

National Advisory Group Meeting 2019-20



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

4 March 2020

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National Centre for School Leadership

Introduction

The National Centre for School Leadership (NCSL) was set up in the National Institute 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 seven years of its existence, the Centre has enabled the launch of the School Leadership Development programme in all the states and union territories of the country.

VISION

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

MISSION

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

Approach to School Leadership Development

The National Centre for School Leadership has conceptualized school leadership development through operational activities along the four components, namely:

Curriculum and Material Development

Curriculum and Material development provides the foundation for capacity building of State Leadership Development Teams and the School Leaders. The National Programme Design and Curriculum Framework for School Leadership is a comprehensive and flexible document that reflects the evolving role of school heads, the context of the schools and the challenges of the 21st century. The curriculum framework is built around seven key areas dealing with the concepts and practices in school leadership. The Centre has also developed a Handbook and Resource Book on School Leadership and Management, outlining the 16 day capacity building programme for school heads and a Certification programme for secondary School Heads respectively. The National Programme Design and Curriculum Framework on School Leadership and the Handbook has been translated and contextualized in various regional languages viz., Hindi, Gujarati, Bengali, Mizo, Marathi, Kannada, Tamil, Telugu, Odia,

Assamese and Punjabi. The Centre has recently initiated capacity building for system level functionaries. In this regard, the Centre has undertaken Curriculum development and modules for professional development of system level functionaries.

Capacity Building

The capacity-building component primarily focuses on leadership development of School Leaders. NCSL offers the following range of capacity building programmes, with short-term and long-term engagements with school heads.

1. 16 days face-to-face Capacity Building Programme in School Leadership Development for school heads
2. One Month Certificate Course in School Leadership and Management for secondary school principals
3. One year Post Graduate Diploma in School Leadership and Management for current and prospective school heads in the Delhi and NCR region.
4. Online Programme on School Leadership and Management
5. Capacity building programme for system level functionaries

Networking and Institutional Building:

NCSL conceptualizes long-term engagement with States through a network of institutions, professionals and individual experts within each State to ensure quality education for every child across all States of the country. NCSL has partnered with the States to establish School Leadership Academies (SLA) in each state and UTs so as to build systemic capacity in these institutions to deliver school leadership development programmes. The SLAs instituted in the States and UTs are state level institutions viz., SCERT or SIEMATs who were nominated by the respective state governments to carry forward school leadership development programmes in the states. The SLAs will form professional learning community (PLC) with its own members, school heads, local experts and volunteers at cluster, block and district level for sharing of best practices, experiential and reciprocal learning.

Research and Development

The need for research and development is both to deepen understanding and generate new knowledge in the area of school leadership to inform the development of curriculum and other interventions for school-based transformation. The Centre has commenced documentation of best practices of school heads through its Celebrating School Leadership initiative. The Centre also has initiated research and material development in understanding school leadership in challenging contexts (schools placed in tribal areas, small schools, hilly areas, flood prone areas, rural and urban disadvantaged schools).

NATIONAL CENTRE FOR SCHOOL LEADERSHIP

Faculty and Staff

Prof. Rashmi Diwan, Head NCSL-NIEPA (On Leave)

