An Evaluative Study of the PSLM Course (Program on School Leadership Management) on Domains of Knowledge, Skills & Attitudes on School teachers and Principals.

Evaluation Report

Maharashtra Institute of Educational Planning and Administration (MIEPA), Aurangabad

An Evaluative Study of the PSLM Course (Program on School Leadership Management) on Domains of Knowledge, Skills & Attitudes on School teachers and Principals

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1. ABBREVIATION

NEP:- National Education Policy

NIEPA:- National Institute of Educational Planning and Administration

MHRD:- Ministry of Human Resource Development

MIEPA:- Maharashtra Institute of Educational Planning and Administration

SIEMAT: - State Institute of Educational Management and Training

DPEP: - District Primary Education Program

MES:- Maharashtra Educational Services

SLDP:- School Leadership Development Programme

PSLM:- Programme on School Leadership Management

SDP:- School Development Plan

MOODLE:- Modular Object-Oriented Dynamic Learning Environment

MCQ:- Multiple Choice Question

NCSL :- National Centre for School Leadership

SRG:- State Resource Group

UT:- Union Territories

NCF:- National Curriculum Framework

PLC: - Professional Learning Community

2. EXECUTIVE SUMMARY

"The most dangerous leadership myth is that leaders are born-that there is a genetic factor to leadership. That's nonsense; in fact, the opposite is true. Leaders are made rather than born."

Warren bennis

This study explored MIEPA's new initiative taken for head of the schools, senior teachers, supervisor through their online course, PSLM & the main objective being transforming ordinary school into canter of excellence. It is also supported with the theoretical framework given by Finley, with regards to the broad concepts of "lifeworld" & "being".

The study evaluated the PSLM course on domains of knowledge, skill and attitude. For which, descriptive method was used. Participants were 100 which comprised of head masters, supervisors, senior teachers & teachers across various districts from Maharashtra.

Interpretations are made with respect to knowledge gained, skills developed and change in attitude (if any). From the responses received by the participants through quantitative survey data, the following can be concluded-

With regards to conceptualizing participants' concept of 'leadership', 'innovation' it can observed from the figures that the sample aren't that clear on the concepts. However most have understood the meaning of team, child cantered pedagogy& PLCs.

It was also observed that after completing this course, participants were able to enhance skills like team building, collaboration, cooperation, communication - as compared to developing competencies like personal mastery skill, coaching and mentoring, creating platforms to maintain good relationship with the stakeholders.

The study also observed that all participants agreed to initiate innovation in school, thus confirming to a certain change in their attitude after undergoing this course.

3. INTRODUCTION

The verb[i] ***to lead*** is derived from the word ***laed,*** a term common to ancient Northern European languages such as Anglo-Saxon, Dutch and Swedish**. It means a path, road, journey or course of a ship at sea. By implication a leader is one who guides those travelling the path.** Leadership has many definitions because it is used in many different contexts. In terms of management, in a simple way, leadership is best defined by its goals, which is to be done**.** *"Leadership provides focus and promotes commitment to objectives and inspires team members to successfully achieve the objectives".*[ii]

National Education Policy 2020 is also focusing on the importance of ethical leadership. "*Leadership and governance deeply influence all aspects of an institutions. All other efforts can be brought together for developing good institutions by strong governance and effective leadership, but the same efforts would be mostly wasted with weak institutional governance and poor leadership".* (NEP 2020)**.** As per NEP 2020 reports, leadership positions and heads of institutions will be offered to persons with high academic qualifications and administrative and leadership capabilities with the ability to manage complex situations. With qualities such as strong social commitment, recognition of team work, pluralism, ability to work with different people and positive outlook, leaders of a high-ranking officer will show strong links to constitutional values and the overall vision of the institution.

3.1. NIEPA[iii]

"National Institute of Educational Planning and Administration" was established by the Ministry of Human Resource Development, Government of India, a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. NIEPA has working in one very important vision, to evolving a humane learning society through advancement of knowledge

3.2. OBJECTIVE

- To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines.
- To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration.

3.3. MIEPA

An apex state level autonomous institute of Educational Planning & Administration. State Institute of Educational Management and Training (SIEMAT) for Maharashtra was established at Aurangabad in the year 1994-95 under DPEP phase- 1. The SIEMAT was named as MIEPA i.e., Maharashtra Institute of Educational Planning and Administration.

Like NIEPA, the main function of MIEPA is to provide orientation and training in educational planning and administration to the officers in Maharashtra Educational Services (MES) Class - A and Class - B & Supervisory and inspecting staff working at various levels. This institute also aims at the capacity building of district and block level resource persons under SSA.

4. PSLM (PROGRAMME ON SCHOOL LEADERSHIP MANAGEMENT)

The establishment of PSLM (Programme on School Leadership Management) course across nation, is to realize the vision and mission of NIEPA for educational planning and management. It is the course that allows to transform ordinary school into Centre of Excellence

4.1 PURPOSE

"THE PURPOSE OF PSLM IS TO ENHANCE EXISTING KNOWLEDGE OF SCHOOL HEADS AND MAKE THEIR SCHOOL TRANSFORM INTO "CENTRE OF EXCELLENCE".

4.2 RATIONALE

It is agreed that the head of the school is the main mode of major change and efficient transformation. Converting ordinary schools into *'centers of excellence'* calls for the introduction of active methods for school transformation by implementing administrative and administrative responsibilities only in the role of the head of the school. This shift requires capacity building, not by traditional training models, but by a long-term developmental road system that helps school heads to face real-life challenges in schools. In this direction, the School Leadership Development Programme (SLDP) is being launched nationwide at all levels of school education to build and enhance the capacity of the head of school on a long-term and consistent basis.

4.3 OBJECTIVE OF PSLM

- PSLM is working with single objective. Every child learns and every school excels.
- To build leadership capacity of school heads & facilitate them in transforming school to centre of excellence

5 THEORETICAL FRAMEWORKS OF THE STUDY[iv]

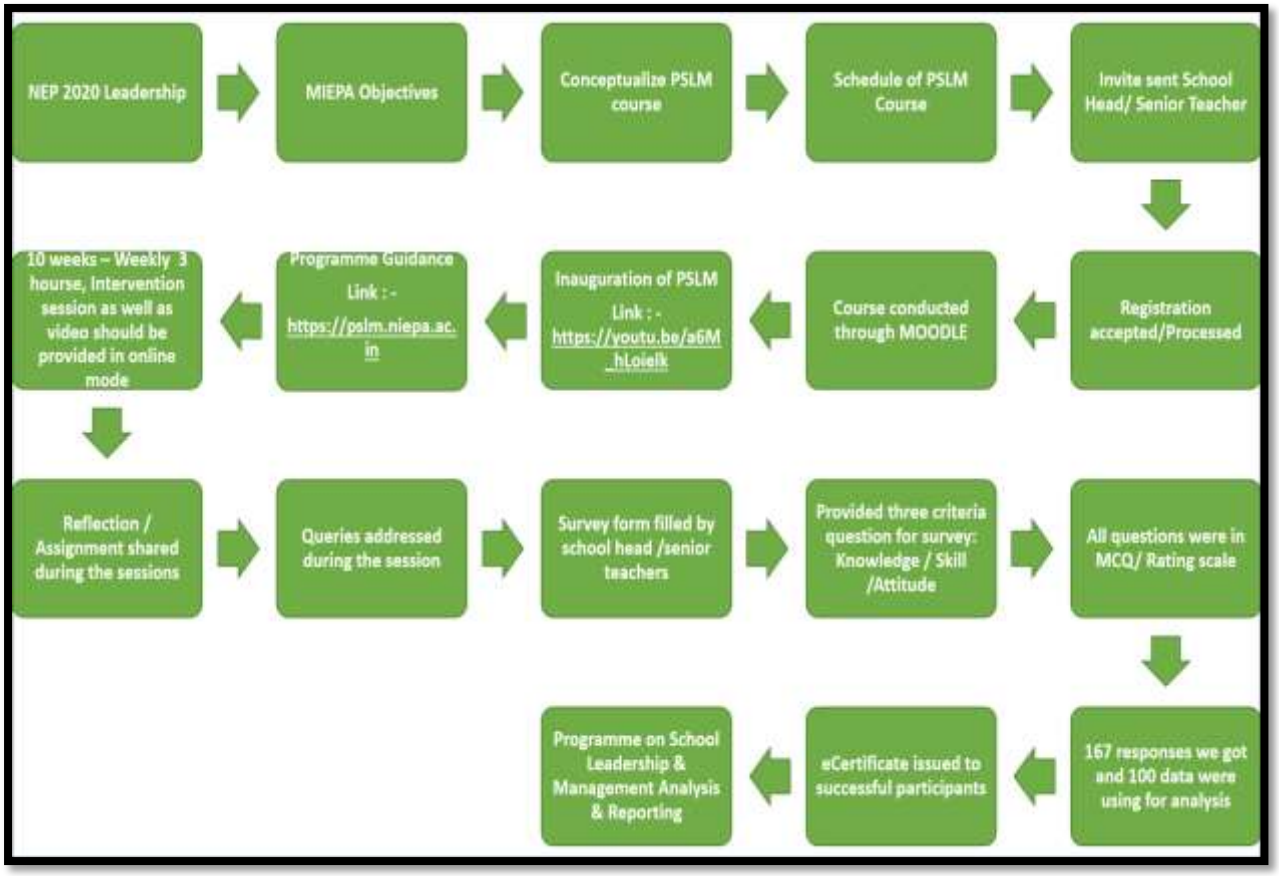
School leadership in the context of the present paper deliberates leadership and its perspectives as the main component in transforming self, teaching-learning process, building relationships, leading innovation and ultimately culminating into preparing a successful SDP (school development plan) that involves all the aforesaid factors.

To justify the deliberation on school leadership, two phenomenological concepts namely "lifeworld" and "being" are used as constructs for defining the rationale of using the frame of leadership as well as form the basis for the leadership framework. "Lifeworld" as suggested by Finlay (1999:301)[v] means that "we exist in a day-to-day world that is filled with complex meanings which form the backdrop of our everyday actions and interactions" or simply, it is the world as men and women experience it (How 2003). Here "Lifeworld" refers to the concept as to what ideally needs to be done for a leader to become efficient. It talks about keeping 'others' before 'I', focusing on what should be done rather than doing it.

The phenomena of "Being" refers to the need to engage with the self-evident nature of being, meaning being as it is, in its essence (Spier 2018). What this means is that "to be" always means to exist in "a highly context-specific way" (Spier 2018). 'Being' in the present paper refers to existence of any leader in the context they belong to. Here the concept of 'Being' will be clearly seen with reference to its sub part - "Living with others"- circumstances where it was needed to put oneself first, transform within themselves, value their existence but they were reluctant to do so.

This category refers to the interaction the school leader experiences with his/her teachers, colleagues, students, administrator and other stakeholder as they exist in their respective state of affairs and what these interactions result to with regards to knowledge gained, skills learnt & change in attitude.

5.1 FLOW CHART



6. PROGRAM DESCRIPTION

The National Centre for School Leadership (NCSL) established in 2012 at NIEPA is committed to transformation of schools in the country. With transformation of schools as the prime objective, NCSL-NIEPA is working towards addressing the leadership requirement and contextual school issues in 35 states and Union Territories, 679 districts and 6500 blocks across the country. Mainly all activities of the Centre focus on pursuing a transformative agenda for every school in each State. The Centre also focuses on functioning towards evolving differential and workable leadership models.

Furthermore, the Centre has conceptualized school leadership development through operational activities along the four components: Curriculum and Material Development, Capacity Building, Networking and Institutional Building and Research and Development.

To understand more about PSLM Let us address the WHO, WHY, WHAT and HOW questions that one might have regarding this programme.

6.1.WHO

Who is this programme for? The programme is open for Heads of Schools across the country, belonging to elementary, secondary and senior secondary levels of education. This programme can also be taken up by senior teachers aspiring to be school heads in future.

6.2.WHY

Why has this programme been designed? Converting ordinary schools into 'centres of excellence' demands a shift in the role of school heads from mere execution of administrative and managerial responsibilities to initiating proactive practices for school transformation. This shift requires capacity building of school heads, not through conventional models of training that are one-time but through mechanisms of long-term developmental trajectories which help school heads address real life challenges in schools. It is in this direction; School Leadership Development Programme (SLDP) is being initiated nationwide across all the levels of school education to build and enhance the capacity of school heads on a long term and continuous basis. While the National Centre for School Leadership has registered its presence through State Resource Group teams in respective States/UTs who have in turn build leadership capacities of school heads, it is felt that reaching out to each and every head of school is not feasible without the use of technology. Hence, this programme has been designed and made available to all school heads through the MOODLE platform in the form of Online Programme on School Leadership and Management (PSLM).

6.3.WHAT

What is the content of this programme? The School Leadership Development Programme is based on the National Curriculum Framework for School Leadership Development conceptualized by the National Centre for School Leadership. The curriculum has seven key areas which have been converted into seven courses that cover all the major roles and responsibilities of school heads. The programme begins by giving a Perspective on School Leadership followed by Developing Self, Transforming Teaching Learning Process, Building and Leading Teams, Leading Innovations, Leading Partnerships and Leading School Administration. The last course helps the school heads in consolidating the learnings and prepare a school development plan.

The entire programme is staggered across three levels- basic, intermediate and advanced. The present programme is at the basic level. NCSL would soon make available intermediate and advanced online programmes on its portal. Each level of online programme is divided into four quadrants comprising of e-content, self-learning material, reference reading and evaluation. It is believed that each level would enable school heads to acquire necessary Knowledge, Skills and Attitudes for leading and transforming schools.

6.4.HOW

How do one enrol into this programme? This is a free online programme, completion of which one would secure a Certificate in School Leadership and Management. His/her journey however does not end with completion of this programme but begins with initiating small changes with the aim of eventually transforming your school. Thus CONNECTING, COLLABORATING, COMMITTING and CONTRIBUTING towards improving the quality of education in schools of India is the key focus of this learning journey.

As it is given earlier that the curriculum has seven key areas which have been converted into seven courses that cover all the major roles and responsibilities of school heads.

The details of the modules are given briefly –

6.5. KEY AREA 1 PERSPECTIVE ON SCHOOL LEADERSHIP

Duration: 6 Hours

Mode of Practice and Assessment: Individual Reflection and Multiple-Choice Questions

This course seeks to develop an understanding of leadership and its impact on school transformation. It builds a conceptual understanding of school as a learning organization, as a place for promoting growth and development of children and as a ground for continuous experimentation and change. This course, thus, focuses on building a vision for change and transformation of school

6.6. KEY AREA 2 . DEVELOPING SELF

Duration: 3 Hours

Mode of Practice and Assessment: Individual Reflection, Multiple Choice Questions

This key area makes one focus on themself and become aware of his/her attitudes and capabilities. It enables to develop their confidence further, which happens when they bring

about a change within themselves and/or outside of themself. Through this, one can think-question-rethink on their attitudes and actions and bring about the desired changes, in order to become an effective leader. This course talks about bringing change so that you can influence others by presenting yourself as a role model and as a problem solver. These attributes are essential for you to have as you begin your journey on to school leadership.

