CHAPTER - 6

Conclusion, Highlights and Future Directions
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6.1 Conclusion

The findings of the study establish that schools create and sustain excellence in management through sustained managerial activities. The two components that constitute the school education—academic and managerial—were studied. The major focus was on “managerial processes” in excellent schools. After detailed study of the five cases, it is found that there are eight main attributes of creating and sustaining excellence in schools, namely, Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose-Tight Properties.

The findings show that the excellent schools were brilliant on the basics. These schools worked hard to keep things simple, yet comprehensive, in this competitive world. They insisted on top quality and hard work. The concern for quality in such organizations is not the exclusive preserve of the leader, but of all members. Social organs including students and parents are the main concern of the management. They tried their best to satisfy their clients. Employees are also the focus of attention to the management of these schools. The theme in excellent schools is ‘productivity through people’. For this, they make effort to inspire the people at various levels of the organization. Excellent schools allowed innovations in service and quality and encouraged creativity and discretion in the organization. Innovation is a constant endeavor of excellent organizations. These schools are better listeners. Most of their real innovations come from their customers. All the growth in excellent schools has been internally generated. These organizations had a lean organizational structure. All the excellent schools studied here had a noble, growth oriented mission and vision. Their vision of excellence was different from that of normal
schools. Smart leadership and the role of leaders in such organizations played a pivotal role in their working. All the excellent schools had open, collaborative, modern and nurturing culture. This is one of the main reasons for the creation and sustenance of excellence in schools. Another important finding is that all excellent schools encourage initiative and creativity. They exert stress on ‘quality’ rather than quantity. Such schools have openness in communication with emphasis on two-way communication with concerned parties. Thus it can be inferred that the excellent schools deal with quality, service, innovation and experimentation. Their focus is on building and expanding, and not on controlling and constraint.

Following is the attribute wise summary of findings of the present study.

6.1.1 Vision, Mission & Core Values

An organization’s core values shape the mission, goals and vision of excellence. Core values are the inherent values that are espoused by the pioneers of the organization. Vision and mission are the two important pillars that shape an organization. An organization’s vision of excellence incorporates the traits the organization would like to pursue or be known for. In case of excellent schools, these schools have a clear noble vision and certain core values like absolute integrity, probity and prudence that are the characteristic features of the school. The mission of Eklavya School is to bring about a revolution in the field of school education through a multi pronged approach. It aims at developing a ‘complete person’. City Montessori School strives to inspire every child to become a useful and productive citizen, serving the best interests of the community. The main emphasis of CMS is on values of universal brotherhood, tolerance for all religions and inculcation of moral values. The Mayo College tries to maintain equilibrium between tradition and modernity. The emphasis is on ‘guru-shishya parampara’. The mission of Mayo College is to develop a caring community and an attitude of positive thinking.
Fig. 6.1 Vision, Mission & Core Values- The Critical Element for Excellence
Amity School aims at developing full mental, physical and spiritual potential of each child. Its mission is to prepare professionals of high quality. The school aims at blending innovation, modernity and simultaneously a traditional ethos. Labour India Public School aims at providing a strong foundation for the child to become a leader in the shifting and changing global scenario. The Chairman of Labour India believes that “Education is the birthright of every child. A child is born with immense potentialities”. The school lays emphasis on the Gurukulam system of education in which physical, intellectual, emotional and spiritual strengths are the four pillars of education. The common feature of the above-mentioned excellent schools is presence of clear, ambitious and noble vision and outlook.

Thus, the Proposition 1 that Vision, Mission and Core Values have a determining role in creating and sustaining excellence in schools.

6.1.2 Entrepreneurship and Inspiring Leadership

Leader and the style of leadership play a decisive role in setting standards of excellence and strategy building of schools. The main elements of leadership which differentiates an excellent institution from other institutions are its leaders’ style, their leading qualities and activities like building trust, making strategic decisions, broadening support and inducing flexibility. Excellent schools have had / or have charismatic leaders who are visionaries, innovative yet practical in their thoughts and actions.

