



National Centre for  
School Leadership



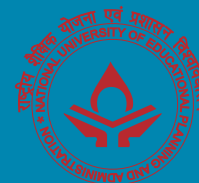
# Report

2013-2015



**National Centre for School Leadership**  
**National University of Educational**  
**Planning and Administration**

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Educational Planning and Administration**

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# 1

National Centre for  
School Leadership

# Towards School Transformation

**W**ith the turn of the century, the global trend in educational reform has placed schools in public domain than never before. There is an increased realization that schools need to change to come up to the expectations of a knowledge empowered society. Refocusing attention to the question 'How can we bring more powerful methods of learning and teaching to bear on the practice of the schools?' has brought the concept of building leadership in schools to the forefront, along with the need for school education system to adopt a new transformative vision for school education, in general, and for schools, in particular. There has emerged a need for a capable school leader who has the wherewithal to articulate a clear vision of school development and possess strong knowledge base, with a deep commitment to learning and all-round development of every child.

How do we develop such qualities among school leaders? Transforming professionals who are mere managers into innovative leaders would certainly demand the creation of a learning platform that provides opportunities for them to reflect on practices, share experiences and acquire new knowledge and skills. It is, indeed, important that such a programme will have to be professionally designed in a contextualized manner covering all states, rural and urban areas, across different management types and for different kinds of leadership positions.

The Centre, established to address this very need on a sustainable basis, envisions each school to transform into a 'centre of excellence', with strong and well informed leadership that is capable of engaging in a process of change and innovation. The leading priority for NCSL, NUEPA therefore is to build leadership capacities for change, eventually leading to transformation of schools. To achieve this mission, the Centre engages in capacity building programmes for the school heads, based on a curriculum that is grounded in the needs and issues of the states and the diversity therein, in the area of school education. The Centre also encourages networking among schools and related resource institutions so as to facilitate meaningful exchange of experiences, lateral learning

and shared problem-solving. It also organizes and promotes research on leadership and governance of school education with a view to encourage evidence-based decision-making at systemic and institutional levels. Besides, the Centre functions as a repository of information for all developments in the areas of leadership and governance in school education.

The leadership programmes conceived at the Centre, in consultation with the states, cover existing and freshly inducted school principals and administrators as well as senior teachers from elementary to higher secondary levels, functioning in both government and government-aided sectors, to transform the way in which schools are managed and led.

## 1.1 Genesis of the Centre

The National Centre for School Leadership is a recent establishment with past history of just four years. The first deliberation on devising a school leadership programme, to be spearheaded by NUEPA, was conducted in 2010 during the proceedings of a Committee on School Leadership Development. The Committee under the Chairmanship of Prof. R. Govinda, Vice-Chancellor, NUEPA came together for three consecutive meetings to discuss and articulate the necessity of preparing leaders in school education in India. These series of meetings eventually led to developing a concept note on school leadership and development. The document called 'Report of the Committee on School Leadership Development' was to later play a major role in deriving the vision and mission of the NCSL school leadership programme. The document visualized school leadership development as a programme with a nationwide coverage. It envisaged a programme that would immerse itself in designing and implementation of continuous professional development activities for educational leaders including school principals and administrators in leadership positions as well as senior teachers and others aspiring to take up leadership roles. The purpose of leadership development was to bring reforms not only at the institution level but also at systemic levels well beyond the boundaries of schools. Further, the content of the programme was thought of as a medium that would empower and drive critical education reforms by taking the participants through an intensive and interdisciplinary

curriculum. The programme was to also enable active exchange of ideas and experiences with faculty and peer, while adopting an interactive pedagogic approach.

The report highlighted the vast diversity of schools existing across India - big and small, schools located in varying conditions and contexts which cannot be overlooked. Thereby, it was felt that one national level institutional delivery mechanism was not likely to sustain the programme across the length and breadth of the country. The programme was not viewed as a short-term training course with limited application; rather, the engagement with school heads was visualized as a long-term intensive programme spread along the professional career of the individual. The programme envisaged adopting a decentralized framework to reach all parts of the country, and functioning through a network of institutions, universities and professional institutes at state and national level.

Many of these aspects highlighted in the deliberations since 2010 made their way into the Centre's present existence. One can see glimpses of the vision, outlined as above, in the way the programme has been conceptualized today: the development of a vibrant practitioner-based curriculum framework, existence of multiple approaches for professional development of school heads as well as the presence of a decentralized delivery mechanism across the country.

## 1.2 Learnings from States and International Exposure

The year 2013 marked intense activity at the Centre to convert the vision of school leadership programme into a reality. A series of brainstorming sessions with separate target groups of School Heads from eight states viz. Andhra Pradesh, Himachal Pradesh, Uttar Pradesh, West Bengal, Mizoram, Tamil Nadu, Rajasthan and Gujarat were held to assess their professional needs. This was important, for the nascent Centre, to find its foothold in terms of the nature and content of the programme to be developed and at the same time ensure the programme's relevance to the needs and challenges of the school heads and other functionaries. A few sessions were also held as part of field-based need-assessment processes in Tamil Nadu and Rajasthan, where interactions with schools heads from both

elementary and secondary schools (rural/urban) and BEOs, DEOs, BRCs and CRC coordinators led to many interesting learnings for the Centre. The interactions with the school heads on different aspects of their job profile and the challenges they faced while leading a school revealed their dilemmas about dealing with low academic achievement of students, issues related with student and teacher attendance, lack of commitment of teachers, administrative burden, political interference, time management and inadequate staffing. They also pointed towards a host of skills that they felt were important for them to successfully lead their schools, such as office management and documentation, time management, problem solving and decision making and coaching teachers. In addition, they required an update on new education policies and schemes.

A few of the leadership qualities that the school heads seemed to value related with commitment, determination to face any situation, being able to take initiative, innovate, have a positive attitude, create a school vision and plan for the future, manage time, build and lead teams, prioritize the needs of the stakeholders, cater to the demands of the community, develop transparency in administration and have an orientation to emerging roles and responsibilities of school personnel in the changing educational scenario.

These workshops were followed by a residential programme on 'Development of a framework on school leadership standards and curriculum for long term professional development in Indian context' as part of the collaborative activities of NCSL, NUEPA and NCSL, Nottingham, U.K. This was organized at the National College for School Leadership, Nottingham, U.K. The purpose of the programme was to generate mutual learning of school leadership practices in India and U.K. to promote a high performance culture in both the countries. A six member team constituted by Prof. R. Govinda, Vice-Chancellor, NUEPA, participated in the five day programme. The group along with the team at Nottingham worked together for conceptualizing the collaborative research project on 'Developing Leadership Capacities for Schools in India' as part of *UK-India Education and Research Initiative (UKIERI) School Leadership Programme*.

The programme provided a platform to understand thematic areas like online learning, online communities, leadership



practices and existing head teacher training and support programmes in U.K. and in India. The team also studied the systemic leadership approach in U.K., a practice in which schools work beyond their school borders for the benefit of the school system as a whole. The members from both sides also worked on identification of research areas and development of school leadership standards framework in the context of Indian school system. This draft document later paved the way for developing the Curriculum Framework on School Leadership Development in the Indian context.

### Launch of the Centre

The outcomes from the need assessment workshops and learnings from our international partners were drawn, collated and discussed at a national forum that was dedicated to developing a nation-wide programme. A National Consultation on School Leadership held on 20-21<sup>st</sup> February 2013, presented a platform to Heads of Government Schools from across all states to discuss about the format, content and modes of delivery of



School Leadership Programmes to be initiated in a large scale across the country. The consultation also drew scholars from leading organizations in the field of leadership and management sharing best practices and research findings, to provide a direction to the design the programme on school leadership. The Consultation carried a definite transformative agenda of **'every child learns and every school excels'** in the context of the critical role of school leadership in India. It was during this consultation that the National Centre for School

Leadership was formally launched in the august presence of the then Minister of State, Ministry of Human Resource Development, Government of India.

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# 2

## Conceptualizing Centre's Approach and First Steps

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The need assessment workshops and discussions held during the last year set the tenor for the Centre to think on developing a practitioner-centric curriculum, and at the same time identify states where the programme could be initiated. During the first half of the year, the National Programme Design was developed along with the Curriculum Framework on School Leadership Development, in consultation with leading academicians and practitioners in the field of school leadership. As the first step towards capacity building of the school heads and networking with states, the team developed state action plans for Phase I states (Gujarat, Himachal Pradesh, Uttar Pradesh, Chhattisgarh, Mizoram, Andhra Pradesh, Karnataka and West Bengal). These state action plans provided the blueprint on how the school leadership development programme would be implemented in various states. These plans were contextualized taking into consideration state-specific parameters.

Along with the curriculum framework on school leadership development, materials for supporting the capacity building programme of school heads also became a major focus of the Centre's work in 2013-14. A Handbook was developed based on the curriculum, detailing the Centre's first capacity building programme for school heads. Equipped with state action plans and the materials developed, the Centre held consultations with the Phase I states, in order to share the national perspective and accord merit to state's initiatives in the field of school leadership. These platforms helped the Centre to engage in mutual sharing and learning from each other's experiences. Subsequent to this, the curriculum framework and the Handbook draft was contextualized and field-trialed in few states, during workshops with the state resource groups and school heads. The piloting was done to ensure the veracity of the materials and making the curriculum and materials relevant to the needs of the school heads.

## 2.1 School Leadership Programme Defined

The year 2013-14 marked the beginning of the first steps of the Centre towards concretizing its vision, through developing a National Programme Design on school leadership, designed for bringing about transformation in schools. The National Programme Design was drafted and discussed in various in-house meetings to arrive at the vision, mission, the approach and the operational framework for the programme. The programme design expanded along four strands, curriculum and material development, capacity building, networking and institutional building and research and development that defined the scope and nature of work to be carried out by the Centre. Broadly, the first strand, Curriculum and Material Development, envisions developing a flexible curriculum on school leadership development, in the context of schools and challenges of the 21<sup>st</sup> century. It also includes developing need-based programmes for current and prospective school heads; learning materials for diverse school contexts and creating a repository of materials and resources. The second strand, Capacity Building, intends to develop the knowledge, attitude and skills among the school heads so as to enable them to reflect and bring about a shift in their current role as functional managers to proactive and innovative leaders.

The scope of this strand also includes preparing a critical mass of experts to take the leadership development forward in the respective states and UTs along with building capacities of school heads in the curricular areas. Realizing the importance of the support provided by local and system level functionaries to the schools, this strand also focuses on building their leadership abilities to contribute to school quality.

The third strand, Networking and Institutional Building, envisions establishing linkages with national and state level institutions and resource persons to take forward the programme across

### Vision

Develop New Generation Leaders to Transform Schools so that Every Child Learns and Every School Excels

### Mission

Enhance Leadership Capability at School Level for Institution Building to Deliver Quality Education

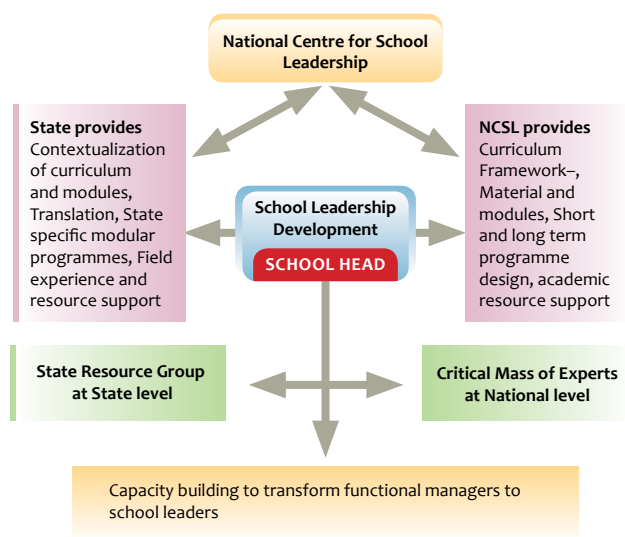
the states. This strand aims to establish Leadership Academies, in consultation with state governments, to help institutionalize the programme; establish linkages with and between state resource groups across states, between school leaders and grass root level administrators as well as community members. As an aspect of peer learning, this strand emphasizes on creation of professional learning communities (PLCs) of school leaders, across district, states and regions to generate collective learning experiences for effective implementation and sustenance of the programme across the country.

The fourth strand, Research and Development, is an important component of the programme which aspires to generate new knowledge in the area of school leadership, which is also required to inform the development of curriculum and other interventions for school-based transformation. It focuses on collection, documentation and dissemination of best leadership practices to all the stakeholders.

The four strands as described in the National Programme Design are inter-dependent and are viewed as parallel areas of work in the Centre. Keeping this in mind, the programmatic activities of the Centre have been designed so as to ensure synergy between curriculum framework, field-trials and review and feedback. This in turn contributes to building new knowledge, designing, planning and developing programmes, which are more relevant to the practitioners in the field.

### Operational Framework- Link between National and State Level

In order to realize the vision of transforming schools by creating new generation leaders, NCSL attempts to draw collective learning experiences by fabricating synergy of national and state institutions. These are briefly described below.



### At the National level

The Centre operates under the leadership of the Vice Chancellor, NUEPA. It is guided by a group of experts that forms the National Advisory Group (NAG), the National Resource Group (NRG) and the Mentors. The NCSL team at NUEPA is working on all aspects of school leadership development programme at the national level. It also works in close collaboration with its international partners like the National College for Teaching and Leadership (NCTL), Nottingham, United Kingdom.

### At the State level

The approach of the Centre is to make the activities need based and participatory involving all the stakeholders at the State/UT and national levels. The implementation of State Leadership Development is carried out through a network of institutions in States/UTs. State resource persons drawn from various institutions form a core school leadership development team in the State, known as the State Resource Group (SRG). The SRG is expected to develop state-specific programmes and materials, support capacity building programmes, and develop a critical mass of experts to build a Leadership Academy (LA) associated with NCSL, NUEPA. The Centre's activities are proposed to be supported by these LAs and teams of SRGs. It is visualized that the programme would sustain through generating learning networks via Professional Learning Communities (PLC) in all the States which will be networked with NCSL, NUEPA for continuous professional development through Symposia, Webinars and modular courses.

## 2.2 Curriculum Framework as Collective Effort

The development of curriculum framework at the Centre was an intensive endeavour, spread over eight months. One of the first workshops that were organized for brainstorming on the curriculum design was in January 2013, where draft of the Curriculum Framework, titled as '**Leadership Pathways to Improve Schools**' was tabled and discussed. As an outcome of the workshop proceedings, a number of core modules were suggested to be developed within the framework of the curriculum for professional development of current and aspiring school heads. Some of these were leading self, leading my classroom, leading staff and community.

Keeping its focus undeterred to bring about a need based curriculum framework for the school heads, the Centre, through a string of in-house meetings between April and August, came up with a draft of the key areas that would define the outline for the curriculum to be fleshed out. These key areas were: perspective on school leadership, developing self, transforming teaching-learning process, building and leading teams, leading innovations and leading partnerships. For each key area, clearly defined objectives and content areas were developed which was considered necessary for bringing about school transformation and professional growth of school leaders. During this period, the drafts of the curriculum framework were discussed and vetted in two workshops on Developing Curriculum on School Leadership Development, one held in May and the second held in August, 2013. These workshops were participated by a group of experts, drawn from leading organizations in the field of leadership and management, faculty from university departments, independent practitioners and members of the National College for Teaching and Leadership, Nottingham, U.K., who reviewed the drafts of the curriculum framework and strengthened the document with their rich field-based experiences and a strong theoretical understanding. It was during this time that the Centre also received enduring support from its three Mentors whose role was envisaged to guide the Centre's school leadership programme in achieving its vision and mission.

*Mentors of NCSL: Mr. Sunil Batra*, Director, Shiksharth, Director Education, Shikshantar, **Mr. Aditya Natraj**, Director, Kaivalya Education Foundation, **Ms. Shashi Mendiretta**, Independent Educational Consultant

These workshops also led to the formation of an important resource group for the Centre, called the National Resource Group. The members of this vibrant resource group have expanded since its inception and have become an integral part the critical mass of experts that the Centre visualized for its programme. The Curriculum Framework was also vetted in selected states by state resource group members during workshops in Uttar Pradesh, Gujarat and Mizoram. Once the curriculum framework was finalized through a rigorous process, the next step was to think on developing a prototype of capacity building programme for school heads.