6.7. KEY AREA 3 TRANSFORMING TEACHING LEARNING PROCESS

Hours: 6 hours

Mode of assessment and feedback: Multiple choice and Assignments

Transforming Teaching Learning Process is a very important key area because the work that one does in their school revolves around teaching and learning. This course, through its various components, talks on how to become leaders in school for transforming the teaching learning process. The themes covered in this course range from reflections on purpose of education, providing opportunities to children for creative thinking and inquiry, teachers as facilitators of learning, the need for professional development of teachers and different strategies of empowering teachers' professional knowledge and skills. With the help of these themes, this course attempts to help conceptualize school as a place for exploration and creativity while at the same time, enables to make classroom processes creative and child centric.

6.8. KEY AREA 4 BUILDING AND LEADING INNOVATION

Duration: 3 Hours

Mode of Engagement and Assessment: Individual Reflection and Multiple-Choice Questions

This course talks about how to explore, discover and embrace possibility thinking. Here one would recognize the concept of a team, explore different stages of team development and discover spaces for purposeful dialogue within their school. Also, one would understand the basics of team and its significance, become aware of different stages of team building & lead staff meetings as effective teams for school improvement.

6.9. KEY AREA 5 LEADING INNOVATION

Duration: 3 Hours

Mode of Practice and Assessment: Individual Reflection, Multiple Choice Questions and True or false questions

This unit discusses on the meaning, scope and significance of Innovation for school improvement that triggers curiosity among school heads to lead innovations in their respective school. At the end of this course, one will be able to understand the criteria for a change to be called an innovation, develop a perspective on initiating and sustaining innovations at classroom and school levels, develop deeper insights on innovations.

6.10. KEY AREA 6 LEADING PARTNERSHIP

Duration: 3 Hours

Mode of Assessment & Feedback: Individual Reflection and Multiple-Choice Questions

This course would help a school head in developing and strengthening partnerships with their school for the holistic development of children. At the end of this course, one will be able to understand the role of different stakeholders for school improvement, develop an understanding of the challenges, strengths, and possibilities of home school partnership, develop understanding of mutual expectation of school and community and how to balance these expectations, understand the importance of formation and sustaining of professional learning community.

6.11. KEY AREA 7 LEADING SCHOOL ADMINISTRATION

Duration: 3 Hours

Mode of Assessment: Individual Exercise and Multiple-Choice Questions

This key area is a critical component of the school leadership development curriculum and includes themes such as the knowledge and application of administrative and financial rules, management of physical and human resources in school and using data for school improvement. The present course, however, focuses on understanding the use of data for decision-making which is useful for improving both student learning outcomes and teaching practices.

6.12. KEY AREA 8 CONSOLIDATION AND DRAWING SCHOOL DEVELOPMENT PLAN

Duration: 3 Hours

Mode of Practice and Assessment: Individual Reflection, Multiple Choice Questions

This course would help the learners consolidate their learnings from previous courses, relate them with their school context and reflect on how to use it for improving their own schools. This unit would also enable the school heads to develop a concrete and realistic school development plan for their school transformation. It is designed to encourage the school heads on identifying peers/fellow school heads as a valuable resource and seeking their experiences in finding solutions or designing strategies to school related challenges, thereby developing a culture of peer learning and sowing seeds for forming Professional Learning Communities (PLCs)

7. OBJECTIVE OF THE RESEARCH

- To conceptualize the participants' concepts of Leadership after going through the PSLM course.
- To understand the competencies developed in the participants to bring about self-transformation.
- To ascertain the attitude of participant's to be agents of initiating and sustaining innovation in their classrooms and schools.
- To know the future plans of participant's for implementing the learning acquired through the PSLM COURSE.
- To capture the participants' ideas of Professional learning communities and their opinions regarding the formation and sustenance of these communities for school improvement/ Development.

8. METHODOLOGY OF THE STUDY

On the basis of approaches in researches, there are two major paradigms of research in education.

• The Quantitative paradigm

• The Qualitative paradigm

8.1 METHOD OF RESEARCH FOR THE PRESENT STUDY

The present study is a Descriptive Research[vi] as it involves collecting data using survey method based on research objectives concerning changes (if any) observed among participants after completing PSLM course with regards to knowledge, skills & attitude.

In the present study the researcher used both quantitative and qualitative methods. The descriptive Survey type method under the quantitative paradigm attempted to describe, explain, compare and interpret the changes seen on the criteria of knowledge acquired, skills developed & change in attitude if any after completing the course.

Descriptive method of Survey study allowed the researcher to describe/determine the effectiveness of the PSLM Course on participants from various sections of schools, coming from various posts.

The qualitative paradigm was used through Focused group interview. Focused Group Interview allowed the researcher to understand the overall impact of the PSLM course on the participants who have completed it successfully. This allowed the researcher to analyse their responses by giving codes and interpreting the same.

8.2 TOOLS USED

For the present study the researcher has made a blue print of questionnaire stating the criteria's to be assessed and covering all the research objectives. A total of 25 questions were finalized and translated to Marathi for the survey. The questions varied in numbers catering to each criteria- 7 for knowledge, 8 for skills & 10 for attitude respectively.

The blue print for survey is given below-

8.3 BLUEPRINT FOR SURVEY

Objective	Sr. no.	Area	Question	Option
Objective 1	1	Knowledge	----------is an ability to change the behaviour of another person(s) without the manipulation of reward and punishment.	Power Leadership Influence Authority
Objective 1	2	Attitude	Which of the following leadership do you think is important?	1 Leadership by appointment 2 Leadership by malpractice 3 Leadership by Action 4 Leadership by promotions
Objective 2	3	Knowledge	Which of the following will not contribute in transformation of self in the context of school'?	1 -attend in-service programmes 2 -learn from other colleagues 3 -develop professionally through self-reading 4 -conduct co-curricular programs
Objective 2	4	Knowledge	Which of the following stakeholders do you think should be involved in the vision creation process?	1. Students, teachers 2. Students, teachers, non-teaching staff 3. Students, teachers, parents, non-teaching staff 4. Students, teachers, parents, non-teaching staff, society, school management committee, and education Department
Objective 2	5	Knowledge	In child centered teaching methods, teachers act as facilitators of knowledge, leading the children to –	1 discover & process information. 2 Discover & apply information 3 Apply & process information

Objective	Sr. no.	Area	Question	Option
				4 Discover, process and apply information
Objective 2	6	Knowledge	Which of the following is not the characteristic of TEAM?	1. The leader, like the other members, is responsible for success or failure. 2. Works for a definite result. 3. Often informally organized or unofficial. 4. Individuals work as a part of it according to their strengths and abilities Can.
Objective 3	7	Knowledge	As the headmaster, which of the following changes in the school would I call innovation?	A. It will have a positive effect on the school B. It may be affecting beyond the scope of the school C. It may have had expected consequences D. It may have given the same results as before
Objective 4	8	Attitude	Which of the following would I not do to inculcate a culture of innovation in my school?	A. Respect the new ideas of my colleagues. B. I will insist on implementing my ideas. C. Encourage colleagues to implement new ideas. D. Provides opportunities for peer creativity to solve school problems.

Objective	Sr. no.	Area	Question	Option
Objective 4,5	9	Attitude	If five lakh rupees is donated to my school as a school leader, i would choose to facilitate innovation at the school level by:	a. Purchasing resources to facilitate learning, playing and cocurricular activities b. Renovate the school building c. Prize distribution for different achievements d. Holding a fun fair
Objective 4	10	Attitude	I will not take any of the following steps to increase community participation for school reform?	a. Respect the opinion of every parent. b. Parents will participate in every event at the school. c. I will try to solve every problem in school. d. Will share success stories with the community
Objective 4	11	Knowledge	The objective of a professional learning community is	A To achieve the holistic development of the child B. To discuss about the school funding and administration C. To select candidates for different leadership positions D. To increase the brand value of the schools
Objective 4 ,5	12	Attitude	To become an effective leader, i need to initiate changes within myself first	strongly disagree disagree neutral agree strongly agree
Objective 3	13	Attitude	I can make my school a place of joy by developing an attitude of self-expression, spirit of inquiry, curiosity and critical thinking & implementing the same.	strongly disagree disagree neutral agree strongly agree

Objective	Sr. no.	Area	Question	Option
Objective 3	14	Skill	As a school head I believe focusing on personal mastery skill, team building skill etc. Will help me to change my school into learning organization	strongly disagree disagree neutral agree strongly agree
Objective 4	15	Skill	I think, having skills of coaching and mentoring, observation & feedback etc. Will enhance effectiveness of classroom processes.	strongly disagree disagree neutral agree strongly agree
Objective 2	16	Skill	As a school head i would like to create more efficient platforms for developing better partnerships with the stakeholders	Strongly disagree Disagree Neutral Agree Strongly agree
Objective 1	17	Attitude	I have developed a positive attitude in accepting challenges & consider myself a risk taker	strongly disagree disagree neutral agree strongly agree
Objective 4	18	Skill	I think developing good communication & collaboration skills is a must for good leadership.	strongly disagree disagree neutral agree strongly agree

Objective	Sr. no.	Area	Question	Option
Objective 5	19	Skill	PSLM has given me clarity on understanding the use of data for decision making which I will make use for improving both student learning outcomes and teaching practices.	strongly disagree disagree neutral agree strongly agree
Objective 2	20	Attitude	I believe developing a habit of writing a daily reflective diary will contribute to my self-transformation.	strongly disagree disagree neutral agree strongly agree
Objective 3,4	21	Skill	How useful is the PSLM course to be a competent leader of the school?	very useful Useful less useful useless, completely useless
Objective 5	22	Skill	I have developed team building skills that would now contribute to effective school transformation.	Yes No, Not yet decided
Objective 5	23	Attitude	Have you developed your own school development plan after completing PSLM course?	Yes No, Not yet decided
Objective 2,4	24	Skill	I think collaboration, problem solving and task distribution are the key purposes of a professional learning community of school heads.	Yes No, Not yet decided
Objective 5	25	Attitude	Have you discussed with your staff about what you learn from PSLM?	Yes No May be

Objective	Sr. no.	Area	Question	Option

8.3 BLUEPRINT FOR FOCUS GROUP INTERVIEW

Objectives	Areas	Main questions	Guided questions
Objective 1 & 2	Knowledge, skills	What have been your major learnings after completing PSLM course?	What were the skills that you used to balance this program along with your workload? As an academic leader, where do you see yourself now that you have learnt these different skills?
Objective 4 & 5	Attitude	Do you find any difference in yourself after attending the course?	Do you think social partnership is needed to solve school problems as well? Why do you think so? Can you share few points related to quality enhancement of your school that you wish to do?
Objective 3	Skills	How has the PSLM course impacted you in terms of management and administration?	Has this course impacted you to resolve problems related to school? If yes, can you elaborate how? Would you implement a School Development Plan? If yes, how would you go about with it?

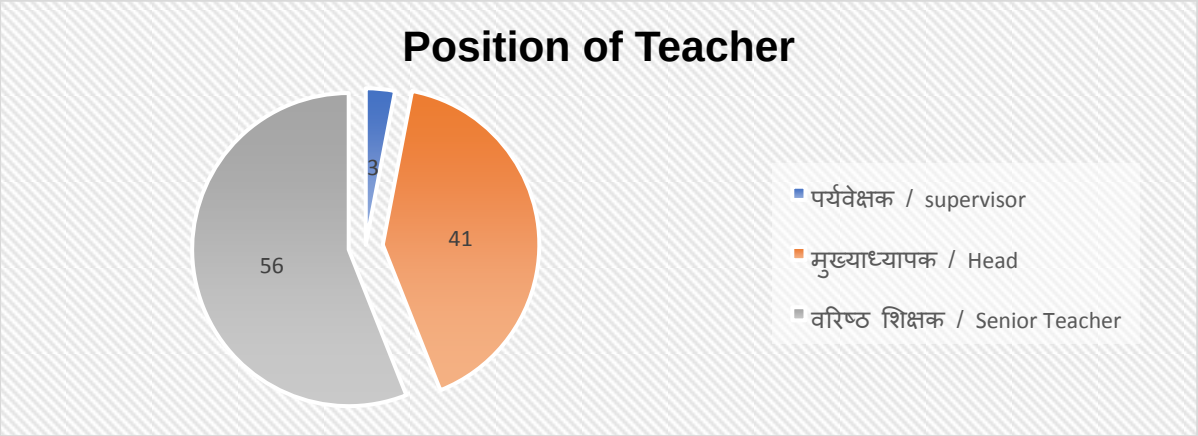
9. SAMPLE OF THE STUDY

The sample of the study comprised of headmasters, principals, experienced teachers from different districts across Maharashtra. For the focused group interview, the sample selected was through random sampling.

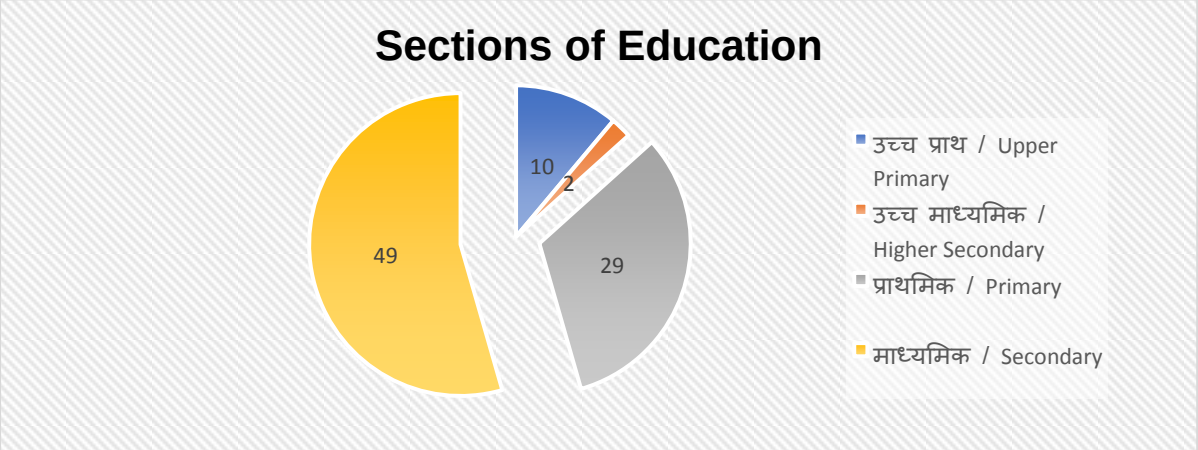
- 15 participants were invited for the focused group interview.
- 9 participants took part in the interview

The sample for the survey was selected through simple random sampling. The data were collected through google form.

