Executive Summary

Creatnet Education runs a leadership program for the Principals of schools that are run by the Department of Education, Delhi Administration. The program - Cluster Leadership Development Program (CLDP) - is about developing "leadership from within" through a cluster of 10-12 Principals getting together on a regular basis.

This study is an evaluation of the CLDP initiative to see what impact it has had on "the Principals' own learning and growth and what they have been able to implement in school; how useful the group learning process has been and whether the Principals have been able to connect with each other. and support each other". The study was conducted by Collaborative Research and Dissemination (CORD), a Delhi-based research organisation, in April-May 2019.

For the study a sample of 80 schools was selected from the universe of the 800 schools where the CLDP intervention has been implemented in a phased way between 2012 and 2016-17. The size of the sample (10%) was decided using a sample size calculator allowing for predictions with a 95% confidence level.

The impact of the CLDP program has been studied through the perceptions of the Principals themselves -what impact do they attribute to this initiative. While the interviews with the Principals are the cornerstone of the study, they are supplemented by insights from observations of the Principals, and observations of the functioning of the schools. Interviews with teachers and classroom observations were also conducted in a sub--sample of 30 schools.

Principals' perceptions about the impact of CLDP

The sample schools varied widely on many counts. These included the number of grades taught (schools with grades 1-12, 6-10, 6-12), enrolment in grades 6-12[2] (25% of the schools had less than 700 students; 15% had more than 2100 students), gender of the students (coed / girls / boys), and location (both remote and accessible, all over Delhi). This meant that the challenges associated with running

them were also different, a factor brought up by the Principals.

The Principals feel they have gained a great deal from attending CLDP sessions, in the sense that it has impacted their ability to lead their school. CLDP's most important contribution was that it has enabled the Principals to connect with all stakeholders; and to work together with them (reported by 95% of Principals). This included Principals who said the program enabled them to connect with other Principals in their cluster; those who mentioned the way in which it allowed the Principals to discuss problems in their schools with each other and find solutions; and those who brought up the importance of working with teachers, parents and students.

Closely related to the Principals' ability to connect with others, is the development of the self. This was reported as a critical impact of the CLDP program by 71% of the Principals. Under this broad heading of the development of the self were Principals who reported that on account of CLDP, they had grown in levels of self awareness, their ability to reflect and respond, their confidence as leaders, their ability to take responsibility, and their ability to plan and manage the school. As an example of increased leadership skills, while 38% of the Principals rated themselves as high or very high in terms of their "ability to set goals for the school" prior to their participation in CLDP, as high a proportion as 93% of Principals gave themselves this rating post their participation in the program.

During their cluster meetings, the Principals reported sharing the challenges that they face in their role as school leaders. These were related to student discipline, to teachers, and to other matters. Most of the Principals (76%) were happy with the solutions provided at the sessions. For example, with the discussions, the Principals felt more "motivated to bring in change and tackle adverse situations"

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[2]Two of these schools did not have grades 11 and 12.

(reported by School no. 21). Not all the Principals felt they could find solutions to their problems through discussions. These problems included systemic issues such as teacher shortage in schools, and high enrolment.

During this period, the Education Department of the Delhi government has implemented a number of schemes, particular in 2016-17 and 2017-18. The CLDP meetings were reported by 87% of the Principals to have been a source of support in enabling them to better understand and implement these new schemes. For example, the Principal in school no. 25 reported that she "got to learn the different ways in which these programs were being implemented in other schools; learned the best practices".

The Principals were required to develop a vision for their school, and the discussions in the cluster sessions played a part in this too. Improving results was the most important goal for students while providing them with a safe and secure learning environment was also a high priority. The Principals' goals for their teachers were primarily to do with encouraging teachers to be aware of their roles and responsibilities, and this included their understanding students better, and using activity based teaching methods and the latest technology to make classes more interesting for students. The overall goal was to improve results.

Since interventions related to building school leadership are expected to have a visible impact on the school only after a time lag, we thought it useful to ask the Principals themselves how they thought CLDP had impacted the functioning of the school, to get an idea of their perceptions of the significance of the initiative, and the routes through which it was working.

Close to three fourths (72%) reported significant ways in which their leadership skills have grown and impacted the functioning of the school. The significant impact they spoke of included a number of critical aspects – related to new and different ways of handling the school, the Principal and teachers working together, the environment becoming more conducive to learning, better results, and happier

and more disciplined students. A sample of the Principals' responses are given below.

- Management of the school has improved – the Principal does things differently

- The Principal has generated new ways of running the school / solving problems.

- The Principal and teachers are functioning as an effective team – working with mutual cooperation.

- The environment has become more conducive to learning – the teachers have become more dedicated and are using more effective teaching methods.

- Results have improved through giving more importance to quality of teaching / remedial classes.

- The school environment has changed – the Principal has become more responsive to student issues.

- Disciplinary issues have been addressed.

The vision behind CLDP is to build a collaborative network of leaders who will transform their schools into "learning organizations…" and these findings indicate that this was happening in different ways.

What observations revealed

The general functioning of the school was observed to get some idea of the functioning of the school. Different aspects of the school were observed – Morning Assembly, classroom activities, co--curricular activities, the midday meal and other activities during recess. It was seen that the majority of schools were functioning well.

With the focus of CLDP on connecting with others and on the development of the self, the type and quality of interactions of the Principal with all who came into the office (teachers, students, parents and others in the school) were observed. These

interactions were primarily positive in terms of being responsive to the person who had come with a problem that needed to be solved.

A critical route for the transformational effect of school leadership on the school is through teachers. To get an idea of what practical impact CLDP may have had on the school, classrooms were observed and the teachers interviewed in a sub--sample of schools. In most cases, the teachers observed were doing an excellent job in being sensitive to students and using teaching methods that made the class interesting for students. However, of the teachers interviewed, most had not heard of CLDP. The few who had were mostly part of the Mentor Teacher program, and positive about the impact of CLDP on the schools.

Ensuring learning in secondary schools

Improving learning levels is a key area in which Principals have to show the impact of their leadership, and they are likely to be under pressure to do so by the higher authorities. It is also important for any initiative focused on education reform including building school leadership, as education authorities may evaluate such initiatives based on the impact they are able to have on learning levels.
Ensuring that students learn is a challenge for school leaders. The Principals in Delhi's schools were well aware that it is a complex of factors that contribute to the low learning levels in their schools. They know that most of their students come from backgrounds where they are not able to get much support from home, and some even attend irregularly. Their grasp of the basics they should have learned in primary school is limited. The students "not working hard" was also mentioned. It is important to note that the background of students may be particularly disadvantaged in certain schools and in certain locations, so the pressures on Principals vary.

There are some efforts in the schools to compensate for these deficiencies in the students' home environments. However, the students are in schools where the load of administrative duties on the Principals and their teachers is high. A high pupil teacher ratio and pressure on the teachers to finish

the curriculum were also factors mentioned by some of the Principals. The pressure on the Principals was particularly high in schools with very high enrolment. methods.

The study indicates that CLDP is making an important contribution in building up the leadership in Delhi's secondary schools. It is impacting the Principals' leadership and management skills and improving their ability to understand the self, and to connect with teachers, students and parents. It thus provides a firm base to build on improving the quality of education that in turn leads to better learning outcomes.

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[2]Two of these schools did not have grades 11 and 12.

Impact evaluation of CLDP[3]

Section 1 Introduction

1.1 About CLDP

Creatnet Education runs a leadership program for Heads of schools in Delhi that are run by the Department of Education. The Cluster Leadership Development Program (CLDP) is about developing "leadership from within" through a cluster of 10-12 Principals getting together on a regular basis - hence the name. They share challenges they face and support each other in the cluster group to find problem solving strategies. Since the Principals are all from the same cluster, it is assumed that they will share some similar problems. One of the Principals is the designated facilitator in the group. The role of the facilitators is to encourage the Principals to "ask questions, and listen, in a space of trust and authenticity".[4] The facilitators themselves learn the art of facilitation through a Facilitator Developer Program. [5]These learnings include how "to manage self and the group; give and receive feedback; and synthesize the discussions in the meeting".[6]

CLDP is focused on the transformation of the schools into "learning organizations", in which Principals build a "collaborative learning culture focusing clearly on the vision of the school" such that they play a role as "mentors and guides for their teachers", and through this have a "deep and lasting impact on the students and the learning process".[7]

> The CLDP initiative in Delhi began as far back as 2012. Initially it was with a small group of 10 Principals. In end-2014, the program was scaled up to 99 schools, with another 54 schools brought on board in 2015-16. In 2016-17, the program was scaled up to 800 schools. Presently, it is being run for Principals in all 1029 DoE schools.

1.2 Learnings from literature on school leadership

A five--year long study of schools in the US shows that the impact of school leadership on student achievement is second only to classroom instruction.[8] "The effects of school leadership are postulated to directly influence school and classroom conditions, as well as teachers themselves, and indirectly influence student learning." The implication is that building school leadership is likely to have a critical impact on the school through changing school and classroom conditions, as well as teachers themselves.

A study[9] in the UK found that school and leadership effects can be expected to operate most closely via their influence on developing teachers, improving teaching quality and on promoting a favorable school climate and culture that emphasise high expectations and academic outcomes. In addition, they showed connections between other important intermediate outcomes such as the retention and attendance of staff, improvements in pupil attendance and behaviour, and perceived increases in pupil motivation, engagement and sense of responsibility for learning. Like the earlier study, this points to the potential impact of school leadership on teachers and on the overall school climate.

An evaluation of a sustained intervention in the US to strengthen leadership[10] suggests that impact on student outcomes are likely to be visible only in the long term, as the impact of leadership on students is indirect, and occurs through the impact of leaders on teachers. They suggest that those doing evaluations of interventions in leadership need to keep in mind that time is needed for change to be visible.

These quantitative studies, involving collection of panel data in a range of schools across a number of sites, gave us useful insights on how school leaders can impact the school system. At the same time, we were aware that the context in which these studies were done are very different from the conditions in government schools in Delhi. There are variations in the way in which school leaders are recruited, what are the expectations of the education authorities to whom the leaders are accountable, how much freedom do they have to carry out their leadership role vis--a vis the teaching staff and the non--teaching staff in their school, what is the level of accountability they have vis-à-vis the parent community, and what is the kind of environment within which the school leaders must function in terms of adequacy of staff as well as infrastructure and facilities. These are all factors that must deter us from making quick extrapolations to the Indian school system. At best the studies alert us to possible ways in which initiatives to strengthen school leadership may impact the functioning of the school.

1.3 About the study

The CORD study is focused on doing an evaluation of the CLDP initiative to see what impact it has had on "the Principals' own learning and growth and what they have been able to implement in school; how useful the group learning process has been and whether the Principals have been able to connect with each other… and support each other".

It is important to note that at the same time at which CLDP has been implemented, there have been other initiatives to develop leadership.[11] The impact of the CLDP program can thus best be seen through the perceptions of the Principals themselves, to find out what impact they attribute to this initiative. In this context, interviews with the Principals are the cornerstone of the study.

Based on the framework of the CLDP program itself, the Principals were asked through open ended questions about how CLDP has impacted their understanding of the self, and their relations with other stakeholders, which includes other Principals in their cluster, the staff and students in the school, the parents of their students, and the School Management Committee. They were also asked about any change in their understanding of the learning process. Following this in--depth exploration, they were asked to rate themselves, on various skills which CLDP emphasizes, before and after attending the program. These included their

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[9]Day, Christopher, Qing Gu, and Pam Sammons (2016), The impact of leadership on student outcomes: how successful school leaders use transformational and instructional strategies to make a difference. Educational Administration Quarterly, 52 (2),http://eprints.nottingham.ac.uk/32005/1/Final%20EAQ%2014 0915%20with%20Author%20Details%20proofed%20 041115.pdf

[10]See Research Brief, RAND Corporation, www.rand.org

[11]This included NIEPA's National School Leadership Development Program. More than half (52%) of Principals had visited IIM Ahmedabad and 22% had visited schools in Cambridge, UK as exposure trips.

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ability to reflect and their ability to work together to solve challenges they faced in the school. More feedback about the impact of the program was obtained through exploring what challenges, if any, were shared by the Principals with others in their cluster, and how useful they thought these sharings were. All these findings have been discussed in Section 3.

The CLDP meetings have been known to provide the opportunity for Principals to raise problems that they are facing. In this context, they have been a source of support in enabling Principals to effectively implement a number of other interventions of the Delhi education department. This was explored in the interviews with the Principals, and is reported in Section 4. This section also goes into detail with respect to the vision that the Principal had for their school – the goals they had in relation to the students, teachers and the infrastructure and the facilities in the school, and the plans made to achieve these goals. The Principals were subsequently asked how they thought CLDP had impacted the school, to get an idea of their perceptions of the significance of the initiative, and the route through which it was working. Suggestions from the Principals for the future course of the program complete this section.

Visits to the school would have been incomplete without observation. The general functioning of the school was observed to get some idea of the functioning of the school. With the focus on development of the self as part of CLDP, the interactions of the Principal with teachers, students, parents and others in the school were observed, as an important source of information about the Principal's attitudes and functioning. These aspects are discussed in Section 5.

A critical route for the transformational effect of school leadership on the school is through teachers. To get an idea of what practical impact CLDP may have had on the school, teachers were Interviewed, as well as classrooms observed. These findings are

reported in Section 6.

The study does not attempt to capture the impact of the initiative by comparing the situation in control and intervention schools. Firstly, no baseline has been conducted. Secondly, over a five year period, the initiative has been implemented in all schools. However, an effort has been made to see if the impact has been different in schools where CLDP was implemented earlier (P10/P99/P54) and those in which it was implemented more recently (P800 less those in the earlier group). More details about the sample size of these two groups is discussed in the next section (Sampling).

1.3 Sampling

For the study a sample of 80 schools was selected from the universe of the 800 schools where the CLDP intervention had been implemented in a phased way between 2012 and 2016-17. The size of the sample (10%) was decided using a sample size calculator allowing for predictions with a 95% confidence level.

The schools were selected using stratified random sampling, with the schools divided into two groups. There were 160 schools where the Principals who had been part of the intervention prior to 2015-16[12] had been posted at the time. Thirty schools were randomly selected from the list of 160. This group of schools will henceforth be referred to as the G30 group.

There were 640 schools where the Principals were part of the P800 group but not part of the group who had been part of the intervention prior to 2015--16. Fifty schools were randomly selected from the list of 640. This group of schools will henceforth be referred to as the G50 group.

The G30 group of schools

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[12]These are either part of the P10 group, P99 group or P54 group.

The first group of schools (G30 group) was particularly important for the study, as it was the Principals in this group who had been part of the P10/P99/P54 group, and as a result, had been part of the CLDP program for a longer duration, and at a time when the program was being implemented only in a limited number of schools. On both these counts, it was considered that the impact of the program on the Principals, and on the school they were posted to, was likely to be more visible here than in the other group.

Heads of schools in Delhi are transferred on a regular basis. It was essential to find out whether the Principal currently posted there was the one who had been part of the P10/P99/P54 group. Only in 15 of the G30 schools was the Principal in the same school as when attending the program. In another 10 schools, the Principal had been transferred to another school more than a year ago. In this case, the new school was made part of the sample, on the assumption that the Principal had been there long enough to potentially make a difference. In the case of 6 schools, the Principal had retired, been promoted or transferred within the last one year. A short interview was taken with this Principal at a location and time of his/her convenience, and a more detailed interview related to the school was taken with the current Principal. It was assumed that the impact of the earlier Head's leadership would be likely to be visible as the transfer had happened within the last year.[13]

The G50 group of schools

The Principals currently posted in the G50 group of schools were interviewed based on their being part of the P800 group (implemented post 2016-17). It was found on account of the regular transfer of Principals referred to earlier that this group included a number of Principals who had been part of the P10/P99/P54 group. It also included Principals who had volunteered to be Facilitators for the cluster meetings and as a result were more positive about

the intervention and had a greater understanding of it.

Limited differences in responses from the Principals in the G30 group and the G50 group
It was found that the responses from the Principals in the G30 group and the G50 group about the CLDP program and its impact on them and the school do not differ markedly from each other. Contributory factors are that the G30 group of schools included some schools where the Principal was not part of the P10/P99/P54 group,[14] while, as mentioned above, the G50 group of schools included some schools where the Principal was part of the P10/P99/P54 group, as well as schools where facilitator Principals were posted.

There were also some Principals who could give us only limited feedback because they had not attended more than a few CLDP sessions (2 of the Principals in the G30 group and 11 of the Principals in the G50 group). In a number of cases, this was because they had been appointed Principals only within the last six months.

