunities have enhanced my vision, mission, and goal orientation in life as I grow as an adult learner. This study has given me a roadmap to use to develop leadership potential in school leaders, to develop the unrealized potentialities in many schools. May the potentiality become actuality, especially in transforming high poverty schools into high performing schools through leadership influence. I reiterate, leadership is all about the quality of instruction resulting from the efforts of leadership to improve teaching, learning, leading, and the conditions in which they occur — and it’s up to each leader to make a difference.
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http://www.radicalpedagogy.org/radicalpedagogy/Frederick_Taylor_In_The_Classroom__Standardized_Testing_And_Scientific_Management.html


Unesco. UNESCO and education: everyone has the right to education.


APPENDICES

Appendix A: Linking Leadership to Learning

Linking Leadership to Learning. The research framework features 12 interdependent variables. The figure shows the influences and influence of principals in improving student learning. This figure cannot show the many complex relationships that actually exist among the 11 variables. The relationships depicted in the figure are illustrative only. (Adapted from Lathiwala et al. 2014, p.18)
Appendix B: Right to Education Act

The Right of Children to Free and Compulsory Education (RTE) Act (2009), which came into effect on 1 April 2010, enshrines in law for the first time the rights of all Indian children aged between six and 14 years to free and compulsory elementary education. Under the Act the state is liable for all direct and indirect costs of education, including tuition and the provision of uniforms and textbooks, as well as ensuring access to a place at a neighborhood school, or "alternatively free transport to the nearest school. The government is also responsible for students' ongoing attendance and completion of their studies. Enforcement of the Act is to be monitored by central and state government child protection commissions. However, to encourage parent and broader community participation in school monitoring and decision-making, schools are required to form a School Management Committee (SMC) with at least three quarters parents and at least half women. SMC's are empowered to monitor the performance of schools and the use of government grants, to prepare school development plans and to fulfill other functions prescribed by state governments.

The Act stipulates a number of minimum standards concerning teachers and school infrastructure. All private schools are required to obtain a certificate of recognition from a government authority which requires that all standards notified in the Act be met within three years. Schools failing to do so will be subject to punitive actions. School buildings must be all-weather, have a kitchen for the preparation of midday meals, separate toilets for girls and boys, have access to safe drinking water and a library and playground. The student-teacher ratio is capped at 30 to 1 for grades one to five and 35 to 1 for grades six to eight. In addition, for each school offering upper primary education, at least one specialist teacher in each of the fields of
social studies, languages and science and mathematics must be employed. All teachers are required to hold a minimum qualification, determined by state government rules, within a five-year phase-in period and are to be remunerated according to state government specified norms. All teachers are required to work a minimum of 45 hours each week and 200 days per year and are prohibited from engaging in private tutoring. Teachers are also required to hold regular parent-teacher meetings.

To increase choice and to promote inclusive education system and classroom diversity, the Act requires all private schools to allocate at least 25% of places in first grade to government-funded students from officially-defined minority groups and economically disadvantaged backgrounds. Schools will be required to ensure that education is provided freely to those pupils until the completion of grade eight and will be reimbursed directly according to whichever is lower of the cost borne by the private school or the equivalent cost in a public school.

Source: Right of Children to Free and Compulsory Education Act.
Appendix C: List of Abbreviations

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<thead>
<tr>
<th>Abbreviation</th>
<th>Full Term</th>
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<tbody>
<tr>
<td>ST</td>
<td>Scheduled Tribe</td>
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<tr>
<td>SC</td>
<td>Scheduled Caste</td>
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<tr>
<td>BPL</td>
<td>Below Poverty Level</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<tr>
<td>OBC</td>
<td>Other Backward Communities</td>
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<tr>
<td>CAT exam</td>
<td>Common Admission Test</td>
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<tr>
<td>HM</td>
<td>Headmaster/Headmistress</td>
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<tr>
<td>SSA</td>
<td>Sarva Sikha Abiyan</td>
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<tr>
<td>SCERT</td>
<td>State Council of Educational Research and Training</td>
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<tr>
<td>DM</td>
<td>District Magistrate</td>
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<tr>
<td>PM</td>
<td>Prime Minister</td>
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<tr>
<td>NCERT</td>
<td>National Council of Educational Research and Training</td>
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<tr>
<td>RMSA</td>
<td>Rashtriya Madhyamik Shiksha Abhiyan</td>
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<tr>
<td>CRC</td>
<td>Cluster Resource Center</td>
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<td>URC</td>
<td>Urban Resource Cluster</td>
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<td>TPSC</td>
<td>Tripura Public Service Commission</td>
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<tr>
<td>CCE</td>
<td>Continuous Comprehensive Evaluation</td>
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<td>IGNOU</td>
<td>Indira Gandhi Open University</td>
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<td>ICSE</td>
<td>Indian School Certificate Examination</td>
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<td>HOD</td>
<td>Head of the Department</td>
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<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>NCC</td>
<td>National Cadet Corps</td>
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<td>KG</td>
<td>Kindergarten</td>
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<td>CBSE</td>
<td>Central Board of Secondary Education</td>
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<td>RTE</td>
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Appendix D: Path of Influence of Principal on Student Learning
### Appendix E: Researcher Interview Description Form

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Appendix F: Field Notes Form

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<td>Interview Actual Start Time: _______________</td>
</tr>
<tr>
<td>Interview Actual End Time: _______________</td>
</tr>
</tbody>
</table>

What were the successes of the interview? Did you meet the interview goals you set for yourself?

What were the challenges of the interview?

Were there any surprises?

Describe the physical setting of the interview?

How was the interviewee’s body language? Is there something in particular that you noticed?

Did the interview begin and end as planned? Were there any interruptions or distractions during the interview?

Did the interviewee raise any questions which need to be addressed before the next interview?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you feel during the interview? Were you comfortable conducting the interview?</td>
<td></td>
</tr>
<tr>
<td>Was there something which made you uncomfortable?</td>
<td></td>
</tr>
<tr>
<td>What are some things you learned from the field work today?</td>
<td></td>
</tr>
<tr>
<td>What are some things you would like to change to conduct a more effective interview tomorrow?</td>
<td></td>
</tr>
<tr>
<td>Other thoughts/memos</td>
<td></td>
</tr>
</tbody>
</table>

Paul. 04/06/2018
Appendix G: School Demographics Oral Survey for School Leaders

Researcher Name: ________________________

School Leader Pseudonym: ________________________

School Pseudonym: ________________________

District Pseudonym: ________________________

Oral Survey Date/Time: ________________________

Introduction & Purpose:

Hello, my name is ___________. I am a Doctoral student at Lesley University in the United States of America. My area of concentration is Education Leadership Specialization.

My research study focuses on the influence of school leadership to student learning in the public schools in Tripura, India. I will now read out an oral consent form to you which describes the research study purpose, your role in the study, time commitment for the study and confidentiality details.

[Following this, digitally audio record the oral consent from the participant and then continue with the oral survey].

The oral survey today is about your school’s demographics (school, student, teacher and parent or guardian characteristics). This demographic survey should take approximately 30 minutes. For every question I ask you, please indicate your choice. Can we begin this oral survey on your school demographics now?

1. What classes does your school serve?
   □8th  □9th  □10th  □11th  □12th

2. What is the medium of instruction?
Bengali,  Kokborok, English, All the three

3. What is the total number of students?
Boys: _________ Girls:__________

4. What is the total number of students in each grade level?
9th: Boys: _________ Girls:__________
10th: Boys: _________ Girls:__________
11th: Boys: _________ Girls:__________
12th: Boys: _________ Girls:__________

5. What is the total number of students with special needs your school serves?
Boys: _________ Girls:__________

6. Does your school serve students from these social categories?
Scheduled Caste  Scheduled Tribe  OBC  General  Other Caste ______.

7. What is the overall pass percentage of students this past academic year?
9th: Boys: _________ Girls:__________
10th: Boys: _________ Girls:__________
11th: Boys: _________ Girls:__________
12th: Boys: _________ Girls:__________

8. Do your students qualify for any of the following social welfare schemes?
Noon Meals  Free Books  Free Uniform  Free Bus Pass  Free Notebooks
Scholarships  Other Schemes

9. What is the class size?
1-20  20-30  30-40  40+
10. What is the teacher student ratio? ___________________

11. What is the total number of teachers?
   Male: __________
   Female: _________
   Total: _________ Vacant Positions: _________

12. What is the educational qualification of teachers?
   Male: □ Below Graduate Degree □ Graduate Degree □ Post Graduate □ Ph.D.
   Female: □ Below Graduate Degree □ Graduate Degree □ Post Graduate □ Ph.D.

13. What is the teacher attendance rate?
   Male: __________
   Female: __________

14. What is the total number of non-teaching staff?
   Male: __________
   Female: _________

15. How many parents or guardians participate in the Parent Teachers Association?
   □ Father: __________
   □ Mother: __________
   □ Guardian: __________

16. What are the parents’ occupations? Note all that apply.
   □ Clerical □ Daily Laborer □ Driver □ Business □ Other Street Vendors □ Religious Workers □ Teacher □ Politician □ Others __________

17. What is the student attendance rate?
9th: Boys: _________ Girls:__________

10th: Boys: _________ Girls:__________

11th: Boys: _________ Girls:__________

12th: Boys: _________Girls:__________
Appendix H: Interview Questionnaire for Principals

Background; Beliefs, Policies, Practices, and Influences; the Paths of Communication; and Ways to Improve Student Learning

Researcher Name: ________________________

Headmaster or Headmistress Pseudonym: ________________________

School Pseudonym: ________________________

District Pseudonym: ________________________

Interview Date/Time: ________________________

Introduction & Purpose:

Hello, my name is ___________. I am here to conduct an interview to learn about your background as an educator and your beliefs about the variables in your leadership that may influence student learning; the paths these variables follow en route to influencing student learning; and the ways these paths can be enhanced and/or extended and/or how can new paths be created to improve student learning at your school.

As outlined in the oral consent before, I assure you that your responses will be kept confidential. You can choose to withdraw from participating in this study at any time. Please remember that your participation is completely voluntary. Can we now begin this interview?

Questions for Principals: Coding for each question appears in parenthesis following the question

1) Please tell me a little about yourself. How long have you been a school leader? Were you ever a classroom teacher? What grade levels? What subject(s)? As a principal, what roles have you played?
2) What motivated you to be a leader?

3) How do you describe your leadership style? How do your colleagues at school perceive your leadership style?
   _Probe: Authoritative? Democratic? Distributive? Instructional leadership? for example?

4) Are you currently satisfied with the level of student learning? If so, what did you do to achieve this level? If not, what are you doing to raise this level? (Focus)

5) What is your vision for your school? (Vision)
   _Probe: For meeting the needs of the students? For academic achievement? For parent participation? For teacher effectiveness? For classroom conditions? For school facilities? For alumni connections?

6) Where did you get ideas for this vision? (Ask for state and local documents.)
   _Probe: From your prior professional learning experiences, state documents, sharing with other professionals and stakeholders, researchers in the field of education? (Vision)

7) What direction are you taking to improve student learning?
   _Probe: What policies, practices, are you introducing or would you like to introduce? Where do you get your ideas? Are you directly involved with the students in implementing them?

8) What do you expect to see when you visit a class? (order)
_Probe: Positive and supportive classroom climate, clear teaching, student engagement, orderly environment, interactive class activities, discipline, use of technology?

9) What do you expect of teachers? How do you let them know? How do you hold them accountable?

10) Do you establish concrete goals relative to student achievement as well as curriculum, instruction, and assessment practices in the school, and keeping these prominent in the day-to-day life of the school (Focus).

_Probe: If so, what are they?

11) Do you establish procedures and routines that give staff and students a sense of order and predictability (Order).

_Probe: What are they?

12) Do you invite teachers to assist in planning and/or actively help teachers with issues regarding curriculum, instruction, assessment in their classrooms. (Involvement in curriculum, instruction and assessment).

_Probe: How do you work together? Can you give an example?

13) Do you recognize and celebrate the legitimate successes of individuals within the school as well as the school as a whole; also recognizing and acknowledging failures when appropriate (Affirmation).

_Probe: How do you celebrate success? How do you recognize failures?

14) Do you foster knowledge of research and theory on best practices among the staff through reading and discussion? (Intellectual Stimulation).
_Probe: If so how?

15) Do you establish and foster clear lines of communication to and from the staff as well as within the staff? (Communication).

_Probe: If so, how?

16) Do you establish and foster procedures that ensure that staff members have input into key decisions and policies? (Input).

_Probe: If so, how?

17) What challenges do you face in attending to and fostering personal relationships with the staff (Relationships).

_Probe: What are some of the challenges? How do you deal with them?

18) Do you expect a high-level student performance and provide an optimistic view of what the school is doing and what the school can accomplish in the future (Optimizer).

_Probe: If so, how do you do it?

19) Do you expect and recognize superior performance from the staff? (Contingent Rewards).

_Probe: How celebrate the recognition? What are the rituals, ceremonies, and other symbolic actions that you have in your school to do this?

20) Does your staff have the necessary resources, support, and professional development opportunities to effectively execute the teaching and learning process? (Resources).

_Probe: Which resources do they have, which do they not have?

21) Are you aware of the mechanisms and dynamics that define the day-to-day functioning of the school and do you use that awareness to forecast potential problems? (Situational Awareness).
22) Are you an advocate of the school to all relevant constituents and ensuring that the school complies with all important regulations and requirements? (Outreach).

Probe: How do you do this? Please give an example?

23) Are you being highly visible to teachers, students, and parents through frequent visits to classrooms? (Visibility).

Probe: If so how often? If not do you think it is important?

24) Do you protect staff members from undue interruptions and controversies that might distract them from the teaching and learning process (Discipline)?

Probe: What are some of the common interruptions? How do you deal with them?

25) What kind of support do you receive from parents, local businesses, and government? (Relationship)

Probe: Give an example? From the parents? From local business? From the government?

26) How do you communicate policies, practices, plans to other stakeholders especially teachers?

Probe: How do you support teachers? How do you get support from them?

27) What challenges do you face in the running of the school from the local culture, communities, languages, and economic conditions? (culture)

Probe: Give some example? How do you deal with the challenges?
28) Are you willing to challenge school practices that have been in place for a long time and to promote the value of working at the edge of one's competence (Change Agent)?

_ Probe: Give me an example of a practice that you would like to challenge?

29) Do you have a school improvement team to work with you for success in your school, or do you think that having one would be helpful?

_ Probe: Why or why not? And how would you form the team? What areas will you use the team for? (Sharing, culture)

30) Do you have any other suggestions for improving student learning in your school?

Thank you very much for your time for the interviews on your Background and Beliefs about the Pathways of Leadership Influence on Student Learning. Your responses are very valuable for this research study. Have a nice day!
Appendix I: Interview Questions for Teachers

School Leadership Influence on Student Learning

Researcher: ________________________
Teacher Pseudonym: ________________________
School Pseudonym: ________________________
District Pseudonym: ________________________
Date/Time: ________________________

Introduction & Purpose:

Hello, my name is ___________. I am a Doctoral student at Lesley University in the United States of America. My area of concentration is Education Leadership Specialization.

My research study focuses on the influence of school leadership on student learning in the public schools in Tripura, India. You have been invited to participate in the interview as you are a teacher in this school. The interview has questions related to the support you receive from your school leader in improving student learning. The interview should take no more than 30 minutes.

I will now read out an oral consent form to you which describes the research study purpose, your role in the study, time commitment for the study and confidentiality details. You can choose to withdraw from participating in this study at any time. Please remember that your participation is completely voluntary. As outlined in the oral consent before, I assure you that your responses will be kept confidential. Can we now begin this interview?

[Following this, digitally audio record the oral consent from the participant and then continue with the oral survey].

Paul. 04/06/2018
Questions for Teachers: Coding for each question appears in parenthesis following the question

1) Please tell me a little about yourself. How long have you been a teacher? What grade levels? What subject(s)? Has your principal invited you to play a leadership role in the school?

2) What motivated you to be a teacher?

3) How do you describe your principal’s leadership style? How do your colleagues at school perceive his/her leadership style?

   _ Probe: Authoritative? Democratic? Distributive? Instructional leadership? for example?

4) Are you currently satisfied with the level of student learning? If so, what did your principal do to achieve this level? If not, what is he/she doing to raise this level? (Focus)

5) What is his/her vision for your school? (Vision) What is your vision?

   _ Probe: For meeting the needs of the students? For academic achievement? For parent participation? For teacher effectiveness? For classroom conditions? For school facilities? For alumni connections?

6) Where did he/she get ideas for this vision? Where do you get yours?

   _ Probe: From your prior professional learning experiences, state documents, sharing with other professionals and stakeholders, researchers in the field of education? (Vision)

7) What direction is he/she taking to improve student learning? What do you think he/she should do?

   _ Probe: What policies, practices, are you introducing or would you like to introduce?

   Where do you get your ideas? Are you directly involved with the students in implementing them?
8) Does your principal ever visit a class? (order) If so what does he/she expect to see? If not what do you think that he/she would expect?

   _ Probe: Positive and supportive classroom climate, clear teaching, student engagement, orderly environment, interactive class activities, discipline, use of technology?

9) What do you think the principal expects of teachers? How does he/she let them know?
How does he/she hold you accountable?

10) How does he/she establish concrete goals relative to student achievement as well as curriculum, instruction, and assessment practices in the school, and keeping these prominent in the day-to-day life of the school (Focus)? Does he/she include teachers in the process?
   
   _ Probe: If so, what are they?

11) Does he/she establish procedures and routines that give staff and students a sense of order and predictability (Order)? Does he/she include you in the process?
   
   _ Probe: What are they?

12) Does he/she invite teachers to assist in planning and/or actively help teachers with issues regarding curriculum, instruction, assessment in their classrooms. (Involvement in curriculum, instruction, and assessment).

   _ Probe: How do you work together? Can you give an example?

13) Does he/she recognize and celebrate the legitimate successes of individuals within the school as well as the school as a whole; also recognizing and acknowledging failures when appropriate (Affirmation).

   _ Probe: How does he/she celebrate success? How does he/she recognize failures?
14) Does he/she foster knowledge of research and theory on best practices among the staff through reading and discussion? (Intellectual Stimulation).
   _ Probe: If so how?

15) Does he/she establish and foster clear lines of communication to and from the staff as well as within the staff? (Communication).
   _ Probe: If so, how?

16) Does he/she establish and foster procedures that ensure that staff members have input into key decisions and policies? (Input). Are the teachers included in the process?
   _ Probe: If so, how?

17) What challenges does he/she face in attending to and fostering personal relationships with the staff (Relationships)?
   _ Probe: What are some of the challenges? How does he/she deal with them?

18) Does he/she expect a high level of student performance and provide an optimistic view of what the school is doing and what the school can accomplish in the future (Optimizer).
   _ Probe: If so, how do you do it?

19) Does he/she expect and recognize superior performance from the staff? (Contingent Rewards).
   _ Probe: How does he/she celebrate the recognition? What are the rituals, ceremonies, and other symbolic actions that you have in your school to do this?

20) Does he/she make sure that the teachers and staff have the necessary resources, support, and professional development opportunities to effectively execute the teaching and learning process? (Resources).
Probe: Which resources do you have, which do you not have?

21) Is he/she aware of the mechanisms and dynamics that define the day-to-day functioning of the school and does he/she use that awareness to forecast potential problems? (Situational Awareness).

   Probe: Can you give an example?

22) Is he/she an advocate of the school to all relevant constituents and ensuring that the school complies with all important regulations and requirements? (Outreach).

   Probe: How does he/she do this? Please give an example?

23) Is he/she being highly visible to teachers, students, and parents through frequent visits to classrooms? (Visibility).

   Probe: If so how often? If not do you think it is important?

24) Does he/she protect staff members from undue interruptions and controversies that might distract them from the teaching and learning process (Discipline).

   Probe: What are some of the common interruptions? How does he/she deal with them?

25) What kind of support does he/she receive from parents, local businesses, and government? (Relationship)

   Probe: Give an example? From the parents? From local business? From the government?

26) How does he/she you communicate policies, practices, plans to other stakeholders especially teachers?

   Probe: How does he/she support teachers? How does he/she get support from them?
27) What challenges does he/she face in the running of the school from the local culture, communities, languages, and economic conditions? (Culture)

   _Probe: Give some example? How does he/she deal with the challenges?

28) Is he/she willing to challenge school practices that have been in place for a long time and to promote the value of working at the edge of one's competence (Change Agent)?

   _Probe: Give me an example of a practice that needs to be challenged?

29) Does your school have an improvement team to work with your principal for success in your school, or do you think that having one would be helpful?

   _Probe: Why or why not? And how should the team be formed? What areas would you see him/her using the team for? (Sharing, culture)

30) Do you have any other suggestions for improving student learning in your school?

   Thank you very much for your time for the interviews on the influence of leadership on student learning and your experience as a teacher. Your responses are very valuable for this research study. Have a nice day!
Appendix J: Classroom Observation Form

When I observe in a classroom, I will record exactly what I see then I will check to see if I find the influence of the leadership principles reflected in what takes place.

Checklist for classroom:

- What do I see, hear, etc.?
- Construction and condition of the room
- Furniture, arrangement of furniture and space per student
- Percent of class time spent on academic content and related activities
- Protection of instructional time from disruptions
- Clarity of lesson objective and context
- Maintaining of student’s attention and involvement, discipline
- Efforts to fully engage students in meaningful work most of the time
- Management of pace of instruction
- Making on-the-spot adjustments
- Types of questions used to engage students in progress of lesson
- Teacher assistance to encourage students answering questions posed in class or participating in any other lesson oriented activity.
- Provision of targeted feedback about progress in a timely manner

Questions for analysis of classroom visit:

- What connections can I make between my observations and the principal’s responses to questions and his/her description of an ideal lesson? How can the path of the principal’s
influence be enhanced and/or extended to improve student learning? (See Louis and Wahlstrom [2011, p. 56] for suggestions based on research.)

After checking the observations for principal influence, I will check them against Categories for Instructional Strategies proposed by Marzano et al. (2015, p. 91)

Category I—Monitoring progress, balancing individual work with group work, reinforcing effort, and celebrating success:

• Having students work individually
• Having students work in cooperative groups
• Having students work in groups based on their knowledge and skill in specific topics
• Giving students periodic feedback on learning goals
• Asking students to keep track of their progress on the learning goals
• Periodically celebrating legitimate progress toward learning goals
• Pointing out and reinforcing examples of effort

Category II—Assessing final goal attainment and celebrating success at the end:

• Providing students with clear evaluations of their progress on each learning goal
• Having students evaluate themselves on learning goals and compare their evaluations with the teacher’s
• Recognizing and celebrating the accomplishment of specific goals for specific students

Category III—Helping students understand and assimilate new information that is presented to them:

• Asking questions that help students identify what they already know about the content
• Providing students with direct links between new content and old content
• Providing students with ways of organizing the new content or thinking about the new content

• Asking students to take notes on the content

• Asking students to construct verbal and written summaries of the content

• Asking students to represent new content as pictures, pictographs, symbols, graphic representations, physical models, or dramatic enactments

• Asking students to create mental images for new content

Category IV—Helping students review, practice, and apply content:

• Asking students to revise their notes, correcting errors and adding detail

• Asking students to revise their pictures, pictographs, symbols, graphic representations, and physical models, correcting errors and adding detail

• Asking students to revise their mental images, correcting errors and adding detail

• Assigning homework and in-class activities that require students to practice skills and processes

• Assigning homework and in-class activities that require students to compare content, classify content, create metaphors with content, and create analogies with content

• Engaging students in projects that require them to generate and test hypotheses through problem-solving tasks, decision-making tasks, investigation tasks, inquiry tasks, systems analysis tasks, and invention tasks

Adapted from *Schools Leadership that Works* by Marzano et al. 2005, ASCD.
Appendix K: Document Analysis

When I check these documents, I will look for sources of principal’s policies and practices and identification of stakeholders he meets with and data on student performance.

Government mandates and data:

Look for policies the principal should be implementing

Look for data the principal should be using to determine the status of his/her school

School documents:

Calendars and schedules for meetings:

Look for meetings in which stakeholders interact with each other and/or with other stakeholders,

Can these interactions be shown in a map?

Curriculum and lesson plans filed in office:

Look for types of methodology: take specific notes on methodology

Attendance and student performance data:

Do attendance and performance data correlate positively?

Do attendance and performance appear to be higher in schools where problem-solving activities were observed in classroom?

Questions for analysis of documents?

Do the documents verify or fail to verify the claims of the principal and teachers.

Do visits to classrooms show that info from government and school documents have been communicated to teachers and implemented in the classroom?
Appendix I: Consent Form for Education Department

CONSENT FORM FOR DEPARTMENT OF EDUCATION, TRIPURA, INDIA

(Documents, classroom observation, surveys, and interviews)

I, Pinto Paul, a graduate student in the School of Educational Leadership Specialization at the Lesley University, 1815 Massachusetts Ave, Cambridge, MA 02140, USA, would like to conduct a research study: “A case study of the linkage of principal leadership influence to student learning in high- and low-achieving public schools in Tripura, India”.

The purpose of this case study is to identify the policies, practices, and characteristics of school leaders that may influence student learning in four public schools, Tripura, India: two high-achieving schools, and two low-achieving schools, and then tracing the paths of the influence of these variables on student learning. By tracing these paths, I expect to see, to what degree these paths continue unbroken and where they break down. Identifying the places where some paths weaken or breakdown may contribute to setting a base for direction for redefining vision, mission and goals for the school; for developing human resources to promote student learning; and for making the organization work in all the other schools in the region.

If you decide to permit this study, I need to have access to documents on policies and practices of leadership and interview principals, a selection of teachers, and observe in classrooms for data that may be relevant. I will not take the original documents off the school premises.

All the information disclosed in these documents, if used in the study, will be reported devoid of any personal references. The findings of this study will be reported in a manner that will insure anonymity to the institution, principal, teachers, and students. Your signature on this
form means that you understand the information provided and that you agree to allow access to documents and data that may be relevant to the study.

If you have any questions about the research study, you may contact the Principal Investigator, Dr. William Stokes, Ed.D., Professor Lesley University, 1815 Massachusetts Ave, Cambridge, MA 02140, USA, Phone: (011) 617 349 8408, email: wstokes@lesley.edu. You may also call the coinvestigator, Pinto Paul, Moreau Community House, Durjoynagar P.O, Airport Road, Agartala- 699009. Email: ppinto2@lesley.edu by phone at (91) 381 234 2177.

If you are not satisfied with response of research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Institutional Review Board, co-chairs, either Robyn Cruz (rcruz@lesley.edu) or Terry Keeney (tkeeney@lesley.edu) at Lesley University, 29 Everett Street, Cambridge, MA 02138, Phone: (617) 349-8517.

Your participation is completely voluntary. If you decide not to participate or to withdraw from the study it will have no effect on any services or treatment you are currently receiving. Your signature below indicates that you have read the information about this study, had an opportunity to ask questions, and voluntarily consent to your participation. You will receive a copy of this form for your records.

Thank you for your consideration to participate in this research.

If you are willing to permit this study, please sign below.

_________________________  __________________________
Signature of the Director     Signature of the Researcher

_________________________
Date:                       Date:
Appendix M: Consent Form for Principals of Participating Schools

(Documents, classroom observation, surveys, and interviews)

I, Pinto Paul, a graduate student in the School of Educational Leadership Specialization at the Lesley University, 1815 Massachusetts Ave, Cambridge, MA 02140, USA, would like to conduct a research study: “A case study of the linkage of principal leadership influence to student learning in high- and low-achieving public schools in Tripura, India”. Your school has been chosen to participate in a research study. If you decide to accept this invitation to participate in this study, I need to have access to documents and interview you and a selection of teachers and observe in classrooms for data that may be relevant. I will not take the original documents off the school premises.

The purpose of this case study is to identify the policies, practices, and characteristics of school leaders that may influence student learning in four public schools, Tripura, India: two high-achieving schools, and two low-achieving schools, and then tracing the paths of the influence of these variables on student learning. By tracing these paths, I expect to see, to what degree these paths continue unbroken and where they break down. Identifying the places where some paths weaken or breakdown may contribute to setting a base for direction for redefining vision, mission and goals for the school; for developing human resources to promote student learning; and for making the organization work in all the other schools in the region.

All the information disclosed in these documents, if used in the study, will be reported devoid of any personal references. The findings of this study will be reported in a manner that will insure anonymity to the institution, principal, teachers, and students. Your signature on this
form means that you understand the information provided and that you agree to allow access to documents and data that may be relevant to the study.

If you have any questions about the research study, you may contact the Principal Investigator, Dr. William Stokes, Ed.D., Professor Lesley University, 1815 Massachusetts Ave, Cambridge, MA 02140, USA, Phone: (011) 617 349 8408, email: wstokes@lesley.edu. You may also call the coinvestigator, Pinto Paul, Moreau Community House, Durjoynagar P.O, Airport Road, Agartala- 699009. Email: ppinto2@lesley.edu by phone at (91) 381 234 2177.