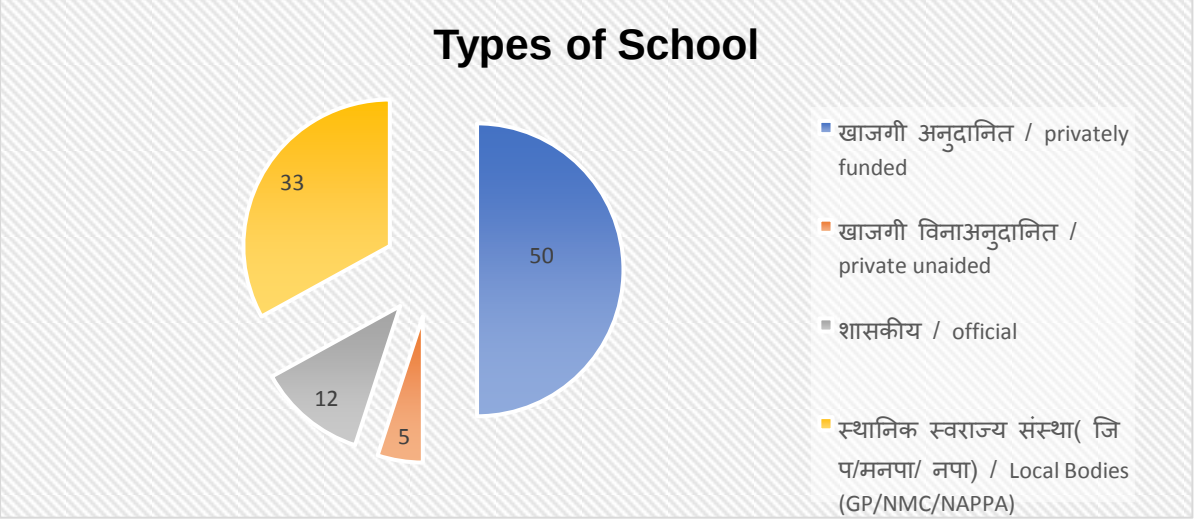
- A total of 15148 participants have registered for the course till date.
- An average of 1248 participants completed the course.
- 165 participants have taken the survey on google forms circulated online.
- 100 sample is considered for the study



- ***Figure1: The pie chart shows the distribution of the sample on the basis of their Working Position in Schools***.



- ***Figure2: The chart shows the distribution of the sample on the basis of Sections of The School they are engaged with.***



- ***Figure 3: The chart shows the distribution of the sample on the basis of Types of Schools***.

9.1 ANALYSIS USING GRAPHICAL REPRESENTATION

The researcher used graphic methods because these devices catch the eye and the attention when the most careful array of statistical evidence facts to attract notice for this and, other reasons the research worker also utilizes the attention getting power of visual presentation and at the same time seeks to translate numerical facts often abstract and difficult to interpretation into more concrete and understandable form.

In the present study, the researcher used graphical representation in the form of pie charts, bar graphs.

10. DESCRIPTIVE STATISTICAL ANALYSIS

The entire survey was based on research objectives set on the criteria of knowledge acquired, skills developed & change in attitude if any after completing the course. A total of twenty-five questions were given in the form of questionnaire to the sample of 100 coming across various districts of Mumbai, Maharashtra.

The following figures (Figure 4-10) cater to the knowledge criteria of the samples with regards to how much they really understood the course content and were able to retain it for further use.