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[13] Schools where the Principal had retired more than a year ago were excluded from the sample.

[14] This was only in those schools in which the earlier Principal had been retired / promoted / transferred within the last year.

1.4 Details of tools used and challenges involved in the fieldwork

In all schools (G50 and G30):

• The main tool was an interview with the Principal focused on CLDP and the school.

• This was supplemented by observations in the Principal's room, particularly focused on the quality of interactions of the Principal with teachers, students, parents and non--teaching staff.

• There was also a school observation tool which was focused on school functioning in a broad sense – were teachers and students in class; how was the Morning Assembly; what was the level of supervision during recess including the distribution of the midday meal.

In the G30 schools, there was additionally

• an interview with a selected teacher

• classroom observation of that selected teacher

Principals who were functioning as facilitators in the CLDP program were asked a set of additional questions about how they perceived their role as facilitators including the challenges involved.

Challenges in conducting fieldwork: The fieldwork was conducted in April and early May 2019. It was a difficult time to visit schools. Since it was the beginning of the year ---- schools were busy with admissions, and putting other systems in place.

Additionally, a major cause of disruption in the functioning of schools was the elections to be held on 12 May 2019 in Delhi. Teachers in many schools were called for training. Teachers were also sent to do evaluations of papers of Board examination students. The Heads did not wish for their schools to be visited when there were so few teachers in their school. Since the cornerstone of the study was the interview with the Principals themselves, it was conducted, while keeping in mind that the schools were functioning in a situation which was far from optimal.

Section 2 – Understanding the context – schools and Principals
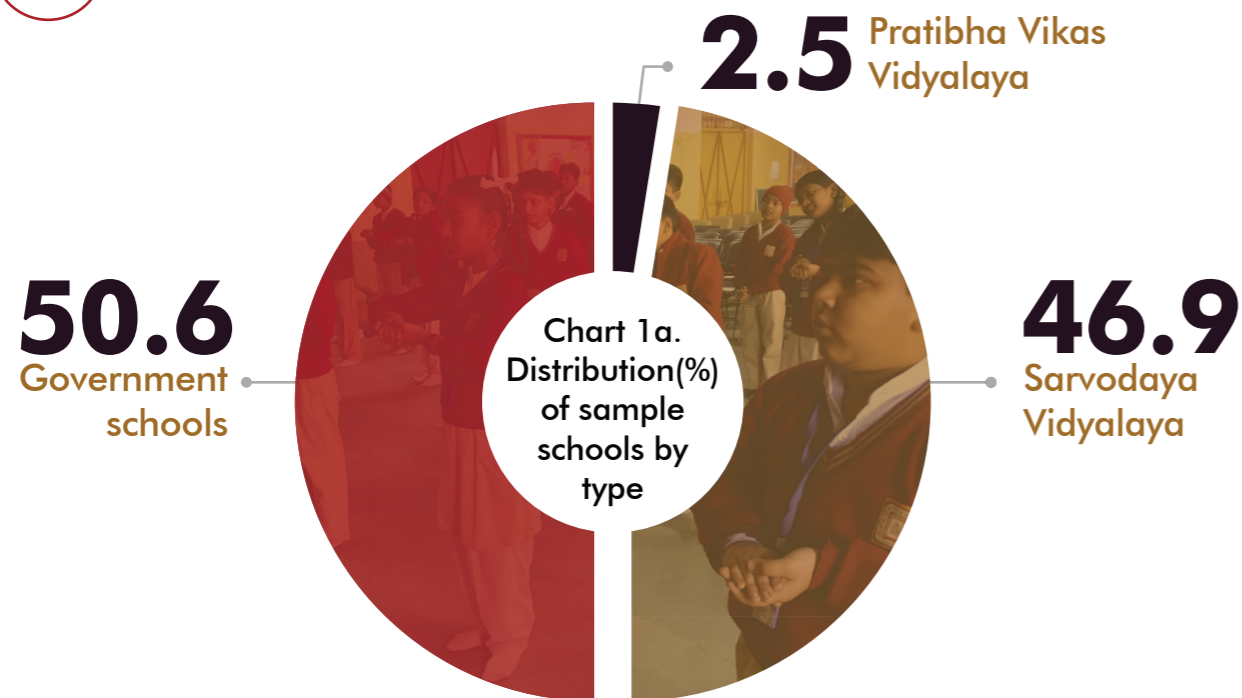
2.1 Details of sample schools

2.1.1 Of the sample schools, there were

2 Pratibha Vikas Vidyalayas[15] (grades 6--12), both co--ed

41 Govt. Schools (7 co--ed, 26 boys, 8 girls)
- 31 Govt. Senior Secondary Schools (grades 6--12)
- 8 Govt. Secondary Schools (grades 6--10)
- 2 Govt. Middle Schools (grades 6--8)

38 Sarvodaya Vidyalayas (grades 1--12), 11 co--ed, 9 boys, 18 girls

2.5 Pratibha Vikas Vidyalaya

50.6 Government schools

46.9 Sarvodaya Vidyalaya

Chart 1a. Distribution(%) of sample schools by type

The majority of the schools were boys' schools (44%) (see Chart 1b). This included 26 Government Schools and 9 Sarvodaya Vidyalayas. Girls' schools formed 31% of the sample. This included 8 Government Schools and 18 Sarvodaya Vidyalayas. Co--ed schools formed 25% of the sample. This included 7 Government Schools, 8 Sarvodaya Vidyalayas, and 2 Pratibha Vikas Vidyalayas (PVVs).

Most of the schools were held in the morning – this included the general shift schools which were 41% of the sample and were from 8 am to 2 pm (see Chart 1c). They included 10 Government Schools, 21 Sarvodaya Vidyalayas and 2 PVVs (see Table A.2 in

the Appendix). The general shift schools are single shift schools. Another 18% of the sample was morning shift schools (from 7.00 am to 12.30 pm). This included 7 Government Schools and 8 Sarvodaya Vidyalayas. A high proportion (41%) of the schools were in the evening shift from 1 pm to 6.30 pm. This included 24 Government Schools and 9 Sarvodaya Vidyalayas. The morning and evening shift schools were generally double shift schools i.e. two schools held on the same premises in consecutive shifts.

[15]Admission is merit--based.
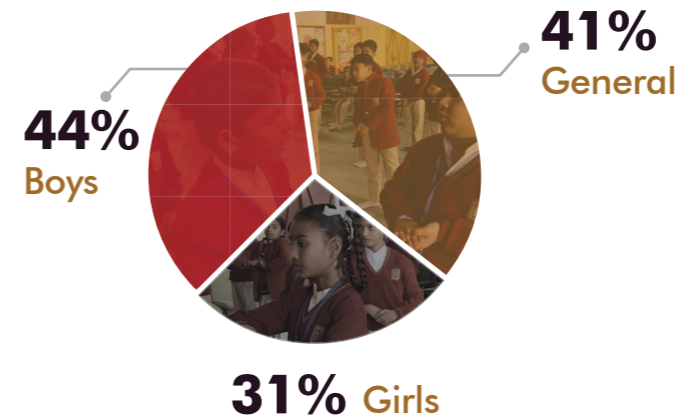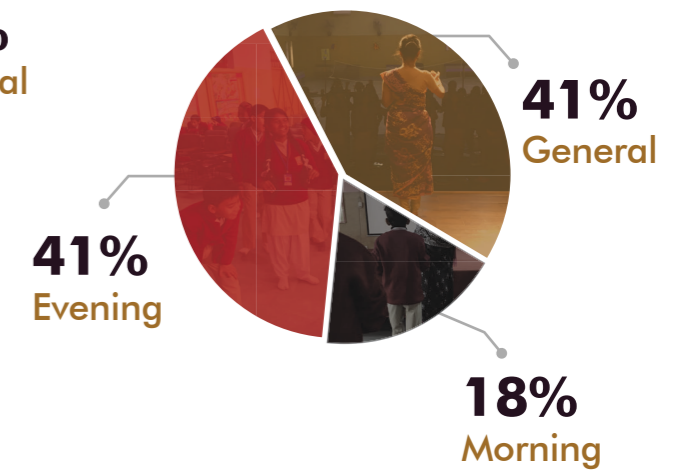
Chart 1b. Sample schools: Single sex and coed

44% Boys

41% General

31% Girls

Chart 1c. Sample school by shift

41% General

41% Evening

18% Morning

2.1.2 Varying size of schools

The sample schools consisted of 72 senior secondary schools (highest grade 12), 7 secondary schools (highest grade 10), and 2 upper primary schools (highest grade 8). Looking at total enrolment in grades 6 and above, it ranged from schools with 100 students to schools with more than 4700 students. Three large girls' schools with grades 6-12 had 3500 to 5000 girls enrolled in these grades.

Table 2. Sample schools: Grades and average enrolment

Type of school (lowest grade to highest grade)	No. of schools	Average enrolment	Enrolment /grade
6-12 (senior secondary schools)	72	1969	281
6-10 (secondary schools)	7	976	195
6-8 (upper primary schools)	2	295	98

Source CORD school survey, 2019

The table indicates that the 2 upper primary schools are comparatively small in terms of enrolment / grade; the 7 secondary schools have a higher enrolment per grade and the senior secondary schools have the highest enrolment per grade.

[16]A higher proportion of schools (66%) are smaller than the average (enrolment between 1401-2100). Of the remaining 44% -19% of schools had enrolment between 1400 and 2100; 10% between 2100 and 2800; and 5% had more than 2800.

Distribution of schools by enrolment:

In terms of total enrolment, we see that the distribution of 79 secondary and senior secondary sample schools is skewed to the left.[16] The largest proportion of schools (41%) was found to have enrolment between 700 and 1400 in secondary / senior secondary grades. Twenty five per cent of the schools had less than 700 students.
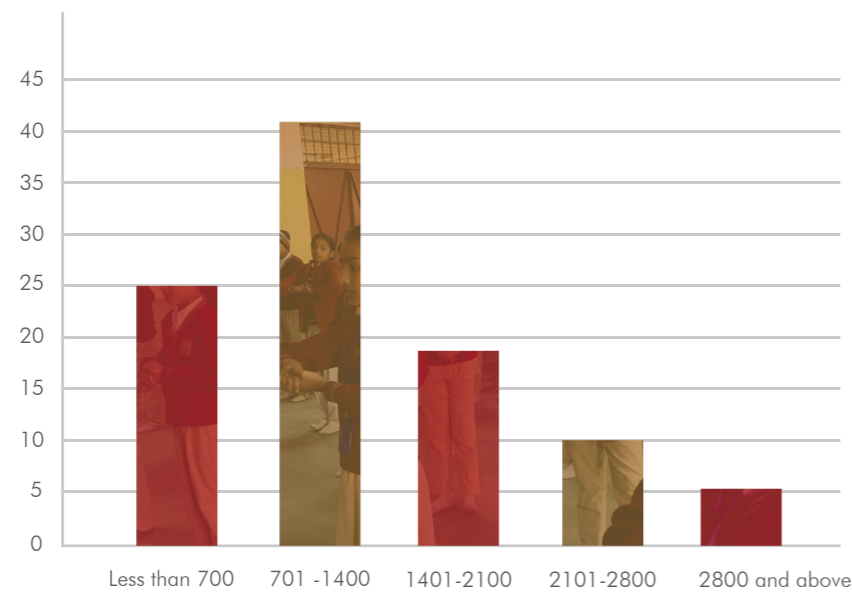
Chart 3. Enrolment in grades 6-10,6-12: Proportion of schools

Enrolment per grade is high in grades 6-8, highest in grades 9-10, and then falls steeply in grades 11-12; Average enrolment in all 81 schools in grades 6-12 is 1312. Looking at enrolment in terms of distribution across grades, we see that

• All sample schools have students enrolled in upper primary grades (6-8). Average enrolment in the 81 sample schools in grades 6-8 is 580; enrolment per grade in upper primary grades is 193.

• All but 2 sample schools have grades 9-10. The average enrolment, in the 79 schools with grades 9-10 is 459; enrolment per grade in secondary grades is 230.

• Nine schools do not have grades 11-12. The average enrolment in the 72 sample schools with grades 11-12 is 273; enrolment per grade in senior secondary grades is 137.

These figures indicate that enrolment peaks in grades 9-10. It is much lower in grades 6-8, and even lower in grades 11-12. The indication is that prior to grade 9, a substantial number of students may be in private schools, and post grade 10, a substantial number of the students drop out.

The bulk of schools in the sample were in the South West A and South West B districts (22%) and the North East district (20%) (see Table A.1 in Appendix 1).

2.2 Details of respondents

Feedback on the 81 schools was obtained through interviews with 79 HoS.[17] We look at characteristics of the respondents conscious that this makes a difference to the way in which the intervention is taken forward.

Distribution of Principals by gender and age. The larger proportion (58%) of the Principals interviewed were male, while a smaller proportion (42%) were female. This is in keeping with the literature which

[17]Two of the Principals were unavailable for interview although they had confirmed their availability to the research team.

2.1.2 Varying size of schools

finds that proportions of women in school leadership positions are less than proportions in the teaching profession as a whole.[18]

Table 4a. Age distribution of Principals

Age of respondents (years)	Percent
41-45	6.3
46-50	16.5
51-55	38.0
56-60	38.0
61-65	1.3
Total	100.0

In terms of age distribution, 76% of the Principals were in their fifties. Close to one-fourth (23%) were in their forties.

Most of the respondents (74%) had more than 20 years of teaching experience (see Table 4b), and all had at least 10 years of teaching experience. This would be valuable experience as they worked at leading their team of teachers and non--teaching staff.

Table 4b. Teaching experience of Principals

Teaching experience (years)	Percent
10-20	35.9
20-30	41.0
30-40	23.1
Total	100

Of critical relevance for this study is the level of experience that Principals had in their role as Principals. A very large proportion - close to half (48%) had less than 5 years of experience. These Principals would have been very much in need of inputs. Another one--third (34%) had 5--10 years of experience. Close to one--fifth (18%) had more than 10 years of experience. Some of these Principals who were very experienced were less open to attributing much significance to the CLDP intervention.

Table 4c. Experience as HoS: Percent of Principals

Experience as HoS (years)	Percent
0-5	48.1
5-10	34.2
10-15	10.1
15-20	2.5
More than 20	5.1

[18]The OECD's Teaching and Learning International Survey (TALIS) looked at 23 countries… and found that on average, 45 per cent of school principals were female, compared to just fewer than 70 per cent of teachers… (OECD, 2009 cited in Kelleher, 2011).

Three (of 79) Principals had attended no CLDP sessions.[19] Another 10 had attended only a few sessions and were not in a position to provide much feedback on the program.[20] A substantial proportion of the Heads (43%) had been exposed to other leadership programs.

The RAND evaluation study of an intervention focused on strengthening leadership suggests that the personal characteristics of the Principals as well as school characteristics play a significant role in the way in which the Principal and the school are impacted by the intervention. As we see above, there is considerable variation in the gender, age, teaching experience and leadership experience of the Principals interviewed. Similarly, the section above outlines considerable variations in the size of the schools, whether they were boys, girls or co--ed schools, and whether they were Government Secondary Schools or Sarvodaya schools (integrated schools with grades 1--12) or even special schools such as Pratibha Vikas schools meant for better--performing students. The role played by school characteristics came up in discussions with the Principals when they reflected on what impact CLDP had had on the school (see section 4.3). Some of the Principals of very large schools felt it was harmful for their school for them to leave it for an entire day.

2.3   Facilitators

Fifteen Principals interviewed were playing the significant role of facilitators in the CLDP program – each to conduct and facilitate the meeting of one cluster of Principals. Two of these were Facilitator Developers, each of whom had additional charge of building the skills of a group of 10--12 facilitators. It is useful to begin with drawing on the perceptions of these facilitator--Principals. They spoke of how they depended on the Facilitator Developers (FDs) to build their facilitation skills – how to listen, when to intervene, how to deal with problems. They spoke very highly of the FDs whom they saw as their mentors.

The facilitator--Principals felt they face many challenges in conducting the CLDP meetings. Since the participant principals vary by gender, age, years of experience, and years before retirement, the enthusiasm for the program varies among the group. More than one facilitator spoke of how there was resistance in the initial sessions. The Principals do not want to learn about the program. They feel they already know whatever they need. Some of them (8%) have more than 15 years of experience as Principals. A substantial proportion (39%) are over 55, and are getting close to retirement. Building motivation is a challenge. They have to handle the group dynamics.