Dr. Sunita Chugh, Associate Professor

Dr. Kashyapi Awasthi, Assistant Professor

Dr. Subitha GV, Assistant Professor

Dr. N. Mythili, Assistant Professor

Dr. Charu Smita Malik, Senior Consultant

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Mr. Ram Pukar Singh, MTS

NCSL Progress Report 2019-2020

Introduction

Over the past seven years of its existence, the Centre has enabled the launch of the School Leadership Development programme in all the states and union territories of the country. The Centre has been instrumental in capacity building of a robust State Resource Group of **6,660** members across the country between **2013-2019** who have successfully completed the capacity building of **1,73,195** school heads (including both elementary and secondary schools) in face to face mode between the same time period. In addition to the above, in the current year, NCSL is deeply engaged in NISHTHA- National Initiative for School Heads and Teachers Holistic Advancement- world's largest training programme for quality improvement in schools. This is MHRD's mega initiative aiming to build capacities of approx 42 lakh teachers and head teachers across the country. The NCSL faculty has visited all the states to build a strong state resource group for capacity building of school heads to transform their schools. The total number of State Resource Person-Leadership directly trained by NCSL, NIEPA stands at **4,388** in **2019-2020**. Hence, the total State Resource Group members trained by NCSL since its inception are **11,048** (6660+4388). The database on school heads/head teachers trained under NISHTHA by SRP-L in 2019-2020 are available with MHRD. As of now, there are **42,500** school heads registered on our online portal (<http://pslm.niepa.ac.in/>) for the Online Programme on School Leadership and Management of which around **3,200** school heads have successfully completed the programme. NCSL has established School Leadership Academies (SLAs) in 24 states, which act as an extended arm of NCSL. These SLAs conduct the capacity building programme, document leadership practices and also contextualize the resource material.

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. Within these strands, special features have been positioned as NCSL was involved in the systemic reform initiative undertaken by MHRD in this academic year.

Strand 1: Curriculum and material Development

Special Feature 1: Role of NCSL in NISHTHA, August 2019 till date

NCSL NIEPA is playing a significant role in system wide reform programme for improving school quality, student learning and learning outcomes under NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) during 2019-20. NCSL, NIEPA has collaborated with NCERT on NISHTHA under the auspices of MHRD.

The Ministry of Human Resource and Development (MHRD) has initiated a Nation-Wide Mega Project on Integrated Teacher Training as NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) at Elementary Level. With an aim to build capacity of 42 lakh Head Teachers and Teachers, and approx. 33,000 SRG members in Academic Leadership, this programme has been funded under Samagra Shiksha. The integrated Teacher Training Plan has been academically designed by National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) in collaboration. The programme focuses on Leadership Development of Head Teachers and Professional Development of Teachers on Curriculum and Pedagogical aspects to improving Student Learning and Learning Outcomes. The Minister of HRD, Mr. Ramesh Pokriyal 'Nishank' launched the programme on 21st August, 2020.

NCSL faculty attended workshops and meetings for design of capacity building programmes and also in the development of Package and Module on School Leadership in NCERT for NISHTHA. During one of the meetings, it was observed that NCSL-NIEPA will develop the module on school leadership for building capacities of SRP-L (State Resource Person – Leadership). NCSL has generated a module on School leadership which entails themes such as Characteristics of an Effective leader, Academic Leadership, Building a Learning Culture in Schools and creating a School Development Plan. In addition, the School Leadership Package also includes themes such as Pre-school education, Pre-vocational education, Gender issues and Initiatives in School Education. NCSL thereafter, prepared **NISHTHA Leadership package** which consists of Leadership Module (prepared by NCSL-NIEPA) - Preschool education, Prevocational Education, Gender equality and School initiatives in Education (prepared by NCERT). The package includes content on **How to Use the Training Package** and detailed **Session Details including all 5 Modules** which are based on the practitioner-centric model of material development of NCSL. The Module on School Leadership and Session Details was translated in Hindi. Rest other Modules were translated in hindi by NCERT. The details are as follows:

Curriculum and Material development, 2019-20			
S.No.	Title of the Programme	Dates	No. of Participants
1	Development of NISHTHA Leadership Package and Module	May – August 2019	In-house
2	Translation and Editing of NISHTHA Leadership Package in Hindi	18-22 September 2019	4
3	Video on School Leadership: concepts and Applications	August 13	In-house
4	Editing and finalization of the Video School Leadership: concepts and Applications	August 13 th - 30 th September 2019	1

Special Feature 2: Live Streaming in collaboration with CIET-NCERT

The website of the Online Programme also has an added feature from this year onwards. It has a section which displays links for Live Streaming on School Leadership and Development by NCSL Faculty. These episodes are broadcasted on “Kishore Manch” DTH TV Channel#31 SWAYAM PRABHA and on “NCERT Official” You tube channel every Friday, 1645-1715 pm. **As on 29th February 2020, a total of 46 live streamings have been successfully broadcasted.** Besides, NCSL faculty regularly takes teaching sessions on school leadership, several experts from NIEPA and elsewhere have also been invited for the programme. Several school heads have shared their experience of leading schools in these live streams. The titles of the talks are presented here with.