The Chairman of Eklavya School Mr. Sunil Handa conceived the idea of a ‘complete school’ to develop a ‘complete child’ capable of facing the realities of life. Ethics play a domineering place in leadership of Eklavya. So the elements of “moral leadership” is found at Eklavya.
Fig. 6.2 Entrepreneurship & Inspiring Leadership - An Important Attribute of Excellence
At City Montessori School, Lucknow, Founder-Manager Mr. Jagdish Gandhi and Founder-Director Dr. Bharti Gandhi are fully devoted to the cause of education. They have given a dynamic leadership to the school. Their style includes being a friend, a philosopher and a guide to the followers. Their simplicity is reflected by their khadi attire. They symbolize “inspirational leadership”. The management at Mayo has members from royal families who have been emphasizing the importance of education. The present incumbent has a contemporary mindset to tackle the future tasks. He has been emphasizing on the need to develop specialization and providing career counseling to the students of Mayo in order to make them a specialist. At Amity International School, the philosophy of the founder Dr. Ashok K. Chauhan and Chairperson Dr. (Mrs.) Anita Chauhan influence their leadership styles. They provide psychological support and spirit of enthusiasm in the staff. Dr. Chauhan’s inspiring leadership is responsible for the sharp rise in the development graph of Amity within a short period. The founder and Director of Labour India Public School Mr. V.J. George Kulangara is an outstanding organizer and motivator. His entrepreneurial skills are quite visible in the management of the school. He has provided the foundation and ideals to the school. Through his visionary style, Mr. Kulangara has shaped the policies and program of the school.

Thus, the Proposition 2 that Entrepreneurship and Inspiring Leadership have a determining role in creating and sustaining excellence in schools.

6.1.3 Organizational Culture

Organizational Culture largely refers to the distinctive beliefs, norms, values, practices, etc. that get internalized in the organization and become an essential feature of the organization. Members of the organization begin to feel a strong bond with it and begin to identify with it. A number of organizational cultures have been identified in excellent schools. Some schools have an ‘open door’ policy where direct contact is encouraged. In some schools, there is a ‘suggestion box’ system and some schools encourage social and
Fig. 6.3  Organizational Culture- An Essential Attribute of Organizational Excellence
cultural development in an active way. Good schools challenge the stereotyped setup, procedure bound, controls infested and bureaucratic system. Eklavya School has a ‘Communitarian’ culture, i.e. Eklavya resembles a community. The school involves itself with outsiders, i.e. other schools, local artists, teachers, etc. in its day-to-day activities. Eklavya exhibits an ‘open’ culture where students and teachers are free to interact and present their views. Also, emphasis is given on society and different aspects of society like conducting welfare and developmental programs for the different sections of the society and so on. So, at Eklavya, activities have a ‘societal orientation’. CMS has a ‘collaborative’ culture. A collaborative culture possesses features like collegiality, trust and confidence, experimentation and stress on traditions. At CMS, the management and administrators recognize children and treat them as individuals, so a ‘nurturing’ culture is present which helps in transforming children into matured and responsible citizens. Apart from this, a lot of emphasis is given on innovation in different aspects of the school and so, a ‘culture of innovation’ is found. A recent example of innovation is the setting up of a “Science Park” in the school in which a number of science principles and laws have been demonstrated and explained through the use of models and projects.

Mayo College in a way is a ‘finishing school’ with its distinct heritage, ethos and tradition. It was established in 1885 with strong values and traditions. Initially, Mayo was a school for the sons of royal families; so, it had a ‘royal’ culture. Though post-1950s, the school has been opened for all, yet it bears a royal touch. Mayo management stresses on sending out a product civil in behavior, manner and speech. Thus, culture is a mix of ‘royal’ and ‘modern’. Amity has a cultural mix blending effortlessly modernity with traditional values. ‘Nurturing’ environment can be witnessed here where students are given opportunity to learn on their own to prepare them for future roles. ‘Club’ culture is present, i.e. a number of clubs and societies exist like Astronomy Club, Electronics Club, Clean India Club, WWF Club, etc. Labour India Public School is like a ‘community’, as students and teachers work and learn with a corporate and cooperative spirit. The Gurukulam contains a mix of students of different ages, regions and backgrounds. It is a place where gurus (teachers) and shishyas (students) live together and share information and knowledge with each other.
Thus, the Proposition 3 that Organizational Culture has a determining role in creating and sustaining excellence in schools.

