

National Advisory Group Meeting 2018-19



National Institute of Educational Planning and Administration
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National Centre for School Leadership
National Institute of Educational Planning and Administration
(Deemed to be university)

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Report of the work done for the year 2018-19

The National Centre for School Leadership (NCSL) was set up in the National University of Educational Planning and Administration in 2012 with support from SSA and RMSA, MHRD to empower school leaders with knowledge, skills and attitudes to transform schools. Since its inception, it has been engaged in various activities at the national and state level and has formulated the National Programme Design and Curriculum Framework on School Leadership Development, the guiding document for the work carried out by the Centre. The Centre has developed materials, handbooks and resource books for conducting various types of capacity building programmes for different clientele spanning both current and prospective school leaders. Over the past four years of its existence, the Centre has enabled the launch of the School Leadership Development programme in all states and union territories of the country. In the coming year, the Centre plans to institutionalize school leadership development across all states.

The Centre predominantly works on four different components viz. **Curriculum and Material Development, Capacity Building, Networking and Institution building** and **Research and Development**. The milestones covered under each of the components are given below and the list of activities covered under each strand from 2018-2019 is given in Annexure-I.

1. Curriculum and Material Development

1.1 Module Development for SLDP Intermediary level

The following are the modules on school leadership developed during the year 2018-19 with a flexi approach to be used across various types of platforms such as online courses, offline / face to face capacity building workshops, or DIKSHA Portal. This can be referred to as Intermediary Level of School leadership Development programmes. A list of modules is given below:

- School as ground for learning and development
- School culture and climate: Role in school improvement
- How to develop healthy school culture and climate?
- School Head: A key driving force for Innovations
- Safe guarding our children: An action guide
- Critical thinking
- Teachers as reflective practitioners
- Team development and learning
- Establishing and sustaining Professional Learning Communities for Academic Excellence in school education.
- Equity as guiding principal for school transformation
- Sustainable Leadership

Most of the modules are completed. However, some of them are yet to be finalized as per the assessment of few authors.

1.2. Translation of National Curriculum framework and Handbook for School Leadership Development Programme into different regional languages

The translation of the Handbook on School Leadership Development outlining the 16 day model of capacity building programme for school heads across elementary and secondary education sector in Tamil, Telugu, Odiya and Marathi was taken up from September –December 2018. The finalization of the translations into other languages were carried out largely in different states with which NCSL coordinators for the respective states worked closely visiting the field as well as coordinated when they came to Delhi for the final lap of the work. A five day hands-on work was undertaken by calling experts from different states to Delhi for ensuring the completion of the work. Other regional languages are in the process of translation and contextualization [December – February 2019]. Dr.. Charu Malik in coordination with other NCSL faculty such as Dr. Anthony Joseph, Dr. N.Mythili, and Dr. Subitha Menon coordinated these works (refer to Table 1).

A workshop for the Translation of Online Programme in School Leadership and Management in Hindi was held on 10-14 July 2018 at NIEPA. It was coordinated by Dr. Charu Malik. The material developed was finalized with the support by the Monika Batham, consultant and Monika Bajaj, Junior Consultant in terms of its editing, proof reading and administrative and logistic services. A Hindi typist was also hired for the purpose to complete the translation work. Completed works have been uploaded on the NCSL’s website. A total of 10 members participated.

Table 1: CURRICULUM AND MATERIAL DEVELOPMENT

National Level				
S. No.	Title of the Programme	Venue	Date	No. of Participants
1.	Designing and Translation of Handbook and National Curriculum Framework in Hindi	NCSL, NIEPA	10 th -14 th July 2018	10
2.	Designing and Translation of Handbook and National Curriculum Framework in Tamil	NCSL, NIEPA	10 th - 14 th September, 2018	2
3.	Designing and Translation of Handbook and National Curriculum Framework in Telugu	NCSL, NIEPA	24 th -28 th September, 2018	2
4.	Designing and Translation of Handbook and National Curriculum Framework in Marathi	NCSL, NIEPA	1 st -5 th October, 2018	2
5.	Designing and Translation of Handbook and National Curriculum Framework in Odia	NCSL, NIEPA	8 th -12 th October, 2018	2

1.3. Workshop for evolving leadership models for context specific challenges of school heads.

The workshop was held on 23rd-25th July 2018 at NIEPA with the objective of developing research proposals to study leadership practices in contextually challenging situations which includes (schools in flood prone areas, schools in conflict prone areas, schools in hilly regions, schools in urban disadvantaged areas, schools in rural disadvantaged areas, small schools and tribal schools). The other objective of the workshop was to develop resource materials for training of school heads in contextually challenging areas while simultaneously designing and developing training programmes for school heads placed in Special Focus Areas of the NCSL Curriculum Framework. A total of 15 participants attended the programme which included state level officers working in schools in challenging contexts and practitioners and research experts who have engaged with schools working in difficult situations (refer to Table 1).

In addition to the workshop held at NIEPA at the national level for developing contextual models of school leadership in challenging contexts, faculty also undertook workshops or/and field visits for understanding the contexts. A workshop for material development on Context Specific Challenges for School leadership (Urban disadvantaged) was carried out along with field visit to school from 26 to 28 September, 2018 (State level) at Surat by Dr. Sunita Chugh. The intent was to orient the participants to the objectives of the project on leadership models for diverse school contexts in India in the urban context to study what works and how. There were twenty seven participants which included DIET principal, BEO, BRCs, CRCs, school heads and DIET faculty members. Visit to ten schools was also made to get an understanding on the leadership practices of school heads. Similarly, two workshops were held for 40+35 participants as part of field visit in the Mau district of Uttar Pradesh for material development related to contextual models for school leadership in the rural context of India by Dr. Charu Malik on 8-9 January 2019. Field visits to Himachal Pradesh, Assam and Uttar Pradesh were also taken up by Dr. Kashyapi Awasti, Dr. Subitha Menon between October 2018 and January 2019. The objective of the field visit to Assam's Char area was to collect data on the challenges of school heads to lead schools. The visit was also done with the objective of identifying the challenges of school heads, understand the gap areas in leadership development and accordingly design context based capacity building programmes for the target group. The visits to Uttar Pradesh and Himachal Pradesh also had similar objectives. The details of their visits are provided in Table 2.

TABLE 2: WORKSHOP FOR MATERIAL DEVELOPMENT FOR CONTEXT SPECIFIC CHALLENGES FOR SCHOOL LEADERSHIP

S. No.	Title of the Programme	Venue	Date	No. of Participants
1.	Workshop on Evolving Leadership Models for Context Specific Challenges of School Heads	NCSL, NIEPA	23 rd -25 th July, 2018	15
2.	Material Development on Context Specific Challenge for School Leadership in Urban Disadvantage Area	Surat, Gujarat	26 th -28 th September, 2018	26
3.	Material Development on Context Specific Challenge for School Leadership in small schools.	Himachal Pradesh	13 th -15 th October, 2018	School Visit
4.	Material Development on Context Specific Challenge for School Leadership in flood prone area	Assam	3 rd -6 th December, 2018	Field Visit
5.	Material Development on Context Specific Challenge for School Leadership in Rural Context	Uttar Pradesh	8 th -9 th Jan,2019	75 (40+35) persons

5.4. Road map for School transformation and curriculum framework for system level administrators

The activities related to road map for school transformation and curriculum for system level administrators that began last year, 2017-18 have been continued this year also.

5.5. Digital and Technology support services provided for publication

As part of the Publication Output using Web designing, the following were created/performed by Ms. Vibhuti Anand

- **Flyer:** CSL Flyer Modification; Leadership academies Map Creation; NCSL School- a three-fold Flyer designing;
- **Book Design,** Chapter Creation, Roadmap Diagram and Figures creation for Transforming School Leadership- Chapter-1 to Chapter-6;
- **Book Cover Design:** One on Programme and Abstract & CSL for National Conference on Leadership Pathways for School Improvement 22-24, January 2019 and; 24
- **Poster Creation (Standee)**-3x6 for National Conference on Leadership Pathways for School Improvement 22-24, January 2019(24 Unit)
- **Website Output: Buttons Creation** for <http://ncls.nuepa.org>- CSL Button, and **Header for CSL Online Form Header01, CSL Form Header02** and; Backgrounds Creation, Photos Correction.
- **Creative Output:** Handmade Book mark creation (16 Unit).

2. Capacity Building

NCSL conceptualized the programme as School Leadership Development (SLD) for the entire country. The Centre builds leadership capacities of SRGs, who in turn engages with the SLD of School Heads. The School Leadership Development programme covers Heads of Schools (HOS), right from elementary through secondary school stages.

