# Questionnaire

*As a student/teacher/parent I feel that:*

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Schools have integrated dimensions of social, emotional, cognitive and spiritual aspects into Annual Curriculum Plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>There is a mechanism of monitoring and mentoring of students through CCE and other mechanisms of progress within the curriculum</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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**Domain 1: Scholastic Processes - Curriculum Planning**

<table>
<thead>
<tr>
<th>Scholastic Processes - Teaching Learning Processes</th>
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<tbody>
<tr>
<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
</tr>
</tbody>
</table>

**Scholastic Processes - Student Assessment and Performance**

| 7 | The school has larger classes with students over 30-40 per class |
| 8 | Teachers and Students are aware of criteria and need for remediation based on diagnosis |
| 9 | Students are provided opportunities for self assessment |
| 10 | Schools ensures student participation in at least 75% classes |

**Domain 2: Co-Scholastic Processes**

<p>| 11 | School has Life Skills Development Programme integrated with Health and Wellness and Adolescent Education |
| 12 | School has a well integrated value systems framework |
| 13 | Students demonstrate positive attitudes |
| 14 | School implements Work Education programme |</p>
<table>
<thead>
<tr>
<th></th>
<th>The school provides facilities to participate in Literary and Creative-Skills</th>
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<tbody>
<tr>
<td>15</td>
<td>School provides facilities to students in Sports, NCC, Scouting and Guiding, Swimming, Gymnastics, Yoga, First Aid, Gardening etc</td>
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**Domain 3: Infrastructure**

<table>
<thead>
<tr>
<th></th>
<th>School has sufficient classrooms conducive to learning</th>
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<tbody>
<tr>
<td>17</td>
<td>School library is aesthetically designed and provides access to internet, e-library and various digital media, with separate reference facilities</td>
</tr>
<tr>
<td>18</td>
<td>Laboratories are available to support learning activities</td>
</tr>
<tr>
<td>19</td>
<td>Computer and ICT facilitates as resource</td>
</tr>
<tr>
<td>20</td>
<td>The school playground is aesthetically designed and maintained regularly with opportunities for multi courts and games</td>
</tr>
<tr>
<td>21</td>
<td>School has sufficient space for principal, staff and administration as per requirements</td>
</tr>
<tr>
<td>22</td>
<td>Indoor and outdoor sport facilities are available and support differently-abled students</td>
</tr>
<tr>
<td>23</td>
<td>School have aesthetically designed Rest Rooms, bathrooms, toilets, water sources and Health Management facilities</td>
</tr>
<tr>
<td>24</td>
<td>Adequate furniture with adequate verification and aesthetic design of available</td>
</tr>
<tr>
<td>25</td>
<td>Adequate provisions exist for Disaster Management with enough practice in conducting mock drills and evacuation drills</td>
</tr>
<tr>
<td>26</td>
<td>Adequate provisions exist for differently-abled and school practices inclusion</td>
</tr>
</tbody>
</table>

**Domain 4: Human Resources**

<table>
<thead>
<tr>
<th></th>
<th>School recruits qualified teachers and non-teaching staff</th>
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<tbody>
<tr>
<td>28</td>
<td>The school has a well developed mechanism of mentoring</td>
</tr>
<tr>
<td>29</td>
<td>Parent Interface with school is consistent and frequent</td>
</tr>
<tr>
<td></td>
<td>Structured and formal interventions for parents, their involvement in developing and implementing School Annual curriculum Plan, frequent interface leading to further improvement</td>
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<tr>
<td>31</td>
<td>The school has tracking mechanisms regarding alumni and involves them in frequent interface leading to further development</td>
</tr>
<tr>
<td>32</td>
<td>The school prepares the students for performance and participation in internal examinations</td>
</tr>
<tr>
<td>33</td>
<td>The school encourages the students to participate in different competitions organised by different agencies at State/District/National/ International level</td>
</tr>
<tr>
<td>34</td>
<td><strong>Domain 5: Management and Administration</strong></td>
</tr>
<tr>
<td>35</td>
<td>The management has both long term and short term planning drafted and have a plan of action and implementation, mechanisms for monitoring, mentoring and feedback for further development exist</td>
</tr>
<tr>
<td>36</td>
<td>The school has focus on Institutional improvement and on the process of Accreditation and Certification</td>
</tr>
<tr>
<td>37</td>
<td>The management ensures effective Coordination within the school</td>
</tr>
<tr>
<td>38</td>
<td>Relationship management policies are followed by the school</td>
</tr>
<tr>
<td>39</td>
<td>There is complete Data and Record Maintenance</td>
</tr>
<tr>
<td>40</td>
<td>There is an automated system of information sharing available within the school that can be accessed by the management, staff, students and parents</td>
</tr>
<tr>
<td>41</td>
<td>The administration follows Standard Operating Procedures</td>
</tr>
<tr>
<td>42</td>
<td><strong>Domain 6: Leadership</strong></td>
</tr>
<tr>
<td>43</td>
<td>A visioning exercise is built and shared on an ongoing basis with all stakeholders</td>
</tr>
<tr>
<td>44</td>
<td>School follows Strategic Plans for School Improvement</td>
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<tr>
<td></td>
<td>There are systems for monitoring and reviewing the performance of the school</td>
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<td>---</td>
<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>45</td>
<td>There are clear and practical indicators of leadership being provided to support the process of improving the learning environment and the working environment</td>
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<tr>
<td>46</td>
<td>Problem solving across Scholastic and Co-Scholastic aspects is conducted in a collaborative and proactive manner</td>
</tr>
<tr>
<td>47</td>
<td>The school explores new ways of transacting the curriculum in addressing the needs of students</td>
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**Domain 7: Beneficiary Satisfaction**

