



National Centre for School Leadership

School **LEADERSHIP** Development



Rampuma Kalpui Dan Tur leh Zir Tura Ruahman



National University of Educational Planning and Administration

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National University of Educational Planning and Administration

National University of Educational Planning and Administration
(NUEPA)

(Declared by the Government of India under Section 3 of the UGC Act, 1956)

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First Published in English : February 2014

Mizo Translation : March 2015

Published by the Registrar, National University of Educational Planning and
Administration (NUEPA), 17-B, Sri Aurobindo Marg, New Delhi - 110016
and Designed and Printed at Digital Expressions, New Delhi - 110049



Thuhmahruai

Tun hnai mai aţang khan India ram Education chuan hmasawwna nasa tak a tawng chho mek a, chu chu naupang tin kal phak a Primary education chhawp sak hi a ni. Secondary School lam pawh a pung chak hle a, ram chung hmun thenkhatah pheih chuan mi zawng zawng ban phak a ni deuhthaw ta. Hetianga tam lama thanna hi naupang tan a tha viau nain Quality lam erawh ngaihtuah a la ngai a ni. Quality siamthatna atan chuan hetiana huap zau taka inkaihhraina ngawt hi a tawk lo. Kan School system level siam that mai ni lovin, School level-a a tak taka tan lak a tul a ni. School maktaduai khat leh a chanve ngawt mai siam that tum chu thil namai a ni lova, Central level atanga tih zawh theih mai a ni hek lo. Khua leh vengtin tanguala School dawmkan a tul a ni. Hei hi he document a National Programme of School Leadership Development-in Goal a siam chu a ni. He mission-ah hian School tina head teacher te chu a sulsutu ber an nih a tul a ni.

He document a Programme Design and Curriculum Framework tarlan hi School zawng zawng ti danglama hmasawn tirna atan a tul a, basic principle-te a lantir a ni. Capacity building programme for leadership development reng reng research leh institutional networking nena kal kawptir pawimawh zia a sawi bawk. Thil lang Chiang em em chu school system-a Leadership Capabilities thun theih tur leh a kalkawng tur a duang sa vek a ni. A curriculum hian a tinzawn ber chu zirlai, state level-a vawi tamtak inrawnkhawmna, experts engemaw zat leh a hmun a thawktute ngei telna atanga duan chhuah a ni. Chuvangin Curriculum hian school quality lam chauh kawh lovin, rampuma school awmna (location) leh dinhmun inang lo tak takte mamawh pawh a tilang Chiang hle a ni. Curriculum document reng reng chu a vung (dynamic) thain, School system hmasawwna tul hmachhawn turin a inher rem zung zung thei tur a ni. Hei hian he curriculum NCSL in ram puma hman tir a tum hi a kaihruai dawn a ni.

He document, National Centre for School Leadership (NCSL) team ten an siam chhuak hi ka lawmpui a, State sorkar thuneitute, School hotute leh School leadership development-a hma latu zawng zawng ten an tangkaipui ngei ka beisei.

New Delhi
February 14, 2014

R. Govinda
Vice-Chancellor



Acknowledgements

National Centre for School Leadership (NCSL) hi NUEPA-ah School Leader-te hriatna (knowledge), themthiamna (skills), leh school tihhmasawn kawngah ngaihda (attitude) pe tura din a ni. NCSL hian School Leadership Development atan programme design leh Curriculum Framework a duang a ni.

Ministry of Human Resource Development (MHRD) chungah, Centre hnathawhna kawng tinrenga min tanpui avangin kan lawm a.

He document hi National level leh State level tanrualna, National Centre for School Leadership, National Resource Group, State Resource Group leh State Sorkar te sawiho, inhmuhkhawm, leh inrawnkhawmna atanga lo piang chhuak a ni.

Thurawn min petu Mr.Aditya Natraj, Mr.Sunil Batra leh Ms.Shashi Mendiratta te chungah lawmthu kan sawi a. He Centre hi Consultants of National College of Teaching and Leadership (NCTL, UK), a bik takin Dr.Robin Attfield leh Dr Rashmi Sinha te nen lungual takin an thawk ho a ni.

Administrative and Secretarial assistance min petu Mr.S.K Bhatnagar, Ms. Alka Negi leh Ms.Gurmeet Sarang te chungah lawmthu kan sawi bawh.

Document design min siamsaktu Mr.Atanu Roy, Mr.Rajesh Handa, leh Mr.Birender Singh Negi te chungah kan lawm hle bawh.

NUEPA-a Editing and Publication team pumpui te, abikin Mr. Pramoth Rawat, Mr.Somnath Sarkar leh Mr. Amrit Singhal chungah thinlung takin lawmthu kan sawi e.

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A Chhung thu awmte

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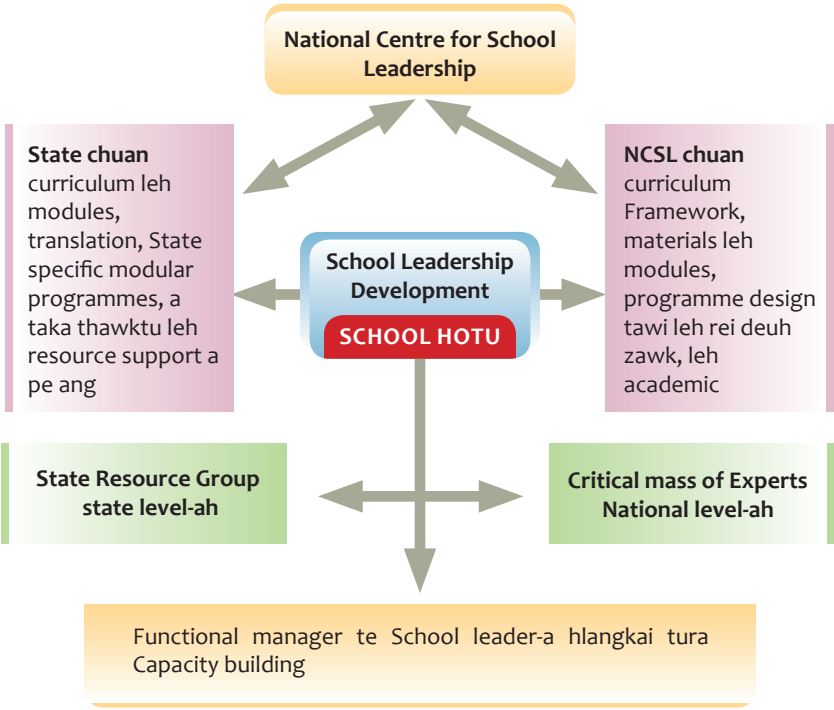
Introduction