## 2.3 Consultations with Selected States

In accordance to the programme design of partnering with various states, the Centre initiated State Consultations in Uttar Pradesh, Gujarat, Kerala, Andhra Pradesh, Chhattisgarh, Himachal Pradesh, Mizoram, West Bengal and Karnataka during the second half of the year. The Centre planned its movement into the states in a phased manner, and the aforementioned states were taken up as Phase I. It was well realised that Centre through its various national level programmes could only initiate the designing of the framework and development of materials and resources. But it would require state level programmes and the participation of state resource persons and school heads to validate the materials and contextualise them to suit the requirements at the grassroot level. As an operational strategy, the Centre felt that its role was to facilitate the states in understanding the national programme, support in integrating the state initiatives on school leadership development into the broader framework and devise

innovative ways of reaching out to the entire spectrum of school heads in the state.

For each of Phase I states, the Centre developed an exhaustive State Action Plan for the year 2013-14, in consultation with the state governments and resource persons, identified through preliminary meetings. The state action plans were based on a situational analysis of the school education system of the state. This was done to assess the size of the elementary and secondary school sector in the state, the diversity in terms of existence of small schools, single teacher/two teacher schools, schools in difficult geographical regions, number of schools with vacant positions of head teachers/principals to name a few. In addition, the plan also highlighted the state initiatives in the field of school leadership and the relevant programmes run by various governmental and non-governmental organizations in the states. Based on the situational analysis, a plan was formulated for the implementation of the programme design in the states. The state consultations drew people from across schools, teacher education colleges, CTEs, IASEs, DIETs, SCERTs, CASE, SIEMATs, SSA, RMSA, IIMs, Teacher Training Colleges, University Department and NGOs, and other professionals and activists working in the field of school education. The intention of inviting a diverse group of professionals in the state was to build partnerships at all stages of programme development.

The State Consultative Meets generated an understanding on the need and significance of leadership development for the school heads in the states. Besides this, processes to be adopted for translation and contextualization of the curriculum and the materials, generation of target-specific leadership programmes, strategies for scaling up the coverage of school heads in the next few years, and potential research areas that could be taken up, were also detailed out. At the end of the consultation, formal guidelines for collaboration were developed with the help of State level officials, experts and NCSL. Thus, the aim of the consultations was to collaboratively develop an operational framework for the states, which could ensure state ownership towards preparing a roadmap for the programme in the coming years, with state-specific flavours.

## 2.4 Approach to Capacity Building of School Heads

The approach adopted for capacity building programme at the Centre is that of continuous engagement with the school heads. This approach is considered to be different from the conventional methods of one-time training, where the scope for follow-up and hand holding is found to be minimal. The Centre believes that for any real change to occur, constant support and hand-holding is required on the part of the school heads to effectively lead the school transformation process. Keeping this line of thought, the challenge for the Centre was to translate the spirit and the content outlined in the curriculum framework into a practice-centric capacity building programme. At the same time, there was also felt a need for creation of an exhaustive resource package which could address the needs of diverse leadership challenges of school heads, in different locales and contexts: small schools, large schools, tribal schools, schools in conflict zones, schools serving marginalised groups. This led to the development of a Handbook which attempted to establish an interface with the school heads.

### *Designing a Handbook on School Leadership Development*

The Centre went ahead with developing an intensive 10 day programme for capacity building of school heads, in the form of a Handbook on School Leadership Development. The Handbook was developed to support the resource persons to facilitate leadership development of school heads. The process of creating the Handbook was once again a collective effort, where various drafts were prepared and discussed in a series of in-house meetings and vetted in workshops with the National Resource Group. Later the Handbook was also field-trialled in selected states.

#### **The handbook is divided into three parts:**

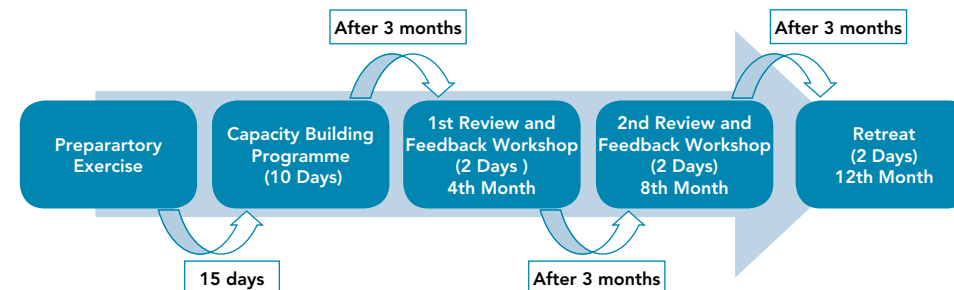
- 1 Preparatory work: Understanding "my School": it is a reflective exercise for school heads for mapping their current school situation, and is expected to be filled up by them prior to the 10 day face-to-face capacity building programme.



- 2 Key Areas expanded into 10 day design: it details the day wise sessions and activities based on the six key areas drawn from curriculum framework on School Leadership Development.
- 3 One year's continuous engagement with details on the modalities of engagement with School Heads after the capacity building programme.

The Handbook in detail gives the modalities for engagement with school heads, which starts atleast 15 days prior to the actual 10 day face-to-face programme. The school heads need to reflect on their daily professional life and the way they want to see their school transformed. It is believed that this exercise orients them towards the programme and connects a chord between them and the programme that they would be initiated to. This is followed by a 10 day face-to-face capacity building programme, which is detailed out in the Handbook. In these 10 days the curriculum on school leadership development is transacted with the school heads.

The unique feature of the capacity building programme is that it does not end with face-to-face interactions during these 10 days. Engagement with school heads, post-Capacity Building Program, is conceived in such a way so as to support the school heads in the most testing time of their learning curve – the time when they are attempting change in their schools. This period continues upto one year. After the 10 days, the school heads are expected to create their school development plan and execute it in their schools. In the ensuing months, they meet after every three months for review and feedback workshops (2 days each). These workshops are held for peer sharing of the work carried out by the school heads in their respective schools and addressing the challenges they faced during the process. There are two such workshops which are held in the fourth and the eighth month. In the twelfth month, a two day retreat is organized for two days, where all school heads come together, share their experiences and celebrate their journey towards school transformation.



### Field-testing of Handbook

The draft of the Handbook on School Leadership Development was discussed in a few workshops with the state resource groups in Gujarat, Uttar Pradesh, Andhra Pradesh and Mizoram. The Centre also held two capacity building programmes, one, a six days programme of elementary school heads in district Allahabad, U.P. and the second, a 10 day programme with secondary school principals of Daman and Diu and Dadar and Nagar Haveli, at NUEPA, New Delhi. Both programmes proved immensely beneficial for revising the Handbook.

### Learnings from the Programmes

- Concepts dealt with on each day needed to be consolidated
- On few days it was felt that the sessions and activities needed more discussion and reflection, hence time allotted for certain sessions was expanded and day-wise organization of sessions was revamped.
- At some places the session wise objectives and key messages were found to be out of place with the overall objective of the key area being dealt on a particular day. This was also rectified.
- Since these workshops were a try-out for the Handbook, the case studies and resources were in English which



were not easily comprehended by participants, due to linguistic issues. There emerged a need for translation of the Handbook into different regional languages.

- At the time of field-testing it was also found that the one year engagement and the nature of on-site support was not clear to the participants, hence, efforts were made to simplify the content in the Handbook.
- It was also felt that key messages of few activities needed to be more emphatic and not general in nature.

## 2.5 Collaboration with National College for Teaching and Leadership, Nottingham, U.K.

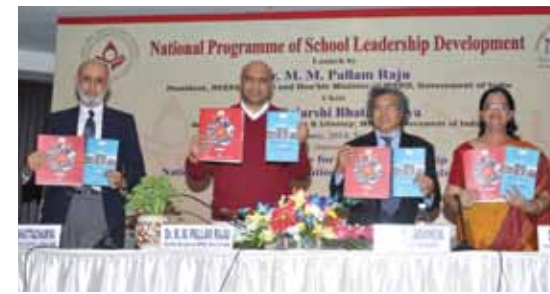
As part of NCSL-NUEPA's collaboration with the National College for Teaching and Leadership, U.K., the school leadership programme was a joint collaboration that started its implementation in the year 2013-14, in two selected states, Rajasthan and Tamil Nadu. Conceptualized within the framework of the National Curriculum on School Leadership Development, a programme was launched for secondary school heads in these two states. NCTL as the lead organization, in these states, developed the capacity building programme and materials specific for secondary school principals. The implementation of the programme was conducted through a cadre of professionals who were termed as tutor facilitators, drawn from the faculty of DIETs, secondary school principals, senior teachers and retired personnel. The tutor facilitators were capacitated intensively on the programme developed for school heads.

In alignment with the broader NCSL's vision of continuous engagement with school heads, a little different structure of the programme was adopted in these states where the capacity building of school heads was conducted in three phases: Phase I which was face-to-face three days workshop; Phase II which consisted of four days of on-site support to the school heads by tutor facilitators and Phase III, another three days of face-to-face workshop, that served as the last leg of the programme. The three phases were staggered across the ongoing academic session in the school. In this model, the tutor facilitators, as

soon as they received training, initiated the capacity building programme of school heads, with the close on-site support from NCSL-NCTL facilitators. In the two states, this model was successfully implemented for as many as 1400 secondary school principals.

## 2.6 National Launch of NCSL Curriculum and Handbook

The National Launch event of the NCSL Programme design and Curriculum Framework and the Handbook on School Leadership Development was held on 26<sup>th</sup> February 2014. This event was attended by officials from the Ministry of Human Resource Development, faculty from National University of Educational Planning and Administration, professionals from school education sector, principals from government and private schools in Delhi, national resource group members and NCSL. The then Hon'ble Minister for Human Resource Development launched the documents amidst a vibrant gathering. The documents were much appreciated by one and all.



## 2.7 Reviewing the Work in States and Planning for Next Year

At the National level, as part of the review exercise, a workshop was organized inviting the Phase I and Phase II states in March 2014. The year 2013-14 saw programme implementation in Phase I states, where as Phase II states were to be initiated in the next year. The objectives of this workshop were to review

and plan the Strategy for school leadership development in ten states where the programme was initiated in the Year 2013-14 and to plan the Strategy for the ten states and the eight news states where the program would begin in the year 2014-15. The participants for the workshop included concerned officers from SSA and RMSA, Directorate of School Education, SCERT and SIEMAT, and a few members of the state resource groups from 18 states. The Workshop was useful in evolving the strategy for School Leadership Development Programme in the participating states. The Workshop facilitated the States in the preparation of State – specific action plan on School Leadership Development for the coming year 2014-15. At the end of the Workshop, individual state plan of the participating states were shared and National Strategy for the year 2014-15 was also presented.

## 2.8 National Advisory Group Meeting 2012-13

The National Advisory Group for the Centre was first established in 2012. Its members included officials from the Ministry of Human Resource Development, Directors of national level government and non-governmental institutions along with leading professions in the field of school education and school leadership. The role of the advisors was to facilitate the Centre in designing, developing and giving shape to the Centre's mandate. In addition, from time to time, the Centre's activities were to be examined for field-level relevance and alignment to its vision and mission by the National Advisory Group. For the year 2013-14, the meeting of the National Advisory Group was held in February 2013. The deliberations of the meeting charted a roadmap for the Centre's mandate, the nature of the curriculum and the materials to be developed and operational strategy to be adopted for the year 2014-15. One of the highlights of the meeting was a detailed discussion on creation of a programme for school heads that was based on continuous engagement supported by experiential learning and a variety of resources- case studies and audio-visual materials. Further, even long-term programmes leading to certification and diploma were discussed that could be developed at the Centre.

Some of the aspects considered significant to be inbuilt in the programme were agreed on such as the adoption of a non-cascade model and partnering with institutes across the country so that they could develop as allies of the Centre. The modules that needed to be created as part of this programme were visualized as covering a wide range of themes, such as educational philosophy, building self belief, working with the community of schools and so on. As part of the continuous engagement with the school heads, it was suggested that the programme needed to focus on developing strategies for equipping school heads in addressing the problem areas of their school, practice these strategies and come back to review programmes for sharing success and failures. Thus, building scope for a perspective for change in the programme philosophy was strongly emphasized upon. In all, there were many useful suggestions that helped the Centre develop the school leadership programme in the coming year.



# 3

## Spreading across States and Connecting with School Heads

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**B**y the close of 2013-14, the Centre had developed the Curriculum Framework and the Handbook for operationalizing the capacity building programme with school heads. However, the Centre felt that the materials developed in English were not yet accessible across the existing diversity of regional languages in the country. Hence, in this year, the focus on the first strand was to start the process of translation and contextualization of materials in various languages. In addition, the Centre also came up with prototypes of One Month Summer Programme on School Leadership and Management and the One Year PG Diploma Programme on School Leadership and Management. Along with translations and developing prototypes of longer duration programmes, another major focus of the centre was to build capacities of state resource groups across Phase I and Phase II states, to enable the formation of critical mass of experts who would facilitate contextualization of materials as well as the capacity building of the school heads. The state resource groups also initiated the programme with the school heads based on the model of continuous engagement, across the states. This year, the Centre also placed research and development on the forefront and achieved milestones in building ties with national and international partners for exploring common research interests. At the same time, the Centre, also held consultations with institutions across the country, to search for possible collaborations to help institutionalize the school leadership programme.

### 3.1 Process for Translation and Contextualization across states

In the year 2014-15, the Centre began the process of translation of materials in its Phase I and Phase II states. The translation of materials was not carried as an isolated effort of few experts. Rather, for each set of translation in a regional language, an intensive six to eight days of workshops was organized, which was participated by faculty from the national level, regional language experts, members of the state resource groups, few

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school heads and nodal persons for the school leadership programme of the state. The workshops were set off with an orientation to the school leadership development programme, the spirit it embodies and the process that was carried out for developing the curriculum framework and the handbook. The sessions of the handbook were shared in detail and feedback sought in terms of understanding the extent of relevance and adaptability to state's situation and context. Based on this, modifications were made accordingly during translation. In addition, as part of contextualization, the state resource groups and experts from the field helped in enriching the Handbook, by including case studies and examples specific to the state's context. Amidst discussions between the national faculty and the workshop participants, translation was carried out along with the preparation of glossary of significant terms used in the curriculum and the handbook with their most appropriate translation in the regional language.

Once the translated drafts were prepared, two to three rounds of editing were conducted where vetting of the drafts was done by groups of experts.



As the translations were in progress, it came to be realized that six to eight days were not enough for this massive work, hence, in many states, workshops were held in a phased manner. In a phased manner, the state held workshops at intermittent periods to first come up with drafts of the translated materials, then for proof reading, editing and ensuring the flow of the document in the regional language and finally for getting the materials



typed. During many of these workshops, the video resources of the Handbook were also either dubbed or provided with subtitles in the regional language.

The Workshop for contextualization and translation of Curriculum Framework and Handbook in *Hindi* was conducted in NUEPA, New Delhi, with participants/experts drawn from various Hindi speaking states. However, the workshops for *Gujarati, Bengali, Kannada, Telugu, Mizo, Manipuri, Kokborok* and *Oriya* were conducted in respective states in a phased manner. For the year 2014-15, the Centre has made available the National Programme Design and Curriculum Framework and the Handbook in print version in English, Hindi and Gujarati. In addition, the National Programme Design and Curriculum Framework has also been printed in Bengali and Mizo. The materials in other regional languages are in the final stages of print.

### 3.2 Capacity Building of State Resource Groups in States

A year before, the Centre's foray into the states had started with State level Consultations on School Leadership Development. Back then, a strategy for capacity building in the states was visualized at two levels: one, the capacity building of the state resource group in order for them to own and carry forward the programme of school leadership in the state, and second, capacity building of school heads on the school leadership curriculum for them to be able to transform their schools. With this view, NCSL had started to engage with various levels of resource persons and field practitioners in the states since two years. However, it was only in 2014-15, that the state resource groups were formalized in each of the Phase I and Phase II states. During this year (2014-15), the Centre with resource support from national level organizations had begun to build capacities of the state resource groups, primarily on the Handbook on school leadership development. Henceforth, it was expected that the State Resource Groups would initiate first-hand experience in transacting the leadership curriculum with the school heads. In most of the states, through capacity building, batches of school heads ushered in their journey towards school transformation.