<table>
<thead>
<tr>
<th></th>
<th>School allows students to express their opinions, views and suggestions on policies and develops a mechanism to involve them in the decision making process</th>
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<tbody>
<tr>
<td>48</td>
<td>Management thrives on fulfilling satisfaction for both itself and others stakeholders with effective system of feedback and follow-up</td>
</tr>
<tr>
<td>49</td>
<td>School provides a platform for the parents and the alumni to share their feedback on the ongoing processes of the school and review the same for improving performances and for assessing parents' and alumni' satisfaction</td>
</tr>
<tr>
<td>50</td>
<td>The school has a Provision for Free and Compulsory Education</td>
</tr>
<tr>
<td>51</td>
<td>Community outreach programmes are conducted on regular basis</td>
</tr>
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Educational Leadership for Quality Education

Anupam Kumar

It is a term applied to School Administration that strives to create positive change in educational policy and process. "The leadership should be treated as a mission rather than a career," As a person without purpose is meaningless" so the purpose should be clear. Each day it may be "To motivate, educate and empower my students daily". Each year it may be "A vision of excellence by inspiring students and staff and by reinforcing their own expectations for the school." So school leadership is a process of enlisting and guiding the talents and energies of teachers, pupil and parents towards achieving common educational aims. The present paper focuses on the importance of good leadership and the impact it will create on the education system of any school or college.

Key words: Educational Leadership, Quality Education

Emerging Issues and Challenges

In this present world scenario, it is visible that our future generations i.e. the present students will have to face numerous challenges and they should be developed with the ability to survive and succeed in a rapidly changing world.

It requires a deeper knowledge base, stronger value system and greater use of logical thinking, problem solving and learning skills than ever before.

With the time the role of a Good School, Good Principal and Good Teacher is becoming more and more important, as we are heading towards a tougher time and unfortunately reducing examples of sacrifices and sincerity in our society.

It is important that school teachers should be prepared for delivery of 21st century skills.

As Nation’s around the world have undertaken wide ranging reforms of Curriculum, Instruction and Assessments with the intention of better preparing all children for higher education demands of life and work in 21st century.

There is a new call for innovation, a shift from 20th century traditional view of organizational practices which discourage innovative behaviors to the 21st century view of valuing innovative thinking as a “Potentially powerful influence on organizational performance.”

Effective School: Key to Learning Practices

To live and succeed in the present world, student will need for an increased faith on communication collaboration and creativity and an emphasis on teaching them to use technology in order learn, how to learn, solve problems and think creatively.

Communicate →Collaborate →Create

The leader should set high standards and expectations for all the students and ensuring that they will succeed because they are enrolled in the school. Ensure that the staff contributes to this core belief and the development of school’s purpose, mission and vision.

The school climate reflects the “mood of the school” and the school culture reflects the “lifestyle” of the school.

A practice by the Principal and the teachers to greet the students in the morning and start of the day with an informative, inspiring and empowering morning message sets the climate of the school for the day.

The students and staff must hear Principal’s voice-they must experience the leadership of the Principal: should keep in mind that student and staff need constant motivation, Guidance, Leadership and directions.