Tun hma ang lo takin tunah chuan School-te hi mipui vantlang kuta awm a ni tawhin, School hmasawnna pawh hriatna zau tak tak nei vantlang mipuite beisei dan angin a kal zel tur a ni. Tin, School hmasawnna siam tur pawh hian School heads-te chu a mawhphurtu, Manager leh Leader an nih kawp a tul a ni. India ramah chuan School Leadership Development hian dan hnuaiah tanpuitu tha tak tak, right of equal access to education tih te, right to quality education tih te leh, right to joyful learning environment tih te a awm a, heng zawng zawng tihlawhtling tur chuan school leadership development tha tawh a tul a ni. Harsatna neuh neuh kara School thenkhat, resource tlemna hmuna awm leh nu leh pa leh khawtlang tanpuina mamawh ngawih ngawihte pheii chuan, Leadership nei tha School head an mamawh zual a ni. Hei hian chung harsatna hnuaia School te chuan Head tha, remhria leh hriatna zau tak nei, harsatna hnuaiah pawh remchanna zawng chhuaka, school tana hmang tangkai zung zung mi an mamawhzia a tarlang a ni. Heng hmunah te hi chuan structures leh process tha tawh, Head leh zirtirtu, leh zirlaite theihna tipung a anmahni tuaithara ‘Duhthusam School’ siam tura tanhotir theitu a tul a ni.

School hi a awm ve mai mai a ni lova, a awmna hmun, khua leh veng mipuite dinhmun leh sukhlek lam - political, social, economics, religious leh cultural aspects - tarlangtu a ni. School dinhmun tihmasawn a, chawikang tur chuan heng khawtlang nunzia zawng zawng hi ngaihthah mai chi a ni lo. School inawpna leh enkawlna mai piaah lamah a tak taka school transformation thlentir tur chuan kalphung thlak a tul a ni. Hei vang tak hian transformation thlentir kawngah School head chu a mawhphurtu ber a ni lo thei lo. School transformation thlentir kawnga hna hmasaber chu dan pangngai ang mai a reilote chhung head te hnena training pek mai ni lovin, anmahni-a theihna sang tak tuh a, chung an theihna zawng zawng chu school tana hmang tura buatsaih hi a ni. Hemi atan hian ram pum huap school level hrang hranga School head-te chu chhum lo chat lova school tana thawh thei tur a thum that an nih theih nan School Leadership Development (SLD) chu siam a lo ni ta a ni.

NATIONAL CENTRE FOR SCHOOL LEADERSHIP

School pangngai mai mai pawh ‘duhthusam school’-a chantir tur leh Leadership development hmanga School System hrim hrim chawikang turin National Centre for School Leadership (NCSL) chu NUEPA-ah din a ni. NCSL hmachhawp lian ber chu School tihlawhtling tura school leader te buatsaih a ni. Hemi tihlawhtling tur hi chuan school thuneitu te, thawktute leh a kaihhnawiha tel ve zawng zawngte nghet tak leh rem taka thlun zawma thawh hotir a pawimawh a ni. Ram pum huap zirna zawng zawng kawng tinrenga hmasawntir hi NCSL thupui chu a ni.



NCSL chuan Leadership Development Programme hmanga ram puma school hrang hrang, dinhmun in ang lo tak takte mamawh phuhruk tur kaihhruaina (framework) ruahman ṭulin a hria a. School chitin, Elementary atanga Secondary leh Higher Secondary te, school dinhmun hrang hrang heng – management, geographical locations, size, school types leh thil dang hnuaia awm te pawh tuam chhuah vek a tum a ni. NCSL hmathlir leh thiltum chu ram chhung School zawng zawng tih hmasawn a, danglamna thlentir hi a ni.

Vision

Naupangte'n zirna ṭha an neih vek theihna tura “Duhthusam School” siam thei tur ṭhangthar hotu ṭha chherchhuah

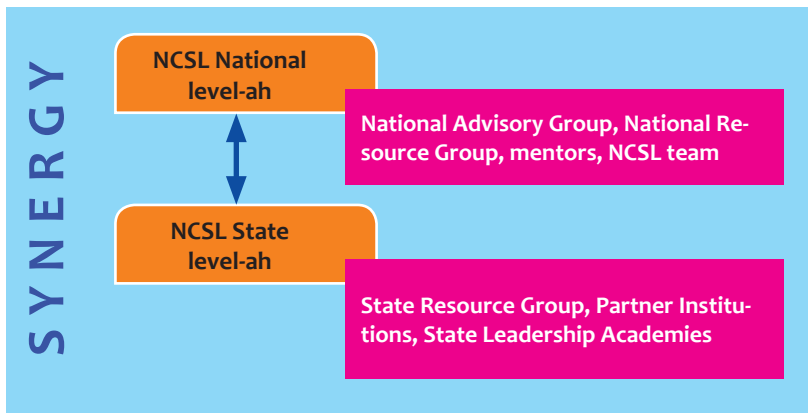
Mission

Zirna in-a Quality Education pe thei tur khawpa School level hotute Hruaitu nihna ṭha neihtir



Operational Framework

Thangthar hotu tha, School dinhmun chawikang thei tur chherchhuak turin NCSL chuan National leh State level-a zirna in hrang hrangte zirna kalpui dan a lakkhawm a ngai a. A hnuaia tarlan ang hian:



NATIONAL LEVEL-AH

NCSL hian Prof. R. Govinda, Vice Chancellor, NUEPA kaihhruaina hnuaiah a thawk a. Tin, mithiam rual, National Advisory Group (NAG) te, National Resource Group (NRG) te leh Mentors te pawhin an thawhpui bawk. NUEPA-a NCSL team-te hian national level-a school leadership development programme kawng hrang hrangin an thawk a ni. Ram pawn lam, “National College for Teaching and Leadership (NCTL)”, Nottingham United Kingdom nen lungrual tak leh inhnimhnai takin an thawk bawk.

STATE LEVEL-AH

NCSL hian State/UT leh National level-a School lama inhnawh leh mawhpurna nei zawng zawngte thlunkhawm a, chettir hi a tum a ni. State/UT zawng zawnga zirna inte thlunzawm a State Leadership Development team chak tak, State Resource Group (SRG) chu a din tur a ni. Heng SRG te hi anmahni state bika state specific programme leh materials duang tur te, capacity building programme lo puihbawm te, NCSL, NUEPA nena thawk ho tura Leadership Academy (LA) siam tura beisei an ni. Centre hmalakna ang chi reng reng chu heng LA leh SRC te hian an lo tawiawm tur a ni baw. Heng hmalakna atang hian state tinah Professional Learning Communities (PLC) a lo chhuak ang a, chu chu NCSL, NUEPA nen inthlunzawmin sawihona (symposia) te, phuahkhawm hona (webinars) te leh siamrem lam (modular) course hmangete in continuous professional development an lo siam chhuak thei dawn a ni.