The facilitators spoke of different strategies to overcome the resistance / limited motivation among the HoS, so that they are able to successfully conduct and facilitate meetings. They work at making the sessions interesting. They have to be persuasive / resourceful. They encourage senior Principals to speak as well as others. They themselves try to speak at the end.

> " Dealing with the Principals was difficult initially, why would they listen to me? But if you have ideas, vision and something new to share they will listen to you. Respondent F1 "

This facilitator was young compared to the other principals in her cluster, which made it difficult for them initially to accept her leadership role.

[19] This included 1 from the G30 group and 2 from the G50 group.

[20] This included 1 from the G30 group and 9 from the G50 group.

All the Principals interviewed were asked general questions about the school in which they were currently posted – the challenges they face there; what they have been able to do to deal with these challenges; and what factors have helped them or hindered them in making changes. They were also asked what they think contributes to some children having poor levels of learning in their school. The purpose was to capture the Principals' perceptions of their schools and their students; the challenges they face; who or what they have tried to change / been able to change; and what have been positives or negative factors in making changes in the school.

2.4   Features of Delhi's secondary schools – Perceptions of Principals

The secondary schools were catering primarily to students from highly disadvantaged backgrounds (reported by 94% of Principals).The parents don't come for PTM (Parent Teacher Meetings) (reported by 82% of Principals). Some of the students are very difficult to handle (47% of Principals). Very high enrolment is a feature of some schools (37% of Principals).[21]

There are system--related issues too. While some schools have too few teachers (29% of Principals), Heads also have to deal with the issue that some teachers in their school are not interested in teaching (51% of Principals).

[21] See Chart 3 on enrolment in sample schools.

Table 5. Challenging features of sample schools: Perceptions of Principals

Features of secondary schools in the sample	Percent of Principals
Most students come from very disadvantaged backgrounds	93.7
Some students' parents don't come for PTM	82.3
Some students are very difficult to handle	46.8
Very high enrolment	36.7
Too few teachers appointed	29.1
Some teachers are not interested in teaching	50.6
Some SMC members do not provide any support	29.1

2.5   Challenges faced in the current school when they were appointed

To get an idea of what the Principals have been able to change in the schooling system, they were asked what issues they faced when they joined their current school (see Table 6), what they were able to change.

Table 6. Challenges faced when Principals joined their current school: Percent of Principals

Proportion of Principals who reported the following challenges in the school when they joined the school:	Percent
Children were reputed to be violent / undisciplined / irregular	55.7
Basic infrastructure and facilities were poor / inadequate	48.1
Problems with teachers (not cooperative / not working together)	25.3
Shortage of teachers (permanent / guest)	20.3
Little or no administrative support	11.4
High enrolment	11.4
School had a very low pass percentage	11.4

Just over half said they faced student discipline related problems (56%). Close to half of the Principals who reported facing this issue said they have been able to make a difference. Infrastructure related issues when they joined the current school were mentioned by close of half (48%) of Principals. Successfully getting the system to provide improved infrastructure and facilities has been reported by just over a third of the Principals who reported facing this issue. Teacher related challenges included both the presence of some non--cooperative teachers (reported by 25% of Principals), and shortage of teachers (by 20%). Getting all teachers to cooperate with them was successfully reported by only a few of the Principals who reported facing this issue. Many of the Principals said that they have shared about these problems with the other principals in their cluster, and have learnt through the experience of

other Principals who had faced similar problems. We shall discuss this in greater detail in Sections 3 and 4 that are focused on the impact of CLDP. The Principals also reported that they were able to make a difference because of support from their teachers. Working as a team is also stressed in the CLDP program.

2.6   Reasons for low learning outcomes at secondary level

Low learning outcomes is a problem at secondary level. The Principals were asked what they would attribute this to (see Table 7). The reasons can be divided roughly into student background factors, factors related to the overarching policy frame-work, and education system--related factors, although they overlap with each other.

Table 7. Reasons for low learning levels among secondary school students: Percent of Principals

Proportion of HoS who reported the following factors as contributing to low learning levels among secondary school students:

Student background related

86 Children are irregular

83 No one to teach the student at home

55 Writing Students don't work hard

Policy related

82 Change icon No detention policy (no fear of failure)

51 No fear of corporal punishment

System related

89 Change icon Poor base from primary

74 Administrative duties for teachers

54 Change icon PTR very high

53 Board Pressure on teachers to finish curriculum

16 Curriculum is too difficult

Student background: Children attending school irregularly was cited as a contributory factor by 86% of Principals; and the fact that they had no one to teach them at home (83% of Principals). Students not working hard was considered a contributory factor by only 55% of Principals.

Policy-related: The no detention policy (implying no fear of failure) was put forward as a reason for poor learning by 82% of Principals. The role of students having no fear of corporal punishment (also disallowed by the RTE Act, 2009) was cited by just over half (51%) of Principals.

System-related: Factors which were cited as constraints to learning by a very high proportion of Principals included children coming with a poor base from primary level (89% of Principals) and the extent of administrative duties for

teachers (74% of Principals).Factors which were seen as playing an important role by roughly half the Principals included schools having a very high PTR (54%), and the pressure on teachers to finish the curriculum (53%). Only a small number (16%) thought the curriculum being too difficult was an issue.

As discussed above, evaluating the CLDP intervention in our study was done primarily through asking the Principals how it had impacted them. Several aspects were explored based on the framework of leadership that was outlined in documents shared by Creatnet Education. This included any increase in understanding of the self, others, the learning process, and ability to manage the school through participation in the meetings. We discuss these issues in the next section.

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Section 3 - Perceptions of Principals: How has CLDP impacted them

> CLDP has impacted the Principals in a big way. Because CLDP understands the capacity, ideas, nature and psychology of the HoS.
>
> HoS, School no. 21

In section 3, we begin reporting our findings on the impact of the CLDP program. As mentioned in section 1, the Principals were asked about how CLDP has impacted their understanding of the self, and their relations with other stakeholders. They were also asked about any change in their understanding of the learning process. While 79 Principals were interviewed, 4 had attended no sessions, so the responses are generally from 75 Principals. Following this, they were asked to rate themselves, on various skills which CLDP emphasizes, before and after attending the program. These included their

ability to reflect and their ability to work together to solve challenges they faced in the school. There were 10 Principals who had attended only a few sessions (apart from the 4 who had attended no sessions), and this was the main reason why the number of respondents who rated themselves was much lower. These findings are discussed in sections 3.1 and 3.2. More feedback about the impact of the program was obtained through exploring what challenges, if any, were shared by the Principals with others in their cluster, and how useful they thought these sharings were. This is discussed in section 3.3.

Table 8. Impact of CLDP on Principals: Connection with all stakeholders and development of the self

Principals who reported that CLDP's impact on them as school leaders enabled them to:	Percent
Connect / work together with all stakeholders	**94.7**
Connect with other Heads in the cluster; learn importance of sharing / listening to others / understanding others	64%
Discuss problems in the school with other HoS; find solutions	45%
See importance of teamwork in the school; need to understand parents and students	51%
Develop the self	**70.7**
Self--awareness; ability to reflect; ability to respond rather than react	51%
Confidence as a leader; responsibility; ability to plan and manage the school	44%

3.1 Connecting with all stakeholders

The overwhelming majority (95%) of Principals reported that CLDP's contribution was that it enabled them to connect with all stakeholders; and to work together with them (see Table 8). This included 64% of Principals who said the program enabled them to connect with other Principals in their cluster; 45% who mentioned the way in which it allowed the Principals to discuss problems in their schools with each other and find solutions; and 51% who brought in the importance of the connections of the Heads with teachers, parents and students.

Some voices among the 64% who mentioned connecting with other Heads in the cluster.

- CLDP is a good platform for building relationships with others & sharing new ideas. (School no. 2)

- Feel more connected with other HoS now. People who were strangers at one time have now become friends… helped me in adjusting to the new school environment. (School no. 44)

- Led to bonding among the Heads in the cluster." (School no. 15)

- It feels good when we can express our feelings or our experiences as a principal. (School no. 41)

- Sessions act as a "stress reducer" as we discuss the problems faced by different principals. Sometimes when compared with others, our issues seem minute.(School no. 20)

Some voices among the 45% who mentioned discussing problems in the school with other HoS; and finding solutions.

- Solutions to the problems come out of discussions among the HoS. (School no. 16)

- Find creative ways to resolve problems. (School no. 9)

- Talking to people in these meetings brings a sense of comfort in understanding how common and shareable a problem is…Learn innovative things in relation to problem solving and the learning process. (School no. 14)

- Through various anecdotes and experiences, we learn. We try to adapt different solutions to the environment in our schools. (School no. 36)

Some voices among the 51% who mentioned the importance of teamwork in the school; and the need to understand parents and students.

- Principal--staff, principal--student, principal--parents, principal--SMC, all these relationships are stressed a lot. Work together for greater productivity without getting stressed. (School no. 31)

- Try to understand the problems of students and work on them. (School nos. 5, 25, 36)

- Treat parents equally and respectfully. (School nos. 1, 26, 23)

All the Principals were asked if there was any challenge in their school which they had mentioned during the cluster sessions, and whether they had found such sharings useful. This will be discussed in section
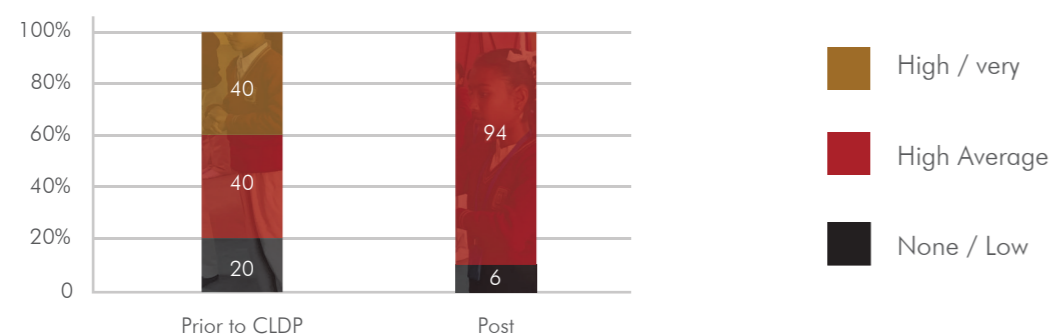
3.2   Develop the self

3.3. Many of these challenges mentioned are directly related to their relationships with their staff.

When Principals were asked to rate themselves on their "ability to work with others to find solutions to problems in school" before they participated in the program and now, it is heartening that high or very high levels of skill in this area went up from 56% of HoS prior to the intervention to 98% post the intervention.

A critical impact of the CLDP program has been the development of the self. Seventy one percent of HoS reported that they have been impacted in this way (see Table 8).

Some voices among the 51% of Principals who mentioned that CLDP had impacted their self--awareness and their ability to reflect.

- [CLDP has] led to increase in self-awareness; to know my own weaknesses. (School no. 31)

- Earlier my focus was on others. With CLDP, I have got to know myself more. (School no. 23)

- How much am I able to do? Where do I stand? Learnt all these from the meetings. (School no. 25)

- Learning more about myself. Becoming aware of

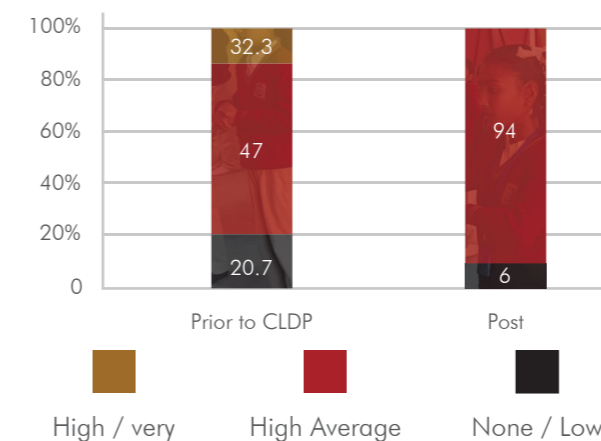the problem makes it easier to find a solution. (School nos. 11, 20)

- Become more flexible in how I behave…Patience has increased; don't get irritated by little things… Earlier I didn't listen to others, now I do. I have become more mature, more considerate & more efficient and see things from a different perspective. (School no. 22)

- Learnt to use one's energy to improve and be your best version. One should not try to change others. Changing oneself will achieve results…Have become more reflective… Understand others' perspectives and act accordingly. (School no. 70)

Principals were asked to rate themselves on their "levels of self-awareness" and on "their ability to reflect" before they participated in the program and now.

Table 9a. Ability to work with others to find solutions to problems in school: Prior to CLDP and post

Ability to work with others to find solutions to problems in school	Prior to CLDP	Post CLDP
None / low	9	0
High / very high	35	2
Average	56	98
Total	100	100

Chart 9b. Ability to work with others to find solutions to problems in school: Prior to CLDP and post

Table 10a. Levels of self-awareness: Prior to CLDP and post

Levels of self-awareness	Prior to CLDP	Post CLDP
None / low	20	0
Average	47.7	6
High / very high	32.3	94
Total	100	100

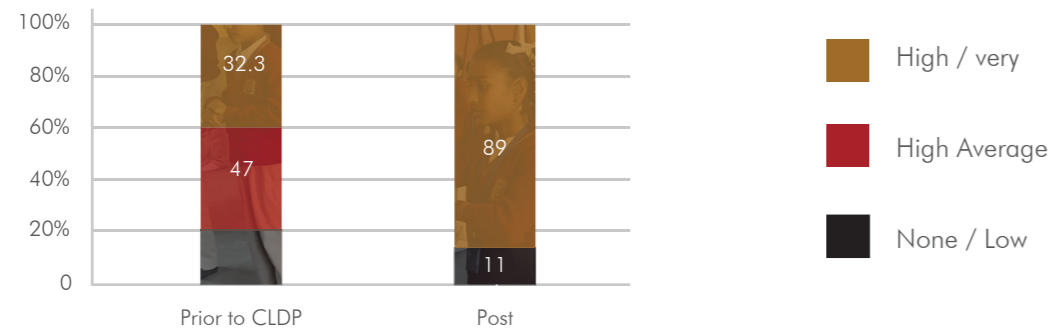### Chart 10b. Levels of self awareness: Prior to CLDP and post

Prior to the intervention, levels of self--awareness were very limited for 20% of the Principals, average for 48%, and high or very high for 32%. Post the intervention, 94% of the Principals rated themselves as high or very high in this area, pointing to the efficacy of the program.

Table 11a. Ability to reflect: Prior to CLDP and post

Ability to reflect	Prior to CLDP	Post CLDP
None / low	25	0
Average	34.4	11
High / very high	40.6	89
	100	100

Prior to the intervention, ability to reflect was posted as very limited for 25% of the Principals, average for 34%, and high or very high for 41%. Post the intervention, 89% of the Principals rated themselves as high or very high in this area, again pointing to the efficacy of the program.

Chart 11b. Ability to reflect: Prior to CLDP and post

High / very

High Average

None / Low

Some voices among the 44% of Principals who mentioned that CLDP had impacted their confidence as a leader; responsibility; ability to plan and manage the school.

• I learnt how to be a leader, how to manage others, how to implement several government policies. (School nos. 8, 10, 24, 41)

• Developed decision-making skills as a result of the sessions. (School no. 42)

• I started thinking and planning more as opposed to earlier. This resulted in better implementation of my ideas. I also took inspiration from other schools and started executing those ideas as well. (School no. 48)
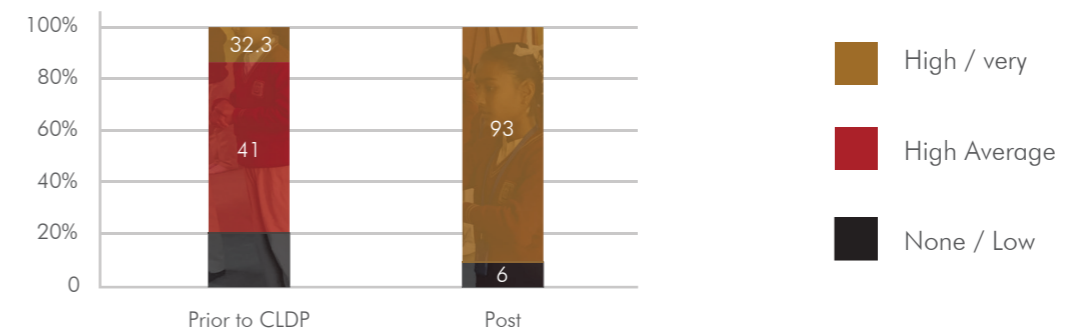
• I have been able to manage a lot on my own, which was because of the confidence boost that I got after CLDP sessions.(School no. 43)

• Learnt how to run a school smoothly. (School no. 1)

Principals were asked to rate themselves on their "ability to set goals for the school" before they participated in the program and now.