Principal should ensure that the school and class room environment is conducive to learning: The walls of the school should inform inspire and empower which can be done by putting positive images, quotes, students achievements, criteria for academic excellence, wards, work samples and similarly in the class rooms the environment should be neat, clean, vibrant and welcoming.

Defining Multidimensional Role

Types of Leadership in Education

Educational leadership has been studied over years to address long standing concern of students, educators and society as a whole.

Hierarchical:

Based on traditional method of education, emphasis in a top down approach with formal authority and little scope for participatory analysis. The Principal carries out all duties of a planner, supervisor, analyst, resource allocation etc.
A very straightforward with major emphasis on efficiency, control and routine.

**Transformational Style:**

Based on working together to put in place a mechanism that will reap immediate benefit and future ones. This leadership style opens the door wide for intellectual excitement, motivates through values and a shared vision by participation in leadership activities. Although most decisions are taken individually or by a group of people.

When Principal and teachers work together, student achievement is bound to increase as they have the same primary goal i.e. facilitating high student performance.

This type of leadership fosters a sense of purpose and meaning to unite people for a better cause.

**Facilitative Leadership:**

With the primary goal for empowering the entire education system this style uses similar strategies used in transformation style but more democratic as well as interactive in practices. Here Principal work by offering partnership in preparing for future, promoting collective issues by being a part of the crowd, rather than being at the centre.

**Instructional Leadership:**

As the prime priority of the school leader is students achievement and continued improvement of instructions, so Principal devotes ample time to observe class room instructions and immediate feedbacks should be provided to staff for improvements.

Here Principal must make every conscious and deliberate effort to establish him as primary instructional leader of the school, they should be able to trust him that he has the professional expertise to make them more effective in the class room.

Principal should encourage veteran teachers to observe new teacher at work and vice versa. Regular staff team meeting and appreciation and respect by principal towards staff play a good role.

**Visionary Leadership:**

Vision Statement: Successful schools have a clear sense of direction through vision statement shared and derived through a visioning process involving all members of school. Once affirmed, it need to be able to be articulated by all.

When achieved, all can then align their efforts behind the vision and through self references. and development of the school will reach.

**Vision Implementation Process:**

- Vision
- Strategic Plan
- Organizational Goals
- Developmental Goals
- Employee Goals
- Job Description
- Performance Appraisal
Innovation Leadership:
As an approach to organizational development Innovation Leadership can be used to support the achievement of the mission and vision of a school. In an ever changing world with new technologies and processes, it is becoming necessary to think innovatively in order to ensure their continual success and stay competitive.

The key role in the practices of innovation leadership is the innovation leader.

“What works best for which Institution and how it needs to be is based on careful strategic planning and consideration of its vision.

Ideally a leader should case strategies and options flexibility to balance both short term and long term goals and must share the institutional values”.

Planning Organization and Time Management:
It is easy to react immediately to challenges that crop up when Principal arrive at work, but when he do so he run the risk of the day being consumed by his reaction to problems rather than unfolding the written plans. A plan to allow us to anticipate at least some of the challenges that he is bound to face and decide in advance how we may address them. As our student abide by daily schedules, he should also focus on instruction during school hours and reserve time before and after school for other administrative work.

Principal should empower the staff by engaging them in school level planning and decision making. As a Principal is does not mean that he is the smartest person in the building, may be there are brilliant co-workers on staff who could handle more than their primary role of teaching and learning.

Date such as attendance, discipline academic achievements are helpful to identify trends and patterns and outcomes of overall decisions.

Few Principles:
1. Know your people and look out for their well being
2. Keep your people informed
3. Develop a sense of accountability, ownership and responsibility in your people.
4. Ensure that tasks are understood, supervised and accomplished.
5. Train your people as a team.

Professional Development of the leader and the staff:
The most successful people around are those who “know that they don’t know” and take steps to learn as much as they can about their work.

“You cannot afford to lead in isolation, and we need to find ways to observe excellence in action at other schools, we need to also learn from them”.

Attending professional development conferences and seminars that address instructional leadership and connecting to professional association for educators also allow principals to network with fellow educators all over the world who have similar experience.

Similarly, all the staff must be engaged in the professional growth. We need to ensure that they are updated with the latest instructional theories, subject, presentations by them on different state policies, literature during staff meetings helps professional growth overall.

Few Principles:
1. Know yourself and seek self improvement
2. Be technically proficient
3. Seek responsibility and take responsibility for your actions.
4. Make sound and timely decisions.
5. Set the examples.