The different kinds of school leadership programmes for Heads of Schools initiated by the Centre are as follows:

1. In-service HoS: 16 days (10+2+2+2) for continuous professional development and Moodle based online programme on SLD.
2. Newly inducted HoS: One Month Residential Induction Programme-Certificate in School Leadership and Management.
3. One Year PG Diploma in School Leadership and Management for Current and Prospective School Heads (Secondary school principals and senior teachers).
4. Online Programme on School Leadership and Development
 - ✓ The details and the list of completed activities under Online Programme in School Leadership Development and Management is given in the Annexure II
 - Centre has conducted 2 batches of Capacity Building Workshop on School Leadership Development for Field Functionaries. Total no of participants was 69.
 - Centre has conducted 4 batches of Capacity Building Workshop to Facilitate One Month Certificate Course on School Leadership and Management. Total no of participants was 120

The centre has successfully conducted few state based review and feedback workshops in Tripura and Telangana to understand the process of change at the grassroots level after the capacity building programmes. The online programme on School leadership Development that started last year continues this year also.

2.1. Expansion and Coverage in School Leadership Development Programme Through Face To Face Mode:

An important component of NCSL is the capacity building programmes of school heads across the country covering all states and UTs. The centre has been carrying out this work since 2013. In addition to face-to-face programmes, online programmes were started in the year 2017-18 covering several rounds of orientation for school heads. In all, 2,10,915 school heads have completed this programme (refer Table 3).

TABLE 3: EXPANSION AND COVERAGE IN SCHOOL LEADERSHIP DEVELOPMENT PROGRAMME THROUGH FACE TO FACE MODE 2013-2019 (AT A GLANCE)

Year	SRG	System level Administrators	Elementary School Heads	Secondary School Heads	Total no. of School Heads	Online Programme on School Leadership & Management (2016-19)
2013-18	4538	66	74635	58127+141(One month certificate Course)=58268	132903	40000
2018-19	1673	72	32568	5888+256(One month certificate Course)=6144	38712	
Total	6211	138	107203	64412	171615	
					[171615+40000=211615](face to face + online)	

2.2. Capacity building: National and State levels Scenario

Further, details of the different school leadership development programmes conducted at national and state level along with coverage of school heads has been presented in Table 4

TABLE 4: CAPACITY BUILDING: NATIONAL AND STATE LEVEL SCENARIO

Programmes at National Level				
S. No	Title of the Programme	Venue	Date	No. of Participants
1.	Capacity Building Workshop on School Leadership Development for Field Functionaries (Ist Batch)	NCSL, NIEPA	17 th -22 nd September, 2018	33
2.	Capacity Building Workshop on School Leadership Development for Field Functionaries (IInd Batch)	NCSL, NIEPA	8 th -13 th October, 2018	39
3.	Workshop to Facilitate One Month Certificate Course on School Leadership and Management (IIIrd Batch)	NCSL, NIEPA	17 th -22 nd December, 2018	20
4.	Workshop to Facilitate One Month Certificate Course on School Leadership and Management (IVth Batch)	NCSL, NIEPA	4 th -8 th February, 2019	28

State Level Activity: One Month Certificate Programme on School Leadership and Management				
1	One Month Certificate Course on School Leadership and Management in Tripura	SCERT, Tripura	22May – 20 th June 2018	30
2	One Month Certificate Course on School Leadership and Management in Manipur	SCERT Manipur	6June to 6 th July 2018	28
3	One Month Certificate Course on School Leadership and Management in the state of Haryana	SCERT Haryana	10-22 Dec,2018 2-11 January 2019	35
4	One Month Certificate Course on School Leadership and Management in the state of Rajasthan	SCERT, Rajasthan	27 Dec 2018 -11 January 2019 !week of March 2019 (Forthcoming)	68
5	One Month Certificate Course on School Leadership and Management in the state of Uttara Khand	SCERT, Uttarkhand	31 Dec 2018-31 January 2019	56
6	One Month Certificate Course on School Leadership and Management in the state of Sikkim	SCERT Sikkim	3-30 th January 2019	39
Capacity Building of SRGs for 10 days in different States				
1	Capacity Building Workshop for SRG on School Leadership Development for SRG	Haryana	9-13 July 2018 23-27 July 2018	120
2	Capacity Building Workshop for SRG on School Leadership Development for SRG	TSIPARD Hyderabad, Telangana	17 th -21 st August, 2018	60
3	Capacity Building Workshop for SRG on School Leadership Development for SRG	Spiti, Himachal Pradesh	2 nd -12 th October, 2018	20
4	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Bhopal, MP	3 rd -12 th October ,2018	97
5	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Andhra Pradesh	23-29 September 2018	26
6	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Chhattisgarh	3-19 August 2018	438
7	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Karnataka	November 2018	150

8	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Rajasthan	13-22 December 2018 17-26 December 2018	224
9	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Tripura	20-29 August 2018	52
10	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Uttarakhand	21-30 th January 2019	52
11	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Bihar	NA	114
12	Capacity Building Workshop of SRG on School Leadership Development for School Heads	J&K	NA	72
13	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Tamil Nadu	NA	62
14	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Uttar Pradesh	NA	280
15	Capacity Building Workshop of SRG on School Leadership Development for School Heads	Goa	NA	NA

Capacity Building of School Heads in different States

1	Capacity Building Workshop on School Leadership Development for School Heads	Andhra Pradesh	29 oct- 14 th Dec 2018 in different phases	394
2	Capacity Building Workshop on School Leadership Development for School Heads	Chandigarh	January 2019	45
3	Capacity Building Workshop on School Leadership Development for School Heads	Chhattisgarh	January 2019	14705
4	Capacity Building Workshop on School Leadership Development for School Heads	Daman and Diu	23-28 Dec 2018 January 2019	42 40
5	Capacity Building Workshop on School Leadership Development for School Heads	Dadar and Nagar Haveli	24-28 th September 2018	116
6	Capacity Building Workshop on School Leadership Development for School Heads	Himachal Pradesh	2-12 August 2018	216

7	Capacity Building Workshop on School Leadership Development for School Heads	Karnataka	2 Week of January 2019 in different districts	550 elementary school heads 1200 secondary school heads
8	Capacity Building Workshop on School Leadership Development for School Heads	Madhya Pradesh	15-24 January 2019	3000
9	Capacity Building Workshop on School Leadership Development for School Heads	Punjab	April – may 2018	1200
10	Capacity Building Workshop on School Leadership Development for School Heads	Tripura	22Nov-1Dec 2018 15-25 September 2018	152 Elementary school heads
11	Capacity Building Workshop on School Leadership Development for School Heads	Uttarkhand	February 2019	475 (ongoing)
Review and Feedback Cycles in different States				
1.	Two days Review & Feedback Workshop on School Leadership Development	Godavari Auditorium, Hyderabad, Telangana	24 th -25 th September, 2018	100
2	Two days Review & Feedback Workshop on School Leadership Development	Himachal Pradesh	13 th -14 th August,2018	30
3	Two days Review & Feedback Workshop on School Leadership Development	Karnataka	18-19 th February 2019	50
4	Two days Review & Feedback Workshop on School Leadership Development	SCERT, Tripura	11 th -12 th ,December, 2018	50

In addition to the above programmes, Dr Charu Malik organized two orientation programmes for Online Programme on School Leadership and Management in Hindi in Gurgaon, Haryana, October 3, 2018 and in Patna, Bihar, October 26 2018

2.3. Online Programme on School leadership and management

The Online Programme on School Leadership and Management of the National Centre for School Leadership, NIEPA is covered under the central scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching. This progress report is divided in to three sections which detail the following: A) Content of the Programme, B) Orientation for Online Programme on School Leadership

and Management in different states/UTs (2016-2017 & 2017-2018) and C) Details of Activities (February-December, 2018).

Content of the Online Programme on School Leadership and Management

The School Leadership Development Programme is based on the National Curriculum Framework for School Leadership Development conceptualized by the National Centre for School Leadership. The curriculum has seven key areas which have been converted into seven courses that cover all the major roles and responsibilities of school heads. There is one additional Course that helps in consolidating the learnings of the entire Programme and prepare a school development plan. These courses are:

1. Perspective on School Leadership
2. Developing Self
3. Transforming Teaching Learning Process
4. Building and Leading Teams
5. Leading Innovations
6. Leading Partnerships
7. Leading School Administration
8. Consolidation and Drawing a School Development Plan

The entire programme is staggered across three levels- basic, intermediate and advanced. The present programme is at the basic level. NCSL would soon make available intermediate and advanced online programmes on its portal. NCSL has conceptualized and designed the Online Programme on School Leadership and Management using Moodle platform. The course is designed along the Four Quadrants:

Quadrant-1: E-Content in the form of reading material or modules

Quadrant-2: Reference Reading Material consisting PowerPoint presentations, case studies, audios, videos, discussion forums, peer learning networks and links connecting to other learning sites and resources.

Quadrant-3: Self Learning Material with practice exercise and activities and

Quadrant-4: Assessment having Multiple Choice Questions, assignments, practice exercises and portfolio development. The grading system is based on MCQs, peer assignments and discussion forums.

Orientation for Online Programme on School Leadership and Management in different states/UTs

NCSL had conducted one-day consultation cum orientation programmes in 15 States on the use of online programme and registration in the year 2016-17. In 2017-18, this programme has been conducted in 7 states/UTs and in the year 2018-19 (May –January 2019), the centre conducted the programme in 4 states as given in **Table 5**.