Approach to School Leadership Programme

NCSL chuan ram pum huap school dinhmun inang lo tak tak ngaihtuah chungin Leadership development programme kalpuina tura framework chu her rem theihtur (flexible) a ni tih a hria a. A programme pawh hi school hrang hrang, Elementary atanga Secondary leh Higher Secondary School te, School management leh geographical location inang lo te, School len zawng leh thil dang dang inang lo te pawh a huam vek a ni. He programme thatna chu Educational approach dika a inngahna hi a ni. NCSL chuan Leadership Development hlawhtlinna chu, a tak taka hmalak naah a inngat niin a hria a, heng thil chili-ah te hian - Curriculum and Material Development, Capacity Building, Networking and Institution Development, leh Research and Development.

Curriculum and Material Development hi State Resource Group leh School hotute tan Capacity Building bulthut a ni ang a. Networking And Research erawh hi chu Resource persons leh School leaders ten programme buatsaihnan te, a taka kalpui nan leh a kalphung zir chian nan an hmang ang. Hmalakna tur Area hrang hrangte hian eng emaw ti zawng tala inkungkaihna an neih thin avangin heng curriculum development, field trials, review leh feedback te hi mar pata tangrual tura duan an ni baw. Hei hian a taka thawk mek tute leh hotu tha chher chhuah tharteah awmze nei zawkin knowledge, designing, planning and developing programmes, generating materials, leh action plan tha-te a tuh dawn a ni.

COMPONENT 1: CURRICULUM AND MATERIAL DEVELOPMENT

School leadership atana Curriculum Framework hi huamzau tak, a tul dana her rem theih, School chungchanga hotuber mawhpurhna tarlang leh kum zabi 21-na hun mila siam a ni. He Curriculum Framework hi key area paruka then, School leadership nihphung leh kalpui dan tur tlangpui a ni. He document hi National level-a Educationists leh India rama a taka chak taka kalpui thin tute nen sawiho fe hnu-a siam a ni. Tin, he document hi

state hrang hrang pariata State Resource Group te pawmpui, School head te leh Grassroot level-a thawktute mil tura siamthat leh a ni. India school system-ah hian kalphung hrang tamtak a awm tih hriat a ni a, chuvang chuan he Curriculum Framework pawh hi state hrang hranga kal phung hrang nei School te tan pawha pawm theih vek tura duan a ni.

OBJECTIVES

- Curriculum duan te, tuna thawklai leh thawk thar tur School leader-te mamawh puhru thei programme tha buatsaih.
- School leader-te mamawh tur hmanrua leh resource ngaihtuah khawm sak.
- School dinhmun inang lo tak tak leh tihdan phung danglam deuh pawhin an hman tlan theih tur Learning materials duan.

COMPONENT 2: CAPACITY BUILDING

Capacity building thiltum bulpui ber chu School leader-te tana leadership nihphung tha chher chhuah a ni. State, District, Block leh Cluster level-a leadership team tha tak chherchhuah a, he programme a hman tangkai pawh a huam bawk.

School leader-te tana Capacity building programme chu key areas te hre reng chungin hun remchangah mamawh dan a zira ruahman tur a ni. An knowledge leh skill dawn thar chu a hun leh a hmun dik taka an hman theih nan an mamawh tur kim chang nen programme neihpui ngei a pawimawh.

He programme hi ram pumah target bik neiin vawi engemaw zat short term leh long term-a neihpui tur a ni. School tih hmasawwna kawnga School leader-te remhriatna leh theihna a thum te, District leh state level-a thawktute tuai hriama programme tha duang thei tur leh huaihawt thei tura thum hian a dawngsawngtute thinlungah thil thar tha zawk ngaihtuah chhuah theihna a tuh dawn a ni.

OBJECTIVES

- State leader-te chu tuna an hna pangngai, functional manager ang maia inngaihna aṭanga pro-active leh innovative leaders ni tura an ngaihdan thlakthleng tir.
- State/UT bikah, leadership development chungchanga hma la thei tur mithiam rual chherchhuah.
- School hotute chu zirtirna kawngah te, mimal nun leh hnathawhna kawngah te, school system-a thil thar ṭha ching chhuak thei tur leh midang thawhho pui thei tura siam.
- Mahni Veng/Khua-a hruaitu (SMCs; SDMCSs; VECs, PTAs, MTAS) te thuamchak a, an theihnate school hmasawnna atana a hmantir.

NCSL kaihhruaina leh ṭawiawmna hmanga programme kenkawh hi state chanpual a ni. Programme neihnaah hmanraw awm theite chu a tihdan tur dik taka hmangin, participants-te chu skill leh knowledge an neih tharte a taka hmang nghal thei tura thuam tur a ni. Curriculum Framework leh material-te pawh hi a ṭuldan anga hman a, ngaihtuah chhuah belh theih a ni. State tinah leadership nei ṭha bik sawitur awmte chu an tihdan phungte ziaka dahṭhat a, a ṭulna district, cluster leh state chhung hmun bika hman atan dah ṭhat tur a ni.

Capacity building programme pawh hian huam zau zawkin a thawk thei a, School hotute hnenah facilitators leh State Resource Group-a expert ten thurawn leh kaihhruaina ṭha hmangin an pe thei bawk.

COMPONENT 3: NETWORKING AND INSTITUTIONAL BUILDING

NCSL ngaihndan chuan state hrang hranga zirna in te, thawktu te, leh mimal remhre bik te nen hun rei zawk inthlunzawma thawhho hi ram chung naupangte hnena quality education pek theihna kawng tha ber a ni. Hetiang atan hian School tinin hmasawna lam hawi School Leadership Agenda neiha bawhzui that a pawimawh hle. Chutiang zelin NCSL programme-te chu State, Districts, Block leh Cluster level-a Professional Institute, Sorkar ta leh sorkar ta lo pawh, School leadership programme nena inthlunzawm tawh leh la inzawm lo te pawh he programme-a hnuh luh veka tanho pui tur a ni.

Centre tum dan chuan State tina hmalakna hi State Resource Group, Institutions thlan bik leh State Nodal Institute pakhat kal tlanga thawh tum a ni. Beisei dan chuan heng Nodal Institute leh Institutions thlan bikte hi State level-a leadership Academy-a hlankai tum a ni. Heng Leadership Academy te hian National Centre angin State-ah an thawk ang. Heng Leadership Academy hian District leh Block level-a Institutions te thlunzawmin a tul dan ang leh Institution lam remchan dan angin hna an thawk ang. State tinah Leadership Academy leh SRC din tura ruahman a ni bawk.

