



Post-Graduate Diploma in School Leadership and Management 2014 - 2015

Handbook



National Centre for School Leadership
National University of Educational Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016

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HANDBOOK

2014-15



National Centre for School Leadership

**National University of Educational Planning and
Administration New Delhi- 110016**

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National University of Educational Planning and Administration (NUEPA)
(Decared by Government of India under Section 3 of the UGC Act, 1956)
17-B, Sri Aurobindo Marg , New Delhi- 110016

First Published: August 2014

Published by the Registrar, National University of Educational Planning and Administration
(NUEPA)
17-B, Sri Aurobindo Marg, New Delhi- 110016

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Introduction

National University of Educational Planning and Administration

The National University of Educational Planning and Administration (NUEPA) is an apex body established by the Ministry of Human Resource Development, Government of India. The National University envisions “a humane learning society through advancement of knowledge”. In line with this vision, a key mission of the National University has been to serve as a centre of excellence in the areas of educational policy, planning and management by promoting advanced level teaching, research and capacity building in national and global contexts.

The core functions of the University are providing leadership in reforming educational policy, planning and management at all tiers of education systems and structures; Developing and organizing advanced level inter-disciplinary programmes of teaching, including pre-doctoral, doctoral and post-doctoral programmes, and professional development programmes to build a cadre of well-trained educational planners and administrators and to ensure sustainable institutional capacity for design, implementation, monitoring and evaluation of educational policies, plans and programmes.

NUEPA is organized into eight departments: Department of Educational Planning; Educational Administration; Education Policy; Educational Finance; School and Non-Formal Education; Higher and Professional Education; Educational Management Information System; Capacity Building and Training in Education. Besides these eight departments, the University has two Centers viz National Centre for School leadership (NCSL) and Centre for Policy Research in Higher Education (CPRHE).

While NUEPA has been organizing both short-term and long-term Capacity Building Programmes for system-level functionaries such as BEOs, DEOs, DIET faculty, Educational Administrators, School Heads etc., it is felt that the effort needs to be expanded significantly. The establishment of National Centre for School Leadership (NCSL) in NUEPA is a step towards addressing school leadership needs in the country on a sustainable basis.

National Centre for School Leadership (NCSL)

The NCSL, set up in NUEPA in 2012, is committed to transforming schools into innovative institutions through leadership. The Vision of the Centre is to *Develop New Generation Leaders to Transform Schools so that Every Child Learns and Every School Excels*. The leading priority for NCSL is to build leadership capacities for change, leading to transformation of schools. The mission statement that follows therefore is to ***Enhance Leadership Capability at School Level for Institution Building to Deliver Quality Education***. To achieve this mission, the Centre works on four strands or components, viz., Curriculum and Material Development, Capacity Building, Networking and Institution Building and; Research and Development. The Centre 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. The Centre also functions as a repository of information for all developments in the areas of leadership and governance in school education.

The Centre engages in capacity building in differential school context and leadership requirements of School Heads based on a curriculum that is grounded on the needs and issues of the states and the diversity therein, in the area of school education. The leadership programmes would cover existing and freshly-inducted school principals and administrators as well as senior teachers from elementary to higher secondary levels.

The one-year Post Graduate Diploma in School Leadership and Management is another initiative in this direction launched by this Centre from this year. In addition to government and government-aided school heads, the Centre is opening doors for private school principals as well, with the major focus on the secondary school sector.

Post Graduate Diploma in School Leadership and Management

The Context

School leadership development, a prime focus of the National Centre for School Leadership, envisions capacity- building programmes for heads of the schools as well as orienting administrators aimed at building knowledge, changing attitudes and applying skills necessary to transform schools. In view of this, one-year PG Diploma in School Leadership and Management is being launched. The prime focus of the diploma is to enable school leaders take on responsibility to improve the school and quality of learning in schools.

Objectives

- To develop the ability to critically reflect upon their personal and professional self for transforming schools.
- To develop a perspective on school leadership for achieving school transformation.
- To develop skills, attitude and knowledge in areas of team work, partnerships and teaching-learning processes for improving student learning.
- To design, plan and implement change process in the school through innovations.

Duration

The duration of the PG Diploma is 10 months. The classes will be held at NUEPA, New Delhi thrice a week in the evening and on 2nd and 4th Saturday for full day. Classes will also be held full day during winter and summer vacations. Evening classes will be held for three hours per day from 5 pm to 8 pm. On Saturdays and vacations classes will be held for six hours per day from 9.30 am to 5.30 pm.