If you are not satisfied with response of research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Institutional Review Board, co-chairs, either Robyn Cruz (rcruz@lesley.edu) or Terry Keeney (tkeeney@lesley.edu) at Lesley University, 29 Everett Street, Cambridge, MA 02138, Phone: (617) 349-8517.

Thank you for your consideration to participate in this research.
If you are willing to participate, please sign below.

__________________________  ______________________
Signature of the Principal     Signature of the Researcher
Date:                        Date:
Appendix N: Consent to be a Research Subject

Title of Study:

A Case Study of the Linkage of Principal Leadership Influence to Student Learning in High- and Low-achieving Public Schools in Tripura.

Introduction

I, Pinto Paul, a graduate student in the School of Educational Leadership Specialization at the Lesley University, 1815 Massachusetts Ave, Cambridge, MA 02140, USA, would like to conduct a research study: “A case study of the linkage of principal leadership influence to student learning in high- and low-achieving public schools in Tripura, India”.

Purpose of Study:

The purpose of this case study is to identify the policies, practices, and characteristics of school leaders that may influence student learning in four public schools, Tripura, India: two high-achieving schools, and two low-achieving schools, and then tracing the paths of the influence of these variables on student learning. By tracing these paths, I expect to see, to what degree these paths continue unbroken and where they break down. Identifying the places where some paths weaken or breakdown may contribute to setting a base for direction for redefining vision, mission and goals for the school; for developing human resources to promote student learning; and for making the organization work in all the other schools in the region.

Description of Study Procedures:

My intention is to have access to documents and interview the principals and a selection of teachers, and observe in classrooms for data that may be relevant. The questions asked each subject will focus on the leadership variables that influence student learning in high- and low
achieving schools, the paths these variables follow en route to influencing student learning, and to what degree these paths continue unbroken and where they break down. Some questions will be open-ended and some will be adapted from published questionnaires. Participation in this study will involve at least 90 minutes of your time. There are no known major risks for you from participating in this study. Your answers to the questions will not be seen by anyone but the people working on this study. The interview will be recorded in audio format, which will be transcribed in English for subsequent analysis by the researcher.

Benefits of Being in Study:

There are no direct benefits to the participants from participating in the research project, but there are significant potential benefits to the educational community. The research project may help schools in India and the United States better understand linkage of principal leadership to student learning in high- and low achieving schools.

Costs/Financial Considerations

There will be no financial costs to you as a result of taking part in this study.

Payment/Reimbursement

There will be no payment or reimbursement to you as a result of taking part in this study.

Confidentiality:

In order to maintain issues of privacy, confidentiality, and anonymity of the volunteers, information obtained will be recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects. The answers to the questions will not be seen by anyone but the people working on this study. Neither the principal, teachers, nor students, nor anyone else, will have access to the answers. All notes, digital records and
documents linked to this specific study will be coded and kept in locked files at all times. Only researcher and research assistants will have access to the files.

Voluntary Participation/Withdrawal:

All participants of this study do so voluntarily. Participants may choose to withdraw from this study at any given time.

Dismissal from Study:

If you do not follow the instructions you are given, you will be dismissed from the study.

Contacts and Questions:

If you have any questions about the research study, you may contact the Principal Investigator, Dr. William Stokes, Ed.D., Professor Lesley University, 1815 Massachusetts Ave, Cambridge, MA 02140, USA, Phone: (011) 617 349 8408, email: wstokes@lesley.edu. You may also call the coinvestigator, Pinto Paul, Moreau Community House, Durjoynagar P.O, Airport Road, Agartala- 699009. Email: ppinto2@lesley.edu by phone at (91) 381 234 2177.

If you are not satisfied with response of research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Institutional Review Board, co-chairs, either Robyn Cruz (rcruz@lesley.edu) or Terry Keeney (tkeeney@lesley.edu) at Lesley University, 29 Everett Street, Cambridge, MA 02138, Phone: (617) 349-8517.

Copy of Consent Form:

You will be given a copy of this form to keep for your records and future reference.

Statement of Consent:

Paul. 04/06/2018
I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

Signatures/Dates

Study Participant (Print Name): ___________________________ Date ______________

Witness/Auditor (Signature): ______________________________ Date ______________
Appendix O: School D1: Urban Public School

The school and students. Public School D1 is one of the oldest schools, dating to the 19th century. The medium of communication and instruction was Bengali. However, in 2011, this school was designated as an English Medium school by the government.

The school building stands tall and with architectural beauty. The exterior of the building, though rather new, is discolored by the dust from the playground. Student’s wearing neat uniforms are running around shouting and playing, while others are in classes. Walking through the halls we saw evidence of the school’s mission: The walls are covered with displays of information on school details, quotations, motivational posters of national leaders, and other artifacts that promote the pursuit of knowledge and good character. In addition, posters and pinnings tout student accomplishments at the board level examinations over the years and celebrate other academic achievements. The exterior of the building, though rather new, is discolored by the dust from the playground. Student’s wearing neat uniforms are running around shouting and playing, while others are in classes.

Transcriptions of interviews with principal and teachers. The principle of Public School D1 welcomed the researcher and his assistant warmly. We began by introducing ourselves. His father is the local counselor, who was recently elected by the people. Speaking about the teaching staff which consists of 15 male teachers and 20 female teachers. He said:

All our teachers are B.Ed., with some Montessori trained (517:573*). Even all nursery teachers have Master degree. Master degree teachers teach in junior classes. Even I am teaching in lower class, class one and two. All our teachers are mixed up in the
classes, even post graduate teachers teach at lower class (names of teachers are read, going through their list). Maximum of teachers are with Master Degrees. (620:965)

(*The coding in parentheses was automatically generated by the ATLAS.ti software for qualitative data analysis. It shows the number of letters and the position in the transcript.)

However, the school has no support staff. Most of the clerical and non-clerical tasks are managed by the teachers themselves. He continued:

There is only one group D staff, a peon. There is no office in our school, most of it falls on me and two or three other teachers. There is only one peon. The teachers help to prepare the cash book, accounts and clerical works. (1219:1445).

The principal told us that the teachers contributed money from their salary and hired a janitor to clean the restrooms and the classrooms. When asked about staff at the school, the principal said: “We manage with what we have.” Then he proceeded to tell me what they have and what he would like to have.

He said that the school had a 100% success rate in the last board examination. Out of 16 students in grade 10, all 16 passed with 12 in first division and 4 in second division (440:513).

**Background and Occupations of Student Families.** The school is situated in the heart of the capital city. Most of the parents are government employees, teachers, and lawyers, from all walks of life. To the question whether there are farmers and laborers he responded: “Farmers are less, because of urban situation, clerical, laborers, business, and [politicians] (some write as business, what this mean not known). All sorts of religions are present: Mohamad [Muslims], Christians” (2092:2468).
**Education and Experience of Principal.** He has been the principal of the school for several years. Since March 1, 2012. Prior to this appointment he was the head teacher [principal] of another school for 3.5 years (4056:4153).

His most important goal is for his students to become independent thinkers and good citizens. He wants them to do more than get good grades. He wants them to be good persons who know their country and its diversity.

He wants his teachers to be innovative and to encourage the students to think critically. He wants literature introduced in both the vernacular and English. For him poetry is “the basis of critical thinking.” And he would like to see students in higher classes further develop their thinking skills by checking each other’s copy books.

However, he claims he and his teachers are limited by a syllabus provided by the government and by parents who focus on grades as a measure of success.

**Vision of the Principal for the School.** First, he wants his students to become independent thinkers and good citizens. He wants them to do more than score 100%, he wants them to be respectful, know the country and know the diversity of the country. In the society, my student should go as a good person, not just scoring 100, he should be respectful, know the country, know the diversity of our country, ethos; we are trying to do this (8681:8915).

He said his vision is to:

Grow in every field (8510:8529):To achieve this good boy academic excellence is needed, we are doing class work, homework, etc., but mere academic is not enough; sports, cultural, are needed. Our student participated in science Model exhibition and won in the West District. We are the topper in state competition with 2nd position. Today they have
gone to Kolkata to represent the state at the national level in that field. In cultural field also we are doing well. In CAT exam, my student stood 2nd position. So, in this sphere also we are making our mark. (9195:9721)

He wants to see his [students] have a goal.

I told you earlier. A student should be a good boy, respect for teachers. In academic a minimum 50% marks should be achieved even by slow learners. We have discussed this with the staff. In this academic year our goal is set for minimum 50% marks by every student. (17884:18225)

In discussing his vision to create good boys, he said, “The foundation should be there, then he will be good” (18520:18610). He continued, “If we work with the vision of having good boys we can achieve much. They will be best; we keep the trust and work. Attitude is the key to me” (18884:19026). He said, that most principals are good. “If we call ourselves as educators we should be like this. Light house of the society. What I am today is because of the school in which I studied” (21334:21479).

And he added:

Students must be helped with their home works. Actually, it is a continuous process, in academic field we keep trying. Participation of students in all the fields is important like, sports, dramas, games. They need to participate so that they get experience. Our school is relatively new school. We started in 2011. In 4 years we have made a mark. In the course of time we hope to improve. (28163:28551)

At the nursery school level, he said that teachers teach collaboratively: “There are three teachers at the same time in one class up to nursery level. This is much required as the students
are just 2.5 years old. It is very tough to teach 2.5 years old. Motherly instinctive is a must” (24583:24855).

**Teachers’ Perception of the Vision of the Principal.** When interviewed in a focus group about their perception of the vision of the principal, teachers claimed to have regular staff meetings and made the following comments”: “There is no independence”. “Only follow the department of education, education department is everything.” “He [the principal] has to do everything according to the [government] department.” “Guidelines are given, use teaching aids, seminars, orientation programs, project works.” “What counts is only achievement in board exam.” (43267:43311) “Our school should be the best school.”

These teachers also told us what they wanted from the principal:

Weekly 2 times there should be interactions; weekly results need to be shared. Principal should know from the teacher about the conditions of the students. Syllabus to be followed. Teachers should make a lesson plan, let the principal have a chance to follow it up. Revise it every month. (43987:44288)

**Principal’s Description of His/her Leadership Style.** Commenting on his own leadership style, the principal said: “Teachers can give their suggestions; we are ready to accept any suggestion from anybody. Manage in such a way that I am not ordering him, but do the work, listen to everybody” (3939:4023). It is a cerebral job. He continued: “Multiple roles played, towards teachers, colleagues, guardians, students and the society. In four segments that can be segregated” (4372:4499).

**With teachers.** Focusing on his leadership with teachers, he said:
As the HM so the school. Principals are team leaders; if they are successful their colleagues will also be successful. Principals need to motivate the colleagues. Not difficult to motivate the teacher. Little bit of spur is needed. If you order a teacher, it is not fair and it will not work. No one should order a teacher, he is a teacher, principal is also a teacher, not like other corporate or industry, factory, only request is sufficient and needed. I never order a teacher, never argue with a teacher. (2760:3267)

He continued with “The rapport with the teachers should be cordial. First we are teachers, not administers. Do not forget this. The whole ambience of the school is this” (5259:5408). He feels that his teachers are very cooperative: “all the teachers; the nature of the teacher is cooperative” (5438:5533).

He gave an example of the visits he makes to the houses of teachers:

Yesterday we had a get together in one of the teacher’s house. We went with our family, good ambience. Any school is like a family. Teachers and their colleagues are like a family. This is my fifth school. I was in Ampi HS, 2001 in Melaghat, 2006 in Agartala, then transfer to Khailasharhar, then here. I met with so many teachers. I have contact with them all. All theories of leadership speak of relationship. (20091:20539)

And he tells us he meets with his teachers every day before assembly: “I come in 10.15; we sit in the staff room every day and talk about the day and the issues of that day. How do we start, any problem? Then after that we have the assembly” (19304:19513).

And he shares his attitude toward teachers in their everyday teaching situation:

There can be some inertia . . . an attitude that I am teaching the same thing for the 19 years! One needs to remember that, you are teaching the same subject for 19 years but
not to the present students. The teachers should have ample free time in between the periods, to avoid fatigue especially in difficult subjects like math and science. Such subjects also should be taught at the beginning of the day. (26395:26796).

Referring to differences between his school and our Holy Cross private school, he said:

In your school (Holy Cross) they have school buses, here they come by themselves, not even vehicles are provided. So due to traffic jam if they come late and if you scold them the whole day she will not perform, not only one day but sometimes even 3-4 days she can’t perform. Speak with them; ask about their family problems, personal conversation is needed. Then they will give 100%, small acts are needed. (3306:3715)

**With students.** In commenting on students, he focused on motivation and natural instinct:

If students are motivated, they will constantly feel the art to know something, ask the teachers to deepen their interest. If the student is dumb and deaf, as an entity sitting in the class, then it will not work, then the teacher also will not perform well. Students should be motivated; they run, shout, it is also an activity, from that one can judge. That is the natural instinct of the student. We cannot suppress them. All students are living files and are individuals. (4553:5026)

When he continued, he gave an example of students who have to work as well as go to school:

We are judging their calibre. All are equal in calibre, only encouragement is needed. Same ambience, same habits, all are almost equal, but society cannot provide according to their need. Earlier I worked in a school in a tea garden, most of them are from lower middle class. I used to visit their home, twice a week. In many homes I cannot stand
straight, the high school students work in the field and then they come to the school. They look after the domestic animals and then come to the school. I used to think, my son now sits in an AC room, his mother is educated, he is getting all the help, so he gets good work. The students in tea garden get no help. No students can be judged by their marks, opportunities create possibilities. Only 30% of help is got which is equal to 80%. social background is important. (6443:7265)

And he added some comments about the efforts he and the teachers make to assist the students:

Teachers call them separately and talk with them, encourage them and tell them that they are good at play, read well, leader. Individually talk with them. We also tell their parents not to scold and beat, only tell good things to the students, project what is good and we encourage them, we play with them, thinking should be positive. All are not listening. (12830:13187).

**With parents.** As for interaction with the guardians, he said: “class wise, we meet with them, keep a date, they come, we discuss academic excellence with them, speak about back learners” (1884:2045). He thinks that the students here are over confident and hyper sensitive and have active parents. He said: “There are also callous parents. There are dangers; only balance is needed. Parents make the children work for 18 hours! This is not acceptable” (8264:8483).

When asked if parents participate in decision-making of the school, he responded:

“No. Only in academic matters as this is a government school. They can give their suggestions; we are ready to accept any suggestion from anybody. Kindly go through this
book which describes the role of the guardians. It is a complete manual for SMC”
(10013:10317).

He continued:

No politics interferes in the academic affairs. If anyone does there will be penalization. In
the admission process also there is no interference. Example is of ‘Lottery’ system for the
nursery admission. SMC will never interfere in the academic matters. (25720:25973)

*With other stakeholders.* He responded to a question about the role of stakeholders in the
school:

In school there should not be strong administrator. In school cordial relations among
teachers, students, guardians are needed and the chain should be completed. Otherwise
hiccups will be there. (3717:3910)

"Government is providing all basic things, but we people should serve, cannot force the
teachers to teach, they should be active. Though I am not much religious, I am a follower
of Swami Vivekananda. I follow their attitude the essence of everything is love. I am a
student of literature. There is a Tagore poem in Bengali, it means, to save me from
danger is my prayer; bless me that I may remain courageous. That is my praying for me. I
can overcome the danger. (22555:23044).

Academic committees are working for all the schools. There is also a core committee
formed from the members of the teacher’s council and others. It is they who decide what
should be given priority. We are human beings, only one good word is needed. If I
behave in proper manner, everything will be good. Why should I quarrel, many do not
understand this, unfortunate, we teach the students that everyone should be respected. We
learn everybody’s culture. We have Mohammedans, Hindus, Christians, we teachers have all religion. (20543:20870)

Teacher’s Perception of Principal’s Leadership Style.

With teachers. When asked for their perception of the principal’s leadership style, they responded: Whatever is better for the students we are free to act. (31861:31914)

He is free with us, any suggestions he welcomes, he is always positive (32992:33063). If we do good for the students, he advises us to do well. (33078:33134)

He is open-minded, accept everything that is good for the students, never orders us. [He always asks] will you do? He is always with us, whatever we do. He commands, but always friendly (33149:33343).

He is just like our colleague and is very cooperative. ( . . . )

To the question: “Do all of you have the same opinion?” the teachers answered, “Yes, he is very cooperative. There are many problems but we discuss, and he suggests many things that are very satisfactory” (33391:33623). Once again they said, “We sit together, he takes the initiative” (33820:33872). “His experience is great” (33887:33909).

As for the expectations the principal has for them and his means of holding them accountable, they claimed: “Expectation is surrounding only around board exam. It is the whole issue. Development of the whole child is not taken care. Only class 10 and 12 board exam performance is what counts” (42473:42778).

With students. As a team, the teachers claimed the principal likes silence, not a noisy classroom, and said: “He thinks only of silence, not dialogue” (41803:41937).
**With other stakeholders.** The teachers claimed the government plays an important role in their job as teachers. They get their department guidelines and workshops from SSA and SCERT (33718:33787). When they want something extra they have to ask the principal who will ask the SMC, a committee mandated by the government. (39970:40062)

They explained that there are three boards with different policies. They weren’t clear about the process of making decisions at the department level. They just said, “We have to just follow the rules. Here all the teachers have worked in private schools. So we know how things are different and we are fresh enough about those differences” (40899:41244).

**Principal’s Expectations of Teachers.** The principal told us what he expected in a classroom:

- Noisy classroom is good classroom. Sounds funny, but it is good because of the interaction that goes on in the classroom, noise is not pandemonium. You look for interaction. Discipline is the core of the school. Classroom should be more noise, they should ask questions but not shouting. (13235:13525)
- I talk with them, and they give their level best. (14758:14804)
- All are accountable. For example, if I am teaching maths, and suppose if a boy gets only four marks, I will ask the boy what happened. Teachers also will tell the principal about it, and we discuss and see if we should call the parents and discuss the matter. There are limitations, but we try. (14844:15134)
- He said he believed the “word of the teacher” (15728:15759): “They prepare the lesson plan, annual plan, what we will do all through the year. All the teachers contribute to this”
However, he also said that “guidelines are given by the government for teaching aids, seminars, orientation programs, and project works.”

Teachers are involved even in preparation for the curriculum, NCERT involves the teachers. For English syllabus, I was also involved in the creation of the syllabus. I know many who are part of this. Regular teachers are also consulted.

Principal’s Efforts to Influence Student Learning.

Assistance to teachers. In responding to our questions about assistance to teachers, the principal said:

We have bought a small projector, we project it on the wall, and there is no screen. We made four curtains; teachers made the curtain, we fix it with nails in every class room.

We can carry the curtain and the projector to the classrooms. Any day you can come and see. We started in language classes and science because the teacher has to prepare in a laptop. We started from last year.

He continued:

All teachers are not equal. Some know, those who know, the process of delivery is not going well with the students. (Interruption) So we call them the senior teachers. Academic committee speak with them. We do not tell them directly . . . tell them, you are doing well, but try to do well. We know 3-4 teachers are not doing well, but we can [not] do anything else other than to motivate them to do well.

He said he did not have funds for teaching aids, other than a cd or other small things. Financial support for teaching aids. “We only have our satisfaction, no
celebration. For example, if I am the DM or PM, I keep working to the best and we get respect from others. Getting respect from others as teachers is a great satisfaction” (19677:19881).

When asked how he supports teachers in spite of government restrictions, he said:

Actually there are no restrictions other than we are not permitted to take any money from teachers or students for any purpose. This is a totally free education. We can teach the students as we wish according to the curriculum. The curriculum is set up by the government through the concerned board of education. We are following the NCERT curriculum. (23292:23709)

There is freedom to use creativity. Some of them use projectors and laptop. The teachers are free to do it. We also ask the students to make the science project. This enables the students to be creative. (24344:24547)

I can give only subject instructions, only the subject which I know. For all other things, I can only say do best you can, everyone has their own style. You teach according to the needs of the students and his style. In my subject, I can instruct. I can say, if you do this, it may help. (5730:6013)

He said he does sit in lower classes up to grade 6 to see teaching but has a team and a committee to visit other classes and observe the teacher so that teachers can be observed by teachers who know the subject. (6017:6295)

*Contact with students.* He claimed that he and his teachers have considerable contact with the students. He “stands and talks a bit with students and observes.” The teachers visit students in their homes as he has suggested, and his school is doing well (35274:35324). He said he believes, “Only teachers can change the nation, they need only respect” (7638:7864).
**Communication with parents.** The school interacts with the families monthly through family visits and guardian meetings, according to the principal. During these visits and meetings, they discuss a child’s slow learning and family problems. Also, parents tell them about problems with children. He claimed they are doing all they can so that students will feel motivated.

**Connection with other stakeholders.** The principal said the school was too new to have alumni.

**Teachers’ Perceptions on Principal’s Efforts to Influence Student Learning.**

**Assistance to teachers.** Academic committees are working for all the schools, according to the teachers. And a core committee formed from the members of the teacher’s council and others will decide what should be given priority.

They said their principal is a “mentorship every time he talks with the classes and teachers” and “communicat[ing] through meetings after school hours, he maintains good relationship.”

They claimed the quality of their teachers is improving with the CAT exam, and they are hoping the student performance will too. With the quality of teachers improving, they foresee only quality teachers teaching in the future. However, with a ratio of 70 students for each one teacher, they say they are “tired physically and mentally after two periods.” Consequently, “[s]ome decisions are very slow. Lesson plans made in 2012” were not approved until 2014.

A question about the use of technology in the school brought the following response:
Not much technology in government schools. We started an audio-visual program. But only paperwork, we cannot bring our own equipments. Only chart papers and models, no computer. A certain faculty was entrusted with computer education. But it is not running now due to some conflict and salary issues, so they stopped. They did not have the assurance of the job, so it collapsed. (42065:42443)

And a question about assessment brought this response:

Already done, it is imposed on us, given by the government department. Everything is done by the government, how much marks given, distribution of marks . . . (43671:43861).

Everyone is appreciated on Teachers’ Day. Some teachers are awarded by the government; it is done state wise and not school wise (44477:44604). They are selected by the department, not by school principals. We have no idea on what basis they are awarded, some of them are more than 90 years or 60 years old! Good teachers should be appreciated by the authority, encouragement to be given. (44619:44886)

Contact with students. When sharing their perceptive on the principal’s contact with the students, the teachers said he “expects discipline: interactions with teachers are ok but no talk among themselves [the students]” (1468:41641). However, they also said, “he visits families” (38308:38324) and “he sits and talks[‘about each student’] after every test” (38341:38370). “Some teachers inform the principal about the students, and [he] takes care by our school (36011:36151). Also, he interacts with those students who speak English (38929:39143).

Communication with parents. The teachers said they do not know what the principal tells the parents. They say they have freedom to talk to him, but “whether he passes this, we do not know” (40421:40589).
Variables that Challenge Leadership Influence: Principal’s Perceptions.

Accountability of the teachers. When articulating some of his challenges, the principal mentioned lack of authority over teachers: “we can call them and tell them. But [we have] no system to do more than that” (17589:17696), and “[a]ssessment is not done in government schools” (15383:15430).

Need for more professional development. When asked about professional development, he said, “Our pyramid is upside down, because in our primary level undergraduate teachers are teaching in lower class. Here I realize highly educated teachers are needed; all teachers need psychology, child psychology” (7269:7476). He continued with “Some training is given by RMS, Sarva Shikha Abhiyan, Cluster Resource Centre, URC, with the syllabus, some training every year. Some techniques are taught. But more is needed” (15928:16097). And he added, “CRC, URCs also give training. If we want to compete with others, we need training” (16188:16269). “Always there is a symposium, [a title given to professional development program] they participate in it and they learn. No particular program of formative development” (16851:16964).

Then he shared his message to the teachers:
I tell the rural schools that the world has been changed by the students of the rural area. World history teaches that people living in the rural area change the world. So if they want to compete with the world, then they need to know the techniques. So our teachers also need to know. I am also not good. I am so much comfortable with writing than a computer, more fast because we are not trained in that. When I was student, I was not trained in that. Gradually, we need to learn. I am optimistic. (16295:16785)

Student learning needs. In discussing student learning needs, he said,
[Y]ou see in every school some are slow learning. We have admission through lottery (6356:6441). . . . Minimum class work, homework. There is, no failure system, so some students think if we get even 10 marks (note needed) we will pass. This attitude needs to be changed. Some students are taking this as an excuse not to do well (18254:18497).

[O]ur government is doing good job in education, even in rural schools, the facilities are good. But what is needed is more because most students whom we teach are first generation. This is a problem not only in our state but throughout India. (20918:21165)

He said, we need to [d]evelop the innovative faculty of the students, the students should think by themselves, not just following the syllabus, critical thinking of the students.

There is no scope for this in our education. We have a syllabus, and we concentrate on it. It is a parrot type; this needs to be avoided” (26860:27153). In higher classes, the copybook should be checked by the students themselves. This will help the students to think well and form better their minds (27267:27415).

He added: “the need for teachers who can teach literature in both the vernacular and in English because he thinks that “Poetry is the basis of critical thinking” (27161:27258).

We have no physical [education] teacher. We have a chemistry master who is coaching cricket. Our teachers are doing the class work and physical coaching as well (8531:8679).

**Government mandates.** When asked, he shared the government regulations for principals:

You should have seven years of teaching experience, 45 years old, BEd degree and a Master degree; exams are taken at TPSC; written exam and viva. Then you get selected. (So there is no particular training?) After getting the appointment, we get the training, both administrative and academic. (10901:11296)
He told us these regulations are in a book, the contents of which are “only administrative, some instructions: come to school early, have good relationships, how to use the stipend, keeping the stipulated time frame and administrative matters (11920:12399). In practice he said,

We have to balance both job[s], both financial and academic. No financial breach will be tolerated by anyone. If I have full office no problem, given situation, I need to manage. If there is no manpower, then there is a problem. 2 of us are doing the work of 10 people (11298:11916).

Currently, he is not performing the work of the HOF and Dispersing officer for all financial matters, student stipends, because that responsibility is being handled by the HM of Umakanta, another Bengali Medium School.

As for supervision, he said: “Our directors come, they visit the classes, and they see the register” (17051:17148) and “I have limitations as a government employee” (15434:15541).

Additional challenges mentioned in our interview pertained to the local culture and language, the government transfer of teachers and the attitude toward that the school that is not as good as the private school because it is free. It [Tripura] is the only state in India which spends 22% of its state budget on education. The principal said:

It is very much connected with the local culture. For example, the language is local.

However, we also must know that there is no religious teaching in the school. No scriptures of any religion are used. We cannot even ask about the religion of the students nor the teachers. Teachers follow the curriculum; they have plan[ned] lesson plans based on the syllabus. (23774:24128)
Actually, there are not many challenges. Economically, the school is helped by the government. There is no logistic problem in all the schools. 22% of state budget is spent for education. This is the only state in India which does so. This school is no less than any private school. The difference actually is, it is free! So people think it is not good.

There is a problem of transfer of teachers which creates a sort of instability and [lack of] continuity among the teachers. When we look at it from a long-term measure, continuity is a problem. Following the students from beginning till the end will be helpful and healthy.

Infrastructural limitations. The principal told us his infrastructure “is conventional: blackboard, green board; it is conventional, chalk, duster” (10372:10451). . . . “We have just one projector; we carry to different classrooms” (13571:13632). He went on to say:

Here we do not [have a separate classroom for each subject], at present, it is not possible, no building, we have that vision, this concept is not developed here, especially in government schools. It is needed especially for Maths and language classes. I should learn my mother tongue that is my culture. I am in India, represent my culture; then India is India. Mother tongue can be Kokborok/Bengali, learn accordingly. Kokborok teachers are less. I am teaching Bengali and Hindi. (13802:14300)

When discussing financial support from the business community, he said:

We do not take any support like that. This is a government school. However, we help ourselves: one student takes care of some cleaning, teachers collect money and pay for
this sweeper. The government will not be able to do everything. So we are managing and contributing. (21483:21793)

Variables that Challenge Leadership Influence: Teachers’ Perceptions.

Need for more professional development. When asked about the needs for professional development that present challenges to the principal’s leadership, the teachers offered their experiences and their needs.

They said: “What we do here is just think about the numbers and marks [grades] and not anything else when we should be “considering the all-round development of the student” and “monitoring co-curricular activities should be there” (42869:43124).

They said their principal has no time for stimulating their intellect. “He has to manage the school. . . . We have some training program, but most it communicates about the rules and how to follow it. . . We are not updated; we do it in small ways by our own interest at home” (47402:47571).

We need more teachers, so the students can be given attention (45687:46046).

These teachers gave their situation with the government as the reason.

They told us they have lots of concerns: (I’m not sure about the formatting of the following quotes.)

Orientations like seminars for students and teachers, orientation for parents will be very helpful. It should go side by side for one day, and we will grow.

Improve our teaching by involving the students to go for completion, encourage the students to develop their intellect.
Both inside and outside teachers should take seminars, so that we can become more practical.

   Learning by heart should be discouraged, it should be banned in the schools.