OBJECTIVES

- State sorkar nen inrâwna Leadership Academy din a, NCSL leh Leadership Academy te thawh hotir.
- School leaders leh Cluster, Block leh District level-a School tana grass root level administrators (CRP, BRC, DEO) bakah SMC leh Vantlang aiawh te nena inkungkaihna tha leh thawh hona tha siam.
- • Ram pum huapa Leadership development a awm theih nana District, State leh khua-a School leaders tha tak tak chherchhuah.

Leadership Academies siam tur leh thawh hona tha nei turin NCSL chuan NGO leh Sorkar thuneitute nena sawihona leh titi hona hun te a buatsaih thin a. State chhunga zirna sang zawk hmun remchang thlan bikah Leadership Academy din tur a ni bawk. Heng Academy te hi State/UT-a Education Department leh SRC nen an thawk ho ang a, an Academy member pui emaw, khawtlanga mithiam/School heads, volunteers, School head pension tawh leh

vantlang tana mi tângkai hetiang lama tuimi te nen sawi hovin hma an la ang. Hetiang ang tuimi chi hrang hrang insuihkhawm hian Cluster, Block leh District level-ah pawl pakhat, Professional Learning Community (PLC) an siam thung ang. Hun kal zelah District, Block leh khua-a PLC te chu NCSL nen nghet takin a in thlun zawm tawh dawn a ni.

COMPONENT 4: RESEARCH AND DEVELOPMENT

Research and development pawimawhna chu school tih hmasawwna kawnga hriatna thuk leh zau zawk neih nan leh School mamawh thildang hriat chhuaha Curriculum tha duan chhuah theih hi a ni. Centre hian research organizations leh Institutions dang bakah mahni thiamna kawnga experts-te nena tâng hova research neih zel a tum bawk.

OBJECTIVES

- Leadership practice tha ber berte dap khawm a, vawn that leh midangte hriat chhawntir.
- School leadership development atana hriatna thar tha India ram mil tur thawhkhawm.

School leadership Development Programme pumpui hi Curriculum Framework leh a kalpui dan tur Handbook hian a hril vek a ni. Curriculum Framework chu hemi hnung lamah hian tarlan a ni.



Curriculum Framework for School Leadership Development

Centre hian a hnapi ber pakhat atan Curriculum Framework for School Leadership Development a duang chhuak a. Chu Curriculum chuan School transformation siam tura Leader-te pawimawhzia a hre Chiang Hle. Chuvang chuan naupang tinin zirna tha an dawn a, School pawh “Duhthusam School” a lo nih theihna tura School leaders zawng zawngin ‘Aw, ka thei ang, ka ti ang’ emaw “Kan thei ang, Kan ti ang” emaw an tih theihna turin knowledge, skills leh harsatna hmachhawn tura mahni inrintawkna an neih theih nana thuam that hi a tum bulpui ber a ni. Hetianga School leader-te, an mimal nun leh hnathawhna khawvela mahni inrintawkna neihtir a, remhriatna an mahniah tuh leh, an hnuaia zirtirtute pawh kaihruai tha a, zirtirna tihmasawn a, zirlaite chanvo hriatsak a, midangte nena thawh hona tha siamtir hi NCSL-in Curriculum a duan chhan chu a ni.

OVERARCHING GOAL

School heads-te chu zirlaiten zirna ṭha leh hmasawwna an neih theih ngei na tura school dinhmun chawikan tir.

GUIDING PRINCIPLES

Curriculum Framework hi School Leader zawng zawngin an hnathawhna kawngah ṭhan chhoh zela duhthusama ṭha a thawh an duh tih hre reng chung a duan a ni. Puitling tawh chuan mahniin an zir thei a, an mahni ṭawng ngeia an hun remchang leh an zir duh dan mila an zir theihnan buatsaih a ni baw. Curriculum chuan inngahna ‘theoretical principle’ nei mahse, a nihna takah chuan a thu ken leh tihdan tur tarlan te chu School tamtaka an lo tih tawh hnu te a ni. School Leaders leh office lama thawktute inkungkaihna te, khawtlang, School leh zirtirtute lungtualnain thil ṭha a hring chhuak ṭhin tih hre reng chung a he Framework hi duan a ni.

CURRICULUM IMPLEMENTATION

He Framework-ah hian School Leaders ten Capacity Building an neih theihna tura thawh hona lam tarlan a ni. Curriculum ṭha taka kalpui tur chuan tawnhriat te, thurawn dawnsawn ṭhat te, hnathawh thlir letna ṭha te leh thawh tak takna te a pawimawh vek a ni.

A Framework atan hian tihchangtlunna leh a ṭul huna siam rem te, School Leaders leh Facilitators ten a taka an hman theih tur rawtna ṭha pawh a dawn theih reng a ni.

Key Areas

Elementary school-a School Leadership Development tih hlawhtlinna turin Curriculum Framework chuan ‘key area’ pasarih, component hrang hranga innghat a thlang chhuak a. Heng key area te hian objective leh huam chin nei hrang theuhin, chung chu School transformation lam kawnga School Leader-te hnathawh tiṭhang chaktu tur an ni.



Key area pasarihte chu inthlun zawm vekin, kawng tinrenga School transformation thlentirtu tur leh chu transformation awmtir thei tura School Leader-te tihtur pawimawh tak keng teltu an ni vek bawh. He Framework hian School chu naupangte tan engkim zirna hmun, an nun chawmtu, an thanlenna leh kawng hrang hranga hmasawna an neihna hmun a ni tih a hria a. Curriculum hian School head-te chu mahni inrintawhna neih tirin, hruaitu tling leh tlak, intluktlanna ngai pawimawh leh tumah thleibik nei lo thinlung pu turin a chher chhuak dawn a ni.

Tarlan tawh angin India rama kan School-te hi dinhmun leh enkawlina inang lo tak tak hnuaia awm an ni a. He Framework hian ngaihtuah ngai zual bik (special focus areas) te chu zawn chhuaha, an dinhmun diktak, tlang pang awih tak tak hmuna awmte, thlaler leh tribal chenna hmunte, kum tin ruahtui tam avanga tuilenna, ram buai reng hmunte, leilung leh mihring siam chawp chhiatna thlen fona hmun ami zawng zawngte pawh tuam chhuah vek a tum a ni. Chutiang tho chuan School tê deuh leh zirtirtu indaihlohna school te'na harsatna bik an neihnte pawh ngaihpawimawh bik tur a ni.