LIVE Stream Talks on School Leadership through NCERT’s DTH Channel on Swayam Prabha			
S.No.	Date	Topic	Resource Person
Talks live streamed in March 2019			
1	5/3/2019	School Leadership : What, Why & How	Dr. Kashyapi Awasthi, NCSL, NIEPA
Talks live streamed in April 2019			
2	26/4/2019	Significance of Developing Self for School Leadership	Dr. Charu Smita Malik , NCSL, NIEPA
Talks live streamed in May 2019			
3	3/5/2019	School and Purpose of Education	Dr.Subitha GV, NCSL, NIEPA
4	10/5/2019	Techniques of Developing Self for School Leadership	Dr.CharuSmita Malik, NCSL, NIEPA
5	17/5/2019	How To School as learning Organisation	Dr.KashyapiAwasthi, NCSL, NIEPA

6	24/5/2019	Observation, Feedback and Supervision	Dr.Subitha GV, NCSL, NIEPA
7	31/5/2019	Professional Development Plan for School Heads	Dr.CharuSmita Malik, NCSL, NIEPA
Talks live streamed in June 2019			
8	7/6/2019	Knowing More about Innovation	Dr.N.Mythili, NCSL, NIEPA
9	14/6/2019	Building a Culture of Innovation	Dr.N.Mythili, NCSL, NIEPA
10	21/6/2019	Regulations on Inclusive Education	Prof.Veera Gupta, NIEPA
11	28/6/2019	School Safety and Security: Role of School Leadership (Part-I)	Dr.KashyapiAwasthi, NCSL, NIEPA and Dr.JitendraNagpal (Psychologist, New Delhi)
Talks live streamed in July 2019			
12	5/7/2019	School Safety and Security: Role of School Leadership (Part-II)	Dr.KashyapiAwasthi NCSL, NIEPA and Dr.JitendraNagpal, (Psychologist, New Delhi)
13	12/7/2019	Change Leadership for School Improvement	Prof.RashmiDiwan, NCSL, NIEPA
14	19/7/2019	Teacher as reflective practitioners	Dr.Subitha GV, NCSL, NIEPA
15	26/7/2019	Leadership in Delhi Government School: A Turnaround Experience	Dr.Santosh Kumar N. (School Principal, Government Senior Secondary School, New Delhi)
Talks live streamed in August 2019			
16	2/8/2019	School Self-Assessment	Dr.KashyapiAwasthi, NCSL, NIEPA
17	9/8/2019	School Development Plan: What, Why and How?	Dr.KashyapiAwasthi, NCSL, NIEPA
18	16/8/2019	Leadership Practices in a Govt. School in Uttar Pradesh: Putting the Child First	Dr.CharuSmita Malik NCSL, NIEPA and Mayanka Sharma Principal, Government Primary School, Uttar Pradesh
19	23/8/2019	Capturing Most Significant Change in Schools	Dr.N.Mythili NCSL, NIEPA
20	30/8/2019	Positive school culture –Why and How	Dr.KashyapiAwasthi NCSL, NIEPA
Talks live streamed in September 2019			
21	6/9/2019	Teachers Continuous Professional Development	Dr.Subitha GV NCSL, NIEPA
22	13/9/2019	MCD School, Model Basti, Delhi: A Story of Truth and Dare	Dr.KashyapiAwasthi NCSL, NIEPA and Farid-ul-HaqWarsi Principal,