It does not help to students to think; it is a wrong way, learning and understanding is important.

There is no value for that type of learning, intellectual learning is important

   I need to go teach according to the syllabus. Improvise the idea, more creativity.

   Even for power point presentation, we need to get permission.

   I have to cover the matter; students have minimum learning.

   You have freedom, but restricted, cover the topic or syllabus is more important.

   We have to stick to the book. (49963:51113)

**Student learning needs.** Teachers shared several problems they perceived as challenges to the influence of the principal: controlling the students in the class (34973:35034) is one, and the low quality of the students is another (35047:35177). They said they feel an extra challenge because the quality is so low in classes 9 and 10 that these students cannot achieve at the expected level (35047:35177).

   They also shared things they want to change, such as the books: “First of all the books should change. Books are given from the department (37360:37506), more illustrious books are needed” (38109:38174).

   And they want culture and morality to be taught. In reference to culture, they said, “There is no education about epics: students do not know Mahabharatha or, Ramayana; they do not know their own culture, only some books are assigned” (47897:48655).
When talking about morality, they gave examples: rivalry between individual students and between schools, respect for female students, and lack of character in general and said, “Morality of the new generation is not Ok.”

**Government mandates.** Teachers claimed that government mandates prevent them from applying everything they want (33991:34095). They said, “Some policies are not good for the students. The department does not know the ground reality, but we have to follow as it is part of the system,” and “We are bound to act according to the instructions given by the department (34105:34339).

One major challenge they named was the Continuous Comprehensive Evaluation [CCE] (34431:34492). They said that according to this system all students up to class 8 had to pass. Therefore, teachers “can only advise the student [to] study.” Then the children who do not study because they know they will pass anyway enter the higher classes unprepared (34496:34958) (35784:35910). As a result, many rural people [are] suffering. “I was in a rural school,” one teacher said. “These days 50% marks [grade] are a must for any government job. So the students need to be prepared. There is not even a job for driver without 50% of marks. This is not wise everywhere” (36166:36400). “This attitude of the students needs to change” (38545:38742).

And the teachers added that their principal is also bound by rules and regulations. He has “No independence outside the box” (46546:46802). “To some extent, politics is there. He listens to them and tries to do what he can, but he is limited” (48971:49200).

The teachers also talked about the SMC to which they have representation on subcommittees: such as the exam committee and the cultural committee but did not think they had much influence. They said the “committees cannot do much for the overall growth and
development. It will be good if [they] can. Free work is not to be imposed. Even the department will not allow us to work, not free. There is no rule so we cannot do. We are like puppets” (49256:49884).

**Cooperation of parents.** The teachers described the parents as selfish, complaining and interfering. They claimed:

- parents think of their ward only. There is so much of selfish attitude among the parents. They interfere in almost everything. (39340:39492)

- parents want more marks [better grades] more for their children. (47803:47885) they get information [about our way of our teaching] from the students and then complain about teachers. (39507:39603)

- they [the parents] are horrendous, just waiting to complain. (47727:47785) Policy decisions must go through the SMC. They said, “Directly we cannot do anything, it has to go to SMC through the principal” (39189:39300).

As for celebrations, they said:

- We celebrate most of the festivals. Durga Pooja, Saraswati Pooja, Rabindra Joyanta; they are observed and celebrated. Blood donation camp by the parents on the school foundation day is also organized- Previously *Gayatri mantra* was included, for two years we did then an objection came from Muslim parent. So it stopped. For 12 years I said, “Our Father” prayer at Holy Cross but I was not converted! Anything cannot be done; financial matters are also important. (46871:47339)

**Infrastructural limitations.** The teachers told us that in accordance with Central government education policy, there are no desk in levels 1 and 2: all should sit on the floor.
They also said: The teacher-student ratio is most difficult, 1:60, 1:70.

Classroom Observations. The first day the principal accompanied us to visit some of the classrooms. As we walked through the corridor, I saw elementary class children in one classroom squatting on the floor with neither desks nor chairs. In another classroom, I saw higher-class students sitting on benches attached to desks that were arranged in rows. As we were walking, we could hear students shouting and playing inside classrooms without teachers. The principal went into some of those classrooms and shouted at the students which made them keep quiet for a moment, but then as he left, they continued to run around and play and make noise.

This first day we visited class IX. The classroom was well lit with light from the large windows along one wall. As soon as we entered the classroom, all the students stood up and greeted us. The principal introduced us to the class. Then the principal gave me an opportunity to address the class. I thanked the principal, the teacher, and the students for giving us the opportunity to be with them and allowing us to have the study conducted in their school. My research assistant also addressed the class for a brief moment giving them a motivational talk about their own uniqueness and role in the society.

The second day we visited classes VII and X. After our introduction in VII, we sat in one of the student benches attached to wooden desks for two, attached to the floor and touching or almost touching each other. As shown in Figure 7, the students, who were neatly dressed in red and grey uniforms, appeared to be paying attention to the teacher. Some were leaning to the side in their efforts as if to see the teacher and the writing on the board. The free-standing green board was small for the size of the room and not centered. It was positioned in front of a messy stretch
of green wall originally used for writing with chalk. The writing on the small board cannot be seen by students on one side of the room. Students in crowded seats are craning their necks to see around the students in front of them in order to see the teacher and the writing on the board. (see Figure 7) The writing on board appears to be visible to students in back rows. The room had light from large windows that reached almost floor to ceiling. From our position in the back of the room, we could see the pages of open books on student desks. We noted that one page had a colored diagram which we assumed was related to the lesson for the day.

The teacher talks writes on the board and asks questions. Sometimes students respond to questions in unison. Other times a student stands to recite when requested to do so by the teacher. The voices of these students were clear, but constant noise could be heard from other classrooms and from the corridor.

*Figure 7. An urban classroom with students and teacher.*
A visit to another classroom revealed almost the same picture. A male teacher was teaching a science class in English. The students were in uniform sitting in traditional rows of desks. One could see the messy blackboard, dust, and dirt on the floor and furniture, and students who are silent and disengaged. The interaction in the classroom went like this:

The student is reading something.
Teacher: “You do not have a book?”
Teacher: “Who is talking? Why?”

[Silence]

Teacher: “What is watering? With this, we can water the plant. You know watering can? Water is thirst food for the plant. What is thirst? The roots of the plants are thirsty; roots remain thirsty, the children water the roots with a watering can.”
Teacher: “What are you looking at? Stand up! What is watering can? Can you see the board? What is it? Tree. Ok. That is a watering can?”
Student: “Yes.”

[Some questions from the students]
Teacher: “Ok”

[Something is going on!!!!]

A student begins reading the text. The teacher is explaining the sun’s activity.

We walked into another classroom. The teacher welcomed us saying, “Hello, good afternoon.” “Take your seat.” Then we were introduced and asked to address the class. After a brief introduction by the researchers, the teacher continued with the class.

Teaching continues in the Bangla language class.
Teacher reads very slowly. Only teacher’s voice is heard for a long time. The teacher then asks a student to read. A student starts reading the text. [Complete silence]

The teacher is asking a question: “Anybody?” Another student continues reading the text.

We had a short conversation with the teacher.

The teacher thanked us and asked us to share something with the students. We complimented them on their classroom behavior and asked thanked them for having us in their classroom.
Taking a diversion from the highway onto a mud-covered, narrow road with a huge bund on the left side and paddy fields on the right. In a short time, we reached Public School D2 inside a compound wall with an iron gate. Though we are strangers, the students greeted us with “Good morning uncle” and a warm smile as they ran around the narrow courtyard of the school. Outside the school, there is a small waiting area for students whose parents will come to walk them home. This small school compound has tin-roofed classrooms, separated by sheets of tin and panels of wood. Though some classrooms have cement floors, others have unfinished mud floors. On this day the school compound had a festive look as they were preparing for the “Sarasvati Pooja” which is the goddess of learning according to Hindu tradition. As soon as we reached the school, we were welcomed and taken to the principal’s office.

**The School and Students.** Public School D2 is a new English Medium school in the suburban area of Tripura where the poorer people live. The principal said that the government is moving to [establishing more] English-medium schools because the poor people are not able to pay the fees for private schools where English is the language of communication and instruction. This is part of the government’s plan so that more children will get the opportunity to learn to read, write, and speak in English.

This school accepts both boys and girls from grade I to XII. The morning section I-V has two-thirds as many girls as boys, most of them from Scheduled Caste (SC) and Other Backward tribe communities (OBC). The noon session VI-XI has fewer students but of similar composition.
The first class of 12 students is going to take the public exam in 2016. The principal explained that 100% of these students must pass with 50% marks, for the school to be accepted as a good school by the stakeholders.

The infrastructural facilities and supplies are limited: too few classrooms, no room for a library or lab, an insufficient number of desks, benches, blackboards and instructional materials such as charts, and amenities like electricity and running water. Most of the students sit on benches at desks, some in temporary makeshift classrooms. Students appear to be lively. They show that they are happy in their school in spite-of the existing infrastructural limitations. Their new school is still under construction.

The principal does not have a separate office. She shares space with some teachers in one of the staff rooms. The principal, teachers, and students are hospitable and welcoming. Because there's only one English medium school in their geographic area, students are coming from a 20-Kilometer radius. These children are the first in their families to come to an English medium school. The principal says:

Their parents have not studied, so I tell the teachers that we have to do our best. We have to do much more for them. This will motivate my teachers. Almost 85% of teachers are cooperative. The school started as an English medium school with 12 students. This year 350 additional students are attending. This increase sends the message that this school is running well. Therefore, the teachers have to do their best during school hours.

(3519:3881)
Background and Occupations of Student Families

Public School D2’s population is diverse. As the school is situated in a rural area, the students come from a variety of religious backgrounds such as Hindu, Muslim, Christian, and Buddhist, and from ethnic communities such as Bengali, Tribal, and Scheduled Caste. Their mother tongue is not English. When students apply to the school, they give the occupational, economic, ethnic, and religious backgrounds of their families. The parents’ occupations generally include farming, brick factory workers, and day laborers in a variety of jobs. The majority of the families of the students in this area are economically poor and live in bamboo or mud houses with tin roofs.

Transcriptions of Interviews with Principal and Teachers

As my research assistant Niloy and I approached the school, we saw an old rundown corrugated tin sheet building with classrooms in front, a concrete building under construction on the left and a semi-concrete structure with a broken concrete veranda on the right. Children in white and gray uniforms with neckties were running around on the hard mud schoolyard.

The principal in a traditional sari welcomed us with a warm smile. She offered us a seat on an imitation-wood plastic chair near her desk, which was one of several in a room with chairs; several types of cabinets; posters listing various committees and clubs; and blackboards with current attendance, financial, and other important data. She was especially proud of a trophy: “The Best School Award.” As we talked, we heard other conversations in the room and children shouting in the courtyard. She graciously served us tea and biscuits. We began the interview in this office, which she shared with teachers and office staff.
Education and Professional Experience of Principal

The principal told me that she holds a degree in mathematics and has taught for almost 20 years. She was selected as a principal through the Tripura Public Service (TPS) exam. The government’s minimum requirement to be a principal is a B.Ed and a master’s degree with the equivalent of a “B” grade or above. Her motivation to become a principal came from her own father who, too, was a principal. Her father had been awarded as the best principle at the state-level. This award inspired her to become a principal of a school. She had graduated from a Bengali-medium school for higher studies and went on for higher studies.

Vision of the Principal for the School

The principal’s first vision is not only that all the students should pass, but also that they get grade “A.” To do this she said, “My responsibility is to improve the teaching and learning process. It should be the all-round development of the students.” She continued, “We have to nourish all the students and give them all types of opportunities: cultural development, moral development and overall development.”

Her second vision is to build relationships with teachers, students and other stakeholders.

This year I sent a few teachers with the students for a day trip. This school does not have enough funds for trips. Somehow, I managed. I am here only to serve the students. Some colleagues asked me why you are not decorating your office room. I tell them that we are here only to serve the students. Why do we have to decorate our office rooms? Let us spend the amount for the students. Teachers are helping voluntarily. She wants to integrate technology into classrooms. She says,
This is required nowadays. They need to know the latest technology. For better teaching, any process smart classes are required. Since this is a government institution, we are not getting much support. We need some good quality teachers with the professional training. Smart class with quality teachers for the improvement of teaching and learning.

(19317:19525)

**Teachers’ Perception of the Vision of the Principal**

Teachers at the school said, “Ever since she [the principal] came to the school, our school was declared as one of the best school” (24562:24646). They claimed she has a “high vision” and expressed the following opinion of their principal.

Every day she tries to deliver some message to the students about doing hard work and studying well. To us teachers, she usually tries to conduct some meetings for the development of the quality of teaching. How can we improve and help slow learner, etc.? She always shares her personal thoughts on how we can do better and so does all the teachers and this way we talk about how we can better the teaching quality.

(22563:22709)

**Principal’s Description of His/Her Leadership Style**

When asked how she perceives her leadership style, she said she always emphasizes relationships and tries to have direct contact with teachers, students, and parents. She continued by saying sharing is the first step to improving an institution.

**With teachers.** In telling me about the direct contact she has with teachers, she said, After coming to this institution as a principal, I always sit with my colleagues. I tell them that I am your colleague. I am all for a teacher. I believe in a democratic way of
education. I always tell them I am also a teacher like you. I am still a teacher. I tell them as a signatory authority I may do the official work, but I am a teacher like you. I tell the teachers that you have to tell me whatever your difficulties are. (1832:2211)

Identifying herself as a motivator. She said, “It is my work to motivate them” Every day she has some plan for the school. She sits with the teachers and shares her ideas with them. “I call them and talk face-to-face. Openly I thank the teachers who are doing well so that other teachers will be encouraged. Even for me, it is an encouragement. When I recognize a teacher’s effort, the teacher does much more” (10968: 28563). She knows the family background of the teachers: “I know the family problems. I did not keep myself aloof from them” (11061:11098).

She indicated that before any program she sits with all the teachers and listens to them: “I believe that I should not compel, but request them to be part of the program” (11224:11300).

As a former mathematics teacher, she said she has direct contact with mathematics teachers and with the students in mathematics classes. Because students are lacking in mathematics and science, she said she invites the mathematics teachers to come and discuss with her their teaching difficulties.

**With students.** She said she has direct contact with students. First, she addresses them in the morning assembly. She introduced and taught two special classes a week so that students can increase their success in mathematics. She also introduced special science classes (extra coaching classes) to increase content taught in science and to improve reading skills. She said it is not possible for her to schedule additional special classes for lack of space.

**With parents/guardians.** She tries to have direct contact with parents/guardians and other stakeholders. “Whenever I am in trouble I call the parents or guardians. They usually come
to the school. Some do not come” (5133:5180). Her target is to bring all the guardians to school. The guardians have to meet her first before going to the classrooms. (14256:14317)

**With other stakeholders.** In accordance with the government mandate, she tries to work directly with School Management Committee (SMC), composed of representatives of the community. She claims that SMC wholeheartedly cooperates with her (4773:4811) and says she receives a lot of help from this local body. “This is our pride. SMC people usually help me” (6148:6190). She meets with SMC twice a month. “Without their help, this place would not be able to do what it does because our resources are so meager” (5661:5711). She said, “Five of our classrooms were built by the SMC. All the temporary rooms were constructed by the SMC” (14374:14441).

**Teacher’s Perception of Principal’s Leadership Style**

**With the teachers.** The teachers said, “Our HM has good relationships with the staff [teachers]” (33488:33526). They said, “she shows [no] partiality towards any senior or junior teachers; all teachers are treated equally. While being a strict and able leader according to the teachers, she always gives her best to everyone.” (23055:23084). They also said that, before they make their lesson plan for a particular subject, they sit together with the principal and try to talk it out among themselves and discuss what would be the best way to teach students and give them the better style of teaching.

Teachers claimed that the principal is supportive and they work as a team (31429:31445). They said, “She understands everything, and I think that she’s very practical. She knows how to handle situations” (27581:27614). One of the teachers said, “When I go to her with my personal problems she always helps me. She used to tell me if you have, any problems do come and share
teachers endorsed her collegiality and cooperative attitude. She is a risk taker. One of the teachers said, “She wants to explore things. I also want to explore things. I want to try something new regard to teaching and learning. Sometimes she says you try” (34043:34070). One of the teachers said, “This is the only English medium school in this subdivision. Therefore, we have a goal. We have a common understanding of the curriculum/goal for the school, but we just do not have it in writing. But we have an understanding of it” (29931:30150). Speaking about collegiality in designing curriculum, one of the teachers said that they form a team of senior teachers and they make the curriculum.

**With parents/guardians.** Teachers told me that the principal has a good relationship with parents and they are supportive. One of the teachers said, “It is because of the support that the school is where it is now. She is not alone nor the parents.” (36903:36928). Another teacher said, “We had some problem, we had no benches and guardians came forward and provided benches” (34608:34692).

**Principal’s Expectations of Teachers**

She likes seeing interactive classrooms having students converse in English. “In my classroom, I don't want to see students remaining silent. I like interactive classrooms. I told the teachers and students to speak in English. All should speak in English” (6802:6975). Her
personal view about English Medium education is that it is helpful. She added, “If I study in their local languages: Bengali or Kokborok, it will not help them for their higher studies. English is very important” (15357:15470).

She said, “If I find any slow learner [not special needs] in any class I tell the teachers your process is not correct” (8724:8804). She also said that she finds the teachers having a collegial attitude. “The colleagues sit together and share their problems this way they collaborate” (8876:8943).

**Principal’s Efforts to Influence Student Learning**

**Assistance to teachers.** She connects with teachers by taking them into confidence through discussion. Every year she tries different methods of connecting, depending on the needs of the school. She said,

> When I was a teacher, I used to employ different methods. How to be more successful? I used to try different experiments. The needs of the different places are different. I try to be innovative. Different areas have different problems. … I used to employ my methods as per the needs. I listen to the teachers; sometimes they have better ideas. I taught a class on statistics, and I found some students who could not understand the problem. So I discuss with the teachers how to proceed in this matter. I am a failure in this method. Let me know your method. I am always willing to learn. (9765:10386)

She has established an academic committee with experienced teachers who have been teaching for 25-30 years. They are the subject specialists. She said, “We used to sit together to discuss what could be done for the betterment of the institution. [Now] we sit together once a
month” (18822:18939). She said that she evaluates the teachers based on the student performance.

She also introduced a school diary to record their performance. She says, “When I encourage a teacher, the teacher does much more. Even I need encouragement… I openly thank the teachers who are doing well, so that other teachers will be encouraged and even for me; it is an encouragement” (11521:11838).

Receiving the best school award from the finance minister of the state inspired her to do better. She shares the success stories of students and teachers at the morning assembly. She said, “We cherish the success of the students and teachers. We do not have any auditorium, but whatever their success we share them” (9250: 9369).

Contact with students. Another way she connects with students is through her visits to classes. She said,

I visit and also used to take 13-15 classes. “Whenever someone [a teacher] is absent I visit [teach] those classes. I believe it is my duty to check their progress. I have to check their learning level. I think it is my duty. Otherwise, I could only depend on assistant headmaster or other teachers. Practically what is going on, I have to see. I come out of my room, and I used to visit [teach] those classes with teachers are absent. (6299:6742) She claimed she was successful in getting the cooperation of teachers to support the students. Her teachers do extra to reach out to the students.

Some teachers voluntarily take responsibility for some of the poor students and support their studies. “Some teachers [have] taken responsibility for some students and support
their studies. It is a wonderful thing that I found that some teachers purchase copies and support some students. They purchased books for them. (10667:10874)

**Communication with parents.** Her goal is to bring all the parents/guardians to school. Communication with them and other stakeholders are used as the key to this goal. “I used to call them and talk face-to-face. I know the family background of the teachers. I know the family problems. I did not keep myself aloof from them” (10944:11094).

**Connection with other stakeholders.** As a principal, she says she succeeds in tapping the human capital and social capital for the benefit of the school and students.

We have to improve the human resources. The chairman of the SMC is the chairperson of the Municipal Council. One day he told me, Madame we have to improve the human resources. Buildings are really going on. We have to spend some time in the school and know the problem of the principals of each institution. With the construction, you go on, but it is important with the human resource. I do everything because of the help of SMC Otherwise with such meager resources in this place we will not be able to do.

(5901:6264)

**Teachers’ Perceptions of Principal’s Efforts to Influence Student Learning**

**Assistance to teachers.** Teachers claimed that if the students of one particular teacher perform better than the students of the others, the principal makes sure to congratulate him or her. “She recognizes the teachers’ hard work and celebrates their success” (28497:28556)

**Contact with students.** One teacher said that the principal motivates the students in the morning assembly and during her classroom visits.

**Communication with parents.** (No data)
Connection with other stakeholders. (No data)

Variables that Challenge Leadership Influence: Principal’s Perceptions

In our interview, she said that she faces challenges such as accountability of teachers, need for professional development, student-learning needs. Government mandates, cooperation of parents, and infrastructural limitations,

  Accountability of the teachers. The principal also claimed that some teachers take days off. She said she could not control the situation as the government school department directly appoints the teachers.

  Need for more professional development. Professional development and quality of the teaching of the teachers still remains yet another challenge. Professional development programs are conducted by SSA, Rajya Mission. She says they are not helpful as they are a mere repetition of the same programs over the years:

    They are not innovative. So it was boring for teachers. They just spend the money. They are not coming out with the latest research and training. Training is required because everything is changing. New research should be done. Sometimes I found that teachers lack of training disturbs the teaching and learning process.... (13383:16991)

  Student learning needs. Since students come from a variety of economic and ethnic background, they present a number of learning needs. The principal said, “This is a first-generation children coming to English medium school. Their parents have not studied, so I tell the teachers that we have to do our best. This will motivate my teachers. Almost 85% of teachers are cooperative” (3669:3706). She says,
Some of our children are not able to purchase dress properly [indicating poverty]. The government is giving Rs.400.00, but it is not sufficient. Some children come with the torn and dirty dresses. Parents are not able to purchase spare dresses. Another challenge is the language issue that most of the parents are sending for the first time to English-medium school. If it is Bengali-medium school maybe the parents would have been able to help the children more. The parents are not able to understand anything since it is English-medium. So the students are not getting any help from the parents. Good number of children are first time learners. (10523:16127)

**Government mandates.** Government mandates and frequent arbitrary transfers ordered by the Ministry of Education continue to be a problem. Teachers and principal can be transferred to any of the public schools within the state at any time. There is no prescribed schedule for transfers. It is decided by the education department in consultation with the minister for school education. According to her, “If there are frequent transfers, it will affect the school. For a new principle to take time to understand the policies, principles and practices” (12045:12179). Since teaching and learning is a process, a principal should stay at least five years in a school (12644:12668).

She said that some of the policies of the government, for example, the training programs for teachers, come as a challenge. She raised her concern saying,

They are sending me letters asking me to send 2 to 3 teachers for long time training. I did not have the teachers at all. Our classes are disturbed for that. And side-by-side there are some election duties, census duties, they are taking the teachers. Teachers should not be involved in this work. This disturbs the school. Every teacher has separate thinking for
his or her class. That totally disturbs the learning process of the school. This is a wrong policy of the government. All the time they are taking the teachers. (16575:16815)

She feels that at times training is given for the sake of training. She said, This time some yoga training is going on for the teachers. They have taken two teachers from us. Two are the class teachers of class one section. They are young. They are very good teachers. And I really feel that the students are totally disturbed for that. The district education officer has sent a letter, and I had to send teachers. Why have they taken the teachers? It is the policy of the government. I do not know they have just sent a letter and I have to send teachers for that. Actually, physical instructors should be sent for training, not the regular classroom teachers. A mathematics teacher or science teacher how can they teach yoga? If they take our suggestions, I will tell them that before appointing the physical instructor they should know sports, yoga and other matters. They should know the purpose for which the appointed here. (17121:17969)

With regard to the appointment of teachers, she feels that the government is using a “tap” system, or taking anyone who is willing instead of finding properly trained teachers for the subject.

This time government has appointed teachers without having B.Ed. training. It is a big problem having teachers without B.Ed. training. It is a big problem for us to know the teachers and to help him/her. We used to conduct Semi B.Ed. training for our teachers. They do not know the process, they are just going to the classes and imparting the lessons and giving some homework and giving back the homework. This is their work. Their total motivation is a great challenge. So this policy should be changed (18155:18651).
Cooperation of parents. (No data)

Infrastructural limitations. Several times, she pointed out, they do not have an adequate room for a library or an auditorium. The parents are economically poor, and the school does not have adequate funds from the government. Though the principal is interested in introducing smart classes (equipped with technology for teaching), she could not introduce them for lack of funds for resources. She said,

We require 17 classrooms, but we have only 12. We need five more classrooms. Five number of the rooms were built by the SMC. All the temporary rooms were made by the SMC. The government has promised to make classrooms. Government policies and construction work will take time. We lack benches. (14320:14605).

Variables that Challenge Leadership Influence: Teachers’ Perceptions

Accountability of the teachers. (No data)

Need for more professional development. Teachers also expressed the need for professional development programs. One of the teachers said, “It is really necessary…. There is some SSA training, but we need effective training. One or two days training is not sufficient for teachers” (35621: 35760).

Student learning needs. Some teachers said that many of our students are first-generation and not fluent in English. “Whenever they’re at home or at playgrounds with their friends, they converse only in their mother tongue” (23995:24093). They said that since the new law The Right of Children to Free and Compulsory Education Act, 2009 (RTE) was enacted, students do not take their studies seriously. One teacher said:
ever since the Government of India enforced the rule that no students from first grade to
eighth shall [fail]. Some of the students take advantage of this and do not take their
studies seriously. This has been one of the biggest negative effects on the students. Many
students take for granted that they will pass no [whether] matter they study hard or do not
… care about their studies. This type of behavior is also seen in the elementary students.
(24990:25431)

**Government control.** (No data here, the complete mandate in the appendix)

**Cooperation of parents.** (No data)

**Infrastructural limitations.** Some teachers said that they lack teaching aids like
pictographs, symbols, graphic representations, and physical models. One of them said, “We have
no infrastructure. It is not so developed. We do not have electricity. We have no teaching aids,
nothing but some teachers” (32842:32958). Another teacher said, “We have no such facilities.
listed in introduction]. As for teaching aids, we have to use some charts, pictures and some
handmade things” (33048: 33147).

She added, “We don’t have a big library. Some books are there. Our students go to the
library, and they are given the opportunity to read” (2847:2966).

After our interview with the principal and with the focus group, which included four
teachers, we proceeded to our classroom observation.

**Classroom Observations**

As we approached the grade IX classroom, I saw wooden doors painted brown open
against dusty yellow walls with posters and painted billboards. The veranda of the school was
smeared with rice and yellow curry as it was immediately after the midday meal. Free midday
meals are cooked and served at the school for all children. Some teachers were instructing students in Bangla to sweep the veranda with coconut brooms. Most of those sweeping were girls. Inside, the newly built classrooms were well lit by windows.

The cement floors were covered with dust brought in by the wind and mud from the students’ shoes. Desks are made of wood attached to benches for two or three students. They were arranged in rows facing the teacher with narrow aisles in between. Before I sat, I wiped the dust from my bench and desk.

In front of the room, I saw a blackboard and a teacher in her native sari writing on the board with chalk. The children in gray pants and white shirt uniforms with neckties copied the notes in their notebooks. After writing the notes, the teacher began to read a lesson in English. As the teacher read the lessons, the students looked into their books. From time to time, she looked up, asked a question and called out some students to answer. She knew each student by name. This questioning and answering were the only interaction I saw between the teachers and students. I heard a lot of external noise from children shouting in the courtyard and other classrooms without teachers. The teacher reading a lesson and asking questions took most of the time.

At the end of the observation, we were asked to say a few words to the students. When I referred to cutting down a huge mango tree to tell them that nothing is impossible, they listened. I told them that making one cut does not bring the tree down. Bringing the tree down takes a series of many cuts. Finally, even the mighty mango tree will fall. Then I related this to their learning challenges and told them that they should study harder when the lessons get difficult. They looked very eager to hear and learn more. When I asked them questions about their goals in
life, they interacted with me in English. Their school with a temporary attachment is pictured in Figure 8.

![Figure 8. School building showing construction underway and temporary attachment.](image)

Leaving the classrooms and entering the schoolyard, we talked with and videotaped several children. They told us how happy they were in their school and shared their career aspirations. One girl in class VIII said, “I am proud of my school, and I want to be a doctor. Our school is so nice and beautiful.” A boy of class IX said, “My school is the best. I aim in life to become a doctor.” Another girl said she wants to be a pilot in the Air Force. Another boy was undecided, but he wanted us to know he liked his school.
Appendix Q: School D3: Rural Tribal School

The School and Students

Driving north from Agartala, the capital city of Tripura, we passed through a scenic route with paddy fields, lakes, brickfields crossing rivers and forests leading to School D3. This school is one of a group of Eklavya Model Residential Schools. It has been affiliated with the Central Board of Secondary Education (CBSE) on a Provisional basis since 1987. It has been operating officially under the trust/society Navodaya Vidyalaya Samiti.