11. QUESTIONS ON KNOWLEDGE CRITERIA

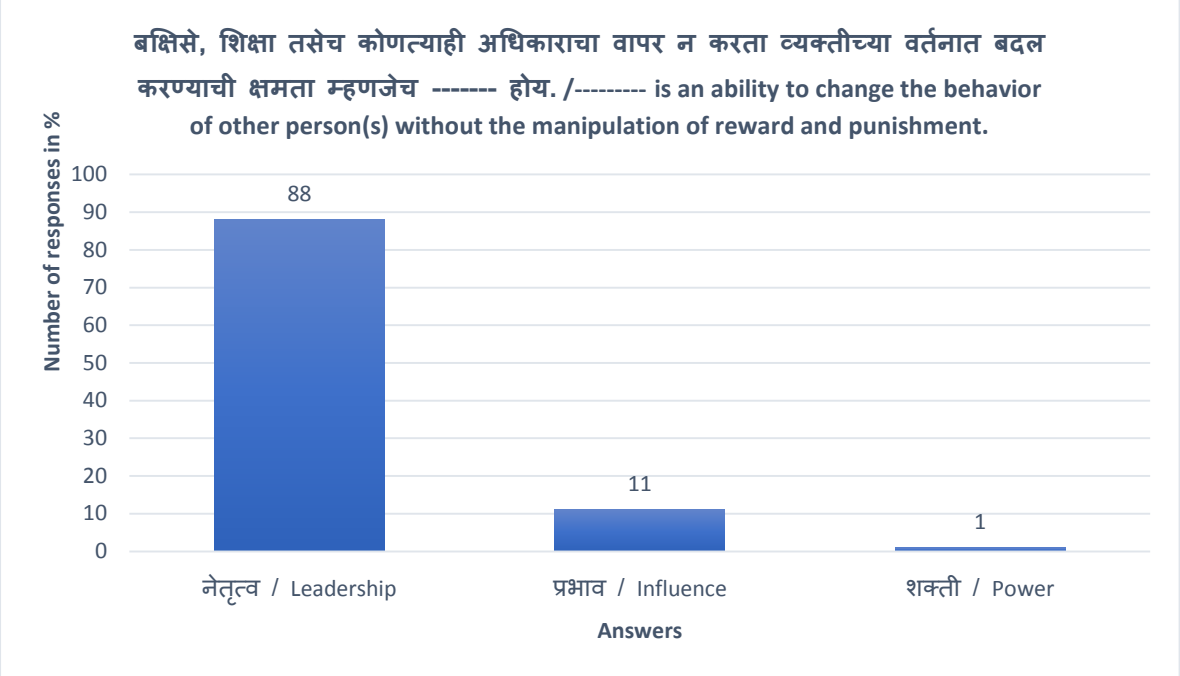


Figure 4

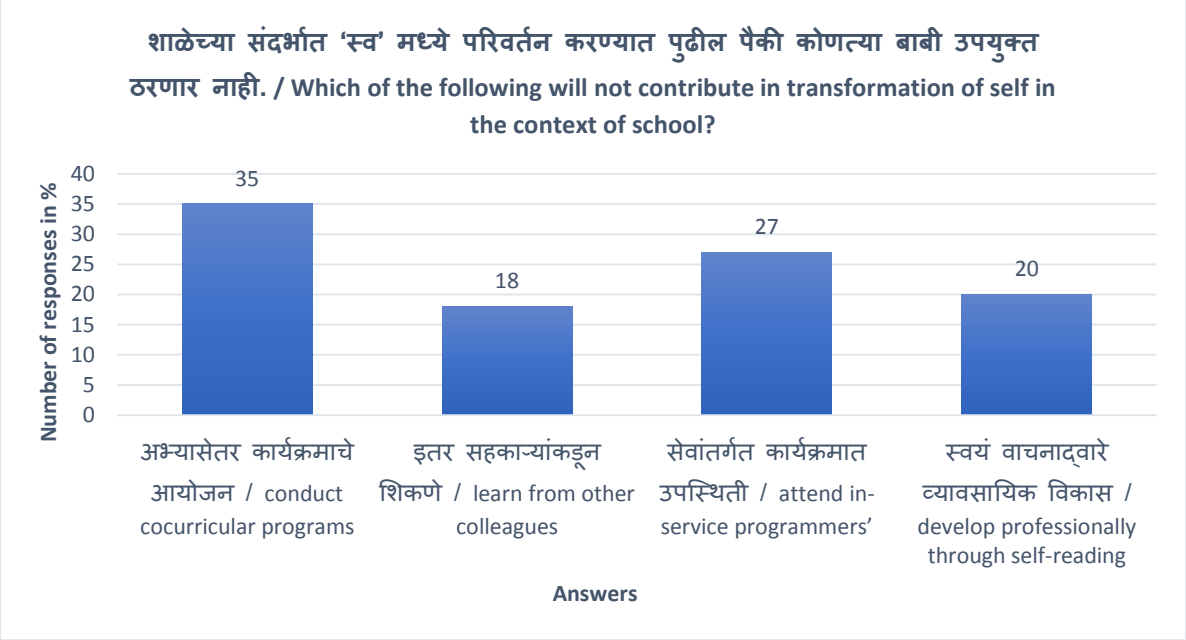


Figure 5

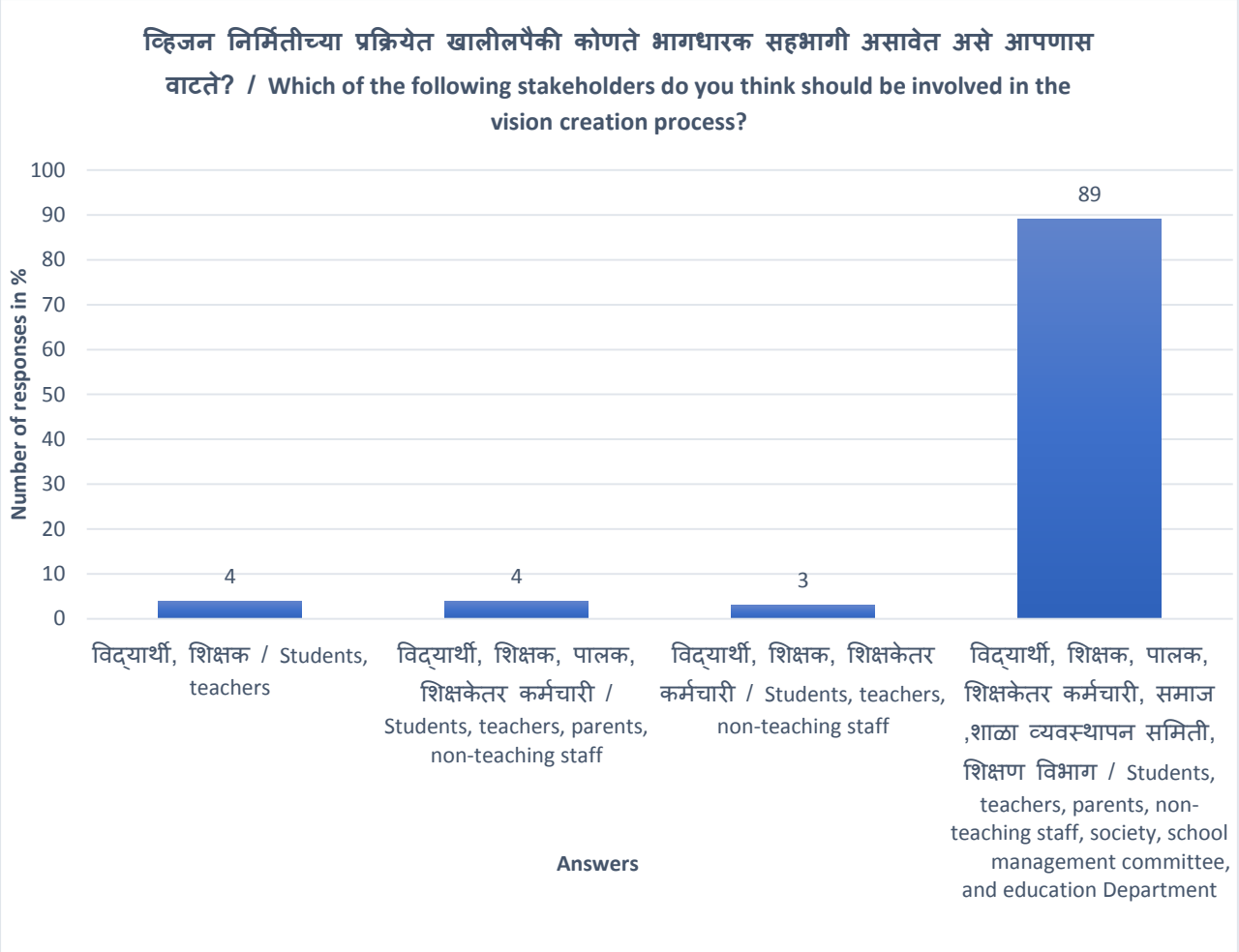


Figure 6

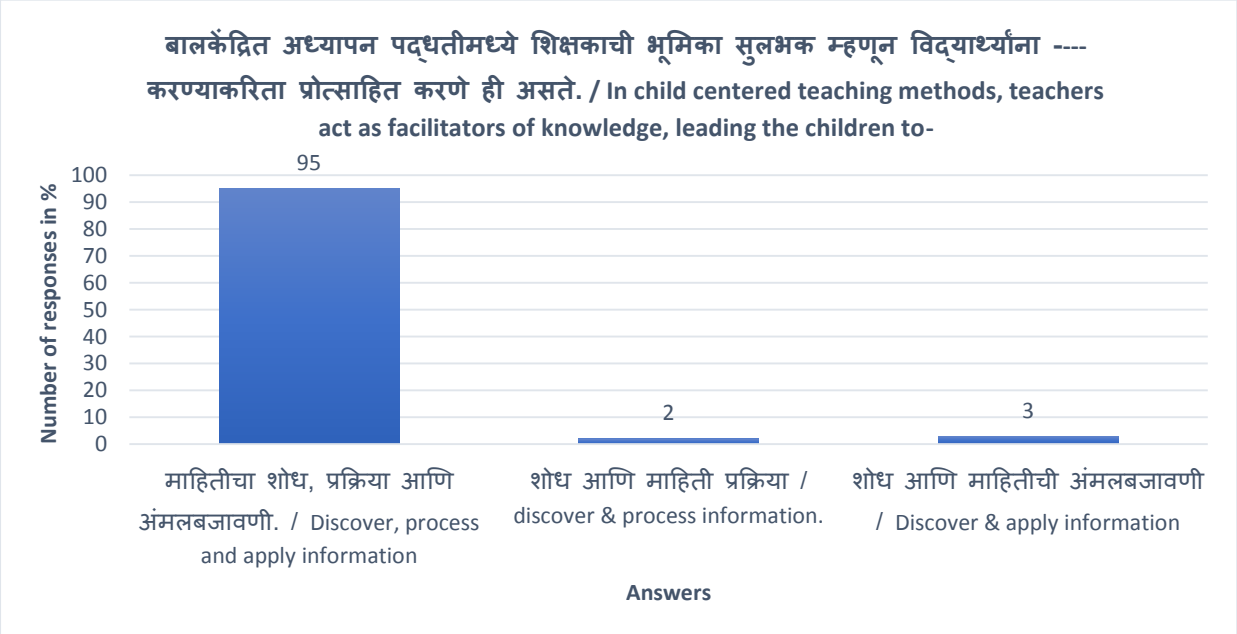


Figure 7

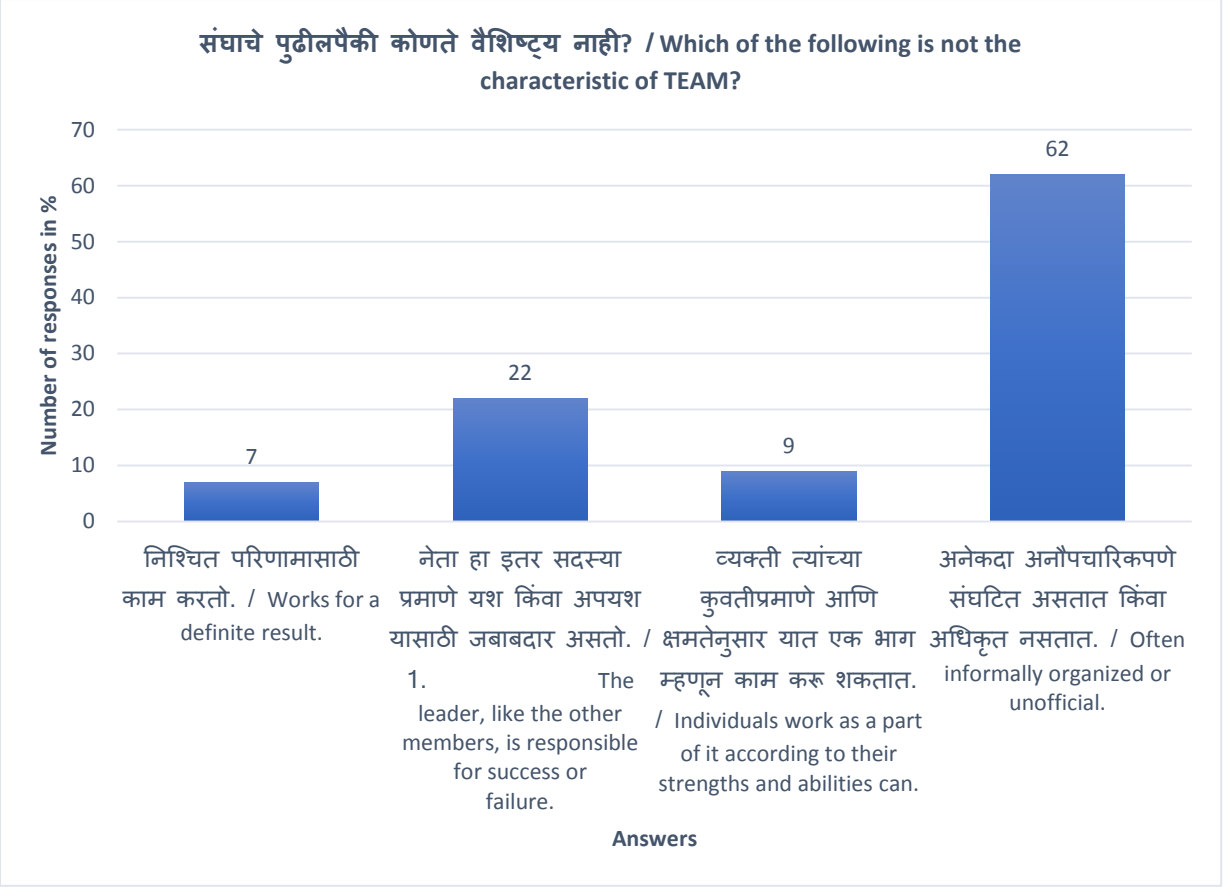

संघाचे पुढीलपैकी कोणते वैशिष्ट्य नाही? / Which of the following is not the characteristic of TEAM?
Number of responses in %
70
60
50
40
30
20
10
0
7
22
9
62
निश्चित परिणामासाठी काम करतो. / Works for a definite result.
नेता हा इतर सदस्या प्रमाणे यश किंवा अपयश यासाठी जबाबदार असतो. / 1. The leader, like the other members, is responsible for success or failure.
व्यक्ती त्यांच्या कुवतीप्रमाणे आणि क्षमतेनुसार यात एक भाग म्हणून काम करू शकतात. / Individuals work as a part of it according to their strengths and abilities can.
अनेकदा अनौपचारिकपणे संघटित असतात किंवा अधिकृत नसतात. / Often informally organized or unofficial.
Answers

Figure 8

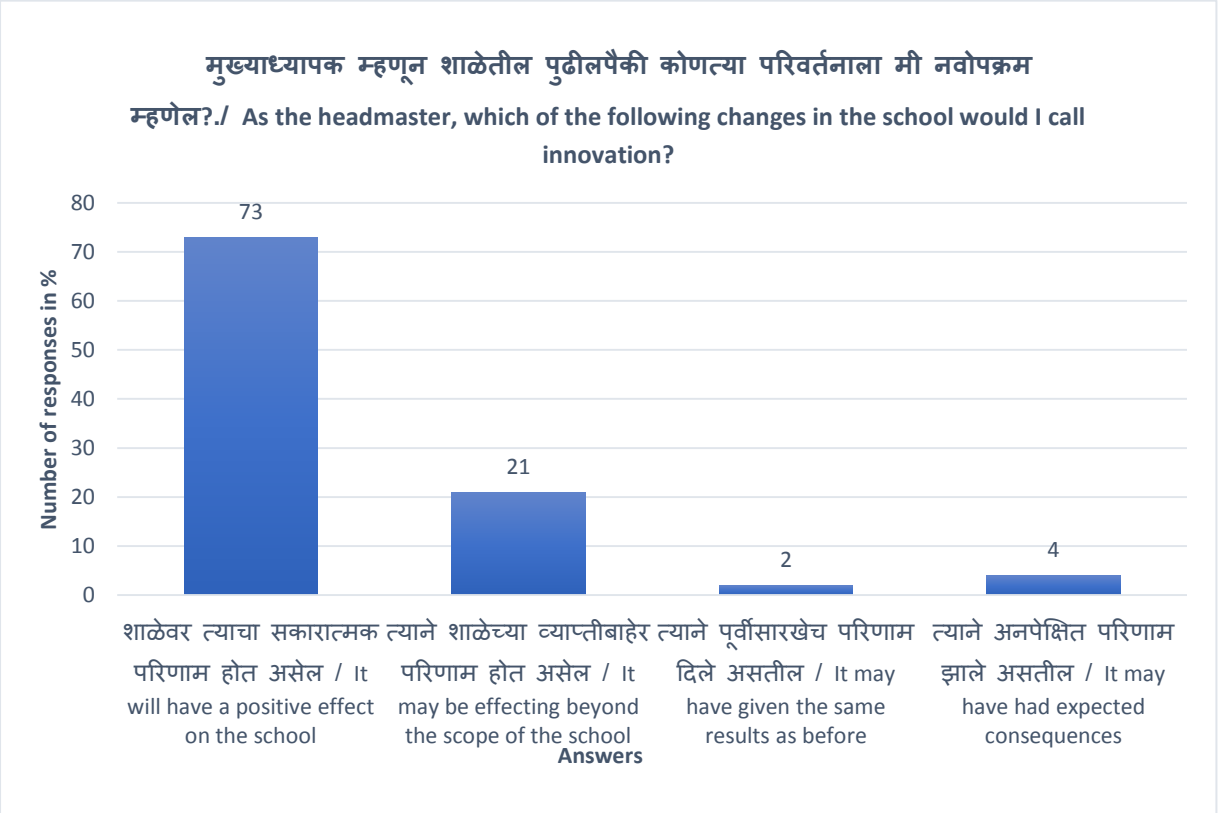

मुख्याध्यापक म्हणून शाळेतील पुढीलपैकी कोणत्या परिवर्तनाला मी नवोपक्रम म्हणेल?./ As the headmaster, which of the following changes in the school would I call innovation?
Number of responses in %
80
70
60
50
40
30
20
10
0
73
21
2
4
शाळेवर त्याचा सकारात्मक परिणाम होत असेल / It will have a positive effect on the school
त्याने शाळेच्या व्याप्तीबाहेर परिणाम होत असेल / It may be effecting beyond the scope of the school
त्याने पूर्वीसारखेच परिणाम दिले असतील / It may have given the same results as before
त्याने अनपेक्षित परिणाम झाले असतील / It may have had expected consequences
Answers

Figure 9

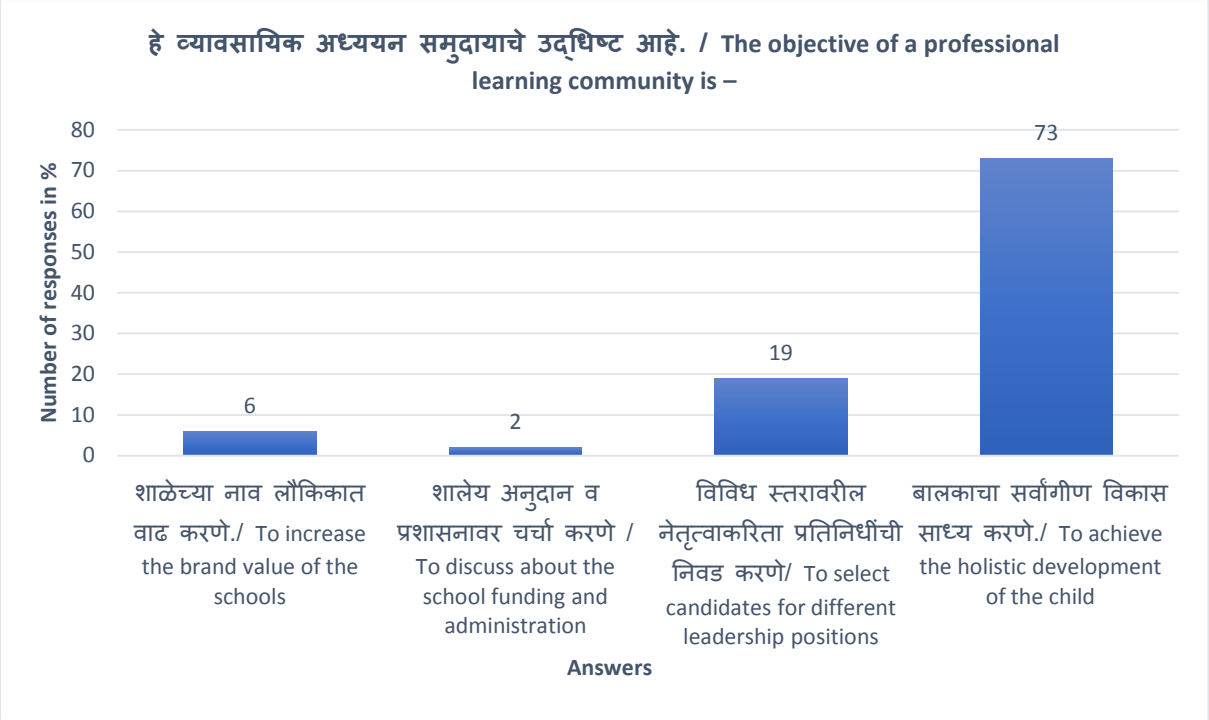


Figure 10

11.1 TABLE OF CORRECT RESPONSES FOR KNOWLEDGE BASED QUESTIONS

Sr. N0	Questions	Correct Answer	Number of Correct responses (in %)
1	-is an ability to change the behaviour of other person(s) without the manipulation of reward and punishment/ बक्षिसे, शिक्षा तसेच कोणत्याही अधिकाराचा वापर न करता व्यक्तीच्या वर्तनात बदल करण्याची क्षमता म्हणजेच ---------- होय.	Influence /प्रभाव	11

Sr. N0	Questions	Correct Answer	Number of Correct responses (in %)
2	Which of the following will not contribute in transformation of self in the context of school'? / शाळेच्या संदर्भात 'स्व' मध्ये परिवर्तन करण्यात पुढील पैकी कोणत्या बाबी उपयुक्त ठरणार नाही.	conduct cocurricular programs \ अभ्यासेतर कार्यक्रमाचे आयोजन	35
3	Which of the following stakeholders do you think should be involved in the vision creation process? / व्हिजन निर्मितीच्या प्रक्रियेत खालीलपैकी कोणते भागधारक सहभागी असावेत असे आपणास वाटते?	Students, teachers, parents, non-teaching staff, society, school management committee, and education Department / विद्यार्थी, शिक्षक, पालक, शिक्षकेतर कर्मचारी, समाज, शाळा व्यवस्थापन समिती, शिक्षण विभाग	89
4	In child cantered teaching methods, teachers act as facilitators of knowledge, leading the children to. / बालकेंद्रित अध्यापन पद्धतीमध्ये शिक्षकाची भूमिका सुलभक म्हणून विद्यार्थ्यांना -------- करण्याकरिता प्रोत्साहित करणे ही असते.	Discover, process and apply information / माहितीचा शोध, प्रक्रिया आणि अंमलबजावणी	95
5	Which of the following is not the characteristic of TEAM? / संघाचे पुढीलपैकी कोणते वैशिष्ट्य नाही	Often informally organized or unofficial. / अनेकदा अनौपचारिकपणे संघटित असतात किंवा अधिकृत नसतात.	56

Sr. N0	Questions	Correct Answer	Number of Correct responses (in %)
6	7 As the headmaster, which of the following changes in the school would I call innovation? / मुख्याध्यापक म्हणून शाळेतील पुढीलपैकी कोणत्या परिवर्तनाला मी नवोपक्रम म्हणेल.....	It may be affecting beyond the scope of the school / त्याने शाळेच्या व्याप्तीबाहेर परिणाम होत असेल	23
7	The objective of a professional learning community is / ----------हे व्यावसायिक अध्ययन समुदायाचे उद्धिष्ट आहे	To achieve the holistic development of the child / बालकाचा सर्वांगीण विकास साध्य करणे.	71
Average of Correct Responses : 54%			

11.2 INTERPRETATION

The above figures explain the questions which were focused on assessing the content knowledge of the sample(N=100) who had undergone the PSLM course. Only 11% have given correct answer to the question on concept of 'influence'. Whereas with regard to the question of the main factor leading to transformation of schools only 35% were able to identify that co-curricular activities alone do not lead to transformation of schools. 18%,27% &20% respectively believed that learning from other colleagues, attending in service programs, or developing self through reading also contributes in transforming schools.

Similarly, 95% have chosen right option to the concept of 'child centered pedagogy' & 89% have selected the right answer to the question of involving stakeholders like students, teachers, parents, society, non-teaching staff etc.in effective school development. We could see only 21% have selected the right option to the question as to what innovation is according to a school headmaster. However, 62% could select the correct answer to the understanding of 'team', its characteristics etc. 73% were right about the objective of professional learning community i.e., to bring about holistic development of the child. Overall, we received an average of 55% of correct answers.

The questions in this criterion basically tried to interpret their conceptual understanding of leadership. A total of seven questions were asked in the survey to know about the participants' content knowledge. We can observe from the figures that around 20% of the sample aren't clear on the concepts of innovation & leadership which might be because these are complex, may have needed more practical exposure & experiential learning strategies to grasp the meaning in its totality. On the other hand, an average of 80% have understood the meaning of team, child centred pedagogy& PLCs.