#### *Structure and Objectives of the Workshop*

With the constitution of state resource groups in Phase I and

Phase II states, the next step was their orientation and capacity building on the school leadership programme. In some of the Phase II states (Punjab, Odisha, Bihar, Haryana, Uttarakhand, Telangana, Manipur, Meghalaya, Tripura, Maharashtra, Puducherry, Kerala) workshops with state resource groups were combined with one day state level consultations with state officials, university departments, field practitioners and non-governmental organizations. In a few other Phase II states, such as Odisha, Uttarakhand and Bihar, separate state consultations were held. During these consultations, states also shared their experiments in terms of the development of materials and capacity building of school heads, which they had initiated prior to the launch of the national programme. For instance, in Uttarakhand, collaboration with the Azim Premji Foundation (APF) had led to a programme on school leadership with school heads; whereas in Bihar, the Bihar Madhyamik Shiksha Parishad (BMSP) in collaboration with the State Council of Education Research and Training (SCERT), Mahendru, Patna had conducted need assessment workshops with Secondary School Principals across the state and had developed a five day capacity building module by the name *Jagruti*.

After the state consultations, the capacity building workshops with state resource groups were conducted to facilitate an orientation to the perspective of the school leadership programme, to understand the Curriculum Framework and the content and the process-based methodology of the Handbook. These workshops were also a medium for the state resource group to equip themselves with the skills of facilitation and effective delivery of the Handbook with the School Heads. This round of orientation and an intensive workshop was necessary for the state resource group, in terms of being able to create short-term and target-specific school leadership programmes in future which would be specific to the challenges of their states. In these workshops, the Centre also helped the states to collaboratively design the action plans for capacity building of school heads in various districts for the year. It was expected that the state resource group felt equipped with both the content and delivery of the Handbook on School Leadership Development and felt empowered as a professional group of state resource persons, not seeing their role as mere master trainers. This is significant as the national programme design visualizes the role of the state resource group members as

broad, working on all the four strands of the programme.

The capacity building workshops with the state resource groups were designed as an intensive 10 day *residential programme*. The 10 days presented a rigorous opportunity to participants to understand the curriculum, familiarize themselves with the Handbook and reflect on the transformative philosophy of the programme. As a residential programme, there was space for remedial sessions (in case the participants needed), facilitator and participants' debriefs in evening, preparation for practice sessions and additional video resource screening.

### *Participants in the Workshops*

The participants of the state resource group workshops were from diverse backgrounds, comprising of Lecturers from University departments, faculty from SCERT, SIEMAT, IASEs, DIETs, CTEs, teacher training institutes, school heads from secondary and elementary schools, BRC and CRC coordinators and practitioners from non-governmental organizations.

### *Inbuilt Processes in the 10 Day Design*

The workshops with the state resource groups were based on the transaction of the Handbook; however, to make the workshops more meaningful, certain processes were inbuilt into the ten days.

- **Morning Assembly and Energizers** – Each day of the Workshop started with 15 minutes devoted to Morning Assembly where the participants sang a *Chetna Geet/ Abhiyan Geet*. The idea was to create an energy where everyone could feel belongingness to one group and become focussed on the day's work. Each day, the team of facilitators would also introduce energizers after lunch (15 to 20 minutes). These energizers were small duration games and exercises which had relevance for the Key Area being dealt on that particular day. They also acted as stress busters and helped in fighting fatigue that usually sets in post-lunch in the workshops.
- **Demonstration Sessions** – These sessions were led by the NCSL resource persons. On any day, a Key Area was introduced and a broad overview given on the rationale

of the key area, the flow of the day, the selection of themes and the design of sessions. This was followed by a demonstration session where one or two important sessions of the day were conducted focussing on two aspects – the explanation of the content and the method that was used for transaction of the session. The participants were expected to understand the content, be a part of the activities (for example, group work, role play etc. as given in the Handbook for that particular activity) as also observe the transaction style of the facilitator.

- **Practice Sessions** – In the programme design of the ten days workshop, there were opportunities given to state resource group members for taking full-fledged sessions of the Handbook. For each practice session, two volunteers were identified a day before. The two participants sat with the team of facilitators in the evening prior to the day of their session, understood the content and arrived at a mutual consent for transacting the session as per the details given in the Handbook. During the conduct of their session, the team of facilitators supported wherever necessary. This was done to closely hand-hold the participants (acting as facilitators) during the practice session for their skill building. However, due care was taken by the national resource persons in consolidating the practice sessions so that the intent of the session was not lost.
- **School Visits** – During workshops held in few of the states, a unique feature was school visits, where the participants were taken to one or two schools for observation of school and classroom processes. For instance, in one of the states, a session on the process of classroom observation and feedback (from the handbook) was undertaken as a project for which, on a format created by the facilitators, the participants had to observe classrooms during a school visit. The school visits were designed as focussed activities with learnings for the participants. After the school visit, there was a session facilitated by the faculty, where learnings were consolidated and key messages emphasized.
- **Debrief of the Day** – Each day 10 minutes were scheduled for Debrief of the day with the participants, where there was either an open discussion or a written feedback on the

day, such as:

- How do I feel today?
- What new did I learn today?
- What would I do tomorrow to make the day more meaningful for me?
- **Facilitator Debrief** – On the evenings of each day, the team of facilitators discussed and reviewed the day, which helped them to plan for the next day.

The Centre had conducted 22 workshops with the state resource groups by the end of 2014-15. Intensive engagement with the participants yielded a number of learnings for the faculty to improve the content and processes of the materials as well as their transaction styles for future, such as

- It was felt that the participants could be oriented for a day, a few days before the actual workshop, so as to ensure willingness and sign up with the programme.
- During the first two days of the workshop, there was a need to build a level of trust and comfort with the participants- listening to them, clarifying their doubts and helping them understand their future roles.
- It also helped on the part of the faculty, to ask the participants their expectations from the workshop and take regular feedback either formally or informally, on each of the days, also to improve the content or facilitation style of the workshop.
- It was learnt that skills such as communication, providing real life examples and focussing on building teams as part of the workshop design were more fruitful than merely sharing theoretical concepts.
- Documenting day wise transactions and key learnings for ten days in the form of flip book/flow chart, facilitated the process of recall – relate – reflect – relearn and retry.
- Daily reflections and debrief helped maintain the motivation levels of the participants. It was seen, if on certain days, debrief sessions were not conducted, it had an adverse effect on the next day where the



participants took time to connect with the learnings of the previous day.

- SRG felt the need of capacity building of school heads on school administration and finance. This was a feedback on the curriculum framework where it was suggested that another dimension could be added to make the programme more meaningful for school heads.
- In many instances, it was found that SRG members were uncomfortable with IT skills and there was a felt need to engage with the resource persons on building these so as to enable them to access e-resources.
- At an organizational level, the faculty learnt that it needs to work on collaboration amongst different agencies (SCERT, SSA, RMSA) and the state resource persons so as to ensure proper understanding and sustenance of the programme for a longer period.

### Voices from the Field ...

“The story of ‘Tottochan’ struck an emotional chord... I went home and wept.....I thought of the many times I have scolded children impulsively..... I want to change...”

**(SRG member, Karnataka)**

“I was not feeling comfortable the first two days...I complained to my colleagues that I am not liking this programme.....then slowly I realized I was being pulled in.....I was enjoying the experience...this is different from the other training programmes that I have been exposed to the last 17 years.....this is wonderful ....”

**(SRG member, Odisha)**

“This training programme has enhanced my skills as school head and I have learnt lot of concepts like active learning methodologies, conducting effective dialogue, circle of influence and circle of concern and how to engage with students.”

**(SRG member, Himachal Pradesh)**

“Human body as a system has different organs that perform various functions but with its only with yoga that our nerves get activated. Similarly we knew our roles and responsibilities but SLDP programme has inspired and activated us to think beyond the routine activities.”

**(SRG member, Punjab)**



### 3.3 Capacity Building Programmes of School Heads

Towards the end of the workshop with the state resource groups, the faculty of the Centre facilitated in creating district teams for carrying the programme forward with the school heads. In all of the Phase I and Phase II states, a few districts were identified to initiate the pilot capacity building programmes with school heads in batches of 40-50. These school heads were selected from a geographically close-knit area, either two adjacent blocks in a district, or a few clusters together, in a block. This structure was favoured so as to facilitate the school heads in creating a professional learning community during and after the one year continuous engagement. At first, the school heads came together as part of the ten day workshop where they were capacitated on the curriculum on school leadership. In few districts, where the ten days workshop were conducted early in the year, first and second review and feedback workshops were also organized by the state resource groups. In the review and feedback workshops, the school heads came together to share the transformative journey initiated by them in their schools and the challenges they faced. The review and feedback workshops gave the school heads an opportunity to also attempt collaborative problem solving. Since in 2014-15, the programme was in its initial phase as far as school heads were concerned, an exercise was attempted in a national level workshop held in March 2015, where few school heads were invited to share their beginnings of change and innovation in their school. By the end of 2014-15, NCSL-NUEPA had build capacities of about 900 SRG members and had successfully completed capacity building programmes for about 3,500 school heads across the states. The capacity building of school heads carried out in different states is given in [Appendix VII](#).

### 3.4 Revision of the Curriculum Framework at the National Level

The Curriculum Framework originally developed at the Centre was built around six key areas, and was vetted across Phase I states in 2013-14. As the Centre expanded into states, the feedback received during the process of building capacities of State Resource Groups and school heads, helped it to enrich the

framework, including in its scope, an understanding on school administration and school finance. The curriculum framework was revised with an addition of Key Area 7 'Leading School Administration'.

This newly developed Key Area focuses on the administrative and financial aspects of leading a school. It helps to facilitate the school heads in understanding administrative rules and guidelines issued by the respective state governments, as well as an understanding of school finances, budgeting and utilization of funds. While leading a school, management of physical and human resources is important, hence, this area also explores the various dimensions of effectively dealing with physical and human resources. Another feature of this key area is to help the school heads build an effective database system, and lead school transformation with informed decision-making.

### 3.5 Programmes for Secondary School Heads

Apart from the 16 day model for capacity building programme of school heads, that is at present operational in Phase I and Phase II states, the Centre in 2014-15 also undertook the challenge of designing and conducting a *One Month Summer Programme on School Leadership and Management* and *One Year Post Graduate Diploma Programme on School Leadership and Management* for Secondary School Principals and Senior Teachers. The prototypes of these programmes were specifically designed for urban secondary school principals and senior teachers, who could become part of longer duration programmes along with their professional commitments. While the summer programme was a successful expansion of the 16 day model for capacity building, the One Year PG Diploma has helped the Centre create materials for a programme that runs for about 41 weeks. Taken together, both the programmes have extended the base of resources that the Centre has developed on school leadership in the Indian context. These programmes were piloted in NUEPA, New Delhi. However, as part of the national strategy, it is hoped that in future, state level and university level education institutions would come forward to run these programmes across the country. Specifically, the One

Year PG Diploma programme could be taken up by university departments as a certified diploma for school heads and senior teachers.

### *One Month Summer Programme on School Leadership and Management*

The one month summer programme was conceived of as a pilot programme by the Centre for secondary schools from the Hindi speaking states of the country. This programme was a one month residential programme, organized in June 2014, in which secondary school heads were invited from *Madhya Pradesh, Bihar, Rajasthan, Uttar Pradesh, Uttarakhand, Haryana and Delhi*. The objectives of the programme were to build a perspective on school leadership and the vision for change and improvement, as well as acquire knowledge, skills and attitudes inbuilt in the six key areas outlined in the curriculum framework. A new area was also added with this programme that helped the participants to build their management skills.

### *Learnings from the Summer Programme*

- The participants appreciated the importance of working as a team towards success.
- They realized the importance of developing self. This key area helped in changing the dynamics of the group, especially after deep reflective sessions on self, and self in relation to others.
- The school heads felt motivated to bring about a change in themselves and their schools, but required handholding and mentoring over a period of time, to create even small successes.
- It was felt that the participants required a day or two devoted to consolidation of the entire course.
- The use of a reflective diary as an inbuilt process in the one month programme could not take off on a regular basis, but was considered as an important tool for documenting daily reflections and ideas for change.

- The faculty was exposed to a number of issues and challenges currently being faced by the secondary schools, across the states.



### *Cultural Evening with Padmshri Geeta Chandran*

To promote an understanding of art and culture in schools, a cultural evening was organized for the participants of the summer programme, in collaboration with SPICMACAY, a leading organization that brings together performing artists to schools and colleges for orienting them to the rich cultural heritage of the country. The artist for the cultural evening was the renowned Bharatanatyam exponent, (Padmshri) Geeta Chandran, who along with her disciples performed on 'Satyam Shivam Sundaram' a thematic presentation on the guru-disciple lineage. The programme was attended by a huge gathering. At the end of the performance, there was an open house discussion between the audience and the artists. The interaction with the artist was an enriching experience for the participants as well as for the larger audience.





### Post-Graduate Diploma Programme on School Leadership and Management

The One Year Post Graduate Diploma Programme in School Leadership and Management was another initiative undertaken by the Centre in the direction of transforming school heads, to bring about a shift in their current role as functional managers to proactive and innovative leaders. The programme envisaged transformation of schools by developing leaders who could take responsibility to change the school and quality of learning through innovations, working in teams and partnerships and enhancing the efficiency of everyday practices of school administration and management.

To translate this vision into real school experiences, the programme adopted many practices coupled with theoretical understanding of concepts. The programme had many new sessions, based on writing reflective journals, tracking changes in self and in school during the entire course period, workshops for skill building, and special sessions by experts. The objectives of the programme were to develop the ability



amongst the school principals to critically reflect upon their personal and professional self, develop a perspective on school leadership, and develop skills, attitude and knowledge in areas of team work, partnerships and teaching learning processes for improving student learning.

For eligibility to this programme, the Candidate should be a graduate in any discipline with a relevant degree in teaching. S/he should be currently working as a school head or as a teacher in secondary schools located in Delhi, and should have

at least 3 years of working experience in schools. The classes for this programme are conducted in NUEPA during evenings on week days, full day on weekends and school vacation. The programme commenced from September, 2014 and would end in June, 2015.

In the one year PG Diploma programme, there are 10 courses spread over three phases viz., preparatory work, face-to-face interaction and project work. The course which runs for about 41 weeks yields to a total of 34 credits. A specific feature of this year long programme is project work, where the school principals along with a mentor (from the national faculty drawn from the Centre and NUEPA) are expected to design, plan and implement a change process based on any theme drawn from the curriculum framework.

### 3.6 Continuing work with NCTL States

The collaboration with National College of Teaching and Leadership, U.K. continued into the year 2014-15, with expansion into new states and union territories- Maharashtra, Kerala and Puducherry, while Rajasthan from the previous year was carried forward. In the year 2014-15, the approach to capacity building with school heads, in these states, was aligned to the 16 day structure of the programme adopted in other states, where NCSL was taking a lead. Apart from the 10 day intensive capacity building of the state resource group/ tutor facilitators, the secondary school heads underwent the 16 day programme, spread over a year.

#### Learnings from workshops

- tutor facilitators desired for more content on instructional leadership, distributed leadership and on a few other concepts of leadership.
- along with the power point presentations, tutor-facilitators felt there must be more time given for discussion and reflection
- more time and resources were needed to help States to contextualize the programmes to specific needs of school heads, prepare local case studies and audio-visual resources



- there was a need to start helping school heads and officials understand system-leadership
- Follow-up support and closer engagement by facilitators with School Heads appeared having positive impact on formation of peer-networks and discussion forums.

### Capacity Building of School Heads in NCTL-NCSL States

Variations in the structure of the programme existed across different states. Whereas in Maharashtra and Kerala, NCTL implemented a 16 day capacity building programme with school heads, in Puducherry, the programme was customized in 2 phases over five days. However, the most distinctive feature of this programme, in Puducherry, was the intention to support succession planning by ensuring that schools were represented by both their principal and a senior teacher. In Rajasthan, apart from the capacity building of secondary school heads of the government sector, a specifically tailored programme was conducted for 66 model schools by NCTL-NUEPA, with a vision of developing these schools as Leadership Hubs having far reaching demonstration effect. During school-visits by NCTL-NUEPA, the tutor facilitators were seen supporting school heads in identifying what their own and their school's improvement target should be and assist them in understanding the school improvement planning process.