Standing with its head up in the midst of a large area of uninhabited land is the well-constructed white concrete school building, School D3. This building which has lab facilities is well protected by compound walls. It has two separate boarding houses: one for boys and one for girls. All the necessary study materials are provided for students by the District Department of Education. The medium of instruction is English, but Hindi and Bengali are also studied and used.

Background and Occupations of Student Families

The principal, along with some teachers, welcomed us to the school. He has been principal for the past one year. The school is particularly intended for first-generation Scheduled Tribals (ST) students, boys and girls, who are Below Poverty Line (BPL). As one of four such model schools in the state, it is run by the Tribal Welfare Department. Once admitted the students receive everything free: textbooks, uniforms, study materials food, etc. Each class from VI to XII has 30 children, ages 10-17. Students are selected based on an admission test.

This program which was started by the central government is administered by the Tripura Tribal Welfare Residential Educational Institutions Society (TTWREIS). It has two sections per
class. The student-teacher ratio is 1:15. The school has 25 teachers and 403 students. Students are given all the resources required for studies. These children are selected from all over Tripura. Once they are admitted, they can continue to study up to class 12, free of cost. The first group of students took the national board exams in 2010. So far, 100% have passed.

Each teacher has a bachelor’s degree and additional B.Ed. training. Teachers assist the students even outside the class hours. Therefore, students need not go outside for private tutoring, as students in many other schools do. This school is the main source of student learning. Teachers are not paid any extra remuneration for assisting them in studies outside class hours.

Parental involvement in the school is minimal. Students remain at the boarding school for 300 days. They are allowed to go home only for 65 days in a year.

Transcriptions of Interviews with Principal and Teachers

Education and Professional Experience of Principal

The principal, who was born in Belonia, south of Tripura, received his early education up to class XII in a Bengali medium school. He finished his college studies in Belonia in 1994 and received his MA in History in 1996 and his LLB from Tripura University in 2002. He also received an M. Ed. from IGNOU and an additional MA from IGNOU.

He said he did some of his studies while teaching for five years in a missionary school for tribals and non-tribals: Montfort School in Champaknagar. He currently teaches history for Classes XI and XII and has been principal here since February 2015 (483:987).

Vision of the Principal for the School

When queried about his vision for his school he told the interviewer:
Education pedagogy of the process is to be considered. Developed countries are going faster, in the development of it [education] and everything. In underdeveloped countries, our students could not get even 20% of marks; there is not even a smart classroom [one equipped with technology for instruction] due to the shortage of finances. The students can capture all the talents as per the availability of resources and be successful. They should be able to face the 21st-century challenges, and they should be able to modify [change] their surroundings. (6971:7462)

He said he got his vision from his previous experiences, especially while teaching in a missionary school [private school]. Most of his experience is from there and then from studies (10493:10648).

Then he identified two visions for the future:

First of all, there should be sufficient resources. Second, there should be a free atmosphere to change the education pedagogy. Now it is all controlled by the department especially the study activities, and even for educational excursions, I need to get permission from the department. This system needs to change (18670:18980).

The principal said he visits classes every day and wants to see interactivity (25443:25616) and added:

Students should always be engaged in work. By working, they learn. For example, after every exam, ask the students to correctly write all the answers and solve everything. Teachers have to go through their answer sheets again as an assignment [task]. All those who complete this are given an incentive of 3 marks. All the students submit the assignments to get high score. (7553:7927)
Teachers’ Perception on the Vision of the Principal

His teachers agreed with his vision to educate the students and that his style is working with them. They said, “He is very friendly, he works hard, any problem he always helps. He is not like ‘I am the boss.’”

Principal’s Description of His/her Leadership Style

Moving on to his style of leadership, he claimed to believe in a democratic style: I ...
Distribute the responsibilities to different people with complete freedom to complete the work the best way possible. The students need to learn through responsibilities. The teachers have to report to me about the students. And the students also report to me about the teachers. The class leader gives a report about the teachers every week. As per their suggestion, we work out the remedial part. (5149:5576)

It is not by single-handed work. The teachers also helped. There was hard work. There are also model teachers. (8983:9093)

Moral life is first and foremost. In the Indian history of school monitoring system is helpful to bring out leadership. If a student can feel [understand] for themselves, they will be able to correct themselves. For example, there were some issues; I addressed the students about the problem. The students came with protest. I expelled the students as a reformative punishment. When I explained, they accepted, and they went on their own and accepted the punishment. We need to discuss everything freely; and, if they understand, they can even take the punishment. (9267:9824)
We have some group work, especially for science subjects. There is a math group too. Some sections are doing well. There is demonstrator management. There is some amount of participation and collaboration. (13656:13863)

I believe and teach three things. (1) do not say lie, (2) in anything first satisfy ones’ own consciousness and (3) my moral behavior should be good that others should not question nor control it. (15735:15924)

**Teacher’s Perception of Principal’s Leadership Style**

In commenting on their principal’s leadership style, his teachers said:

Everywhere leadership is needed. The school must be like a family where the father of the house manages everything. The principal needs to manage everything. (22847:22999)

As a leader sometimes he requests, guides, advice and sometimes orders. He is a situational leader. (23046:23157) Everything depends on the cooperation, and it is very flexible. (23202:23264)

**Principal’s Expectations of Teachers**

The principal expects to the teachers to be:

active, control the class, with good sound, teachers’ eyes should be there over everyone. Creating interest for the students on the topic at the beginning itself is important. If they get interested of the students, they will be good and grow better. Make the children grow in their interest. When they have an interest they will talk and do well. (10958:11317)

As we continued, he said his teachers “need to know every individual student. Whatever be the ideas if shared there will be maximum benefit. There should be enough classroom
activities. Activities not just giving notes, but make the students to continue thinking. The students also need to feel good about the teachers” (11504:11789).

He expects every student to speak with the teachers at least for 5 minutes in English. He said: “Talking with the students is important, otherwise it will be one-sided approach” (6732:6886).

The principal said he visits classes every day and wants to see interactivity (25443:25616).

Students should be always engaged in work. By working they learn. For example, after every exam, ask the students to correctly write all the answers and solve everything. Teachers have to go through their answer sheets again as an assignment [task]. All those who complete this are given an incentive of 3 marks. All the students submit the assignments to get high score. (7553:7927)

**Principal’s Efforts to Influence Student Learning**

**Assistance to teachers.** The principal said: “teachers help in the curriculum planning. We plan together” (3486:13550). “I do visit, but I do not interfere in what is going on. I do observe continuously; and, also, after getting the complaints from the students, I try to correct the teachers” (13253:13424).

As part of his assistance to teachers and working with them, he says he “shares new knowledge with them, and sits with them, to discuss feedback after every program.” And he mentioned that he and some teachers attended, “four-day professional training at Khumlwng a year ago which helped us develop our teaching skills” (28242:28350).
To celebrate teachers’ success, he told us: “We participate with the [district education] department and success of the teachers is celebrated.” And he added:

There is also an award ceremony for the students. It is celebrated at the school level, and the students were provided with wristwatch, money and merit award. The tribal welfare department gives the awards. For the teachers, we gave wrist watches for the good results of the school. (13900:14255)

He also said that teacher achievements are mentioned and celebrated during assembly and sometimes during private celebrations with the staff alone and, for example, mentioned “a big celebration for Christmas.”

**Contact with students.** He said, “I usually organize 20-minutes assembly every day. Allow students to participate to remove stage fear, develop vocabulary and to make them smart” (6111:6254). He continued:

Remedial classes for Class X and XII are organized after the school hours.

This is volunteer work, and we do it in the afternoon. The students are like our own children. Here there are only school teachers, and there is no private tuition. So it is our responsibility to assist them.

If we give the extra time it will be good, and if the students do well we can smile, and the students will also smile. In private schools there are more facilities; here it is not there, and so we have to guide them.

The students do not go out of the campus. They have to get a gate pass. Only for the celebration of January 26, the students go out, and the teachers go with them.

(26872:27633)
To help his students overcome the fear many of them have of mathematics and science subjects, he said, “we started club activities during the school time. The members of the Mathematics and science clubs will be able to conduct classes for their lower level classes on these subjects. Through this process, they will grow internally and learn better the subjects. Clubhouses are helpful” (12078:12457).

**Communication with parents.** Since all the parents belong to the BPL category and the students live at the school during the school year, he says: “Parents’ participation is almost nil. The students are always with us” (7929:7999). . . “What we need is only their cooperation during the holidays. They are not part of the school activities. One guardian meeting was held, and I invited them to see the progress of the students” (4325:4558).

**Connection with parents/guardians and other stakeholders.** When the conversation turned to parents, guardians, and other stakeholders, the principal said his school did not have SMC. In fact, the district education department told him not to have SMC and warned him about its difficulties, especially political ones. However, last year he organized a parent gathering with maximum success. He said, “Cooperation from local people and guardians are required” (18263:18629).

In commenting on his communication with parents, teachers, students, and other stakeholders, he said:

I try to explain my own ideas and get their suggestions to improve the same. Sometime, whatever I think may not be correct, so they are given opportunity to question me so that I can correct myself. If I start something wrong, I can observe its failure. Learning lessons in my life are part of the process. I am for open relationships (16331:16662).
follow democratic style. All of them listen, but only 90% of it may be followed. Once a month we have staff meeting. My leadership role is to guide the teachers on the subject matter. (11858:12042)

He adds he has to abide by the tribal social norms and he has “no disturbance from the local people. They hardly come to the school. The guardians come only on the second Sunday of every month” (30345:30543).

**Teachers’ Perceptions on Principal’s Efforts to Influence Student Learning**

**Assistance to teachers.** And the teachers, when queried said:

Principal is a dynamic person. He tells us how to improve our classes. Whenever he gets time, he shares with us his knowledge. The teachers also have to take positive steps. When I share with him, he helps us as he has practical experience. About practical issues of teaching, we got help from him. (27748:28069)

As part of his assistance to teachers and working with them, he said he shares new knowledge with them and sits with them to discuss feedback after every program. And he mentioned four-day professional training at Kumlung a year ago which helped them develop their teaching skills. (28242:28350)

**Contact with students.** (no data)

**Communication with parents and other stakeholders.** Teachers summed up the cooperation from local people and guardians by saying:

They support and there is no interference (30251:30291). There is no disturbance from the local people, and there is much peace. They hardly meet the children and come to the school. The guardians come only on the second Sunday of every month (30345:30543).
Variables that Challenge Leadership Influence: Principal’s Perceptions

The principal admits:

There must be challenges there because we are human being. Challenges are connected with the foundation of the society. Peaceful atmosphere in a village is connected with unity. If there is better unity, there will be peace. It is the same in the school. Individuals are different, but we have to work to bring everyone together. I try to satisfy everyone, but not possible, so I go by maximum and minority process. (15188:15598)

Infrastructural limitations. (no data)

Accountability of teachers. (no data)

Need for more professional development. (no data)

Student learning needs. In describing the needs of students in his school, he explained that students come from poor and distant villages and speak neither Bengali nor English (5896:6109). However, students have to speak English in the classroom, and they have to communicate with their teachers (5896:6109). Also, many students are fearful of mathematics and science subject.

To overcome the fear his students have of mathematics and science subjects, he said: “We started club activities during the school time. The members of the Mathematics and science clubs will be able to conduct classes for their lower level classes on these subjects. Through this process, they will grow internally and learn better the subjects. Clubhouses are helpful” (12078:12457).

Another challenge is dealing with the frequent transferring of students. He said: “If the transfers take place at the initial stage of the academic session, it can be adjusted; but if it takes
place during the sessions it is difficult for the students to adopt and it is a disturbance” (30808:31046).

However, he claimed to be satisfied with his graduates’ success on the job and attributed their success to the discipline, sense of duty, and the ethics and good values learned at his school. He said many had gone for higher education: most to B. Tech and some for post-graduate school. Most of them got jobs and are all-around successful (10038:10437).

He cited a district championship and sub-divisional championship for Subrato Mukerji football, some literary awards from the TATA foundation, and some students selected for national-level competitions.

**Government mandate.** He claimed his major challenge is to get cooperation from higher authorities; changing the atmosphere of the local authorities is difficult. He is often dealing with illiterate people who work for their own selfish gains. He gave an example: “I want to beautify the school with garden, but the villagers’ cows will eat it up. Hostel students are supplied with wine even at 10 O’clock night! The villagers supply. There is no gate security and no proper boundary wall. I cannot isolate the students from the local culture” (16746:17316). He thinks that the school should have some discretionary power for development, principals should have more freedom and that the principal and the school should be guided by the educationalist and not administrators. He said: “Instructional leaders are needed to guide us” (19683:20010).

He continued: “First of all there should be sufficient resources. Second, there should be a free atmosphere to change the education pedagogy. Now it is all controlled by the department especially the study activities, and even for educational excursions, I need to get permission from the department. This system needs to change” (18670:18980).
In financial matters, he said: “Everything has to be provided by the government. Anything we want to do, we need money even for publishing magazines and other school activities” (29996:30191).

Another challenge is dealing with the frequent transferring of students. He said: “If the transfers take place at the initial stage of the academic session, it can be adjusted; but if it takes place during the sessions it is difficult for the students to adopt and it is a disturbance” (30808:31046).

**Cooperation of parents.** Since all the parents belong to the BPL category and the students live at the school during the school year, he said: “Parents’ participation is almost nil. The students are always with us” (7929:7999). . . . “What we need is only their cooperation during the holidays. They are not part of the school activities. One guardian meeting was held, and I invited them to see the progress of the students” (4325:4558).

**Connection with Parents, Teachers, Students, and other stakeholders.** In commenting on his communication with parents, teachers, students, and other stakeholders, he said:

I try to explain my own ideas and get their suggestions to improve the same. Sometime whatever I think may not be correct, so they are given opportunity to question me so that I can correct myself. If I start something wrong, I can observe its failure. Learning lessons in my life are part of the process. I am for open relationships (16331:16662). . . . I follow democratic style. All of them listen, but only 90% of it may be followed. Once a month we have staff meeting. My leadership role is to guide the teachers on the subject matter (11858:12042).
With the parents and other stakeholders. He says he has to abide by the tribal social norms and he has “no disturbance from the local people. They hardly come to the school. The guardians come only on the second Sunday of every month” (30345:30543).

Variables that Challenge Leadership Influence: Teachers’ Perceptions

Infrastructural limitations. A teacher said, “There is nothing in my classrooms. No smart classes and boards” (11367:11456). She added that that the teachers need to form teams (18113:18224) and share material things and work together (18113:18224). Later she said:

Subject learning has to be done with more practical learning; we need more teaching aids, laboratory assistance for more practical learning. For these, there is a lack of money. We cannot take the students outside for field study or excursions; there is control over the students [government permission would be required]. (32144:32438)

Accountability of the teachers. (no data)

Need for more professional development. (no data)

Student learning needs. The teachers interviewed described their situation:

Maximum numbers of our students are from BPL families. At home, they have not learned anything. We are teaching the first generation, 80% of them. We have to guide them and make them understand the subjects. It is a residential school, and so we need to teach them to abide by the rules. We are like their parents. The teachers are their only resource. All the time, day and night, they see our faces. (23563:23961)

The students come with empty knowledge. When we enter the class room, we can see this. It is a challenge to teach these students. (24119:24246)
Maybe only three students in a class can understand the subject, what about the rest?
Special teaching is required to reach out to the students. For example, if I teach on letter writing, we need to begin by explaining everything from the basic. They do not even have the concept of a letter, no idea at all and the background, so we need to make them understand that, then the various categories of the letter and so on. Gradually we need to upgrade their level. (24261:24716)

Our situation is far better; we are teaching the downtrodden, education is a dream for them; it takes time to motivate them. (Explains the situation of the students) During the last 4-5 years, the students are completing Madyamik with pass class. (25676:25921)
We have many resources: up-to-date books from the publishers, charts, laboratories, computers to teach the students geometrical instruments, charts. If required, we make models and draw pictures to describe the subject matter to the students. The students also participate in this. (28419:28713)

**Government control.** (no data)

**Cooperation of parents.** (no data)

**Classroom Observation**

Before visiting a classroom, the principal briefed us on the certain general background. “Education is a nation-building process with the goal of making global leaders. To achieve this goal, 25% of the students’ academic work is being done in the form of homework and interviews with guardians are encouraged/regularly scheduled for a better understanding of students. The principal also told us about plans to introduce smart classes in the classrooms.
As we entered the classroom for grade VIII, we observed a class being taught in English. The principal introduced us to a middle-aged female teacher dressed in the traditional sari. She shook our hands and invited us to sit in the back of the room.

From our position sitting on benches which were long enough to seat several students with tables of the same length in front of us, we looked across rows of the same type of furniture with students in uniform all looking to the front. At the front, the teacher was reading, occasionally stopping to write something on the blackboard or to call on a student by name to repeat something that she had read or said. Most of the time in class was spent in this pattern. We did not hear questions that would encourage students to interact with the teacher or each other, nor any that required students to think critically.

While the students were orderly and the teaching proceeded according to what seemed to us like a monotonous pattern, we were a little distracted by a permeating foul odor from the nearby toilets and much noise coming from outside the classroom.
Appendix R: School D4: Six Holy Cross Private Schools

After collecting data from public schools, I conducted focus group interviews with principals from six Private Schools in Tripura at the headquarters of the province of Northeast India. All these principals work under the Holy Cross Educational Foundation (HCEF,) which is the educational department of the Roman Catholic Congregation of Holy Cross Northeast India.

In 1837 Fr. Basil Moreau, the Founder of the Congregation of Sainte-Croix, (Holy Cross), envisioned education as the main source of empowering the young for a better and brighter world and to uplift the broken society of France. The motto of Holy Cross educators is “educating heart and mind.”

Schools and Students

Holy Cross schools have a vision. According to their vision statement, God envisions the well-being of the whole of creation and ensures ongoing healing, wholeness, and transformation of our unjust and fragmented world through human interventions. The Mission of Jesus Christ is to restore the integrity of God’s original creation, both human and material and thus build the Kingdom of God on earth. Their vision is the same as the vision of Jesus—that all may have life and have it in abundance. God created everything good. Their school is a place where the students get an opportunity and a responsibility to engage in a challenging, academic environment which also develops the spiritual, emotional and physical attributes of the individual while recognizing the goodness in others. Education, by its very nature, is a transformative learning process, namely changing human persons, and through them, society and its structures. This activity of school learning is academic social/civic and personal. It is a spiritual, humanizing and liberating activity and constitutes the core mission of education. In the knowledge society that is emerging, “quality
education” serves as the gateway to the socio-cultural and economic development of persons and the world.

According to the handbook for their schools, their mission is to provide:

- An education of quality and relevance to all, and in particular, to the marginalized sections of society;
- An education that frees persons from the social/cultural conditioning (such as caste, class, gender and other culture-linked prejudices) which prevents them from living as free persons; and which, instead, enables them to see life as vocation and as a gift, and which enables them to make free and considered choices in the key areas that affect their personal lives, communities and society;
- An education that leads the young into the sacred space of every human person making them aware of the inalienable human rights of every group;
- An education that humanizes and contextualizes, by assisting the students to raise essential questions concerning the meaning of life and their role in the society;
- An education that forms the hearts and minds of the students preparing them to be world class citizens;
- An education that makes students, teachers and parents self-motivated agents of social change.

**Background and Occupations of Student Families**

Most of the Holy Cross Schools are in remote village areas except for Holy Cross School, Agartala. Some of these private schools have a permanent structure, but some others are functioning in temporary structures made of bamboo and tin sheets. Principals shared that the
number of students increases year by year. Schools are not limited to any particular group of people. Some schools have a good mixture, which the principals feel that it is setting an example for people living and working together irrespective of community differences. They feel that it will lead towards communal harmony and peace in Tripura.

**Interviews with Principal and Teachers**

**Education and Experience of Principals**

Given below is the table of the education and experience of the private school principals in the focus group interview. Six principals from various districts in the school were interviewed.

*Table 10. Education and Experience of the Private school Principals*

<table>
<thead>
<tr>
<th>Principal</th>
<th>Educational Qualification</th>
<th>Experience as Principal</th>
<th>Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal A</td>
<td>M.A.</td>
<td>7 months</td>
<td>1987</td>
</tr>
<tr>
<td>Principal B</td>
<td>M.A., B.Ed.</td>
<td>6 months</td>
<td>1970</td>
</tr>
<tr>
<td>Principal C</td>
<td>M.A. Lit.</td>
<td>7 months</td>
<td>2012</td>
</tr>
<tr>
<td>Principal D</td>
<td>M.A., B.Ed.</td>
<td>Two years</td>
<td>1991</td>
</tr>
<tr>
<td>Principal E</td>
<td>B.A.</td>
<td>One year</td>
<td>1997</td>
</tr>
<tr>
<td>Principal F</td>
<td>B.A.</td>
<td>6 months</td>
<td>2008</td>
</tr>
</tbody>
</table>

**The Vision of the Principal for the School**

Principal A said:
My basic concern and vision is academic achievement. Quality in reading, writing, speaking, to have qualified teachers within the next five years. This will bring a strong foundation for the students. Another vision is to provide facilities especially in the village set up which is difficult. Parents are supporting. Lack of motivation among the teachers needs to be broken through better teaching training programs.

Principal B continued, “I too have a vision. However, the school is new, just began four years ago. The classroom situation is difficult…. There are many schools in the vicinity but no good school. The school needs to shine as a quality school.

Principal C said, “My vision is to improve the quality of students. The results are to be improved. The total formation of the students is most critical.”

Principal D’s vision is to bring out the best of the students best academic achievement, Though the school is in a village context much can be done. The situation always tends to bring low results. The focus has to be on the individual students; we need to focus on the quality of the teachers. Creating a higher motivation is a challenge.

Principal E, “The vision is to form the students in their human aspects as well and not just academic alone. There are multi-tasks in order to make good citizens”.

Principal F said,

My vision is to raise the quality, and for this, we need to reduce the number of students in the classrooms... Within the next 10-20 years, it can become a model school. We can even have the strength of 4000 students, and it can grow. The students can come from different ethnic backgrounds.

One of them continued:
“Our school has been struggling to get qualified teachers. We have to grow slowly we have to grow, not only in academic standard but holistically. The students need to grow and learn what will help them in their life” (8344:11565).

Another principal said:

Basic attention is to concentrate on the lower primary sections. I found that these sections are important for a quality education. They need to receive, and we need to give full attention to them. A better foundation will enable them to study better. They need to be given various methods of learning not just from books alone. (13424:13754)

A third one added:

“In private schools, education is considered as a vocation, and so they go out of the way... This seems to be missing in public school” (43129:43492).

Most of the principals said they get their source of vision through observation; being present in the institution helps us to see how it is functioning. We also see how the neighboring schools are functioning. Those who were before us and with us help us with their experiences. Another principal said:

“Holy Cross charism which is part of us gives us the inspiration and the vision” (11670:13074).

Teachers’ Perception of the Vision of the Principal

Teacher A said:

Holy Cross is a private school, and I have worked in this institution for 25 years under different principals. One thing common among them is the family spirit. Between the
principal and the faculty and the students, there is a strong sense of family. Like in a family there is one head of the family; and, principal played that role (35680:36011).

Teacher A continued:

His vision was to make Holy Cross School as the best school in Northeast and even in the nation. We were no were lagging behind, even though we are in a remote corner of the country in Tripura. We have audio-visual equipment, smart classes and other teaching aids which all helped a lot in the student learning. I believe all the principals had the same vision. (40377:40731) I do not think that there are better facilities anywhere other than in Holy Cross. We have everything, dispensary, computers, smart classes, ambulance, and canteen. The students as young even in the primary section they can handle computers. There are so many computers which help the students to get trained at an early stage(42170:42495).

Teacher B was of the following opinion:

Everything is shallow now; values are not seen and followed it up. Even if we send them to the authorities for corrections, nothing seems to happen as actions seem not forthcoming. Take the example of two children in the ground misbehaving in the presence of other children. Many other children observe and have seen what they do. We need to make them understand and what needs to be done. The principal did his best. He alone is not enough, those in the next slot has to take up the leadership (67675:68168).

She continued:
His vision is to make the school best academically, culturally and in everything. This vision is there, but the environment is changing, so we need better planning, no one person can do it, it has to be a shared responsibility (69586:69810).

Teacher B shared that she has a vision for the school. She said:

I have a vision of a school which has morals, speak good English, and have good handwriting. However, on top of my vision is to be human; whether you had a first division or not is not written on your forehead, what is written is how you behave outside (70790:71042).

She said, [Parents] vision is that their children should be doing well and get more marks. Many of them do not know what the children are doing. When you find something wrong call the parents, like those, who bunk the class. When I called their parents and informed them, they were happy they did not know what was happening (71083:71392).

Principal’s Description of His/her Leadership Style

When queried about the leadership style one of them said:

“My style is democratic with Distributive and collaboration. Most of the principals responded that they are democratic in style. One of them said, “I may show them with action but not tell about it.” Another principal expressed, “The colleagues perceive me as very collaborative.” He continued, “I am democratic, love what they are [teachers and students] and not force ideas, but communicate and tell my expectations of the teachers and the students. Another principal said:

“I am also democratic; mostly I do not dictate, the teachers cooperate very well.

However, I stand on certain decisions when it is taken”. Another principal endorsed other
principals by saying, “I see the value of others opinions, be as democratic as possible. I stand by certain convictions. In short, it is mutual, collaborative and cooperative with everyone”.

Another principal said he uses authoritative style at times. “I behave in such a way that the teachers feel comfortable, they find me approachable. In certain cases, authoritative style is used for the good of the students”. Another principal expressed his style as situational distributive. He said, “I also follow the distributive style. Because of circumstances and situations, I am not full time present in the school. I enable the teachers to run the school”.

Another principal believed in both democratic and distributive style within his convictions. He said, “I also follow democratic and distributive style within my own convictions. Allow the teachers to be more practical oriented with a lot of freedom to work.

While following a democratic style, a principal said: “I listen to them and enable them to come up with their own ideas, leave them with them responsibility, but providing the materials needed. Make the teachers more independent and confident. This also enables me to be freer. Operate in a collaborative style.” Another principal added, “I too follow democratic style, work as a team, keep up the expectations of the teachers and the students” (2973:4630).

With teachers. We often consult the senior teachers; their opinion is taken into consideration. Whenever we involve them in the process and communicate with them, we can be sure that they are with you.

- We do not involve them much. Policies are often decided by the managing board, during the teachers meeting and parent-teacher meeting.

- In the managing board, only one teacher is present. (24439:24837)
We do not have an improvement team as such, but there are different indirect ways the purpose is being achieved especially through various committees. (33787:33937)

**With students.** The students need to speak in English. Though we take special classes the pre-existing in the mind of students with regard to science and maths, they are not able to progress. Though they are capable, this prejudice exists. We need to bring in the easier methodology of teaching. Many capable students are not willing to take higher streams of education because of the fear of failures. The education policy also contributes in creating such issues. (27892:28337)

**With parents** (no data)

**With other stakeholders** (no data)

**Teacher’s Perception of Principal’s Leadership Style**

Teacher A said,

Among the many principals, I would like to speak about [Principal X]. I consider him as an instructional leader. There are small examples and many works that he shows us the way. One example was during the staff picnic he himself picked up the thrash which was created by the staff. The principal showed that the leadership involves in action, he did not ask anyone to pick up the thrash, but he himself picked it. He showed us the way. I will never forget that example.

Another example is where we had a mini zoo, and the rabbits were pelted with stones, and one small one was killed. As principal, he did not rebuke the students but wrote a letter representing the mother rabbit and read it during the assembly. The letter was so emotional using the words such as you were visiting us every day and enjoying us, we
also loved you, we were enjoying our presence one another, then why did you do this, did we deserve to get this, I cannot take it anymore. The assembly was in pin drop silence. The way he gave the instructions contained everything after that nothing had to be said. After that incident, there were no such problems on the campus. I have a copy of the letter. Dealing with the situation without rebuking is the key. She continued: Let me say one more incident; as I consider him as my Godfather. A child who was preparing for the ICSE examination and his father died of a heart attack. The mother faced huge financial issues with no pension. The student was very good in studies, but he could not continue his studies as he needed a lot of money. His mother wanted him to be in HC, but no money; she approached me, and I thought of taking the matter to the principal along with the mother and the student. After the discussions, he agreed that they would study without any difficulties, absolutely free. His argument was that when the opportunity knocks it should not be allowed to be lost; when there is an opportunity to help someone use it. Another example is related to one of the class IV employee whose daughter had to get married. In our social situations, marriage involves lots of expenses. She was my neighbor, and I knew she couldn't afford all that. The issue was brought to the consideration of the school staff, and it was decided to buy one wardrobe which will be good for her. It was expensive for her, but she did not have money. The staff decided to contribute and give her best. But the collection was not enough which I told the principal. He asked me just to tell what was the balance that was required? It was INR
3000; he said just go ahead. During the whole marriage ceremony, he was present there all the way. I saw in him as a leader. (36646:39301)

The principals functioned in a democratic style; both, giving and exchanging the ideas, they kept on sharing everything with us. (36013:36140)

Teacher B said:

The principals functioned in a more democratic manner. The possibilities were told, and we had the opportunity to discuss and express our own suggestions. I did not feel that anything was imposed on us. (47289:47489)

His vision was to make Holy Cross School as the best school in NE and even in the nation. We were no were lagging behind, even though we are in a remote corner of the country in Tripura. We have audio-visual equipment, smart classes and other teaching aids which all helped a lot in the student learning. I believe all the principals had the same vision. (40377:40731)

I understand that they know their ministry well. They are aware that justice should be done. Their dedicated service for the benefit of all the students helps the students to build a family spirit. Their own professional experiences and the training as priests have been helpful. Above all, their disciplined and dedicated service is to be admired. It is so easy to follow them as they are very disciplined; this discipline is automatically reflected in everything they do (42561:43034).