Furthermore, we can also deduce that as most of the participants have now developed a base on the course done, their takeaways from it will have a great impact in leading school, transforming from a headmaster to efficient leader, having a good administration, creating good PLCs (professional learning community) etc.

12. QUESTIONS ON SKILL CRITERIA

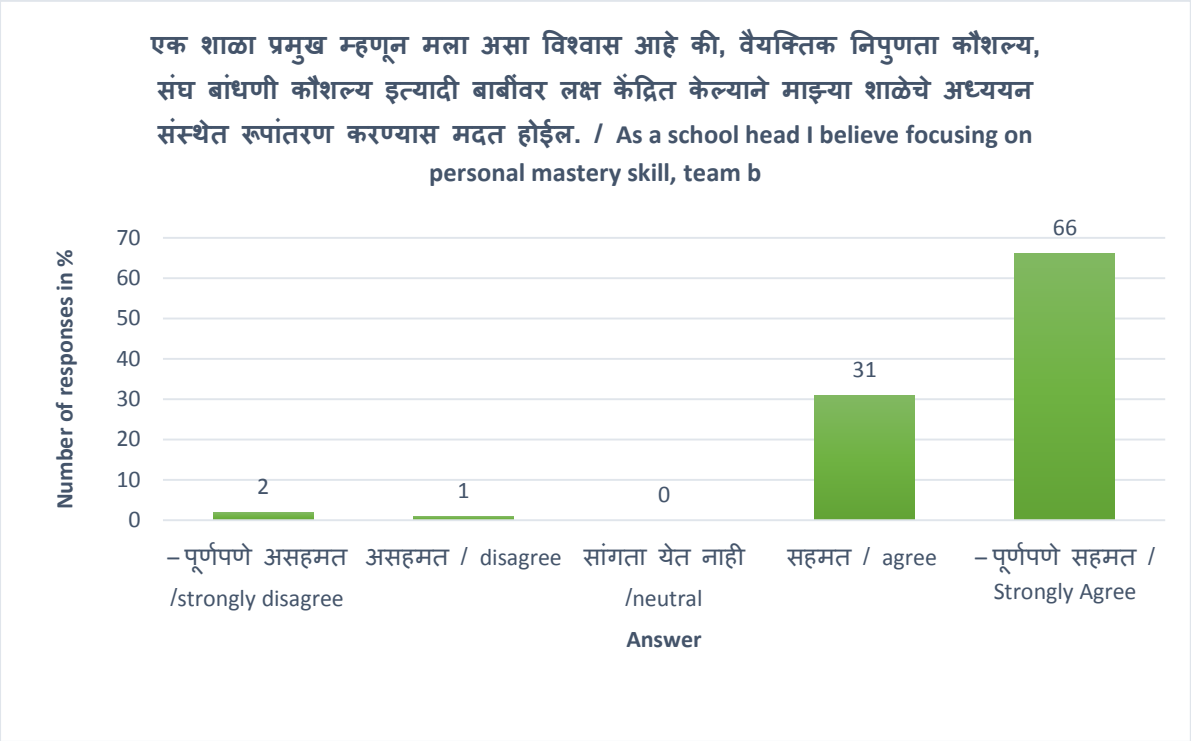


Figure 11

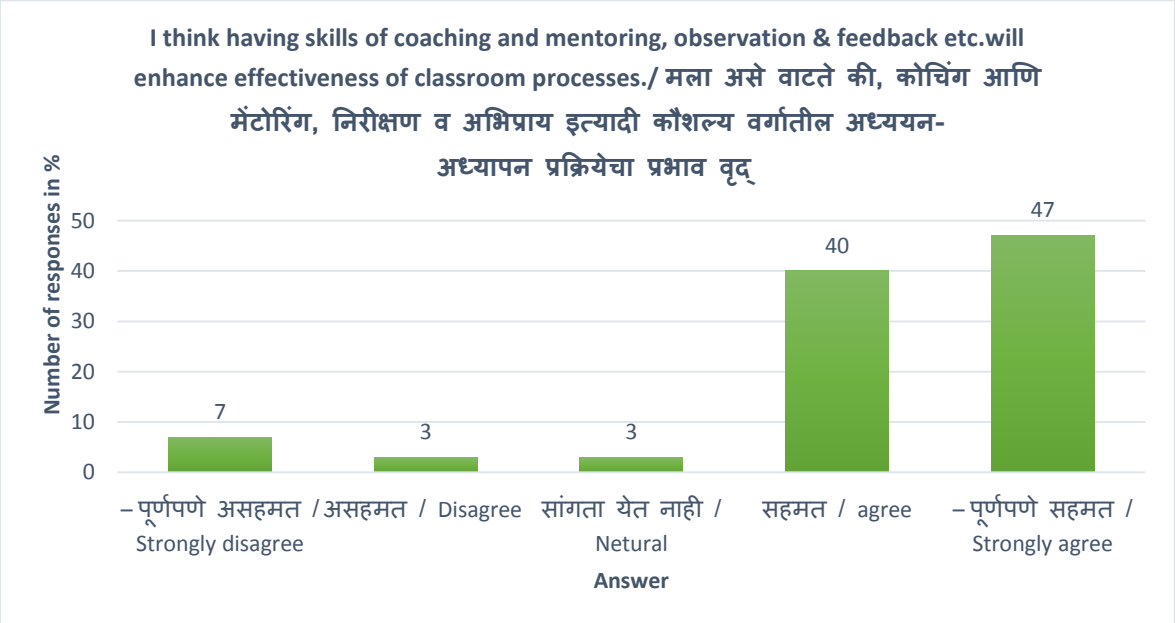


Figure 12

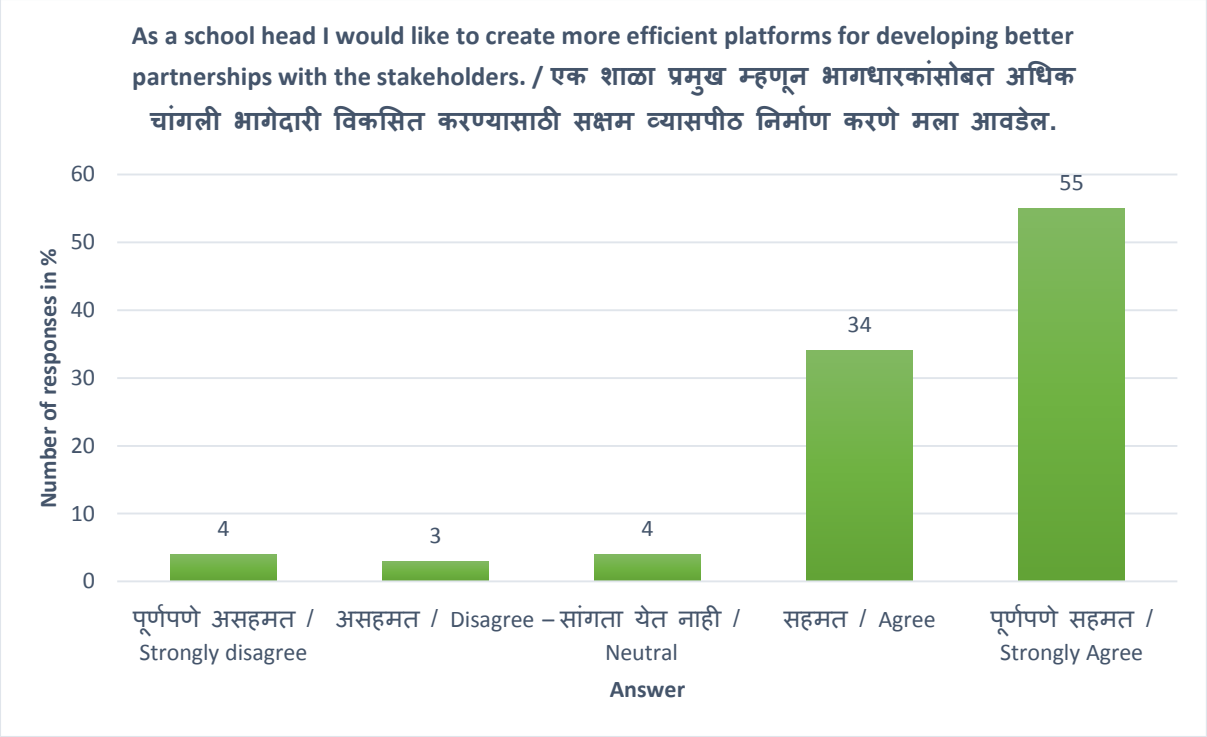


Figure 13

Figure 14

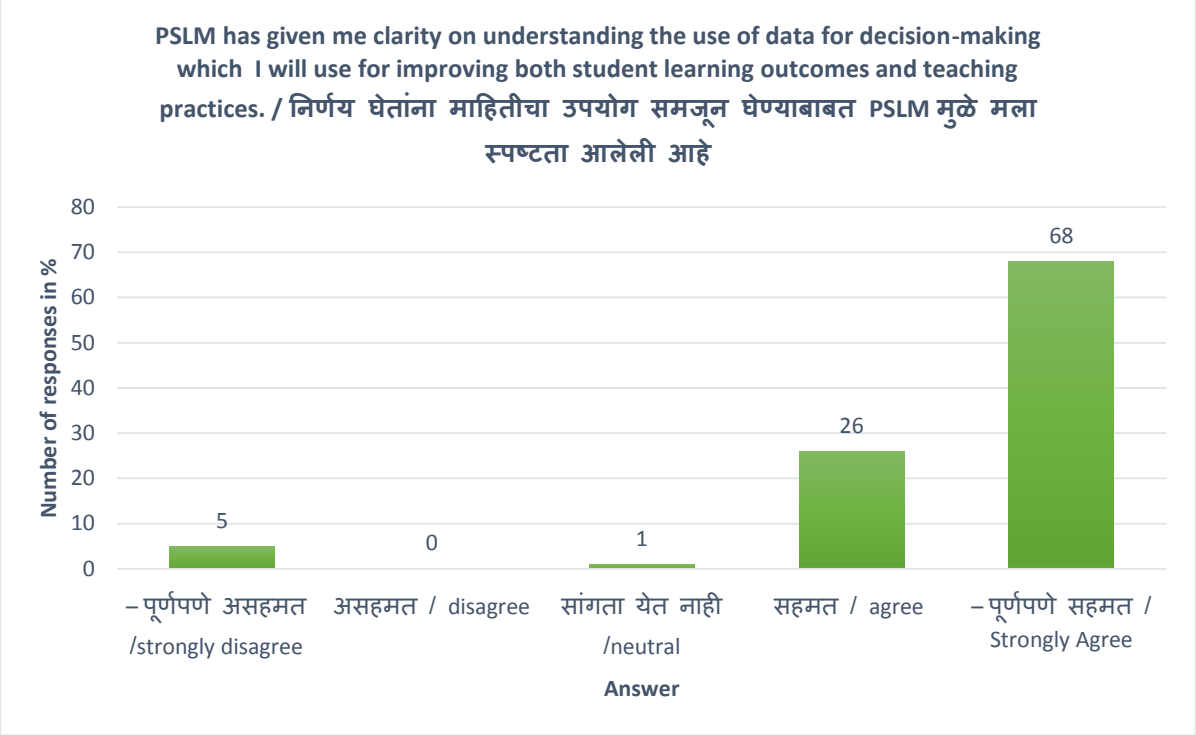


Figure 15

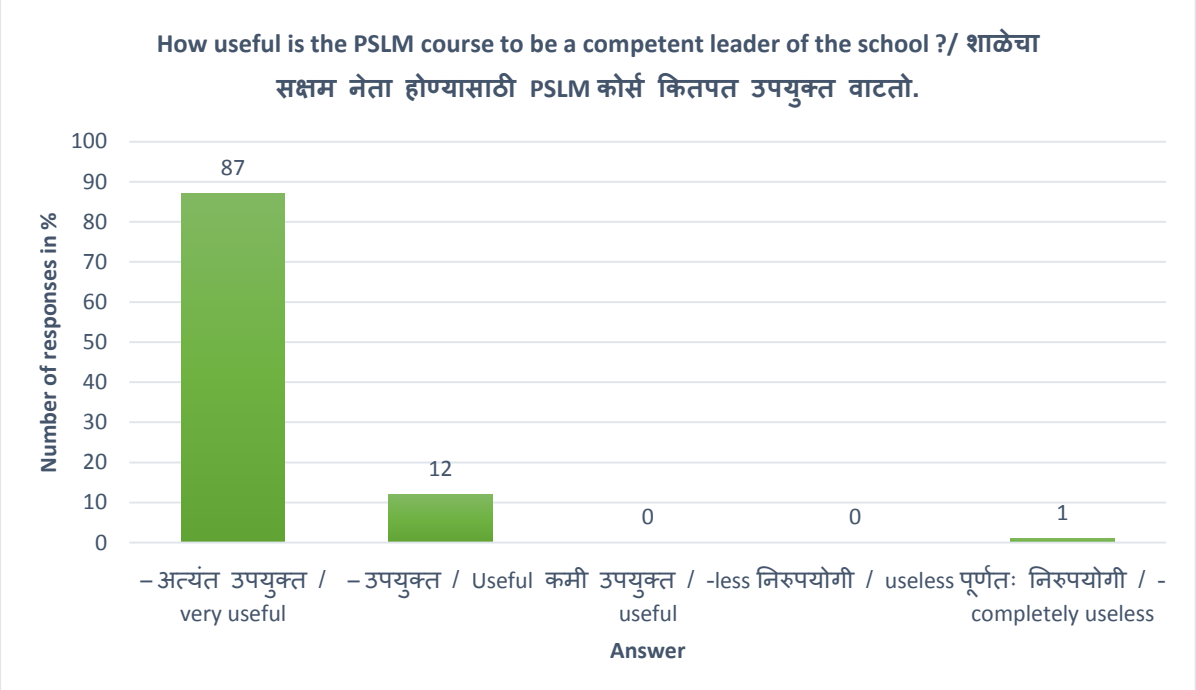


Figure 16

Figure 17

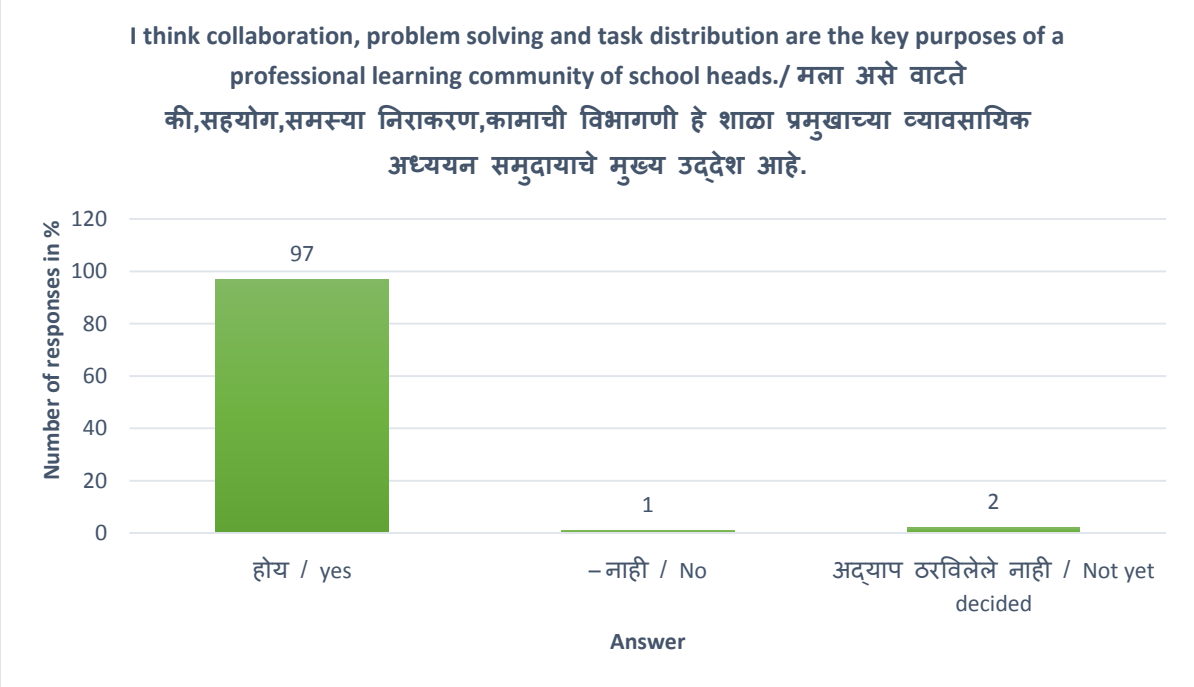


Figure 18

12.1 INTERPRETATION

The above figures explain the questions which were focused on assessing the skill/competencies developed of the sample(N=100) who had undergone the PSLM course. Around 66% strongly agreed that focusing on personal mastery skills will help them in transforming school to learning organization. However, we could see that when it comes to developing skills of coaching, mentoring, observation & feedback, nearly equal share i.e., 47% & 40% of sample had gotten divided between two options of strongly agreeing or simply agreeing to the statement.

55% have strongly agreed that developing the skill of effective cooperation building among stakeholders is needed to have better partnerships that would ultimately contribute in progress of the school. Whereas cumulatively 93% agreed that developing good communication & collaboration skill is must for a good leadership. Around 97% have agreed that collaboration, problem solving and task distribution are the key purposes of a professional learning community of school heads. However, 68% said that they had developed decision making skills after the course was completed that would now help them in good administration.

Similarly, 87% found the PSLM course to be useful in developing skills that would help them in becoming a competent leader. Along the same lines, 94% said they had developed team building skills that would now contribute in effective transformation of school. Since all questions asked in this segment were positive ones, overall, we received an average of 73% of responses which were strongly agreed upon to those statements.

The questions in this criterion basically tried to interpret whether any skill/ competencies developed after undergoing the course. A total of eight questions were asked in the survey to know about the participants' skills developed.