Parental and Community Engagement:
As a school leader, Principals want parents and community on their side. So they must intentionally engage parent and community members in the school activities, it provides more hands to motivate, educate and empower students.

About the author
Mr. Anupam Kumar is Principal, Delhi Public School Moradabad. He has authored a number text as well as reference books on physics. He is pursuing research from Teerthanker Mahaveer University. The author can be reached at anupamjagga@yahoo.co.in
Developing sense of Innovation and Creativity among Students

Anupam Kumar

The objectives of the present paper are to establish the major sources of creativity and to find out the curricula and pedagogical techniques which are effective in promoting innovation and creativity through formal and informal education both. An effort has been made to search for the pedagogical tools which induce individual creativity.

Key Words: Creativity, knowledge, creative thinking and knowledge

A comprehensive summary of current researches and theory on the sources of innovation and creativity has identified the great importance of developing creativity among students and also have recommendations for how the education system can best foster these attributes among students.

The following key points are important for discussion

a. What is creativity?
b. What are the sources of creativity and innovation in individuals?
c. What should be the curricula and pedagogical techniques which are effective in promoting innovation and creativity through formal and informal education?

a. What is Creativity?

Creativity involves divergent thinking. It refers to insights, sensitivity, originality, fluency, flexibility and elaboration while intelligence involves convergent thinking with reference to number, verbal memory, reasoning perception and space.

Also it is “The application of knowledge and skills in new ways, to achieve value outcomes”

Or “Imaginative activity fashioned so as to produce outcomes that are both original and of value.”

Creativity is defined as the process of producing something that is both original and worthwhile or characterized by originality and expressiveness and imaginative (Csikszentmihalyi, 1999). Creativity refers to the development of ideas about products, practices, services or procedures that are novel and potentially useful to the organization (Amabile, 1996; Buer et al., 2003).

Divergent creative thinking produces a variety of responses whereas convergent intelligent thinking produces the single answer.

b. Sources of creativity and Innovation in Individuals

Teresa Amabile, PhD in Psychology and Head of the Entrepreneurial management Unit at the Harvard Business School, has suggested that creativity arises through the confluence of the mainly three components i.e. Knowledge, Creative thinking and Motivation:
And with the three main components of the sources of creativity in individual following are the key factors:

1. Knowledge: All the relevant understanding an individual brings to bear on a creative effort it requires a balance between breadth and depth of knowledge.

2. Creative Thinking: Relates that student’s approach to the problems depend on personality and thinking style. A strong ability to generate novel ideas comes by combining previously disparate elements.

3. Personal Motivation: Motivation is generally accepted as key to creativity and the most important motivators are intrinsic passion and interest in the subjects itself. The appropriate level of intrinsic motivation and passion for one’s work combined with appropriate synergistic motivators and self-confidence is a key factor for creativity.

4. Environment: A non-threatening, non-controlling climate conducive to idea combination and recombination such as the “intersection”.

5. An explicit decision to be creative along with a meta-cognitive awareness.

c) Pedagogical Techniques

Despite the existence of so many efforts, in the formal education system, current class room practices don’t focus enough on creativity and innovation and even sometimes serve to destroy it.

In fact, Teachers often view the creative, maverick personality as a trouble maker, stifling the student’s ability and thus, the Conventional education systems often hinder the development of skills, attitude and motives necessary for production of novelty. Among other things, they frequently perpetuate the idea that there is always a single best answer to every problem and that this can readily be ascertained by correct application of set techniques and conventional logic that need to be learned and then rallied over and over again.

Following are few steps and ideas which can promote creativity practically in the classroom.

Teaching Creatively and Teaching for Creativity

1. Teaching for creativity

2. Teaching creatively
   a) Using Imagination
   b) Being Original
   c) Judging Value
   d) Pursuing Purposes

Teaching for creativity

Everyone has the capacity for creative behavior but only some make scientific and artistic contribution in the human history.

Aspects of Creative Abilities in a child

- Originality: Refers to some original response for a particular situation.
- Fluency: Refers to the quantity of output or variety of responses.
- Flexibility: Refers to divergent thinking ability and flexibility to new possibilities.

Creativity in Problem Solving

The brilliant teachers often have brilliant students.

Creativity in problem solving involves intuitive leaps or a combination of ideas from widely separated fields of knowledge.

Development of Creative Abilities

The main purpose of teaching and learning is to develop creative ability whatever the student may possess.