TABLE 5: CONSULTATION AND ORIENTATION FOR ONLINE PROGRAMME ON SCHOOL LEADERSHIP AND MANAGEMENT (2016-19)			
2016-17			
S. No	Activities	Participants	Date
1.	Pre- Orientation for online programme on school leadership development in the state of Haryana	50	5 th January, 2017
2.	Orientation for online programme on school leadership development in the state of Andhra Pradesh	120	20 th January,2017
3.	Orientation for online programme on school leadership development in the state of Maharashtra	120	21 st January, 2017
4.	Orientation for online programme on school leadership development in the state of Jharkhand	100	2 nd February, 2017
5.	Orientation for online programme on school leadership development in the state of Madhya Pradesh	120	30 th -31 st January,2017
6.	Orientation for online programme on school leadership development in the state of Chhattisgarh	120	2 nd -3 rd February,2017
7.	Orientation for online programme on school leadership development in the state of Mizoram	100	7 th -9 th February,2017
8.	Orientation for online programme on school leadership development in the state of Kerala	110	9 th February,2017
9.	Orientation for online programme on school leadership development in the state of Jammu & Kashmir	57	2 nd February,2017
10.	Orientation for online programme on school leadership development in the state of Uttarakhand	150	18 th February,2017
11.	Orientation for online programme on school leadership development in the state of Telangana	161	3 rd March, 2017
12.	Orientation for online programme on school leadership development in the state of Gujarat	147	4 th March,2017
13.	Orientation for online programme on school leadership development in the state of Meghalaya	80	16-17 March, 2017
14.	Orientation for online programme on school leadership development in the state of Assam	72	21st March 2017

15.	Orientation for online programme on school leadership development in the state of Goa	100	24 th March, 2017
2017-18			
S. No	Activities	Participants	Programme date
1.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the UT of Puducherry	57	2nd June, 2017
2.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of Sikkim	100	23 rd June, 2017
3.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of Manipur	50	27 th Nov, 2017
4.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of Odisha	200	16 th Dec 2017
5.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of Arunachal Pradesh	120	25 th Jan, 2018
6.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the UT of Andaman and Nicobar Islands	120	6 th February, 2018
7.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of West Bengal	100	22 nd March, 2018
2018-19			
8.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of Haryana	84	3 rd October ,2018
9.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of Madhya Pradesh	126	9 th October, 2018
10.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of Chhattisgarh	180	11 th October , 2018
11.	Orientation for Online Programme on School Orientation for Online Programme on School Leadership Development in the state of Bihar	106	26 th October, 2018

Details of Activities (February–May 2018) & (May – January 2019)

NCSL launched its Online Programme on School Leadership & Management in English version on 15th February 2018 (1st Batch). There have been five rounds of registration to this Programme:

Registration	Duration of Registration	Programme Begins	Programme Ends
First Round	10 th - 28 th February	1 st March 2018	15 th May 2018
Second Round	1 st – 14 th March	15 th March 2018	30 th May 2018
Third Round	15 th – 31 st March	1 st April 2018	15 th June 2018
Fourth Round	10 th – 30 th April	1 st May 2018	15 th July 2018
Fifth Round	1 st -14 th May	15 th May 2018	31 st July 2018
Registration after 15 th May 2018 are open for all; Users can register and begin the Programme			

The Centre also launched its Online Programme on School Leadership & Management in Hindi version on 10th September 2018 (1st Batch). There have been four rounds of registration to this Programme:

Registration	Duration of Registration	Programme Begins	Programme Ends
First Round	10th-25th September	26th September 2018	10th December 2018
Second Round	26th September - 10th October 2018	11th October 2018	25th December 2018
Third Round	11th-25th October 2018	26th October 2018	10th January 2019
Fourth Round	26th October-10th November, 2018	11th November 2018	25th January 2019
Further rounds of registration to be announced			

As on January, 2019, 39800 School Heads/Principals have registered to the Programme.

1. A total of 2599 School Heads/Principals have completed the Programme.
2. NCSL proposes to advertise the programme more widely and encourage states/UTs to register their school heads/UTs.

2.4. Support services provided using technology for capacity building for NCSL Website

Suraj Kumar, the ICT consultant at the centre provided the following services for online programme

1. Maintaining the website of Online Programme on School Leadership and Management (pslm.nuepa.org)
2. Attending queries of 36 States/UTs for Online Programme on School Leadership and Management
3. Update NCSL website from time to time
4. Maintaining the server of NIC
5. Technical consultancy to NIEPA

3. Networking and Institution Building

a. Establishment of School Leadership Academies in different States

In continuation with the efforts of the last year, this year also School Leadership Academies (SLAs) have been identified in Arunachal Pradesh, Bihar, Goa, Madhya Pradesh, Maharashtra, Manipur, Karnataka, Odisha and Telangana. The workshop on adaption, contextualisation and translation of online programme in regional languages for SLA held from 14th-16th November, 2018. (Also see the brief description in Curriculum and Material Development strand) In addition, a one day National Advisory Group meeting of NCSL at NIEPA would be held on 27th February, 2019.

Scenario of the School leadership Academies established is presented in Table 4

TABLE 4: LIST OF ESTABLISHED SLA, IDENTIFIED SLA, YET TO BE IDENTIFIED SLA, 2018-2019				
Established SLA		9 Identified SLA		7 Yet to be Identified SLA
State	Institution	State	Institution	States
Assam	SCERT	Arunachal Pradesh	SCERT	Andhra Pradesh
Gujarat	GCERT	Bihar	SCERT	Jammu & Kashmir
Himachal Pradesh	SIEMAT	Goa	SCERT	Jharkhand
Sikkim	SCERT	Madhya Pradesh	SCERT	Kerala
Mizoram	SCERT	Maharashtra	MIEPA	Meghalaya
Rajasthan	SIEMAT	Manipur	SCERT	Punjab
Tamil Nadu	SCERT	Odisha	SCERT	West Bengal
Tripura	SCERT	Karnataka	SISLEP	
Uttar Pradesh	SCERT	Telangana	SCERT	
Haryana	SCERT			
Uttarakhand	SIEMAT			
Chhattisgarh	SIEMAT			
Total states = 12		Total states = 9		Total states = 7

As part of e-content development for school leadership programme, a capacity building workshop on adaptation, contextualization and translation of Online Programme in regional languages was held from 14 to 16 November 2018 by Dr. Kashyapi Awasthi and Dr. Charu Malik. In all 35 participants attended the programme from different states at NIEPA, New Delhi.

In those states, where the school leadership academies have been established, capacity building programmes for school heads and SRGs have been conducted which has been detailed out in Table 3 for the year 2018-19

b. Extension activities and consultancy

As part of the extension activity faculty at NCSL have been giving talks, lectures, taking sessions in various workshops conducted by different organizations, participate in committees and commissions set by the government in the area of school education including school leadership. As part of SLDP, all members have attended PAB meetings for their respective states which they coordinate. (refer to Individual reports for the same). In all, NCSL faculty acted as resource persons for more than 25 different activities in different organizations during the year. They have been members of the committees for nearly 12 different activities at national and state levels apart from NIEPA. Professor Rashmi Diwan is actively involved in academic programmes of NIEPA.

6. Research and Development

a. Workshops and Conferences

A Workshop was conducted on Evolving leadership models for context specific challenges of school heads from 23-25 July 2018. Six research proposals were submitted by NCSL faculty in this workshop which referred to schools in urban disadvantaged, small schools, flood prone areas, hilly regions, rural disadvantaged areas and tribal areas. All these studies adopted case study method to study a small number of schools. In this connection, workshops were conducted in select sites in Uttar Pradesh, Surat, Himachal Pradesh, Assam and Jharkhand by the faculty to develop the models on school leadership. The preliminary results of the field study were presented as research papers in the national conference organized by the centre.

A National Conference on Leadership Pathways for School Improvement was held from 22nd -24th January, 2019. Following are the objectives of the conference:

- To develop an understanding of School and Systemic Leadership in contemporary contexts: theoretical, conceptual and emergent models
- To share and discuss various leadership practices such as, teacher development, student learning, technology and innovations that lead to school improvement
- To explore pathways for continuous professional development of school leaders
- To document leadership practices, perspectives and journeys of school heads in diverse and challenging contexts of India

Sixty participants which included researchers, school heads and practitioners participated in the conference. Twenty research papers on divergent themes were presented and 48 case studies of school heads were presented.

b. Documentation of School Leadership Practices

Documentation of leadership practices have been captured. in the year 2018-19 by the National Center for School Leadership. It invited School heads, students, parents, teachers, researchers, administrators NGO's and Academic Institution to identify those government schools that bring overall change in their respective schools. For this, the centre invited case studies from different states of India. We got a total of 181 case studies from 24 states of India. Maximum case studies come from Maharashtra and Gujarat (28) followed by Uttar Pradesh (26), Tamil Nadu (24), Delhi and Sikkim (14), Madhya Pradesh and Uttarkhand (5) and rest of the States has less than 5 case studies each. For appreciating these school heads we selected 49 best case studies from 21 States for the National Conference on Leadership Pathways for School Improvement. Maximum cases are from very nterior parts of India, where limited resources actually being a problem but these school heads made a significant difference with their diligent approach in their respective schools and given a new way to proceed. For the year 2019-20, so far 39 case studies have been received with maximum cases from Uttar Pradesh (30) followed by Maharashtra (06).

c. Research Proposal

During this year, the centre proposes to carry forward the research that was initiated last year. The topic of the research for this year is "Leadership Models for Diverse School Contexts in India". It will be carried out under Prof. Rashmi Diwan, head, NCSL.