We observed that with regards to developing skills like team building, collaboration, cooperation, communication the responses received were quite high as compared to developing competencies like personal mastery skill, coaching and mentoring, creating platforms to maintain good relationship with the stakeholders. This could be because all the aforesaid skills where responses were high are something which the participants are already practicing in one way or the other, but the latter skills are something which needs consciously making efforts to get acquainted with like personal mastery etc.

Furthermore, we can see a trend with regards to the fact as to what the participants think is ideal for a leader to develop (skills) in order to transform the school efficiently. The percentage is higher when it comes to the factor what theoretically must be inherited as skills but gets lower when doing the same as oneself.

So, it can be noticed that definitely a greater number of the sample agreed on developing certain skills after undergoing the course but it may be limited to theory and not in practice. Some more options of having experience and exposure, a better pragmatic

approach-based course design would have been better to see the actual picture of the skills developed.

13. QUESTIONS ON ATTITUDE CRITERIA

Figure 19

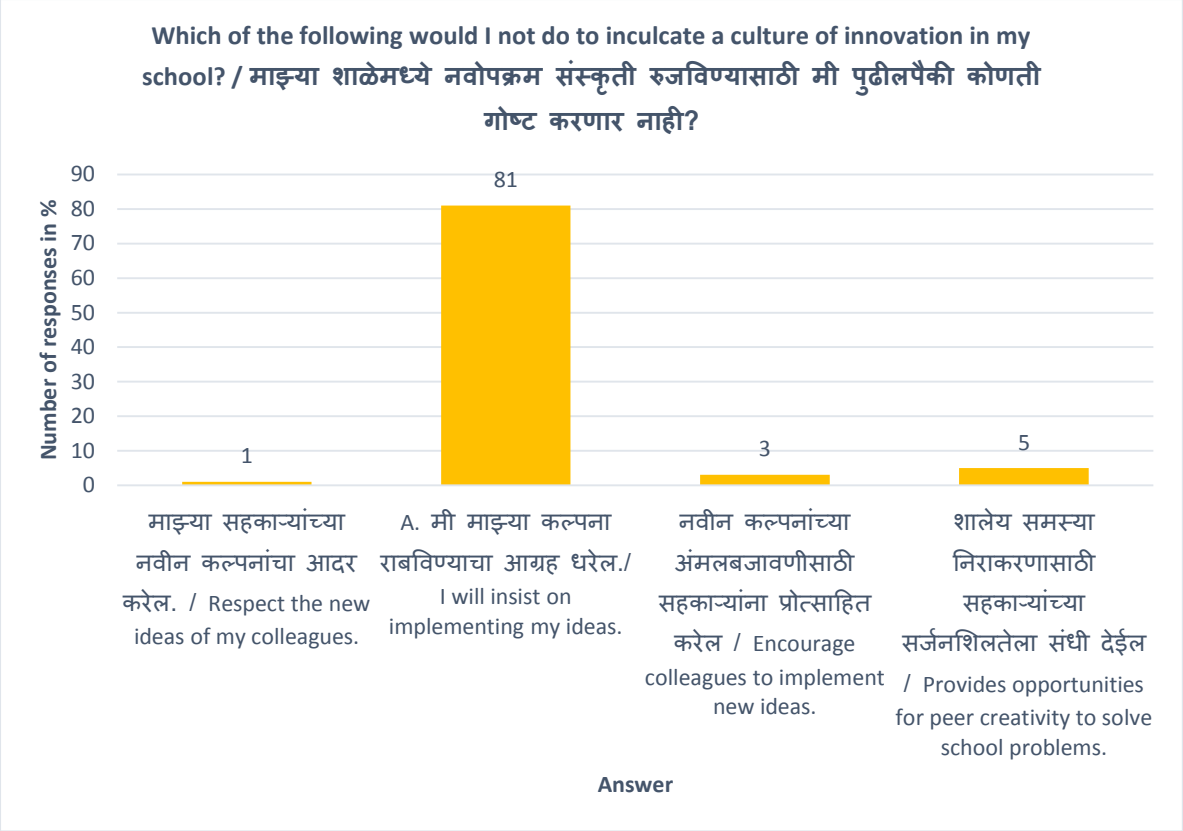

Which of the following would I not do to inculcate a culture of innovation in my school? / माझ्या शाळेमध्ये नवोपक्रम संस्कृती रुजविण्यासाठी मी पुढीलपैकी कोणती गोष्ट करणार नाही?
Number of responses in %
90
80
70
60
50
40
30
20
10
0
1
81
3
5
माझ्या सहकाऱ्यांच्या नवीन कल्पनांचा आदर करेल. / Respect the new ideas of my colleagues.
A. मी माझ्या कल्पना राबविण्याचा आग्रह धरेल./ I will insist on implementing my ideas.
नवीन कल्पनांच्या अंमलबजावणीसाठी सहकाऱ्यांना प्रोत्साहित करेल / Encourage colleagues to implement new ideas.
शालेय समस्या निराकरणासाठी सहकाऱ्यांच्या सर्जनशिलतेला संधी देईल / Provides opportunities for peer creativity to solve school problems.
Answer

Figure 20

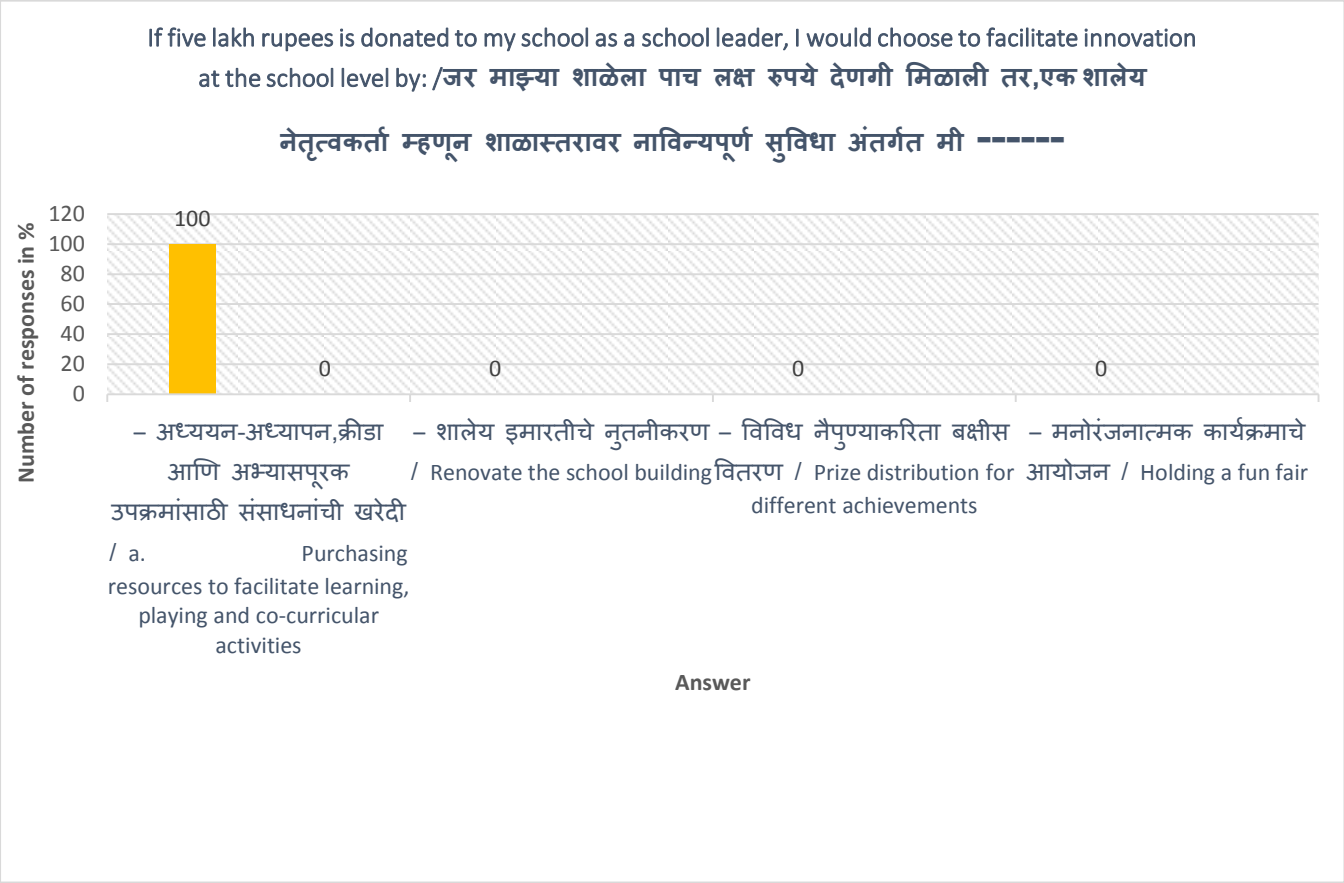

If five lakh rupees is donated to my school as a school leader, I would choose to facilitate innovation at the school level by: /जर माझ्या शाळेला पाच लक्ष रुपये देणगी मिळाली तर,एक शालेय नेतृत्वकर्ता म्हणून शाळास्तरावर नाविन्यपूर्ण सुविधा अंतर्गत मी ------
Number of responses in %
120
100
80
60
40
20
0
100
0
0
0
0
– अध्ययन-अध्यापन,क्रीडा आणि अभ्यासपूरक उपक्रमांसाठी संसाधनांची खरेदी / a. Purchasing resources to facilitate learning, playing and co-curricular activities
– शालेय इमारतीचे नुतनीकरण / Renovate the school building
– विविध नैपुण्याकरिता बक्षीस वितरण / Prize distribution for different achievements
– मनोरंजनात्मक कार्यक्रमाचे आयोजन / Holding a fun fair
Answer