There were visible effects of school heads starting on their journey for school transformation. For instance, in Maharashtra, the school heads in the field had begun to apply their learnings in the school, with the aid of school improvement projects. A few school heads had taken up leadership role in transforming teaching-learning process, wherein they went for daily 'learning walks' around the school and classrooms. Some head masters applied their learning in supporting teachers in their planning and teaching. Early evidences also suggested that planning had become more participatory and in some cases the school's short term and long term goals were decided after consciously involving teachers in the process. A number of projects had been taken up to improve classroom teaching and learning processes, in addition to the school's physical and social environment. In Kerala, post training, tutor facilitators supported the Principals in preparing their individual school improvement projects, on topics such as, how to keep toilets clean and smell-free and help children develop healthy and hygienic toilet usage, how to develop more inclusive and responsive class-room processes, how to give and take feedback. One day seminar was organized across all fourteen districts to present and share implementation of their projects.



## Voices from the Schools

“Respect was always there towards teachers but now love and affection with friendly atmosphere seems to be a sign of improved relationship between teacher and students.”

**School Head, Maharashtra**

“Team creates magic, good teamwork plays a vital role hence courageous and enthusiastic team is must for any activity to be initiated and completed to the best.”

**School Head, Maharashtra**

“I would specially like to mention the changes that I witnessed in my own working. It was amazing!! I enjoyed the changes. Though I had been doing many things for a long time but it lacked a proper organisation. Bringing about changes was a difficult task and providing teacher support was a challenge. Through the learnings from this programme, I worked with my staff as a team and brought all the stakeholders together for the maximum development of my children. Feedback sessions were enjoyed by the teachers and they brought about changes in their classroom teaching.”

**Tutor Facilitator and Principal, GGSSS, BJS, Jodhpur, Rajasthan**

## 3.7 Networking with States and Institutionalizing the Programme

As spelt out in the National Programme Design of the Centre, the third strand of Networking and Institutional Building holds a significant place in national and state strategy for expansion and institutionalization of the programme. The implementation of the school leadership programme had been visualized through a network of institutions, professionals and individual experts at the national level and within each state, to ensure their support in the transformative agenda of the Centre. One of the steps in this direction was the constitution and capacity building of the State Resource Group in each state consisting of representatives from State level institutions like SSA, RMSA, SCERT, SIEMAT, various NGOs etc.

However, to cover a massive school education sector, with 1.5 million schools across the country, it was considered impractical that one apex institution (NSCL-NUEPA) or even a few state level nodal institutions (SCERT, SIEMAT etc) could engage singlehandedly on a continuous basis with all the school heads in their respective states, due to complex factors such as the magnitude or the diversity of schools. Thus, following the groundwork that the Centre had accomplished in two years, there was felt a need for engaging with as many higher education institutions and local level institutions, in the process of programme implementation, so as to empower them to carry forward the programme across the country. In this context, the Centre in 2014-15, held consultation with Phase III states to expand its reach. In a view to identify potential leadership academies and anchor institutes, the Centre held a series of meetings with the National Council of Education Research and Training, Kendriya Vidyalaya Sangathan and selected institutes from two states.

### *National Consultation with Phase III States*

The Centre’s direct engagement with the Phase III states and union territories was limited for the year 2014-2015, hence a national consultation was planned to share the Centre’s perspective and develop action plans with the state teams,



working out strategies of programme implementation in these states. The Phase III states included the remaining fourteen states and Union Territories, which were Jammu and Kashmir,



Chandigarh, Jharkhand, Delhi, Sikkim, Assam, Arunachal Pradesh, Nagaland, Goa, Madhya Pradesh, Lakshadweep, Andaman-Nicobar, Daman and Diu and Dadar and Nagar Haveli.

During the two day consultation in September 2014, the states came up with a number of strategies along the four strands of the National Programme Design. For instance, few states suggested creating modules on management skills (time management, delegation of work, use of ICT skills for effective school management- data management and analysis), holding workshops for contextualization & translation of the material (sharing of best practices, videos etc.) and developing target-specific programs of short and long-term duration on special focus areas (context specific to states). Some states such as Madhya Pradesh in collaboration with UNICEF had developed modules on school leadership. They expressed the need to incorporate this module in to the National Curriculum Framework before trying out in the field.

Under the capacity building strand, states decided to constitute the state resource groups in the year 2014-15 and start capacity building of school heads from the next year. They deliberated on different approaches to capacity building of school heads depending on the diversity of school structure, the location of schools and the presence of designated posts of school heads. The states also highlighted the universities and institutions that were working in the field of school leadership and with whom collaborations were possible.

### *Finding institutional support for the programme: Meetings with NCERT and KVS*

As part of the national strategy for programme implementation across the country, the Centre explored collaboration with national level institutions and their regional centres. In this regard, two consecutive meetings were held, one, with Kendriya Vidyalaya Sangathan and its Zonal Institutes of Education and Training and the second with NCERT and its Regional Institutes of Education. The objectives of these meets were to brainstorm on the potential modalities for networking and collaboration along the four strands that are curriculum and material development, capacity building, institutional building and research and development.

The meeting with representatives from Kendriya Vidyalaya Sangathan, held in early April, 2014, brought forth these suggestions:

- NCSL-NUEPA and KVS could explore institutional level collaboration, whereby, the ZIETs could be used as centres for capacity building of school heads
- Field Officers, Regional Officers, Inspectors and School faculties drawn from the ZIETs could act as resource persons, in various capacity building programmes, as well as become a part of the state resource groups in their respective states
- ZIETs are found to be located in centralised urban areas so their resources could be utilized for school leadership development of neighbourhood secondary schools (state registered government and government aided schools).
- Most of the KVS schools are composite schools. NCSL would extend its scope to include these central schools in its capacity building programme and hence, may think on the lines of contextualizing the handbook for composite schools.
- KVS could also help NCSL by documenting stories of 'change and improvement' or case studies of their schools to set examples or for supplementing evidence.

The meeting with Director NCERT and representatives from the Regional Institutes of Education held in last week of April, 2014, few potential aspects for collaboration were discussed:

- School Leadership could be incorporated in B.Ed. Curriculum as a separate paper or as part of different papers
- It was suggested, that to begin with NCSL could initiate collaboration with RIE Mysore on the school leadership development as a pilot project and prepare a roadmap for future collaboration with RIEs.
- NCSL could partner with RIEs in collaborative research in Education and School Leadership

### *Consultative Meet for Collaboration with Anchor Institutions on School Leadership Development*

The Centre believes in developing institutional capacity of state level higher education institutions, University departments and local education institutions, to carry forward the school leadership development programme to even the remotest schools across the states. These education institutions known as *Anchor Institutions* would help in institutionalizing the school leadership programme in the state by organizing long duration capacity building programmes. By virtue of their geographical location they would have the advantage of maximum proximity to the schools in their catchment area and would thereby act as a bridge between NCSL-NUEPA and the nodal state institute, for successful implementation of the school leadership programme.

These anchor institutes could be teacher education departments in different state universities, CTEs, IASEs, any reputed teacher training college, DIETs, departments in IIM or IIT (if they are focusing on school education) or any other government or private institute which possess good human as well as infrastructural resources and are already established systems in the state. The main role of the Anchor Institutions is to promote and support individual schools and clusters at the local level, improve their quality and lead them towards transformation and change. To do this, their mode of operation is envisaged around NCSL's four strands.

The Centre had organized a Consultative Meet for the Anchor Institutions at NUEPA in March, 2015. This meet attempted to bring together resource persons from various



educational institutions of the state to discuss and strategize multiple models of networking. Institutions from two states, Chhattisgarh and Uttarakhand were invited to take a lead role in this direction. The main purpose of this meet was to discuss the roles and responsibilities of the Anchor Institutions and also the modalities of how they would carry forward the programme in the state.

As an outcome of the meet, both states committed to conducting a rigorous selection for identifying anchor institutes. Once the anchor institutes get finalized a road map drawing synergy between university departments of education, SCERT, DIETs and SIEMAT will be created in the fields of course development, networking and capacity building of school heads. A two day workshop for orienting district education officers and block education officers on school leadership is also scheduled for the coming year, with academic support of NCSL. To commence dialogue, partnership and collaboration with local and state institutes, Hemwati Nandan Bahuguna Garhwal University will be taking the initiative in Uttarakhand state.

Institutions from both states felt the need of research and development. They felt the need for documentation of effective leadership practices in their respective schools. Participants from Chhattisgarh stressed on the partnership of different education institutions (IASE, CTE, University and Teaching Department) in the state, to together engage in documentation & dissemination of best practices in leadership. Besides, representatives from the university departments of

education mentioned that they would consult their respective deans for running the PG Diploma Course in both the states.

### *Reviewing the Work in States and celebrating the success of school heads*

To review the progress of states and facilitate them in planning for the forthcoming year, a 2<sup>nd</sup> National Review and Planning Workshop was organized by NCSL in March 2015. In this workshop, officials belonging to SCERT, SIEMAT, SSA, RMSA and other organizations actively involved in the school leadership programme in the states (Phase I & II) were invited for review and planning. Though in the year 2014-15, most of the states (Phase I & II) had completed the first round of capacity building of school heads at both elementary and secondary level, only in a few districts, a few batches of school heads had undergone the first and the second review and feedback workshops. Considering that the states had started the capacity building programme with school heads, and the programme was only at an inception stage, it was thought to also invite a few school heads to share their experiences on their journey towards school transformation. This workshop was an opportunity for the school heads to share how the curriculum on school leadership development had equipped them with knowledge, skills and a new set of attitudes to initiate change processes in their schools.

However, the process for inviting the school heads started much before the workshop. The Centre had requested members of the state resource groups to identify school heads for writing a narrative on the changes that they have begun in their school, the challenges they were facing and what do they expect from the national school leadership development programme. The Centre received an overwhelming response, and about hundred narratives were sent from across the states. Some of these reflections were compiled in a book titled 'Reflections of My Journey as a School Head' and shared in the workshop. Sixteen of the school heads among those who had sent their narratives were selected for sharing of experiences in the national workshop.

The workshop began with reviewing the work of NCSL at the national level, and the programme implementation in states. After the experiential sharing of school heads on their journey towards school transformation, the state teams planned for the year 2015-16 based on the four strands of the programme design. The states then presented their Action Plans for the next year. The deliberations that followed focused on scaling up the state resource groups and school heads and expanding the scope of capacity building programmes where only either elementary or secondary school heads were covered during the last year. The states were also encouraged to undertake the One Month Summer Programme and One Year PG diploma on School Leadership and Management. It was decided that the prototypes of these two programmes will be shared with the states, depending on their willingness to own and run these programmes. The One Year PG diploma on School Leadership and Management is a certified course, and could be taken up by University education departments for urban secondary school principals.

The Centre emphasized on the state planning teams to identify potential universities who could run the PG Diploma programme. This was important as the Centre believes that long-term engagement and residential programmes are useful in bringing about a sustainable change in the perspective of school heads and encourages them for school transformation with long-term support of peers. The Centre also shared that as part of scaling up strategy for covering larger number of school heads, online courses on school leadership could also be developed. These online courses could be launched with support from NCSL-NUEPA.







### Some excerpts from narratives

“the beauty of the programme is: it doesn’t give any readymade solutions to the problems at school level, instead it builds his capacity to identify problems and encourage him to find solutions with partnership of school and society...”

**Venugopala Rao, Head Master, ZPHS Vavilapadu, Andhra Pradesh**

“when I initiated changes in school, I faced resistance and criticism. People questioned- why these changes, they are useless, these programmes are conducted to spent the grants allocated...but could not shake my determination... I myself set an example to all by adopting the change before anybody else.”

**Mani Ram, Head Master, GHS Maulokri, Haryana**

“As a school head, I have engaged the teachers, students and others in innovative activities. My team is working hard to bring child centred pedagogy in to teaching-learning process.”

**Rabindra Kumar Sahoo, Head Master, Jagulai UPS, Khurda, Odisha**

“this workshop gave me an opportunity to learn together, to love, to care, to show sympathy, to challenge the challenges and in a nutshell to become an effective leader to make my school a learning organization.”

**Uttam Mitra, Head Master, Garjee Bazar HS, Gomati, Tripura**

“an impression that something is going to happen has spread. However, this enthusiasm has been aroused many times even before but due to lack of follow up, the programmes have lost their meaning. This programme gives an opportunity to regularly follow up the activities of the school heads...”

**Eapen Mathew, Head Master, MMA High School, Kerala**



### 3.8 Bringing Research Agenda into forefront

The Centre realizes the significance of initiating researches in the field of school leadership in the Indian context. It is believed that cutting-edge and context-specific research would also feed into development of curriculum, and other interventions for school-based transformation. In this direction, the Centre held an International Seminar and an International Colloquium on aspects of school leadership in the year 2014-15.

#### *International Seminar on School Leadership: Policy, Practice and Research*

An International Seminar on School Leadership: Policy, Practice and Research, was organized in November, 2014 by NCSL-NUEPA, at India International Centre, New Delhi.

The International Seminar aimed to draw insights on issues concerning school leadership across the globe and provided a platform to researchers and practitioners engaged in the area

of School Leadership from India, UK, Canada and other countries.

The main objectives of the International Seminar were to share ongoing researches and practices in the areas of school leadership in India and in other countries, deliberate on the aspects of quality, equity, diversity in schools in India and share experiences on leadership development and school improvement. An attempt was made to derive common understandings that would help foster a better understanding of local school settings and provide a scope for evolving innovative practitioner centric processes in

school leadership. The objectives were translated into six broad areas that were *Improving Schools in Challenging Contexts, Diversity and Equity in Schools: Role of the School Head, Professional Preparation of School Heads, Teacher Leadership,*



#### *Leadership and Teacher Education and Women in School Leadership Positions.*

The International Seminar invited 25 scholars from UK, USA, Canada and India. The seminar's proceedings, explored an array of topics, such as the varying degrees to which school heads have been domesticated often to managerial roles and the diverse challenges before a school head. The seminar presented the next generation of scholarship on school leadership, while shedding light on a school head's everyday leadership practices.



#### *International Colloquium on Women Leadership*

The study of women leaders and their leadership roles in the public and private education system has been of critical significance to gender and feminist perspective especially in the context of globalization and privatization. This has seen a reflection even in school education, where women have attempted to participate, but have found themselves caught in multiple roles and expectations both at the personal and the professional fronts. To date, there has been very little research conducted on women school leaders in India and similarly, even in Scotland. In this context a joint colloquium was organised between NUEPA and University of Edinburgh, Scotland in February, 2015 with a view to discuss the ways and the manner in which collaborative research can make a unique contribution to the field of educational leadership and management in the context of both the countries.

The objectives of the international colloquium were to discuss the conceptual contours of school leadership in India and Scotland as framed in the policy rhetoric, in professional standards and conditions of service for head teachers, to discuss on women in school leadership positions in India and Scotland and to learn from experiences on women's way of leading schools in the Indian and Scottish contexts. The deliberations also centred on

examining the widening gaps between policy framework and real school leadership practices.

The participants for this colloquium were invited from University of Edinburgh, British High Commission, British Council Library, Mumbai, professionals and experts from various national and state level organisations and other professionals working in the field of school education.

Subsequent to the International Colloquium, a discussion ensued between the delegates from the University of Edinburgh and the Centre. A need was articulated for generating a



conceptual framework with the aim of exploring issues of policy, practice and research related to school leadership in the two countries. It was realized that on women leadership, there was lack of both a theoretical framework and empirical. A proposal

was discussed that a book related to the proceedings of the colloquium may be published. Related to this proposal, it was suggested that a round-table conference could help share and consolidate views that ought to find expression in the publication. By way of continuing professional and personal learning and development of the faculty, the feasibility of Diploma Programmes was also explored. The delegates from University of Edinburgh were enthusiastic about exploring possibilities to facilitate successful learners from India to attain a Diploma, from the University of Edinburgh or even otherwise, interested learners could partake of all the learning resources freely available on their web learning portal through MOOC. In addition, it was discussed that collaborative research programmes on Gender, Leadership, Learning Outcomes and School Improvement could be developed.

The National University of Educational Planning and Administration, New Delhi and the University of Edinburgh, UK also signed a Memorandum of Understanding at NUEPA, New Delhi on February 20, 2015 for academic collaboration between the two premier institutions. Signed by Prof. R. Govinda, Vice-

Chancellor of NUEPA, and Sir Timothy O'Shea, Vice Chancellor and Principal, University of Edinburgh, the MOU envisaged promotion of collaborative research and publications, joint production and delivery of courses, besides balanced student/faculty/staff exchange between the two institutions. The MOU also provisioned for sharing of experiences, skills and best practices for mutual benefit.