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**LEADERSHIP MODELS FOR DIVERSE SCHOOL CONTEXTS IN
INDIA**

**Chief Investigator: Prof. Rashmi Diwan
Head, NCSL**

Introduction

India has achieved tremendous progress in school education in the past twenty years. The expansion in school provision has registered an unprecedented growth across both government and private sector. Today, government schools account for over 75% of total number of schools and 90% of rural schools in the country. The government sector has emerged as the largest network in the country at the elementary level in terms of provision, while at the secondary and senior secondary level, private sector has a greater presence. Though elementary education has largely been universalized, transition to secondary schools and low quality of school education, remain as the two most critical challenges in India. Expansion and proliferation of schools have led to a wide diversity in provision of schools across States and UTs of India, with varying differences in quality of inputs, processes and outcomes. While improving quality of school education remains crucial, the role of school management and leadership is equally of major concern. Indian school system is highly diverse and so are the leadership challenges for schools placed in different contexts in India.

Diversity in Schools: Indian Context

Socio-cultural diversity: The first set of diversity facing the Indian education system is addressing schools in 36 states and Union Territories, 679 districts and 6500 blocks. On an average, there are 2000 schools per district involving wide contextual variations – ecological, cultural and socio-economical. There are 438 living languages; 22 official languages and 29 languages with more than one million speakers. The land of the country is inhabited by people with different religious, linguistic and socio-economic affiliations, with scattered populations of tribes and migrants. This diversity itself poses challenges for school education and most importantly for leadership.

Geographical diversity: The second set of diversity emerges from geographical variations across the length and breadth of the country. Schools are present in remote and hilly areas, conflict prone areas, near international borders, in flood and drought regions, islands, near coal mines, in historically backward areas-either rural or urban or semi-urban townships, in inaccessible regions of north-east India and so on. If we take an example of a school located in hilly areas, it is well known that even if the school fulfils the specified distance norm, it does not guarantee that the school will be easily accessible by inhabitants. As it happens, 5-8 km. in hilly area is a much more difficult terrain in terms of daily commuting as compared to same distance in the plains. Thus geographical diversity poses a set of challenges, which most of the times cannot be managed alone by school leadership and requires a wide network of different agencies to be able to run and manage the school efficiently. Added to these, are schools which find themselves hit by vagaries of nature, such as earthquakes, floods or other natural calamities. These circumstances test the resilience of school leadership which not only has to manage but attempt to transform the school with innovations and leadership skills.

Diversity of School Managements: The third set of diversity comes from schools under different managements (State-owned/government managed schools and private managed unaided and aided schools). Even within fully government supported institutions, there is no uniformity in schools managed by the State Departments of Education, Government supported grant-in-aid schools, local body managed schools and schools managed by Tribal/Social Welfare Department. Similarly, schools also differ in terms of delivery structures across different states. Certain states follow the pattern of primary schools with Grades 1-IV and upper primary with Grades V-VII, while others follow Grades I-V and Grades VI-VIII, respectively, Though attempts are being made to bring uniformity in line with specifications of the Right to Education Act (2009), still the diversity exists.

Diversity in School Size: The fourth set of diversity arises from issues related to the size of schools, which is determined by many factors, such as infrastructural facilities, human resources and the enrolment. There are different sized government schools in the country. Elementary schools range from ultra small to large schools. In addition, there are single teacher and two teacher schools at the elementary level. In most of the states, there is no designated post of a head teacher at primary level, and the senior most teacher occupies this post. On the other hand, secondary and higher secondary schools are relatively large in size with a designated head teacher or the principal. But the issues of quality in secondary and higher secondary schools coupled with inequality in access and low participation pose another set of challenges. For instance, the participation rate of disadvantaged groups (SCs and STs) in secondary education has been seen to be low. The reported Gross Enrolment Ratio for SCs and STs has been 52.64% and 43.27% respectively at the secondary stage; 27.91% and 20.33% respectively at the higher secondary stage (School Education Statistics 2007-08).

Table 1: Size in terms of Number of Teachers		
Total Schools (2011-12)	Single Teacher Schools	Two Teacher Schools
10,64,604	1,12,928 (.11 million)	3,40,305 (.32 million)
Schools managed by contract/para teachers	63,397	

Table 3: Area-Wise Location of Secondary Schools in India		
	Secondary Schools	Higher Secondary Schools
SC dominated	6797 (11)	3879 (14)
Tribal Area	13876 (22)	4714 (17)
Hilly Area	10502 (17)	4515 (16)
All India Government Secondary Schools : 61731	All India Government Senior Secondary Schools: 27509	

Diversity within Schools and classrooms: The fifth set of diversity comes from the varying learning needs and socio-economic background of children in schools and classroom. Added to this, are the concerns of gender and children with special needs. Many classrooms also see an amalgamation of children from different linguistic backgrounds, some speaking in local dialects. There is also a significant population of migrants in many urban slums who are not able to successfully accommodate with teachers who come from middle class urban backgrounds. Other than children, teachers also have differential needs and are at multiple levels of professional development. They require constant

support and encouragement from school leadership. Hence, diversity within schools and classrooms is a major concern for school leadership and requires a separate skill set on part of school heads to manage and lead these important stakeholders.

Rationale of the Study

Indian School leaders are grappling with fundamental issues on how to improve schools. However, the fact remains that most of the schools remain passive implementers of decisions taken up by higher ups. In course of time, school heads become a quarry to routinization and limit themselves to mere administrative responsibilities rather than taking initiatives to become a leader and transform the school. Even if they realize how important it is to become a leader, they fail to bring desired changes in schools because of a lesser supportive environment of the education system. In such cases, most of the routine tasks are attended to but hardly any initiative is taken to create enabling conditions for making schools improve. Despite realization that schools must improve and how much important a role leadership has to play in this renaissance, hardly few take an extra mile to change. One reason could be lack of direction or lack of initiative. This task becomes even more challenging when circumstances are at odds, such as small schools, schools which are understaffed, schools that have a diverse child population or schools that are located in stressful geographical conditions.

This project has been conceptualized in a broader framework having constituent researches that aim to capture the challenges and practices of school heads located in diverse contexts. The findings that emerge from these researches would help in providing directions to school heads placed in testing circumstances on what works to transform ordinary schools to outstanding schools. Deeper insights into success stories of such schools and their leadership practices in diverse contexts in India will help in evolving leadership models which will act as guidelines to be implemented in schools placed in similar contexts. This attempt is the first initiative ever taken up by any research in the country. This study will culminate into Leadership Models to guide school heads and systemic administrators on how to make schools better, and helping them eventually to bring transformation in each school of the country.

Findings from Researches: A brief Review

Though Leadership theories have evolved over time to reflect changing social contexts, focus has not been on issues related with diversity, equity or social justice. Chin and Trimble (2015) offered a new paradigm for examining leadership by bringing together two domains- research on leadership and research on diversity- to challenge existing notions of leadership and move toward a diverse global view of society and its institutions. Their approach to leadership focussed more on addressing barriers that narrowly confine the perceptions and expectations of leaders. According to them, the diverse organizational and societal contexts must define how leaders behave and practice, their process of communication, their criteria for selection, training and even evaluation. Diversity can sometimes raise differences and conflict, but can be facilitative in bringing new perspectives, innovation and creativity if they are valued and respected. Diversity leadership gives voice to inclusiveness and differences to

capture the complexity and benefits of a diverse leader/member society. Leadership studies in diverse contexts bring forth the concept of leadership identity as it reflects what leaders bring uniquely to their leadership and contribute in redefining leadership. In shifting from leadership traits to leader identity, in leadership research, the focus is on the self or 'who leaders are' and their authenticity. Unlike traits, these identities are developmental, evolve and often shape leader's behaviour and others' perceptions and expectations of h/him.

Leadership style is a focus on 'what leaders do' compared to leadership identity which is a focus on 'who leaders are'. As leadership theories shifted from an examination of leader traits or leadership situations to leadership style, the research in 20th century attempted to identify not a fixed set of leaders' traits or situations in which leadership occurs but rather an examination of processes of interactions through which leaders engage with others. In this framework, leaders both influence and are, in turn, influenced by contexts or organizational and societal cultures of which they are a part. Whereas leaders create cultures when they form groups and organizations, the underlying values, unspoken rules and practices or school mission often reflects an organisation's culture that remains stable and consistent over time. Effective leadership means developing the skills set to manage this diversity for the organization to remain productive, or to offer training and coaching for members to promote diversity while sharing common organizational goals. Chin and Trimble (2015) argue that multiple and intersecting dimensions often influence how leadership is exercised among diverse leaders in a culturally diverse and global society. A paradigm for diversity leadership must be inclusive of all voices and of varying leadership styles that intersect with the social identities and cultural value orientations across diverse groups. It is believed that successful leaders are constantly managing tensions and problems directly related to the particular circumstances and context of the school. Such school leaders are more people-centred, believe more in distributed leadership and invest in various forms of teacher leadership (Harris and Chapman 2002).