KEY AREA 1: PERSPECTIVE ON SCHOOL LEADERSHIP

Hei hian Leadership awmzia hriatthiamna avanga School transformation thlentir a tum a ni. School chu zirna hmun anih zia hriattirin naupangte tan thanna lehkawng tin renga hmasawna, tih chhinna leh a tha zawnga danglamna thlentirtu a nih zia a hriattir bawk. School heads-te chu tun dinhmun aia tha leh hmasawn zawka School hlankai tir dan a ngaihtuah tir bawk.

OBJECTIVE

- School Leadership awmzia hriattir leh hmasawn zawka School hlan kaina tura hmathlir tha neih tir.

Unit 1: School as a Learning Organization

- School chu Social Institution dik tak a ni.
- Organization anga School chu thang reng a ni.
- School-a chettlatna zawng zawngte inkhawih tawn dan.
- School chu zirna leh hmasawna hmun a nih dan.

Unit 2: School Leadership: Multiple Roles and Identities

- Leader hmathlir tha nei
- Leader hmasawna bul tantu.
- Leader mi hneh theihna nei, tum ruh, midangte ngaichang thiam leh inzir peih.
- Leader mahni in enlêt thin.
- School hmasawn tir thei tu, Leader mizia leh nihphung hrang hrang.

Unit 3: Developing a Vision for School

- School tih hmasawna atana vision tha.
- Thil nih dan leh harsatna thlir thiama, kawng dap thiam.
- School hmasawna atana hmachhawp thate a taka chantir.
- Hmasawna kawng thlir leta ennawn peih.

Unit 5: School Transformation Principles

- School transformation Principles te: Mitin huapzo (inclusion), intluk tlanna (equity), leh quality.
- School hmasawnna atana tanrual: Ngaihdan (ideas) tha hrang hrang thawh khawm, Theihna (capabilities) hrang hrang hman tlan leh thlen chin tur (goal) hmachhawp.
- Mahni intih hmasawn: Mimal ngaihdan (attitude) leh chetzia (action) tih hmasawn, Uluk taka ngaihtuah (thinking) a ataka chantir (reflecting), Nu leh pa, zirtirtu leh khawtlang mipui hnueh hnaih.
- Danglamna (change) thlentir dan: Harsatna sut kian leh remchanna lei thiam.

Unit 6: Transforming the Work Ethos

- Naupangte nihphung leh rilru put hmang hriat sak.
- Kawng tinrenga naupang tinte hmasawn dan hriat.
- Schoola naupangte chanvo hriat sak.
- Intluktlanna dah pawimawh a, thlei bik neih loh leh mimal zahawmna humhim sak.
- Naupang tan School him tha leh thlamuan thlak siam sak.

Unit 6: Transforming the Work Ethos

- Thlen chin tur hmachhawp tarlana, chumi lam hawia ke pen.
- Thil thleng thei thlir lawk thiamna leh lo dawnasawn thiamna.
- Thawhona awmze nei tak nei tura kalphung duan.
- A tha zawnga inthlak danglam theih leh a tul huna mahni dik lohna pawm thiam.
- Kan pawimawh tlang vek a ni tih hriatna tuh.

KEY AREA 2: DEVELOPING SELF

He area in a tum ber chu hmalam pan tura mahni insiam that, a bikin mahni theihna tihpun te, ngaihndan leh ngaih hlut zawng tih hmasawn te, midang nena inkungkaihna kawng tih that te, hruaitu ni chungah mahni leh midangte inzir leh intuai hriam zelna tur kawng dap chhuah leh chhawp chhuah thiam te hi a ni.

OBJECTIVE

- Mahni inhriat chian, midang leh school nena inlaichinna hriat fiah a hmasawwna lama pen.

Unit 1: Understanding Self

- Mahni in hriat chian: Mimal ang leh School a thiambikna nei anih angin.
- Nitin School-a a tihtur leh a thawhchhan dik tak hriat.
- Mahni in hriatdan tha leh in hmuhdan dik neihtir.

Unit 2: Self in Relation to Others

- School hmalak honaa a dinhmun pawimawhna hriat.
- Mawhphurhna hrang hrang leh beiseina inpersan tak takte hmachhawn thiam.
- Midangte hneh theih leh midangte dah pawimawh thiam.

Unit 3: Self in the Context of School

- Mimal hmasawwna leh school hmasawwna chuktuah rem thiam.
- School thiltihna reng rengah mahni tihtur bik leh tihtur chin hriat.
- Mahni hnaa thlen tum chin bituk leh a taka hlenchhuah thiam.

Unit 4: Developing Professional Self

- Midangte nena inkungkaihna tha leh thawh hona tha siam.
- Khawtlang hmasawwna leh zirhona hmun atana school hman.
- Tangruala thawh ho pawimawhna siam: Khawtlang nun (social), moral lam leh pawmtlak (ethical).

KEY AREA 3: TRANSFORMING TEACHING-LEARNING PROCESS

Hei hian School Leader-te chu naupangte tana school pawimawhna, hmuh ngai loh leh hriat ngai loh hriat tharna, remhriatna leh kawng hmang hriat tanna bul a nih hre reng chung a teaching learning process an hman tur chu child centred hawi zawnga hmasawn tir a tum a ni. Hemi kawngah hian School head chu tuai hriam a, zirtirna kalpui dan pawh sawi danglam tir ngei a tum a ni.

OBJECTIVE

- Naupangte dah pawimawh hmasa a, an thiam theih ngei dan tur leh an tih theih ve ngeina tur kawng hawi zawnga zirtirna her rem.

Unit 1: School and Purpose of Education

- Hriatfiah châkna thinlung neihtir.
- Chik taka ngaihtuah thiamtir.
- Theihna leh chakna thar neihtir.
- Khawtlang tana mi rintlak tur chherchhuah.

Unit 2: Understanding Child - Centred Pedagogy

- Naupang t̄hanglai ten zirna leh hmasawna kawnga an mamawh hriat sak.
- Mahni a zir a, ama irawm ngeia thiamna pechhuak thei an nihna hriat.
- Zirtirtu leh zirlaite tan zirna phurawm, thil thar puakchhuah nana siam sak.
- Zirtirtu leh naupang ten thil thar an dapchhuah hona a siam.
- Huapzo zirna - mi eng ang pawh an lenna.

Unit 3: Creating Conducive Teaching-Learning Conditions

- School leh classroom environment nung t̄ha leh tel ve ch̄kawma siam.
- Classroom chhung leh hmanrua te daihzai taka hman thiam.
- Zirna tiphur leh tihmasawn zawnga t̄an lak.
- Inclusive Environment: Mitin zah tawn taka indawr, ang khata in en leh t̄anho.