6.1.4 Innovation and Organizational Creativity

Innovation and Creativity is one of the key attributes of creating and sustaining excellence. Innovation is a constant endeavor of excellent organizations. An excellent organization senses opportunities and tries to capitalize that opportunity. As for excellent organizations, the same holds true for schools. Excellent schools have a global perspective. They believe that internationalization develops competition that is essential for any kind of development. In the present study, the researcher finds that almost all of the schools surveyed have placed importance to innovation and organizational creativity. Eklavya School lays immense importance on innovation and creativity. The Eklavya Institute for Teacher Education uses innovative teaching methods to train teachers to become good educators. A unique concept ‘Home Room’ encourages better understanding and feeling of sharing among students. Creativity among teachers is developed through sustained IIRD programs in which top management is directly involved in training the staff members. Mother’s Workshop is another unique concept where educators share with mothers (fathers also) the course content and approach of covering that content in the next 15 days. This program increases the involvement of parents in delivery of academic input. CMS emphasizes on the four building blocks of education- Universal Values, Global Understanding, Excellence and Service to Humanity. These values are a part of classroom experiences. The school’s philosophy of ‘Jai Jagat’ (Glory to the World) empowers the children with a global perspective. HRD programs are a constant endeavor in CMS to develop leadership qualities and role model skills among children. CMS management provides a number of incentives to its staff thereby providing them an attractive option. A unique innovative feature of CMS is its Innovation Wing that is dedicated to constantly research, innovate, develop and adapt new methods of teaching and understanding. ‘Science for Peace’ and ‘Student Quality Circle’ are the other innovative programs which have been conceptualized for sustaining excellence in all spheres.
Fig. 6.4  Innovation & Organizational Creativity- Identity of Outstanding Organizations
In order to take advantage of the business opportunities and sensing the importance of internationalization and competition, Mayo College organizes student exchange program with schools of other countries in the field of sports, academics, etc. Mayo College has a Museum, which is a rich resource center of information and an object of attraction to the visitors and children of the school. Apart from a host of societies and clubs existing in the school, Mayo college has one of the most modern computer facilities, separately for Senior school, Junior school and for staff. By ensuring the selection of the best teaching staff and providing regular HRD sessions, Mayo emphasizes on organizational creativity. Selected teachers are sent to other institutions for undergoing conceptual as well as practical training. Management experts are invited for orientation and training sessions.

A distinguishing feature witnessed at Amity is the manner in which the school blends modern means with tradition and culture. The management ensures that traditions and values are properly communicated to the children. So, spiritual leaders are invited to deliver lectures. Meditation and yoga are taught to the students on a regular basis. A number of school clubs like Astronomy Club, Electronics Club, Nature Club, etc. function in the school to ensure development of creativity and initiative among children. The ‘Mathematics Excellence Center’ provides an opportunity to teachers of various schools to come to a common platform to share knowledge and expertise through seminars, workshops and symposiums. Activity oriented learning is stressed upon at Amity. The management believes that a child grasps well if taught through the use of practical aids. A number of activities of music, dance, art and sculpture are organized for the all-round personality development of children. Pen Picture Scheme is an innovative program to manage the students on an individual basis. Here, complete record of each student is maintained which helps the teachers to have a complete track of the child.
Labour India Public School has a clear vision and so, an organizational climate and philosophy to encourage and implement innovation and creativity. Gurukulam is an innovative concept where students and teachers reside under a single roof. The environment of Gurukulam is peaceful and all facilities of routine need exist here. Both modern facilities like Internet and multimedia and traditional activities like rearing of goats, farming, etc. take place simultaneously. Another activity for developing creativity is emphasis on training sessions for students as well as staff. The school invites area specialists and noted personalities for interactions. Seminars and workshops are conducted to provide practical exposure to students, like Math Seminar, English Association, etc. HRD programs for teachers are held from time to time to train and develop the employees in specific and general skills and to develop positive attitude.

*Thus, the Proposition 4 that Innovation and Organizational Creativity have a determining role in creating and sustaining excellence in schools.*

### 6.1.5 Social Orientation

Excellent organizations exhibit cordial interpersonal relationship with the members of the society. They provide unparalleled service, quality and reliability to students, parents and other related parties. In providing full satisfaction to their stakeholders, the senior management is actively involved. The theme in excellent schools is 'productivity through people'. At Eklavya, children are taught in the way they like to be taught. Students are generally counseled by counselors on a regular basis. Eklavya tries to maintain close ties with parents through 'home visits' by teachers on a regular basis. Also, workshops on effective parenting are conducted for parents. For the financially not-so-sound parents, the school provides financial assistance on need basis.
Fig. 6.5 Social Orientation- Basic Element of Excellent Organizations
There is a lot of parent-school interaction at CMS. CMS teachers act as parent-surrogate to the students. They liaise between home and school to help children in solving their academic, non-academic and personal problems. A number of financial benefits are provided to deserving students like free enrichment and remedial classes for students weak in any subject, free coaching for competitive examinations and so on. CMS inspires their children to render important service in their local and national communities through participation in various environmental protection programs, tree plantation and other programs. Though Mayo is a residential school, yet the teachers try to extend their reach to the homes of children. They aspire to send out a product civil in behavior, speech and manners. The teachers and parents try to ensure that the child adds luster to the school and his own family after they leave the school. Also, financial assistance in the form of scholarships is provided for excellence in academics and sports, keeping in view the financial status of the parents.