			Government Primary School, New Delhi
23	20/9/2019	Leading Inclusion through Partnerships	Dr.CharuSmita Malik NCSL, NIEPA &Dr.AmeetaMullaWattal Principal, Springdales, New Delhi
24	27/9/2019	Implications of Draft National Education Policy 2019 for School Leadership	Prof. K. Ramachandran, NIEPA and Dr.SunitaChugh, NCSL, NIEPA
Talks live streamed in October 2019			
25	4/10/2019	Leading School Community Partnerships	Dr.SunitaChugh NCSL, NIEPA and Dr.CharuSmita Malik NCSL, NIEPA
26	11/10/2019	Effect of School Leadership on Student Learning	Dr.N.Mythili NCSL, NIEPA
27	18/10/2019	School Leadership: Executing Multiple Roles and Responsibilities	Dr.CharuSmita Malik NCSL, NIEPA and Dr.Kalpna Sharma Principal, Government Senior Secondary School, Rajasthan
28	25/10/2019	Women in School Leadership	Dr.N.Mythili NCSL, NIEPA
Talks live streamed in November 2019			
29	1/11/2019	Developing Effective Teacher Leadership in Schools	Dr.Subitha GV NCSL, NIEPA
30	8/11/2019	Leading School Administration: Mobilizing Physical and Human Resources	Dr.CharuSmita Malik NCSL, NIEPA & ShriAwanindra Singh Principal, Government Senior Secondary School, Jharkhand
31	15/11/2019	School Heads as Academic Leaders	Dr.N.Mythili NCSL, NIEPA
32	22/11/2019	Leading Teacher Professional Development: Role of School Head	Dr.KashyapiAwasthi NCSL, NIEPA & Ajay Choubey , Vice Principal, Government Senior Secondary School, New Delhi
33	29/11/2019	Building and Leading Teams: Part I	Dr.CharuSmita Malik NCSL, NIEPA
Talks live streamed in December 2019			
34	6/12/2019	Specific Learning Disability (Dyslexia): School Contexts	Prof. Veera Gupta, NIEPA
35	13/12/2019	Data Requirements for Evidence Based Planning: Role of School Heads	Dr.SumanNegi, NIEPA

36	20/12/2019	School as an Institution- Lessons for School leaders	Dr.Naresh Kumar, NIEPA
37	27/12/2019	Building and Leading Teams: Part II	Dr.CharuSmita Malik NCSL, NIEPA
38	3/1/2020	System Level Leadership: Initiating Change	Prof.Kumar Suresh Registrar I/C, NIEPA & Dr.SunitaChugh NCSL, NIEPA
Talks live streamed in January 2020			
39	10/1/2020	Peer sharing among school leaders: Transforming School Collaboratively	Dr.CharuSmita Malik NCSL, NIEPA
40	17/1/2020	Leadership addressing specific socio-cultural contexts	Dr.CharuSmita Malik, NCSL, NIEPA and Dr.Jitender Singh, Principal, Government Senior Secondary School, Haryana and Sunil Kumari, Principal, Government Senior Secondary School, Haryana
41	24/1/2020	Leadership for School Improvement and Student Learning	Prof. N.V. Varghese, Vice Chancellor, NIEPA and Dr.SunitaChugh NCSL, NIEPA
42	31/1/2020	Role of Governance and Leadership for Quality Education	Dr.N.Mythili NCSL, NIEPA
Talks live streamed in February 2020			
43	7/2/2020	Approaches to teacher learning in the school context	Dr.Subitha GV NCSL, NIEPA
44	14/2/2020	Education for the Disadvantaged: Issues and Perspectives	Prof.A.K.Singh NIEPA
45	21/2/2020	Leadership Efforts for Improving School Leadership in the backdrop of Mountains	Dr.CharuSmita Malik, NCSL, NIEPA and Uttam Singh Rana Principal, Government Primary School, Uttarakhand and Subhash Joshi, Principal, Government Primary School, Uttarakhand
46	28/2/2020	Preparing School Leaders for effective transition from School to Higher Education	Prof.Sudhanshu Bushan, NIEPA

Special Feature 3: Online Programme on School leadership and Management

The **Basic level** of the Online Programme on School leadership and Management is in operation since two years (pslm.niepa.ac.in). The registrations have significantly increased as well (pls see the section on capacity building for more details). In this year, the Centre also plans to launch the **Intermediate level**. Modules have been prepared in this regard. While some of them are completed, a few other modules are in the final stages of completion. In about 10 days, these modules will also be finalised for the Intermediate level. The list of modules is given below.