- Classroom him nuam, phurawm leh in ngaih pawimawh tawna siam.
- Naupangte mahni ngeia zir a, thiamna pawchhuak thei an nihna hriat.

Unit 4: Enhancing the Effectiveness of Classroom Processes.

- Observation, Feedback leh Supervision.
- Zirlai naupang tin hriatchiana, an hmasawn dan theuh pawh hriatsak.
- Classroom zirtirna tihmasawn zawnga tanho.
- Inhrualbing leh kaihhraina tha in pek thin.
- Teaching-learning atan hmanraw chi hrang hrang hman tangkai.
- Zalen taka thil dapchhuak a, thil ti chhin tura fuih.

Unit 5: Developing Teacher as a Professional

- Zirtirtu: School tih hmasawn kawnga mi pawimawh.
- Zirtirtute hruaitu tha nihna tih hmasawn sak.
- Ngaihtuahna hmanng peih tura zirtirtute siam.
- Classroom chhung leh pawna teacher-student inlaichinna tha siamsak.
- Zirtirtute chungchanga hmalaksaktu nih.
- Zirtirna kawnga zirtirtute chawikan.

Unit 6: Enriching Teaching-Learning Process: Classroom pawn lam

- Nu leh pa ten an fate an endan hriatpui.
- Naupangte zirna atana in lam tanpuina.
- Khawtlang mite tanpuinaa school zirna tih hmasawn.
- School lam leh in lam inkara inbiakpawhna tha tak siam.
- School chhehvel leh thenawm khawvengte pawh zirna hmun a siam zel.

KEY AREA 4: BUILDING AND LEADING TEAMS

Hei hi chuan hnathawk ho tur team tha din leh thawk tha tura siam lam a kawka. Team hnathawkho phur dan te, in puihtawna te, thawhho dan hrim hrim te, ngaihdan inang lo siam rem dan te, team member zawng zawngte thiamna tihhmasawn te a huam a ni.

OBJECTIVE

- Team member-te inpuibawm tur leh phur taka thawkho thei tura tuai hriam.

Unit 1: Building Teams

- Team member-te chakna lai leh theihna hriat.
- Group hnathawh chak dan hriat.
- Thawhho leh inpuibawmna kalphung tha siam.
- Mawphurhna (responsibilities) leh theihna (abilities) kal kawptir.

Unit 2: Promoting Team Work

- Ruahmanna siam ho.
- Sawihona leh titi hona tha siam thin.
- Pheikhai rual taka tanho.
- Hmasawna lam sawi nana staff meeting hman tangkai.
- Hnathawh thlir letna leh thawm thatna kawng siam.

Unit 3: Being a Team Leader.

- Team work hlawhtling ngei tura hmalak.
- Team member-te zinga inbiakpawhna tha siam.
- Team thawhho atana thuthlukna tha siam thiam.
- Team hmanga hmalak thiam.
- Ngaihdan inang lo chinfel thiam.

KEY AREA 5: LEADING INNOVATIONS

Hei hian school kalphung leh programme te tuai thar reng a tum a ni. Tanrualna hmanga kalphung pangngai her danglamin, ngaihdan thar leh kalphung thar lenna hmun leh hun remchang siam leh din a tum bawh.

OBJECTIVE

- Tihdan tha zawk ching thara hmasawntir.

Unit 1: Innovations – Heart of a Learning Organization

- School head: Tih dan thar tha neih kawnga sulsutu.
- Ngaihdan thar zawn: Ngunthlûk leh chik taka thil sawiho.
- Tindan phung pangngai baka thui thlir thiam.

Unit 2: Building a Culture of Innovation in the School.

- Nurturing Innovations: Experiment leh research beihna tura hun leh hmun ruahman.
- Academic lama puihna leh mamawh tur neih kim.
- Mimal inngaih pawimawh tawna leh thlirdan dang tha pawm thiam.
- Hmalakna thar dodalna hriatthiama hmachhawn thiam.
- Ngaihdan leh hmalak dan thar tha hriatsaka, bawhzui sak.
- School hmasawna thar hriatpui a chhinchhiah that.

Unit 3: Re-imagining the School through Innovations

- School level-a hmalakna thar: Curriculum, annual calendar, work distribution, budgets, midday meals, sum hman, sum peipun, inrenchem, annual function hman dan, vantlang kohkhawm leh staff meeting tihdan phung thlak.
- Classroom chhunga hmalakna tur: Zirtirdan kalphung tih phuisui, classroom enkawl that, time table siam leh classroom inrelbawl dan siam that.
- Zirlai, Zirtirtu leh khawtlang mipuite hmalakna thar thlentü a chantir.

KEY AREA 6: LEADING PARTNERSHIPS

School transformation thlentir tur hian School chhung leh pawna mite tanrualpui (Partnership) a tul. He Key area in a tum ber chu school leh nu leh pa te, khawtlang mupuite, education department a thawkte leh thenawm school awm hnaivai te nena inlaichhina tha tak siam hi a ni. A tum ber chu school leader-in ama school atana mi pawimawh zawng zawng thiam taka tanrualpui thiam hi a ni.

OBJECTIVE

- School-a danglamna thlentir tura nu leh pa, khawtlang, leh education lam a thawkte thurualpui.

Unit 1: Home-School Partnership

- School leh inlam inkungkaihna tha siam.
- Naupangte zirna leh hmasawna hi nu leh pa, leh zirtirtute mawhphurhna ve ve a ni.
- Nu leh pa leh zirtirtute thil hmuhdan leh beisei dan inang lo siam rem.
- School inrelbawlna chungchanga nu leh pa te teltir.
- School chu nu leh pa te tan pawh zirna hmuna siam.

Unit 2: Working with the community

- School leh khawtlang inkungkaihna hriat chian.
- School neitu nihna chanvo chang tura khawtlang telvena siam.
- School management committee kaltlanga school mawhphurhnaa khawtlang teltir.
- School hmasawna tur ruahmanna a khawtlang mipuite mawhphurhna.
- School chu khawtlang tan pawh zirna hmun a ni.
- Khawtlang hruiute nen inhrethiam leh inzahtawn taka thawh ho.

Unit 3: Working with the System.

- School chu education peng pakhat a ni.
- School lam thuneitu lian te nen inrem taka thawh ho.
- System level leh school tih hmasawna atan a mamawh te khai rual thiam.
- School in a tangkaipui theih tur chi khawtlanga thil awm te hman tangkai thiam.
- Thenawm hnaia school dangte nena tihdan leh chindan tha inhrilhtawna, in entawna tih ho thin.