### *Roles and Responsibilities of School Heads: A National Perspective*

An ongoing research study of NCSL-NUEPA seeks to explore the roles and responsibilities of School Heads in the present Indian context. This study assumed significance with respect to understanding the roles that the school heads were found to be performing and what they were expected to perform for becoming effective leaders. The objectives of the study were to explore and study the prescribed roles and responsibilities of heads of elementary and secondary schools as articulated in state documents, to analyze them for their comprehensiveness, specificity and inter-state variations and develop an understanding on the roles of school heads in different school contexts like rural/urban, small/large, elementary/secondary and schools under different managements.

Through secondary sources, the review attempted to examine the roles and responsibilities of school heads in relation to the pre and post-RTE period. Official documents from state websites and departments of education, for the states of Madhya Pradesh, Gujarat, Rajasthan, Uttarakhand, Tripura, Himachal Pradesh and Bihar were secured for a detailed analysis. The report, however, is in progress.

### **3.9 National Advisory Group Meeting 2014-15**

The National Advisory Group met in February 2015 to review the progress made in the previous year and provide guidance for expansion of the Centre for 2015-16. Several members appreciated the accomplishments of the Centre. By way of moving into the future, it was realized that many more people and institutions must come forward to partner with the Centre in all its programmatic activities. Members highlighted the

importance of using technology as a medium for programme implementation in the capacity building of both state resource groups and school heads. In addition, technology would also facilitate the Centre in reaching to a large-scale. In this context, it was announced that the Centre would, in the coming year, explore possibilities for launching on-line courses through moodle platform. To strengthen the schools, it was shared that there is also a thrust on developing school records to create a robust management information system. It was discussed that if state level institutions, such as SCERT, SIEMAT could take up the summer programme on school leadership and management, it would be jointly certified with NUEPA. Likewise university education departments would also be encouraged to take up the One Year PG Diploma Programme on School Leadership and Management.

# 4

## Learnings of NCSL Members

This section compiles reflections of NCSL members, their journey being a part of the centre, learnings from various programmes as well as their aspirations...

### Multiple Challenges but with a silver lining

*Rashmi Diwan*

Opportunities to see change in transition: My experience of interacting with thousands of school administrators and principals for more than 30 years has shown that our education system suffers from dependency syndrome, each one depending on the decisions taken up by others in the hierarchy. This was more visible among school principals, in particular the most affected class was of elementary school heads. No matter how many training programmes they have gone through, their thinking process would not go beyond charter of demands and identification of problem they face in their everyday work life. They have always felt that their voices go unheard and therefore could not see the possibility of change at their own level. Similarly the School Administrators have always felt that they are much superior than the School Heads and found ways to dominate them by all means. Creativity was marred to a large extent. One silver lining could be seen that despite the attitudes of functioning within their comfort zones (more directed by rules and regulations) coupled with strong resistance to change, one could see willingness to show outstanding performance. A spark could be seen for a moment but would dispel soon. I as a researcher and trainer, at my personal level struggled with each participant to show that change is possible if one develops a positive attitude, but nothing helped much. Extensive writings on School Leadership and interactions with school personnel were satisfying the fraternity but not helping them to change their mind- sets and there I always felt at the crossroads when

I was not able to do much to change or alter the scenario our school system is going through. It was my failure.

The establishment of NCSL, which was more formalized by GOI, with its mandate to focus on leadership development

for School Heads gave a hope as a Head of this Centre and an opportunity to drive leadership capabilities and empower our School Heads to atleast take decisions for their schools that belong to them. The capacity building programmes have largely helped the participants to unleash their potentials, to develop confidence and self, to raise issues that concern their children. The programme is flexible enough to accommodate needs, vision and mission of each school and School Head, more realistic and practical. Earlier it was a personal struggle but now with NCSL, one can see that things have started moving strategically to a particular desired direction. Let me admit that it is not only the learning reinforced for our participants but NCSL Faculty has also benefited immensely. Programme design and Curriculum Framework on School Leadership Development by NCSL followed constructive approach and was a unique reciprocal learning experience among the colleagues.

Strategic move for implementation of the programme: There had always been discussions in-house at NUEPA on how to extend its programmes across length and breadth of the country. With the establishment of NCSL in NUEPA, our journey began with a struggle on how to address diversity and inequity among schools, large sized, small sized, remote, rural schools especially when the number to be reached out is too large and may not be possible for one Centre to extend its arms in every corner of this vast country. The strategic move to the States on leadership programmes provided an opportunity to reach out to each school and its Head through the State Resource Group constituted in each State. We are looking at institutional collaborations with the States. The story of struggle to empower School Heads to take decisions at least for their schools, challenges of implementation of the programme conceptualized with face to face and follow up provisions, helping School Heads to translate vision into real school practices through on-site mentoring, developing professional communities etc does not end here... but we are quite hopeful that learning at every phase of struggle will provide more opportunities to learn further until the programme sustains in the States.



## Crossing the hurdles of didacticism

### Sunita Chugh

Before getting associated with the school leadership development programme, I had been studying the schools in the urban contexts, whereas as part of the school leadership programme, my entire perspective has undergone a change. I now look at the different elements in a school as organically linked which influences the learning levels of children. School does not appear to be a static organisation but is full of life and activity.

My experience in the process of development of curriculum and materials on school leadership has been very exciting and enriching. Sitting for long hours and brainstorming has never been tiring, rather it has been a refreshing experience. In the beginning, it was difficult to drift away from the didactic approach and look at the material from an experiential perspective. Gradually I crossed these hurdles and started enjoying the process. It was for the first time that in reality I experienced team work and felt fortunate to have firsthand experience of having a guide, philosopher and mentor.

### Learning from the capacity Building Programme

- Visit to various states helped to develop a deep understanding on the diversity in school system and the different local contexts in which the schools are situated.
- During the capacity building programme, I realised that changing the preconceived notions and perceptions of individuals, especially of the school officials is a challenging task. In the beginning of the capacity building programmes, I experienced that school heads were more comfortable with their administrative and managerial role. However by the end of the programmes most of the school heads and other functionaries accepted that the change in school is possible primarily with the change in the attitude of their own selves.

- I felt that the participants should be given space to share their frustration and concern even if they are irrelevant as it helps them to unlearn old things before learning new things.
- While interacting with the groups, it was encouraging for me to see that innovative experiments are being tried out by number of school heads. They shared various innovative practices like concept of learning parks, subject wise corners in rooms, initiating fund raising etc.

## Following a dream.....

### Kashyapi Awasthi

When I joined NUEPA in 2012, Prof. Govinda asked, which department I would like to work with and I said; Department of School and Non-formal Education. 'Schools, that's where my heart lies.' Being a part of the department of school and non-formal education, I got the opportunity to be a part of the establishment of the National Centre for School Leadership. Brainstorming, designing, planning, budgeting, discussing with MHRD as also at the grassroots with the school heads all this to me was like following a dream – the dream that I nurtured since my childhood – the dream of transforming schools, the dream of being a passionate teacher, the dream of touching a few lives, the dream of being able to work at different levels.

The best thing to have happened in NCSL was the amount of time, energy and learning that came through the able guidance of our Director and Vice- chancellor Prof. Govinda, who nurtured it like a baby and we all grew in the able hands of an affectionate yet disciplined mother. I learnt to push and stretch my potentials, potential of learning, of working, of performing and much of all of accommodating diverse mindsets and attitudes and work with people across the country.

Being fortunate to get associated with NCSL right from its inception, i got an opportunity to visit National College for Teaching and Leadership, Nottingham and learnt about the leadership programme in UK and worked for the development of school leadership standards. The opportunity of being in

Scotland for one and half months alongwith other district and state level officials from different states in India broadened my horizons of learning and deepened my insights on school leadership. The methodology for capacity building used by different facilitators also gave a very important learning on the skills required for facilitating.

NCSL, opened opportunities for networking with many national and international organizations, universities, state agencies and NGOs, all of which have gone a long way in contributing towards individual as well as institutional development.

### *Learning from State level workshops*

State workshops have always grounded me, I learnt that while it is challenging to develop a curriculum on school leadership and design a handbook that appeals to the needs of school heads across the country, it is even more challenging to implement it in real school situation with the diversity in schools and enormity of responsibilities as school heads.

I learnt that capacity building was different from teaching and that true capacity building is possible only if as facilitators we enable learners to take responsibility for their own professional development. I learnt this through the resource persons from Kaivalya Education Foundation, who could engage, encourage and inspire school heads to change.

I learnt that for schools to actually transform a continuous engagement at the field level is required which would entail building strong ties at the grassroots for states to own the programme and lead and support schools.

### **Reaffirmation of faith**

#### *Subitha G V*

Working at the Centre has been an immense learning experience for me. The Centre has taught me to work within an organisational setup encouraging me to re-affirm faith in values of trust, faith and togetherness. The work we are dealing with connects us with 'real' people and their life circumstances. Conducting programmes across various states has thereby

helped me understand and accept the complexities and ambiguities of human behaviour. The State visits have helped me realise that 'leaders' can be anywhere...even in remotest villages...mainly by virtue of the deeds they do out there.

State level programmes have also helped generate in me a sense of responsibility to help adult learners grow and develop in accordance to their interest and capabilities. To work collaboratively as a team, working against deadlines and communicating and networking with the State level officers are undeniably big learnings. Finally, NCSL, true to its mission of reaching out to every child in the country has made me reflect on the conditions related to growth and development of the child and also reflect on what would be my contribution to this unique purpose.

**Who can stop the world of Work?  
.....To Work is to Learn**

#### *N.Mythili*

In these two years, some of the best moments were while designing the curriculum for the school leadership development programme. Mentored and guided by Prof. Govinda, I as a member of the team, learnt what is pedagogy of the practitioner and design a curriculum that is meaningful to practitioners. The handbook on school leadership development in which I engaged on innovations, one year engagement and different models of mentoring etc. added some more learning-s. At first, I was not ready to accept why we should be prescribing a handbook for states. Later I began to see its potential when I started interacting with the state officials, the worth of the book. A shift in the mind set in approaching the capacity building cannot happen without a demonstrable kit to be shared with them. It was not only to demonstrate to states, but also to ourselves to know how we should proceed and with what conviction.

Going to the states to implement the SLDP programme was another new experience. It was a changed role for me from being a master/ lead facilitator to lead the implementation in different state. What was talked as so much a prestigious task

in the NGOs or CSRs to implement a programme at the state level is one of the most common role expected of us at NUEPA. I began understanding the role of the NGOs and corporate sectors vis-à-vis that of Government more clearly, especially the challenges in implementation, scope and significance of government, role of NGOs and its scope. NCSL-NUEPA being at the helm of affairs for this programme provided this new learning for me.

Base on the field experiences, wrote a book review and a research article based on the work being carried out in Andhra Pradesh.

Designing the one year Post Graduate diploma Programme for practicing professionals provided enormous opportunities to learn more on school leadership, designing courses at the university level. Utilising the opportunity to study more on school leadership provided insights into how to work keeping deliverables in mind that makes a meaningful contribution to NCSL, self and aligning with the larger vision of the NUEPA. Vetting the designs developed with senior NUEPA faculty, receiving feedback and revising taught me immensely. Working in teams was a different experience here. Team work was more through sharing the work in various iterative rounds for feedback and deeper learning cycles. It took a shift from giving feedback through oral communications to constructive comments and observations – a deeper engagement in team work and team learning.

NCSL team was given an opportunity to developing research proposals on a few themes in June 2014 to be shared with University of Edinburgh. I took interest in women leadership and wrote a research proposal on it. In the international seminar on school leadership organized by NCSL, paper on representation of women in school leadership positions in India was presented in November 2014. This provided a lot of opportunity to think and work on the secondary data for the first time. In February, 2015, opportunity to interact and work on the international colloquium on women leaders in school education provided opportunity to learn about university of Edinburgh. This colloquium also provided an important means to enter into MoU with University of Edinburgh.

Significance and meaning of academic leadership is demonstrated with a special eye, the subtlety used to navigate and lead the entire team maximizing the strengths of each individual, giving opportunity and time for all, allowing them to toil with uncertainties, yet holding the other end of the reins tightly is the hall mark of lead learner through mentoring, guiding, empathy and professional rigour.

### My journey continues...

#### Monika Bajaj

My journey started in 2012 when I became part of NCSL. At that time the Centre was at its initial stage and all of us were attempting to understand the perspective and best practices of different organizations working in the field of school leadership. I got the opportunity to understand the field reality as well as theoretical understanding on School Leadership by visiting few field organizations and reading some books. I also started developed my perspective on School Leadership while being involved in the designing process of Curriculum Framework & Handbook on School Leadership. I also got an opportunity to be a part of Capacity Building Programme at National & State Level which gave me a different kind of exposure to interact with school heads and to know their field reality. I also learnt to facilitate seminars, consultations, workshops at National & State Level and built network with various government officials. It gave me an orientation towards research as to how to analyze and interpret the data, which also enhanced my understanding on school education data. Apart from these professional skills which include both academic and administrative skills, it also developed in me personal skills. I learnt to articulate my thoughts in writing and was able to express confidently. It also provided me the opportunity to work in a team and to learn from each other's experiences. Being able to initiate, is a major learning for me which I apply in my day to day life. I also started discovering my Self. I also learnt to think out of the box and started to believe that there is no limit for innovation. It is also useful for me to learn that how to use different teaching styles in the classroom for making it more interactive. My communication skills and confidence has been empowered in this process.



### A great learning opportunity

*Darakshan Parween*

I struggled through the initial days of my appointment at the Centre, as there were very few members and the area was also new. When more people joined, frequent interactions and discussion happened within the group and in the process I learnt the concept of school leadership, the Centre and its programme. In the process of material development some of my skills have enhanced. They are academic knowledge and an understanding of school leadership. During Capacity Building of State Resource Group (SRG) and School Heads I learnt organisation and management of workshops, teaching skills, school contexts and an opportunity to work with different government and non-government organisation. My orientation towards research has also enhanced in the form of data collection, interpretation, analysis and report writing.

### Learning beyond my books

*Meenu Sharma*

NCSL has given me the opportunity to learn effectively. I am in the experiential process of redefining myself as a learner and as part of a team. By engaging in few activities of NCSL, I have built the network with NCSL team and few people from the state. The four strands of School Leadership Program have helped me to understand its functional role in detail. Moreover, reading of the handbook also supported my prior knowledge to understand different concepts and strategies of leadership in a more comprehensive way.

I have set up my learning goals to learn new, innovative and creative approaches from the centre and team. I am learning how to manage work, and will put my leadership into action through execution by working in a team. As I am in the beginning stage, therefore, I have not participated or involved in many of the programme so far. Yet, based on the observation, discussion with colleagues on PGDSLIM and by studying voices from the field for review planning workshop, I can reflect that

NSCL has a practical wisdom. It is helping the school heads to revitalize their leadership skills. Once, I attended the PGDSLIM programme, I observed that school heads are introducing new ideas, methods and approaches in their teaching. It also blends interactive lectures with hands-on experiences.

At present, when I am involved in organizing the Anchor Institutions meeting and to set up the plan for summer programme for next month, I am learning and improving on my coordination and management skills. It is very motivating for me to engage, enhance my interpersonal relationships and communication with regional level bodies as this program brings selected states together at centre. The different activities of NCSL are assisting me to assess and recognize my strengths and weaknesses. It is also facilitating me to cultivate my capabilities by learning new things, ideas and strategy to work in to a dynamic manner.

### A new dimension to my thought process

*Namrata*

I have been a project consultant for eight months. Despite being for a short duration, I have experienced lots of opportunities and challenges. I was involved in several activities at the Centre. Being part of the Centre, I got an opportunity to engage in several activities e.g. Translation work of NCSL's Curriculum framework, Handbook and Resource Materials in Hindi language, National Consultation on School Leadership and the National Review and Planning Workshop, which is organized every year to review the capacity building programme in different states and develop an action plan for the next year.

I got to facilitate a 10 day workshop conducted to build the capacities of school heads in Chhattisgarh. It enabled me to understand the ground realities and practices, to share my knowledge, learn from people and moreover build my capacity to communicate with people.