Library

NUEPA maintains a resourceful library in the area of educational planning and administration and related inter-disciplinary subjects. NUEPA library has a collection of 60,000 books. Besides, it regularly subscribes to about 240 Indian and International journals and periodicals. The library is fully computerized and provides referencing services through internet, ERIC and DELNET-based visual library mode.

NUEPA's Documentation Centre has a rich collection of more than 18,500 volumes on educational planning and administration. It also has an extensive collection of official reports, documents and other government publications such as state gazetteers, state census reports, world handbooks, educational surveys, five-year plans, etc. The University is well equipped, in terms of basic infrastructure, to promote teaching and research. It has modern classrooms, state-of-the-art ICT labs with internet connectivity, and other such facilities.

The participants will have access to all the library facilities which remains open from 9 am to 8 pm from Monday through Saturday.

Provision in the Event of Discontinuation

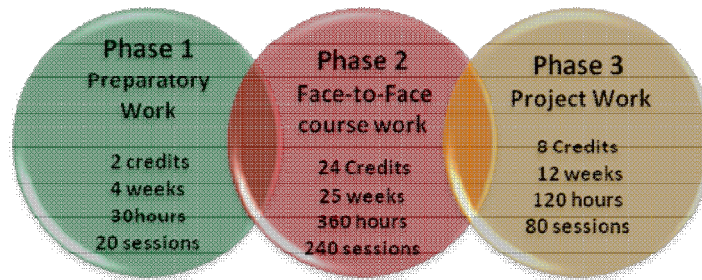
A candidate can rejoin the course within a period of 18 months and complete the course within one year from the date of rejoining the course.

Course Design

The PG Diploma adopts a practice-centric approach to prepare participants as leaders for transforming schools by improving current practices through interactive sessions, workshops on skill- building, participant seminars, project works, reflective exercises and review and feedback sessions throughout.

Course Structure

The PG Diploma will be offered in three phases:



Phase 1: Preparatory Work

After the selection of participants for the PG Diploma, an exercise will be provided to them to reflect on their professional practice. As part of the preparatory work, participants are expected to carry out the preparatory exercise from their place of work for a period of four weeks. They will present the same as part of the participant seminar in Phase 2. The preparatory work is a pre-requisite for Phase 2. In this phase, reading materials for home study will also be given to the participants along with exercises to be carried out in their schools and also writing assignments.

Phase 2: Course Work (Face-to-Face)

During this phase, participants will attend the classes at NUEPA during evenings on three weekdays and full day on 2nd and 4th Saturdays. Full-day classes will also be conducted when schools will be closed during summer and winter vacations. The focus in these sessions will be on developing a perspective and an understanding on school leadership as well as discovering strategies for transforming schools, with special thrust on

transforming teaching- learning processes. This phase will also equip participants to prepare for project work scheduled in Phase III.

Method of Delivery

The courses will be held in a participatory mode using pedagogy of the practitioner. Video-audio materials, case studies, debates, seminars, workshops, self and group reflections, group work, lecture method, presentations will be used extensively. Guest lectures and interactive sessions with experts will also be arranged. There will be special sessions on writing reflective journal, peer review and feedback and tracking transformation in schools during the entire period of diploma course. The participants will be provided adequate opportunities to interact with their peer group on issues related to school education and specifically, on leadership. Individualized guidance, onsite support during project period and workshop for skill-building will also be part of the diploma. A faculty member will be allocated as supervisor to each participant to guide and facilitate them in their project work.

Phase 3: Project Work

The planning for the project work will start from the middle of Phase 2 and its implementation continues as parallel activity throughout phase 2. It will be followed by a mid-term review and a presentation before submitting the project report. Each participant will be attached to a faculty for guidance throughout the project period.

Evaluation & Certification

Evaluation integral to the programme is based on individual and group written assignments, term paper on a selected theme, presentation on reflective exercises, project work, seminar presentation, case analysis, book

reviews and through several other modes. A common evaluation framework will be followed allowing for flexibility within the courses.

A 10 - point grading system will be followed. While 'B' will be the minimum qualifying grade in each course, to obtain diploma certificate, the overall qualifying grade, which will cover preparatory work, course work and project work will be 'B⁺'. The credits obtained in different course activities and the project work will be aggregated and a cumulative grade will be awarded. A grade card, giving details of credits and grade obtained, will also be issued along with the Diploma in School Leadership and Management to the participants on successful completion of PG Diploma.

Range (%)	Letter Grade	Grade Point
85 and above	O	9
75-84	A+	8
70-74	A	7
65-69	A-	6
60-64	B+	5
55-59	B	4
50-54	B-	3
45-49	C+	2
40-44	C	1
Below 40	C-	0

Grade point Average (GPA) of 0.5 and above to be rounded off to the next number for the purposes of awarding the final grade.