Table 12a. Ability to set goals for the school: Prior to CLDP and post

Ability to set goals for the school	Prior to CLDP	Post CLDP
None / low	21	1
Average	41	6
High / very high	38	93
Total	100	100

Chart 12b. Ability to set goals for the school: Prior to CLDP and post

High / very

High Average

None / Low

Prior to the intervention, ability to set goals for the school was posted as very limited for 21% of the Principals, average for 41%, and high or very high for 38%. Post the intervention, 93% of the Principals rated themselves as high or very high in this area, again pointing to the efficacy of the program in this critical area of leadership.

• Learnt to keep smart goals for school which are achievable and time bound, to focus on overall school environment and on infrastructural development. (School no. 31)
• Implementation of solutions regarding public dealing, admin work, etc. were taken up in the school. (School no. 6)

Following our discussion on the ways in which the Principals feel CLDP has impacted themselves, and their relationships with others, we now focus on what kind of challenges Principals may have brought up in the cluster meetings with other Principals, and whether they found the discussions useful.

3.3 Issues shared in CLDP meetings

> The issues whose solutions which I earlier had to arrive at myself, I am now able to find through the cluster meetings.
>
> School no. 27

The majority of Principals (82.9%) reported that they had shared challenges in their school at the CLDP meetings. A small proportion who had not shared problems they faced included the Facilitators, and other Principals who reported that they didn't have major issues to share. There were also Principals who had attended only a few cluster sessions.

Table 13. Sharing of problems in CLDP meetings

Principals (%) who reported sharing challenges in their school at CLDP sessions*	82.9
Types of challenges shared**	
Discipline related	33.9
Teacher related	26.8
Infrastructure related	12.5
Related to improving results	10.7

"

*This excludes 5 Principals who had attended the sessions but did not respond.
**This excludes 7 Principals who had shared problems but could not remember what they had shared.

"

The vision behind CLDP is to build a collaborative network of leaders who will transform their schools into "learning organizations…" All the challenges shared input into this vision.

The main problems shared were discipline related followed by teacher related issues. These disciplinary issues included absenteeism, late--coming, students not staying in class, use of drugs and alcohol by students. The teacher and staff--related issues were system related (shortage of teachers), as well as management related (handling of uncooperative staff, resolving conflict between teaching & admin staff).

Next in importance were infrastructure issues and those related to improving results. Infrastructure related issues were system related and included shortage of rooms, shortage of desks, unavailability of a playground for students to play. Improving results included improving the performance of students in grades 6 to 8 as well as improving results in Maths and Social Studies in class 9.

A very small proportion of Principals reported raising administration related issues and policy related issues. The administration issues included the problem of time management for Principals in handling so many duties and responsibilities, dealing with SMC members, as well as the issue of low enrolment in school. Issues concerning government policies included the scrapping of the "no detention policy".

Usefulness of sharing challenges at the CLDP meetings

Table 14. Usefulness of solutions provided in CLDP sessions

Principals who found solutions suggested	No.	Percent
Useful	41	75.9
Not useful	13	24.1
All	54	100

Prior to the intervention, ability to reflect was posted as very limited for 25% of the Principals, average for 34%, and high or very high for 41%. Post the intervention, 89% of the Principals rated themselves as high or very high in this area, again pointing to the efficacy of the program Most of the Principals were happy with the solutions provided, and these are examples of ways in which they and the schools have been impacted.

 Overall improvement

 Discipline related

 Teacher related

 Infrastructure related

 Related to improving results

Overall improvement

- Discussions at the meetings helped schools to feel motivated to bring in change & tackle adverse situations. (School no. 21)

Discipline related

- Discussed about the problem of handling undisciplined students and the solution that came up was to let the students realize it themselves. Only then were they going to change. Yes the solutions provided were beneficial. Now discipline is not an issue in my school anymore. (School no. 24)

- The issue of truancy got resolved by the suggestion given by the facilitator. He asked me to sensitize class monitors and assign responsibility concerning truancy to class teachers. As a consequence, attendance has increased 3 times. (School no. 41)

Teacher related

- I discussed about a senior permanent teacher, who was uncooperative & wouldn't take any responsibility that was given to him. The solution arrived at was to ignore & avoid the teacher. And it was helpful because after ignoring the concerned teacher, he didn't hinder any school

activity & I myself have learned a lesson on humbleness & have become less reactive to all things. (School no. 32)

Infrastructure related

- I needed dual desks for students. But I had limited funds. Shared this issue at cluster meetings. Other participant principals asked me to look for funds from different places & talk to higher officials in the department. I met the concerned officials regularly & asked for the desks. As a result of this effort, I got 900 dual desks in one go.(School no. 25)

Related to improving results

- Results of Maths and Social Studies in class 9 were very poor (0% after 1st term). The reason for such performance is the poor base of students. Other Principals suggested that I make it compulsory for the parents to meet the teachers every 15 days. Teachers should inform the parents about how their children are progressing. Also to motivate the students to study hard and show them how they themselves are progressing. This solution has been useful. (School No. 27)

- I talked about accessing good teachers from other schools for Board students to guide them before the exams. Many principals offered to assign their Economics and English teachers to my school to teach the Board students. It was beneficial. (School no. 28)

- How to improve learning levels of students in classes 6--8 when there is no study atmosphere at home. Suggestion was that teachers & principals should give maximum time & put maximum effort to work with these students; shouldn't blame the MCD schools…it was useful. (School no. 1).

However, some Principals who reported that the solutions were useful mentioned that they were only temporary in nature. This was primarily related to the shortage of teachers.

- Cluster members, whose schools were in a different shift could send their teachers over to other schools for 15 days. It was a good but temporary solution. (School no. 16)

- The issue of shortage of teachers for major subjects like English and Maths was raised by me. Arrangement between cluster groups to send teachers to one another's school for some time every week came out as a temporary but innovative solution (School no. 20)

Not all the Principals felt they could find solutions to their problems. This included teacher shortage in schools, high enrolment and poor quality of students, etc.

- I am internally managing the issue of teacher shortage. In my school, vocational teachers are teaching business studies and the Maths TGT is teaching commerce for 3 years now. (School no. 22)

- …many issues can't be solved ---- like high enrolment (School no. 35)

- Schools under DOE have to admit all the students that come for enrolment. No ceiling is there. So I wanted to put an upper limit to the number of students each section has. I discussed about the same at the meetings. However, the issue is yet to get resolved. (School no. 23)

- Poor quality of students attending school. (School nos. 1,2)

The usefulness of the solutions shared gives us one route through which CLDP has impacted the functioning of the schools. Other routes through which CLDP impacted the functioning of the schools were through discussions around effective implementation of schemes of the education department. Schools were also required to develop a vision. These routes are discussed in sections 4.1 and 4.2. In section 4.3, we discuss Principals' own perceptions of what they have been able to take forward including what they have done differently in the school. In Section 4.4, Principals give suggestions as to how CLDP could be strengthened.

Section 4 – Perceptions of Principals: How has CLDP impacted the schools

4.1   Impact of CLDP on implementation of government schemes

Five important initiatives of the Department of Education were reported to be discussed by Principals in their cluster sessions. Most widely discussed was Shaala Siddhi (mentioned by 97% of the Principals). Other schemes were also reported to be discussed by over 80% of the Principals. These included Chunauti / Mission Buniyaad, Happiness Curriculum, Role of the Mentor Teacher, and the Teacher Development Coordinator. For details of these schemes, please see Appendix 2.

Table 15a. Schemes discussed in CLDP sessions: Proportion of Principals

Proportion of Principals who reported the following schemes were discussed in their cluster:	Yes	No
Shaala Siddhi	97	3
Chunauti / Mission Buniyaad	89	11
Happiness Curriculum	85	15
Role of the Mentor Teacher	81	19
Role of the TDC (Teacher Development Coordinator)	80	20

Principals were asked if these discussions had been useful and what were the reasons for this. Not all were willing to respond, largely because they had attended only a few CLDP sessions. Among those who did respond, 86.5% found the discussions were very useful, while the remaining 13.5% did not.

Table 15b. Perceptions of usefulness of discussions on government schemes: Proportion of Principals

Principals who found the discussions on government schemes:	Percent
Very useful	86.5
Not useful	13.5

Some voices among the 87% of Principals who mentioned that the discussions were useful. The main reasons for usefulness were due to increased clarity in the Principals' ability to understand the schemes and hence to implement them.

- Meetings helped in understanding and implementing government programmes. (School nos. 1, 31)

- Discussions … made them easy to understand, which were difficult to implement otherwise. (School nos. 12, 18, 20)

- Got clarifications pertaining to implementation of the programmes.(School no. 23)

- Got to learn the different ways in which these programmes were being implemented in other schools. Learned the best practices. (School no. 25)

- The discussions about these programmes really helped. New ideas were discussed to see how to go about implementing the programmes. (School no. 43)

- Most detailed responses were given with respect to Shaala Siddhi.

- Shaala Siddhi gives complete performance of the school and shows areas of improvement. I attended 2 sessions which were completely on this. I understood the importance of evaluation through the sessions. (School no. 42)

- Shaala Siddhi as a concept was quite difficult to understand. With CLDP sessions, it has been possible to implement it well. (School nos. 4, 46)

- I understood the procedures involved. Implementing Shaala Siddhi means the biggest problems should be given priority. e.g. the water issue in my school was resolved. (School no. 9)

- Sessions were quite useful to understand how to fill the self--evaluation form. (School nos. 16, 30)

- Handling data online for Shaala Siddhi became easier after discussions at CLDP meetings. (School no.13)

- Learnt how Shaala Siddhi could be utilised by the school effectively. (School no. 6)

- Learnt how to allocate work to teachers under Shaala Siddhi. (School no. 26)

Principals did not find Mission Buniyaad / Chunauti easy to implement either, and found the discussions in the cluster sessions useful.

- Learnt how to go about Mission Buniyaad. (School nos. 8, 13, 41)

- Learnt how to do it effectively, whether teaching in English/Hindi, and different methods to do it. (School no. 9)

- Sessions were helpful in terms of providing clarity regarding Mission Buniyaad and Chunauti. Process to be followed in these schemes was tough to understand. (School nos. 14, 46)

The feedback on Happiness Curriculum was more limited. Principals found it useful to discuss the scheme together to understand it and to implement it.

- Understanding of Happiness Curriculum improved due to cluster meetings. (School no. 28)

- Understood Happiness Curriculum properly only in the CLDP sessions. Did not understand it when it was discussed earlier… if I couldn't understand it, how would I explain it to my teachers. (School no. 44)

- Happiness Curriculum took a lot of time to understand but eventually i did with people sharing their understanding during the sessions. (School no. 48)

Roles of MTs and TDCs were also discussed.

- Earlier not aware of the role and purpose of a Mentor Teacher. Clarity emerged due to the meetings. (School no. 13)

- [Discussed] how to monitor Mentor Teachers (School no. 33)

- Once when Principals and TDCs were asked to attend the CLDP meetings together, issues important for each of them came out in the open. (School no. 4)

- TDCs took classes and sensitized teachers, helped with learning and subject--wise improvement. (School no. 41)

The sessions thus played a critical role in the effective implementation of these schemes, with Principals being able to share their concerns about their limited understanding of the schemes and get clarifications from other Principals in the cluster.

4.2   Development of a vision for the school

Development of a vision for the school is a critical part of school leadership and school reform and the Delhi education department has encouraged Principals to work on this aspect. The vision statements for each school were expressed quite differently. Some had the vision for their school in a structured and written format in enormous detail and even displayed in the school. This included some of the schools in the G30 group who had been part of the CLDP initiative prior to 2016. Nevertheless the vision statements were roughly similar in what they comprised (among the 75 schools for which there was a response[22]) including goals for the students, the teachers, and the infrastructure and facilities, and we discuss these below.

Table 16. Goals reported for students: Per cent of Principals

Proportion of Principals who reported these goals for the students in their school:	Per cent
1. Improve pass percentage of students / Board examination results	94.7
2. Create an environment where environment is free from fear / safe and secure /inclusive in nature	79
3. Increased participation of students in co--curricular activities / experience of all round development	42.1
4. Students to become more disciplined / punctual / regular	40.8
5. Building up of students as citizens / give them value education / moral education	31.6

[22]In 4 schools the Principals did not respond to these questions.

4.2.1 Student related goals

We begin with what the Principals articulated as their goals for the students in their school.

1. Improve pass percentage of students / Board examination results

2. Create an environment conducive to learning free from fear / safe and secure / inclusive in nature

3. Increased participation of students in co-curricular activities / experience of all round development

4. Students to become more disciplined / punctual / regular

5. Building up of students as citizens / give them value education / moral education

1. Improve pass percentage of students / Board examination results

The most important goal for school Principals was to improve results in examinations and / or to raise learning levels of students who were performing at average levels or below (94.7%). There were some variations in what they would like to achieve.

- Academic performance and improvement of the results in school. (School no. 55)

- Better results percentage wise. Provide good quality of education. (School no. 68)

- Improving the learning levels of the average student. (School no. 65)

- Every child should be in Pratibha, nobody should be left Nishtha.[23] Quality should improve. (School no. 67)

- Some principals wanted to improve both the pass percentage of the school (referred to as quantity) and the scores achieved (referred to as quality).

- Improving the quantity & quality of results. (School no. 26)

- Academic excellence-although we have 100% results, we want more excellence. (School no. 62) Some principals specifically wanted to improve the results of certain classes, especially the Board years.
- Higher classes (9th onwards) should be motivated (so the school has a good pass percentage). (School no. 69)

- Maintain the result of 9th & push up the result of 10th (School no. 16)

- 100% results for class 10. (School no.71)

- Improvement of the result-increase the result of 9 and 10, 11 and 12. Better academic performance, so they can have a good career. (School no. 18)

- Improving results of classes 10 & 12. (School no. 25)

- She wants students to perform well in their assigned five subjects in class 12, instead of relying on the sixth, which is usually Physical Education. (School no. 44)

2. Create an environment conducive to learning - free from fear / safe and secure / inclusive in nature

This was an important aspect of the vision of the school. A majority of Principals (79%) emphasized different aspects of such an environment.

Environment should feel free from fear / safe and secure

- Our vision is to nurture global leaders of tomorrow. We aim to promote a stimulating environment which makes learning comprehensive. The focus is on making children scientifically and technological sound along with imparting pertinent life skills which hones their moral fiber and their personality. (School no. 20)

- To provide students with an atmosphere for multi-faceted development, where children are encouraged to channelise their potential. (School no. 6)

- A proper learning environment-the environment must enable students to learn. (School no. 31)

[23]See Appendix 2 for an explanation of these terms in the details given for the Chunauti scheme.

- Every child should be in Pratibha, nobody should be left Nishtha.23 Quality should improve. (School no. 67)

- Some principals wanted to improve both the pass percentage of the school (referred to as quantity) and the scores achieved (referred to as quality).

- Happy and peaceful environment in school. (School no. 39)

- I want my school to be the best. Children should love coming to school. (School no.48)

- Create an environment in the school where there is no fear. Students should see the classroom as an area of enjoyment. (School no. 58)

- Every child should be in Pratibha, nobody should be left Nishtha.[23] Quality should improve. (School no. 67)

- Students should be happy to be in school. They should be interested… a place where heads are held high and minds are free from fear.(School no. 60)

- Create an environment which is safe and secure for the student. (School nos. 20, 71)

- Students should be happy to be in school. They should be interested… a place where heads are held high and minds are free from fear... (School no. 60)

- Create an environment which is safe and secure for the student. (School nos. 20, 71)

- To provide a stress free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace. (School no. 79)

- Better communication among students and teachers. (School nos. 55,61)

Environment should be inclusive in nature.

- Create a discrimination free environment where students from different caste, creed and religions are treated equally and respectfully. (School no. 3)

- Create a comfortable and inclusive environment in the classroom. (School no. 15)

- Each individual to bloom with confidence and feel at par with students of public schools. (School no. 66)

3. Increased participation of students in co-curricular activities / experience of all round development

Many of the Principals (42.1%) laid emphasis on students' engagement in co-curricular activities (sports in particular but also debate, dancing, drawing, etc.), also referred to as all-round development.