Additionally, I have got the opportunity and a challenging task to coordinate the One Year Post Graduate Diploma on School

Leadership and Management initiated by the Centre this year. I have been required to perform numerous administrative duties. Through this administrative role I have developed an eye for detail, capability of working efficiently and effectively and developed the self-confidence needed to succeed in difficult and pressurized environments. During this course, I have also got the opportunity to give lectures as part of the course work and mentoring a participant by taking a project work to bring transformation in the school. This has significantly contributed to enhancing my academic knowledge as well as an opportunity to apply classroom knowledge in a "real world".

Apart from the aforementioned, I got the chance to engage academically in the International Seminar on School Leadership: Policy, Practice and Research and International Colloquium on Women Leadership in Education Sector. These academic platforms have not only enhanced my knowledge in the area of School Leadership but also gave me space to meet likeminded scholars and practitioners.

On the whole, I found that developing a strong team is essential in the positive progression of the work. A hard working and dedicated team results in motivated members, who collectively contribute to the overall development of the work. Throughout my term I also feel that I have developed a seamless blend of work experience due to variance in working style and my role. Both academically and professionally, I have thrived in situations that require intense analysis and I feel it adds a whole new dimension to my thought process.

### Zeal for learning gets a new life

#### Charu Malik

Having completed my doctorate from NUEPA only recently, when I look back I see a long journey full of expectations and enriching experiences, first as a student in the university, and then as a professional working in the Centre since 2013. The Centre opened a world of possibilities, where at the same time I saw myself being part of a mix of activities, national level consultations, meetings with international partners and

engagements in the field. In the first year, the most exhilarating experience was working on a national programme design and thinking on a programme that was to have a long-term and large scale impact in near future. The collaborative efforts that went in the development of the curriculum framework and the handbook, was a great learning experience for me as this was the first time that I was exposed to such processes. Even the practice-based methodology adopted in the capacity building programmes at the Centre was a new and absolutely different understanding for me. The next year saw the Centre's movement into states. While holding workshops in Uttar Pradesh, Bihar and Haryana, my perspective and understanding of what is actually required from these workshops expanded immensely. I hope that in the coming years I am able to contribute to the Centre with a renewed zeal!

### A place of possibilities

#### Anthony Joseph

Invited as a consultant, at NCSL – NUEPA Delhi, to work on the "Roles and Responsibilities of School Heads – A National Perspective" was exciting! Within a brief span of six months, even while analysing documents for the project, I was skilfully and enthusiastically led to collaborate with a fascinating range of teaching and learning activities related to School Leadership – Tutorials and mentoring for the participants of the maiden Post Graduate Diploma in School Leadership Management Programme, participation in National and International Seminars, facilitating School Leadership Development Capacity Building Workshops for State Resource Groups in - Tripura, Manipur and Mizoram and coordinating the programme in Tamil Nadu, if that sounds 'too much', add in, the many opportunities to participate in insightful colloquiums, interactions with faculty and friends and visits to a well equipped and staffed library ... ought to sum up life at the NCSL, well not entirely!

Journeying with NCSL – NUEPA, for me, entails a constant discourse with 'School - as places of possibility; as sites for myriad expressions of leadership'. This has fuelled my desire to create and be a part of an organization that "anticipates" learning opportunities, particularly the process of systematically

improving performance by identifying, understanding, and adapting professional school leadership knowledge, practice and engagement.

School heads have a definitive need for accessible, useful processes and tools that can assist and foster school improvement. Despite their strategic position to focus on providing direct program services or capacity building activities, school heads often do not have access to the research skills or other resources that corporate or academic institutions use to identify effective practices. The SLDP through its experiential capacity building workshops explicitly empowers participants towards professional knowledge, practice and engagement, to acknowledge that there is no one type of leader who is most successful at creating a high-impact school. Instead, many different styles can succeed (charismatic, humble, strategic, and detail-oriented) if leaders are willing to put their cause, and their school, above their own egos.

Towards 'Engaging with School Leadership Behaviours, Perceptions, and Cultures to Lead Self and Others' is a call to a lifetime journey of exploration, practice and discovery. An invitation to collaboratively imagine with learners our journey toward co-creating, fostering and maintaining an atmosphere for the curious, critical and compassionate interrogation of inequality, justice and change in school education.

### Medium is the Message

*Rashmi Sinha*

It was the month of February 2014. The State of Rajasthan had decided to add a day zero prior to the first three day phase of HT School Leadership training. The day zero was for tutor facilitators to sit-down together and prepare on smallest details of training; seating, learning material, acquaint themselves with HT profiles and the context of participants, strategies within their teams for co-facilitating roles etc.

A sprawling degree college of Sardar Shaher was the venue of the training- welcoming and well provided. The training started on time, around 350 Head Teachers from Bikaner, Churu and Sardar Shahar were participating. The participants

looked driven to participate more by an office order than by their eagerness to learn. Most of the TFs were their own peers!! After the inaugural event, we could sense participant's lack of readiness to encounter their own peers as their tutor-facilitators. Their body language was tense and stiff. They were reluctant to participate in friendly discussions, spoke in mono-syllables when prodded for their views. The hierarchy was in the air. The head teachers appeared ready to mentally dismiss it all- just like an unrealistic command from the top.

The TFs continued their efforts to develop a new relationship with their own peers-poised and comforting-sure, were struggling and nervous inside. Facing one's own peers, some of whom were their seniors was no small joke. By the lunch time, we felt a bit confident as we saw a few glimpses of stress melting down. The role-play by TFs of an inconsiderate and then a considerate head teacher, proved to be powerful in bringing down the stiffness of participants. The emphasis of training was on 'influencing' as a leader than 'controlling' as a traditional administrator, for better learning achievements. Medium was the message. By the end of the last day, we were delighted to see the State officials, participants and TFs, be it junior or senior intermingling, relaxed and reflecting over children, schools, classroom processes and how to do it even better. There were glimmers of comradeship, a newfound purpose and readiness to act. The seeds of school leadership were beginning to take roots for a positive impact over schools and children.

# ANNEXURE

## Academic Contribution of NCSL Members

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### Rashmi Diwan

#### Publications

“Practical Tips for Teaching Multi-Grade Classes” (Specialised Booklet No. 4) in ‘Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Series’. Bangkok: UNESCO, 2013. pp. 57.

“Alternative Education: Concept and Evolution” (Self-instructional module for the PGDEMA Programme), Indira Gandhi National Open University (MES-048), December 2013. pp.52.

Chapter titled “Adult Literacy, Education and Life Long Learning: Towards Sustained Development of All” in ‘Education as a Right Across the Levels: Challenges, Opportunities and Strategies’. Viva Books, 2014. Pp 218-231.

“Small Schools in Rural India” in Symposium Journals: Policy Futures in Education, Special Issue: “Indian Education at the Crossroads of Postcoloniality, Globalization and the 21st C Knowledge Economy”. Volume 12 Number 7 2014.

#### Participation in Seminars/ Conferences/ Workshops

##### *National*

Presented a Paper on “Adult Literacy, Education and Life Long Learning: Towards Sustained Development of All”, International Education Conference 2014 (IEC 2014), Jamia Millia Islamia, New Delhi, March 10-11, 2014.

##### *International*

Presented a Paper on “School Leadership in India: Proposal for Collaborative Research” at Research Round Table, National

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College of Teaching and Leadership (NCTL), Nottingham, November 28-29, 2013.

### Training Material and Courses Developed & Transacted

Module "Understanding School Leadership" used in Workshops and Training Programmes on School Leadership for School Heads. NUEPA

Module "Guiding Through the Preparation of School Development Plan: A Handbook for School Heads" (jointly with Dr. B. K. Panda). NUEPA

Module "Leading Small Multi-grade Schools: A Practical Guide for the Head Teachers" as Specialized Focus Area for specific target groups to be used as part of School Leadership Development (jointly with Dr. Mona Sedwal). NUEPA

### Membership of Eminent Bodies outside NUEPA

Co-ordinator of the Project on Developing Leadership Capacity for Schools in India in collaboration with National College for School Leadership, Nottingham, UK.

Member, Consultative Committee on Leadership Programme and School Management, Bharatiya Vidya Bhavan, New Delhi.

Life Member, Indian Association of Educational Planners and Administrators, New Delhi.

Life Member, Common Wealth Council of Educational Administrators, New England University, Armidale.

Life Member, Comparative Education Society of India (CESI), Jawaharlal Nehru University, New Delhi.

Member, Research Support Group (SRSG), constituted by State Council of Educational Research and Training, New Delhi.

Founder member, Dr. S. Radhakrishnan Shiksha Samiti, constituted by the Board of School Education, Haryana for establishment of Dr. S. Radhakrishnan Model School to work as a Lab school for testing innovative strategies and methodologies in school education.

## Sunita Chugh

### Publications

Chapter in a book on Elementary Education in India: Progress and Prospects in ed Mukhopadhyay M & Parhar M. on Indian Education: A Development Discourse, (January 2015), Shipra Publications

Civil Strife and education of Children: A study of Districts affected by Left wing Extremism, Journal of Indian Education, NCERT, May 2014

Unit on Community Participation in Education, NIOS Modules November 2014

Schooling of Children Living in Slum Areas: An analysis of selected Households from Hyderabad and Ludhiana Indian Education Review (forth coming)

A Comparative Analysis of Educational Scenario of Children living in Slums of Hyderabad and Ludhiana Urban India, National Institute of Urban Affairs (forthcoming)

Leading Schools in Urban impoverished area. Paripekshya, NUEPA (forthcoming)

### Research Studies

Completed Research Report on "Access Participation and Learning Achievement in School Education in Slums of Million Plus Cities" November, 2013

### Conferences /Seminar Attended

Presented on School Leadership: A National Perspective in National workshop on Planning and Implementation of Comprehensive Quality Improvement Programme (July 9-10, 2014) organized by MHRD



Presented on Strategies for quality education of out of school Children in a conference on UDC-City base plan for quality education of out of school children October 28-29, 2014 organised by MHRD

Presented paper on Leading schools in Urban Impoverished areas in International Seminar on School Leadership : Policy, Perspective and Research November 17-18, 2014

Presentation on educational leadership: Indian perspective in International Colloquium on Women Leadership in School Education, February 12-13 2015

Conducted a spot study as a domain expert on Seasonal Hostel Education for Children of Migrant families: An Odisha Experience, November 8-10, 2014, LBSNNA

### Lectures delivered

Action Plan for dealing with disparity in access and provisioning of facilities in a Workshop on Improving Participation of Children in Elementary Schools August 4-8, 2014 & September 8-12, 2014:

Rural urban Disparity in education 20<sup>th</sup> October 2014 in DEPA Programme

Education in Urban Areas with focus on slum Areas December 10, 2014 in DEPA Programme

Various sessions on leading innovations and leading Partnership in One month summer programme on school leadership and management (,June 2- 27,2014),

### Workshop/ Consultation Organised

Organised Workshop for State Resource Group, Punjab on School Leadership Development (October 27-November 4, 2014), Ludhiana

State Consultation on School Leadership Development Programme September 12, 2013, Raipur

Workshop on Contextualization of the Curriculum Framework on School Leadership Development by the State Resource Group, Chhattisgarh December 13-14, 2013

Organised Workshop for State Resource Group, Chhattisgarh on School Leadership Development (December 22-28, 2014), Raipur

Participated in State Consultation Meet on School Leadership Development in Bihar September 3, 2014

Participated in State Consultation Meet on School Leadership Development Puducherry July 23, 2014

Participated in State Consultation on School leadership, Maharashtra, 2014

Workshop on School Leadership for School Heads of Delhi 9-10 January, 2015

Organised Workshop on "Designing Research Tools for the Research Study on Critical Assessment of participation of Children in Education in Urban Slums in India" September 29, 2014

Organised Meeting of Project Advisory Committee on Critical Assessment of participation of Children in Education in Urban Slums in India" February 2, 2015

### Participation in Seminars/ Conferences/Workshops

Coordinated and participated in State Level Conference for District and Block Level Administrators in School Education of Arunachal Pradesh, September 18-19, 2013

Participated in a Workshop on "Quality in Classroom Transaction – Learning Outcomes based Annual Action Plan", Ed.CIL, January 10, 2014

Coordinated with MHRD and TSG and made presentations on the developments in NCSL from time to time.

Consultancy and Academic Support to Public Bodies

Attended PAB meetings for School Leadership Development for the select states for 2014-15

Member of the Committee on Out-of-School Children, Directorate of Education, Delhi

Member of the Steering Committee on Education of Children in Conflict Area, UNICEF

## N. Mythili

### Publications

"School Leadership Development: A Road Map for Andhra Pradesh", Journal of Educational Planning and Administration, India (forth coming issue of July 2015).

### Books Published

National programme Design and Curriculum framework on School leadership Development (2014): NUEPA, New Delhi (one of the Contributors)

A handbook on School Leadership Development (2014): NUEPA, New Delhi (one of the contributors)

### Book Reviews

Paul Miller, 2013. School leadership in Caribbean Countries. UK: Symposium Books published in Journal of Educational Planning and Administration, India (October, 2014).

### Seminars and Conferences Attended

Presented research paper "School leadership Development: A Road Map for Andhra Pradesh" at the national conference on Innovations in Public Systems organized by Centre for Innovations in Public Systems, Hyderabad on 24<sup>th</sup> October, 2013.

Submitted the research proposal for international collaboration on the research theme "Women in School leadership in India and Scotland" in June 2014.

Presented Research paper "Representation of Women in School leadership Positions in India" at International Seminar on "School leadership: Policy, Practice and Research" at New Delhi organized by National University of Educational Planning and Administration on November 17-18, 2014.

Presented the Research Paper "Women in School Leadership: Case Study of Women Heads in Indian context" at International Conference on "Education, Politics and Social Change" organized by Comparative Education Society of India, November 16-18, 2014.

Presented the Research paper "Representation of Women leaders in School Leadership Positions in India" at International Colloquium on "Women Leaders in School Education", organized jointly by NUEPA India and University of Edinburgh, UK, February 12-13, 2015.

Research Paper titled "Profiles and patterns of Women in School leadership Positions in India" is accepted by Comparative and International Education Society (CIES) in the International conference on "Imagining a Humanist Education Globally: UBANTU" to be held at Washington, March 8-13, 2015.

### Teaching/Facilitation/ workshops:

Coordinated Key Area 5 on Leading Innovations in One Month Summer Programme on School leadership and Management and facilitated sessions

Chaired a session on Karnataka, Andhra Pradesh, and Telangana in the workshop on "Improvement of School Participation of children at Elementary Level" on September 8th to 12th, 2014.

Facilitated the session "Choosing Policy options" in the workshop titled Orientation Programme on 'Public Policy Making in Education' Nov 17-22, 2014.

Coordinated and taught on the course on Leading Innovations in PG Diploma in School leadership and management from March 7-27, 2015.

### Programme and Workshops Co-ordinated

Co-coordinator for National Planning and Review workshop for Phase 1 and Phase 2 states held on 19-20 March 2014

Programme Coordinator of Post Graduate Diploma in School leadership and Management for the academic year 2014-15.

Coordinator for International Colloquium on Women Leadership in School Education (12-13 February 2015) by NUEPA, India and University of Edinburgh, UK.

Pre-Consultation meeting with Commissioner, Principal Secretary, SCERT, Andhra Pradesh (before division).

State Consultation for School Leadership Development Programme (Before Division) on 26th August 2013.

Workshop of State Resource Group for Sharing of Curriculum Framework and Programme design for Capacity Building of School Heads was held on 8th- 9th Nov, 2013 at APARD, Hyderabad.

Workshop with State Resource Group for sharing the Handbook on School Leadership Development was held on February 11 -13, 2014 at OUCIP, Hyderabad for Andhra Pradesh (United).

Translation of National Programme Design and Curriculum Framework and Handbook on School leadership Development into Telugu language in Andhra Pradesh and Telangana held on 12th-18th August, 2014 and 18th -22nd October, 2014 in two phases followed by editing and finalization by a group of two members through out December 2014.

SRG Capacity Building in Andhra Pradesh and Telangana states during 27 January – 9 February 2015 and 3rd February – 12 February 2015.