Evaluation in Phase 1

Participants would be evaluated based on the written and practice assignments carried out from the workplace.

Evaluation in Phase 1	Weightage
Book Abstracts (Two books)	30%
Written Case study	30%
Reflective Exercise	20%
Presentation (As a part of participant seminar)	20%

Evaluation in Phase 2

Evaluation will be based on two major approaches: Individual Assignments and output –based group exercises. Depending on the nature of the course and its objective, there may be variations in the evaluation.

Evaluation in Phase 2	Weightage
Individual Assignments	50%
Term paper on a selected theme	
Case study analysis	
Self-evaluation exercises	
Reading and summarizing a book	
Any other	
Output-based Group Exercise	50%
Assignments/ projects to be carried out in small groups in each course/ seminar presentation, discussion in groups	
Any other	

Evaluation in Phase 3

Project work would be evaluated on the basis of implementation of a transformative agenda which a participant takes to the workplace and tries out in the school.

Evaluation in Phase 3	Weightage
Project Proposal	20%
Project Execution	30%
Project Report	30%
Presentation	20%

Course Framework

Post Graduate Diploma in School leadership and Management					
Phase	Course	Credits	Hours allotted	No. of Sessions	Duration in weeks
1 Preparatory Work	101: Understanding School and Role of the Practitioner	2	30	20	4
	Sub Total	2	30 hrs.	20	4 weeks
2 Face-to-Face Course work	102: Perspective on School Leadership	4	60	40	25 weeks
	103: Developing Self	4	60	40	
	104: Transforming Teaching Learning Process	4	60	40	
	105: Building and Leading Teams	3	45	30	
	106: Leading Innovations	2	30	20	
	107: Leading Partnerships	2	30	20	
	108: School Administration and Management	3	45	30	
	109: Participant Seminar	2	30	20	
	Sub Total	24	360 hrs.	240	25 weeks
3 Project work	110: Project Work	8	120	80	12
	Sub Total	8	120 hrs.	80	12weeks
Total Phases: 3	Total Courses: 10	34	510	340	41

In all the courses following activities will be built into the sessions:

- One workshop in every course.
- One special session (3 hrs duration each) in every course by inviting experts from outside.
- Two review and feedback sessions in every course (middle and end of the course) as a skill to be practiced and applied in schools.
- Self-reflection sessions using the diary and followed by group reflection within each course.
- Mentor will be allocated to participants and preparation for project work
- Each participant will be attached to a mentor for the entire one year diploma course.

PHASE 1

COURSE CODE: 101

Course Title: Understanding School and Role of the
Practitioner
Course Credit: 2
Sessions: 20

Introduction

This course focuses on reflecting upon school with respect to its daily functioning, staff, school culture, academic activities, and community and school relationship. It is also about reflecting upon oneself as a professional in school or school education system and as an individual self. The main purpose is to enable the practitioner to understand and reflect on the school and its process deeply by oneself and also in interaction with colleagues. The candidates present their reflections about school in a seminar mode in Phase 2.

Objective

To reflect upon the functioning of school and on personal and professional self

PHASE 2

COURSE CODE: 102

Course Title: Perspective on School Leadership

Course Credit: 4

Sessions: 40

Duration: 60hours

In Phase 2, seven courses will be transacted in a face-to-face mode. The method of delivery consists of critical readings, lectures, interactive sessions, seminars, workshops, guest lectures and so on. The details on each course are given in this section.

Introduction

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

Objective

Understanding school leadership and building a vision for change and improvement

Unit 1: School as a Learning Organization

- School as a social institution
- Dynamic nature of the school as an organization
- Interactive processes in school
- School as a ground for learning and development

Unit 2: School Leadership: Multiple Roles and Identities

- Leader as a visionary
- Leader as an initiator of change
- Leader as a person who inspires and who is resolute, people-centric and a life-long learner
- Leader as a reflective practitioner
- Significance of leadership for enhancing school effectiveness

Unit 3: Developing a Vision for School

- Vision for school transformation
- Assessing and understanding the context and constraints
- Translating vision through school development plan
- Tracking change through periodic review and revision

Unit 4: Understanding Transformation

- Guiding principles for school transformation: Inclusion, Equity and Quality
- School as collective: Ideas, capabilities and goals for school change
- Dynamics of transforming oneself: Attitude and actions; thinking and reflecting and engaging with parents, teachers, community members;
- Dealing with change: Resistance faced and opportunities created

Unit 5: Child First

- Understanding childhood
- Holistic development of the child
- The rights of a child in school
- Practicing equality, non-discrimination and respect for all
- School as a safe and secure place

Unit 6: Transforming the Work Ethos

- Keeping the goal in view and moving towards it
- Accepting and accommodating multiple perspectives
- Creating processes for meaningful interaction
- Being open to change and correction
- Fostering sense of shared commitment

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COURSE CODE: 103

Course Title: Developing Self

Course Credit: 4

Sessions: 40

Duration: 60hours

Introduction

The focus of this area is to develop a positive self-concept with respect to capabilities, attitudes and values; areas for self-improvement through reflective interaction and critical role of a leader in creating scope and opportunities for continuous learning and development of self and others.