In a study on challenges for rural school leaders in a developing context, Lingam and Raghuwaiya (2014) found that school leaders in Solomon islands, faced multifaceted problems in their work settings, including such challenges as untrained teachers, lack of funding, limited learning and teaching resources, and land disputes. The findings demonstrated that contextual challenges raise questions about what and how leadership at school level deals with. It was believe that continuation of the current practices would demoralize school leaders and ultimately, have undesirable effects on children's learning outcomes. There was articulated a need for finding solutions so as to facilitate the work of school leaders in achieving school effectiveness and improvement. In many schools systems, however, challenges also emerge from bureaucratic structure of schools that entrench the status quo, adding on to limited district office support and teacher resistance, which if not addressed by school leadership can stagnate the schools (Mafora 2015). In a study on 'developing a model of successful school leadership from the International Successful School Principalship Project, described the work of school leaders as engaging within the school context to influence student and school outcomes through interventions in teaching and learning and school capacity building. Other interventions included focussing on the qualities a leader brought to h/his role, a portfolio approach to using leadership ideas, constructing networks, collaborations and partnerships, and utilising accountability

and evaluation for evidence-informed improvement. These were found to be important elements, though applicable to all leadership roles in schools, but more specifically thought to be viable in diverse contexts.

Leadership practices within one secondary school in Queensland, Australia was documented by Niesche and Keddie (2011). The principle of equity was central to the school's philosophy. The findings of the study highlighted that in the current educational climate of increased accountability frameworks and high stakes testing, it was even more difficult for school leaders to play a key role in implementing of schooling practices that work to support greater equity outcomes for marginalized groups. The study illustrated three key productive leadership practices: firstly, a common vision about the significance of equity and how it might be pursued; secondly, supportive social relations between staff; and, thirdly, dispersed leadership practices. The central argument of the research was that such leadership practices could be transformative in terms of disrupting discourses and practices within schools that perpetuated student marginality. Shahrabi (2010) explored the behaviours and practices of a head teacher in contributing towards the excellent academic and co-curricular achievements of the school and how results were consistently maintained year after year. Additionally, this research also examined the administrative style of head teacher in the school. The findings revealed that the vision of the head teacher was paramount for school excellence; teaching of the curriculum was top priority; programmes for individual pupils' indifferences were implemented; collaborative leadership practiced in administrative matters of the school, and most major decisions regarding academic or non academic were made in consensus with the staff. The study also revealed various implications of leadership practices such as the importance of effective managerial skills used in executing instructional tasks as well as implementing effective academic, co-curricular and discipline programmes for school excellence.

The contextual realities of primary education in Kenya were highlighted by Kamunde (2010). The research found that while Kenya had reasonable success in quantitative terms relating to the provision of free primary education, it was unable to achieve the envisaged qualitative gains. Some policy guidelines were hard-to-implement, finances were inadequate, some stakeholders had abdicated their responsibilities, and the reforms were centralized and implemented as a top-down model which negated the head teacher's role in innovation. Head teachers were found to be seriously overloaded and lacked the skills and capacity to implement such a reform. They were not involved in policy conceptualization; their recruitment was not necessarily based on professional considerations, and training was limited or through 'trial and error'. Many primary head teachers were therefore, 'balancing at the top of the greasy pole' and felt as if they were left to 'swim or sink'. Many pedagogical and logistical challenges like high pupil-teacher ratios, shortages of qualified teachers, poor and inadequate infrastructure, and other resource constraints continued to impinge on quality imperatives. Thus the head teacher's role was characterized as difficult in the contextual realities in which Kenyan schools operated.

While researching on leadership in successful schools serving ethnically, linguistically and culturally diverse students, Nguyen (2007) found that there is a strong body of literature identifying schools that achieve academic success for their students of ethnic minority and socio-economically disadvantaged backgrounds. Such schools were found to have strong leadership factors that contributed to the success. Reflecting on the theoretical framework of transformational and instructional leadership, the study discussed four major factors that made a difference in leadership practices for addressing the needs of ethnically, linguistically and culturally diverse students. These were (1) Vision and Values, (2) Leadership and School Management, (3) Teachers/Staff Development and Recruitment, and (4) Relationship Building.

Ainscow and Sandill (2010) in their study on conceptualizing learner diversity in urban schools and implications for leadership practice explored in its broadest conception issues of religion, ethnicity, caste, class, gender and ability. It looked at organizational factors that facilitated or constrained leadership roles in responding to learner diversity in the Indian context, particularly in comparison to schools in the UK. The analysis drew attention to complexities surrounding conceptualizations of learner diversity across different types of schools. Additionally, the analysis indicated that there was a disparity in how learner diversity was viewed by members working at different levels of the school hierarchy, guided by the organizational policies and the nature of roles they fulfilled. Thus, personal and collective notions of diversity were explicated and the role of organizational culture and leadership practice was examined in shaping these notions of diversity. An attempt was also made to understand how managerial and organizational structures of schools impacted the role of principals in responding to diversity among learners and in making schools more welcoming places for students. Schools, in many parts of the world are experiencing rapid growth in the number of students of color, culturally and linguistically diverse students, and students from low-income families. In this context, Howard (2007) articulated the need to re-examine the practices of the past and present. Many education leaders in diversity-enhanced schools were moving beyond blame and befuddlement and working to transform themselves and their schools to serve all their students well. From observing and collaborating with them, this transformative work proceeded in five phases: (1) building trust, (2) engaging personal culture, (3) confronting issues of social dominance and social justice, (4) transforming instructional practices, and (5) engaging the entire school community. This study also revealed that professional development for creating inclusive, equitable, and excellent schools was a long-term process. However, it argued for one central leadership commitment, in the context of these rapidly transitioning districts: *“when diversity comes to town, we are all challenged to grow.”*

Smith and Riley (2012) discussed about leadership attributes and skills required of school leaders in times of crisis as fundamentally different from those generally required as part of the normal school environment. Strong school leadership generally is about positioning the school for the future and about supporting and empowering staff and students in the pursuit of teaching and learning excellence. Leadership in times of crisis is about dealing with events, emotions and consequences in the immediate present in ways that minimize personal and organizational harm to the school and school community. The authors interrogated crisis management literature in school situation and attempted to understand the nature of leadership necessary for schools to successfully deal with-and learn from-the

crisis they inevitably will encounter. It is important to have an understanding of the major type of crisis as a starting point for developing appropriate strategies for crisis prevention or for effectively dealing with them if they occur. The research described five categories of crisis quoting their earlier work, such as, short time crises, cathartic crises, long-term crises, one-off crises and infectious crises. If the school wants to prevent as many crises as possible from occurring or to be as prepared as possible for what crises do occur, then the logical starting point is to identify the major crises that could potentially impact on a school which is referred to as a *crisis audit*. A crisis audit basically involves asking four key questions: What things, if they went wrong, would create major problems for the school? What is the probability of each of those things occurring? What impact would each crisis have on the school? What and who would suffer? What factors might prevent each crisis from occurring?

A crisis audit is not so much a logical exercise as a creative one. Its tools are generally speculation and possibility, not reasoned analysis of facts. The research also discussed crisis management strategy which could be a linear model as suggested by Mayer, Moss and Dale (2008) involving a linear three-phase strategy: prevent-respond-recover. A linear model implied that crises are individual and isolated events, impacting on but essentially remote from the educational strategy of the school. However in real situation, crises are not isolated events in school but they emerge from and impact upon the complexity of the teaching and learning environment and its associated structures and activities. Gainey (2009) proposed a cyclical strategy for crisis management, in which recovery was followed by professional reflection as a basis and this model emphasized the critical need for open two-way communication at all times and in all phases of the strategy. While quoting Smith and Riley (2010) five steps were suggested for responding to crisis which included –to get the facts, implement the relevant contingency plan or quickly adapt to meet the current situation, leader to be decisive, show concern and communicate with clarity. The research identified nine key attributes for effective crisis leadership which included decisive decision making in the face of limited and reliable information, powerful two-way interpersonal communication and media skills, procedural intelligence-knowledge and skills honed through experience, highly developed synthesizing skills-the ability to identify key issues and messages from highly confused and contradictory information sources, the capacity to empathise with the feelings of others and to respect the legitimacy of their perspectives, a capacity to continually remain optimistic in the face of adversity and to tenaciously battle on, flexibility- the ability to make quick and decisive changes in behaviour and thinking in response to a rapidly changing environment, strong intuitive thinking capacity and the preparedness to use it and the ability to quickly develop new ideas and solution and to turn problems into opportunities. The challenge that emerges from the research is how to develop the necessary crisis leadership attributes and skills in both our present and future school leaders when crises are by their very nature, mostly unpredictable and inherently unique events.