Amity School is also involved in social service and social amelioration. The school has an active Social Service Club and an Interact Club, whose members visit old age homes and help the old people in many ways. Blood Donation camps, Van Mahotsav, teaching children of underprivileged houses are the tasks in which Amity children participate enthusiastically. Like other schools, Amity too provides financial assistance to its students through scholarships and fee concessions. Labour India Public School considers its students as very precious. The management and staff accords high importance to them. The teachers of the school act as 'facilitators' to the students. One teacher deals with only 5 to 6 students, thereby providing maximum individual attention to each of them. The Director, Mr. Kulpangara pays personal attention to the needs of the children at the Gurukulam. Also, the school is devoted to the needs of the society. The staff encourages its students to help the needy and the destitute. Students nurse the patients and old people at regular periods. They collect food items, clothes and medicines and provide to the poor and needy. Thus, the school is conscious of its social responsibility and has an orientation towards its customers (the students, parents and society).
Thus, the Proposition 5 that Social Orientation has a determining role in creating and sustaining excellence in schools.

6.1.6 Motivation and Reinforcement

Motivation is the driving force for organizations and employees. It is classified into two types: external and internal (Khera, 1998). External motivation comes from outside, such as money, societal approval, fame or fear. It helps as it gets the job done quickly and prevents loss. Internal motivation is the inner gratification, not for success or winning, but for the fulfillment that comes from having done it. The two most important motivators are recognition and responsibility. All excellent schools encourage initiative and creativity. They exert stress on 'quality' rather than quantity. As regards motivation measures, both monetary and non-monetary incentives are given a balanced importance. Eklavya provides both monetary and non-monetary incentives to its employees. Through ELIE, teachers are given an opportunity to teach trainees. This provides them confidence in teaching and for taking up future roles. Special training programs in educational methods and child development are provided by trainers. The Chairman, Dr. Sunil Handa personally maintains close interaction with teachers on a regular basis. The school motivates its employees through both external and internal motivators, like Eklavya Educator of the year award, etc. City Montessori School, Lucknow inspires and motivates outstanding teachers by honoring them with financial and non-financial incentives. Training sessions are conducted on a regular basis at CMS. Even students are awarded for their brilliant achievements in academics and non-academic areas. At Mayo, the services of employees are suitably rewarded in the form of perks and allowances. As monetary rewards are temporary and short-lived, internal motivators supplement them. Efforts are made to train teachers in various skills and theoretical and practical knowledge. To reinforce the knowledge of selected teachers, they are sent to other schools and abroad on a regular basis.
Encouragement to Initiative

Stress on Quality Oriented Motivation

Unpredictable Rather than Regular Reinforcement

Monetary & Non-Monetary Incentives

Vision, Mission & Core Values

Entrepreneurship & Leadership

Communication Network

Motivation & Reinforcement

Organizational Culture

Innovation & Creativity

Social Orientation

Fig. 6.6 Motivation & Reinforcement - Essential Feature of Excellent Organizations
At Amity, monetary incentives like leave encashment, medical allowance and free ship to children and non-monetary incentives like promotion, appreciation, etc. stimulate employees to contribute their best towards the organization. Motivated employees prove to be an asset to the school. From time to time workshops and training sessions are organized to develop life skills and inter-personal relations of teachers. Various in-service and refresher programs are also conducted during vacations. At Labour India Public School, the school employs motivation techniques- both financial and non-financial- to stimulate employee performance. Financial incentives include perks, educational allowance, etc., while non-financial incentives include appreciation of work, assignment of challenging jobs, promotion, etc. Students are rewarded for their achievements in academic and non-academic areas. Class X and XII toppers are honored on the school’s Annual Day.

Thus, the Proposition 6 that Motivation and Reinforcement have a determining role in creating and sustaining excellence in schools.