List of modules under different courses		Status
COURSE 1-PERSPECTIVE ON SCHOOL LEADERSHIP		
Modules		
1	School as a Learning Organization	Completed
2	Equity as a Concept	Completed
3	Equity as a Tool	Completed
4	Understanding Childhood	Completed
5	Holistic Development of the Child	Completed
6	Safeguarding our Children: An Action Guide	Completed
COURSE 2- DEVELOPING SELF		
Modules		
1	Leadership as Influence: Role of Self	In progress
2	Time Management	In progress
3	Working and Relating with People	In progress
COURSE 3- TRANSFORMING TEACHING AND LEARNING PROCESS		
Modules		
1	Education for Critical Thinking	Completed
2	Learning and Developmental Needs of the growing child	Completed
3	National level Inclusive Policies: CWSN	Completed
4	Teachers as Reflective Practitioners	In progress
5	Professional Learning Communities	Completed
COURSE 4- BUILDING AND LEADING TEAMS		
Modules		
1	Matching Responsibilities and Abilities	In progress
2	Communication Skills	In progress
3	Conflict Resolution	In progress

COURSE 5- LEADING INNOVATIONS		
2	Respecting Individuality and Accommodating Diverse Perspectives	Completed
COURSE 6 - LEADING PARTNERSHIPS		
1	Role of School Leaders in Building School-Community Relations for School Improvement	
2	Dealing with perceptions and expectations of stakeholders	Completed
COURSE 7 - LEADING SCHOOL ADMINISTRATION		
Modules		
1	National Policies and Schemes	Completed
2	Using Data for Student Improvement	In progress
3	Managing Physical and Human Resources	Completed
COURSE 8 - CONSOLIDATION AND SCHOOL DEVELOPMENT PLAN		
1	Consolidation of Learning	In progress
2	School Development Plan	

STRAND 2: CAPACITY BUILDING

Special Feature 4: Role of National Centre for School Leadership in NISHTHA

The National Resource Group (NRG) constituted for NISHTHA is responsible for first level capacity building of State Resource Groups across all States/UTs. NRG has members from NCERT, NCSL-NIEPA and other national governmental organizations. NCSL-NIEPA is primarily responsible for building capacities of **State Resource Person- Leadership (SRPLs)** whereas NCERT and its partner organizations build capacities of **Key Resource Persons (KRPs)**. Together, KRPs and SRP-Ls form the State Resource Group, where the ratio of KRP to SRP-L is 5:1. NCERT and NCSL-NIEPA have to build capacities of approx. 33,000 SRG members. In the next level of capacity building, the State Resource Group builds capacities of approx. 42 lakh Head Teachers and Teachers at the elementary stage of government school education.

NISHTHA has been rolled out to states/UTs in August 2019. Until 29th February 2020, NCSL-NIEPA has conducted School Leadership Programme during 5 day trainings with SRP-Ls across States. There have been a total of 90 cycles, out of which NCSL faculty has taken sessions in 74 cycles and state resource group members in 16 cycles. The details are given herewith.

States covered and training conducted under NISHTHA on School Leadership			
S.No.	State/ Venue	Dates	SRPs Trained
National Coordinator cum NRG member Dr. Sunita Chugh			
1.	Delhi-Resource Person	7 th September 2019	NA*
2.	Haryana-Resource Person	8 th September 2019	NA*
3.	Jharkhand- Resource Person	16 th September 2019	NA*
4.	Tamil Nadu - Resource Person	21 st -23 rd September 2019	NA*
5.	Bihar -Resource Person	24 th -25 th September 2019	NA*
6.	Udaipur, Rajasthan (IInd Batch)	11 th -13 th October 2019	50
7.	Dehradun, Uttarakhand (I st Batch)	29 th October, 2019	50
8.	Punjab (Ist Batch)	21 st - 22 nd November 2019	47
9.	Rajasthan (Vth Batch)	23 rd -24 th November 2019	50
10.	Lucknow, Uttar Pradesh (IIIrd Batch)	13 th -14 th December 2019	50
11.	Maharashtra (IIIrd Batch)	22 nd -23 rd December 2019	50
12.	Meerut, Uttar Pradesh (Vth Batch)	12 th -13 th January 2020	50
13.	Agra, Uttar Pradesh (VIth Batch)	19 th -20 th January 2020	50
14.	Bihar (IVth Batch)	24 th -25 th January 2020	50