Robinson (2011) highlighted the changing educational agenda and its impact on the role of primary head teachers in England during 2005-09. As a result of government policy, new rules for head teachers both inside and outside their school increasingly emerged. The research discussed the perceptions of head teachers regarding reasons for system change and considered their motivation for

undertaking new roles. The research was conducted with 21 head teachers and probed questions on the context, experiences and role of being a head teacher. The findings revealed that all the head teachers recognised change and accepted it as part of school leadership, something they had to manage along with balancing priorities. It was found that the head teachers generally embraced change. Their issues were concerned with maintaining their school's high performance through securing successful external validation as a result of various forms of inspection and monitoring together with building capacity to sustain their new roles. The head teachers also believed that their success was largely due to the opportunities they had for operating autonomously and free from the constraints of micro-management of their work. Lumby and Heystek (2011) compared the perceptions and practices of leaders in a South African and English primary school and the implications thereof. Both schools have experienced a relatively swift and large scale diversification of learners away from the previous white majority. The research observed that in each case the educators had not diversified to the same extent. Leadership of schools that experienced sudden and significant demographic shifts was a phenomenon that not only had to be internally readjusted but was also relevant to external audiences who may consider how the school model adjustments in relationships between community members and leadership within a diverse community.

Constituent Studies in the Research Project

The multiple studies in this research project are expected to examine the contexts in which schools function in the most challenging circumstances, culminating into differential models of school leadership and practices on what works in what kind of situations. The focus of the studies will be more on finding answers to the most ardent questions a school head faces being placed in similar situations and would like to find answers of survival. The findings of the studies will be to gather useful leadership practices and strategies that really work for school leaders as they struggle in leading schools in the most challenging circumstances. The studies offer to cover a wide spectrum of diversity seen in Indian schools, right from elementary through secondary schools. Examining the diversity in schools and contexts across the country, some of the focus areas of research identified by the NCSL team to work on are as follows:

- **Flood prone areas:** These are areas of flood plain sediments around the Brahmaputra River and its tributaries. The area covers 4.6% of total area of the state of Assam. The area is marked by a number of problems which include soil erosion, illiteracy and crime. This research will attempt to analyse the status of education among school going children in these areas in terms of access, dropouts, migration, learning achievement, the issues and challenges of the teachers and school heads.
- **Residential Schools: KGBV, Ashram, SC-ST Tribal schools:** The study will examine the heterogeneity in nature and demands of leadership in residential schools along with other input resources such as teachers, physical resources, fund flow and utilization and schooling processes, across different states and for different target groups of students for whom these schools are

meant. Based on an in depth analysis of the effectiveness of the functioning of these schools, the study will present Leadership Development Models for School Heads in Residential Schools.

- **Urban Schools:** The present study is being undertaken with an aim to explore the challenges faced by school heads in leading the schools in urban areas especially those serving to the marginalized and disadvantaged. Eight case studies of school heads who have adopted innovative and alternative approaches to deal with diversity and bring changes in school environment would be undertaken. From the case studies, an attempt would be made to identify the processes and strategies adopted by school heads in bringing the change and improvement in schools in their specific context.
- **Coal Mine Schools:** The study captures problems and challenges faced by School Heads, teachers and children in coal mining fields. The assumption is that the incidence of child labour and exploitation of a minor child by the mine owners and mafia behind is extremely high and there may be a possibility that large numbers may not even be allowed to enrol in the school specifically provided for them in such areas. The study is expected to examine the socio-economic, living status and health conditions in which children survive. It will also deal with school leadership provided by the head, classroom practices and implications for curriculum and teaching methodology and support from systemic administrators etc.
- **Rural disadvantaged Areas:** One of the challenging contexts in the Indian scenario is posed by 'disadvantaged' regions/areas, which are found to be economically and socially backward. These underdeveloped areas have also impacted the schools located therein, either through negligence in providing proper facilities or catering to students with low socio - economic background. In order to explore leadership practices and the influence that these have on student learning, this study attempts to first understand the 'disadvantaged' contexts, and then discover the vision and strategies which school heads of high performing schools put into practice, so as to improve the teaching-learning environment. The study will specifically look into two dimensions: how do school leaders support and coach teachers and how do they involve resources available in the community for improving student learning at secondary level. This study will be conducted on schools in the Bundelkhand region of Uttar Pradesh. It will yield case studies focused on leadership practices that work in disadvantaged contexts; as well as attempt to develop key indicators for effective leadership in disadvantaged contexts.
- **Border area schools:** The study focuses on schools located in International border zones of West Bengal and Manipur states, in particular district of Coochbehar in West Bengal and Chandel in Manipur. The study will bring up the challenges faced by Principals, teachers, parents and children of these schools and how school leadership has coped and solved problems. The focus of the study will be on how school leadership has maintained academic climate and coped with life in school despite disturbances. The study will be carried out in collaboration with DIETs in Coochbehar (West Bengal) and in Chandel (Manipur).

- **North-Eastern Region:** The study intends to explore the perceptions of School Heads on three domains: Professional Knowledge, Practice and Engagement. The study will engage in dialogue with School Heads to unravel complex perceptions about professions of the school head, professional practice and professional competence across the diverse N-E region contexts. Further the study will also inform the design of approaches to professional development, including practitioner self-development in diverse contexts.
- **Hilly Area Schools and Small Schools:** The study will explore the issues of location, size, access, limited human and physical resources, inequity and exclusion of children in elementary and secondary schools, in rural, remote, hilly, difficult terrains and isolated areas, disadvantaged, marginalized and hard to reach pockets. The study intends to collect, examine and analyze case studies on schools that have shown outstanding management practices and innovative leadership interventions from the institutional head, administrators, community members and parents in such locations. Learning from the success stories of such schools, the study will draw learnings and suggest models of school transformation in such challenging contexts.

Objective of the Research Project

The aim of the research project is to develop leadership models in diverse contexts that may be defined as guides suggesting specific leadership practices and strategies to use in specific environment or situation. To be more specific, models talk about schools in different contexts and represent what kind of leadership, at the institutional and systemic levels work to transform school system. The research project will also add to the academic literature on school leadership in Indian context. The specific objective of the research project is therefore:

1. To evolve leadership models that enable leaders, institutional and systemic, to realize the vision they hold for the school and meet aspirations of parents and community in the most difficult circumstances.

Research Design

The study is expected to offer multiple insights into the current educational landscape of leadership in diverse contexts, most of them posing severe challenges. Hence, it would examine how school leaders have managed day to day practices in stressful conditions. The study would capture specific leadership practices successful in leading improvement in schools placed in difficult circumstances. For the researches within the project framework, a mixed-methods approach will be adopted. Build on a foundation of research through case studies, telephonic interviews, experiential learning, primary and secondary sources of data collection, the study envisages to centre around what is important in different contexts and what kinds of leadership have led to improvement in schools placed in challenging circumstances. For the convenience of understanding, the project can be divided into two strands. **The principal investigator(s) may choose or follow any path or strand in consonance to the requirement of the study.**

Strand 1 enables the NCSL team to understand what makes a school different than other schools in the same contexts, how and why these schools have shown extraordinary management and leadership practices. This will mainly concentrate on desk research based on secondary sources, case profiles of School Heads who have been successful in leading the school in a particular context and stories of schools that have shown outstanding leadership practices which have made difference in its functioning in the most adverse situations. This strand will confine itself more to collection and documentation of such schools and their leaders. The help of state resource group members will be taken from different states in identifying and documenting such schools. Depending on the nature of study, a set of parameters will help in identifying these schools. An analysis of successful schools in different contexts will be carried out which will lead to deriving of results and inferences on what works in what kind of conditions. These researches will thus be more grounded in situational analysis of real school practices. The case study approach envisages capturing the unique characteristics of such schools in the first instance. This exercise will help in suggesting strategies for other schools to follow and also facilitate in devising a practical model, workable, by all means.

Methodology: telephonic interviews, collection of secondary data, review of literature, multiple case study approach capturing diverse school contexts across the States.

Strand II is extended to field study, collection of primary data from the successful schools identified, documented and supplement the information collected in Strand One.

Methodology: There will be pilot try out of instruments followed by a survey of outstanding leadership practices in challenging contexts. In-depth case studies and collection of qualitative data via interviews and focus group discussions supplemented by quantitative data will be the main methodology followed in this Strand.

The stage following Strand I and II will be the consolidation stage when the studies will examine and revisit leadership models in a range of settings, revise the model evolved in the past Strands and make it most viable and workable in different contexts, finding answers to the most ardent day to day challenges a School Leader face in such schools. The School Leadership models in different contexts will help School Leaders to understand where to place their efforts.

Expected Outcomes

The project will provide a direction to School Heads and systemic administrators on how to support school change and transformation in diverse challenging contexts.