Objective

Understanding self, its relation with others and the school, and developing self

Unit 1: Understanding Self

- Understand oneself: As an individual and as a professional in school
- Understanding meaning and purpose in work life
- Developing positive self- concept and self –esteem.

Unit 2: Self in Relation to Others

- Locating oneself in the social context of school
- Dealing with conflicting expectations and multiple role perception
- Circle of influence and circle of concern

Unit 3: Self in the Context of School

- Convergence between goals of self-development and institutional goals
- Multiple roles in relation to school functioning
- Reflections on aligning professional goals and practices

Unit 4: Developing Professional Self

- Working and relating with people
- School as a place for social learning and growing together
- Creating a sense of collective responsibility: Social, moral and ethical

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COURSE CODE: 104

Course Title: Transforming Teaching Learning Process

Course Credit: 4

Sessions: 40

Duration: 60hours

Introduction

This course deals with developing capabilities in the leader to transform the teaching-learning setting by understanding the school as a place for exploration and creativity and making classroom processes more creative and child-centric. To this end, it intends to build capabilities in school heads to transform the teaching-learning processes in their schools.

Objective

Transforming teaching-learning process into child-centered creative engagement

Unit 1: School and Purpose of Education

- Nurturing spirit of inquiry
- Education for critical thinking
- Education for empowerment
- Developing responsible citizens

Unit 2: Understanding Child - Centred Pedagogy

- Learning and Developmental needs of the growing child
- Child as an active learner and constructor of knowledge
- Making learning a joyful and creative experience for teacher and learner
- Teaching-learning as a joint exploration by teachers and learner
- Learning in an inclusive socio-culturally diverse setting

Unit 3: Creating Conducive Teaching-Learning Conditions

- Attractive and lively school and classroom environment
- Creative organization of classroom spaces and materials
- Strengthening opportunities for active learning
- Inclusive environment: Mutual respect, acceptance and a sense of common identity
- Warm, safe and caring environment in classrooms

Unit 4: Enhancing the Effectiveness of Classroom Processes

- Observation, Feedback and Supervision
- Direct engagement with children and keeping track of the progress of the individual child
- Collaborative practices for improving classroom activities
- Coaching and mentoring
- Technology in teaching-learning process
- Encouraging freedom to explore and experiment

Unit 5: Developing Teacher as a Professional

- Teacher: The key to school transformation
- Promoting Teacher leadership
- Teacher as a reflective practitioner
- Facilitating Teacher-Student interaction inside and outside the classroom
- Addressing teacher issues and concerns
- Promoting professional growth of teachers

Unit 6: Enriching Teaching-Learning Process: looking beyond the classroom

- Understanding the child through the eyes of the parent
- Home support for child's learning
- Enriching school experience through community knowledge and creativity
- Strengthening feedback cycle between parents and teachers: Schooling experience and learning.
- Neighbourhood as learning space

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COURSE CODE: 105

Course Title: Building and Leading Teams

Course Credit: 3

Sessions: 30

Duration: 45 hours

Introduction

This course addresses the skills required to build and sustain effective teams. It focuses on understanding group dynamics, processes of collaboration, teamwork, conflict resolution and creating opportunities for the professional development of team members.

Objective

Facilitating collaborations and working in teams

Unit 1: Building Teams

- Understanding strengths and capabilities of the team members
- Studying group dynamics
- Creating processes for collaboration and cooperation
- Matching responsibilities and abilities

Unit 2: Promoting Team Work

- Planning together
- Fostering professional discussions and dialogue
- Acting together
- Staff meetings as a platform for deep engagement in productive ideas
- Establishing review and feedback mechanisms

Unit 3: Being a Team Leader

- Creating opportunities for effective team work
- Establishing effective communication processes for team
- Decision-making in team work
- Executing work through teams
- Conflict resolution

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COURSE CODE: 106

Course Title: Leading Innovations

Course Credit: 2

Sessions: 20

Duration: 20 hours

Introduction

This course seeks to transform structures and programmes of the school through continuous change and innovation. The focus is on creating conditions, systems, structures and processes that support new ideas and actions through collective effort and building a culture of innovation.