- All round development of students. Talents of students should come out. (School no. 26)

- School should unravel the talents of students; increase their creativity. (School no. 4)

- Including co-curricular activities along with academic growth. Create competent students & increase their confidence so that they achieve greatness. Unraveling hidden talent of students. (School no. 24)

- I want students to become all-rounders and participate in co-curricular activities. (School nos. 10, 13, 31, 57, 65)

- More involvement of students in sports. (School nos. 15, 36, 61)

- Maximise participation in sports and co-curricular activities. (School no. 20)

- Participation & involvement of all students in schl activity clubs. (School no. 28)

4. Students to become more disciplined / punctual / regular

Regular This was mentioned by 40.8% of the Principals as an important goal.

- I dream of students who are self-disciplined, self-dependent and self-motivated. (School no. 60)

- There should be proper discipline among students. (School nos. 15, 16, 45, 55, 65, 77)

- Increase student attendance rate in the school. (School nos. 8, 11, 30, 43, 49, 73)

- Students should be punctual and regular to school; should be disciplined. (School nos. 21, 74)

5. Building up of students as citizens / give them value education / moral education

This was mentioned as a goal by 32% of the Principals.

- I want my students to be better humans and not focus on academics only. Students should be honest, be respectful towards elders and young children. They shouldn't lie, be truthful. (School no. 51)

- I shall make every effort to make my students the best citizens of their country. (School no. 73)

- Students to become good human beings. Moral values are falling in students. So there is a need to establish respect towards self, parents, teachers and elders. (School nos. 45, 69, 77)

- Provide moral education to children. (School nos. 19, 63)

- Students shouldn't indulge in eating tobacco / nicotine; also need to discourage their eating of junk food – [to understand] how it is expensive and not healthy at all. (School no. 16)

While a majority of Principals were able to discuss the vision for their students at length, plans to achieve these goals had been thought through only by some of the Principals.

The plans made to achieve the goal of improving results included motivating students; connecting with them personally and understanding their problems; and counseling and monitoring of weak students. A few spoke of getting parents involved so they can also monitor students.

- Motivate students, ask them to set goals for themselves, how much they can score, like from 33% to come to 40%. (School nos. 28, 72)

- Made smart classes when no other school had. Showed a film on greenhouse effect. Have a school newsletter which covers Sports Day celebrations, publish names of mid-term exam toppers and other activities held in school. Regularly put up videos of science experiments which can be viewed by students. (School no. 76)

- Counsel and monitor weak students; do class--wise, result--wise, subject analysis. (School no. 70)

- Take feedback from students. Based on this, I was able to get teachers to switch teaching of Social Studies from English to Hindi. I take Mission Buniyaad seriously and want all students to excel. (School no. 69)

- Impartial feedback from monitors through meetings. Have regular small tests; subject-wise competitions… Prizes are given to children to motivate them. (School no. 24)
- Career counseling sessions given to students. (School nos. 28, 54, 68, 74, 79)

- Interact with parents / motivate parents - at PTMs. (School nos. 7, 19, 25, 30, 32, 48, 70) Many of the schools organize extra classes. These were mostly for weak students.

Many of the schools organize extra classes. These were mostly for weak students.

- Remedial classes. (School nos. 9, 20, 26)

- Remedial classes in the summer for improving academic performance. (School no. 32, 36)

- Remedial classes for classes 10--12. Extra classes for class 6, 7, and 8 to improve their English. (School no. 36)

- Make summer camp more effective. Include 9th and 10th into Mission Buniyaad and ask parents not to take them to the village during the summer. (School no. 42)

- Extra classes during summer vacation and after school hours for weak students. (School no. 51)

Other ways of improving results.

- To improve results of class 9, more focus is given to classes 6 to 8. (School no. 21)

- Very good students in classes 6--8 are kept in a different section. (School no. 27)

- Separate classes for students who score more than 70%. (School no. 26)

- Students from classes 10 and 12 are asked to make question banks from examination papers of the last 6 years and to practice the same. (School no. 24)

- 2 students are adopted by each teacher and the teachers are asked to ensure that these students fare well. (School no. 47)

- Top performers are given awards to motivate them. (School nos. 25, 77)

Principals also had plans to achieve their other goals for students. The plans to provide a better learning environment were closely tied to improving communication between the students and the school staff

(Principal and teachers). In the examples mentioned below, it will be seen that these plans are similar to the efforts to improve results – build confidence in students and to motivate them to study.

- I want to inculcate habit of questioning in the students. (School nos. 60, 69)

- I interact with students. I share with them about my own experiences. Motivate them to perform well and score 90% & above. (School nos. 10, 26)

- I do personal counselling of students and encourage them to …share their problems with their teachers, if they can't share them with their parents. (School no. 1)

- ask the teacher to take time out of her class (like 5-10 minutes) to engage with students at a personal level. (School no. 17)

- I have day to day meetings with teachers and students - to sensitise teachers, sensitise monitors. (School no. 41)

- Every week I do a motivational talk. Awards are given for different competitions to both teachers and students. When we plan to start any new activity, we involve the monitors. (School no. 23)

Some Principals stressed the importance of noting who were performing poorly and paying them special attention as we have mentioned when discussing the plans to improve results. One Principal mentioned that she tries to make sure that students who might be excluded are given the opportunity to participate.

- Asked teachers to review each student and write names of the 'low performers'. Encourage teachers to give 5 minutes at the beginning of the period to understand students' issues. Maintain personal interaction with students. (School no. 51)

- I want our school's environment to be more inclusive, especially when it comes to assemblies. I want the children who are at the back to come in front. Hence, I often hold meetings and plan with house in--charges as these assemblies are conducted based on houses. (School no. 66)

Students' safety was given attention.

- In order to go out of school, students need my permission. And only parents can collect their children & no other relatives. (School no. 71)

- Teachers have been given mandatory duties to supervise students during the morning and when they leave. For safety, teachers are to ensure there is no access to the balcony; also to keep electric items out of reach. (School no. 20)

Plans made to improve students' all round development included were well articulated in a few schools.

- I want to introduce photography as a club activity in the school. Hence, I am planning to buy a camera and get students involved. I also plan to emphasize participation in various cultural activities. (School no. 6)

- Encourage students to stay back after school and train themselves in sports. (School no. 13)
- Try to develop students' talent. Extra books, opportunities are provided. Try to help students to progress in the field they are interested in, e.g. sports, mental math. (School no. 22)

- Bring NSS into school. (School no. 26)

- Leadership development ---- knowledge is developed through activities of Houses and Clubs. (School nos. 36, 45)

- Counselling. Make students aware [of the importance of all round development]. Invited an ex-student who was not good in studies but is good at theatre. Called him to motivate students there are areas of achievement other than academics. (School no. 50)

- Student to be involved in minimum one sports program and yoga activity; also to facilitate the setting up of a student band. (School no. 52)

- As the school doesn't have a ground, we conduct indoor games and activities like yoga. Co-curricular activities lead to greater creativity. (School no. 58)

Plans made to improve discipline among students and to give them value education – these were primarily through communicating with students during Assembly, and through engaging with their parents and seeking their cooperation.

- Talk to students during assembly. (School nos. 8, 49, 77)

- Take rounds in classes and talk about moral education. (School nos. 33, 38, 40)

- Introduce Happiness Curriculum in the first period of every class; talk personally with students who seem a little withdrawn, and work closely with them. (School no. 33)

- Try to give moral education to students. Make monitors and take regular meetings with them. it takes time to make students disciplined…One student had brought a gun to the school and was threatening teachers ---- talked to him and counselled him. (School no. 34)

- Maintain a Monitor Register and ask monitors, mainly of classes 10--12 to write their grievances in it. (School no. 45)

- I use motivation as a technique to develop in students respect towards elders and teachers. Also to respect trees and plants as they are factors responsible for survival. (School no. 71)

- Conduct frequent meetings with teachers to make them understand the need for discipline among the students. (School no. 12)

- Teachers should call irregular students every day…Plan for personal interaction with parents. (School no. 8)

Some of these issues were discussed and solutions found through discussions in CLDP meetings, as we see from section 3.3 where we report on the type of challenges Principals may have shared in the cluster sessions and if they had found the solutions offered useful.

4.2.2 Teacher related goals

While the need to improve results was critical, only some Principals mentioned it directly.

Improve results / no students should fail / have targets for each class (School nos. 18, 23, 37, 46, 60, 62, 67, 69, 70, 74, 75). A few Principals specifically wanted the teachers to focus on weak students (School nos. 9, 11, 69).

However, it was implicit in all the goals that were expressed which we discuss individually below.

Table 17. Goals reported for teachers: Proportion of Principals

Proportion of Principals who reported the following goals for teachers:	Per cent
1. Encourage them to be aware of their own roles and responsibilities	50.7
2. Encourage them to understand the students better / support students	29.3
3. Encourage them to use teaching methods which are related to students' lives / students' needs / activity based	28
4. Encourage them to use new teaching methods / technology	22.3
5. Encourage them to work as a team	16

1. The Principals were verconcerned that the teachers should take their roles and responsibilities seriously. The issues mentioned by Principals included

2. The Principals also wanted teachers to be sensitive to students / understand them / have personal interaction with them.

3 and 4. The Principals wanted teachers to use teaching methods which are related to students' lives / related to students' needs /activity based; to use new teaching methods / technology

5. The Principals wanted to encourage the teachers to work as a team (School nos. 20, 39, 42, 45, 65, 73, 76).

- Connect with students during Morning Assembly. (School no. 57)

HoS uses meetings to encourage teachers to use teaching methods which arechild-centred / related to students' lives / activity based / technologically advanced

- Encourage teachers not just to stick to syllabus; to change their method of teaching. (School no. 50)

- Change the style of homework, i.e., give small amount of work but regularly. (School no. 24)

- I have introduced 1 period per day for Smart Class. There are 4 rooms in total. I am buying especially for classes 10 & 12. Students should use it. Teachers have also been appointed. This process will start from 15 April. 1 teacher & 1 technical person have been appointed. (School no. 2)

- Use teaching aids and activity based learning, I have got these soft boards whereteaching aids can be displayed. These are then removed after school gets over. (School no. 14)

HoS uses meetings to] encourage teachers to work as a team

- Sharing of issues and solutions among teachers. Encourage teachers to learn from each other. I have promised to provide all support to the teachers possible from my end. (School no. 28)

- Counsel all teachers so that they can work together efficiently ---- make them understand that it is their school also. Had separate meetings with class teachers of 6--8 and of 10 and 12. (School no. 45)

- Include the teachers in everything. (School no.23)

Several Principals planned to achieve their goals for teachers by providing them a favourable environment to work in.

- Praise teachers' fruitful contributions. (School nos. 24, 36)

- Write the same in a date wise manner in a diary maintained by me. (School no. 24)

- Support the staff and understand them personally. Timely payment of salaries, payment of other bills. (School no. 25)

- I try to divide administrative duties fairly as much as possible, so that they have academic goals only. Also provide stress--free environment for work. (School no. 31, 63)

- Just see what a particular person can do and then assign them duties. (School no. 33)

- Assign responsibilities as per the wish of the teachers. (School no. 49)

- Give teachers full autonomy. (School no. 63)

- Update teachers with all new updates of the circulars. (School no. 21)

- Provide teaching aids required by them. (School no. 21)

The support included involving of TDCs and Mentor Teachers to help and support the teachers.

- TDC and Mentor Teacher hold regular meetings for the teachers. (School nos. 7, 34)

- Meet with the Mentor Teacher and the TDC to discuss how they can inspire and motivate teachers. Because once teachers are motivated then the students are motivated. Once the

students are ready to study then half the battle is won. (School no. 27)

Two Principals also mentioned that they have advised teachers to gain additional professional skills.

- Told them to work hard and increase professional skills… (School no. 35)

- Encourage them to participate in seminars and trainings so that they can learn more and implement those ideas in classrooms. (School no. 43)

An important aspect for Principals was to monitor the quality of teaching and teachers' behaviour with the students. This was an issue which Principals brought up in staff meetings, as we read in the discussion above. In addition, some Principals said they take feedback from class monitors; as well as observe classes and give feedback.

Feedback from students and class monitors

- Call students randomly and asks them about teachers' behavior and teaching. Complaint box has been installed for students. The teachers, against whom complaints are received, are counselled by me. (School no. 1)
- Take students' feedback on their teachers. (School no. 30)
- Conduct meetings with class monitors to take their feedback about the teachers and the class teacher. (School nos. 1, 23, 49)

Observe teachers' classes / examines students' notebooks

- I observe classes. (School nos. 4, 48, 51, 59)

- Observe their classes and then give them feedback. (School nos. 36, 56, 63, 69)

- Motivate the teachers by sharing my personal observations about the teachers teaching their classes. (School no. 26)

- Check students' Classwork and Homework copies to monitor how teachers are teaching. (School nos. 22, 49, 59)

Teacher--related challenges were reported to be shared in cluster sessions by a substantial proportion of Principals, as mentioned in section 3.3.

4.2.3 Related to infrastructure and facilities in the school

Improvements in infrastructure and facilities were an important part of the goals for the HoS. No change was required in 13 schools. These schools had good facilities. One school was getting an entirely new building. Of the 63 Principals for whom infrastructural improvements were required, additional classrooms were the greatest need (32%). In a substantial proportion of schools

(27%), the building needed to be renovated, including classrooms and toilets and the boundary wall. Additional toilets were needed in close to 10% of the schools. Better sports facilities were needed in 25% of schools, a multi-- purpose hall in 16% of schools. Some schools were having acute infrastructural problems. Insufficient land is a major issue.

Table 18. Infrastructural goals reported: Per cent of Principals

Proportion of Principals who reported the following infrastructural needs:	Per cent
Additional classrooms	31.7
Renovation of school building / classrooms / toilets	27
Sports facilities (e.g. basketball and badminton) / Playground	25.4
Safe drinking water	17.5
Multi--purpose hall	15.9
Rooms for music and dance / art and craft/ library	14.3
Installing CCTVs in school/ classrooms	12.7
More toilets	7.9

Plans to achieve these goals

Applied for funds / waiting for funds

- Submitted plans to the government and waiting for funds to be sanctioned. (School nos. 15, 47, 60, 63, 66)

- Applied for EOR, which is extraordinary repair as this will cost more than 50,000 rupees. (School nos. 4, 21, 22, 24, 27, 61). This includes drinking water facilities, renovation of toilets, construction of additional classrooms, an auditorium, a boundary wall.

- Have asked an NGO as well as SMC to mobilise funds to provide this facility to the school. (School no. 68)

- Planning to put forward the idea of a smart class in front of the SMC. (School no. 4)

Funds available / sanctioned / work in progress

- EOR has been filled. Government has allotted funds for construction of 64 more classrooms. Auditorium hall construction work is going on too… Work is in progress. (School no. 21)

- Repair of main building has started; construction of swimming pool is underway, created EOR to ask for funds, PWD has given estimate for toilet renovation. (School no. 23)

- New buildings are undergoing construction and dedicated spaces have been assigned in these buildings for library, judo and music classes. Talks are on for senior and junior/ middle libraries. (School no. 25)

- As the request for infrastructure development was being prepared, the government themselves proposed an extension of school infrastructure. (School no. 30)

- Funds have been passed for the construction of a new building. (School no. 32)

- Using SMC funds for renovation. Trying to push PWD to begin construction work as soon as possible. (School no. 67)

- Have asked the SMC's help -for them to use their active political connections with the PWD department. (School no. 71)

- Written to PWD to set up more areas of drinking water in the school… written 10 to 15 letters to get this done, but there has been no reply from them. (School no. 20)

- Requirements sent to PWD for construction of 44 new rooms, which have been approved. (School no. 1)

- Requested and got permission for building 20 rooms. Yet to take permission from the Forest Department for cutting trees so that building can be built. Also, request for 800 modern desks has been sent. (School no. 3)

In several schools, work on infrastructure and facilities had been completed and the list mentioned includes construction of the school building, boundary wall, sports facilities, drinking water facilities, installation of smart boards in classrooms, CCTV cameras, a public address system and a rainwater harvesting system.

Infrastructure--related issues were also mentioned in the list of challenges that Principals reported that they shared in the cluster sessions (see section 3.3).