6.1.7 Communication Network

A good communication network is one that has well defined channels of communication. Excellently managed schools have openness in communication and provision of two-way communication with related parties. Eklavya School devotes a tremendous amount of time and energy to these. Visitors are free to visit the school. At Eklavya, there is the presence of open two-way communication between teachers and students, between management and employees and among teachers as well. The Chairman of Eklavya School spends time to listen to parents and guardians. To ensure better communication with related parties, the school publishes a monthly newsletter ‘Eklavya Samachar’ to keep parents, students and interested parties well informed of the school developments. The official website of Eklavya school, www.eklavya.org, too keeps the related parties in touch with Eklavya’s activities.

Formal as well as informal communication is accorded equal importance at City Montessori School. There are well-defined channels of communication present here. CMS
monthly newsletter ‘CMS Bulletin’ keeps the parents and interested parties well informed of the developments within the school. Its website, www.cmseducation.org, and handbooks printed from time to time give complete information of the school. Through his lectures on spiritual well being, the school Manager Mr. Jagdish Gandhi communicates the school philosophy. Excellent schools provide physical support to communication. At CMS, a number of notice boards and soft boards are placed on school walls to enable effective transmission of knowledge to others.

At Mayo, there are well-defined and clear channels of communication. Through vertical and horizontal flow of communication, Mayo develops an atmosphere of mutual trust and confidence. Small task forces are formed which in many ways encourage clear and open communication among employees. Publications at Mayo include annual magazine, quarterly published newsletter and subject specific periodicals. The official website of Mayo College, www.mayocollege.com provides an idea of the activities, programs and developments of Mayo. Amity management encourages two way communication process between teachers and students. Students are free to express their feelings and suggestions to the teachers. Informal communication is given its due place at Amity. Excellent schools encourage lots of communication. This implies discussing a number of things again and again to clarify doubts. The main idea is to ‘keep in touch’ with subordinates, peers and superiors. Both formal and non-formal channels of communication are accorded importance at Labour India Public School. To develop better communication levels with parents and related public, the school publishes annual magazine. The school website, www.gurukulam.com provides complete information about the activities and developments of the school.

Thus, the Proposition 7 that Communication Network has a determining role in creating and sustaining excellence in schools.
Fig. 6.7 Communication Network - Attribute of Excellent Organizations
6.1.8 Simultaneous Loose-Tight Properties

The final attribute of organizational excellence is the presence of 'simultaneous loose and tight features'. The main aspect of this attribute is that the excellent organizations have a mix of both centralization and decentralization. Excellent schools have pushed autonomy down to the shop floor or product development team. On the other hand, they become centralists around the few core values they hold dear (Peters & Waterman, 1982). Also, internal as well as external factors are simultaneously stressed upon.

At Eklavya, some administrative functions are centralized while routine decisions are decentralized so there is a balance between the two. Excellent schools have lots of loose traits like campus-like environments, flexible organizational structures, autonomy for individuals and teams, experimentation, etc. But at the same time, they are marked by a remarkably tight culture. They have rigidly held shared values. They have strict discipline in work and actions. At CMS, majority of the decisions are decentralized thereby enabling better decision making and prompt action. Only strategic decisions and some administrative tasks are centralized. There is a proper balance of centralization and decentralization of authorities at Mayo. Decision-making at strategic level and long term planning is centralized while routine decisions are scattered around at lower levels. Thus, organizations that live by the loose-tight principles are on the one hand rigidly controlled; yet at the same time allow autonomy, entrepreneurship and innovation from the rank and file. At Amity International School, planning and important administrative tasks are centralized, while majority of the decisions and tasks are in the hands of subsequent levels of management so there is a balance between centralization and decentralization. At Labour India Public School, there is a systematic balance of centralized authority and decentralized authority. The routine tasks like timetable planning, staff recruitment, etc. are decentralized. On the other hand, administrative tasks like strategic decision-making, planning and diversification plans are concentrated at the higher level of management.

Thus, the Proposition 8 that Simultaneous Loose-Tight Properties have a determining role in creating and sustaining excellence in schools.
Fig. 6.8  Simultaneous Loose-Tight Properties- Important Feature of Excellent Organizations
6.2 Highlights

# This study corroborates the existing literature and deepens our understanding of the concept of excellence in schools from a management perspective. The study highlights the attributes that help create and sustain excellence in schools that have been mentioned earlier.

# A model of excellence named the “8 in 1 Model of Excellence” emerges as a result of the study of the selected innovative schools.

# The eight attributes that characterize excellent schools are: Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose- Tight Properties.