Objective

Facilitating transformation through innovative actions

Unit 1: Innovations – Heart of a Learning Organization

- School head: A key driving force for innovations
- In search of new ideas: Dialogue and brain -storming
- Innovations: Significant to school improvement
- Looking beyond the normative framework

Unit 2: Building a Culture of Innovation in the School

- Nurturing Innovations: Creating spaces for experimentation and research
- Ensuring adequate resources and academic support
- Respecting individuality and accommodating diverse perspectives
- Understanding and addressing resistance to change
- Rewards and recognition for new ideas and actions
- Identifying and documenting innovations in school

Unit 3: Reimagining the school through innovations

- Innovations at the School Level: Changing the organization of curriculum, annual calendar, work distribution, budgets, Mid-day Meals, managing finances and raising funds, optimal utilization of existing resources, conducting annual functions
- Innovations at Classroom Level: Improvising the teaching-learning process, the classroom organization, time-table preparation, classroom management, organizing community meetings and staff meetings
- Students as innovators, teachers as innovators, community as innovators

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COURSE CODE: 107

Course Title: Leading Partnerships

Course Credit: 2

Sessions: 20

Duration: 20 hours

Introduction

Leading school transformation involves building partnerships with people both inside and outside the school. This course focuses on the need for developing meaningful relationships between school and parents, community members, officials in education departments and other schools in the neighbourhood. The purpose is to enable school leaders to skill-fully create opportunities for establishing partnerships with multiple stakeholders.

Objective

Facilitating partnerships with parents, community and education functionaries for school transformation

Unit 1: Home-School Partnership

- Creating spaces for home-school interactions
- Learning and development as joint responsibility of teachers and parents
- Dealing with differing perceptions and expectations of parents and teachers
- Encouraging parent involvement in school management
- School as a platform for parent learning

Unit 2: Working with the Community

- Understanding school-community relationship
- Creating spaces for community involvement in the school

- Institutionalising community participation through School Management Committee
- Role of community in School Development Plan
- School as a social learning space for the community
- Working with mutual understanding and respect with local leadership

Unit 3: Working with the System

- School as part of the education system
- Interfacing effectively with educational administrators
- Balancing demands of school development with system-level requirement
- Linking with local resource support institutions
- Sharing, adapting, participating and exchanging best practices amongst community of schools

References

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COURSE CODE: 108

Course Title: School Administration and Management

Course Credit: 3

Sessions: 30

Duration: 30 hours

Introduction

The course on School Administration and Management focuses particularly on the administrative and managerial aspects of school and its processes, including school finances. It is mainly developed in order to facilitate school heads to understand the administrative, managerial procedures and processes that enable them to perform effectively in the school and establish effective partnership with school system at higher levels.

Objective

To develop functional knowledge and skills among school heads for effective administration and management in schools.

Unit 1: Internal Management of schools

- Evolving role of a School Head and the context of change
- Managing physical and human resources
- Issues and concerns in special focus schools: small, multi-grade, large, urban slums, hilly terrain, rural and tribal schools, issues concerning girls/boys/co-educational institutions
- Decision –Making
- Management of Critical Incidents

Unit 2: Behavioural and soft skills

- Inter-personal relations
- Conflict Resolution
- Time management
- Stress management

- Communication and Organizational Communication
- Management of Change
- Problem- Solving

Unit 3: Administrative, Functional and Technical skills

- Managing dysfunctions in administration
- Education acts, codes, rules, regulations and procedures
- School-based supervision
- Internal monitoring and evaluation for school improvement using school -based data
- Management of school finances : budgeting, utilisation, monitoring of expenditures, managing the grants , Mobilization of resources
- Creating a data base and its utilization
- Use of ICT

References

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COURSE CODE: 109

Course Title: Participant Seminar

Course Credit: 2

Sessions: 20

Duration: 30 hours

Introduction

This course encourages the participant to present his/her understanding about the functioning of school, its processes, and one's own role in it. The presentation can be in various ways such as power point, narratives, photos or a combination of many or all of these. The intention is to enable participants to share their experiences with others as well as draw learning from other schools. It is also to help them relate theoretical knowledge with school context and their role in it.

Objective

To present and share reflections about the school and self as practitioners and relate the same with knowledge and practices on school leadership and management.

COURSE CODE: 110

Course Title: Project Work

Course Credit: 8

Sessions: 80

Duration: 120 hours

Introduction

The participants are expected to undertake a project work for improving schools, based on a transformative agenda. The topic for the project work may be identified by the participants relevant for the school and a plan suitably designed in consultation with the faculty guide. Orientation will be given about the nature of project work, its planning, implementation and evidence-based documentation. Orientation will also be given in preparing a project report. On completing the project report, the participant will make a presentation.