Time Frame

The project is visualized to be of two- year duration beginning 2019 and consolidation by 2021

Budget Estimates of the Research Project

A. Workshops at National Level

S.No.	Name of the Workshop	Objectives of the Workshop	Location and Duration	Participants	Budget Estimates	Expected Outcomes
1.	Workshop for Finalization of Research Framework and Sub-Research Proposals along with Tools on Leadership Models for Diverse School Contexts in India (6 themes identified)	To finalize the research framework and Sub-Research Proposals along with Tools	Venue: NIEPA Duration : 4 Days Total participants: 20	Academician s, Researchers and NCSL Faculty	Travel Allowance @Rs.15,000: 3 lakh Boarding and Lodging@ Rs.1500: 1.2lakh Lunch and refreshments@ 800: 64,000 Printing/Photocopy/ Stationery: 10000 Overhead Costs: 15000 Total: 5.09 lakh	Research Framework and 6 Sub-Research Proposals along with tools for data collection
2.	Workshop for Presentation of Preliminary findings of Researches on Leadership Models for Diverse School Contexts in India	To present preliminary findings on researches on Leadership Models for Diverse School Contexts in India	Venue: NIEPA Duration : 4 Days Total participants: 20	Academician s, Researchers and NCSL Faculty	Travel Allowance @Rs.15,000: 3 lakh Boarding and Lodging@ Rs.1500: 1.2lakh Lunch and refreshments@ 800: 64,000 Printing/Photocopy/ Stationery: 10000 Overhead Costs: 15000 Total: 5.09 lakh	Final Monographs on 6 identified research themes

B. Field Visits (6 Research studies)

Budget Heads	Unit Cost	Total
Travel Allowance	20000 (for 3 visits per study)	Rs. 3,60,000
Boarding and Lodging	4000 (for 5 days per visit)	Rs. 3,60,000
Local Conveyance	10000 (per visit)	Rs. 1,80,000
Honorarium to Field Investigators	50000 (per study)	Rs. 3,00,000
Stationery/Photocopy/Printing for tools	30000 (per study)	Rs. 1,80,000
Publication and Dissemination	75000 (per study)	Rs. 4,50,000
Overhead Costs	20000 (per study)	Rs. 2,00,000
Total		Rs. 20,30,000

C. Staff at National Level

Project Staff	Number	Unit Cost (p.m.)	Months	Total
Consultant	2	40,000	12	Rs. 9,60,000

D. Grand Total (A+B+C)= Rs. 40,08,000

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NATIONAL CENTRE FOR SCHOOL LEADERSHIP

ANNUAL WORK PLAN 2019-2020*

I. a. National Component - Programmes

S. No.	Title of the Programme	Objectives	Date & Venue	No. of Participants	Budget Estimates
A. Programmes proposed for NIEPA funding					
1.	Post Graduate Diploma Programme on School Leadership and Management (PGDSLM)	To build leadership capacities of aspiring school heads through PGDSLM	July 2019 -June 2020 Venue: NIEPA Total Participants: 35	Principals/Vice Principals/Senior Teachers from Government and Private Secondary Schools	1. Cost per participant@Rs.30,000 (including lunch and refreshments, stationery and photocopy):Rs. 10.5 lakh 2. Honorarium for 10 special lectures@Rs.4,000:Rs.40,000 3. Two visits to School(local conveyance): Rs. 80,000 4. Faculty Time: Rs. 5lakh 5. Consultant (1): Rs.9.6 lakh 6. Miscellaneous: Rs. 25,000 TOTAL: Rs. 26,55,000
2.	Leadership Models for Diverse School Contexts in India	To develop workable leadership models for diverse school contexts in India			TOTAL: Rs. 40,08,000 (details of budget are provided in the research proposal)
B. Programmes proposed to MHRD for funding through Samagra Shiksha Abhiyan (SSA)					
3.	Leadership Workshop for Head Teacher Unions/ Associations	To build leadership capacities of Heads of TU/Associations	Venue: NIEPA Duration: 3 Days May 2019 Total Participants: 40	Representatives from HTUs/ Associations	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.8 lakh Lunch and refreshments@ 800: Rs.96,000 Printing/Photocopy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 8.91Lakh
4.	Consultation cum Orientation Programme for CALEM Institutes on Post Graduate Diploma on	To orient the institutes on taking up Post Graduate Diploma on School Leadership and Management	Venue: NIEPA Duration: 3 Days June 2019 Total	Representatives from CALEMs and Education Deptt. Of Universities	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.8 lakh Lunch and refreshments@ 800: Rs.96,000 Printing/Photocopy/ Stationery: Rs.5000

	School Leadership and Management		Participants: 40		Overhead Costs: Rs.10000 TOTAL: 8.91Lakh
5.	Consultative Workshop for studying the needs of school heads in residential schools – NVS, KGBV, Ashram Schools etc	To understand leadership requirements of school heads of residential schools – NVS, KGBV, Ashram Schools	Venue: NIEPA Duration: 2 Days July 2019 Total Participants: 40	Representatives from residential schools – NVS, KGBV, Ashram Schools	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.2 lakh Lunch and refreshments@ 800: Rs.64,000 Printing/Photocopy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 7.99 Lakh
6.	Consultative Workshop for studying the leadership needs of DIETs, SCERTS and SIEMATs	To understand the leadership requirements of DIETs, SCERTS and SIEMATs	Venue: NUEPA Duration: 2 days August 2019 Total Participants: 40	Representatives from DIETs, SCERTS and SIEMATs	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.2 lakh Lunch and refreshments@ 800: Rs.64,000 Printing/Photocopy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 7.99 Lakh
7.	Consultative Workshop for studying the leadership needs of ZIETs and Centers of Excellence– CBSE schools	To understand the leadership requirements of ZIETs and Centers of Excellence	Venue: NUEPA Duration: 2 days September 2019 Total Participants: 40	Representatives from ZIETs and Centers of Excellence– CBSE schools	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.2 lakh Lunch and refreshments@ 800: Rs.64,000 Printing/Photocopy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 7.99 Lakh
8.	National Conference on School Leadership for School Heads and System Functionaries	To exchange, share , discuss and disseminate outstanding leadership practices that contributed to school improvement across the States and UTs	Venue: NUEPA Duration: 3 Days Total Participants: Total Participants: 100	School Heads, System level functionaries	Travel Allowance @Rs.15,000: 15 lakh Boarding and Lodging for Outstation participants @ Rs.1500: 4.5 lakh Lunch and refreshments@ 800: 2.4 lakh Printing/Photocopy/ Stationery: Rs. 50,000 Publication Cost: Rs. 3 lakh Local Conveyance: Rs.30,000 Overhead Costs: Rs. 30,000 TOTAL: 26 Lakh

9.	Workshop on Orientation to School Leadership Academies on their Implementation Plan 2019-2020	To share and orient with SLAs on their Implementation Plan 2019-2020	Venue: NIEPA Duration: 2 Days Total participants: 40	SLAs	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.2 lakh Lunch and refreshments@ 800: Rs.64,000 Printing/Photocopy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 7.99 Lakh
10.	One Day National Advisory Committee Meeting	To apprise the committee of the progress of the NCSL program and decide the future course	Venue: NIEPA Duration: 1 Day Total participants: 15	National Advisory Group Members	Travel Allowance: Rs.1.5 lakh Boarding and Lodging: Rs.20,000 Printing/Photocopy/ Stationery: Rs.2,000 Refreshments and Lunch: Rs.5,000 Overhead Costs: Rs.5,000 TOTAL: Rs.1.82 lakh
C. Programmes proposed to be conducted under Pandit Madan Mohan Malviya National Mission on Teachers and Training (Funds are available)					
11.	Online Programme on School Leadership and Management for System Level Functionaries (to be hosted on NCSL portal)	To build leadership capacities of System Level Functionaries	June – September 2019	In-house	Rs. 2,00,000 (for video lectures)
12.	Intermediate level for Online Programme on School Leadership and Management for School Heads (to be hosted on NCSL portal)	To build leadership capacities of School Heads	June – September 2019	In-house	Rs. 2,00,000 (for video lectures)

13	Orientation Programmes for Online Programme on School Leadership and Management for School Heads	To orient state representatives for registration of school heads to Online Programme (Basic and Intermediate Levels)	May –February 2019	15-20 One day Programmes in States/UTs	Rs. 30,00,000
14	Orientation Programmes for Online Programme on School Leadership and Management for Sysem level functionaries	To orient system functionaries for registration to Online Programme	June – February 2019	15-20 One day Programmes	Rs. 30,00,000

I. b. National Component – Faculty and Staff (from Samagra Shiksha Abhiyan)

Faculty	SSA/RMSA	Unit Cost (Rs. In Lakhs)	Total (Rs. In Lakhs)
Professor	1	18	18
Associate Professor	2	13.2	26.4
Assistant Professor	3	7.2	21.6
	6	38.4	66.0
Academic and Administrative Staff			
Consultants	2	5.4	10.8
Junior Consultants	2	4.2	8.4
Administrative Assistant	1	5.4	5.4
Data Entry Operator	1	2.04	2.04
MTS	-	-	
	5	17.04	26.64
Total	11	55.44	92.64

I. C. Publication, Travel and Miscellaneous Cost (from Samagra Shiksha Abhiyan)

Budget Head	Total Cost
Publication Cost	Rs. 10,00,000
Travel Cost (for visits to States for Implementation of SLD and for case study documentation)	Rs. 5,00,000
Miscellaneous	Rs. 10,00,000
TOTAL	Rs. 25,00,000