Coordinator for the state cum NRG member: Dr. N.Mythili			
1.	Tamil Nadu(Ist Batch)	19 th -24 th September 2019	50
2.	Manipur (Only 1 Batch)	24 th -28 th September, 2019	50
3.	Guwahati, Assam for Mizoram and Sikkim	3 rd - 6 th October 2019	50
4.	Guwahati, Assam (I st Batch)	12 th -15 th October, 2019	51
5.	Guwahati, Assam (II nd Batch)	19 th -22 nd October, 2019	51
6.	Meghalaya (Only 1 batch)	1 st -2 nd November 2019	32
7.	Telangana (II nd Batch)	29 th -30 th November 2019	26
8.	Maharashtra (I st Batch)	7 th -8 th December 2019	50
9.	Tripura (I st Batch)	14 th -15 th December 2019	45
10.	Maharashtra (IV th Batch)	22 nd -23 rd December 2019	50
11.	Arunachal Pradesh (Ist Batch)	9 th -10 th January 2020	20
12.	Karnataka (II nd Batch)	12 th -13 th January 2020	50
13.	Karnataka (III rd Batch)	20 th -21 st January 2020	50
14.	Karnataka (IV th Batch)	6 th -7 th February 2020	45
15.	Karnataka (V th Batch)	14 th -15 th February 2020	45
Coordinator for the state cum NRG member: Dr. Kashyapi Awasthi			
1.	UTs at CIET, NCERT	25 th -26 th August 2019	50
2.	Delhi	7 th -8 th September 2019	50
3.	Gujarat(Ist Batch)	26 th -29 th September 2019	50
4.	Udaipur, Rajasthan(I st Batch)	5 th -8 th October 2019	50
5.	Shimla, Himachal Pradesh (I st Batch)	16 th -19 th October, 2019	50
6.	Udaipur, Rajasthan (III rd Batch)	20 th -23 rd October, 2019	50
7.	Uttarakhand (Ist Batch)	1 st -2 nd November 2019	50
8.	Allahabad, Uttar Pradesh (II nd Batch)	29 th -30 th November, 2019	50
9.	Rajasthan (VI th Batch)	6 th -7 th December 2019	50
10.	Maharashtra (II nd Batch)	15 th -16 th December 2019	50
11.	Gujarat (III rd Batch)	20 th -21 st December 2019	50
12.	Maharashtra (VII th Batch)	13 th -14 th January 2020	40
13.	Gujarat (IV th Batch)	19 th -20 th January 2020	50
14.	Gujarat (V th Batch)	24 th -25 th January 2020	35
15.	Gujarat (VI th Batch)	24 th -25 th January 2020	42
16.	Varanasi, Uttar Pradesh (X th Batch)	31 st January – 1 st February 2020	50
17.	Varanasi, Uttar Pradesh(XIV th Batch)	14 th -15 th February 2020	50