Teacher B said:

With all the fathers we found that if you are a principal and at least when you stand on the stage it matters. Earlier days it was so but not today. Today just their presences and
the visibility are less. It is not a totally authoritarian style; certain authorities yes, some strictness, yes. It is better to say it is a situational leadership. If need be appreciated. He took the time to talk to each teacher every year. (68207:68635)

I consider in the world I should be in the background. It is not ‘I’ who is important but ‘we’ and ‘us’ are important (66360:66478).

With teachers. Teacher A said:

The expectation was that the principal developed on the ideas emerged from the staff. This helped us to excel. The programs and events were organized not as one man’s decision. Everything was done in a democratic way, and as a result, something new always emerged (36143:36404). We were comfortable due to the democratic style of operations. (36484:36545)

They regularly take a walk to all the classes at least twice a day. It is a challenge as there are many classes and they have to attend to many other things. They keep telling the teachers that there should be no corporal punishments. They tell us to have friendly relations, make eye to eye contact, stand and teach. Eye to eye contact makes them closer to the students; towards the end of the day the students may not be very much interested, have interactions and be creative; to have more output from the students and less input session from the teachers. (43646:44206)

If we lacked in something, it was brought to our attention without mentioning the name of the teacher during the staff meeting. We were given encouragement for our work, though not in terms of a certificate, but it was mentioned in the staff meeting. It was a
kind of celebration. Reports helped a lot and appreciation was given but not a certificate. 
(45057:45405)

To the question on mentoring Teacher B said: 
Normally the teachers’ coordinator does the mentoring. The diagrams technique followed in the school as to how can the teacher present themselves in the class Principal gives some orientation after the interview, but the teachers’ coordinator and HODs help and support the new teachers. (53449:53735)

As coordinator of academic, I began this and before it was difficult. Even when I joined I had to ask everything, and there was no one who could be approached for consultation, there was no access to that. Changes took places after the appointment of teachers’ coordinator and HODs after that thing became easier. It is a good practice; each school has its own methodology. However, some guidance is needed. (53737:54143)

She continued:
The incident that occurred with the first teachers’ seminar, where we wanted to honor the resource person with a gift. Though I had this idea, the resource person was not interested in any material gifts. So I thought of making a collection of Rs. 50 each from the teachers towards to contribution for the autism children for who the resource person was working. When this idea was mooted among the teachers, a group of them objected saying, that we do have our own charity work. I was totally discouraged with this. That evening the vice-principal called and enquired about as to why I was not in a very bad feeling. The matter was shared. The issue did not move ahead as we did not want to create a division among the teachers. However, there was no way that this could be communicated to the principal
as there was no leadership among the teachers. After the seminar, a faculty meeting was held. During the meeting, the principal came up with the idea of a teachers’ representative. The teachers were in agreement. Then and their elections were held in such a way as to the one who gets the maximum number of votes will be declared as the teachers’ representative. I am the first teachers’ representative of the school. The same system is followed even now. (55003:56262)

We are included for all the major events of the school. Further, the staff is mandated for all the discussion, and all suggestions were taken before the decisions are made (56340:56510).

Teacher A said:

I would like to cite the example of [Principal X]. He did a lot of family visit of the teachers. This enabled him to know the person well. We need to know the person to understand as to how one behaves in such manners. They might be going through certain agonies and tensions at home. Their behaviors will depend on that; a particular person may have difficulties, a different story at home. If you the teacher, even if one is not effective the principal will be in a position to mentor that teacher. (56599:57098)

Feedback from the students was conveyed to the teacher by calling them privately. There was a sort of mentoring so that problems should not affect the students. The students and even the teachers who had difficulties sent to the school counselor for conversations and help. This helped a lot. (58724:59022)

Today the school has expanded and probably when the teachers were segregated the problems began to emerge. When there was a mix-up of the teachers with juniors and seniors, it was good. There should be no separation. There has to have oneness. When the
Oneness is missing, nothing can be done. There is always tension with side and that side. Even the teachers’ representative sometime takes sides. Oneness can be established when there is no partiality; even the management should not be partial. Sorry about this. There has to have respect for all. We should be working in separation, senior and junior. We need to be like a family. Things will have to be worked out with the juniors well, and we need to be careful. Words are twisted, and the management has to be very careful.

(75559:76335)

This year I am not part of the routine. I am a fish out of the water. The work is done with the juniors and others. I am somewhat side tracked. It seems that the principal on his own made me the coordinator and this post was just created by the principal. It was not a collective decision. When someone is new, you are sidetracked. I am being frank. This year I am going out, and so far I thought the school was mine now that feeling is less.

(76597:77035)

**With students.** Teacher B said: “This is very clear when we look at those students who have passed out of the school. Even the so-called the backbenchers are doing extremely well in their life. There are so many examples” (39358:39546).

A series of examination patterns were set; parent-teacher meetings helped a lot, extra classes were organized, and other measures were taken. The students realized that these helped much. There were also group discussion methods, but this could not be continued due to the paucity of time. We divided the classes into different groups, and good students were appointed as leaders. The leader explained the subject matter again to the students. This helped much the students who could not ask any doubts to the teachers.
were able to interact better among themselves. This was a collaborative learning process suited much the student learning. Principal initiated many of these with the cooperation of the staff. (39611:40319)

Alumni can become better. The alumni are getting back to the school these days, and they interact with the students, they are an inspiration for the students, the students seem to follow them very closely especially those who have done well in their life. Alumni interactions and involvement mostly happens only in private schools. (41791:42120)

**With parents.** Parent-teacher interactions have become a regular affair in the school before and after every term examinations. This has helped to update the parents about their children before the exams, and after the exam, the parents are able to see the papers of their children and discuss further how to improve the students’ performance. (40915:41241)

Most of the communication takes place during the staff meeting. The teacher’s representative is elected. The representative is supposed to convey the feeling to the principal; acts as a liaison between the principal and the teachers. (54618:54849)

Teacher A said:

Parent-teacher meeting is good. We have that practice. However parent-tr meeting before the exam only very few only comes. Parents of the difficult students came. It should be made mandatory. Constant interaction with those who need counseling will be helpful, sit with them and dialogue. (71453:71742)

**With other stakeholders.** Teacher A said:

This is a well-established school, and there is always support for everyone. As a reputed school to get, everyone support was easy. In order to get in touch with them further, the
school newsletter was introduced. Through this, he could communicate with everyone about the school. Whenever there were challenges, there was an opportunity to communicate. This was helpful and very effective. Whatever was happening was communicated. The teachers also got an opportunity to communicate our thoughts. (59530:60022).

Teacher B said: “The school is much accepted by all. The outreach programs, help to the poor students of the area who are taught by our students were all helpful. Numerous special activities were much appreciated by all” (60098:60301).

**Principal's Expectations of Teachers**

Teacher A said:

The principals expect the teachers to be more dedicated, sincere and honest. Feedback from the students is taken about the teachers by the principal. This was done through a survey. Every student becomes part of the survey, the students are given a questionnaire, and the students can tell whatever they have observed. As the students know the teachers at the end of the year, the principal makes the report about the teachers based on the survey has been very helpful. (44525:44990)

Teacher B said:

The principal expects wholehearted commitments of the teachers. The principal expects that the teachers see things and do themselves. Individual feedbacks were helpful, holds them accountable. There was always good appreciation; corrections were given, he communicated, he appreciated, what is lacking was brought to the attention of the teachers. (73397:73746)
Principal’s Efforts to Influence Student Learning

One of the principals said that he is not fully satisfied:

but I try my best. One main consideration is the particular background of the students.
The village situations and the city situations are different. Some strategies are to make the students improve in their reading and writing; make them to think and produce their own answer. This method seems to be very effective.

Principal A said:

I feel the same; the majority students are not up to the mark. There are varied reasons like family, economic situation, lack of motivation, addictions to drugs; these keep us disturbing. Some efforts are being made, to focus on the weaker sections of the students, arrange special coaching. In Tripura situation, the vulnerability of Bengali language is an issue.

Principal B said:

Student learning is very poor in the village context. Even an institution with 40 years of existence is not able to produce a 1st class result. There is a lack of motivation, issues with a financial background and the poor quality of initial studies, especially in village basic primary schools. Some possible remedies are to have qualified teachers to address the issues, to develop skills so that the teachers can make the students understand the subject matter, teacher effectiveness and enhance motivation skills. There is always enthusiasm at the beginning but to keep it constantly is difficult.

Principal C said:
From the point of my view to some extent it is satisfactory, but it is not up to the mark. Poor economic background and the teachers and the students not coming out of themselves makes us discouraged with our expectations. Not able to cop up with the difficult situations especially with regard to the teachers, though they are qualified their academic knowledge is poor. The teachers are just reproducing the textbook and not able to give their best. We make efforts for quality with accompaniment, involving them in different activities; instead of only passive listening approach introduce more interactive methods in teaching.

Principal E responded:

I agree that we need to improve the quality of the teachers. It is not enough to have just practical experiences. The teachers are just graduates, and the students are poor in the spoken language. The first work is to improve the quality of the teachers and if this is done the students will automatically improve. We try to follow the best way; we are only guides, what is implemented by the teachers are more important. The teachers need to set models like speak in English, then the students too will speak, the teachers come in neat and tidy and clothes and ask the students too to do the same. Not to punish the students but to improve the quality of the assembly and teaching. When we take many efforts, we see the students are improving. Some measures taken are organizing seminars for the teachers, having assessment papers and skills improvement programs. I am just trying to improve the situation like a personal visit to every classroom. The students are becoming aware of the situation. The teachers need to be active, in spite of the poor economic
background. We cannot deny anyone for education even if they are not able to pay the situation.

Principal F said:

In order to improve the quality of the teachers, they need to do the lesson plan properly. They submit it to me, and I check it and follow it. This is done week after week. Many training programs to improve the teaching methods are organized. (4703:8243)

The experiences with the Irish teachers were very good. The concept that students in the classroom belong to the teachers; the classroom belongs to the teacher. Instead of a teacher going to the classes, the students come to the respective classes. This is a concept that we could think seriously; though there is a lack of infrastructure and resources we need to change the factory mentality. Unfortunately, the students do not get formed or learn they only get bookish knowledge. (14014:14497)

Another possibility is that the primary teachers continue to remain in the same class and teaching all the subjects for the students up to class IV level. (14705:14858)

One of the teachers said:

When the school expanded in numbers, the concept of teacher coordinators for every department emerged. Every month the department teachers met with their coordinators and discussed much the academic matters and the student problems. There were different sections for juniors, seniors, and super seniors. The coordinator got the back from the teachers about the whole activities and their difficulties some time to complete the syllabus. The coordinators also got feedback from the students at random about their honest expression about the teachers and the subject taught. This was mostly done
informally, casually asking them in the bus or outside classrooms. These feedbacks were communicated to the teachers; this what the student said. An example would be the issue of Mathematics subject which was always difficult. As part of the department meeting, we arrived at a strategy to solve the Mathematics problems done in the class and not to make it as homework. And for the unit tests, these problems were asked to be solved; this helped the students to understand better and made them score higher marks. In turn, this helped them to do well in Maths and removed the phobia of Mathematics. We decided that the students need to be judged and evaluated by what they know and not by they do not know. This has been very effective. The teachers and the coordinator's coordinator had a great role to play in this process. (48040:49469)

Assistance to teachers. Principals in the focus group said: “the possibility of team teaching is another concept that needs to be explored further. For example, we have two teachers present in one classroom, and they take turns for instruction and correction of student works” (14945:15155). “Yearly planner like, the exams, various curricular activities, policies regarding parents are made involving the teachers” (21157:21278). “Teachers are always involved; we plan together, the lesson plans, CBSE lesson plans. Together we find the best way to solve the issues” (21293:21427).

“We have different committees which help us to work together and involve everyone; like an academic committee, cultural, exams and other activities. Policies are decided by the concerned committees. The teachers feel that the decisions are made together” (21442:21691). “We do appreciate the teachers occasionally, but their failures are not serious addressed” (22055:22143).
“Achievements and success are usually announced in the assembly. Even when one has made an achievement outside the school, it is announced and recognized at the school and offers the same gift for an encouragement for other students” (22264:22496).

Appreciation is given in public during the assembly both for the teachers and the students; this is a big way to boost up everyone, there is a collective support for the success. The examples are for NCC programs, exhibitions, and such related activities. (22572:22825)

“Some appreciation for the teachers like best teacher award is difficult to execute—because of jealousy and often the accusation of partiality” (29056:29198).

**Contact with students.** One of the Principals said, “For those who are weak in studies, special attention is paid” (21980:22040).

**Communication with parents.** Principals in the focus group said:

“It is done mainly through staff meeting; write a notice that is to be read out. In some cases, the HM reads out the communication.”

“We communicate every day before the assembly, the teachers gather for a prayer and after which it is time for communication. When the principal is not present there, the HM communicates.”

“It is mostly through the staff meeting and through the concerned teacher in charges. Communication through a staff meeting, if necessary calls the individual teacher concerned.” (23837:24365)

“Visiting the families, they communicate their concern, people are willing to pay, but they want high-quality service.” (33118:33235).
Connection with other stakeholders. One of the principals said: “We are blessed that the past students have become teachers of the same school, this is helpful.”

Teachers’ Perceptions on Principal’s Efforts to Influence Student Learning

Teacher A said:

To improve the quality of the student learning apart from the scheduled exams we experimented with unit tests. Three terminal exams were organized in a year. This change was done in conclusion with the teachers. The students always understand the language of marks; so if we have 2-3 unit tests in shorter terms they can score better, do better and this acted as positive strokes for the students. The teachers were taken into confidence as this cannot be done without their cooperation. As this was for the benefit of the students all were in agreement. It was a common concern for all. (46647:47236)

Our school has become big. The vice-principal does a lot of visits. The principal is not doing much recently. Normally the teachers are teaching, and somehow the students understand what is taught, and somehow they get through. The discipline is becoming very difficult. In normal classes, the teacher is teaching, and the students listen. I feel the studies are not important now a day; discipline is difficult. (72936:73343)

Teacher B said:

The school is doing well, and we are all proud. But we could go for the higher standard. The fact is certain percentages of marks are guaranteed on the board. We can always get more than expected with the board system. The overall percentage is good. I am of the opinion that if a child is not good does not take the child to the school. With low caliber we face the problem, if the child is not good, overall development can be very little
achieved. The children are good, but the technology and methodology of teaching may be wrong. (80075:80601)

I have always been interested in the total well-being of the child. Teach the child not only about academics but to mold the child. I realized that this molding can better be done in the school and not in the college and so I stayed in the school. I am interested not just the academic but in the totality of the person to make a person who has values; not just monetary values but values for life. (65548:65948)

**Assistance to teachers.**

Teacher A said:

The main evaluation and instruction are done through the orientation seminars. We have a lot, this has built in each one of us a perspective, and if we have listened well to the resource persons, we have achieved much. If we can keep it in practice, it is the best. I have benefited immensely from the seminars. It has helped the professional development of the teachers. I still remember many examples of resource persons. One was to make us teachers do a bit of homework to help us feel with the students. Writing three qualities and presenting it to the principal, symbolizing the vast experiences and qualities of the teachers of the school. It was a great positive stroke for the teachers. Another example of making soup with many ingredients, giving the same message of varied qualities of the teachers, each one commenting about one positive quality boosted much the prestige of the teachers. I realized that I need to do true justice to what they have mentioned about me. (45551:46528)
Every year the session began with the orientation seminar. It was based on the theme of the year. At the end of the seminar faculty meetings were held which discussed the yearly program including the syllabus. There were also department meetings which discussed much the syllabus and academic matters. Most of the planning was done in the form of meetings. (47612:47967)

Teacher B said:

The work of HODs has been very helpful. The common faculty meeting at the beginning of the year was important. Certain rules were outlined during these meetings. The syllabus of classes nine to 12 is fixed by the ICSE board. The classes were divided according to the term exams; for these classes, different unit exams were organized. We also organized one topic each to make teaching and learning interesting for the students. Particular category exams for the each of the units were organized; the students were appreciative of such initiatives. For all these the all the teachers had to work together. (49668:50267).

There was no inter-disciplinary team as such. Each discipline worked as a team; however, there was no instruction together by a team of teachers in the same class. As a policy, we arrived at a decision not to have any homework for the students up to cl. IV. The chapters were segregated separately, and one teacher was dedicated for one unit and another for unit 2. This created a parity of teaching in every class. It was useful, and the problem of disparities in teaching method was resolved. The parents were complaining about this, but the change brought in uniform, each class progressed equally not lagging behind. All these were shared by the teachers, and it was very successful. (50414:51101)
As an alternative; we introduced an award for the teachers who had 100% attendance in the school. Any sort of achievements either in the school or due to a program outside the school was acknowledged in the school assembly. This was done along with the students who had outstanding performances. Many appreciative things were said in the assembly. (52055:52401)

Teacher A said:
End of the year each teacher was presented with a progress report based on the students’ evaluations and the principal’s observations. Evaluation results of the students were conveyed by the principal. The report shared the areas which the teacher could improve upon. (52429:52697)

The teachers taking the answer scripts to home for correction was challenged, and centralized evaluation system was introduced. This was opposed and a big challenge for the teachers. But at the end, it was accepted. The teachers gave various reasons and opposed. But he provided the best opportunity for centralized evaluation, including the food and snacks, everything was provided so we could not resist. There was a case of a teacher who was pregnant; the room was arranged with a bed for her in the school during the evaluation days. Ultimately we were able to have centralized evaluations. This helped to avoid any malpractices type, and not doing proper justice to the work. (60364:61039)

Smart classes were introduced. The teachers who came in were divided according to their qualifications. Dealing with different subjects was considered. (69868:70018)
One is that the students are not motivated. Secondly, the teachers do not know our rules.

We need to tag the new teachers with the seniors. This suggestion was given but not implemented. I personally monitored one or two teachers. (70519:70748)

Success yes, sometimes he calls and speaks about it privately especially when we have had programs. Yes, failures were explained to me, but to others, I do not know. Failures were done individually, and it was healthier. (78258:78474)

To the question of principals expectations from teachers, Teacher A responded, “Principal expect the teachers to be doing superbly well especially academically. Nothing is done officially. The principal just calls and have some conversations. There nothing special and no publications by the teachers” (80614:80836).

**Contact with students.** One of the teachers said Alumni, can become better. The alumni are getting back to the school these days, and they interact with the students, they are an inspiration for the students, the students seem to follow them very closely especially those who have done well in their life. Alumni interactions and involvement mostly happens only in private schools (41791:42120).

They are [technology] very effectively used, the students want to see as much visual as possible as it is very beneficial to understand the subject matter (44231:44385).

Another teacher said:

He worked on the concept of zero failure. Zero failure was the target. This was unique and creative. He did not do not plan enough for a very high level. The teachers had to work hard towards zero percentage failure. Teachers had to be effective. There was random checking of the subject work of the teachers by the HM and the principal. The
teachers were made alert. The zero failure percentage was achieved in almost all the classes. Weaker sections were given special considerations and tuition. Teachers took note of the student performance through a graph about Maxim, and lower marks, in comparison to other subjects. The teacher had to work hard, data collection was done, in each class, in all the classes, it was done subject wise. Based on the graph and the data we could tell the team where the improvement needs to do. There was a class achievement and in turn in each student. These innovations were very acceptable to the teachers. This was inspirational for them. (57494:58478)

Technology is made available, and the principal is doing the best. Real teaching is being done by the teachers. However, teaching is not to make the children learning by heart. For example, during one of the practical exam where the student is to observe the colors through an experiment; the color seems like that of magenta while the student is showing it as blue! If this is the studying over the years what do they study? There are difficulties on every front with the management and the teachers too. We are manufacturing students like in a factory. We are not making students. There are difficulties with very few students but not all; counseling sessions are helpful, one child problem exists. (68694:69394)

Teacher B said:

The student learning has become a topic very difficult to solve. For student learning first, we have to motivate the child. The principal needs to have a friend to friend relationship to motivate the senior classes. Secondly, this time it was 20% marks was fixed as pass over, which was very little and low. From Class one to nine, there should be right from
the junior classes a planned way of teaching. This has to begin from an early stage. It
should not just writing some notes. Motivate and have a methodology, study for learning
and not for marks. For this not only motivating the students but the teachers need to work
differently. (72259:72889)

Actually, nothing is being done especially this year due to the expected transfer of the
principal. Last year feedbacks were given, goal setting was done, meetings were held
every month. The principal would sit in our groups, and there was an exchange especially
with regard to what he wanted. These exchanges helped towards goal setting.
(73858:74194)

**Communication with parents.**

A teacher said: “In the Managing committee of the school, the parents are part of it. So
they are free to make suggestions and involve in making policies” (41314:41450).

There are suggestion boxes; they can give it in writing and place it in the box. It is written
to the principal especially with regard to how a teacher can improve. This is seriously
taken up by the principal with the concerned teachers. (41525:41761)

**Connection with other stakeholders.** Teacher A said:

Invite other lecturers to the school; sometimes my method can be a stereotype, the
students should be able to listen to others, invite resource persons from outside. For
example, we brought once a Moral science teacher who was very famous. This brought
some newness. I would propose this. Another thing is to have interactions with other
schools, and it should be further encouraged. Though we may be overburdened with all
these; such opportunities should not be missed by the students (62150:62632).
Variables that Challenge Leadership Influence: Principal’s Perceptions

Principal A said:

“Our focus is more on administration and management. There is a lack of leadership role as educators” (18167:18269). “We have often been busy with administrative matters and not academic matters. What is happening inside the classroom is less affecting us as leaders” (17969:18153).

As principals, we handle both responsibilities; academic and managerial tasks. In the process, there is no full attention to either. Often enough more attention is given to construction leaving aside the teachers and the students to themselves. Leaving aside the teachers and the students has its own negative impacts. (18284:18600)

Principal B said:

There is no complete structure in place now. I do what I can now; we are like a manager, certain guidelines and handbooks help us but not complete. We also have limited years of work in a school after which we have transferred. Even when we have transferred, we are replaced with those having different qualifications and experiences. Teaching experience is important. We also need to keep in mind that we are running parish schools. So a lot of time is spent on pastoral issues as well. I am able to give 100% to the school in Panisagar. However, that is not the case for others. Too much is being asked of one person. (18615:19229)

“We need a structure, at the moment we cannot give them a larger picture. We need to work together” (33322:33419).

Principal C said:
We are not just principal only; we have added responsibilities as priests. We are not able to pay even 40% attention to what is expected of us. Usually, as a principal, we need to take 10-15 classes a week, but we do not take even two classes. The school is running short of personnel, especially for administrative matters. If this is taken care, then the principal can function well. Strong policies are to be supported by necessary personnel.

(19244:19682)

“Frequent transfers only create difficulties; there is a definite short of personnel and good administrators. We are very much behind; there is a need for strong policy and a real challenge in the way we do things” (19807:20021).

“There is a lack of created structures, what I do is more like a manager. I even have to put off the electrical switches and make sure that the doors are locked” (20182:20341).

Principal D said:

We are limited, our qualifications also differ from one another, so when there is a transfer continuity is difficult. As a principal, I have not been a teacher. Our school is a parish school, and the workload is too much. When I have no parish commitment, I can give 100% even to the hostel. All the places are not the same, ordinary human being cannot do so much. (20356:20720)

Principal E said: “The payment structure is different in which the payment of the lower sections of the teachers are much less compared to the higher classes. Our policy in this regard need to change” (13820:13999).

Principal F said: “The teachers have an attitude that basically we know how to handle. This creates problems” (17097:17186).
Accountability of the teachers. To the question about the accountability of teachers the principals responded:

We also need to admire the dedication of the sisters too, and they are all well trained, they are dedicated totally

Interactive and active, not passive students. Participating well in the learning process. We need qualified teachers to accomplish this

In most cases I see that interaction is lacking, students are just following the books and follow what is written on the blackboards. They seldom ask questions, and culture of interaction is missing”.

The primary reason for this culture is that there is a lot of tuition culture. This is operating at the back of the mind of the teachers and the students.

From my experience of teaching, I see that I as a teacher I need to try out my own method. The students first depend on the teacher. If the teacher is well prepared, then we can achieve much with great interaction in the class. The teacher can also seek feedback from the students. For this, we need total commitment from the teachers, and the students will have no time to get distracted. (15504:16424)

Expect the teachers to be on time, to do justice to the given task. Secondly, their deep commitment is highly expected as they are involved in forming the students their full attention is needed. They need to have so much of love in what they do, in giving instructions, encouragement and if they do well and make corrections if necessary, there will be great quality. (16554:16921)
There is continuous assessment of the teachers. This is communicated by talking to them and organizing evaluations; occasionally formative assessments are done. (16936:17095) Keeping a journal by every teacher and following it up aids to the formative assessment of the teachers. (17608:17710)

There are annual meetings for the staff. The secretary of the foundation addresses the staff on his visits. The annual programs for the staff are planned. (20779:20933). 30-40% of what we dream is only being materialized. There is a lack of our presence in the school, not fully available. (20948:21066)

When we want to introduce something new it is difficult, change is not easily accepted, many are senior teachers and to bring them to a new level is not easy. Only by dialogue through group and individual process, something can be achieved. Otherwise, even if decisions are made nothing will be implemented if they are not involved. There is also a lack of trust and jealousy among themselves. (24936:25327)

There is an unwillingness to the new things; their commitment is not there for new ideas. Imposing something may be correct, but in actuality, they may not cooperate, they may not be open enough, their concerns are not shared, we do not know their mind. However, we cannot hold on and so we take the decisions things go on; we make it some time they are forced to involve. Basically the teachers are not ready to give anything extra. They will work within the class time but not out of class time. Some of them feel even shy; if the teachers feel shy to do how about the students. There is a lack of self-confidence among the teachers. (25342:25971)
Teachers make comparisons with another school especially on salary issues often enough they ask why we should commit more. In the past schools were not monitored enough. There is a disparity between those who get the Government salary (fat salary) and others (low salary). We have control only on those who are paid low salary. Those who get fat salary do the minimum and get the maximum benefits. (25986:26380)

The teachers often say, it was like that in the past and why not now, we will continue the same. They do not want any change; do not want to come out of themselves. (26395:26584)

In my case, it is the politics among themselves that makes it difficult to work together; they are comfortable with each other. There is also a social issue of Debbarma teachers and Bengali teachers; there is a natural resistance with each other. There is regional wise politics in some of them; sometimes it is observable. (26599:26920)

**Need for more professional development.** Principals responded:

We provide the materials; certain information is passed to the teachers on issues of political importance, educational matters, Church-related issues, basic information about the board and general knowledge matters. This is build up their General knowledge.

We organize seminars for the teachers, bring to their awareness of global school program, encourage teachers for correspondence higher studies and update, and make them aware of the student-teacher relationship. Most of these are done as encouragement and by force. (23025:23564)

Basics are not done properly in the lower classes from KG. Not only the students but the teachers are also prejudiced. The system of CBSE which offers no failure up to class 10
all pass creates a big issue. The students find it very difficult in class 11 and 12. Though we make special efforts with model exams, the desired results are not seen. It is time-consuming but good for their future. (28519:28909)

The teachers are often not even able to use the smart classes due to the lack of knowledge. The smart classes often act as a shining advertisement for the school. (29544:29710)

Their professional update is only a minimum in the school through the use of library and computers. Even those are hardly used, they know very little operation and often get stuck, and do not make any progress. We encourage them to take the time to learn that are necessary for teaching. (29725:30007)

**Student learning needs.** Principals responses to the question about student learning needs were:

We do not expect because we are not reached up to that level; those who can get 80 now gets 50. Some improvements are made through checking the books and special training for class X. When they take the initiative, it is easy, if they are convinced and the students are open it can be achieved. We also need some more expertise as to how optimization can be done. (27040:27404)

The students are capable, but the teaching methods are not in place. There are also prejudices among the students about certain subjects that they are difficult to like, Maths and Science. There is also a lack of relationship between the teachers and students. Teachers seem to orient like a business matter; salaries and money issues are their major concern and not teaching-learning. Unless we address these issues achieving quality will be difficult. (27419:27877)
A teacher shared with me the need to have gradually self-confidence measures among the tribal students especially with easy exams in subjects that are difficult (28342:28504). Smaller boys, 6-8 get into the problems. Students of 9 and ten do not want to stay in the hostel as the life outside the hostels is freer. There is a lack of accompaniment among the hostel students. Even though we have wardens, they are not enough for accompaniment; we lack a brother. Being with students makes a lot of difference, and they become spontaneous Lack of quality time given to hostel students is not helpful for their formation. (31115:31559)

In each family there is an average of 8 children, the financial issues hold them from educating all of them. So they do not get opportunities, and monetary issues make them feel that if they do not study it is ok. The social system is different. Only through motivation, we can change. (33433:33718)

We need much more resources, and high investment is needed to accomplish such concepts. (14605:14690)

There is a need for an annual objective evaluation of each of the school, and then necessary support systems must also be in place. Exposure to other schools for the teachers can be of help. There is no difficulty to work as a team. (33952:34183)

Cooperation of parents. To the question on the cooperation of parents, the principals responded as follows:

“Certain addictions of the boys like pan consumption and smoking are not easy to overcome without the support of the parents and the society” (30962:31100).
Sometimes the alumni are called for programs… as chief guest programs; they get connected with the school. Frequent meeting with the parents is encouraged especially of the weaker students (31930:32141).