# Each of the eight attributes of excellence has equal importance for achieving excellence and none of them can be isolated or given less importance.

# The degree of presence of the eight attributes may differ in different schools, but they have a significant presence in all excellent schools.

# The model is rendered incomplete and partial if any one of the attributes is slighted or taken out.

# Excellence is the key word these days. This research study provides a base for the school managers and administrators for creating excellence in their schools and other educational organizations. It also highlights the ways of sustaining it too.
6.3 Future Directions for Research

1. The study can be further extended to gain insight into the issue of organizational excellence in general and excellence in educational institutions in particular. These days, schools have emerged as important centers of learning and development. Never before has the schooling system been emphasized and given so much importance in a person's development curve as these days. There is need to record reasons of success of outstandingly managed schools. There is need to extend the scope of research studies in this arena of educational organizations.

2. This study has scope for extension both breadth wise as also depth wise. The present study focused on only Indian schools. However, in the present age of globalization, there is a need to study international schools. Actually, there are a number of schools in India that have acquired international character. The studies may be carried out to understand the working of these schools. The focus of efforts may specifically be on such schools that have maintained excellence over a long span of time.

3. In the present study, an attempt has been made to make the sample representative of India's diversity and the schools have been selected from different corners of the country. Yes, India is a truly diverse country. There is a scope for extending this effort to other parts of the country, especially eastern part.

4. Further, this study covered both CBSE and CISCE schools. This list can also be expanded further to understand whether the pattern of affiliation impacts the presence and the degree of presence of excellence in the schools.

5. The study has focused on schools which were run under different structural arrangements, like Eklavya School is managed by Eklavya Education Foundation, a non-governmental, non-partisan, not-for-profit organization, established under Section 25(N) of Companies Act. City Montessori School is run by a trust, established under and Mayo College is managed by a Board of Governors. The General Council of Mayo College is the management body of Mayo College Education Society, a registered body. Amity International School is run by Ritnand Balved Education Foundation (RBEF), a non-profit organization registered under the Societies Act-1861. Labour India Gurukulam Public School is owned by Labour India Educational
Trust based at Marangattupilly. Future studies could find out whether the form of governance has impact on the presence of excellence in schools.

6. The present study has confined itself to studying privately managed schools. Future studies may include government owned schools as well, as their sample units. A similar study can be conducted taking such schools as Kendriya Vidyalayas and state owned schools. A comparative study can be conducted taking CBSE affiliated schools and CISCE affiliated schools. There is also scope for studying excellence in residential, non-residential and day boarding schools.

7. Several studies have documented the phenomenon of corporate excellence. But not much research has been conducted in the field of excellence in educational institutions. This leaves a lot of scope for further studies in this field. Apart from this, there have not been enough researches on excellence in schools and other educational organizations with a 'management perspective'. Most of the research conducted till date is limited to an educational perspective. This is an unexplored area where there is a lot of scope for further studies.

8. The present study has adopted 'Case Study Method' of collecting data. It can be noted here that other methods of data collection like through questionnaire, could have been administered. It is pertinent to note that there is wide scope for quantitative research in the field of excellence. There have been mainly qualitative studies in this field. This leaves ample scope for quantitative studies to find out level of excellence and ways to create excellence in educational institutions. Quantitative studies have the advantage of being more accurate, as they deal with numbers and numerical facts.

9. The study has scope of extension depth wise also. This study has identified eight attributes of excellence, viz., Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose- Tight Properties. These eight core values of excellence can be explored even more intensely. Separate studies could be launched to understand each of these values in detail. In addition, the HR and other managerial processes that help inculcate these values could also be the focus of study. We have fairly well documented researches on performance appraisal, recruitment & selection
and training & development in the corporate sector. However, there is a need to explore these issues in the context of management of schools. How these processes contribute to excellence could be a fascinating area of study.

10. This study has focused on excellence per se. The key idea is that excellence itself is an end and therefore, a goal worth pursuing. However, linking excellence to performance could also be a rewarding field of enquiry. The performance could also be assessed both in terms of financial and non-financial parameters. For schools, the key non-financial dimensions of success are results of students in the board (external) examination, number of students qualifying competitive examination, number of students receiving scholarships like National Talent Search Examination (NTSE), etc. Financial indicators are Balance Sheet, Profit & Loss Statement, etc. Linking excellence with performance could make the pursuit of achieving excellence even more rewarding. There may then be a strong case for pursuing excellence to have more of outstanding schools.