## Kashyapi Awasthi

### Research Studies

Co-investigator on a research project entitled "Roles and Responsibilities of School heads: A National Perspective"

### Publications

Curriculum Framework and Programme Design on School Leadership Development (one of the team members)

Handbook on School Leadership Development (one of the team members)

Edited the Gujarati translation of the Curriculum Framework and Handbook on School Leadership Development

### Research Guidance

Diploma in Educational Planning and Administration (DEPA)

Para Teachers in India-Status of Rehbar-e-Taleem Scheme in J&K: A Case Study of District Reasi- Ms. Jasvinder Kaur (Jammu)

International Diploma in Educational Planning and Administration (IDEPA)

Absenteeism of teachers in government Primary Schools in the region of Sousse, Tunisia- Ms. Hajer Hanchi (Tunisia)

A Study of influence of School Leadership on the Students' Learning in Primary School in Yangon Region, Myanmar- Ms. Cho Cho Win (Myanmar)

### Conferences and Seminars

Presented paper at the International Seminar on School Leadership: Policy Practice and Research on 'Roles and Responsibilities of School heads: An analysis of six States' co-authored by Rashmi Diwan and Anthony Joseph

Presented paper at the International Seminar on School Leadership: Policy Practice and Research on 'Leading Schools in High Poverty Contexts – Theoretical Perspectives and Practical Orientations' co-authored by Tamo Chattopadhyay

Participated in the International Colloquium on Women Leadership in School Education on 12<sup>th</sup> - 13<sup>th</sup> February, 2015 at NUEPA.

Presented Paper at the National Seminar on Teacher Competency: Mapping and Management on 28<sup>th</sup> February - 1 March, 2014 at Centre for Advanced Studies in Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Gujarat on 'Coaching and Mentoring: An effective means for reducing gaps in teacher competency'

Participated in the Round table Conference at Department of Management Studies, IIT, Delhi on Changing Academic Scenario in Higher Education: Is Academia able to attract good professionals? What motivates professionals to join the field? How does the academia respond to the changing needs? - February, 2015

Presented paper at the National Seminar on the Implementation of RTE and Mid Day Meal Programmes: Promises and Challenges on Implementation of RTE and the Status of KGBVs in Gujarat at the M.P Institute of Social Science Research, Ujjain on 25<sup>th</sup> -26<sup>th</sup> March, 2015.

### Lectures/consultancies

Delivered a Bhaikaka Memorial Lecture at the Department of Education, Sardar Patel University, Vallabh Vidyanagar, Gujarat on "Improving schools: Role of leadership in school Education" on 19<sup>th</sup> December, 2014.

Panelist at the School of Tomorrow Conference for the Panel Discussion on "Is Bigger the Enemy of Better - Can private schools balance the demand for growth while maintaining quality?" with co-panelists Pranjal Sharma (Moderator, Consulting editor, Business World), Manit Jain (Founder and Director, Heritage Schools, Gurgaon), Anirudh Sachdeva (Director, Holy Child Public School, Rewari) and Pradeep Sharma (CEO, Graymatters Capital) at J W Marriott, Aerocity, NewDelhi on 22<sup>nd</sup> August, 2014

Delivered three sessions on Institutional Planning and Assessment for DIETs and SCERTs at the National workshop on Institutional planning and assessment, NCERT in August, 2014

### Diploma in Educational Planning and Administration

Member of the Course Team on 'Educational Administration' and took 3 sessions on School Leadership

### Post Graduate Diploma in School Leadership and Management

Convener of the Course 102 on Perspective on School Leadership and took 29 sessions along with assignment designing and course evaluation

### Workshops/Consultations

Organized 5-days Workshop for Orientation of SRG members and contextualization of Handbook in Gujarat from 7<sup>th</sup> -11<sup>th</sup> January, 2014.

Organized 5-days Workshop for translation of handbook and curriculum framework in Gujarati at the Department of Education, The M. S. University of Baroda, Gujarat from 19-23<sup>rd</sup> May, 2014.

Organized a two day consultation for the Phase III states on planning for School Leadership development at the India International Centre, New Delhi on 15-16<sup>th</sup> September, 2014.

Organized 6-days Workshop for translation of handbook and curriculum framework in Gujarati at NUEPA from 21<sup>st</sup> – 26<sup>th</sup> September, 2014

Organized 10 days capacity building programme for the State Resource Group in Himachal Pradesh from 14<sup>th</sup> -24<sup>th</sup> July, 2014 at Kullu.

Organized International Seminar on School Leadership: Policy, Practice and Research on the 17-18<sup>th</sup> November, 2014 at India International Centre, New Delhi.



Organized 10 days capacity building programme for the State Resource Group in Tripura from 24<sup>th</sup> November – 4<sup>th</sup> December, 2014 at Agartala.

Organized 10 days capacity building programme for the State Resource Group in Gujarat from 8<sup>th</sup> -19<sup>th</sup> December, 2014 at M.B. Patel College of Education, Vallabh Vidyanagar, Anand.

Organized 10 days capacity building programme for the State Resource Group in Mizoram from 28<sup>th</sup> January - 6<sup>th</sup> February, 2015 at Aizwal.

## Subitha G.V

### Publications

Is the current educational system imparting life skills education?  
*India Education Review* (Guest Article section), 2013

Challenges facing ODE Teacher Training in India. *Asian Journal of Distance Education*, Vol. 11.2, 2013

### Conferences attended and papers presented

International seminar on school leadership: Research, Practice, Policy at NUEPA. Research paper presented 'School Leadership Programme in Odisha and Karnataka: Role of State Level Mentors'.

5<sup>th</sup> International Conference of the Comparative Education Society of India, 16-18<sup>th</sup> November 2015. Research paper presented: Transformative education and social change- a theoretical perspective.

Programmes and Workshops Co-ordinated

Coordinated the One month summer programme on school leadership and Management June 2<sup>nd</sup>-27<sup>th</sup> 2015

Coordinated the State level activities on school leadership in Odisha and Karnataka

Coordinated the NAG meeting on 28<sup>th</sup> February 2015

### Lectures Delivered

Undertook sessions on course 'Transforming Teaching Learning process' - for One month summer programme; PG diploma in school leadership and development; PGDEPA programme in NUEPA

## Anthony Joseph

### Paper Presentations at Seminars/Conferences

Paper presentation, "*Collective and Corporate Responsibility: Agency of Self-Conscious Minds for Analysis of Joint Action*" at the National Seminar Department of A & A Economics Utkal University, Vani Vihar, Bhubaneswar, Aug 22 & 23, 2014.

Paper presentation, "*Reflexive Pedagogy: Towards Crafting Discourses of Professional Knowledge, Practice and Engagement for Social Justice*" at Comparative Education Society of India (CESI) *Fifth International Conference, 2014* Education, Politics and Social Change. Conference Centre, University of Delhi, November 16 – 18, 2014.

Paper presentation, co-author, "*Roles and Responsibilities of School heads: An Analysis of six States*" at International Seminar School Leadership: Policy, Practice and Research, NCSL-NUEPA, New Delhi, November 17 & 18, 2014.

### Academic Support and Facilitation

Co-Facilitator of Course 102 – Perspective on School Leadership for Post Graduate Diploma programme in School Leadership and Management for the academic year 2014-15

Capacity Building Workshop – State Resource Group: Resource Person, Trainer and Academic Support for Ten day Capacity Building Workshop – State Resource Group (SRGs), for Tripura SRG Agartala Nov 23 to Dec 06, 2014

Manipur SRG, Imphal, Dec 18 to Dec 27, 2014

Mizoram SRG, Aizwal, Jan 26 to Feb 08, 2014

## Charu Malik

Awarded Ph.D. in "A Study on Equity in Access and Participation in Secondary Education in Uttar Pradesh" from NUEPA (February 2015)

National Programme Design and Curriculum framework on School leadership Development (2014): NUEPA, New Delhi (one of the authors)

A handbook on School Leadership Development (2014): NUEPA, New Delhi (one of the authors)

Editing team of National Programme Design and Curriculum framework on School leadership Development and A handbook on School Leadership Development in Hindi (November 2014): NUEPA, New Delhi

Editing team of Revised edition of National Programme Design and Curriculum framework on School leadership Development in English and Hindi (April 2015): NUEPA, New Delhi

Preparation of Report 2013-15. NCSL, NUEPA (April 2015)

Development of NCSL Annual Plan and Budgets for 2013-14, 2014-15 and 2015-16 with the team

### Teaching Assignments

Co-ordinated and took teaching sessions of Key Area 2: Developing Self in the One Year Post Graduate Diploma on School Leadership and Management, December 2014

Took teaching sessions of Key Area 3: Transforming Teaching Learning in the One Month Summer Programme on School Leadership and Management, June 2014

### Support Role in Consultations and Workshops

State Consultation on School Leadership Development in Lucknow Uttar Pradesh, 29th July 2013

State Consultation on School Leadership Development in Ahmedabad, Gujarat, 16th August, 2013

State Consultation on School Leadership Development in Hyderabad, Andhra Pradesh, 23rd August, 2013

State Consultation on School Leadership Development in Raipur, Chattisgarh, 12th September, 2013

Workshop for Contextualization of Curriculum and orientation to Capacity Building with the State Resource Group, Lucknow, Uttar Pradesh, 9th – 11th October, 2013

### Consultations/Workshops Organized

Secondary Co-ordinator for National Consultation for Phase III States on Planning for School Leadership Development, 15-16 September 2014

Secondary Co-ordinator for Capacity Building of State Resource Group in Himachal Pradesh (10 days) 14th-23rd July 2014

Co-ordinated and facilitated Capacity Building of State Resource Group in Uttar Pradesh (10 days) 4th -13th August 2014

Co-ordinated and facilitated State Consultation on School Leadership in Bihar 3rd -4th September 2014

Co-ordinated and facilitated Capacity Building of State Resource Group in Bihar (10 days) 19th -28th September 2014

Facilitated sessions in Capacity Building of State Resource Group in Uttarakhand (4 days) 9th -12th October 2014

Co-ordinated and facilitated Capacity Building of State Resource Group in Haryana (10 days) 29th November -8th December 2014

Co-ordinated the 2nd National Review and Planning Workshop on School Leadership, 16th -17th March 2015

## Namrata

### Coordinator of Programmes/Workshops

Associate Coordinator of the Post Graduate Diploma programme in School Leadership and Management for the academic year 2014-15.

Coordinator of the Participant Seminars as part of the Post Graduate Diploma programme in School Leadership and Management for the academic year 2014-15.

### Academic Support at Centre

Contributed in Hindi translation of NCSL Curriculum Framework, Handbook and Resource Materials.

Developed 'Case Study in Research Methods' as part of the Post Graduate Diploma programme in School Leadership and Management for the academic year 2014-15.

Academic Support to the Capacity Building of State Resource Groups (SRGs), Chhattisgarh, 22<sup>nd</sup>-28<sup>th</sup> December, 2014.

Designed, compiled and edited the book on Narratives "Reflections on My Journey as a School Head" for the 2nd National Review and Planning Workshop, 16th -17th March 2015.

Facilitated several NCSL consultation programmes, seminars and workshops.

## Seminars/Conferences Attended

Paper presentation on “Enhancing School Effectiveness: Social and Emotional Competence” at the *International Seminar on School Leadership: Policy, Practice and Research*, organised by NCSL, NUEPA on 17-18 November 2014 at IIC, New Delhi.

Accepted paper for the 1<sup>st</sup> *International Conference on Positive Psychology: The Ripple Effect on Growth Mindset and Educational Leadership* organised by Indian Association of Positive Psychology, 27 Feb-1 March, 2015.

## Rashmi Sinha

### Paper Presentation

“Insights from my Experiences at Kasturba Gandhi Girl’s Residential Schools (2006-10) administered by Mahila Samakhya” in International Seminar on School Leadership, New Delhi

### Teaching Assignments

Took teaching sessions for Key Area 3 & 5 on Transforming Teaching Learning process and Building and Leading Teams in the One month Summer Programme on Leadership and Management

Mentoring a Vice Principal of Kendriya Vidyalaya Student for the One Year PG Diploma programme for his school transformation project using team building as key strategy

### Contribution to NCSL-NCTL

Apart from participating in NCSL in curriculum framework design and content development as deputy lead NCTL-NUEPA I coordinated the programme in Rajasthan, Tamil Nadu Maharashtra, Kerala and Pondicherry.

Visits to schools in State to understand the contexts first hand-collection of local case studies

Consultations at the State, district and school levels

Supporting framework contextualization and content adaptation/translation

Programme orientation of RMSA officials at district and State level in Rajasthan and Tamil Nadu

Formation of SRG in all States



Selection of tutor-facilitators and training

Supporting TFs in programme delivery in 9 districts of Kerala and in Rajasthan at for Bikaner and Bharatpur regions

Preparing a research study on impact evaluation of programme in four States- Rajasthan, Maharashtra, Kerala and Pondicherry

## Darakshan Parween

### National Level Workshops/ Consultations

Provided academic and logistic support in organizing National Level Consultations/ Workshops on School Leadership:

Launch event of Curriculum Framework and Handbook on School Leadership Development (February, 2014)

National Review and Planning Workshop on School Leadership Development (March 2014).

Translation Workshop of Curriculum framework and Handbook on School Leadership Development in Hindi. (May, 2014)

National Consultation on school Leadership Development for 14 Phase-III states. (September,2014)

NRG workshop for sharing of PG diploma programme

Provided academic and logistic support in organising state consultations, capacity building of state resource group (SRG) and school heads on school leadership for the states - Uttar Pradesh, Chhattisgarh, Gujarat, Kerala, Andhra Pradesh, Himachal Pradesh, Mizoram, Westbengal, Bihar, Odisha, Punjab, Meghalaya, Tripura, Manipur, Uttarakhand and Haryana.

Participated in State Consultation on school leadership Development, Odisha in August, 2014.

Provided academic input in the development of Curriculum Framework and National Programme Design on School Leadership.

Designed sessions in the Handbook on School Leadership Development for the capacity building of State Resource Group (SRG) and School Heads on the key areas of curriculum framework i.e. Building and Leading teams, Leading Innovation and Leading Partnership.

### Capacity Building Programme of School Heads

Took teaching sessions in the capacity building programmes of school heads of Daman and Diu and Dadar & Nagar Haveli at NUEPA in January, 2014.

Took teaching sessions in the capacity building programmes of school heads at NUEPA in one month summer programme in June, 2014.

### Research and Report Writing

Search and prepared a brief report on Indian studies on educational/school leadership, November, 2013

Prepared report of State Consultations on School Leadership in Himachal Pradesh, November, 2013

Prepared a report on Research Round Table Conference, NCTL, Nottingham, 28-29 November, 2013

Prepared report of 10 Days capacity building programme of school heads of Dadar Nagar Haveli and Daman & Diu conducted at NUEPA, January, 2014

Prepared report of two days National Review and Planning Workshop on School Leadership Development, March 2014

Prepared excerpt of 12 five year plan on school leadership in July, 2014

Prepared reports of various meetings of NCSL like National Advisory Group (NAG) Meeting, Meetings with MHRD and Meetings with NCERT, KVS and other NGOs

Prepared e-database and Involved in Data Entry, Interpretation and Analysis

Gathered school data from Udise 2013-2014 for making position paper of 35 states and union territories in MS Excel. (July, 2014)

ICT data analysis for 4 states (Haryana, Maharashtra, Karnataka, Himachal Pradesh)

On-going data analysis for the Centre

### Blog Writing

Have contributed writing a blog on "Madarsa Leader Can Be the Change Agent for Madarsa Reform" and then posted it on NCSL blog in November, 2013

### Other Activities

Attended PAB with NCSL faculty in MHRD and Ed. Cil for the states i.e. Kerala, Punjab, Manipur, Tripura and Odisha in February-March, 2014

Contributed in preparing annual work plan and budget for the year 2013-2014

Provided academic and logistic support in International Seminar on School Leadership, Policy, Practice and Research and in International Colloquium on women Leadership

Providing academic and logistic support for PG Diploma programme and International Seminar on School Leadership, Policy, Practice and Research

## Monika Bajaj

### Proposal Making

From November 2012 to January 2013, helped in the preparation of first draft of the proposal, 'School Leadership for Improving Schools: Roles and Responsibilities Of School Heads In Indian Context'

Support in Developing Curriculum Framework

### NCSL Workshops/ Consultations

Provided academic and logistic support in organizing National Consultation on School Leadership on 20-21 February, 2013

Provided assistance in organizing Workshops on Curriculum and Material Development

List of Workshops

First Workshop on Curriculum and Material Development (28<sup>th</sup> – 30<sup>th</sup> January 2013)

Second workshop on School Leadership Development Curriculum and Action Research (27<sup>th</sup>-29<sup>th</sup> May, 2013)

Third workshop on Curriculum and Material Development (5<sup>th</sup> -6<sup>th</sup> Aug, 2013)

Preparing E-database

Supported in creating and updating e- database for NCSL (February onwards)

### Blog Writing

Have contributed writing a blog on '*Leader as Facilitator*' and then posted it on NCSL blog

### State Consultation/Workshop

Provided academic and logistic support in organising State

Consultations on School Leadership for the states - Uttar Pradesh, Chhattisgarh, Gujarat, Kerala, Andhra Pradesh, Himachal Pradesh and Mizoram, and Workshops for Contextualising Curriculum Framework with State Resource Group in Mizoram and Uttar Pradesh.