Objective

To develop the skills in implementing ideas for improving practices in schools by way of designing, planning, executing, collecting and documenting evidences, its analysis, interpretation and presentation.

Guiding Framework for the Project

1. Project Designing and Planning

- Identifying the area for school transformation along with objectives and expected change
- Designing the change process –milestones to be achieved, time lines, integrating and applying the theory in practice

2. Implementation

- Orienting the school and seeking administrative support for project implementation
- Mobilizing resources required – human and material
- Create formats for observation and feedback
- Write field notes everyday and reflect on day-wise tasks
- Review and revise

3. Documentation

- Record challenges faced, the innovations attempted and the learning from it
- Record the changes using anecdotes
- Analyse the changes in the light of the objectives set for transformative agenda
- Examine the causal relationships / relation between change and intervention made

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Advisor (IAIEPA Project)
Prof. K. Ramachandran, *Professor*

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Shri. G. Veerabahu, *Administration Officer*
Shri. Jai Prakash Dhani, *Section Officer*
Shri. A. R. Pahwa, *Section Officer (In-Charge)*
Shri P. N. Tyagi, *Training Officer, Training Cell*
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Post Graduate Diploma in School Leadership and Management: Calendar of Events 2014-15 (Tentative)

Phase	Course	Credits	Hours Allotted	No. of Sessions	Duration in weeks	Summary of Calendar of Events
1 Preparatory Work	101: Understanding School and Role of the Practitioner	2	30 hrs	20	4 weeks	1 st September to 30 th September, 2014 = 30 hours 13 th to 17 th October 2014: Sharing of experience and group discussion
	Sub Total	2	30 hrs	20	4 weeks	
2 Face-to- Face Interaction	102: Perspective on School Leadership	4	60 hrs	40	25 weeks 18 th October to 23 rd May 2015	18 th October to 22 nd November 2014 = 60 hrs 22 nd November 2014 : Additional 3 hrs for group reflection, review and feedback on course 102)
	103: Developing Self	4	60 hrs	40		5 th December 2014 to 5 th January 2015 = 60 hrs 6 th January 2015 : Additional 3 hrs for group reflection, review and feedback on course 103)
	104: Transforming Teaching-Learning Process	4	60 hrs	40		7 th to 24 th January 2015 – Winter vacation (Full day classes) = 60 hrs 24 th January 2015 : Additional 3 hrs for group reflection, review and feedback on course 104)
	105: Building and Leading Teams	3	45 hrs	30		27 th January to 23 th February 2015 = 45 hrs 25 th February 2015: Additional 3 hrs for group reflection, review and feedback on course 105)
	106: Leading Innovations	2	30 hrs	20		9 th March to 25 th March 2015 27 th March 2015: Additional 3 hrs for group reflection, review and feedback on course 106)
	107: Leading Partnerships	2	30 hrs	20		1 st April to 20 th April 2015 22 nd April 2015: Additional 3 hrs for group reflection, review and feedback on course 107)

	108: School Administration and Management	3	45 hrs	30		1 st May 2015 to 23 rd May 2015. 23 rd May 2015: Additional 3 hrs for group reflection, review and feedback on course 108)
	109: Participant Seminar	2	30 hrs	20		24 th November to 3 rd December 2014: Presentation on preparatory Exercise (15 hours) 27 th February 2015 to 4 th March 2015: (15 hours): Participant Seminar on a common theme
	Sub Total	24	360 hrs	240	25 weeks	
3 Project work	110: Project Work	8	120 hrs	80	12 weeks	Orientation and Preparation for project work : 6 th January 2015 Mid- term peer review on the project work: 24 th to 27 th April, 2015. Preparation for presentation on project work: 25 th to 29 th Ma 2015 Presentation of the project work: 4 th to 6 th June 2015. Project report submission: 16 th June 2015 90 hrs for project work (6 credits) 15 hrs for project report writing (1 credit) 15 hours for project presentation for (1 credit)
	Sub Total	8	120 hrs	80	12	
Total Phases: 3	Total Courses: 10	34 credits	510 hrs	340 sessions	41 weeks	Total Hours = 510hrs

Evening classes: To be conducted on Week Days Monday, Wednesday, and Friday
Timings: 5.00 pm to 8.00 pm
Duration: 3 hrs = 2 sessions per evening class

Full day classes: To be conducted on 2nd and 4th Saturday-s; summer and winter vacations
Timings: 9.30 am to 5.30 pm
Duration: 6hrs = 4 sessions per full day class