Steps for developing creative abilities

Step-1: Provide situation for the development and use of problem solving skills

- The teaching of certain basic research skills may be the first technique for developing creative abilities.

Step-2: Classify the kind of problems which are to be assigned to the students. The problem can be broadly classified into two categories:

   A) Presented Problems
   B) Discovered problems

Creative abilities are developed by providing learning situations from presented problems to discovered problems i.e. Known to Unknown situations.

Step-3: Reinforce creative achievements: Teachers need to recognize the creative performances and then to reinforce.

   A) Five ways in which the teacher can encourage and reinforce creative performances
   B) Asking Usual Queries & Presenting Usual ideas
   C) Set open ended challenges
   D) Showing that their ideas are valued and make thinking important
   E) Giving credit for self initiated learning and promote self management
   F) Providing opportunities to students to learn, think and discover by enabling collaborative learning.

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Teaching Problem Solving Steps

It is a higher order of learning and is closely related to principle learning. It involves divergent thinking and lower order principles to form higher order principles.

The instructions for problem solving are developed by using following steps:

Step-1: Describing the students terminal behavior which fulfills two learning conditions reinforcement and discrimination.

Step-2: Assess the students entering behavior which may be required in the solution of the problem.

Step-3: Invoke the recall of all relevant concepts and principles:

Step-4: Provide verbal directions to students instead of giving them the solution to the problem. Some challenges are given for stimulating thinking of the students.

Step-5: Verify students learning by requiring them to give full demonstration of the problem solution. He should be able to make use of lower order principles to form higher order principles.

Creativity itself is a mode of learning.

Tasks in teaching for creativity

1. Encouraging
2. Identifying
3. Fostering
4. Criticism is ruled out (Trust)
5. Self Directed Learning
   a. Freewheeling is welcome
   b. Quantity is wanted.
   c. Combination and Importance are sought:
   The candidate is suggested how two or more ideas can be combined to produce novel ideas

Encouraging

Having a positive self-image as a creative person can be fundamental to developing creative performance.

Highly creative people in any field are often driven by strong self-belief in their abilities in that field.

Identifying

Identifying young people’s creative abilities include helping them to find their creative strengths.

Fostering

Teaching for creativity helps young people in understanding what is involved in being creative and becoming more sensitive in their own creative processes. Creativity draws from many ordinary abilities and skills rather than one special gift or talent.

Trust

Above all there has to be a relationship of trust. Teaching for creativity aims to enable young people to be more effective in handling future problems and objectives; to deepen and broaden awareness of the self as well as the world; and to encourage openness and reflexivity as creative learners.

Self-directed Learning

Teaching for creativity encourages a sense of responsibility for learning. It aims at a growing autonomy involving goal-setting and planning, and the capacity for self-monitoring self-assessment and self-management.

Seven Implications for Classroom Teaching

1. Set open-ended challenges
2. Make thinking important
3. Make thinking explicit
4. Ask ‘rich’ questions
5. Enable collaborative learning
6. Promote self-management
7. Make connections across contexts

Critical Thinking and Self-Awareness

Although it is assumed that thoughts and emotions they are independent, the truth is that feelings are based on some level of thought, and thoughts generate from some level of feeling. Through critical thinking and self-awareness, one can understand the relationship between thoughts and emotions.

Highlighting Self-awareness

* Perceptions * Assumptions
* Prejudices * Values
* Breaking Habits * A New Point of View
* Evaluation

Aspects of Creativity

2. Identification of difficulty or problems.
3. Formulating Hypothesis as solution for the problems.
4. Testing or verifying the Hypothesis.
5. Arriving at some conclusion or result.
Pupils need to be thoroughly engaged with their own learning, and provided with plenty of opportunity to practice their skills, talk about their learning experiences, and reflect on their strengths and weaknesses and to be actively involved in evaluating their own development.

Conclusion

- What it takes to be a creative teacher is what it takes to be a creative artist.
- You need creativity and ability to express yourself and your emotions.
- Some teachers have huge amount of knowledge, but they can't express it or create the spark in their students to learn.

References


About the author

Mr. Anupam Kumar is Principal, Delhi Public School Moradabad. He has authored several books on Physics which are widely acclaimed across India. Sensitive to the need for sensitizing the youth towards environment consciousness, DPS, Moradabad organized the National Inter DPS Science and Environment Festival, 2016 under his aegis. He is a research scholar at Teerthanker Mahaveer University. The author can be reached at anupamjagga@yahoo.co.in