KEY AREA 7: SCHOOL INRELBAWLNA KAIHRUAI

Hetah hian inrelbawlina leh sum leh pai chungchanga School kaihruai dan thlurbing tur a ni. School Head-te chu sorkarin an laka a beisei – inrelbawlina felfai, sum leh pai hman dan daihzai leh tha zawk – hrethiam turin a buatsaih dawn a ni. School a hotu nih chuan hruiatu tha leh remhria nih a tul thin a, School hotu chu a bul vela hman tangkai theih tur thil (resources) leh hmanrua awmte hmang tangkai turin a pui dawn a ni. Hriat tur leh mamawh (data) uluk taka lakkhawm a vawnthat atangin School hotu chuan hmalak dan mumal tak a duang thei anga, thutlukna mumal siamin School a kaihruai thei dawn a ni

THILTUM

- School hotute'n inrelbawlina felfai, sum hman daihzai, theihna hrang hrang hmanthiam leh thil pawimawh vawnthat (data) atanga thutlukna dik an siam theihna tura an hriatna leh thiamna tihpun

Unit 1: School inrelbawlina chungchang hriatthiam (Understanding administration)

- School siamthatna tura School hotu tihur hrang hrang
- School Head/Principal, Zirtirtu leh thawktu dangte'n dan leh hrai chi hrang hrang (conduct, service, leave and pension) hriat
- State sawrkarin inkaihruaina, hmachhawp leh tihur a ruahmante hriatthiam a, anmahni School-a tihhlawhtlin
- Lehkha pawimawh vawnthat dan te, hotu dangte nena inbiak dan mumal leh thil pawimawh an hriatte mumal taka chhinchhiah thiam
- Zirtirtute Annual Confidential Report (ACR)/ Annual Performance Appraisal Reports (APAR) chungchang
- Zirlai, Zirtirtu leh thawktu dangte nen School tana ruahmanna tha tak tak felfai taka tihhlawhtlin

Unit 2: Sum leh Pai chungchang

- Sum leh pai leh theihna dang awm (resources) hman daihzai pawimawhna
- Sum ruahman leh vawn dan mumal hriat
- Sum leh pai kaihnawih leh a hman dan chungchanga tihtheih chin (norms) hriat

- Mahni hnuaia thawkte hamthatna tur – hlawh, hlawh pung, pension - chungchang hriat
- School chhunga sum chetvel dan chi hrang hrang (pay, arrear, medical, contingency, vouchers etc.) chungchang te, cash book vawn dan te, chhiah chawi leh sum hman endik chungchang te

Unit 3: School-a thil awm hrang hrang leh Mihring theihna awm hman tangkai

- Hlim leh nuam ti taka zirlaite'n an zirna hmun ni tura School siam
- School ruhrel leh ruangam tha tak leh zirna hmun changtlung a awm theihna tura Thuneitute leh Khawtlang nen inzawmna tha neih
- Hmun thawl leh infiamna tur remchang duanchhuah
- Naupangte him taka an awm theihna tura School buatsaih a, chumi tura thil tul ngaihtuah
- School hmasawmna tura mihringa theihna awm (human resources) tangkai taka hman
- Mihring theihna hmang tangkai tura School dangte, khawtlang leh Department nena inthlunzawm
- Zirtirtu leh thawktu dangte rawtna hrang hrang sawitawm a, bawhzui

Unit 4: Thil pawimawh (Data) lakkhawm leh vawnthat hmanga thutlukna dik siam

- School siamthatna tura thil pawimawh lakkhawm leh vawnthat (data) neih a, thutlukna dik tak siamna tura hman tangkai thiam pawimawhna
- Computer thiamna hmang tangkai a, naupangte chanchin leh an hmasawn dan vawnthat a, chhui zui
- Naupangte'n an mamawh tak (need based) an zirchhuah theihna tur ruahman sak
- Zirtirtu leh thawktu dangte chanchin kimchang (records) mumal taka vawnthat
- Sum leh pai hman dan mumal taka, Computer hmanga, chhinchhiah
- School-a thiltih hrang hrang – admission, attendance, kum khata thil tih tur ruahman lawk, zir tur ruahman, nu leh pa nena inhmukkhawm, hnathawh thlirlet, lungawi lohna leh rawtna thlen – zirlai, zirtirtu leh nu leh pa tana awlsam zawka tih a nih theihna tura ruahmanna mumal tak siam



Special Focus Areas

India ram school dinhmun inang lo tak tak hre reng chungin he Framework hian special focus ngai bik State thenkhat, an dinhmun danglam bik theuh zirchian a, hriatthiam a tum a. Heng special focus area bika hman tur curriculum te hi chung state a an khawtlang, eizawna, awmna hmun leh zirna chungchange a hmachhawn tur awm te hrereng chung a duan a ni. Chutiang tho chuan school tē deuhte, ziritrtu indaih lohna te pawh ngaihsak bik an mamawh ve tho a ni.

Special Focus Area 1: Leading Schools in Tribal Areas

Hei hian tribal-te chenna hmuna school, hmundang nena khaikhin pawha hnam zia, khawtlang nunphung leh eizawna kawng pawh danglam deuh a kawkw ber a. Heng hmuna school tha leh chhawrbawkw awm siam tur chuan school head ten naupangte leh khawtlang mipui dinhmun diktak, an mamawh leh beisei te an hriat vek a ngai a ni. Heng thil hre reng chung hian a hnuaia mi te hi bawhzui tur a ni.

- School chhehvela hnam awm te nunphung leh zia hriat chian.
- Thuneitute leh zirtirtute'n school-a thil chin than an rawn chhawm luh te chu hriat thiam lo pawmpui
- Tawng hman chungchanga tribal naupangte harsatna leh mamawh hriat thiam.
- School, khawtlang leh chhungkaw thila harsatna neuh neuh, naupang leh zirtirtu school kal loh fona leh insawn fona te pawh hriat thiam.
- Tribal naupangte mamawh phuhru zawnga curriculum, textbook leh zirtir tan kawng (pedagogy) siamrem.
- Tribal area a school leh khawtlang inkungkaihna tha siam.
- Tribal area ah tha taka inkaihhruaina nei Residential school dina enkawl.

Special Focus Area 2: Leading Teaching Learning in Small, Multi-Grade Schools

Hei hian a kawhzawn bik tak chu- Single teacher school, two teacher school leh School te tham deuh, School head-in class hrang hrang zirtir a tul si na hmuna a mawhphurhna (role) kawng hrang hrangte a ni. A tlangpuiin heng schoolah hian zirtirtute'n an tihtur leh mawhphurhna, an huang chin (context), hmanraw neihte, leh hun hman zai dan an hre fuh lo deuh thin. Chutiang a nih avang chuan zirtirtute chu class pakhat aia tam tha tak leh sawt taka zirtir an thiam theih nana kaihhruai an ngai em em a ni.