General Time-Table for Full Day Class

9.30 am to 11 am	11 am to 11.30am	11.30 to 1pm	1pm to 2 pm	2 pm to 3.30 pm	3.30 pm to 4 pm	4 pm to 5.30 pm
Session 1	Tea break	Session 2	Lunch	Session 3	Tea break	Session 4

Dates for vacation period (as announced by Department of Education, Delhi on its web site)
Winter vacation: 1st January 2015 to 15th January 2015 Summer vacation: 15th May 2015 to 30th June 2015

Group reflection, review and Feedback sessions are conducted at the end of every course for 3 hours = 2 sessions
Time allotted is in addition to the required time for conducting the course. A total of 21 hours is allotted for phase 2
when 7 courses on different curricular areas are taught.

September 2014

Course 101: Understanding My School and Self as a Practitioner (1st to 30th September, 2014)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 Course 101 Begins	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2014

Familiarization to activities of NUEPA (13th October 2014)

Course 101: Sharing of experience and group discussion (15th and 17th October 2014)

Course 102: Perspectives on School Leadership (begins from 18th October 2014)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2 Gandhi Jayanti	3 Dussehra	4	5
6 Id-UI-Zuha (Bakrid)	7	8	9	10	11	12
13 Phase 2 begins Evening class Familiarization to activities of NUEPA	14	15 Evening class Course 101: sharing experience about preparatory exercise	16	17 Evening class Course 101: sharing experience about preparatory exercise	18 Full day class Course 102 begins	19
20 Evening class Course 102	21	22 Evening class Course 102	23 Diwali	24 Evening class Course 102	25 Full day class Course 102	26
27 Evening class Course 102	28	29 Evening class Course 102	30	31 Evening class Course 102		

(As the classes are beginning in the 3rd week of October 2014, 3rd Saturday of this month is used instead of 2nd Saturday to make up for the total hours for the month)

November 2014

Course 102 (ends 22nd November 2014),

Course 109: Presentation on Preparatory Exercise (begins from 24th November, 2014)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3 Evening class Course 102	4 Muharram	5 Evening class Course 102	6 Guru Nanak Birthday	7 Evening class Course 102	8 Full Day class Course 102	9
10 Evening class Course 102 (National Education Day)	11	12 Evening class Course 102	13	14 Evening class Course 102	15	16
17 International Conference on School Leadership	18 International Conference on School Leadership	19 International Conference on School Leadership	20 Evening class Course 102	21 Evening class Course 102	22 Full Day class Course 102 ends (3 hours) Group reflection, review and feedback on Course 102 (3 hours)	23
24 Evening class Course 109 begins Presentation of preparatory exercise (participant Seminar 1)	25	26 Evening class Course 109 Presentation of preparatory exercise (participant Seminar 1)	27	28 Evening class Course 109 Presentation of preparatory exercise (participant Seminar 1)	29	30

December 2014

Course 109: Presentation on Preparatory Exercise (begins from 3rd December, 2014)

Course 103: Developing Self (begins from 5th December, 2014)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 Evening class Course 109 Presentation of preparatory exercise (participant Seminar 1)	2	3 Evening class Course 109 ends Presentation of preparatory exercise (participant Seminar 1)	4	5 Evening class Course 103 begins	6	7
8 Evening class Course 103	9	10 Evening class Course 103	11	12 Evening class Course 103	13 Full day class Course 103	14
15 Evening class Course 103	16	17 Evening class Course 103	18	19 Evening class Course 103	20	21
22 Evening class Course 103	23	24 Evening class Course 103	25 Christmas	26 Evening class Course 103	27 Full Day class Course 103	28
29 Evening class Course 103	30	31 Evening class Course 103				

January 2015

Course 103: Developing Self (ends on 5th January, 2015)

Course 104: Transforming Teaching Learning Process (from 7th January 2015 to 24th January 2015)

Course 110: Orientation to Project work for 3 hours on 6th January 2015

Course 105: Building and leading Teams (from 27th January 2015)

Winter vacation from 1st January 2015 to 15th January 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 Winter Vacation begins	2 Full day class Course 103	3	4
5 Full day class Course 103 ends	6 Full day class Group reflection, review and feedback on course 103 (3 hrs) Orientation and Preparation for project work Course 110 (3 hrs)	7 Full day class Course 104 begins	8 Full day class	9 Full day class Course 104	10 Full day class Course 104	11
12 Full day class Course 104	13 Full day class Course 104	14 Full day class Course 104	15 Winter Vacation ends Full day class Course 104	16	17	18
19 Evening class Course 104	20	21 Evening class Course 104	22	23 Evening class Course 104	24 Full day class Course 104 ends (3 hours) Group reflection, review and feedback on course 104 (3 hours)	25
26 Republic Day	27 Evening class Course 105 begins	28 Evening class Course 105	29	30 Evening class Course 105	31	