Parents demand the change of board; there is a prejudice that our students are denied achievement by certain boards. In the class, the students do well, but in the board exams they get low marks; the board seems to be not generous with tribal students (32510:32759).

The economy of the people is so low; there is a lack of motivation among the parents to educate their children. (32776:32884)

**Infrastructural limitations.** The principals responded:

Our daily concerns are the basics especially the infrastructures needed for the school”

We have often been busy with administrative matters and not academic matters.

Creating much more facilities like school building is important to have a better standard.

What is happening inside the classroom is less affecting us as leaders (17867:18153)

We do not even have the basic minimum infrastructures, and we are struggling at that level (29440:29529).

Lack of financial resources is an issue. The students are not able to pay even the fee. We can give only what we have (30022:30140).

It is time to change even the main building the classrooms are too small. Our finances are very limited, and we are tied up.
We have great desires to provide the state of the art facilities, but we cannot even spare a room, the number of student ration in the classes is high. We need more rooms as of now (30155:30472).

In all our cases we see the need for additional infrastructure. To improve the quality, it is always envisioned. Like Holy Cross Agartala we need to contact the alumni and build up the institution.

We also need to involve the parents. If a student is absent for a day, I ask them to bring their parents. The current student-teacher ratio is 32:1, the CBSE regulation is 30:1

We have a different type of schools. Those in the village situation are almost the same. However, the situation is no more like before; there is high demand from parents. Though the schools are situated in a village context, the expectation of the parents is higher than that of a city school. We need to respond to this with a quality education.

Each state has different policies and even expectations. The schools in Meghalaya are quasi-government as the teacher’s salary is mostly met by the Government.

In the recent past, the Province has chosen one full-time personnel to coordinate the education work. Its work is in the process, and it will take time for its effectiveness. We need to move into lay empowerment. For example, a teacher can easily appoint to just to look after all the academic issues. So there will be continuity, and the institution will not suffer the quality of education (13075:13230).

Variables that Challenge Leadership Influence: Teachers’ Perceptions

Accountability of the teachers. Teacher A said:
We considered the possibility of giving the best teacher award, but it was not materialized. To have that there has to have many criteria’s the concept was in a way but it would bring about unhealthy competitions among the teachers; so the teachers disagreed. Moreover, we also thought that the family spirit would also be lost (51728:52054).

Often he ignored the challenges as there are always some who did not welcome the new ideas, because of their background (57124:57243).

Teacher B said:

We worked not as ‘I’ but ‘we.’ Today this sense of group seems to be missing. The principal is trying to think differently. We had HOD system, but it is crumbling down. Seniors are not important, and juniors are enough. We are in a family, and in the family the Mother and father have roles. The school is a big family. If the head of the family is not valued, it will be difficult. Sometimes I think I am an old-timer. The juniors whom we have taught are working with us now, but they seem to have no respect. (66729:67228)

The cultural values are getting eroded; I feel sad to see this where I have stayed 25 years. I have worked here on my own now I feel it is no longer mine. Maybe leadership has eroded. Transfers have affected. It is not a matter of just putting up the hands. There are others who are working; we just do not know what we have to do. (67229:67564)

When you hand over the responsibilities to those who are inefficient, there will be difficulties. For sports day as such there were no collections taken, but for their dress for various dances and others, there was always constant reminder to bring money. This was
reported in the local papers very differently that Holy Cross is collecting undue money. This affected the moral of the school. (77112:77529)

Among the teachers, there is a lot of backbiting. There are a lot of negative feelings. Sometimes it is a lack of opportunities to express. Every teacher has a plus factor. Last year we tried to give responsibilities to the individuals, whatever came to the attention of one was asked to take that responsibility. It was a distributive responsibility. (77811:78162)

Whenever there were difficulties, he calls them and speaks with them. I do not know if the teachers were accepting what he said, some time may be and some time may not be. (79435:79671)

There was an instant when the teacher spoke too much openly without any decorum of speaking even saying that we are not working for the fathers he was able to say to that teacher that you are not able to listen and so let us will talk. (79738:79969)

I love the school; I see it is coming down it pains me. I have even seen other schools where they speak better English than us. I took a lot of trouble and gave my best in the school. I cannot lose my ethics at all cost. (85410:85630)

**Need for more professional development.** One of the teachers said:

Innovations in the teaching practices were encouraged. The educational expo every year was very helpful where the teachers normally helped the students to exhibit various models. The teachers had an opportunity to go beyond the topics. There were beautiful topics and exhibitions. The teachers being the mentors for the students had to be updated with the knowledge of the subjects. (52757:53138)
The ICSE board has many programs for the update of the teachers for their professional training and development. Towards this certain expenditure was met by the school and teachers participated well in these programs. (53140:53358)

Another teacher responded:

Yes, it is done through seminars. The publication of Satgamaya quarterly has been helpful. A lot of time was not spent in this area. Different seminars are helpful. Meetings organized with the principal was helpful. Various resource persons helped a lot. For example, the Delhi resource person made a mark. (78544:78849)

Yes, but it was not done regularly. Not so much. It is important, but it was not very regular. (78958:79050)

When we have our seminars, the teachers are given opportunities as part of the policymaking. But often it has been only one or two talks, and others were silent. (79239:79398)

Some teachers were given opportunities for higher studies while some others were not given a chance to do B.Ed. If they want to do, it is encouraged. Resources were made available about technology and especially arranging smart boards in the classrooms. (80855:81235)

Actually, as groups, we came together. The idea was given to set a group considering the subjects with HOD. It was not only for the work of the syllabus but if any teacher is facing a particular problem that could be brought to the group and work out solutions. Unfortunately, nothing of this happened it was just a meeting only. (82499:82904)
No team as such. It will be good to have as the principal cannot look into everything and he cannot remember all. If there are is the team we can assist him in his work. The team can apply its mind and discuss in the team how best the work can be done. (82950:83198)

**Student learning needs.** Teacher A said:

Exchange programs will definitely enhance the quality of education in the state. (62708:62787)

There is a difficulty that the teachers are coming are from Bengali background and not Mission schools. This created problems not just in one area; there are many difficulties. For example, there was a situation of a Biology teacher taking a math class. As the complaints came, classes were given back to them. The teachers were giving them big answers to the lower class students like in state board. There are many areas to be looked into. (70020:70457)

Teacher B said:

With our school, at least for half hour needed for counseling, it should be mandatory this could help (71842:71944). Teachers counsel their own classes; the whole class counseling by one person is not possible. It should be possible if the teachers are equipped, I am planning to switch over to counseling. (71970:72160)

**Government/ management control.** To the question on the management control, Teacher A said:

If there is a format, then we know the next person will also operate in the same way with little variations depending on the individuals. Often the teachers take six months to adjust to the ways of the principal and vice versa, and this is a setback. I understand some 20%
of differences and variations. If the formatting is completely different from one principal to the next, nothing can help. All the teachers need to under the principal and vice versa.  

(74271:74845)  
Teacher A continued:  
Principals should have a rule book, maybe and every principal sets up and adds to the rules. These are the goals for the work, one can add a particular goal, and everyone should follow. A principal can change something but not everything. The course that the principal needs to work on adding a particular goal, so if there is a loss due to the transfer, it can be covered up. If they know where one has ended and next person will know where he has to begin. This way the loss is covered, and there will be no gap. There no six-month loss. Everything should have a system. (74906:75472)  
Teacher B said:  
The new person will take time; he is young; a senior and matured person will understand the dynamisms easier and faster. (81618:81737)  
The monitoring is to be done for the incoming principal by the outgoing principal.  
(81470:81551)  
The outgoing principal needs to monitor the new, and some of the teachers could help him and give him good advice. There can be many meetings organized, have a leadership preparation. Whenever a new teacher is taken, I used to bring to the awareness of the new teacher the working pattern of the school. (81793:82093)  

**Cooperation of parents.** Teachers A said:  
Difficulty in communication about the English language of the parents. (57263:57334)
There is no team as such, but there is a managing committee. It is a tri-party meeting with teachers, parents and the management. Everyone could give their suggestions and hold discussions frankly and then go ahead about it.

To the question how the committee should be formed? She answered:

The principal, assistant principal, HM, and teachers’ and parents’ representative are its members. I think a student representative and a representative of the alumni also will give a better strength to the committee. (61084:61557)

There has to have collaboration with parents. For one man alone is not possible to see everything. Down the lane, there are some gaps. (69397:69529)

Teacher B said:

Feedback from the parents needs to be listened. The parents believe, unless they sent their children to a particular teacher, they will not get marks. This is due to the tuition issue. This situation was told to me by the mother of the child during a wedding. (83657:83912)

The tuition culture of Holy Cross teachers is removing all the ethics. The students like to go for tuition because if they go to a particular teacher, they get high marks. I have only three students because I give them the values, so they do not come to me. I know of a teacher with 90 students for tuition. Secondly, look into and see why are you letting it crumble what was built up over the years. Sometimes I have cried seeing the situation. In my class I see them disciplined, come another teacher there is total indiscipline, boys and girls sitting together, holding hands, couple situation, the teacher is not able to control them; and they let go. There is a moral degradation. There is leadership problem at all
levels, even teachers as leaders are also responsible, the teachers cannot control.
(84095:84901).

**Infrastructural limitations.** Teachers A responded to the question on infrastructural challenges, she said:

Combining all the classes were difficult as it involved bigger space. If we can take the matter and move ahead it will contribute better, it will be effective, and sharing the common topic is beneficial. Each teacher also had problems as sometimes they are compelled to complete instructions for the whole class, completion of the syllabus either small group or big group was important. (51230:51615)
Appendix S: School D5: Urban Public School

The School and Students

School D5 stands tall and elegant at the heart of the capital city Agartala, Tripura. It is considered as one of the best English medium schools in the state capital. Walking through the halls of School D5 we noticed evidence of the school’s mission. The walls are covered with writings giving out information on school details, quotations, motivational posters of national leaders, and other artifacts that promote the pursuit of knowledge and good character. Also, posters and pinnings tout student accomplishments and celebrate academic achievements. Students wearing uniforms are seen running around shouting and playing. Some classes are in session, while students from others are out in the field and corridors. The gate to the entrance of the school is gated and closed.

Another collapsible gate restricted entry to the school corridor. Since it was time for parents to take the children of the morning shift home, after waiting a bit, we walked into the school office. The principal welcomed us and invited us to sit in his office. The best school award which was placed at the center of the table caught my attention. Behind the principal chair, I saw the incumbency board of the previous principals of the school. A collection of trophies in the showcase symbolized the many achievements of the school. The principal welcomed us, and we introduced ourselves and our study.
Interviews with Principal and Teachers

Education and Experience of Principal

The principal of School D5 is one of the youngest principals of the school. He briefed us about himself about his educational background and the experiences he had as a teacher before becoming the principal of the school. He said,

I got a government job as a junior teacher in 1997. I taught English as I had a post-graduation. In 1995 I taught Math subjects. In 2003 I got promotion as assistant headmaster. On April 1, 2003, I joined as academic affairs in-charge. Head Master (HM) looked after the administration and financial matters. However, at that time I was doing both the roles of HM and Assistant HM as there was no HM in the school. I also took regular classes in higher secondary. In 2007 I got a promotion to HM post since then I am teaching. Even teaching today, I already had two classes. I am in this school since August 2014. (Line 1109:1861).

The principal says he abides by the policies and practices of the government. “We are much submissive to the government policies in all matters. The government determines the makeup of the school.” The school has only girls up to grade three, and from grade four it is coeducation. (Line-10089:10234). He also invites other experts to the school. He said:

We invite other scholars; expert teachers teach other than our own teachers, scientists, and technical persons. This invites the students to think about the broadness of the topic and subject matter. When you understand the broadness the lowliness will go away; look at the stars, whatever, even a lamp also gives light, you are only a little creature; God has
The Vision of the Principal for the School

The principal expressed his vision, “To have good students, not just in academic matters, but students who can stand on their feet. Just earning is not to be their motto” (6250:6381).

“It is learned through the course of time. I learned from the vision given by my parents, from the learned from people, and I learn through books and many heroes.” (T 10879:11038).

His vision is of holistic education creating people of character. (6663:6724). He said, “I opted for teaching. I had a vision. I wanted to make something different. Even your natural surrounding like the garden is a must to motivate the students” (6070:6223).

He said his parents had a great influence on him, and he developed his vision over the course of time. He said, “I learned from the vision given by my parents, from they learned from people, and I learn through books and many heroes” (10879:11038).

Maturity is needed, remain in touch with nature. Otherwise, we will be hard people and not soft. (13113:13212)

Teachers’ Perception of the Vision of the Principal

The teachers’ perception of the vision of the principal is varied. One of them said: “His vision is cent percent students can do well in their academic and co-curricular activities” Another one added, “He is a perfect man of discipline. He wants to see moral values in the students” (17721:18570). He organizes co-curricular activities, cleanliness of the institution, different competitions to encourage the students. All the students are encouraged to develop all round. The view of the principal is overall development of the students.
Another teacher added, “His vision is for better achievement, better results for the students. His execution of issues is with total education in his mind; which culminates to becoming a good human person who is beneficial for the society and the world” (21170:21398).

One of the teachers said that the principal's vision is given priority. “Every principal has a vision, and every teacher also has a vision. However, his vision is given priority; he tries to transform into reality. It is a collective vision” (28366:28532).

**Principal’s Description of His/her Leadership Style**

The leadership style of the principal is evident from his own words. He is interested in knowing the root causes before making a decision. According to him:

Revolution cannot be made without evaluation. Motivating a single person is more important than changing everything. I go on with my duties, teaching, preparing myself well. First I try to identify the problem; there are solutions to every problem. If a teacher is not doing well or irritating or not behaving well, whatever is the problem, I try to find the fact about it; maybe it is house problem or monetary problem or may not have slept well. Find out the personal problem also. The same thing with regard to the students; some are rude; maybe it is a parental problem; keep consultations and offer consolations; students can be motivated. I cannot change the whole world but try to understand the people. (2523:3231)

**With teachers.** He said that his policy is to make cordial relationships with everyone including the teachers. He said:

Before being strict, you should know their nerve, know their family and build a relationship even with their relatives; if need be visiting those in the hospital and be
closely connected. If I am acceptable to them, then they will accept and take any command. I try. I do not know how much I am successful. I am the youngest principal.

(4778:5187)

To the question whether the teachers are accountable and whether they follow instructions, the principal answered, “Our teachers are dogmatic and new vision is not easily acceptable to them. They think always that we are better; an attitude of ‘Sir,’ we know what was the situation” (9574:9737).

**With students.** He is strict with the students. He said that his role model is Ashoka. [Ashoka was a king who ruled India from 268 BCE to 232 BCE and became a model of kingship in the Buddhist tradition]. He said:

Outside [Ashoka] was very strict, but in his heart, he was very soft. He thought much about the people; why they cannot give tax? He used to be very strict, but when he understood their condition, he was able to feel for them. Decisions should be implemented very strictly. But before making the decisions, think well. For example, once the decision is made, I will not change even the promotions, whatever be the case. But before making any conclusion be democratic, consult other teachers, group people, parents, others who were here before me, count their experiences and get their suggestion. (3317:3958)

**With parents.** He says that he is not moved by compliments. “People do compliment but sometimes without meaning it” (6851:6934). Communication with parents is mainly through the School Management Committee. (9574:9583).
Teacher’s Perception of Principal’s Leadership Style

With teachers. Some of the teachers were of the opinion that their principal is very democratic. “He is very much democratic; I am free to do here without the permission. Another teacher added, “Principal cannot see everything possible, I also have the responsibility.” Another teacher said that she takes responsibility for her actions. She said, “Without taking the permission I am doing what he is expected to do” (16823:17241).

One of the teachers said:

The leader should have a friendly attitude; distribute the work well so that no one is left outside. In my experience, even when he is a bit hard, he is soft at heart. I have learned a lot from his style of leadership, and if I have an opportunity I believe, I need to have such qualities. (20130:20316).

He is more of a democratic leader. He is an example of how a principal should be. (20374:20454)

One of the teachers said:

He is a leader; he has all the leadership qualities. We have to follow his instructions; we have to move on, his duty is to focus on our lacuna; our mistakes we should overcome; for which he can help us, if my mistakes are noticed by him and if he corrects me I will be grateful to him. (22146:22431)

At the beginning of the new session, we are updated; even about the good homework issues. The student should not be imposed of a huge load of homework; better classroom teaching should be held. If I teacher engages the students with 75% of class work in the class and 25% of homework, it is healthy. (23939:24235)
One of the teachers said: “Through training sessions, workshops, he sits with us, mixes with everyone, becomes part of the science fair, and mingles with the students” (18609:18748). Another teacher added, “Through regular meeting and engaging in conversations during scholastic hours” (23658:23735) principal communicates with them.

**With students.** (no data)

**With parents.** (no data)

**With other stakeholders.** (no data)

**Principal’s Expectations of Teachers**

About the expectations of teachers the principal said:

You see that it cannot be changed abruptly, they are matured people, they are senior to me, I cannot change everything immediately, and they are egoistic. Change is possible only through motivation. I make available good books; get other resources person to talk with them. (8603:8876)

Our teachers are dogmatic and new vision is not easily acceptable to them. They always think that we are better; an attitude of Sir, we know what the situation was. (9574:9737)

The teacher said:

His expectation is that we are competent teachers, to be ready always, have wholesome teaching process; these are some of his expectations. I make the classroom technology friendly; it is much effective. Expect behavioral changes in the students with methodical teaching and study. He may also expect that the students are learning new always.

(23250:23593)

Another teacher said: “Of course…, you plan the curriculum with him” (23832:23882)
“He expects cleanliness, orderly and master discipline when the students enjoy the class, it comes like a waterfall from the mountain, enjoyable class, makes it spontaneous, better guidelines are expected for this” (22965:23178).

Principal’s Efforts to Influence Student Learning

**Assistance to teachers.** The principal said:

> Experts from the department are invited for interactions; we also invite from other institutions. Provide resource materials, recently showed video on Korean states, the Philippines as to how they maintain the environment in an educational institution. We showed pictures of Kohima institutions. We show them through projects. We also organize blood donations and books fair. All these are means to motivate the teachers to do well. (9019:9442)

> He instructs us as and not corrects us. I take as a blessing what he does, a Thanksgiving. He encourages us regularly, and we are happy with that. (25468:25613)

> Another point is that we have introduced Smart classes. Videos are used, they can learn easily. All teachers are given some leadership roles, and almost all are involved. To the question how does he involve teachers? He said: There are several opportunities, celebrate teachers’ day, we look into different plans, what should be our role in each of the event and programs. We are able to inculcate the sense of belonging and it is good for the teachers. (25681:26006)

**Contact with students.** The principal said they organize “Special classes, disaster management program, management of evacuation of the students in an emergency situation, wall magazines, etc.”(11404:11534).
“Discipline and cleanliness; teaching-learning is a process. I have confidence that I can give something; interactive classroom, but discipline” (12321:12464).

He continued: “We have one smart classroom; video, audio-visuals, CDs of the syllabus; animation clips for the students, pictures are shown to the students. There are scholarships for the NCERT, uniform grant up to eighth” (12466:12668). “We arrange some special care for the welfare of the slow learners and weak students” (12849:12933).

**Communication with parents.** The principal said: “In most cases, the alumni are good to me, but sometimes they are very problematic” (9494:9572).

One of the teachers said: “It is a government school, so there is absolute support from the government. Better cooperation from the parents are expected, how to make the school better. But limited, my principal greatly depends on the government” (27622:27839).

“We have SMC, teacher’s council, a government body (education department). There are several teams; our intention is to do better for the society. It is a complete package” (28587:28754).

**Connection with other stakeholders.** (no data)

**Teachers’ Perceptions on Principal’s Efforts to Influence Student Learning**

**Assistance to teachers.** When asked about principals assistance to teachers about resources, a teacher said, “Plenty of resources, av-class room, gadgets, equipment. We are getting money for teaching aids; we are free to think of more teaching materials to make interesting the teaching” (26806:26981).

One of the teachers said:
CCE [Continues Comprehensive Evaluation] process is not good for the students. All promotion up to class 8 does not help the students in learning the subjects well. Their learning will be shallow. Allowing all the students to pass does not help in having any depth knowledge of the subject matter. (18920:19179)

Principal follows the rules, and he tries to enforce that. He instructs us, follows the class routine. We impart our teaching the best possible manner, and we have an enjoyable time here (20741:20925).

The teacher continued: Achievements are announced, photographs are exhibited, records are kept and in the assembly teachers and students can speak (11536:11659).

We also give some prizes those who perform well. One teacher was awarded for a play write. When the teacher was awarded, we introduced that teacher in the assembly. In science exhibitions, the students always get prizes, but the brain behind the models is the teachers. So, they are recognized. We have a person who sings well, this is told to the students as well because everyone may not know this. Their achievements are shared. (11733:12193)

The teacher said, they [celebrations] are so regular, he mentions in jubilant ways, he often inspires and encourages us, and he reminds us that what you have achieved is not the end. The best is tomorrow and tomorrow never ends; it will end with my expiry from the world. (25208:25441)

**Contact with students.** The teacher said: “I think of what I could do to satisfy him and the students; how to satisfy the students and make them learn through classroom teaching, clean classrooms, engagement and interaction of the students.” (22580:22778)
**Communication with parents.** The teacher continued, “He is getting cooperation, spontaneous support, from the locality and there are no challenges.” (27945:28038)

**Connection with other stakeholders.** (no data)

**Variables that Challenge Leadership Influence: Principal’s Perceptions**

He is also aware of the challenges. He said, “Challenges are there. They cannot accomplish everything. I have to accept the situation. We have regular interactions; during the last period I take a stroll walk into the staff room and do instructions in a friendly manner; collectively solve the issues” (13230:13552).

**Accountability of the teachers.** (no data)

**Need for more professional development.** (no data)

**Student learning needs.** The principal said: “Learning is not satisfactory. There is no quality education. The teachers are not professional; even the guardians do not accept some teachers” (5770:5916). He also said: “Discipline is a priority, if we cannot discipline the students, he cannot control, he is a total flop, give priority” (26446:26563).

**Government mandates.** Talking about government mandates principal said: “Government vision is given through the directives by Sarva Shiksha Abhiyan. It is a printed booklet. Then there are different circulars from time to time” (11104:11256).

He continued, “A teacher normally takes a year to catch the nerve of the students and the school. This is a government school, and the government has his way, I have nothing to comment” (4562:4730).
While talking about formal evaluations of the teachers, the principal responded: In government institutions, we cannot do this. Any problem the blame will be on me. Experts from the department are invited for interactions; we also invite from other institutions (8896:9111).

We are much submissive to the government policies in all matters. Up to 3 only girls, from 4 it coeducation. It is the decision of the government. (10089:10234) … is only boys; probably it is the plan of the government. We are not part of such decision-making process (10250:10404)

Government vision is given through the directives by Sarva Shiksha Abhiyan. It is printed booklets. Then there are different circulars from time to time. (11104:11256)

The principal said, from class VI to XII there are about 1000 students and about 32 teachers. In each class 1:65, average students are 65-75. It is very high. It is the prevailing situation. Students have been admitted, and there is always lack of sufficient teachers. This we notify to the Government. There are also issues with appointments, transfers, etc.

We have to follow the Government policies on these matters. (10445:10844)

**Cooperation of parents.** It is a government school, so there is absolute support from the government. Better cooperation from the parents are expected, how to make the school better. But limited, my principal greatly depends on the government. (27622:27839) when evaluating the papers, there is guardian intervention, which is a bad thing, they think the teachers are vindictive. (27088:27207)

We have SMC, teacher’s council, a government body (education department). There are several teams; our intention is to do better for the society. It is a complete package.

(28587:28754)
Infrastructural limitations. (no data)

Variables that Challenge Leadership Influence: Teachers’ Perceptions

Accountability of the teachers. (no data)

Need for more professional development. One of the teachers said: To develop the teaching-learning process, training of the teachers is important. The teachers must be able to discuss topics of all subjects; physics, geography. When I do this, I get enriched. We can refer to the internet for more and more information. If I am enriched, the students will also learn better.

Student learning needs. (no data)

Government mandates. (no data)

Cooperation of parents. Teachers gave mixed responses. One of them said, “He is getting cooperation, spontaneous support, from the locality and there are no challenges” (27945:28038). While some others were of the opinion that there was unnecessary intervention from parents. According to another teacher, “When evaluating the papers, there is guardian intervention, which is a bad thing, they think the teachers are vindictive” (27088:27207).

Infrastructural limitations. (no data)

Classroom Observations (no data)
Appendix T: School D6: Urban Public School

The School and Students

Public School D6, recently established as an English Medium School, is a comparatively new school in the urban area. It has classes I-V. According to the RTE Act, students within a radius of one kilometer get priority for admission.

Background and Occupations of Student Families

The assistant principal said:

Those who are well off economically have a tendency to get admission in private schools like Holy Cross, Ramakrishna, or Don Bosco. They think to be admitted in such schools is prestige, it is a feeling a psychological trend. The students who come to this school, 60-70% are from economically lower-middle-class families. Given their background, most of the students are not capable of communicating in the English language. They are comfortable in their mother tongue. (3691: 4151)

Interviews with Principal and Teachers

Education and Experience of Principal

The assistant principal told us he joined the teaching profession in the eighties as an assistant teacher and was promoted to Assistant Headmaster at a middle section of a school about 25 years later. Then he served in the middle section of another [name withheld] English Medium School until recently when he came to his present school. He said all his positions had been assistant positions.

The Vision of the Principal for the School

The Assistant Principal (AP) said:
Most of the students are not capable of communicating in the English language. They are comfortable in their mother tongue. So we have to have a missionary role, not serving as government employees. A combination of missionary and government style is needed. I tell this to my fellow colleagues. The students are good, and they have the ability.

(4035:4372)

He continued:

It is at the birth stage. At this stage, if anything is to be established, it is informative education. For this everyone should give 100%. Now we have to set the trend and establish, work 100% and then all will follow the pattern. (5650: 5872)

He said: “Even the principal who is given the charge as the leader needs to do the work along with teaching in the classrooms, interaction with the students. Merely performing the administrative job without teaching is not correct” (6084:6297).

Teachers’ Perception of the Vision of the Principal

The teacher said:

The Principal's vision is smoothly running the school, and there should be no complaint from the guardians. He looks after everything for the benefit of the students. He continues to work where there is something lacking. If anything comes to my knowledge, then I support him. I feel free to contact and tell him. (17532:17895)

Principal’s Description of His/her Leadership Style

The AP said:

Leader means to work together. The leader gives a definite direction in a friendly manner, no dictatorship, should not feel ‘I’ am above all others. The leaders are at par with other
teachers. When a final decision has to be taken, I take a decision, sometimes there might be differences of opinions. After hearing from others and in consultation I make decisions. Once decisions are taken, I try to follow it and convince others. (773:1193)

**With teachers.** He said:

I share with others my previous 33 years of experience. In this fact of experience, I am superior to them. When there are issues I can relate easily, and I can tell them that I had faced a similar type of situations. This is convincing them, and they understand. (1239: 1494)

**With students.** (no data)

**With parents.** (no data)

**With other stakeholders.** (no data)

**Teacher’s Perception of Principal’s Leadership Style**

The teacher interviewed said: “Our school leader maintains, coordinates everything in the school.”

**With teachers.** The teacher said: “He is a Democratic leader distributing the work to different teachers. He also fulfills any lack of absent teachers (Arranges substitution). If the principal is absent, then I do that job” (16719: 16778).