4.3 Impact on the functioning of the school

> The idea of teamwork and idea of coordination with staff members.
> The learning process which is discussed by CLDP.
> I make sure to tell the teachers these ideas during staff meetings.
>
> School no. 20

Interventions related to building school leadership are expected to have a positive impact on the school, although such changes are expected to be visible only after a time lag. In this context, we thought it useful to ask the Principals themselves what they felt about the impact of CLDP on the functioning of the school. While 4% of Heads said there had been no impact on the school, 24% said the impact had been limited and mostly to do with the opportunity to meet with other Heads, discuss problems and possible solutions. These responses were coded as the intervention having "some impact". However, close to three fourths (72%) reported significant ways in which their leadership skills have grown and impacted the functioning of the school. These were coded as having a "major impact"

Table 19. Perceptions of impact of CLDP on school functioning: Proportion of Principals

Principals whose responses indicated that impact of CLDP on school functioning was:	Percent
Significant	72
Moderate	24
Nil	4

Significant impact

Below are a sample of the Principals' responses on how CLDP has impacted their schools in a significant way – from the 72% who were extremely positive. All the Principals were also asked if they had done anything differently on account of the intervention. These have also been included below.

Management of the school has improved

• Management of school has improved…Learnt how to procure necessary resources for running a school. Learnt how to resolve issues of teachers and teacher shortage. (School no. 25)

• Implementation of solutions regarding public dealing, admin work, etc. were taken up in the school. (School no. 6)

• Since my leadership skills are enhanced, I can be a better leader for the school, teachers and students…Sharing – this is what I implement in school. (School no. 8).

• Listen, analyse and respond to situations…made changes in the school after listening to other Principals and experiences of other schools. (School no. 34)

Principal and teachers are functioning as an effective team

• I am able to effectively interact with teachers. (School no. 47).

• Team spirit and bonding with the teachers has occurred. (School no. 48)

• Able to share and solve problems with the help of teachers, parents, etc. (School no. 32)

• Earlier I used to pressurize the teachers, now I give them the responsibility. Only by giving them the responsibility will teachers learn and do [what is needed. Earlier I used to do everything myself, but after CLDP, I involve them. They make mistakes, but they also learn. [The teachers] will function through mutual cooperation, should not use pressure. (School no. 22)

Generating new ways of running the school / solving problems

• Increase in level of creativity in HoS and teachers. (School no. 11)

• Learning new things and implementing them in the school. (School no. 26)

• Rather than looking for solutions outside the school, we have started to look inside the school. School functioning has become smooth. (School no. 23)

Disciplinary issues have been addressed

• Regarding disciplinary issues, I have personally counselled and can see the effect on students and parents… Punctuality and discipline have improved in my school. (School no. 29)

• Resolved the issue of irregularity among students.(School nos. 1, 13, 28)

• Suggestions given during CLDP sessions: Sensitize class monitors; assign responsibility concerning absenteeism to class teachers. As a consequence, attendance has increased by 3 times. (School no. 41)

• What the HoS has done differently as a result of CLDP ---- Tried putting students in groups and have a row monitor…sometimes naughty children were made monitor. (School no. 33)

School environment has changed – more responsive to student issues

• Learnt to keep students at the centre of any intervention aimed at improving school functioning. (School no. 43)

• Have become more responsive to student issues. (School no. 12)

• CLDP has helped in making the school's environment healthy and happy. / Relationships between students, teachers and HoS have become cordial. (School nos. 1, 39)

• Give more time to students in morning assembly. Student participation should be maximised, which will motivate other students to participate. (School no.1)

• Build better communication with students to get better results. Talk to them…Ask them about their teachers. (School no. 16)

• Learnt that there should be no gap between teachers and students.(School no. 34)

Environment more conducive to learning

- Improvement in the learning environment has happened. (School nos. 19, 22)

- Teachers have become more aware of their duties and responsibilities to children. Have become more dedicated towards their work. (School nos. 42, 44)

- Teachers are using better and more effective teaching methods. (School no. 44)

Results have improved

- Given importance on how to improve quality of teaching. Asked teachers to take remedial classes, kept a register for that. (School no. 36)

- Results have improved. (School no. 13)

- Results have improved through techniques learned during the programme. (School no. 46)

- Learnt how to look after Board classes. (School no. 25)

Moderate impact on school functioning

Close to one-fourth of the Principals felt the impact of the program had been limited to providing a platform to connect with other Heads in their cluster and to find solutions through these discussions. A sample of their voices are given below.

- Sharing of problems with others…(School no. 3)

- Didn't feel any such influence of CLDP on the school. Sometimes used to get a solution of some common issues. (School no. 7)

- Developed the culture of sharing. (School no. 64)

- Learnt from discussions with other Principals. (School no. 75)

- A HoS who didn't have much to share about his learnings from CLDP cited administrative work pressure as the reason. This leaves the principal with no time to think about the self. But he said that once when he discussed about the issue of fire safety in a session, he realized he was not the only one facing this kind of a situation. (School no. 54)

Some of these Principals who reported limited impact of the intervention also spoke of how CLDP impacted the way in which they implemented government schemes, which we have discussed in section 4.1.

No impact on school functioning

There were some Principals who felt the program had had no impact.

- Our working conditions don't permit us to do anything new. Didn't want to go to Cambridge and Finland because we can't learn anything from them as our conditions are not similar… They used to say, there is no solution, just discuss among yourselves. Eight hours were wasted and I was not learning anything… as there was no solution. (School no. 75)

- Did not learn anything. Facilitators who are my friends were quite different in real life than what they claim while conducting sessions ---- like being patient or calm whereas as a friend I know they are not like that. (School no. 76)

- Our school doesn't have classes 9 and 10, so the impact can't be seen in our school (School no. 50).

The impact on Principals' perceptions of the impact of the intervention on school functioning did not show any marked difference between the G30 and G50 schools. While it was expected that the G30 group might be more positive on what they could take

forward, it is important to remember that numbers are small, and because of frequent transfers this group also included a few Principals who were not part of the original P10/P54/P99 group, and the G50 group included a few Principals who were part of the original P10/P54/P99 group.

4.4   Suggestions for improving CLDP

We have grouped these suggestions together to give the reader to see at a glance the type of suggestions which were made, as well as to look at the number of HoS who made these suggestions.

Table 15a. Schemes discussed in CLDP sessions: Proportion of Principals

Proportion of Principals who reported the following goals for teachers:	Per cent
Better selection of facilitators / more training for them	7
Increase frequency of meetings	8
Reduce frequency of meetings	3
Reduce duration of sessions	11
Need for monitoring of attendance at meetings	3
Need to involve higher authorities of the education department	4
Revise content of sessions: focus on more practical issues; on ground realities; also how to develop critical thinking	14
More planning useful prior to the sessions – all HoS and facilitator involved	3
Have more activities – use case studies / more interactive sessions - use films; music; meditation	9
Bring in experts	5

Better selection of facilitators / more training for them:

7 HoS gave suggestions related to this. Below are some of their suggestions on what they felt were desirable attributes of facilitators.

- Knowledgeable - Facilitators should be selected on the basis of their knowledge. They should be clear and precise with the concepts.

- Interested in facilitating - Those principals should become facilitators who are interested in taking up the responsibilities.

- Understands the issues faced by Principals - Only principals should be made facilitators as they understand the challenges of a fellow principal.

- Good listener and practical - A facilitator should listen more and also contribute in finding solutions for the issues that are discussed. They should also be 'vyavaharik' (practical).

- Able to guide - Better training for facilitators so that they are in a favorable position to guide the participant principals.

- Carefully selected and well trained - the facilitators should be trained well. They should fulfil certain criteria. Anyone should not be given the post for the sake of it.

Change frequency of meetings:

8 HoS wanted the frequency of meetings to be increased. Two of them specified that they wanted the sessions to happen regularly, at least once every month. One felt the sessions should happen regularly, preferably on holidays. And one suggested that these sessions should be conducted like workshops spread over 2-3 days.

There were 5 HoS who wanted sessions to be held every 2-4 months. The reasons cited were

(a) there was no one else to take care of the schools in their absence; (b) there would be more content to discuss; (c) sessions would be less burdensome to attend.

Reduce duration of sessions:

Eleven HoS suggested shortening the duration of sessions as the Principals become bored and tired, and then lose interest. Three of them proposed that these sessions be converted into a half day instead of a full day.

Need for monitoring of attendance at meetings:

This was brought up by 3 of the HoS.

- Some principals are irregular and there is no check on them, so it makes them even less accountable… attendance should be monitored.

- Principals should be serious about attending the sessions. DDE[24] should send mail about these sessions.

- Meetings should happen when all the participant HoS are present. Sending representatives is a futile effort as they she/he may not know the contents of the previous meetings.

Need to involve higher authorities of the education department:

Four of the HoS brought up this issue.

- Higher authorities of the education department to be present during the sessions. Their presence will ensure that the problems and suggestions discussed during these sessions reach the concerned authorities at the department.

- Higher authorities must be sent problems and solutions discussed by the HoS in the sessions.

[24]Deputy Director of Education.

Suggestions about revision of content of sessions

Nine HoS felt that practical issues should be discussed.

- Want to know more about rules and regulations.

- Specific topics should be discussed such as service matters, financials etc.

- Focus should be on admin work and multi--tasking. School specific problems and infrastructural issues should be heard and discussed.

- Issues such as finance, teacher related issues, etc. should be brought up, even if for half an hour.

Five HoS gave other suggestions to revise the content of sessions. These included the need to emphasise critical thinking; to be more student--oriented; to have discussions around new issues rather than general ones; to be linked with ground realities rather than too idealistic in nature.

Change the way in which sessions are conducted:

Three of the HoS felt that more planning would be useful.

- All Principals should come with preparation and should bring their problems in written format.

- HoS should submit topics they want to discuss in advance. This should be circulated and used as the basis for planning the sessions.

- There should be a fixed itinerary for each session, so the facilitator doesn't lead it according to his/her own whims.

Nine HoS felt there should be a revision in the way in which the meeting is conducted. The suggestions included the following:

- To have some activities - this could include case studies for/from the participant principals.

- Could also be more interactive with usage of films, music and meditation as showing PPTs gets boring.

- Sessions to be divided into 2 parts. First half should be dedicated to discussions about the issues mentioned in previous sessions and their solutions. Fresh problems and their solutions should be taken up in the second half.

Five HoS suggested that some meetings could be led by experts

- Along with facilitator sessions, there should be some sessions with experts so that everyone can hone their leadership skills.

- Subject experts and resource persons, who are outsiders, should also be facilitators. Relevant people with clarity and experts on audit and planning should be called in.

Some practical concerns:

These were expressed by 4 HoS. They felt that no school work should be expected from the principals on the day they attend cluster meetings, so that they can concentrate on the meeting rather than worry about the work at their school. Good quality lunch should be served to the Principals. Travelling from faraway places is difficult for some HoS.

There were some major changes suggested. **CLDP to go beyond Suggested.**

Principals:

- Five HoS felt that CLDP should be extended to teachers; at the very least to TDCs and Mentor Teachers. This would make certain that discussions about teachers reach them without information being lost in transition.

- Two HoS felt that CLDP should be extended to higher authorities. In the current situation, they felt that higher authorities of the department neither listen to them nor support them.

More materials:

- Five HoS said that they would find more materials useful. These could include booklets they could refer to.

- Some suggested they would like written minutes of the discussions that are held, otherwise they tend to forget.

Cluster redefined: One HoS felt that locality wise discussions should happen. With schools located in different localities, their challenges are different and so are the solutions.

The perceptions of the Principals have been our focus in sections 3 and 4 respectively. In Section 5 we move onto learnings through observations in the school.

Section 5 - Learnings through observations in the school

5.1 Functioning of schools as seen in school visits

Researchers were asked to observe several aspects of the school, which included Morning Assembly, classroom activities, co--curricular activities, and midday meal and other activities during recess.

Co-curricular activities observed included volleyball, badminton, cricket, football, dodgeball, basketball, use of skipping ropes / hula hoops, PT exercises, NCC, music, recitation, singing and dance, and chess and carom board.

There were a number of other activities observed. These included career counselling for grades 10 and 12; preparations for inter-school competitions; quiz competitions for grades 8-9; club activities which included Eco club / Yoga club / talk on anti--bullying including sexual abuse and harassment; and library week for grades 6-12. A mock earthquake evacuation drill was conducted and a

talk on road safety. There were competitions for World Health Day; an entrepreneurship program for grades 9-12; and a mock super market.

Activities during recess consisted mostly of unsupervised play - climbing trees / running / jumping / playing with makeshift equipment such as lunch boxes, water bottles, pieces of wood from broken desks, or sticks (as bats),and pieces of foil, paper and polythene (as balls). There were some rare instances of students using sports equipment in the recess: badminton and tennis racquets and skipping ropes; and students playing volleyball.

Schools were constrained by a shortage of teachers as they were sent on election duties and for CBSE evaluation at the time of the research. Based on the observations of school activities during the course of the school day (Morning Assembly; classroom activities; co--curricular activities; and midday meal and other activities during recess), a crude index of functioning was created. It was observed 82% of

schools were functioning well; 8% of schools were functioning averagely; and 10% of schools were functioning poorly.

In schools coded as functioning well, the school appeared to be functioning in a systematic and orderly manner in a majority of the areas which were observed. The Morning Assembly was conducted. Classes were not left unattended. Students were not seen roaming around. Students could be seen in the lab and in the library. There were students engaged in sports or other co--curricular activities described above. The midday meal and activities during recess were supervised. This applied to the majority of schools (82%).

In schools coded as functioning averagely (8%), there were some areas in which the school appeared to be functioning well, and some areas which were less positive. In these schools, some classes were seen to be functioning; some teachers were seen to be busy with paperwork. On the other hand, some classes were left with no teachers. Students were seen to be running around; talking in groups. Students were observed to be looking for arrangement teachers. Vice Principal and PT teachers tried to keep students in check.

In schools coded as functioning poorly (10%), the overall picture indicated limited or no functioning on most counts observed. In one of these schools, the HoS was extremely unhappy about being posted to this school, as he said the students there had a notorious reputation. Teachers who were present were chatting with each other rather than engaging with the students. Students were seen leaving the school well before it was time, while the guard looked away.

5.2 Inside the office of the HoS

Researchers were asked to observe how the Principal interacted with teachers; students; parents; and other staff. The objective was to document the kind of

demands made on a Principal in the course of a normal day, and how s/he might handle them, in the light of their learnings through CLDP and other leadership programs.

We give below a description of the kind of interactions that were observed – keeping in mind that the size of the schools varied as did their staffing, their infrastructure and facilities, and their location.

Interaction with teachers
In some cases, action was required.

- MT had to submit a report about 3 students who had been absent for a long time. The HoS found no information about them was available as they had not done the class 8 exams. He sent a guard to their house to ask their parents to come.

- Teachers needed circulars explained - about NSS; about dividing Class 9 into sections.

- Projector was found to be not working when needed for a talk on sexual harassment.

- Teacher came to discuss re--admission of a girl who had already been in class 9 for 3 years. Her parents were reported to be unresponsive.

In some cases, it was related to signing of documents

- Teachers needed leave applications signed.

- Other official documents also needed to be signed.

Interactions related to planning activities

- Discussion of time--table including time for Club activities.

- Discussion of schedule for exhibition planned in the school around teaching aids.

Teachers bringing in students for disciplinary action

- Brought in students who needed to be disciplined – stealing another's book / using abusive language / attending irregularly.

  - HM put their names in the Student Monitor Register and later called their parents

- Gave names of 3 students who have been attending irregularly

  - HoS called for the students who were very scared.

Interactions with students

Some of these were directly related to the functioning of the school.

- Students came to inform the Principal that there is no teacher in their class. They were assured that a teacher would reach their class in 5 minutes.

- A group of students came with a request that their section not be merged with another that had many students who had a notorious reputation.

Others were related to more minor problems related to individual students. In one case, a student was not feeling well. He was given medicine. Another student wanted to go home because food had fallen on him. The Head tried to joke with him so he would feel better. In a third case, a student wanted to go home early because of some emergency at home.The Head signedtheapplication and enquired about the situation.

There were a few instances when students were injured in school. The response of the Principals varied.

- Response seemed less appropriate: In one case, a boy who complained that he was beaten up by other students in the school was asked why he was so thin. In another case, a boy had been punched in the chest

and wanted to go home. The Head joked about filing an FIR. In neither case did the Principal appear to take any action against the students who had caused the injuries.

- Response seemed more appropriate: In this case, a student came to the office with a bandage on his head. Another student said the boy had slipped and hurt himself. The Head spoke to him firmly about lying to cover up wrong--doing.

Interactions with parents

These were mostly related to parents wanting admission for their children as it was the beginning of the academic year. There were various problems – they did not have the required documents or they did not live in the cluster. In one case, the parents came with recommendations from the MLA putting the Head under pressure to accede to their request. In another case, parents asked for admission for a child who was blind and whose sister was in the same school – admission was not given as admissions were over. In other cases, parents were advised to go to other schools as the school they were in had no space.Parents were also seen wanting TCs for their children to admit them to Pratibha Vikas Vidyalayas.