February 2015

Course 105: Building and leading teams (ends on 25th February 2015)

Course 109: Participant Seminar based on a common theme (begins from 27th February 2015)

Course 110: Project work takes off in the schools as a parallel activity

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2 Evening class Course 105	3	4 Evening class Course 105	5	6 Evening class Course 105	7	8
9 Evening class Course 105	10	11 Evening class Course 105	12	13 Evening class Course 105	14 Full Day class Course 105	15
16 Evening class Course 105	17 Maha Shivaratri	18 Evening class Course 105	19	20 Evening class Course 105	21	22
23 Evening class Course 105 (ends)	24	25 Evening class Group reflection, review and feedback on course 105 (3 hours)	26	27 Evening class Course 109 Participant seminar on a common theme	28 Full day class Course 109 Participant seminar on a common theme	

March 2015

Course 110: Project Work (continues)

Course 109: participant seminar on a common theme continues (ends on 4th March, 2015)

Course 106: Leading Innovations (begins from 9th March and ends on 27th March 2015)

Library work / discussion with mentors on project work (30th March 2015)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2 Evening class Course 109 Participant seminar on a common theme	3	4 Evening class Course 109 Participant seminar on a common theme	5	6 Holi	7	8
9 Evening class Course 106 begins	10	11 Evening class Course 106	12	13 Evening class Course 106	14 Full day class Course 106	15
16 Evening class Course 106	17	18 Evening class Course 106	19	20 Evening class Course 106	21	22
23 Evening class Course 106	24	25 Evening class Course 106 ends	26	27 Evening class Group reflection, review and feedback on course 106 (3 hrs)	28 Ramnavami	29
30 Evening Class Library work / discussion with mentors on project work	31					

April 2015

Course 107: Leading Partnerships (begins from 1st April 2015 and ends on 22nd April 2015)

Course 110: Project Work (Mid-term review of the project work begins from 24th and ends on 27th April 2015)

Library work / discussion with mentors on project work (29th April 2015)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1 Evening class Course 107 begins	2 Mahavir Jayanti	3 Good Friday	4	5
6 Evening class Course 107	7 Buddha Purnima	8 Evening class Course 107	9	10 Evening class Course 107	11 Full day class Course 107	12
13 Evening class Course 107	14	15 Evening class Course 107	16	17 Evening class Course 107	18	19
20 Evening class Course 107 ends	21	22 Evening class Group reflection, review and feedback on course 107 (3 hours)	23	24 Evening class Mid-term peer-review presentation of the project work	25 Full day class Mid-term peer- review presentation of the project work begins Guidance and orientation to project report writing and project presentation	26
27 Evening class Mid-term peer-review presentation of the project work	28	29 Library work / discussion with mentors on project work	30			

May 2015

Course 108: School Administration and Management (begins from 1st May and ends on 23rd May 2015)
Course 110: project work: preparation for Presentation of the project work (from 25th to 29th May 2015).
 (Summer vacation from 15th may to 30th June 2015)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1 Evening class Course 108 begins	2	3
4 Government Holiday	5	6 Evening class Course 108	7	8 Evening class Course 108	9 Full day class Course 108	10
11 Evening class Course 108	12	13 Evening class Course 108	14	15 Evening class Course 108	16	17
18 Summer vacation begins Full day class Course 108	19	20 Full day class Course 108	21	22 Full day class Course 108	23 Full day class Course 108 ends (forenoon) Group reflection, review and feedback on course 108 (3 hours)	24
25 Full day class Preparation for project work presentation	26 Full day class Preparation for project work presentation	27 Full day class Preparation for project work presentation	28 Full day class Preparation for project work presentation	29 Full day class Preparation for project work presentation	30	31

June 2015

Course 110: Project work - Presentation of the Project work (begins from 4th June and ends on 6th June 2015)

Submission of the Project Report (16th June 2015)

Declaration of Results (22nd June 2015)

Award of P G Diploma Certificate (30th June 2015)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4 Full day class Presentation on Project work Completed	5 Full day class Presentation on Project work Completed	6 Full day class Presentation on Project work Completed	7
8	9	10	11	12	13	14
15	16 Submission of Project Report	17	18	19	20	21
22 Declaration of Results	23	24	25	26	27	28
29	30 Award of Certificate "PG Diploma in School Leadership and Management"					