**With students.** (no data)

**With parents.** (no data)

**With other stakeholders.** (no data)

**Principal’s Expectations of Teachers**

The AP said:
When one is given a responsibility, he/she has to be a good teacher. All the teachers should have the basic knowledge of the subject even if they are not master of the subject. Without this basic knowledge, one cannot deliver instructional responsibility. They can carry the curriculum better in this way. If the teachers do not have the basic knowledge, their response will not be fruitful and beneficial to the students. (1583:1996)

He continued: “We have to go to the class regularly, obey the government orders, do the lesson plans, use the laboratories, do everything properly. We are doing but not 100% maybe 25% is not done. We have to do 100%.” (5881:6078).

“They [teachers] need to involve the students more actively. But if I think the teacher does not have the potential, it is a different matter” (7544:7665).

**Principal’s Efforts to Influence Student Learning**

The AP said: “I am satisfied with 80-90%. 80-90% of the students do well. 5-10% of students are lagging behind. We are not disturbing our duties, but we may be lacking something and not the students” (2051:2229).

**Assistance to teachers.** He said, “When I see some evaluation papers, I understand the performance of the students. For example, when parents speak with me, I communicate that with the teachers. That is the way I practice.” (5338:5515).

He continued:

First of all, I have to follow their classes, and when they do not perform well as an administrator, I can smell it. I also get feedback from the students and the parents. I first observe their classes. If I see that he/she has the potential but differs in his/her approach in communication, I guide them to communicate well. (7218:7537)
He says:

[He] advises them to prepare well their classes. Before the new session, we meet to prepare our class routines. The syllabus is made with SCERT, and so we need not do, we get it ready made. We all share our ideas and work together. This is the third year we are doing it, and so we are getting used to it now. (7701:8508).

**Contact with students.** (no data)

**Communication with parents.** (no data)

**Connection with other stakeholders.** When asked about his relationship with other stakeholders, he said: “After the school hours, we can visit any of the authorities. They give always give us appointments and listen to us” (12145:12258).

**Teachers’ Perceptions on Principal’s Efforts to Influence Student Learning**

**Assistance to teachers.** Regarding the satisfaction of the AP about student learning in this school, the teacher interviewed said:

Yes, I am satisfied with the materials. I am delivering my best. Yes, overall I am happy not only here as a teacher but in the past wherever I have been teaching. (17182:17334). I always worked as an assistant science and Mathematics teacher. I still work as an assistant teacher and have the duty of teachers’ council secretary. I try to maintain law and order (discipline!), deal with the guardians and listen to their questions and find solutions. I try my level best. (16002:16290)

She continued:

Some teachers come from Bengali medium school; still, they are trying to do well. After a period they ideas and now they have acquired. If the teachers have any difficulties, they
take help from us. If needed the HM calls them and helps them. If they are completely new, and if they have some lack of many things in teaching, in conversation, they share with us the matter. If they do not share with us, I call them and share the matters and discuss the problem with them. In their troubles and difficulties, we help them as senior teachers. It is for the benefit of the students. If you share, we can help. This is done not in a regular way but only when there is a need. We do it every day after every class [the question is not understood]. If I see something from the students, then I share in the class.

To the question “Do you have regular staff meeting” She said, “Yes, we have, once a week and if need be two in a week.” (18907: 19779)

Contact with students. About contact with students, the teacher said: “We keep telling the students to speak in English, and we try to speak in English. I tell them not to speak in Bengali and to keep trying. Parents appreciate this” (22684: 22840).

Communication with parents. About communication with parents, she said:

The parents are always standing near the school. After bringing their children, some leave for their homes, but the majority stay here till the end of the class. During that time some come into the school and share with the teachers about their children. If there are strong complaints, the guardians bring it to our attention, and then we discuss the matter.

(20429: 20781)

To the question “whether the parents come only for the complaints or do you involve the parents for the student learning, such as taking reading practice and correct copies,

(20794:20937) She responded:
I am telling them every time to look after their children at home. I tell them not to depend on the school only. It is a competitive stage, and they have to help their wards at home. We can only help, but they have to continue the work at home; to make them study and not only watching television and playing games. Time for pleasuring is also needed.

(20945:21289)

**Connection with other stakeholders.** In regard to other stakeholders, the teacher said: There is SMC in the school, and we call them and discuss with them the complaints of the guardians. After discussing the matters in the SMC if it is about complaints of the teachers we warn the teachers accordingly. We tell the teachers that if the complaints are found again it are not good and so please do not do it again. If there are any matters about the administration or behavior of the students, of any kind, we share and discuss the matter and decide how we can remove the complaint. (19881: 20363)

**Variables that Challenge Leadership Influence: Principal’s Perceptions**

In regard to the challenges he faced the AP said:

If I have to blame anyone first, I blame myself. Though I believe this, I am not able to transform myself as a leader. If I am not able, others will not. If I do, others will follow. I realized this. I am trying to convince myself again and again so automatically others will follow. Every person has good character by nature; one does not disobey anything that is good. When it comes from an upper level, it will be easy. So, in fact, I am preventing myself. (4439:4892)

**Accountability of the teachers.** For the accountability of teachers, the AM commented:
We are working in a Government sector. There are advantages of security of our salary. In this, we have a tendency to lack behind, as we are not under any kind of threat. Sometimes we take our duties very lightly. I am saying this from my own personal experience of myself. (2272:2537)

To the question, “Do the teachers lack commitment?” He responded: Not fully, but partially. When we are pressured by the government with notices, we attend better. We do not disobey. But it is not 100% work maybe 80% and not 100%” (2580:2709).

He continued:

Earlier we had 4-5 Montessori trained teachers. They served very nicely with full dedication. Because of that, the school has some reputation. Then some problems arose, and we had to confront them. The school had earned a place in the academic arena. When the new teachers enter the school, they already have this background. In many places, the teachers do not feel proud of serving their own schools. Here they feel proud of the school. (6461:6891)

The teachers have a privileged posting. Their posting is through the government orders; they feel proud, and it is a boost for them. There is a space to be improved in teaching. (9312: 9481)

To the question “Do you face any challenges?” he said:

No, I am senior here, they show human respect, and it is easy and natural. (10344:10410)

Nowadays to run a government institution or to establish an institution, it is a challenge.

As the people improve their economic standard, grow in their capital expenses, they take
admissions in private schools. To meet the expectation of the people like in the private schools is a challenge. In this context, the teachers need to understand that their jobs will be at stake as there will not be enough students to study in government institutions. If we fail our duty our own security will be at stake. For example; we have 16 teachers, and two are absent today. We need to substitute their classes. I approached one of them for this, but he/she denied it with some excuses. To find substitution is a regular challenge as a head of the institution. Though most of the time the staff agree but with some resistance. (13124:13929)

**Need for more professional development.** In regard to the need for professional development he said:

> Though this is a Medium English school, everyone here is based on Bengali Medium academic career. So the teachers have a problem in communicating in English. They are good teachers. We are trying to improve them. We are in a government set up, and so we have no power. The government makes programs when there is a necessity. To acquaint and update the teachers they organize such programs. (6946:7982)

Training programs are organized at the cluster resource center. The cluster centers are the leaders for such programs. We belong to CMHSS cluster center. They do it under urban resource center. They provide training for the teachers helping us to prepare a lesson plan and paper evaluations. The programs last sometime one day, two days or even more. The program is satisfactory. (8513:8879)

To the question “Do you foster knowledge of research and are the best practices for teaching and learning discussed together?” he said: “I must confess that we do it but not in depth
or regularly. We share our ideas but not officially and not in depth. There should be a target and dedication, and we do not cultivate at that level” (9003:9193). “We need more staff for nursery classes with Montessori training. We need another 2-3 teacher. I can’t make decisions on these matters” (11949:12076).

**Student learning needs.** When asked about student learning needs he responded:

Yes, but a lot of scope for improvement. Often it is the teacher speaks, and the students listen to the pattern. If the teachers become fruitful, the students will be satisfied. When you perform your duty, you also become satisfied. There is some space to be improved. It is still in the process. There are also complaints. (4949:5261)

The school is up to Class V, and it is activity based. At this stage, we cannot teach by pouring out all the information and knowledge. We try to create a situation, and the students can feel according to their circumstance. Upper classes can have abstract things. Now the students should learn through experience, learn by doing. Knowledge transfer up to class V is not difficult. But to the level of the students, it is a challenge to make them relate to the text and the knowledge. (14449:14989)

**Government mandates.** About government control, he commented:

There are basic guideline books. RTE act of the government notifies specific instructions. In 2014 CCE curriculum and exams were introduced. We have to take four exams. (Explains in details the CCE curriculum of exams) When there are so many chapters for the exam, the students may not know everything. Some small % of students may underperform. In CCE evaluation the students perform well, and this is the advantage of
CCE. Go to class with a lesson plan, teachers’ diary for every student and that should be monitored. More or less we do this in the school but not 100%. (2792: 3360)

There are inspectors of schools at the school and district level. There is also the director of schools. They do make some visits which are sudden visits. They normally check and see the teachers, their lesson plans, cleanliness of the toilets and they check very regularly. They do find many lacunas; sometimes they scold us, advise us and also appreciate us. It is a top-down approach. (9531: 9909)

To the question “Does this motivate the teachers?” he answered: “Definitely yes, when they criticize or appreciate, then the teachers feel that they need to do well and there is fear” (9954:10067).

Regarding a school improvement team he said:

Structurally we cannot do this [have a school improvement team] as per the government regulations. Such matters are determined by the government authorities. We do it informally. Three to four teachers supervise some of the activities like evaluations. All the teachers are not involved. There is no structural program for this. If it is planned by the government, it will work. In our seminars, we give our suggestions. (13980:14355)

**Cooperation of parents.** The principal said that parents help to maintain cleanliness in the school. “To maintain cleanliness is difficult but it is ok. The guardians pay through the work of SMC. The SMC took the decision for this, and they collect the money from the guardians under the school supervision” (11437:11668).

He continued:
To meet the expectations of the local community itself is a challenge. There is over expectation from their side. This being a prestige school, if we underperform, it is a big challenge. Secondly they expect so many things from the government. The government is meant for all the schools in the state; they have budget concerns. Disparities are there in the urban and rural areas. (12323:12697)

**Infrastructural limitations.** The AP of D6 said:

Regarding infrastructure, it is not enough. The government is providing some funds. What is important is that the teachers need to make themselves as resource persons. The teachers can be resourceful by presenting the topics interesting for the students. However, a high level of efficiency I can’t expect from all. Some support for the teachers is needed. Partially we are not getting all the support. (10740:11133)

To the question “What is missing in the school for efficiency?” he said:

Projector. Now I cannot communicate well without a projector. We have maps and other teaching aids. We have toilets but not sufficient. It is unfortunate that we do not use public sanitary properly. Currently, its cleanliness is being outsourced. To maintain cleanliness is difficult but it is ok. We have Ayas [housekeeping] on contract system, and there is also night guard. The government has its own policies for all these, and so there is a lacuna. (11190:11877)

“Some privileges the urban school gets. But it is not a day and night difference. The urban schools have locational advantages. The urban schools are in that way having a privileged position” (17900:18077).
Variables that Challenge Leadership Influence: Teachers’ Perceptions

The teacher interviewed said:

“H/M joined here only three months ago, for several months she was absent. Now she is absent due to chicken pox; I could not understand her aim. What she is doing is not known to us” (17900:18077).

When they are present together, they discuss. There are different types of jobs. One looks after the routine work, check whether the teachers are going to the class or not. She does some official works, does the correspondences and attends the phone calls and talk with them. (18188:18458)

She was given some regular classes as routine. But she does not do her job because of the official work. When is not able to do we take her classes also. We share with one another what we have taught. She then completes the subject. (18520:18744)

**Accountability of the teachers.** The teacher said:

The students come from labor class families, from auto and rickshaw pullers and cleaning staff. Still, we continue our efforts so that they can learn. I tell our teachers that the students are coming to learn. If the students are unable to talk in English, it is our shame. We have to develop and grow. We need to teach them in simple sentences. We are here because of the government to develop the students. (21362:21761)

**Need for more professional development.** The teacher said:

I have 29 years of service and learned many things. I have gone for CCRT training, and the government met all the expenditure. During the training, I have learned so many
things. I try to give this learning to the students. I learned so many songs of national integration; bookbinding and I continue my efforts. (24008:24312)

**Student learning needs.** Regarding student learning needs, the teacher said:
There is no economic capability for the students. The people are poor and uneducated. While watching television, they see the social context, and they understand that if they do not send their children to English Medium schools, there may be some problem in the future. Nothing is extra here, but everything in English; a few words in English are delivered, there is no complete Bengali. (22406:22154)
If we want to improve the classroom situation and education we have to communicate with everyone, discuss from time to time with the teachers. To the question who takes the lead for this? She answered: “The first step by the teachers’ council; there is also a secretary. If he desires to improve he has to communicate” (23717:23995).

**Government mandates.** She said: “The government gives financial benefits like scholarships, textbooks so that the students do not feel the economic burden. The guardians are pleased. For English-speaking there is a difficulty, and we are trying to fill this gap” (22456:22679).

She continued:

“The government decided to open one each in every sub-division. I think it is 18 or 16. Also, it is in the rural areas, one each in the headquarters of every sub-division” (22880:23037).

**Cooperation of parents.** To the challenges in cooperation of parents she said:

“To the guardians also we talk some English to make them know that this is English Medium School. Our effort will be in vain if the Guardians do not cooperate” (22163:22311)
There are so many teams like SMC. They also think about the better education of the school. There is also a core committee as per the government norm. HM and senior teachers are members also other groups are there. The guardians are selected by a group of guardians. The SMC monitor the process for three and if need be there are replaced with new members. (23091:23440)

**Infrastructural limitations.** (no data)

**Classroom Observations** (no data)
Appendix U: School D7: Rural Public School

This school was chosen because of its remote location and the poverty of the people around the school. The school dates from before the 1900s (975:1122).

The School and Students

The students in D7 belong to SC, ST and OBC categories. Most of them come from one-kilometer radius walking every day. Most of the students are SC, ST and the majority are OBC, from the Manipuri Tribe. Only two or three are SCs (1167:1280). According to its principal, Public School D7 has 37 students in the morning shift (I-V) and 75 students in the noon shift (VI-X). The enrolment is low as there are some 3 or 4 English Medium schools in the area. There are also some Bengali Medium schools (353:545).

The principal said:

I know only of three years result since the Madhyamik [Grade 10]. Last year it was 100%, we also had 90% two years ago and then 98% in the following year. Average maybe 70-80%” (1346:1523). The class size is less than 20 students. In class IX there are 23 students, in class X, 11 students. [How many teachers?] 20, including me 21” (1615:1756).

Background and Occupations of Student Families

The principal said, “People face big financial problems, they are very poor. Most of them work in their own garden (farm). They do not get any help from anyone. To get the cooperation from the parents is difficult as they are not educated and poor” (547:770).

She continued:
They are all farmers. The majority are from Manipuri community doing paddy field work. The students are absent when they go for the paddy planting season. This is a co-ed school. The attendance rate is poor. Sometimes 60-70 students are absent. (1799:2045) Average may be 3-4 children in a family. They walk one mile or more to come to the school. One of our teachers is supporting three children for their studies. Even the girl children are not able to come to the school, though we try to help. (2256:2491)

**Interviews with Principal**

**The Vision of the Principal for the School**

When asked about her vision the principal said:

I believe, they should have this school. Otherwise, they will not get any education. With the school, they can support themselves in reading and writing and manage the family with the help of the school. This school should be established better. (5169:5449)

[Established meaning school should do better]

The understanding of vision is poor; the main focus is to make the children read and write. This is only removal of illiteracy and not education (5708:5854)

The principal continued:

We have to be dedicated, teaching has to be interesting, and the teachers should be regular to the school. One should have the interest to teach, love the students and know the individual problem of the child. Then we can help them accordingly. As teachers and parents, we have to work together. (6169:6459)

**Teachers’ Perception of the Vision of the Principal**

*[Note: teachers were not interviewed in this school]*
Principal’s Description of His/her Leadership Style

The principal said: “My responsibility is to motivate the staff, be an example to them. I begin with myself, be the agent for the change” (11570:11693). “I am basically a democratic leader.” She continued: “Whenever I have problems I can get ideas, and I share my ideas with others, and then I can learn from them” (11775:11880).

With teachers. When asked about her leadership style with teachers, she said: “I share my works with all my teachers. I help them. I sit in this chair as their representative. Without their support, no work can be done. However, when I have to take a decision, I take” (3818:4041).

With students. She said: “We try to have close contact with the students” (927:973).

With parents. About leadership style with parents, she said:

I come from a village set up, and I know their problems. Though I call the guardian meet, they feel hesitant to share their problems. I told them to feel free and to consider this as a family. There should not be any inferiority complex. I try to make them open their mouth and to speak about their problems. (4132:4438)

With other stakeholders (no data)

Teacher’s Perception of Principal’s Leadership Style (no data)

With teachers. (no data)

With students. (no data)

With parents. (no data)

With other stakeholders. (no data)

Principal’s Expectations of Teachers

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While talking about the expectations of teachers she said:

I would like the teachers to be an example. They should be talking in English, teach by standing. Even when they eat or do any job, they should be an example. Teacher’s job is difficult to fulfill. I want my colleagues to be examples, and the students will learn from us (7761:8027). While we teach, we use what is necessary. It depends on the interest of the teachers (6750:6835). At least the students and teachers use the English language.

**Principal’s Efforts to Influence Student Learning**

**Assistance to teachers.** The principal said: “The teachers use some materials; teaching aids and learning materials. Lecture method is boring for the students” (6915:7084). “We have a monthly staff meeting and whenever there are problems I call them. When there are issues of marks I discuss with the staff; the exam timetable and many things are discussed” (8585:8767).

I would like to share with the teachers and the committee leaders to find out the ways and means to improve (10776:10883).

We have the core committee, and we discuss the internal problems with the core committee, senior teachers and give them the necessary instructions (10969:11115).

**Contact with students.** (no data)

**Communication with parents.** The principal said: “We do not get any support from the parents. Recently with the help of SMC, we went to the families of the students that helped us to understand their condition and difficulties” (2046:2221).

She said: “Twice a year I talk with them. Usually, it is in the month of September and March. I ask them to send their children regularly to the school without being absent and to make them do their home works” (5911:6109).
She continued: “We have to try to build a relationship with the guardians. They have no phone numbers. We have to visit them personally their houses” (9424:9556). “Again we will visit their families with the Pradhan, [the leader of the village] give students some sort of incentives. Even to get a certificate is difficult. We will get the help of SMC chairman and Pradhan” (10037:10218).

**Connection with other stakeholders.** About connection with stakeholders like alumni, she said: “No. It is nice to be in contact with them.” To the question do you have any plan? She answered: “Just now you gave me this idea. I will try to get help from them” (6523:6655).

**Teachers’ Perceptions on Principal’s Efforts to Influence Student Learning**

**Assistance to teachers.** (no data)

**Contact with students.** (no data)

**Communication with parents.** (no data)

**Connection with other stakeholders.** (no data)

**Variables that Challenge Leadership Influence: Principal’s Perceptions**

**Accountability of the teachers.** About the accountability of teachers, the principal said:

Very closely I work with them, like a friend and staff I share with them. I used to talk to them in the meeting the problems of the students. Daily attendance is a problem. I tell the teachers to try hard (9191:9395).

**Need for more professional development.** (no data)

**Student learning needs.** The principal said: “The students do not know how to speak English. Even the big officers who come to the school, who are from Bengali medium do not speak English” (3031:3178).
She said: “My mind is not satisfied. [What you do to raise the level of student learning?] I think from classes 1-5, they must know at least to read and write. If they can do the reading, it will be good” (4556:4748).

She noted: “When there is game and sports there are good attendance of the students.” (10270:10374).

Government mandates. The principal said: “The government gives books and other things. One girl joined the school late, and as a result, we could not enroll her for the benefits of the government. So there is a problem of the supply situation” (2545:2738).

When asked about her opinion on the trend of government moving into English Medium schools, she said: “There are financial problems for the parents, but their aims are very high. They would like to go for better schools. English is the international language. If they want to go out of the state and compete, they have to learn English” (3182:3543).

When asked about her motivation to visit the families, she said: I wanted to stop the absent problem and the issue of enrolment. Sometimes we are afraid that the government may even stop this school. So I told them this and urged them to send their children regularly to the school. But they do not understand (2742:3029). From class 1-VIII they get as it comes under the RTE. [Grade IX-X] got only free textbooks. But if they belong to BPL [below poverty line] category, then they will get (4828:4987). She said: “Whenever we try to do something there is always a shortage.” She said, “All [urban and rural children] get the same share from the government (7475:7649).
**Cooperation of parents.** About the cooperation of parents, she said: “Majority are busy with their farms, when we call, only 20-30% come. Sometimes we feel so much discouraged” (9702:9807).

**Infrastructural limitations.** Regarding limitations, she said: “We have only one this one (shows a tape recorder). Even this tape recorder is not of the school; it is the same thing used for the cluster training programs. This is school the center for cluster training center” (7209:7422).

She continued:

There is a yearly plan given by the government. We have many difficulties; there is no boundary wall which is a problem for the safety of the students. We have grown up students of class VII, IX and X. Now we hope to get a boundary wall. With the small students, we wanted to start gardening (8084:8373).

**Classroom Observations** (not data)
Appendix V: Vision of the Principals

<table>
<thead>
<tr>
<th>Vision of the Principal for the School</th>
<th>D1 - UPS</th>
<th>D2 – RPS</th>
<th>D3 – TPS</th>
<th>D5 – UPS</th>
<th>D6 - UPS</th>
<th>D7 – RPS</th>
<th>D4 - 6 P/VS</th>
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</thead>
<tbody>
<tr>
<td><strong>Vision for Teachers</strong></td>
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<td>Respect for teachers: “Only teachers can change the nation, they need only respect.”</td>
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<td>Good relationships with teachers, students, and other stakeholders.</td>
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<td>Collaboration with each other</td>
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<td>Collaboration with parents</td>
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<td>Better teaching and learning, Private: better teaching training programs</td>
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<td>More trained/qualified teachers private: within five years</td>
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<td>Motivated, dedicated, interested teachers</td>
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<td>Know and love individual students</td>
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<td>Help voluntarily</td>
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<td>Access to smart classes</td>
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<td>Regular attendance at school</td>
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<td>A collective vision</td>
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<td>No one person can do it, it has to be a shared responsibility</td>
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<tr>
<td>His vision is given priority; he tries to transform into reality</td>
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<tr>
<td>Staff meetings for development of quality teaching</td>
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**Vision for the students**

| Serve the students | * |   |
| Give full attention to students | * |   |
| Aim for academic success | * | t | * | * | * | t |
| Score 100%, get A | * |   |
| Interactivity in classrooms, | * |   |
| Prepare students to be independent thinkers | * |   |
| Have students check own copy books | * |   |
| Constructive review of responses to exam questions | * |   |
| Students should always be engaged in work | * |   |
| Students must be helped with their home works | * |   |
| Understand the broadness the lowliness will go away | * |   |
| Learn through experience, process | * | * | * |   |
| Focus on individual student | t |   | * |   |
| Prepare students to face 21st-century challenges | * |   | t |   |
**LEADERSHIP INFLUENCES ON STUDENT LEARNING**

| **English is the international language. If they want to go out of the state and compete, they have to learn English** | * | * | t |  
| **All-round development of Good Citizens/ good persons/creating foundation** | * | * | *t | *t |  
| **Grow in every field – culture, sports, science, morality,** | * | * | *t | * |  
| **Have goal in life** | * | * | * |  
| **Know their country, know the diversity of our country, ethos** | * | * |  
| **Satisfied with student success: some get jobs, some go on in higher education** | * |  
| **Moral values in students** | * | * | t |  
| **Be able to modify [change] their surroundings** | * | * | * |  
| **If we work with the vision of having good boys we can achieve much. They will be best; we keep the trust and work. Attitude is the key to me.”** | * | *t |  
| **Build relationships with teachers, students, and other stakeholders.** | * | * | t |  
| **The total formation of the students is most critical** | *t |  

**Vision for the School/Classrooms**

Paul. 04/06/2018
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<tr>
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<tbody>
<tr>
<td>To make Holy Cross School as the best school in NE India and even in the nation</td>
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<tr>
<td>To make the school best academically, culturally and in everything.</td>
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<td>The environment is changing, so we need better planning</td>
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<td>A school which has morals,</td>
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<td>The school is doing well, and we are all proud</td>
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<td>To be the lighthouse of the society.</td>
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<td>To do the work along with teaching in the classrooms, interaction with the students. Merely performing the administrative job without teaching is not correct</td>
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<tr>
<td>English is the international language. If they want to go out of the state and compete, they have to learn English</td>
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<td>Interactive technology available</td>
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<td>Interactive classrooms, avoid rote learning</td>
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<td>Service for the students</td>
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<tr>
<td>Give full attention to students</td>
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<td>Sufficient resources</td>
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<td>Reduced number of students in the classrooms</td>
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<td>Creation of people of character</td>
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<td>An education that humanizes and contextualizes, by assisting the students to raise essential questions concerning the meaning of life and their role in the society</td>
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<tr>
<td>Aware of the inalienable human rights of every group</td>
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**Vision for the Stakeholders**

<table>
<thead>
<tr>
<th>Sufficient resources</th>
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<tbody>
<tr>
<td>Build relationships teachers, students, other stakeholders</td>
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<tr>
<td>Freedom from the government for pedagogy</td>
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<tr>
<td>Relationship with Alumni</td>
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<tr>
<td>Build relationships with teachers, students, and other stakeholders.</td>
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<tr>
<td>Free atmosphere to change the education pedagogy</td>
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<td>Change in system</td>
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<tr>
<td>Independence from government</td>
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<td>Family spirit</td>
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Appendix W: Leadership Style of the Principal for the School

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<tbody>
<tr>
<td>Principals claimed to</td>
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<tr>
<td>Work together</td>
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<tr>
<td>Democratic: situational distributive with collaboration “before making any conclusion, be democratic, consult other teachers, group people, parents, others who were here before me, count their experiences and get their suggestion”</td>
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<tr>
<td>Authoritative style at times: “I stand on certain decisions when taken” “leader gives a definite direction in a friendly manner,” “Satisfies own conscience.”</td>
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<td>With Teachers</td>
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<tr>
<td>Gives teachers opportunity to communicate their thoughts</td>
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<td>Unclear about process of making decisions at department level</td>
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<tr>
<td>Base leadership on relationships: cordial relationships with teachers, direct contact with teachers, face-to-face talks, personal conversations</td>
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<td>Be democratic, distribute responsibility and work collaboratively, but satisfy my own conscience</td>
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Paul. 04/06/2018
**Leadership Style of the Principal for the School**

<table>
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<tr>
<th></th>
<th>D1-UPS</th>
<th>D2-RPS</th>
<th>D3-TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7-RPS</th>
<th>D4-6P VTs</th>
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<tbody>
<tr>
<td>Listen to everybody, teachers can give suggestions</td>
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<tr>
<td>Listen to teachers and enable them to come up with their own ideas, leave them with responsibility, by providing the materials needed. Enable the teachers to run the school I am not full time in the school.</td>
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<td>Consult senior teachers</td>
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<td>Motivate colleagues, not order, never argue with a teacher</td>
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<td>Be a team leader with teachers</td>
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<td>Organize academic committees with teachers</td>
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<td>Request teachers to be part of a program, but not compel them</td>
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<tr>
<td>Base leadership on relationships: cordial relationships with teachers, direct contact with teachers, face-to-face talks, personal conversations</td>
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<tr>
<td>Share my previous 33 years of experience, I am superior to them in experience</td>
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<tr>
<td>Share my work with all my teachers. I help them. I sit in this chair as their representative. Without their support, no work can be done. However, when I have to make decisions</td>
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Paul. 04/06/2018
<table>
<thead>
<tr>
<th>Leadership Style of the Principal for the School</th>
<th>D1-UPS</th>
<th>D2 - RPS</th>
<th>D3 – TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7 – RPS</th>
<th>D4 - 6P VTS</th>
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<tbody>
<tr>
<td>Sit with the teachers and share ideas with them</td>
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<td>Ask about their family problems</td>
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<td>Encourage teachers to share difficulties with him</td>
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<td>Teachers are cooperative, they give 100%</td>
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<tr>
<td>Teachers and their colleagues are like family</td>
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<td>Instructional leadership, to guide the teachers on the subject matter</td>
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<td>Have direct contact with math teachers and with students in math classes</td>
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<td>Invite the math teachers to discuss teaching difficulties</td>
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<td>Show them with actions, not by telling</td>
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<td>Require teachers to report to him/her about the students</td>
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<td>Meet with teachers every day before assembly</td>
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<td>Take a stroll into the staff room during the last period and give instructions in a friendly manner</td>
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<tr>
<td>Communicate and keep up expectations to the teachers and the students</td>
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<tr>
<td>Allow the teachers to be more practical oriented with a lot of freedom to work</td>
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</tbody>
</table>
**Leadership Style of the Principal for the School**