There were also interactions with parents and students relating to students wanting leave of long duration to attend a marriage of close family members as well as students wanting leave for short duration.

There was one instance in which a student had been pushed on a staircase and had got hurt. Parents had come to the Principal for reimbursement of medical expenses.

Interactions with other staff

A number of interactions were seen although many Principals had asked not to be disturbed during the interview with the researchers.

- The Principal was asked to taste the midday meal.

- In one school, SMC members wanted the estate manager removed or they would lock down the school.

- In another case the Principal received complaints about the contractor not taking the garbage out. He had to speak to the MCD.

- In another school, the Principal called the IT staff to assign collection of election duties from the zone office; and about the submission of a report.

- There were also decisions to be made about purchasing through Government e--market (GeM).

- In another case, the IT staff needed the Principal to assign teachers for CBSE evaluation duty. In this case, substitution teachers had to be arranged.

Crude indicators of the quality of interactions in the office of the HoS

The interactions were noted in detail and were subsequently coded as positive / mixed / negative. Positive interactions refer to those in which the HoS appears to listen and respond to the demands being made on him/her; mixed include sensitive as well as reactive responses from the Principal; negative include interactions which could be described as harsh or insensitive. Based on these crude indicators, we can say that the majority of HoS (71%) had interactions coded as positive; 17% of HoS had interactions coded as mixed; and 12% of HoS had interactions coded as negative. See below for examples of Principals whose interaction was positive, as well as those who were negative.

HoS in this SKV observed to be functioning impressively on many counts

HoS was extremely positive about how she has changed on account of CLDP. e.g. she tries to talk to her teachers and understand them at a personal level.

Her interactions with teachers were observed to be friendly.

- A teacher came in to discuss the schedule for an exhibition to be held the next day.

- Another teacher came to ask her to free a teacher, who was injured in the morning assembly, from class duties

The HoS listened very carefully to the teachers.

- (to the first teacher) She provided a few suggestions and asked her to discuss the program with other teachers and find the solution among them.

- (to the second teacher) She asked how the teacher who got injured is feeling now. She agreed to free the injured teacher from class duties for the day and gave a substitute teacher.

The morning assembly in this school was bright and lively. The classroom observed was extremely interactive and highly engaged.

In another example of positive interaction with students, the Principal (School no. 34) reports that he used to be angry all the time, but has benefited from CLDP and has become more responsive. This was observed in his interactions with students who came to meet him with grievances.

In an example of negative interactions, one of the Principals was observed to express a lot of anger in his interactions with the admin staff who could not understand what he wanted; and in his interactions

with two students – one, a class 10 student who wanted long leave, and another student who had been absent for 10 days without informing.

In terms of interactions with the researchers, the Principals were mostly courteous. However, some were unhappy with the education authorities above them; others were unhappy with NGOs in the education system; and some were unhappy with Creatnet.

Section 6 - Teacher interviews and classroom observations

Interviews with teachers were conducted in the G30 group of schools (selected from the schools that the P10/P54/P99 group of Principals were posted in 2015-16 and before).

Twenty eight teachers were interviewed -16 male, 12 female. The majority (21 in number) were in the age group 35-54 years (see Table 20a).

Table 20a. Distribution of teachers by age

Age range (years)	Number	Per cent
25-34	97	3
35-44	89	11
45-54	85	15
55-64	81	19

A substantial number of the teachers (11) had less than 5 years experience working in this school, while the largest number (14) had between 6 and 10 years of experience. Only very few had more than 10 years of experience.

Table 20b. Teachers' years in current school

Years in school	Number	Per cent
1-5	11	39
6-10	14	50
11-15	2	7
More than 15	1	4
	28	100

6.1   Goals for the school

The goals they mentioned for the school were similar to what was shared by the larger group of Principals.

Table 21. Teachers' goals for school

Improve results
Create an environment which is more supportive / inclusive for students
All round development of students
Students to become more disciplined / regular
Build students as citizens / give them value education

- Improving results included enhancing learning and reading capacity of all students. Teachers spoke of working with weak students, primarily in classes in the summer. One teacher spoke of concentrating on Class 6 students who had come from MCD schools and had poor learning levels. They wanted to motivate them so they could study hard and get well-paying jobs in the future ("become a big (successful) person")).

- The goal was to provide them with an environment that is supportive and inclusive in nature.

- All round development of students included increased participation in various district and state level competitions and in club activities.[25] It also included overall personality development of students, losing their fear of public speaking, and provision of job-oriented education in schools so that students leave schools with a better future.

- Improvement in discipline (self-discipline) and attendance of students included a decrease in bunking. The goal was also to make students motivated and determined.

- Students were also to be good human beings and citizens. One of the teachers suggested they would have contact with students through tab so that the students can explain or mention if they are absent.

Provision of proper infrastructure and facilities for the school was an important part of the vision for the school as expressed by the Principals. One teacher remarked about having a well functioning language room, or provision of projectors. Some of these aspirations were tied to the use of new teaching methods.

6.2   Goals for the teachers

The teachers' goals for themselves were also similar to what was expressed by the Principals. They saw their roles and responsibilities tied in with understanding students better; using teaching methods child-centred / related to students' lives / activity based as well as new teaching methods which involved the use of audio-visuals; and the use of smart boards and ICT labs; and working as a team – with the Principal and each other.

Table 22. Teachers' goals for themselves

Understand students better, especially weak students
Use teaching methods which are child-centred / related to students' lives / activity based
Use new teaching methods / technology
To work as a team / learn from each other

[25]Student clubs were reported to function on the last 2 periods of Saturday. These included various student clubs like Maths Club, Hindi Club, English Club, Economics Club, Science Club, Sanskrit Club, Sports Club, Science Club, Cultural Club, etc. Those in charge of the cultural club have to manage the magazine, as well as plays, dances, etc. In general, teachers have to ensure participation of students in club-specific activities. They also have to look after the decoration of the boards of the respective clubs. Some teachers are not in charge of any club but however participate in managing the clubs.

In addition they mentioned increased efficiency of teachers as a goal. One way to do this was through proper documentation of teachers' work in a register to show to the principal. Part of the teachers' increased efficiency was to ensure that existing activities (morning assembly, zero period, remedial teaching) are properly implemented. The interaction with students during assembly was to inculcate moral values and general knowledge. Teachers also mentioned the need to engage with parents.

6.3 - Non-teaching duties

The majority of teachers have said that they are involved in a variety of non--teaching duties.[26] These included:

Paperwork: The type of paperwork varied from teacher to teacher. One teacher mentioned about being in charge of making the timetable for the school. Administrative work mentioned included handling of RTIs, maintaining of staff records, maintaining a register for scholarship payments, handling of bills related to midday meals, and the paperwork of the 'Ladli' program. One teacher mentioned about making lists for the department 'again and again'. Few teachers, who are in charge of clubs also have to maintain registers for club related work. One teacher said that he is responsible for entering data both offline and online.

Management of Houses: Teachers who manage Houses in the school are mainly in charge of ensuring discipline in the school: Assembly; Thought for the Day; cleanliness in the school; and warning the latecomers. A teacher said these duties are rotational: all teachers get the opportunity to be house in-charge.

Handling work related to distribution of scholarships:
One teacher said that he looks after distribution of textbooks and uniforms, another looks after distribution of stationery like pens, etc. Some teachers have said that they have to monitor signatures, open bank accounts, and are involved in recording data.

There were other duties of various kinds that were reported, such as duties as a TDC; duties related to classroom observation; duties as SMC convener; managing co--curricular activities; and the People Welfare Fund. Some teachers are in charge of CBSE, and also a GeM consignee for the school. Some teachers are involved in the Happiness Curriculum; some in Mission Buniyaad. Varieties of seminars, debates, competitions and functions happen in the school including PTMs and various cultural events. One teacher has to attend regular workshops and meetings as part of RMSA.[27]

6.4 - Teacher student interactions

These were reported to be primarily during the club activities (last 2 periods on Saturday) and during the zero period (a short period that happens everyday before the first period) At the time of the survey, Happiness Classes were happening in the zero period. A few teachers talked about having a WhatsApp group with students. Some teachers also spoke about sports periods as times in which such interactions take place.

Ways of dealing with students who need discipline

Not a single teacher mentioned using corporal punishment when dealing with notorious students. The traditional attitude of encompassed by the proverb "spare the rod and spoil the child" was not expressed.

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[26]Here we are excluding the regular checking of student notebooks that all teachers must deal with.

[27]27RMSA-Rashtriya Madhyamik Shiksha Abhiyaan – central government initiative focused on secondary education reform

Some teachers have said that they are equipped in dealing with students and they don't face any problem. Two teachers in girls' schools said that they don't face any difficulties as girls don't create any trouble.

The rest of the teachers said they focus on understanding the child rather than reprimanding them. This involves talking to them, emotionally connecting with them, gaining their confidence, understanding their social context and motivating them to understand the repercussions of such behaviour. They also mentioned talking to the child's friends. Efforts are made to build the child's motivation; to send them to a counsellor if required. Sometimes, the teacher makes them sit on the first bench as well as involving them in cultural activities, so that their energy is properly utilized. In some cases, the parents are called and made to sign in a register so that they are aware that their child is getting into trouble in school. Sometimes the SMC is also involved.

6.5 - Interaction with the Principal regarding school functioning

All teachers have said that they talk to the Principal and other teachers regarding the issues that their schools face. Some teachers have mentioned that their Principals have helped them, and that they have taken their suggestions into consideration.

- One of the teachers mentioned that their school was given the permission to have Atal Tinkering Lab, only because of the efforts of the Principal.

- Art classes were conducted for students where they could learn about movie making.

- Another teacher has mentioned how the Principal helped her in dealing with a girl who was disturbed and was cutting her hands; both of them talked to her and with their joint efforts were able to help her.

Teachers who have suggested recruitment of new teachers and the decrease in the non--teaching workload of teachers say that the Principal can't act on their suggestions as it depends on the Department.

6.6 - Suggestions for improving school functioning

The teachers have provided a variety of suggestions for improving the school which are wide ranging. The most common issue that almost all teachers pointed out is the shortage of teachers. The lack of regular teachers is a major issue in Delhi schools and a majority of the schools suffer from this. Not surprisingly, this was brought up by most teachers.

More teachers needed

- Proper management of student--teacher ratio

- Increase in number of regular teachers, increased recruitment of teachers or managing the shortage of teachers.

- Improving the engagement of the guest teachers A number of other suggestions have been provided.

Some, like the need for more teachers, are directly in the domain of the education department.

- Reduce the burden of non--teaching duties ---- Involve teachers only in teaching duties and not in other kinds of work

- Infrastructural improvements ---- make classrooms tech--savvy and interesting for students. The classrooms need to be interactive as well. Various other infrastructural improvements are required like laboratories which can enhance interactive learning.

- Change the admission policy - Filter students who come into class 6 through exams

- Change the curriculum - Make the curriculum career oriented.

- Provide teachers for co--curricular activities - Bring a music teacher to the school as music helps in relaxing students.

Other suggestions are related to how the school could function differently.

- Proper coordination and teamwork between all teachers.

- More focus on teacher-student interaction.

- Explore ways to increase critical thinking abilities of students.

- Deal with issues of students like irregularity, and increasing drop--out rates of girl students

- Increase awareness of parents and the colony in which the school is located to deal with students' absenteeism.

6.7 Awareness of CLDP and perceptions of its impact

Only 6 (out of 28) teachers interviewed had heard of CLDP. Four of these teachers were Mentor Teachers (see Appendix 2 for details of the MT scheme).

Feedback from the Mentor Teachers interviewed

In the MT program, 20-25 pilot school teachers used to meet once every month. Teachers used to share experiences. Teachers also shared presentations of teaching methods among themselves where the group learnt other creative ways of teaching. Teachers would discuss various ways to enhance learning like accessing websites, using technology.

Respondent MT3

MT program: Learnt about managing self, others and situations

- Learnt about myself. Learnt to say no. Developed confidence. Became more motivated. Became more responsive to situations, and less reactive.

- Received suggestions on how to tackle various situations. They were asked to be friendly with students while interacting with them in any capacity. Program resulted in awareness among teachers regarding how to impart education; it built confidence.

Respondent MT4

Main focus of MT program: improvement in academic environment

- Focus was on professional development of the teacher.

- It tried to create leaders within the system and also enable teachers to have a more empathetic understanding of students' situations.

- It tried to motivate teachers to adopt new pedagogies.

Respondent

MT2 MT Program – learnings for teachers

- Teachers were advised how to behave and engage with students in class.

- There should be a proper sitting plan.

- Objectives and concepts must be clear.

- One should be friendly and approachable so students can interact.

- There should be questioning.

Respondent

MT1 MT program---- Encourage independent thinking; focus on lowest and highest performers

- Lowest & highest performing students need special attention.

- I applied some initiatives such as encouraging students to watch movies with difficult Hindi words in order to enhance their Hindi vocabulary.

Respondent MT3

The most important learnings from the MT program were the importance for teachers of developing trust with others and connecting with them; understanding of self; the importance of reflection; understanding of different ways of learning and the importance of understanding students' lives.

These teachers are of the view that there has definitely been a positive impact of CLDP on school.

- One teacher, who has been a part of MT program noticed a positive change in the behavior and attitude of students. "The students are disciplined and more regular now; they come in uniform and also carry bags."

Respondent MT1

- Similarly, another teacher has noticed quite a positive effect of the MT Program. She herself brought in many changes in the school and feels these are the result of the training in the program that she attended. She along with the HoS and other teachers, focused on improving hygiene of students, cleanliness of classrooms, and student discipline. Each class has 4 monitors in charge of various aspects. During annual functions, she used to make her own team of 40 student volunteers. They were in charge of vigilance on corridors and helped parents during the functions. The school that was operating under tin sheds has now well-maintained infrastructure. She feels that there has been a positive impact on both her and the Principal because of which the school has developed and is still growing.

Respondent MT2

- There has been a rise in awareness because of the modern techniques used in the training program, and it has affected the maintenance and governance of the school.

Respondent MT3

- The program has led to increased awareness among teachers in imparting education and has contributed to building leadership.

Respondent MT4

A few other teachers were also able to discuss how CLDP has impacted the school.

- I believe there is a change. This Principal is very involved in the functioning of the school. She listens properly and then responds to situations. School no. 72

- The Principal interacts with children a lot more, he is more aware, has become a better leader due to CLDP.   School no. 79

- Everybody has become self--motivated. Teachers all look for different methods to achieve overall development. The school, SMC and parents work together.   School no. 60

Overall, knowledge of CLDP was extremely limited. In the next section, we discuss insights from classroom observations.

6.8 Classroom observations

27 classes were observed. These included 7 – English; 4 – Hindi; 6 Maths; 5 – Science; and 5 – other subjects which included Sanskrit; Social Studies; Business Studies.

Interactive teaching in a small class

31 students in Class 9 were being taught Science. There were many positive aspects observed.

The teacher checked what students remembered in the previous class. She used real-life examples to explain concepts. She wrote difficult terms like diffusion and osmosis on the blackboard. She also drew diagrams on the blackboard. She asked questions. She kept eye contact with students at the back of the class. She moved around the class. She ended with highlighting the main points of the lesson.

The students had their textbooks. They were extremely engaged in the class, and were quick to answer questions.

Exceptional teacher – Science

The class was in the Atal Tinkering Lab. The teacher taught about a variety of topics like how current flows, iron filings, magnetic field, working of a compass etc.

There were many positives observed.

- Overviews were given both towards the beginning and the end of the lesson.

- Wrote the important things on the board.

- The teacher used experiments to teach.
- He constantly used real life examples to explain things.

- A lot of scientific equipment was used
- 3D printer, plantations in used bottles, e-dustbin etc, all made by children

- He moved around in the classroom, and included all children in his teaching.

– He would do some experiment with some equipment and then pass it around till the last bench so that everyone could see it.

- Open ended questions like 'what do you think?' were constantly asked.

- He gave opportunity to everyone to ask questions, and to answer.

- Appreciation was given wherever needed. No punishment was given at any point.

- Homework was given.

- Students were very, very engaged in the class.

There were weaknesses noted in some classrooms.

One was related to a general lack of interaction with the students, with limited attention being paid to whether students could understand what was being taught. The teacher concentrated on writing on the blackboard. S/he did not check what the students have understood. Students were primarily engaged in copying from the blackboard or from each other.