II. STATE COMPONENT (proposed to MHRD for funding through Samagra Shiksha Abhiyan)

A. Programmes to be conducted by School Leadership Academies (costs are indicative of one SLA)

Sr. No.	Title of the Programme	Objectives of the Programme	Date and Venue	Participants/ Target Groups	Budget Estimates	Expected Outcomes	Remarks
CURRICULUM AND MATERIAL DEVELOPMENT							
1.	Development of Video Documentaries of Schools for upload on Leadership Portal and Shaala Shagun	Creation of video documentaries, dubbing of existing videos in Regional Language for Online Programme	Venue: State Technological Institute/ School Leadership Academy	Technical experts and Faculty of School Leadership Academy Selected school heads	Creation of Video Documentaries 1. Cost for 15 minutes video documentation – Rs. 15000, for installation of video camera and setup. 2. Cost for Technical professional for 15 minutes – Rs. 3000. 3. Cost for editing, mixing, titling, and finalization of video of 20 minutes – Rs 5000. Total Cost for creating one video documentary of 15 minutes – Rs. 23000 Total Cost for Developing 20 video resources of 15 minutes each Rs. 4.6 Lakh	20 Video resources on Schools which have transformed as a result of being associated with SLDP, to be uploaded on Shagun, Leadership Portal and State websites	To be developed by 27 School Leadership Academies
2.	Development of a Book on Documenting Best Practices of School Heads to be				Editing and Publication Cost: Rs.1 lakh	65-80 cases in a Book	To be developed by 27 School Leadership Academies

	uploaded on Leadership Portal and Shaala Shagun						
3.	Workshop for Development of Online Modules in Regional Language to be uploaded on Diksha Portal	To develop online modules for SLDP	Venue: School Leadership Academy Duration: 5 days Total:20 participants	Faculty of School Leadership Academy, State Resource Group Members, selected school heads	Travel Allowance: @3,000 Rs.60,000 Boarding and Lodging: @8,00 Rs.1,00,000 Lunch and refreshments @Rs 800 Rs. 80,000 Honorarium@2000:Rs.40,000 Stationery and Printing Rs.5,000 Overhead Cost Rs.10,000 TOTAL: 2.95 lakh	Online modules for SLDP	To be conducted by 27 School Leadership Academies
4.	Workshop for Development of Online Modules in Regional Language to be uploaded on Diksha Portal	To develop online modules for SLDP	Venue: School Leadership Academy Duration: 5 days Total:20 participants	Faculty of School Leadership Academy, State Resource Group Members, selected school heads	Travel Allowance: @3,000 Rs.60,000 Boarding and Lodging: @8,00 Rs.1,00,000 Lunch and refreshments @Rs 800 Rs. 80,000 Honorarium@2000:Rs.40,000 Stationery and Printing Rs.5,000 Overhead Cost Rs.10,000 TOTAL: 2.95 lakh	Online modules for SLDP	To be conducted by 27 School Leadership Academies
5.	Workshop for Validation of Online Modules in Regional Language Diksha Portal	To validate online modules for SLDP	Venue: School Leadership Academy Duration: 4 days Total:15 participants	Faculty of School Leadership Academy, State Resource Group Members, selected school heads	Travel Allowance: @3,000 Rs.60,000 Boarding and Lodging: @8,00 Rs.80,000 Lunch and refreshments @Rs 650 Rs. 65,000 Honorarium@2000:Rs.30,000 Stationery and Printing Rs.10,000 Overhead Cost Rs.5000	Online modules for SLDP	To be conducted by 27 School Leadership Academies

					TOTAL: 1.98 lakh		
CAPACITY BUILDING							
6.	One month Programme on Certificate Course in School Leadership and Management (Induction Programme for School Heads)	To induct secondary school principals	Secondary School Principals	Venue: School Leadership Academy Duration: 30 days Total number of participants: 50	Travel Allowance for participants: @ 3,000 Rs. 1.5 Lakh Boarding and Lodging for Outstation Participants @ Rs.1000 Rs.15 Lakh Lunch and refreshments@800 Rs. 12 Lakh. Printing/Photocopy/ Stationery: Rs.20,000 Honorariums@Rs1000 for special lectures Rs.10,000 Overhead Costs: Rs. 20,000 Total: Rs. 29 lakh	School Leadership Development of Secondary School Principals	To be conducted by 27 School Leadership Academies
7.	Capacity Building for Upscaling of State Resource Group (for school heads/system level functionaries)	To build capacities of state resource groups	State education institutes, SCERT/ DIET faculty/B RCC/CRCC/School Heads	Venue: School Leadership Academy Duration: 10 days Total number of participants: 50	Travel Allowance for participants: @ 3,000 Rs. 1.5 Lakh Boarding and Lodging for Outstation Participants @ Rs.1000 Rs.5 Lakh Lunch and refreshments@800 Rs. 4 Lakh. Printing/Photocopy/ Stationery: Rs.20,000 Overhead Costs: Rs. 10,000 Total: Rs. 10.8 lakh	Upscale of SRG	To be conducted by 6 School Leadership Academies of large-size states
8.	Research and Development SLA can choose one of the Research Areas or take up different from these in consultation with NCSL, NIEPA: <ol style="list-style-type: none"> Leadership Practices for Disadvantaged areas Leadership for Small schools Developing Leadership Ecosystem in the state Leadership in Conflict-prone areas Leadership in difficult geographical region/coastal region 				Costing for Taking up one Research Study by One School Leadership Academy = Rs.5 lakh		To be taken up by 5 School Leadership Academies

B. Travel and Miscellaneous for School Leadership Academies (costs are indicative of one SLA)

Travel Costs = Rs. 5 lakh (visiting schools, documentation of case studies and videos)
Miscellaneous = Rs. 10 lakhs

C. State Coordinators, Consultants and Staff in 27 School Leadership Academies

	States	Coordinators (@60,000 p.m.)	Consultants (@45,000 p.m.)	Data Entry Operator (@10000 p.m.)	MTS (@8000 p.m.)	Total Cost
1	Andhra Pradesh	1	2	1	1	2016000
2	Telangana	1	2	1	1	2016000
3	Chhattisgarh	1	2	1	1	2016000
4	Gujarat and Daman and Diu and Dadar and Nagar Haveli	1	2	1	1	2016000
5	Karnataka	2	2	1	1	2736000
6	Rajasthan	1	2	1	1	2016000
7	Tamil Nadu and Puducherry	1	2	1	1	2016000
8	Uttar Pradesh	2	2	2	2	2952000
9	West Bengal	1	2	1	1	2016000
10	Bihar	1	1	1	1	1476000
11	Punjab and Chandigarh	1	1	1	1	1476000
12	Delhi	1	1	1	1	1476000
13	Haryana	1	1	1	1	1476000
14	Odisha	1	2	1	1	2016000
15	Maharashtra	1	2	2	2	2232000
16	Nagaland and Manipur	1	1	1	1	1476000
17	Kerala and Lakshadweep	1	1	1	1	1476000
18	Uttarakhand	1	1	1	1	1476000
19	Jammu and Kashmir	1	2	1	1	2016000
20	Jharkhand	1	1	1	1	1476000
21	Sikkim	1	1	1	1	1476000
22	Assam and Meghalaya	1	1	1	1	1476000
23	Arunachal Pradesh	1	1	1	1	1476000
24	Tripura and Mizoram	1	1	1	1	1476000
25	Goa	1	1	1	1	1476000
26	Madhya Pradesh	2	2	2	2	2952000
27	Andaman- Nicobar	1	1	1	1	1476000
Total		30	40	30	30	4,96,80,000

D. GRAND TOTAL

NATIONAL COMPONENT (1)			
SECTION	BUDGET HEAD	PROPOSAL FOR	TOTAL COST
A.	Programmes/Workshops and Meetings		
		NIEPA	Rs. 66,63,000
		MHRD (Samagra Shiksha Abhiyan)	Rs. 77,60,000
		PMMMNTT	Rs.64,00,000
B.	Publication Cost	MHRD (Samagra Shiksha Abhiyan)	Rs.10,00,000
C.	Faculty and Staff	MHRD (Samagra Shiksha Abhiyan)	Rs. 92,64,000
D.	Travel and Miscellaneous Cost	MHRD (Samagra Shiksha Abhiyan)	Rs. 15,00,000
	TOTAL COST (1)		Rs. 3,25,87,000
STATE COMPONENT (2)			
SECTION	BUDGET HEAD	PROPOSAL FOR	TOTAL COST (27 School Leadership Academies)
D.	Programme Cost	MHRD (Samagra Shiksha Abhiyan)	Rs.12,36,76,000
E.	Travel and Miscellaneous	MHRD (Samagra Shiksha Abhiyan)	Rs. 4,05,00,000
F.	State Coordinators, Consultants and Staff in School Leadership Academies	MHRD (Samagra Shiksha Abhiyan)	Rs. 4,96,80,000
	TOTAL COST (2)		Rs. 21,38,56,000
GRAND TOTAL (TOTAL COST 1+TOTAL COST 2)= Rs. 24,64,43,000			

*This plan is tentative as it is subject to approval by PAB 2019-2020 (MHRD).