Figure 21

Figure 22

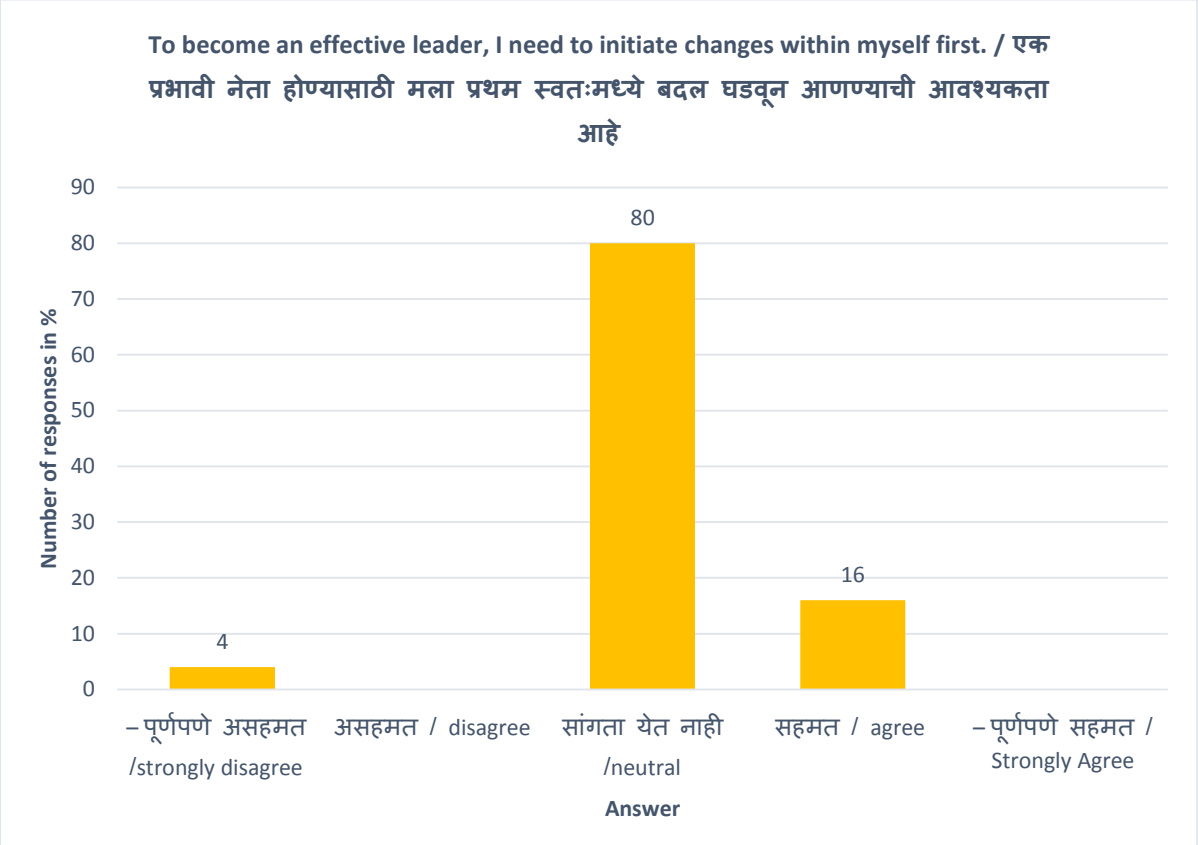


Figure 23

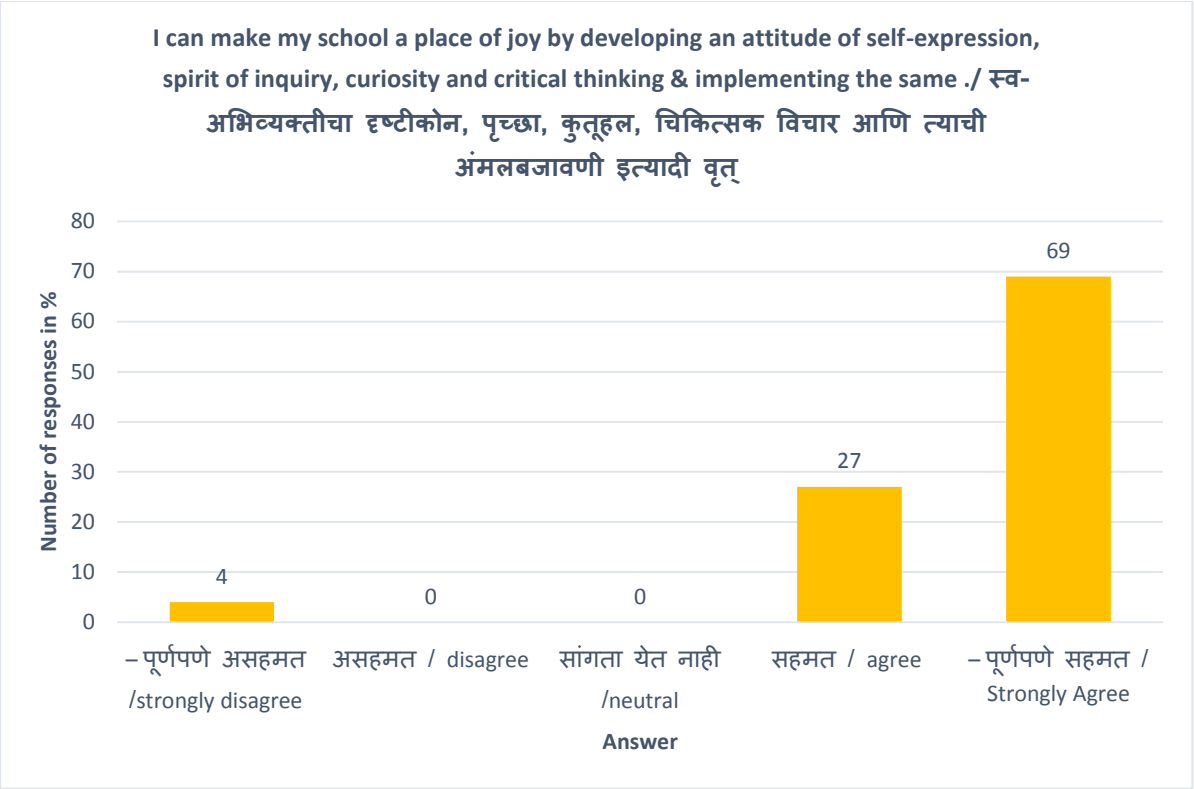


Figure 24

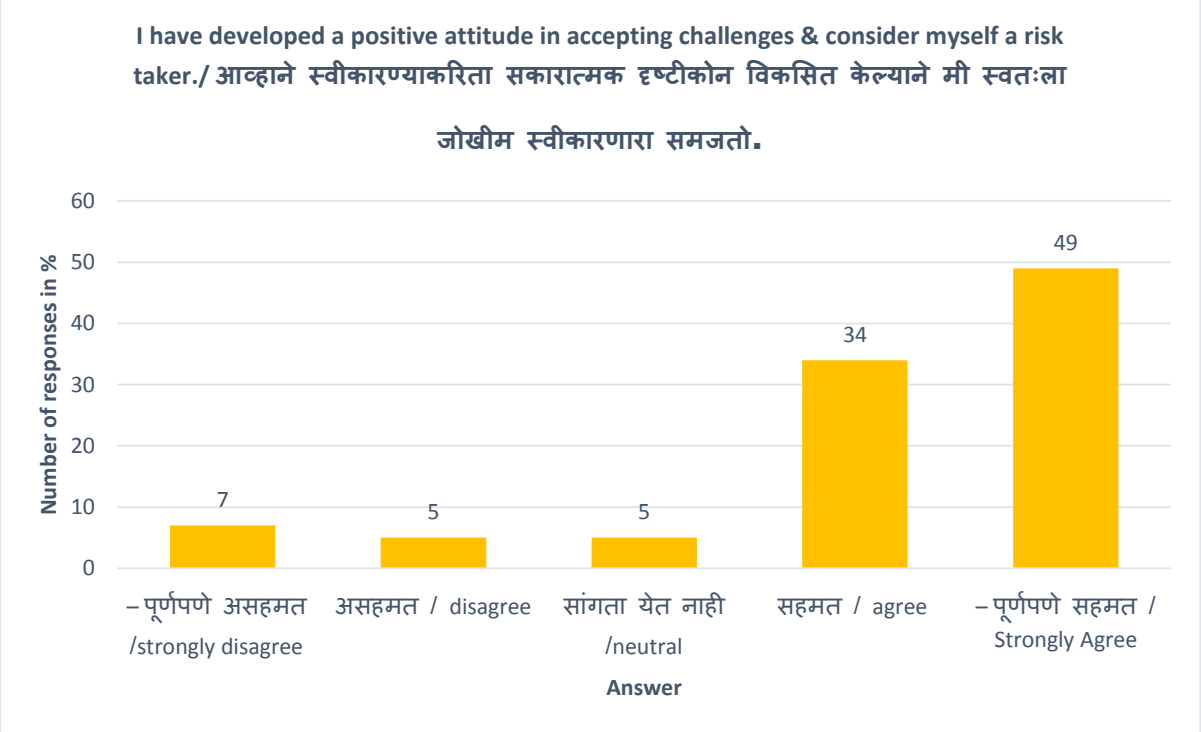


Figure 25

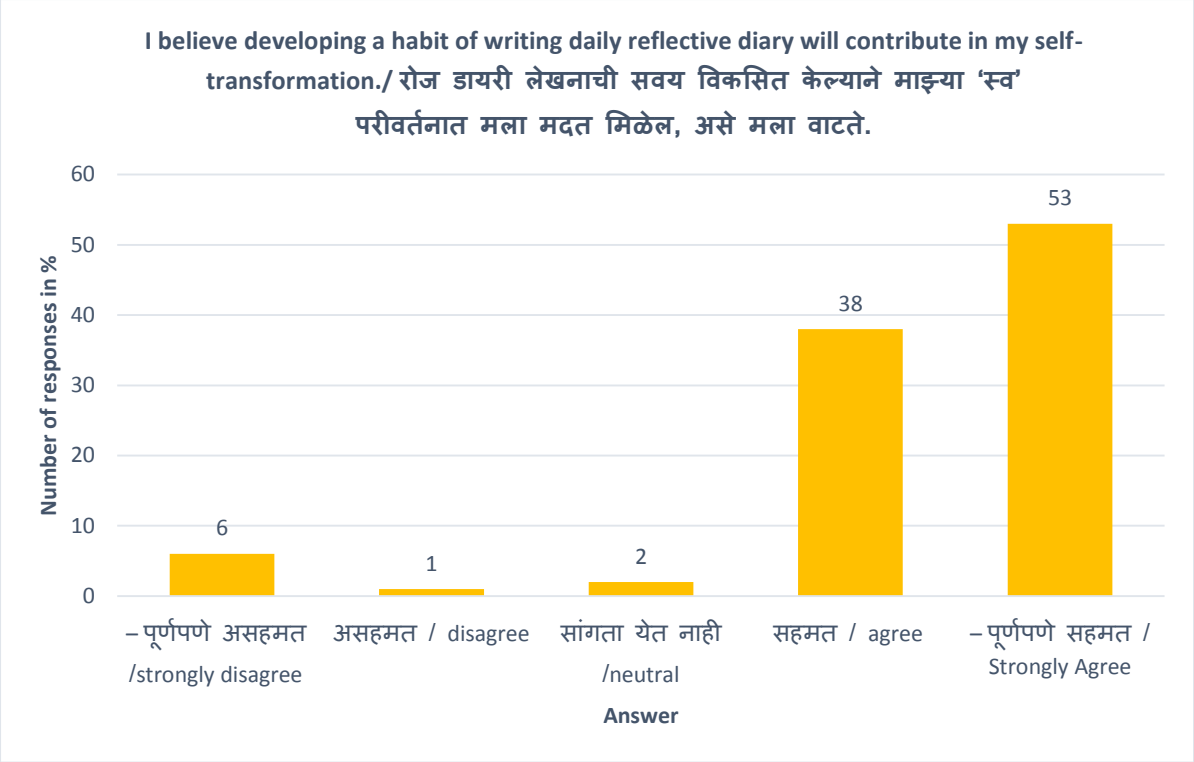


Figure 26

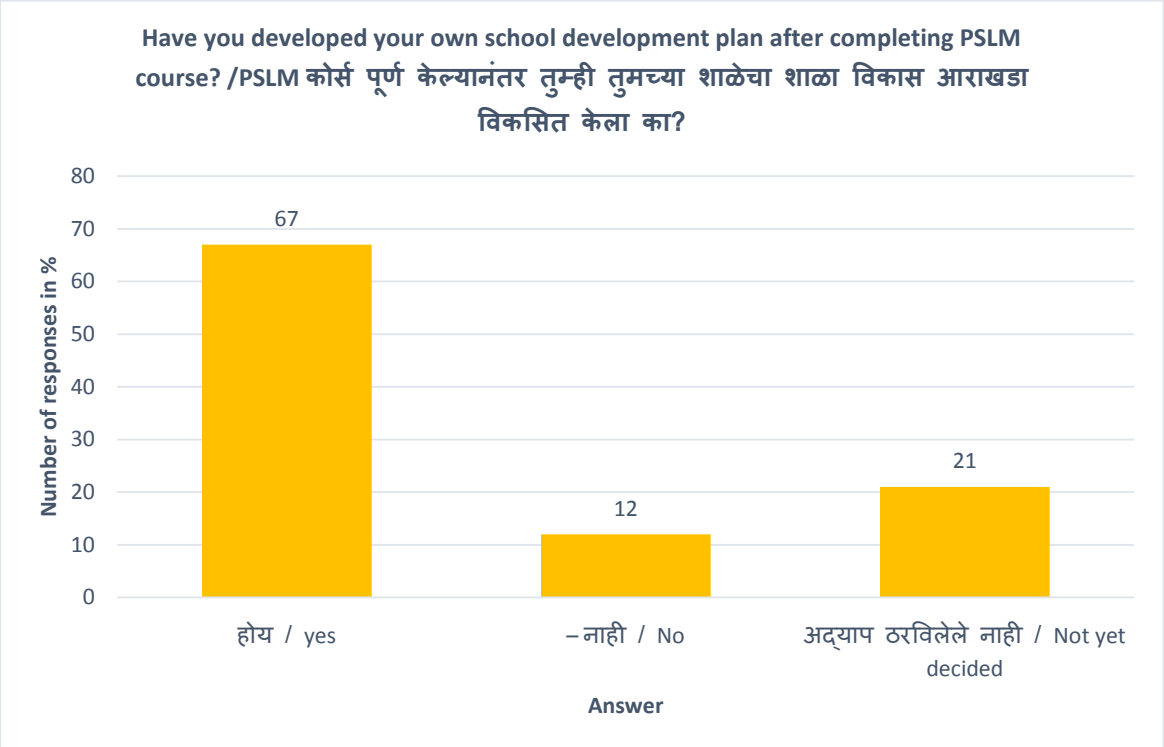


Figure 27

Figure 28

13.1 INTERPRETATION

The above figures explain the questions focused on the criterion of attitude to depict changes (if any) on the sample(N=100) towards school leadership. We observed that around 96% participants believed Leadership by Action is ideal to become an effective leader. Whereas 81% agreed that in order to have innovative culture, one must refrain from imposing his/her ideas into school administrative works.

However, all the participants i.e., 100% agreed to initiate innovation in school by purchasing resources to facilitate learning, playing -had they been given a sum of five lakh rupees.

