



केन्द्रीय विद्यालय संगठन

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ISAMPAL  
DEPUTY COMMISSIONER

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Dear Principals (22 underperforming KVs),

I agree with you that the causes for school failure are many like contextual, compositional, cyclic and contingent. But going by research findings, coupled with our own experience, schools are at the heart of the problem. And ineffective leadership of the school is the potent cause that makes turnaround difficult and renders schools less able to raise the performance of children. This cause your explanation is silent about.

The improvement strategies (like MRAP & Error Analysis and Academic adoption) being not done sincerely, work on part of the problem, and establish conditions that guarantee unsustainable students performance.

To the recognition that achieving sustainable school turnaround, requires an indepth understanding of the causes that powerfully combine to create school failure in the first place. Agreed again that some of these causes are external, but most others are internal to the school which can be influenced, changed and redesigned directly at school end as a leader. For example, the different dimensions of poor teaching quality, such as poor classroom transaction, insufficient subject knowledge & teaching skills, limited teaching experience, teachers aligned to subjects for which they are not trained, high teacher turnover and low teacher morale, etc. can be identified and solution worked out. And effective leader only can do it. He/She should set examples through his/her own teaching, as effective leadership.

The benefit of being in a school which possesses high socio economic diversity element and high expectations of parents, gives scope for positive peer interaction and higher parental & VMC engagement in learning. Schools with such socio economic composition often lack expectations associated with the high academic achievement and success. The effective leader can turn situation around and make it improve emphasizing the benefit of competition and growth by self actualization.

Evidence about failing schools places ineffective leadership at the top of the list of causes for under performance. Lack of vision, academic expertise, inattention to the teaching quality, leader's own inability to teach and failure to make decisions are cited as some of the characteristics of ineffective leadership in failing schools. In brief, the correlation between ineffective leadership and failing is strong. This is less an issue of Charishma & personality and more an issue of what effective leadership actually does - their core practices and conditions that they create within the schools that can guarantee success.

Your KV is among the 22 underperforming KVs. It needs direction, developing staff and engagement in the school, creating conditions that allow improvement to happen, that stays sustainable.

Your KV reaches a point where failure is visible above the water line. At this point the creative academic interventions are needed. With the injection of additional academic resources, your own extra time, expertise and help as the leader, your school can float upward.

It's evident from the above that the ineffective leadership is the major cause of school decline. It fails to communicate what/why/how of its strategies effectively and to build the commitment of staff who are critical to the result achievement. Accomplishment is not built into expectations, feedback and rewards.

To conclude, if you are serious about improving your school, you should devote more time, and discover the real causes of failures in the first place, as well as the factors that contribute to the continuing failures followed by successful turnaround strategies as suggested here need take place, of course, suitably differentiated way. Accurate diagnosis of the causes for failure, therefore, are fundamental starting points for constructing potentially useful intervention. And this diagnostic work is leader's work only.

Please acknowledge.

Yours sincerely,  
  
(ISAMPAL)