- Tualchhung leh zirna kalphung zawna harsatna danglam bik hmachhawntur (challenges) hriatthiamna.
- Nunkhua leh tihdan inang lo tak takte hriathiamna environment tha huapzo siam.
- Curriculum her rem: Naupang dinhmun zira TLM leh grade siam, zirlaite tehfung duan chhuah.
- Zirlaite enkawl: Zirlaite inkara inpawhna leh thawhhona tha siam, thutna remdan tha, Zirlaite ngaihsakna leh chhawmdawlna lam.
- A huhova zirna: Grade level hrang hrangte inkarah, mahni rualpui, rual u leh nau zawkte inzirtir tawna.
- Zirtirtute leh zirlaite ten multi-grade huang chhungah sawt leh tangkai taka hun hman thiam tir.

Special Focus Area 3: Leading Schools in Conflict Areas

India ram hmun tamtakah tualchhunga innghirngzona te leh chhiatrupna thleng thin ten mipuite nunphung a tibuai fo thin. Chutiang hmuna school awmte chuan harsatna hmachhawn tur tam tak an nei thin. School kal zel dan tur an chian loh mai bakah zirlaite leh thawktute thinlungah thlaphanna, lungngaihna leh hlauhna a thleng thin. Chutiang dinhmunah chuan School Head chuan nitina school kalphung pangngai kengkawh tura hmalakte, naupangte school kaitir ngei tura tanlakte, khawtlang nena inkungkaihna tha siam leh school inrelbawlna kawnga inhnawhnahtir ve ngei tura hma lakna kawngah harsatna tam tak a tawh thin a ni. He huang ina a hawi ber leh a tinzawn ber chu chutiang harsatna awmte sut kian chu a ni.

- Naupangten hlauhna leh harsatna hmachhawn an thiam theihnana puitu tur ruahman sak.

- Naupangten rilru nuam leh him nia inhre chungah lehkhah an zir theihna boruak tha siam sak.
- Nu leh pate nen tangruala, naupangte tana thil duhawm lo thleng thei laka hmun him siam sak.
- School leh naupangte venhimna kawnga khawtlang leh Police-te tanpuina fawmkhawm thiam.
- Rilru puthmang diktak nei tur leh boruak tawn apiang hmachhawn thei zel tura intihuai tawn tura zirlaite, zirtirtute leh thawktu dangte fuiha, tanpui leh buatsaih.
- Hringnuna thil thleng thinte leh tawn mekte hai lana, school-a sawiho a, a remchan dan anga zirtirna leh zirna kal lai meka zeh luh tel ve thin.

Special Focus Area 4: Difficult Geographical Conditions

Leilung hmunhma remchang lo zual leh harsa deuh hmuna school awm, e.g ruahtui tamna hmun, thlaler, tlangram chhengchhe lutuk, sik leh sa harsa bik, ruahtui tlak dan mumal lohna hmunte chu a bik taka ngaihtuah leh buaipui a tul a ni. Hetiang hmunah te hian insakna hmanraw tha pekte, zirlaite nitin nunphung nghawng thei sik leh sa, ruahtui tla tam lutuk leh tlem lutuk te hmachhawn thei tura puihbawm te a huam a ni. A tum ber chu chutiang harsatna chi hrang hrang te thiam leh awmze nei, tangkai tak si a hmachhawna lo dawngsawng thei tura School head-te buatsaih a ni.

- Chenna leilung hmunhma leh boruak inthlak danglam thei, sik leh sa, ruahtui tlak hun mil a time table tha siam leh hman.
- Nu leh pa leh khawtlang hruaitute nen inpawh taka sawihona neih t hinte hmanga school kai zawm chhoh zelna turte, laklawh taka school chawlhsan mai leh school kai thulh tam lutuk tur venna kawnga tan lak.
- Chenna hmunhma duhtusam lo leh sik leh sa chungchanga harsatna awm te sukiang thei tura hmunhma buatsaih leh MDM bungruate school a dahthatna tur hmun (storage) siam.
- Sik leh sa uchuak tak pawh hmachhawn thei tura zirtirtute leh naupangte buatsaih.
- School-in harsatna a tawhte hmachhawn thei tura khawtlang nena thawh hona tha siam.

Curriculum hian thupui bik leh harsatna bik awm theite hrerengin harsatna sutkian kawngah leh thutlukna dik siam kawnga School head-te puih hi a tum a ni bawh.



Material Development: *Adaptations and Contextualization*

Key-area tin tan thawhona tha pawchhuak thei leh awlsam taka chhiar theih duan chhuah a ni ang, a Core unit-te chu education huangchhunga thil pawimawh leh ngaihtuahawm bik laite zir theihna atana siam a ni ang. Module engemaw zat, source chi hrang hranga mite lawrkhawma, rem khawm a awm baw ang. Heng material developed tawh te dahna hmunah hian Resource Group, Resource person leh School material ten tangkai taka an hman theih tur material thahnem tawk tak a awm ang.

- Target bik nei Module-te: Elementary, Secondary leh Higher Secondary School head-te mamawh inang lo tak tak leh, School head la ni mai tur leh nih tumte tana hruaitu tha dinhmuna an mamawh tur chhawp.
- Thupui bik nei Module-te (issue specific): Ram puma school inang lo tak tak te, an mahni huam chhung bik theuh a harsatna te buaipui.

State chhung atanga case study lakkhawm dah tel a ni ang. State Resource Group-te nena vawi tamtak workshop neih hona atangin he Curriculum framework leh hmanraw mamawhte chu state enkawl lai school-te hnenah hnuh hnaih a ni ang.

National Centre for School Leadership-NUEPA

Transforming schools into effective centres of delivering quality education demands a strong and well informed leadership that is capable of engaging in a process of change and innovation. While NUEPA has been bringing together heads of the schools as well as administrators periodically for orientation and exchange of experiences, it is felt that the effort needs to be augmented significantly. Establishment of the National Centre for School Leadership (NCSL) in NUEPA is a step towards addressing this need on a sustainable basis.

The leading priority for NCSL, therefore is to build leadership capacities for change, eventually leading to transformation of schools. To achieve this mission, the Centre will engage in capacity building programmes for the 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 Centre will also encourage networking among schools and related resource institutions so as to facilitate meaningful exchange of experiences, lateral learning and shared problem-solving. It will also organize and promote research on leadership and governance of school education with a view to encourage evidence-based decision-making at systemic and institutional levels. The Centre will also function as a repository of information for all developments in the areas of leadership and governance in 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, functioning in both government and government-aided sectors. The essence of the programme is to build leadership at all levels - institution, village, district, state and national level - to transform the way in which schools and school education systems are managed and led.



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