### Field Visits

Visited Ed.Cil India Limited, New Delhi for collecting data about Head Teacher's and Teacher's training programmes in different states under SSA and RMSA in May, 2013.

Visited Lucknow for State Consultation on School Leadership on 28<sup>th</sup> -30<sup>th</sup> July, 2013 for providing academic and logistic support.

Visited Shimla for State Consultation on School Leadership on 15<sup>th</sup> -18<sup>th</sup> September, 2013 for providing academic and logistic support.

### Report Writing

On visit to Kaivalya Education Foundation in March, 2013

On Head Teacher's and Teacher's training programmes in different states under SSA and RMSA in May, 2013

On third Workshop on Curriculum and Material Development (5<sup>th</sup> -6<sup>th</sup> August, 2013)

Brief report writing for all activities of NCSL during the session 2012-2013 in August, 2013

### Data Entry, Interpretation and Analysis

2010-11 DISE and SEMIS data entry and analysis of 35 states and union territories in MS Excel

2011-12 DISE and SEMIS data entry and analysis of 35 states and union territories in MS Excel

ICT data analysis for 4 states (Haryana, Maharashtra, Karnataka, Himachal Pradesh)

On-going data analysis for the Centre

# APPENDIX I

## NCSL Faculty and Staff

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## APPENDIX II

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**Naveen Bhatia**  
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# APPENDIX III

## National Advisory Group (NCSL)

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## APPENDIX IV

# Activities prior to Launch of the Centre 2012-13

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### List of Completed Activities 2012-13

S. No.	Activity	No of participants	Date
1	First five-day Workshop on Developing Leadership Capacity for Schools	22	April 23-27, 2012
2	Second four-day Workshop on Developing framework on research protocols on revised project plan	10	July 16-19, 2012
3	Introductory Consultative Meeting with officials from Phase I States	18	24 August, 2012
4	National Advisory Group Meeting	17	25 August, 2012
5	Field-based Need Assessment Workshops in Tamil Nadu and Rajasthan	272	3-8 September, 2012
6	Round Table: Sharing and Discussions on Preliminary Findings	15	12 September 2012
7	Brainstorming with Principals of Schools from 8 States	96	18-20 September, 2012
8	Workshop at National College for School Leadership, Nottingham	6	30 September to 5 October 2012
9	National Conference on School Leadership	100	February 20-21, 2013

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## APPENDIX V

# Completed Activities

### 2013-14

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### List of Completed Activities 2013-14

S. No.	Activity	No of participants	Date
<b>Curriculum and Material Development</b>			
1	Development Workshop on Modules for Leadership and Management in School Education	45	28 -30January, 2013,NUEPA
2	Developmental workshop on school leadership standards (in partnership with NCTL)	15	April 17-18, 2013,NUEPA
3	Workshop for designing capacity building programme for newly appointed head teachers and discussing standards framework in elementary and secondary schools (in partnership with NCTL)	25	April 23-24, 2013, NUEPA
4	Workshop with National Resource Group on Developing Curriculum for School Leadership Development	21	27 -29 May 2013
5	Workshop for review and contextualization of existing NCTL (Nottingham) curriculum framework and revised School Leadership Standards Framework	55	June 17-19, 2013, Tamil Nadu
6	Workshop for review and contextualization of existing NCTL (Nottingham) curriculum framework and revised School Leadership Standards Framework	50	June 2-22, 2013, Jaipur, Rajasthan

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7	Workshop on sharing of consolidated curriculum and standards framework	20	June 24-25,2013, NUEPA
8	Workshop with National Resource Group on School Leadership Development	32	5 -6 August 2013
9	Workshop for Contextualizing Curriculum and Materials on School Leadership with the National Resource Group	22	21 – 22 October, 2013
10	Gujarat SRG Orientation Workshop on School Leadership and contextualization of Handbook	35	7 -11 January, 2014
11	Uttar Pradesh SRG Orientation Workshop on School Leadership and contextualization of Handbook	26	29 -31 January,2014
12	Andhra Pradesh SRG Orientation Workshop on School Leadership and contextualization of Handbook	40	11 -13 February, 2014
13	Mizoram SRG Orientation Workshop on School Leadership and contextualization of Handbook	40	12 -14 February, 2014
<b>Networking and Institutional Building</b>			
14	Uttar Pradesh State Consultation	45	29 July 2013
15	Pre-consultation workshop in Gujarat with GCERT and select state officials and KEF	22	8 August,2013
16	Gujarat State Consultation	71	16 August,2013

17	Andhra Pradesh State Consultation	55	26 August 2013
18	Kerala State Consultation	62	29 August 2013
19	Chhattisgarh State Consultation	72	12 September 2013
20	Himachal Pradesh State Consultation	50	17 September 2013
21	Mizoram State Consultation and SRG Workshop	66	3-5 October 2013
22	West Bengal Pre Consultation	17	19 November 2013
23	West Bengal SRG Workshop and Consultation	38	27 – 29 November 2013
24	Karnataka State Consultation	45	8- 9 January, 2014
25	Meeting with Stakeholders in Rajasthan	35	
26	Selection of Tutor facilitators in Rajasthan	45	
27	National Launch Event by MHRD	150	26 February, 2014
28	National Review and Planning Workshop	100	19-20 March,2014
<b>Capacity Building</b>			
29	Training programme for Master Trainers and tutor facilitators on school leadership in Tamil Nadu	60	October
30	Training programme for Master Trainers and tutor facilitators on school leadership in Rajasthan	40	October
31	State Resource Group Workshop in Uttar Pradesh	44	9 -11 October 2013



32	SRG workshop for sharing and contextualization of Curriculum, outline of handbook and programme design in Gujarat	35	22-23 November, 2013
33	State Resource Group Workshop in Chhattisgarh	60	13- 14 December, 2013
34	Capacity building of School Heads in two blocks of Allahabad, Uttar Pradesh	50	23 – 28 December, 2013
35	Training Programme on School Leadership for School Heads of Daman & Diu and Dadar & Nagar Haveli	41	13 January- 23 January 2014
36	5+3 days capacity building and skill building of MTs in Tamil Nadu	62	
37	5+3 days capacity building and skill building of MTs in Rajasthan	40	
38	Cluster based Capacity building of School heads in Tamil Nadu (3+3 days)	750	First 3 days in January and next 3 days February last week
39	Capacity building of School Heads in two districts of Gujarat	60	17 -25 February, 2014
40	Cluster based Capacity building of School heads in Rajasthan (3days)	800	27 February - 2 March

## APPENDIX VI

# Completed Activities

### 2014-15

## List of Completed Activities 2014-15

Sr. No.	Activities	No. of Participants	Date
<b>Curriculum and Material Development</b>			
1	Workshop for translation of curriculum and programme design and handbook in Hindi	19	5-9 May 2014, NUEPA
2	National Resource Group Workshop for discussing about PG Diploma programme	30	13 May 2014, NUEPA
3	Workshop for translation of curriculum and programme design and handbook in <b>Gujarat</b>	10	19-23 May 2014
4	Workshop for translation of curriculum and programme design and handbook in <b>West Bengal</b>	20	14-18 July 2014
5	Workshop for translation of curriculum and programme design and handbook in <b>Karnataka</b> (Phase I)	21	5-7 August 2014
6	Workshop for translation of curriculum and programme design and handbook in <b>Telugu</b> (Phase I)	16	12-18 August 2014, Andhra Pradesh and Telangana
7	Workshop for translation of curriculum and programme design and handbook in <b>Karnataka</b> (Phase II)	21	2-4 September 2014

8	Workshop for translation of curriculum and programme design and handbook in <b>Telugu</b> (Phase II)	16	18-22 October 2014, Andhra Pradesh and Telangana
9	Workshop for translation of curriculum and programme design and handbook in <b>Karnataka</b> (Phase III)	10	25-26 October 2014,
10	Workshop for translation of curriculum and programme design and handbook in <b>Mizoram</b>	5	December 2014 (two day)
11	Workshop for translation of curriculum and programme design and handbook in <b>Punjab</b>	10	December 2014 (3 day)
12	Workshop for translation of curriculum and programme design and handbook in <b>Kokborok</b>	10	5-12 January 2015
13	Workshop for translation of curriculum and programme design and handbook in <b>Oriya</b>	6	14 January 2015
14	Workshop for translation of curriculum and programme design and handbook in <b>Manipuri</b>	10	27-31 January 2015
<b>Capacity Building of State Resource Groups</b>			
15	Capacity building of State Resource Group for school leadership development programme in the state of <b>Himachal Pradesh</b>	60	14-23 July 2014

16	Capacity building of State Resource Group for school leadership development programme in the state of <b>Uttar Pradesh</b> (Batch I)	48	4-13 August 2014
17	Capacity building of State Resource Group for school leadership development programme in the state of <b>West Bengal</b>	40	10-17 September 2014
18	Capacity building of State Resource Group for school leadership development programme in the state of <b>Bihar</b>	47	19-28 September 2014
19	Capacity building of State Resource Group for school leadership development programme in the state of <b>Rajasthan</b> (batch I)	35	October 2014
20	Capacity building of State Resource Group for school leadership development programme in the state of <b>Uttarakhand</b>	55	9-18 October 2014
21	Capacity building of State Resource Group for school leadership development programme in the state of <b>Punjab</b>	50	26 October-4 November 2014
22	Capacity building of State Resource Group for school leadership development programme in the state of <b>Kerala</b> (First Round and second Round)	60	4-7 November 2014 (First Round) End of November 2014 (second Round)

23	Capacity building of State Resource Group for school leadership development programme in the state of <b>Maharashtra</b>	50 (First Round orientation)	10-12 November 2014
24	Capacity building of State Resource Group for school leadership development programme in the state of <b>Odisha</b>	96	20-29 November 2014
25	Capacity building of State Resource Group for school leadership development programme in the state of <b>Tripura</b>	52	24 November - 3 December 2014
26	Capacity building of State Resource Group for school leadership development programme in the state of <b>Haryana</b>	37	29 November - 8 December 2014
27	Capacity building of State Resource Group for school leadership development programme in the state of <b>Rajasthan</b> (batch II)	40	Nov-Dec 2014
28	Capacity building of State Resource Group for school leadership development programme in the state of <b>Puducherry</b> (First Round and second Round)	50	November 2014 19-24 January 2015
29	Capacity building of State Resource Group for school leadership development programme in the state of <b>Gujarat</b>	50	8-18 December 2014

30	Capacity building of State Resource Group for school leadership development programme in the state of <b>Karnataka</b> (Batch I)	50	15-24 December 2014
31	Capacity building of State Resource Group for school leadership development programme in the state of <b>Manipur</b>	35	15-24 December 2014
32	Capacity building of State Resource Group for school leadership development programme in the state of <b>Chhattisgarh</b>	35	22-28 December 2014
33	Capacity building of State Resource Group for school leadership development programme in the state of <b>Karnataka</b> (Batch II)	50	19-28 January 2015
34	Capacity building of State Resource Group for school leadership development programme in the state of <b>Mizoram</b>	35	28 January - 7 February 2015
35	Capacity building of State Resource Group for school leadership development programme in the state of <b>Andhra Pradesh</b>	50	29 January- 7 February 2015
36	Capacity building of State Resource Group for school leadership development programme in the state of <b>Telangana</b>	50	3-12 February 2015

37	Capacity Building of State Resource Group (SRG) for School Leadership Development Programme in the state of <b>Meghalaya</b>	25	March 30- April 09, 2015
<b>Capacity Building of School Heads at the National Level</b>			
38	One month Certificate Summer Programme on School Leadership and Management for School Heads from Seven Hindi States	38	2 June- 27 June, 2014, NUEPA
39	Two days Capacity Building Programme on School Leadership for School Heads of Delhi	40	9-10 January 2015, NUEPA
40	One-Year Post Graduate Diploma in School Leadership and Management	19	1 September 2014- 30 June 2015, NUEPA
<b>Networking and Institution Building</b>			
41	Meeting with official of Kendriya Vidyalaya Sangathan regarding School Leadership development	11	9 April 2014, NUEPA
42	Meeting with officials of RIEs, NCERT regarding School Leadership Development	6	29 April, 2014, NUEPA
43	State Consultation on School Leadership Development in Maharashtra	15	1 July, 2014
44	Pre consultation on School Leadership in Uttarakhand	20	19 August, 2014



45	State Consultation on School Leadership in Odisha	47	27 -28 August, 2014
46	State Consultation on School Leadership in Bihar	50	3-4 September 2014
47	National Consultation Workshop on Planning of School Leadership Development Programme for Phase III states	48	15-16 September, 2014, India International Centre, New Delhi
48	2 <sup>nd</sup> National Review and Planning Workshop on School Leadership Programme	88	16-17 March 2015, India Habitat Centre, New Delhi
<b>Research and Development</b>			
49	International Seminar on School Leadership: Policy, Practice & Research	100	17 -18 November, 2014, India International Centre, New Delhi
50	International Colloquium on Women Leadership in Education	36	12 -13 February 2015, NUEPA
51	National Consultation on Developing ties with the Anchor Institutes for Learning the programme in the States	30	March 30, 2015 NUEPA, New Delhi

## APPENDIX VII

# Capacity Building of School Heads

### 2014-15

**Phase I States\***

S. No.	States	School Heads	PAB Approved figures for 2014-15	10 days	2 days	2 days	2 days
	<b>Uttar Pradesh</b>	Elementary	700	676	676	100	
		Secondary	300	50	45		
<b>Districts covered:</b> Allahabad, Bareilly, Jhansi, Gonda, Kushinagar, Raebareilly, Lucknow							
	<b>Gujarat</b>	Elementary	100	120			
		Secondary	350	350			
<b>Districts covered:</b> Dang, Amreli, Anand							
	<b>Himachal Pradesh</b>	Elementary	300	225			
		Secondary	200	125			
<b>Districts covered:</b> Bilaspur, Chamba, Hamirpur, Kangra, Kinnaur, Kullu, Lahaul-Spiti, Mandi, Shimla, Sirmour, Solan, Una							
	<b>Chhattisgarh</b>	Secondary	300	213			
<b>Districts covered:</b> Raipur, Bilaspur, Dhamtari, Kanker, Surguja							
	<b>Andhra Pradesh</b>	Elementary	300	100			
		Secondary	200	200			
<b>Districts covered:</b> Kurnool, Srikakulam							
	<b>Karnataka</b>	Elementary	300	193			
		Secondary	200	143			
<b>Districts covered:</b> Mysore, Haveri, Dhavangere							

\*(based on the 16 day programme)

**Phase II States\***

S. No.	States	School Heads	PAB Approved figures for 2014-15	10 days	2 days	2 days	2 days
	<b>Bihar</b>	Elementary	300	215			
		Secondary	50	50			
<b>Districts covered:</b> Patna, Khagaria, Rohtas, Muzaffarpur							
	<b>Haryana</b>	Elementary	300	262			
		Secondary	200	200			
<b>Districts covered:</b> Gurgaon, Yamuna Nagar, Hissar, Mahendargarh, Bhiwani							
	<b>Punjab</b>	Elementary	200				
		Secondary	100	100			
	<b>Uttarakhand</b>	Elementary	50	50			
		Secondary	50	50			
<b>Districts covered:</b> Gharwal, Kumaun							
	<b>Odisha</b>	Elementary	200	128			
		Secondary	100	93			
<b>Districts covered:</b> Dhenkanal, Khorda, Sambalpur, Koraput, Mayurbhanj							
	<b>Tripura</b>	Elementary	50				
		Secondary	50	50			

\*(based on the 16 day programme)



APPENDIX VIII  
**NCSL**  
**Publications**