A second one was with limited use of simple pedagogical tools to increase comprehension. The teacher did not summarise the key points of lesson.

A third one was to do with the lack of inclusive teaching. Interactions with students were observed to be limited to those sitting in the front of the class.

Section 7 - Conclusion

In this section, we will draw the threads together from what we have discussed so far.

7.1 - Setting the context

Diversity of schools

Our overview of Delhi's secondary schools gives us a clear idea of the diversity in this sector. The variations we have brought out include factors such as whether they are integrated schools with a primary section (Sarvodaya schools) or whether they are standalone secondary schools that can be accessed by students from primary schools run by the MCD. The former are more difficult to access. It is the latter that will have higher proportions of the students from most marginalised groups. Other variations between the schools include the numbers enrolled in grades 6-12. We see that while the largest numbers of schools in our sample have enrolment which varies from 700 to 1400 students, there are much larger schools, with correspondingly greater challenges. The schools vary in whether they cater to only girls, only boys or are co-educational, with the staff in girls' schools being primarily female. They also vary in whether they are morning schools or evening schools. The morning schools include those which are general shift schools. These are generally in premises where there is no evening shift school. The wear and tear on the infrastructure and facilities is much less than when two schools share the premises. These are only a few differences between the schools that we have highlighted.

There are many other differences which include the area in which they are located – more conveniently located schools are more in demand for the staff. Schools located in more remote areas may also be less in demand because they have poorer infrastructure and facilities and / or are catering to students from more disadvantaged backgrounds. Students who are able to

make a choice may try to get admission to better located schools.

The differences between schools and the corresponding challenges associated with running some of them came up in discussions with the Principals, particularly when asked what type of problems they shared in the cluster sessions and if they found solutions suggested by other Principals useful.

Type of problems faced by the Principals

This is critically important to understand the context within which the Principals are working, and through the lens of the Principals themselves.

The problem that was shared most commonly was the disadvantaged background of the students. Some of the Principals reported that their schools had students who were very difficult to handle. Disciplinary issues were a problem. Most schools also faced a situation where parents didn't come for the PTMs.

Some proportion of Principals feel they have to struggle with very high enrolment in their schools. Too few teachers appointed is also a problem.

Half the Principals reported that they face an issue with some of their teaching staff not interested in teaching. Some Principals also reported that they don't get much support from the SMCs in their school.

Have they been able to make a difference in the problems the schools were facing when they joined? The commonest problems reported were disciplinary issues among students and gaps in infrastructure and facilities in the school. Principals reported they have been able to improve disciplinary issues among students, and to some extent improve the infrastructure and facilities in the school.

Ensuring learning in secondary schools

Improving learning levels is a key area in which Principals have to show the impact of their leadership, and they are likely to be under pressure to do so by the higher authorities. It is also important for any initiative focused on education reform including building school leadership, as education authorities may be evaluating such initiatives based on the impact they have been able to have on learning levels.

Ensuring students learn is a challenge for school leaders. The Principals in Delhi's schools are well aware that it is a complex of factors that contribute to the low learning levels in their schools. They know that most of their students come from backgrounds where they are not able to get much support from home, and some even attend irregularly. Their grasp of the basics they should have learned in primary school is limited. The students "not working hard" was also mentioned. It is important to note that the background of students may be particularly disadvantaged in certain schools and in certain locations, so the pressures on Principals vary.

There are some efforts in the schools to compensate for these deficiencies in the students' home environments. However, the students are in schools where the load of administrative duties on the Principals and their teachers is high. A high pupil teacher ratio and pressure on the teachers to finish the curriculum were also factors mentioned by some of the Principals. The pressure on the Principals was particularly high in schools with very high enrolment. They also felt that an important contributory factor was the students' lack of fear of being retained in the same section at the end of the year as the government's no detention policy, and to some extent the policy of no corporal punishment.

7.2   Impact of CLDP – perceptions of Principals

The Principals feel they have gained a great deal from attending CLDP sessions. The program has impacted their ability to lead their school. Primarily, they are able to connect with other Principals in their cluster, learn the importance of sharing / listening to others / understanding others; discuss problems and find solutions; learn the importance of teamwork in the school; and understand students and parents. In some cases, the cluster sessions meant that the Principals were better able to understand and implement new schemes of the department. A considerable number also stressed how they have become more confident and able to plan and manage the school. They have grown in self--awareness, and are more reflective and more responsive to teachers, students, parents and SMC members.

Most Principals reported that they had shared challenges they faced in their school, and these were similar to what we have discussed in section 7.1. They were related to improving student discipline; teacher related issues, infrastructure related issues, and about improving learning outcomes. The majority found the solutions suggested useful. However, some felt their problems could not be solved through discussion – very high enrolment, and issue of teacher shortage, for example. The discussions around government schemes were extremely useful to most Principals, and this impacted the quality of their implementation.

The Principals were required to develop a vision for their school, which would be unpacked into goals to be achieved and plans to achieve these goals. While there was considerable variation in the detail to which the vision for the school was articulated, the goals were comparatively similar. Improving results was the most important goal for students while providing them

with a safe and secure learning environment was also reported by a high proportion of Principals. Plans to achieve these goals had been thought through only by a small proportion of Principals. The goals for their teachers were primarily to do with encouraging teachers to be aware of their roles and responsibilities, and this included their understanding students better, and using activity based teaching methods and the latest technology to make classes more interesting for students. The overall goal was to improve results. The plans made to reach these goals were primarily through staff meetings through which they would motivate teachers to work as a team and to teach well. Principals also had goals for better infrastructure and facilities. Some were waiting for funds. Some had work going on in their schools.

In terms of actual impact on school functioning, while a few Principals felt the program had had no impact, about one fourth felt there had been limited impact, in that they were able to find solutions to some of their problems, and the majority (72%) reported a number of significant ways in which the functioning of the school had been impacted, ranging from improvements in the way the school is managed to more disciplined students.

The Principals also had useful suggestions on how the initiative can be strengthened including better selection and training of the facilitators.

7.3   Learnings through observations

The study was done at the time when teachers were needed for the upcoming elections in May 2019, and for evaluation of CBSE examination papers, so some schools were functioning with a fraction of their staff. While detailed observations were carried out – of the school, inside the office of the Principal, and inside one classroom – it was clear that they could not be used to evaluate the system, and could only provide some insights into the functioning of the system.

Different aspects of the school were observed – Morning Assembly, classroom activities, co--curricular activities, the midday meal and other activities during recess. It was seen that the majority of schools were functioning well in spite of the constraints in place. The interactions of the Principals were observed – with all who came into the office – and the type and quality of interactions were noted because the study was concerned with the quality of leadership as expressed through interactions.

These interactions were primarily positive in terms of being responsive to the person who had come with a problem which needed to be solved.

Classroom observations were conducted in the group of schools where the Principal had been part of the earlier CLDP groups (i.e. prior to 2015--16). In most cases, the teachers being observed were doing an excellent job in being sensitive to students and using teaching methods that made the class interesting for students. However, there were also examples of teachers who were not inclusive.

The classroom observations were supplemented with interviews of the teachers observed. Most had not heard of CLDP. There were a few who had, and they were mostly part of the Mentor Teacher program. These teachers were positive about the impact of CLDP on the schools.

7.4   Concluding remarks

Improving academic performance is a challenge for secondary schools in Delhi. The study indicates that CLDP is making an important contribution in building up the leadership in Delhi's secondary schools. It is impacting the Principals' leadership and management skills and improving their ability to understand the self, and to connect with teachers, students and parents. It thus provides a firm base to build on improving the quality of education that in turn leads to better learning outcomes.

Appendix 1

Table A. 1 Details of sample schools: co--ed, girls, boys

Levels of self-awareness	Co-ed	Girls	Boy	Total
Govt middle / secondary / senior secondary	7	8	26	41
Sarvodaya Vidyalaya	11	18	9	38
Rashtriya Pratibha Vikas Vidyalaya	2	0	0	2
All	20	26	35	81

Table A.2 Details of sample schools: general shift, morning shift and evening shift

Levels of self-awareness	General	Morning	Evening	Total
Govt middle / secondary / senior secondary	10	7	24	41
Sarvodaya Vidyalaya	21	8	9	38
Rashtriya Pratibha Vikas Vidyalaya	2	0	0	2
All	33	15	33	81

Table A.3 Distribution of sample schools by size and location

Enrolment in grades 6- 12	District in Delhi									All District
	East	North East	North	North West A / North West B	West / West A / West B	South	South West A / South West B	South East	Central	
Less than 700	2	2		2	2	1	9	2	2	22
701-1400	4	6	2	3	4	5	5	1	2	32
1401-2100	3	3	1	2	2	1	3			15
2101-2800		3	1		2	1	1			8
2801-3500		1		1						2
3501 and above		1						1		2
All schools	9	16	4	8	10	8	18	4	4	81
Percentage distribution	11.1	19.8	4.9	9.9	12.3	9.9	22.2	4.9	4.9	100

*This applies to grades 6--8 for the two upper primary schools in the sample, and to grades 6-10

for the seven secondary schools in the sample.
The largest numbers of sample schools were in South West Delhi and North East Delhi.

Appendix 2

Shaala Siddhi is a central government scheme that focuses on a school's overall improvement through the means of "self--evaluation". Self evaluation is to be done "on the basis of 7 parameters: Enabling resource of school: Availability, Adequacy and Usability; Teaching--learning & Assessment; Learners' Progress Attainment and Development; Managing Teacher Performance and Professional Development; School Leadership & Management; Inclusion, Health & Safety; and Productive Community Participation".

Chunauti scheme was launched in mid 2016 by the Delhi state government. Initially it was for students in classes 6--9 in Delhi state government schools. Now the scheme has been extended and also covers students in classes 1 to 5 in Delhi state government schools. Under the scheme, the students of each class will be segregated on the basis of their performance in tests on reading and writing of Hindi and English, and solving of mathematical problems. Based on the results, the students are divided into two groups, Pratibha and Nishtha. Those who pass the test go into Pratibha group and those who don't go to Nishtha. Those in the Pratibha group continue with their regular studies. Those in Nishtha get extra classes and special teaching to enhance their reading, writing and mathematical skills. For students in class 9 there is another group called Vishwas to be given special attention - students who have failed more than once or dropped out from school.

The Delhi government decided to launch a three--month campaign ---- Mission Buniyaad ---- at the beginning of the academic year 2018--19 with the goal that all children in Classes 3 to 9 of the schools run by Delhi government, municipal corporation, NDMC and Delhi Cantonment Board should be able to read, write and do basic maths operations. The mission was launched after the National Achievement Survey (NAS) found that the majority of students between Class 3 and Class 5 in municipal corporation schools did not perform well in science, mathematics and languages.

The Happiness Curriculum has been launched in all 1,030 Delhi government schools from kindergarten to class 8 in July 2018. The students will have a Happiness period for a duration of 45 minutes. The curriculum will "address wellbeing and happiness of the students…[with] emphasis on co--scholastic skills of mindfulness, self--awareness, critical thinking, reflection and inner stability… to raise and prepare future citizens who are mindful, aware, awakened, empathetic, firmly rooted in their identity with wings that can help them thrive in this uncertain world…(http://edudel.nic.in/welcome_folder/happine ss/HappinessCurriculumFramework_2019.pdf).

The Mentor Teachers scheme was set up in April 2016. They are a group of 200 teachers comprising current teachers of DoE with experience of teaching upper primary or secondary grades. They will serve as the Academic Resource Group of the Directorate of Education. Each mentor teacher has five to six schools assigned to them which they visit regularly to provide on--site support to teachers. They will also create supplementary learning material, in consultation with other teachers, for children. Mentor teachers have been pivotal in supporting the implementation of various programs by the Government, including Chunauti 2018 (http://www.edudel.nic.in/welcome_folder/delhi_edu cation_revolution.pdf).

The purpose of the Teacher Development Coordinator program, set up in October 2017, is "to develop "Education Leaders" within each school in order to assist the HoS in creating "the culture of collaborative learning in schools". The role of the Teacher Development Coordinator is broadly to facilitate sessions for teachers where they can share their learning and experiences of the classroom with each other, provide feedback to other teachers based on observations with the focus of improving teaching across the school (http://www.edudel.nic.in/welcome_folder/delhi_edu cation_revolution.pdf).

1.The Principals were verconcerned that the teachers should take their roles and responsibilities seriously. The issues mentioned by Principals included

Teachers should be sincere in their work / come prepared for their classes / reach class on time / be regular and teach properly / complete the curriculum / not see their work as a burden (School nos. 3, 7, 10, 11, 14, 15, 16, 17, 21, 22, 24, 26, 28, 30, 34, 36, 37, 40, 41, 49, 51, 53, 55, 57, 59, 60, 62, 68, 73)

2.The Principals also wanted teachers to be sensitive to students / understand them / have personal interaction with them.

Should be loving and caring towards students / build a personal connection with them / teach in a friendly manner / be inclusive / encourage students to share without fear / understand them better (School nos. 3, 5,15, 19, 21, 22, 24, 27, 30, 31, 34, 44, 49, 51, 53, 56, 57, 63, 65, 67, 71, 72)

3 and 4. The Principals wanted teachers to use teaching methods which are related to students' lives / related to students' needs /activity based; to use new teaching methods / technology

Teachers should make studies interesting for students / use new teaching methods / activity--based

teaching methods (School nos. 2, 14, 19, 22, 29, 43, 44, 48, 56, 60, 63, 65, 68, 71)

Teachers should make sure that students understand what is being taught / should teach according to what students need (School nos. 5, 23, 24, 65)

Students learn maximum not by process of rote learning but from fun--based teaching. For long--term retention, activity based learning should be emphasized. (School no. 14) I want students to have access to all the latest technology that is being used in a public school. (School no. 2)

5. The Principals wanted to encourage the teachers to work as a team (School nos. 20, 39, 42, 45, 65, 73, 76).

I believe that a good and authentic relationship between principal, teachers and students is important. (School no. 15)

While the Principals were keen that the teachers work well in the several ways outlined above, a few Principals raised the issue of the need to reduce the load on teachers and the shortage of staff (School nos. 5, 6, 7, 50). One Principal mentioned that he didn't have goals for his teachers because they were mostly guest teachers.

Plans made to reach teacher-related goals

The primary way that Principals planned to achieve these goals was through meetings with teachers.

Conduct regular meetings with teachers. (School nos. 5, 8, 10, 13, 17, 19, 21, 22, 23, 25, 26, 32, 34, 51, 56, 57, 61, 63, 65, 69, 77)

These meetings included many goals and we have

classified them in these categories: build a connection with teachers; motivate them to perform better / discuss teachers' own performance; work as a team; and encourage teachers to understand their students.

HoS uses meetings to] build a connection with teachers

- Share from personal experiences with teachers. Encourage teachers to resolve issues with students on their own rather than bringing them to me. This would be beneficial for them in future when they themselves would become HoS. (School no. 5)

- Sometimes regular and guest staff meetings happen together. There are also separate meetings for guest teachers. Have a friendly atmosphere ---- talk to them and find out what is happening. (School no. 10)

- I have asked teachers to call me and ask for help any time. Also, take support of the SMC if need be. (School no. 13)

- Support the staff and understand them personally. (School no. 51, 57)

[HoS uses meetings to] motivate teachers to perform better / discuss teachers' own performance

- Inspire teachers. Motivate them. (School nos. 8, 21)

- I try to motivate them to be self--aware. (School no. 39)

- explain to teachers that they are great builders as they create living beings unlike factories. (School no. 34)

- discuss punctuality of teachers and ways to interact with students. (School no. 17)

- Create an effective teaching learning process. (School nos. 20, 41)

- To discuss if learning is happening or not. (School no. 41)

- Motivate them to devote more time in completion of curriculum. (School no. 25)

- Motivate them to use new learning methods. Teachers must be resourceful and creative and empathetic. (School no. 38, 56, 65, 69)

- Suggest ways to teachers to prevent absenteeism & bunking of students. (School no. 32)

- I assign work to teachers… Give them full authority …Do daily evaluation of teachers. Both negative and positive behaviour is recorded. (School no. 24)

- Regular supervision of teachers. (School nos. 22, 24, 62, 63) / warn and scold teachers. (School no. 58)

HoS uses meetings to] encourage teachers to understand their students

- Tell them to understand the students more and implement strategies accordingly so that the education system improves. (School no. 19)

- Tell teachers to motivate students and teach them to be better humans and not take failures to heart. (School no. 1)

- Motivate teachers to interact with students at a personal level. (School no. 30, 50)