









market, one can very easily pick out which ones go to GMPS because these children stand apart (■■■■ ■■■■ ■■ ■■■■ ■■).

It seemed like the school provided a platform to the parents to talk about not only their children but also about themselves. It gave them space for expression and exchange and hence, instead of viewing parent meetings as 'work' they saw it as a 'social evening'. All of them compared the school to 'home' in different capacities; some said the school is like an extension of their homes where they can express themselves without inhibitions, while some termed the warmth and welcome, they received at school as homely. ■■■■ ■■ ■■■■ ■■■■ ■■, ■■■■ ■■■■ ■■■■' (Feels like home, there is comfort.) ■■ ■■■■ ■■ ■■■■ ■■■■ ■■■■ ■■■■ ■■■■ ■■■■' (We can express our problems openly).

### Reflections

There seem to be different routes via which a school achieves 'success' and the indicators of this 'success' can be different for different schools. For some schools, a dynamic teacher using innovative pedagogy becomes an anchor, while in some others, a teacher's ability to inspire and motivate students serves as a driving force. In the case of GMPS, what stands out is the complete involvement of the community and the voice and agency given to the parents in their child's education. Though one must practice caution in measuring success only by parameters like the number of admissions into Navodaya, it may also be important to perceive its value and function in the given community.

Shekhar Sharma's dynamic leadership is indeed commendable; he has clearly played a pivotal role in transforming this school and has gained the awe and admiration of those around him. Keeping in mind sustainability, there may be value in exploring how the goodwill of a school can often be attached to a single person and how that grows to become representative of the entire school.

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