<table>
<thead>
<tr>
<th></th>
<th>D1-UPS</th>
<th>D2-RPS</th>
<th>D3-TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7-RPS</th>
<th>D4-6PVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report about the teachers every week from class leader</td>
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<tr>
<td>Try to find the reason if a teacher is not doing well or is irritating or not behaving well, maybe there is a house, monetary or loss of sleep problem.</td>
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<tr>
<td>Give teachers ample free time in between periods</td>
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<tr>
<td>Know their families and their problems</td>
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<tr>
<td>Thank teachers for their performance/efforts</td>
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<tr>
<td>Be perceived by colleagues as very collaborative</td>
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<tr>
<td>Deal with policies</td>
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<tr>
<td>Policies are often decided by the managing board</td>
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<tr>
<td>Only one teacher on the managing board</td>
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<tr>
<td>No improvement team</td>
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<tr>
<td>Purpose is achieved in different indirect ways, especially through various committees</td>
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<tr>
<td>Introducing something new it is difficult, change is not easily accepted, many are senior teachers and to bring them to a new level is not easy.</td>
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</tbody>
</table>

**With Students**
<table>
<thead>
<tr>
<th>Leadership Style of the Principal for the School</th>
<th>D1-UPS</th>
<th>D2-RPS</th>
<th>D3-TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7-RPS</th>
<th>D4-6PVTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents himself as a leader</td>
<td></td>
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<tr>
<td>Depends greatly on the government</td>
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<tr>
<td>Maintains, coordinates everything in the school</td>
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<tr>
<td>Focus on motivation and encouragement</td>
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<tr>
<td>Assisting students according to their needs</td>
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<tr>
<td>Treat students as individuals, according to their needs, avoid judging them by their backgrounds, or their marks</td>
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<tr>
<td>Consider students like our own children</td>
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<tr>
<td>Spend time with the students, talk individually, have close contact</td>
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<tr>
<td>Have direct contact with students, teaches classes</td>
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<tr>
<td>Hold morning assemblies</td>
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<tr>
<td>Work constructively with students on behavior</td>
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<td>*</td>
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<tr>
<td>Think students can and should be motivated</td>
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<td>*</td>
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<tr>
<td>Encourage students</td>
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<tr>
<td>Encourage collaborative work among students</td>
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<tr>
<td>Authoritative style used for the good of students in some cases</td>
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<tr>
<td>Discipline is a priority if we cannot discipline the students, he cannot control, he is a total flop, give priority.</td>
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</tr>
<tr>
<td>Leadership Style of the Principal for the School</td>
<td>D1-UPS</td>
<td>D2–RPS</td>
<td>D3–TPS</td>
<td>D5-UPS</td>
<td>D6-UPS</td>
<td>D7–RPS</td>
<td>D4–6PYS</td>
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<tr>
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<tr>
<td>Outside he was very strict, but in his heart, he was very soft</td>
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<tr>
<td>Once the decision is made, I will not change even the promotions, whatever be the case</td>
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<tr>
<td>Teach the students that everyone should be respected</td>
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<tr>
<td>Asks teachers to deepen their interest</td>
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<tr>
<td>Visits their homes</td>
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<tr>
<td>Tells their parents not to scold and beat</td>
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<tr>
<td>Believes opportunities create possibilities</td>
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<tr>
<td>Keep consultations and offer consolations</td>
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<tr>
<td>Introduced special science classes (extra coaching classes) to increase content taught</td>
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<tr>
<td>Recognizes need to speak in English</td>
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<tr>
<td>Recognizes students’ needs in science and math</td>
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</tbody>
</table>

**With Parents**

| Direct contact with parents |        |        |        |        | *      |        |         |
| Visits homes |        |        |        |        |        |        | *       |
| Schedules class parent-teacher meetings according to grade level |        |        |        |        |        | *      | *       |
### Leadership Style of the Principal for the School

<table>
<thead>
<tr>
<th>Class-wise, we meet with them, keep a date, they come, we discuss academic excellence with them, speak about back learners</th>
<th>D1-UPS</th>
<th>D2-RPS</th>
<th>D3-TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7-RPS</th>
<th>D4-6P VS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discusses academic performance with parents</strong></td>
<td>*</td>
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<tr>
<td><strong>Has influence on schools through SMC</strong></td>
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<tr>
<td><strong>Calls the parents when in trouble</strong></td>
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<tr>
<td><strong>Guardians have to meet her first before going to the classrooms</strong></td>
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<tr>
<td><strong>They can give their suggestions</strong></td>
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<tr>
<td><strong>Tells them to feel free and to consider this as a family</strong></td>
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<tr>
<td><strong>Tries to make them speak about their problems</strong></td>
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<tr>
<td><strong>Is not moved by compliments</strong></td>
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<tr>
<td><strong>School is like a family</strong></td>
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<tr>
<td><strong>As a villager myself, I know the village and their problems</strong></td>
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<tr>
<td><strong>Open relationships</strong></td>
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<tr>
<td><strong>Abide by the tribal social norms</strong></td>
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<tr>
<td><strong>No disturbance from the local people</strong></td>
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<tr>
<td><strong>Communication with parents is mainly through the School Management Committee.</strong></td>
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<tr>
<td>Leadership Style of the Principal for the School</td>
<td>D1–UPS</td>
<td>D2–RPS</td>
<td>D3–TPS</td>
<td>D5–UPS</td>
<td>D6–UPS</td>
<td>D7–RPS</td>
<td>D4–6 P YTS</td>
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<tr>
<td><strong>With other Stakeholders</strong></td>
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<tr>
<td>Depends greatly on the government</td>
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<tr>
<td>Abides by the policies and practices of the government</td>
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<tr>
<td>Submissive to the government policies in all matters</td>
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<tr>
<td>Follows democratic style</td>
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<tr>
<td>Emphasizes relationships</td>
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<tr>
<td>Cordial relationship with stakeholders</td>
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<tr>
<td>Learns everybody’s culture</td>
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<tr>
<td>Respects everyone</td>
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<tr>
<td>Emphasizes relationships</td>
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<tr>
<td>Core committee formed from the members of the teacher’s council and others.</td>
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<tr>
<td>Direct contact with teachers, students, and parents</td>
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<tr>
<td>Direct contact with parents/guardians and other stakeholders</td>
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<tr>
<td>Work directly with School Management Committee, 2x month</td>
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<tr>
<td>SMC wholeheartedly cooperates</td>
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<tr>
<td>Receives lot of help from our SMC, classrooms built by SMC</td>
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<tr>
<td>SMC will never interfere in the academic matters</td>
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</tbody>
</table>
### Leadership Style of the Principal for the School

<table>
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<tr>
<th></th>
<th>D1- UPS</th>
<th>D2 - RPS</th>
<th>D3 - TPS</th>
<th>D5- UPS</th>
<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - 6P VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No political interference in academic affairs</td>
<td>*</td>
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<tr>
<td>I cannot change the whole world but try to understand the people</td>
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<tr>
<td>Introduced school newsletter to get in touch with them further</td>
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<tr>
<td>Communicates with everyone about the school</td>
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<tr>
<td>Communicates whatever is happening at the school</td>
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<tr>
<td>Encourages outreach programs, help to the poor students of the area who are taught by our students.</td>
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<tr>
<td>Organized special activities</td>
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<tr>
<td>Alumni can become better</td>
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</table>
### Appendix X: Expectations of the Principals

<table>
<thead>
<tr>
<th>Expectations of Principals for Teachers</th>
<th>D1 – UPS</th>
<th>D2 – RPS</th>
<th>D3 – TPS</th>
<th>D5 – UPS</th>
<th>D6 – UPS</th>
<th>D7 – RPS</th>
<th>D 4 - 6 PVTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human</strong></td>
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<tr>
<td>Discipline is the core</td>
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<td>*</td>
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<td>*</td>
<td>*</td>
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<tr>
<td>Speaking in English</td>
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<td>*</td>
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<td>*</td>
<td>*</td>
<td></td>
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<tr>
<td>To know every individual student</td>
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<td>*</td>
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<tr>
<td>Students feel good about teachers</td>
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<td></td>
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<tr>
<td>Students should be always engaged in work</td>
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<tr>
<td>Expect the teachers to be more dedicated, sincere and honest</td>
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<tr>
<td>The principal makes the report about the teachers based on the survey</td>
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<tr>
<td>Expects that the teachers see things and do themselves</td>
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<tr>
<td>Holds them accountable</td>
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<tr>
<td>Though they are qualified their academic knowledge is poor</td>
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<tr>
<td>The teachers are just reproducing the text book and not able to give their best</td>
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</tbody>
</table>

Paul. 04/06/2018
Expectations of Principals for Teachers

<table>
<thead>
<tr>
<th>Expectation</th>
<th>D1-UPS</th>
<th>D2 – RPS</th>
<th>D3 – TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7 – RPS</th>
<th>D4 - 6 PVTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>the teachers come in neat and tidy and clothes and ask the students too to do the same</td>
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<tr>
<td>Not to punish the students but to improve the quality</td>
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<tr>
<td>The teachers need to be active, in spite of the poor economic background</td>
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<tr>
<td>Their deep commitment is highly expected as they are involved in forming the students their full attention is needed.</td>
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<tr>
<td>They need to have so much of love in what they do, in giving instructions, encouragement and if they do well and make corrections if necessary</td>
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<tr>
<td>He expects cleanliness</td>
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<tr>
<td>When one is given a responsibility, he/she has to be a good teacher</td>
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</tbody>
</table>

**Materials**

<table>
<thead>
<tr>
<th>Materials</th>
<th>D1-UPS</th>
<th>D2 – RPS</th>
<th>D3 – TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7 – RPS</th>
<th>D4 - 6 PVTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the laboratories</td>
<td></td>
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</tbody>
</table>

**Methods**

<table>
<thead>
<tr>
<th>Methods</th>
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<th>D2 – RPS</th>
<th>D3 – TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7 – RPS</th>
<th>D4 - 6 PVTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for interacting classroom</td>
<td>*</td>
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<td>*</td>
</tr>
<tr>
<td>Expectations of Principals for Teachers</td>
<td>D1 - UPS</td>
<td>D2 - RPS</td>
<td>D3 - TPS</td>
<td>D5 - UPS</td>
<td>D6 - UPS</td>
<td>D7 - RPS</td>
<td>D4 - 6 PVTS</td>
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<tr>
<td>Teachers working with slow learners</td>
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<tr>
<td>Prepare the lesson plan, annual plan</td>
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<tr>
<td>Preparation for the curriculum</td>
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<tr>
<td>Collaboration among teachers / collegial attitude</td>
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<tr>
<td>Follow the guidelines</td>
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<tr>
<td>Prepare lesson plans and annual plans/syllabus</td>
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<tr>
<td>Making learning interesting</td>
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<tr>
<td>Expect the teachers to be on time</td>
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<tr>
<td>There should be enough class room activities</td>
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<tr>
<td>Activities not just giving notes, but make the students to continue thinking</td>
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<tr>
<td>To do justice to the given task</td>
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<tr>
<td>Have wholesome teaching process</td>
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<tr>
<td>He may also expect that the students are learning new always</td>
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<tr>
<td>Use the laboratories</td>
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<tr>
<td>Teach by standing</td>
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**System**
<table>
<thead>
<tr>
<th>Expectations of Principals for Teachers</th>
<th>D1-UPS</th>
<th>D2 - RPS</th>
<th>D3 - TPS</th>
<th>D5 - UPS</th>
<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - 6 PVTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making sure students doing the assignments</td>
<td></td>
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<tr>
<td>Wants to see discipline/control in classroom</td>
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<tr>
<td>The concept that students in the classroom belong to the teachers; the classroom belongs to the teacher</td>
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</tr>
<tr>
<td>Efforts of Principal to Influence Student Learning</td>
<td>D1-UPS</td>
<td>D2-RPS</td>
<td>D3-TPS</td>
<td>D5-UPS</td>
<td>D6-UPS</td>
<td>D7-RPS</td>
<td>D4-6 PVTS</td>
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<tr>
<td>Principal’s and Teachers’ Claims</td>
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<td>Assistance to teachers</td>
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<td>Relationship with teachers</td>
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<td>Connects through discussion</td>
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<td>Listens to teachers</td>
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<tr>
<td>Knows family background of teachers</td>
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<tr>
<td>Senior teachers help others with difficulties</td>
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<td>Communication with teachers through</td>
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<tr>
<td>Staff meetings</td>
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<tr>
<td>Staff meetings and the concerned teacher in</td>
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<td>charge</td>
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<tr>
<td>We have regular staff meetings</td>
<td>t</td>
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<tr>
<td>Calls to the individual teacher concerned</td>
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<tr>
<td>Visits to families, when they communicate their concern</td>
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<tr>
<td>Talks with the teachers concerned when parents speak with me</td>
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</tbody>
</table>
**Efforts of Principal to Influence Student Learning**

<table>
<thead>
<tr>
<th>Efforts</th>
<th>D1 - UPS</th>
<th>D2 – RPS</th>
<th>D3 – TPS</th>
<th>D5 – UPS</th>
<th>D6 – UPS</th>
<th>D7 – RPS</th>
<th>D4 – 6 P VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates with teachers during after school hours</td>
<td>t</td>
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<tr>
<td>Principal communicated, he appreciated, he brought what is lacking to the attention of the teachers</td>
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<tr>
<td>Principal initiated his methodology with the cooperation of the staff</td>
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</table>

**Planning**

<table>
<thead>
<tr>
<th>Efforts</th>
<th>D1 - UPS</th>
<th>D2 – RPS</th>
<th>D3 – TPS</th>
<th>D5 – UPS</th>
<th>D6 – UPS</th>
<th>D7 – RPS</th>
<th>D4 – 6 P VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers say they are “tired physically and mentally after two periods with a teacher-student ratio of 1:70.</td>
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<tr>
<td>Teachers say some decisions are very slow.</td>
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<tr>
<td>Lesson plans made in 2012” were not approved until 2014</td>
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<tr>
<td>Established academic committee</td>
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<tr>
<td>Meets with teachers once a month to plans together</td>
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<tr>
<td>Introduced school diary to record performance</td>
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<tr>
<td>Meets at beginning of year to plan</td>
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<td>D4 - 6 P VTS</td>
<td>D5 - UPS</td>
<td>D6 - UPS</td>
<td>D7 - RPS</td>
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<tr>
<td>Uses department meetings to discuss syllabus and other academic matters. Does most planning in meetings</td>
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<tr>
<td>Discusses the internal problems with the core committee, senior teachers and gives them the necessary instructions</td>
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<tr>
<td>Shares new knowledge with them, and sits with them, to discuss feedback after every program</td>
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<tr>
<td>The coordinator got feedback from the teachers about the whole activities and their difficulties some time to complete the syllabus.</td>
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<tr>
<td>The coordinators also got feedback from the students at random about their honest expression about the teachers and the subject taught</td>
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<tr>
<td>Encourages mentoring for novice teachers</td>
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</tbody>
</table>

**Technology integration**

| Bought a small projector |          |          |          | *            |          |          |          |
| Plenty of resources, av-classroom, gadgets, equipment |          |          |          |              |          | t        |          |

Paul. 04/06/2018
### Efforts of Principal to Influence Student Learning

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<tr>
<th>Efforts</th>
<th>D1 - UPS</th>
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<th>D5 - UPS</th>
<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - P VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart classrooms were introduced.</td>
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<tr>
<td>Technology very effectively used</td>
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<tr>
<td>There was random checking of the subject work of the teachers by the HM and the principal</td>
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<tr>
<td>The teachers were made alert</td>
<td></td>
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<tr>
<td>Technology is made available, and the principal is doing the best</td>
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<tr>
<td>Technological resources were made available and smart boards brought into classrooms</td>
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### Motivation

<table>
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<tr>
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<th>D3 - TPS</th>
<th>D5 - UPS</th>
<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - P VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivate teachers</td>
<td>*</td>
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<tr>
<td>Encourage respect</td>
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<tr>
<td>Encourage making projects in class</td>
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<tr>
<td>Encourage teaching according to student needs</td>
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<tr>
<td>Make efforts for quality with accompaniment, involving them in different activities</td>
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<tr>
<td>Gather with teachers for a prayer, after which it is time for communication</td>
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Paul. 04/06/2018
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<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7-RPS</th>
<th>D 4-6 PVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advise teachers to prepare well their classes</td>
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<tr>
<td>Visit lower classes</td>
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<tr>
<td>Encourage mentoring for novice teachers</td>
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<tr>
<td>Principal instructs us and does not corrects us</td>
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<td>t</td>
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<tr>
<td>Principal encourages us regularly</td>
<td>t</td>
<td>t</td>
<td>t</td>
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<tr>
<td>Teachers assume leadership roles</td>
<td>t</td>
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<tr>
<td>We are able to inculcate the sense of belonging and it is good for the teachers</td>
<td>t</td>
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<tr>
<td>We are getting money for teaching aids</td>
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<tr>
<td>We are free to think of more teaching materials to make interesting the teaching</td>
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</tbody>
</table>

### Planning

- Department teachers met with their coordinators and discussed academic matters and student problems every month
- Most of the planning was done in the form of meetings
- The work of department heads has been very helpful
<table>
<thead>
<tr>
<th>Efforts of Principal to Influence Student Learning</th>
<th>D1 - UPS</th>
<th>D2 - RPS</th>
<th>D3 - TPS</th>
<th>D4 - UPS</th>
<th>D5 - UPS</th>
<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - UPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The common faculty meeting at the beginning of the year was important</td>
<td></td>
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<tr>
<td>Most of the planning was done in the form of meetings</td>
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<td>*t</td>
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<tr>
<td>The common faculty meeting at the beginning of the year was important.</td>
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<td>*t</td>
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<tr>
<td>Team of teachers visits higher classes</td>
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<tr>
<td>Principal works with teachers: shares knowledge, discusses feedback</td>
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<td>*</td>
<td>*</td>
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<tr>
<td>Principal connects with teachers by taking them into confidence through discussion</td>
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<tr>
<td>A department arrived at a strategy to solve the Mathematics problems done in the class and not to make it as homework. They did so in a department meeting</td>
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<tr>
<td>Teachers are involved in yearly planner for exams, various curricular activities, and policies regarding parents and teachers</td>
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</tbody>
</table>

Paul. 04/06/2018
<table>
<thead>
<tr>
<th>Efforts of Principal to Influence Student Learning</th>
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<th>D5 - UPS</th>
<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - PVTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are always involved; we plan together, the lesson plans</td>
<td></td>
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<tr>
<td>We find the best way to solve the issues, working together</td>
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<tr>
<td>School has different committees which help us to work together and involve everyone</td>
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<tr>
<td>Policies are decided by the concerned committees</td>
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<tr>
<td>Teachers feel that the decisions are made together</td>
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<tr>
<td>Principal would like to share with the teachers and the committee leaders to find out the ways and means to improve</td>
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</tbody>
</table>

**Teaming**

<p>| Academic committees are working for all the schools | t |
| Core committee formed from the members of the teacher’s council | t |
| Knowledge and practical experience shared | t |</p>
<table>
<thead>
<tr>
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<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - 6 VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers and the coordinator had a great role to play in this process</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The teachers were taken into confidence as this cannot be done without their cooperation</td>
<td></td>
<td></td>
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<tr>
<td>No inter-disciplinary team as such</td>
<td></td>
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<tr>
<td>Each discipline worked as a team;</td>
<td></td>
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<tr>
<td>It was useful, and the problem of disparities in teaching method was resolved.</td>
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<tr>
<td>Meetings organized with the principal were helpful</td>
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<tr>
<td>Various resource persons helped a lot</td>
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<tr>
<td>The teachers are given opportunities as part of the policy-making</td>
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<tr>
<td>As groups, we came together</td>
<td></td>
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<tr>
<td>If there is the team, we can assist him in his work. The team can apply its mind and discuss in the team how best the work can be done</td>
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</tbody>
</table>

**Mentoring**

Teachers’ coordinator does the mentoring t
<table>
<thead>
<tr>
<th>Efforts of Principal to Influence Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal gives some orientation after the interview, but the teachers’ coordinator and HODs help and support the new teachers</td>
</tr>
<tr>
<td>Principal is a “mentor”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with teachers for professional training</td>
</tr>
<tr>
<td>Training programs to improve the teaching methods are organized</td>
</tr>
<tr>
<td>Seminars for the teachers, attended</td>
</tr>
<tr>
<td>Assessment and skills improvement programs</td>
</tr>
<tr>
<td>Resource materials</td>
</tr>
<tr>
<td>Subject matter</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiated Learning</th>
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</thead>
<tbody>
<tr>
<td>Introduced more interactive methods in teaching instead of only passive listening approach</td>
</tr>
<tr>
<td>Invites experts from the department for interactions</td>
</tr>
<tr>
<td>Efforts of Principal to Influence Student Learning</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Invites professionals from other institutions for interactions</td>
</tr>
<tr>
<td>Mentors teachers and classes</td>
</tr>
<tr>
<td>Quality of their teachers is improving with the CAT exam</td>
</tr>
<tr>
<td>The main evaluation and instruction are done through the orientation seminars</td>
</tr>
<tr>
<td>We have a lot, this has built in each one of us a perspective, and if we have listened well to the resource persons, we have achieved much.</td>
</tr>
<tr>
<td>I have benefited immensely from the seminars</td>
</tr>
<tr>
<td>It has helped the professional development of the teachers.</td>
</tr>
<tr>
<td>To make us teachers do a bit of homework to help us feel with the students</td>
</tr>
<tr>
<td>Making soup with many ingredients, giving the same message of varied qualities of the teachers, each one commenting about one positive quality boosted much the prestige of the teachers</td>
</tr>
<tr>
<td>Efforts of Principal to Influence Student Learning</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Every year the session began with the orientation seminar</td>
</tr>
<tr>
<td>At the end of the seminar faculty meetings were held which discussed the yearly program including the syllabus</td>
</tr>
<tr>
<td>The ICSE board has many programs for the update of the teachers for their professional training and development. Towards this certain expenditure was met by the school and teachers participated well in these programs</td>
</tr>
<tr>
<td>Celebrate privately with the staff</td>
</tr>
<tr>
<td>Announce achievements and success in the assembly</td>
</tr>
<tr>
<td>Celebrate success in award ceremony</td>
</tr>
</tbody>
</table>

### Contact with Students

**Personal student support**

| Substitute in classes for absent teachers | * | * |
| Visit classes | * | * | *t |
| Interact with students personally | * | * | *t |
**Efforts of Principal to Influence Student Learning**

<table>
<thead>
<tr>
<th>Efforts of Principal to Influence Student Learning</th>
<th>D1 - UPS</th>
<th>D2 - RPS</th>
<th>D3 - TPS</th>
<th>D5 - UPS</th>
<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - 6 VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check the learning level of students</td>
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<tr>
<td>Hold morning assembly every day</td>
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<tr>
<td>Allow students to participate in assemblies</td>
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<tr>
<td>Organize remedial classes and give extra time</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>We divided the classes into different groups, and</td>
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</tbody>
</table>
good students were appointed as leaders            |          |          |          |          |          |          |           |
| The leader explained the subject matter again to  |          |          |          |          |          |          | t         |
the students                                        |          |          |          |          |          |          |           |
| This was a collaborative learning process that    |          |          |          |          |          |          | t         |
suited much the student learning                   |          |          |          |          |          |          |           |
| We arrived at a strategy to solve the Mathematics |          |          |          |          |          |          | t         |
problems done in the class and not to make it as  |          |          |          |          |          |          |           |
home work. And for the unit tests, where they were |          |          |          |          |          |          |           |
asked to solve problems, this helped the students  |          |          |          |          |          |          |           |
to understand better and made them score higher    |          |          |          |          |          |          |           |
marks. In turn, this helped them to do well in     |          |          |          |          |          |          |           |
Maths and removed the phobia of Mathematics         |          |          |          |          |          |          |           |
| Students need to be judged and evaluated by what  |          |          |          |          |          |          | t         |
they know and not by they do not know               |          |          |          |          |          |          |           |

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### Efforts of Principal to Influence Student Learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Terms</th>
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<th>Terms</th>
<th>Terms</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To improve the quality of the student learning</td>
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<tr>
<td>apart from the scheduled exams we experimented with unit tests</td>
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<tr>
<td>Three terminal exams were organized in a year</td>
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<tr>
<td>The students always understand the language of marks; so if we have 2-3</td>
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<tr>
<td>unit tests in shorter terms they can score better, do better and this acted</td>
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<td>as positive strokes for the students</td>
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<tr>
<td>The classes were divided according to the term exams; for these classes,</td>
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<td>different unit exams were organized</td>
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<td>We also organized one topic each to make teaching and learning interesting</td>
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<td>for the students.</td>
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<tr>
<td>The chapters were segregated separately, and one teacher was dedicated for</td>
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<tr>
<td>one unit and another for unit 2. This created a parity of teaching in every</td>
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<tr>
<td>class</td>
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<tr>
<td>Each class progressed equally, not lagging behind.</td>
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<tr>
<td>The overall percentage is good</td>
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### Efforts of Principal to Influence Student Learning

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<tr>
<th>Efforts</th>
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<th>D5- UPS</th>
<th>D6- UPS</th>
<th>D7 – RPS</th>
<th>D4- 6 P VS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The discipline is becoming very difficult</td>
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<tr>
<td>As a policy, we arrived at a decision not to have any homework for the students up to IV [grade]</td>
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</table>

### Communication with Parents

- Little communication at boarding school. One meeting to see progress at the boarding school.
  
- Have to try to build a relationship with the guardians
  
- Meet with the parents frequently, especially with those of the weaker students

- Teachers do not know what the principal tells parents

- Parent-teacher interactions have become a regular affair in the school before and after every term examinations

- Parents are able to see the papers of their children and discuss further how to improve the students’ performance
### Efforts of Principal to Influence Student Learning

<table>
<thead>
<tr>
<th>Connection with other Stakeholders</th>
<th>D1 - UPS</th>
<th>D2 - RPS</th>
<th>D3 - TPS</th>
<th>D5 - UPS</th>
<th>D6 - UPS</th>
<th>D7 - RPS</th>
<th>D4 - 6 P VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher meetings before the exam only very few only comes</td>
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<tr>
<td>The parents are always standing near the school.</td>
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<tr>
<td>After bringing their children, some leave for their homes, but the majority stay here till the end of the class</td>
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<tr>
<td>He is getting cooperation, spontaneous support, from the locality and there are no challenges</td>
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<td>t</td>
<td></td>
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<td>t</td>
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<tr>
<td>Guardians come only second Sunday of month</td>
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<td>t</td>
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<tr>
<td>Have School Management Committee</td>
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<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Call SMC and discuss complaints of guardians. with them</td>
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<td>t</td>
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<tr>
<td>Have some problems with alumni, but they are usually good to me</td>
<td></td>
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<tr>
<td>Past students have become teachers of the same school; this is helpful</td>
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<tr>
<td>Have cooperation from local parents, but no SMC</td>
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</tr>
</tbody>
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<th>D5 – UPS</th>
<th>D6 – UPS</th>
<th>D7 – RPS</th>
<th>D4 – P. VTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must abide by tribal social norms</td>
<td>*</td>
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<tr>
<td>Tribal welfare department gives the awards</td>
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## Appendix Z: Challenges of Principals

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### Accountability of the teachers

| gov. control: makes all decisions — a top-down approach |        |         |         |        |         |         |             |
| appt. and transfer of principal and teachers or students | *       | *       | *       |        |         |         |             |
| funds                                                   |        | t       |         |        |         |         |             |
| class size                                              | t       | t       | *       |        |         |         |             |
| secure salaries                                         |        |         |         |        |         |         | *           |
| inadequate professional development                    | *       |         |         |        |         |         | *           |
| gov.-fixed syllabus                                     |        |         |         |        |         |         |             |
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Paul. 04/06/2018
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<tr>
<td><strong>Infrastructural limitations</strong></td>
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<td>gov. policies</td>
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<td>gov. decisions slow</td>
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</table>

Paul. 04/06/2018
### Variables that Challenge Leadership Influence:

<table>
<thead>
<tr>
<th>Variables</th>
<th>D1-UPS</th>
<th>D2-RPS</th>
<th>D3-TPS</th>
<th>D5-UPS</th>
<th>D6-UPS</th>
<th>D7-RPS</th>
<th>D4-6 P VTS</th>
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<tbody>
<tr>
<td>rural location</td>
<td></td>
<td></td>
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<tr>
<td>no boundary wall: lack of safety</td>
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<tr>
<td>building needed</td>
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<tr>
<td>insufficient toilets</td>
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<tr>
<td>lack of cleanliness</td>
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<tr>
<td>classrooms too small</td>
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<tr>
<td>too few benches and desks</td>
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<tr>
<td>no desks in levels 1 and 2</td>
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<tr>
<td>teacher-student ratio: 1:60, 1:70</td>
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<tr>
<td>no electricity</td>
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<tr>
<td>lack of teaching aids (ex. one tape recorder, one projector, etc.)</td>
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<tr>
<td>no smart classes</td>
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<tr>
<td>insufficient funds (students and teachers collect for some items)</td>
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<tr>
<td>too small library (no room for library or auditorium)</td>
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</tbody>
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