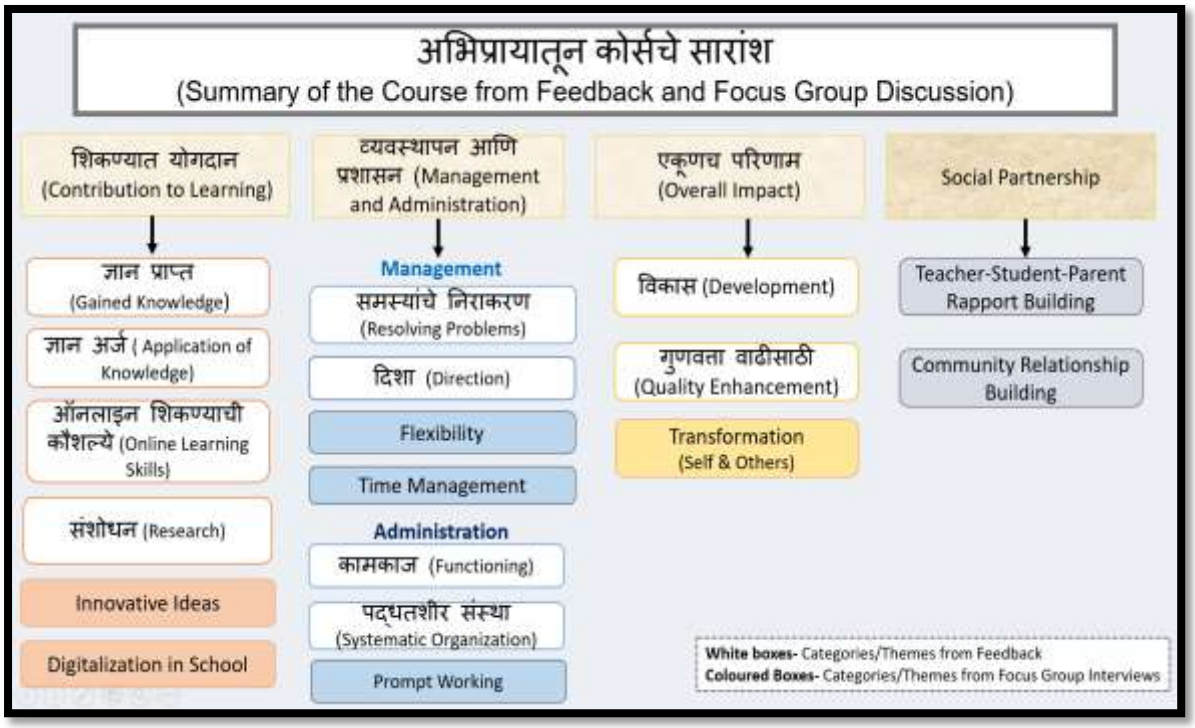
Furthermore, 83% believed in order to increase community participation in school reforms, the focus on 'I' must be removed & involve everyone for the development of the school. Contradictory to the earlier statement 80% were neutral when it came to initiate changes within oneself to become an effective leader. Again, on the other hand, cumulatively around 96% of the sample agreed to make their school a place of joy by bringing about certain changes within themselves like- developing self-expression, inquiry etc. But only 53% agreed to have developed a habit of writing diaries that would contribute in self-transformation.

Similarly, 49% have said that they have developed positive attitude towards accepting challenges and consider themselves as risk takers. However, 92% of the sample agreed to have discussed about the PSLM course with their staff. But when it came to implementing school development plan after completing PSLM course only 67% percent agreed on doing the same.

Although we observed that more than 90% on average have agreed to certain facts like – bringing about innovation in school, focus must shift from 'I' to 'We', to make school a joyful learning experience etc. But all these can only be possible when self-transformation takes place, to which the consensus is quite low, indicating participants reluctant to think out of the box, try something new or even reform old practices. It shows that theoretically they are aware what must be done, what they are expected to do, what attitudinal changes must be brought about to become an effective leader. However, when it comes to practically doing it, to experience it -many are reluctant to do so.

Hence the takeaways of the course remain in pen and paper unless it is done practically.

14. ANALYSIS OF THE FOCUSED GROUP INTERVIEW.



Summary Diagram of the Course Feedback & Focus Group Interview

14.1 शिकण्यात योगदान (CONTRIBUTION TO LEARNING)

14.1.1 ज्ञान प्राप्त (GAINED KNOWLEDGE)

- शाळा विकास आराखडा, शालेय नेतृत्व, स्व. जाणीव, समस्या चे निराकरण, विद्यार्थी विकास, अशा खूप काही या कोर्स मधून शिकायला मिळाले .(मारोती गोविंदराव पाटोळे ,उच्च श्रेणी मुख्याध्यापक)
- अध्यापनाच्या नविन्यपूर्ण पद्धतिचे आकलन व उपयोजनाची माहिती मिळाली (स्वाती पाटील)
- अभ्यासक्रम सर्व मुख्याध्यापक व शिक्षकांसाठी फारच मोलाचा आहे. (शत्रुघ्न भांडारकर जिल्हा भंडारा)
- स्व ची जाणीव आणि उत्तम नेतृत्व कसे करावे याचे एक दिशा दर्शक मार्गदर्शन या प्रशिक्षणच्या माध्यमातून मिळाले.
- या कोर्सच्या माध्यमातून व्यवस्थापनाचा नवा दृष्टिकोन मिळाला. (शाळाप्रमुख, जिल्हा नांदेड)
- या संपूर्ण कोर्समध्ये शाळेचा सर्वांगीण विकास समजला. (ज्यो. र. घाटुळे)

14.1.2 ज्ञान अर्ज (APPLICATION OF KNOWLEDGE)

- अध्ययन-अध्यापन प्रक्रियेत, शालेय व्यवस्थापनात व शालेय विकासात नक्कीच करेन. (श्री. विश्वास पाटोळे जि.प.शाळा-ओझरखेड ता.दिंडोरी, जि.नाशिक).
- शिक्षण ज्ञानाचे उपयोजन आहे. दैनंदिन अध्ययन-अध्यापन प्रक्रियेत, शालेय व्यवस्थापनात व शालेय विकासात नक्कीच करेन .(श्री. विश्वास पाटोळे जि.प.शाळा-ओझरखेड ता.दिंडोरी, जि.नाशिक)

14.1.3 ऑनलाइन शिकण्याची कौशल्ये (ONLINE LEARNING SKILLS)

- जरी ऑनलाईन असली तरी खूपच आनंददायी, तणावमुक्त व सोपी आहे. (अर्चना औरंगाबाद)
- ऑनलाईन प्रशिक्षण असूनही उत्तम मार्गदर्शन मिळाले .विविध व्हिडिओ व ppt मुळे प्रशिक्षण रंजक झाले . (डॉ .प्रमिला भोसले)
- हा ऑनलाईन मूलभूत कोर्स अत्युष्कृष्ट व अतिशय उपयुक्त आहे. (अर्चना औरंगाबाद)

- समजेल अश्या सोप्या भाषेत व विविध पद्धतीने जसे व्हिडीओ, पीपीटी, ऑडिओ, केस स्टडी ह्या मार्फत स्वतः उपस्थित असल्याचा अनुभव आम्हाला मिळाला .(सुनिल पाटील.मुख्याध्यापक.प्रगती विद्यालय ठिले. ता.शहापूर जिल्हा - ठाणे.)

14.1.4 संशोधन (RESEARCH)

- विद्यार्थ्यांना वेगवेगळ्या संशोधन पद्धतीच्या वापर करून शिक्षण दिले पाहिजे हे या कोर्स चा मधून समजले. (मुख्याध्यापक सांगली)

14.1.4 INNOVATIVE IDEAS:

- “The course helped me to understand that in order to bring changes in school, I need to take initiative first which in turn will influence others in following the path. With the help of the learning from this course I started an innovative set up for our school to participate in “Swachh Karyalay Sundar Karyalay”.

  Kanchan Patange

14.1.5 DIGITALIZATION OF SCHOOLS:

- “With the help of this course, I got the idea of making my school more digitalized, building computer labs, training teachers for ICT”. Sharad Vyavahre

14.2 व्यवस्थापन आणि प्रशासन (MANAGEMENT AND ADMINISTRATION)

14.2.1 MANAGEMENT

14.2.1 समस्यांचे निराकरण (RESOLVING PROBLEMS)

- शालेय बदलांचा समस्यांच्या निराकरण करण्यासाठी

14.2.2 दिशा (DIRECTION)

- कोर्सच्या माध्यमातून शाळेतील अडचणी व पुढे काय करायचे याची दृष्टी मिळाली (अर्चना औरंगाबाद)
- मुख्याध्यापक म्हणून शाळेत काम करताना हे प्रशिक्षण अत्यंत फायद्याचे व मुख्याध्यापकांच्या कामाला दिशा देणारे आहे. (सुनिल पाटील. मुख्याध्यापक. प्रगती विद्यालय ठिले. ता.शहापूर जिल्हा - ठाणे.)

14.2.3 FLEXIBILITY:

"One of the advantages of this course was that, it provided ample scope to complete tasks, assignments as per our convenience. So, it lessens our burden of managing other works along with finishing this course." Nilesh Joshi

14.2.4 TIME MANAGEMENT:

"With the course being online, I found it easy to attend and complete. I was relieved of the burden of doing things strictly that usually comes with formal training. But this course gave lots of space and time to complete the work. So, I look forward to do such courses preferably online." Nilesh Joshi

14.3 ADMINISTRATION

14.3.1 कामकाज (FUNCTIONING)

- शाळेच्या दैनंदिन कामकाजात कोर्सचा फायदा. (सागर पाटील जळगाव)

14.3.2 पद्धतशीर संस्था (SYSTEMATIC ORGANIZATION)

- शालेय नेतृत्व ,व्यवस्थापन उत्कृष्ट पद्धतीचे नियोजन, मार्गदर्शन या कोर्सच्या माध्यमातून पद्धतीने मांडण्यात आलेले आहे. (उस्मानाबाद)

- सहज सोपी भाषा, विचार प्रवर्तक प्रश्न, नाविन्यपूर्ण व्हिडिओ आणि सादरीकरण यामुळे प्रशिक्षण घेताना उत्साह वाटला आणिप्रशिक्षण आनंददायी झाले (शिल्पा गोंसलवेस)
- course चे study material अत्यंत बारकाईने व लक्षवेधी पद्धतीने तयार केले गेले असून समजण्यास अत्यंत सहज मात्र प्रभावी पद्धतीने मांडले आहे. (मी श्रीमती हंकारे व्हि. आर.)
- विविध पद्धतीने जसे व्हिडीओ, पीपीटी, ऑडिओ, केस स्टडी इत्यादींच्या सहाय्याने प्रशिक्षणात जिवंतपणाआल्याने प्रशिक्षणात स्वतः उपस्थित असल्याचा अनुभव मिळाला. (गाडेकर टी.एम.(मु.अ.)

14.3.3 PROMPT WORKING

- "I liked especially the fact that the course work was done promptly and there was no burden of workload."

14.4 एकूणच परिणाम (OVERALL IMPACT)

14.4.1 विकास (DEVELOPMENT)

- प्रशिक्षण शिक्षकांना शालेय परिवर्तन आणि नेतृत्वाकरिता अवश्यक ज्ञान, कौशल्य आणि दृष्टिकोन विकसित करण्याकरिता नक्कीच सक्षम करेल (अर्चना औरंगाबाद)
- नेतृत्व विकासासाठी उत्तम कोर्स आहे. (श्री. विश्वास पाटोळे जि.प.शाळा-ओझरखेड ता.दिंडोरी, जि.नाशिक)
- मुख्याध्यापकांना आपल्या शाळेचा सर्वांगीण विकासासाठी उपयुक्त प्रशिक्षण आहे. (कुंदा बच्छाव,नाशिक मनपा शिक्षण विभाग.)
- कोरोनाच्या जीवघेण्या काळात वर्ष भारापासून बुद्धी वर धूळ जमा झाल्यासारखे वाटत होते पण ह्या कोर्स मुळे परत कार्यक्षमता वाढल्या सारखा अनुभव येतो. (सुषमा खरे)

14.4.2 गुणवत्ता वाढीसाठी (QUALITY ENHANCEMENT)

- शाळेची गुणवत्ता वाढीसाठी, पालक, स्थानिक संस्था,वेगवेगळे व्यावसायिक, कलाकार यांची कशी मदत घ्यावी ? तसेच विशेष गरजा असणारे विद्यार्थी व मुलींचे-मुलांचे आरोग्य व सुरक्षेसाठी काय काय करावे.अशा अनेक गोष्टी लक्षात आणून देण्याचे कामात प्रशिक्षणाचा खूप मोठा वाटा आहे. (माया पवार जिल्हा कोल्हापूर)
- "Self-discipline with regards to punctuality, regularity etc., if maintained rigorously will definitely take part in school's quality improvement." Sharad Vyavahre

14.4.3 TRANSFORMATION:

- "I downloaded the whole material, transformed it in PDF and shared it with my colleges, staff and senior teachers & also urged them to join the course which is free, flexible and very effective." Sharad Vyavahre **(Transformation of Others)**
- "I noticed change within myself in terms of self-confidence, understanding responsibilities are not exclusively for school heads rather it is a shared concept." Nilesh Joshi **(Transformation of Self)**

14.5 SOCIAL PARTNERSHIP

14.5.1 TEACHER-STUDENT-PARENT RAPPORT BUILDING

"I learnt how to communicate with parents coming from extreme poor conditions and build rapport with them, provide them with information and support especially during pandemic such that they feel inclusive." Kanchan Patange

14.5.2 COMMUNITY RELATIONSHIP BUILDING

"Partnership is very important in solving problems and taking decisions as all have some duties to fulfil as part of the school. Moreover, through partnership, it enables in sharing knowledge, viewpoints and coming to a mutual understanding through group discussion to realise the depth of the issue and come up with various solutions from various stakeholders." Anil Patil.

"The course enabled me to realise the importance of social partnership and its contribution towards building positive attitude among all. PSLM has also taught us how government, NGOs & community as a whole, works alongside schools to provide better future for the children like providing technical support, food, study materials and many more." Valmik Kedar.

15. CONCLUSION

Education in the contemporary era involves tumultuous changes and with the introduction of **COVID 19** pandemic, there is an increasing need to re-position education in a way to achieve quality education for all in India. Such re-positioning needs a vision, a pathway, re-structuring, a sense of being, a contextual understanding and elements of influence. Leadership in context to school development fulfils this need.

Leadership broadly functions as a preponderant that affect and shape the culture of an educational institution, engage in the processes of constructing academic values and identities (Bolden et al. 2012). There is a mammoth need to strengthen such leadership in Indian education in order to address the learning crisis and overall quality of school education.

The key challenges faced by academic leadership are related to the context of developing and navigating school restructuring, facilitating processes and practices in collective learning, engaging in innovation, coping up to liaising with different stakeholders at different levels and adhering to the processes of change in education.

The findings of the study revealed a gap in the conceptualization of 'leadership' with respect to building partnerships, transforming self, leading innovations, improving teaching learning processes etc. and implementing that in practicality. The study therefore suggests to strengthen the practical application of the course thereby fulfilling the objectives too since there was a hindrance in experiential learning adhering to COVID norms.

Relating to Finley's theory of "Lifeworld" and "Being", the operational meaning used in the study shows how an individual is aware of ideologies in leadership, what should be done, how schools can be transformed depicting the 'Lifeworld' part. Whereas when it comes to starting something anew from the individual himself/herself, putting theories to reality, there was a drop in the percentage of response, thus depicting the complicacies of 'Being'.

Further suggestions to the study could be that post COVID 19 times, the mode of course can be changed to blended form such that there is more scope and exposure to practical field. A longitudinal approach to research can be taken. Assessment could be in the form of small projects to evaluate skills learnt. Some key areas can be dealt with more focus which is complex in nature like- Developing Self.

16. ANNEXURE

Google form Link : PSLM संशोधनाकरिता प्रश्नावली

Registration link : New account (niepa.ac.in)

List of Participants : List of Course Completed

About the Programme: Programme on School Leadership and Management (niepa.ac.in)

List of the Focus Group Interview:- Focus Group Interview List - Google Sheets

Pratikriya: - Comments on PSLM - Google Docs

Word Document:-

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