Coordinator for the state cum NRG member Dr. Charu Malik			
1.	Jharkhand (Ist Batch)	14 th -17 th September 2019	50
2.	Haryana (Ist Batch)	8 th -9 th September, 2019	50
3.	Bihar(Ist Batch)	23 rd -26 th September 2019	50
4.	Gujarat(IIInd Batch)	26 th -29 th September, 2019	50
5.	Udaipur, Rajasthan (IVth Batch)	5 th -6 th November 2019	50
6.	Haryana (IIIrd Batch)	2 nd -3 rd November 2019	20
7.	Jammu & Kashmir (Ist Batch)	17 th -18 th November, 2019	50
8.	Meerut, Uttar Pradesh (Ist Batch)	22 nd -23 rd November, 2019	50
9.	Patna, Bihar (IIInd Batch)	1 st -2 nd December 2019	50
10.	Varanasi, Uttar Pradesh (IVth Batch)	13 th -14 th December 2019	50
11.	Maharashtra (IIIrd Batch)	22 nd -23 rd December 2019	50
12.	Maharashtra (Vth Batch)	22 nd -23 rd December 2019	50
13.	Chhattisgarh (Ist batch)	7 th -8 th January 2020	50
14.	Chhattisgarh (IIInd batch)	7 th -8 th January 2020	50
15.	Lucknow, Uttar Pradesh (VIth Batch)	19 th -20 th January 2020	50
16.	Varanasi, Uttar Pradesh (IXth Batch)	23 rd -24 th January 2020	50
17.	Madhya Pradesh (IIInd Batch)	31 st January – 1 st February 2020	50
Coordinator for the state cum NRG member : Dr. Subitha G.V			
1.	Haryana (IIInd Batch)	26 th -30 th September, 2019	50
2.	Odisha(Ist Batch)	4 th -5 th November 2019	50
3.	Assam (Vth Batch)	14 th -15 th November 2019	70
4.	Telangana (Ist Batch)	21 st -22 nd November 2019	50
5.	Odisha (IIInd Batch)	2 nd -3 rd December 2019	50
6.	Telangana (IIIrd Batch)	5 th -6 th December 2019	50
7.	Telangana (IVth Batch)	11 th -12 th December 2019	50
8.	Karnataka (Ist Batch)	20 th -21 st December 2019	50
9.	Maharashtra (VIth Batch)	6 th -7 th January 2020	45
10.	Jharkhand (IIInd Batch)	12 th -13 th January 2020	50
11.	Madhya Pradesh (Ist Batch)	24 th -25 th January 2020	50
12.	Odisha (VIth Batch)	31 st January – 1 st February 2020	50
13.	Allahabad, Uttar Pradesh (XV Batch)	14 th -15 th February 2020	50
Resource person: Ms. Indu Sharma			
1.	Uttarakhand (Ist Batch)	1 st -2 nd November 2019	32
2.	Uttarakhand (IIInd Batch)	7 th -8 th November 2019	32
3.	Prayagraj, Uttar Pradesh (VIIIth Batch)	23 rd -24 th January 2020	50
4.	Allahabad, Uttar Pradesh (XIth Batch)	7 th -8 th February 2020	50
5.	Agra, Uttar Pradesh (XIIIth Batch)	14 th -15 th February 2020	50

Resource Person from Assam : Dr. Dev Kumar Dutta			
1.	Guwahati, Assam (I st Batch with Dr. N. Mythili)	12 th -15 th October, 2019	51
2.	Guwahati, Assam (II nd Batch with Dr. N. Mythili))	19 th -22 nd October, 2019	51
3.	Assam (III rd Batch individually)	1 st -2 nd November 2019	50
4.	Assam (IV th Batch individually)	7 th -8 th November 2019	50
5.	Assam (V th Batch with Dr. Subitha GV)	14 th -15 th November 2019	50
Resource Person from Bihar : Smt. Abha Rani			
1.	Bihar (I st Batch with Dr. Charu Malik)	23 rd -26 th September 2019	50
2.	Bihar (II nd Batch with Dr. Charu Malik)	1 st -2 nd December 2019	50
3.	Bihar (III rd Batch Individually)	12 th -13 th January 2020	50
4.	Bihar (IV th Batch with Dr. Sunita Chugh)	24 th -25 th January 2020	50
Resource Person from Jharkhand: Shri Awanindra Singh			
1.	Jharkhand (I st Batch with Dr. Charu Malik)	14 th -17 th September 2019	50
2.	Jharkhand (II nd Batch with Dr. Subitha GV)	12 th -13 th January 2020	50
3.	Jharkhand (III rd Batch individually)	19 th -20 th January 2020	50
Resource person from Tamil Nadu: D.S. Narayana			
1.	Tamil Nadu(I st Batch with Dr. N. Mythili)	20 th -21 st September 2019	50
2.	Tamil Nadu (II nd Batch individually)	27 th -28 th September 2019	50
3.	Tamil Nadu (III rd Batch individually)	7 th -8 th November 2019	50
4.	Tamil Nadu (IV th Batch Individually)	13 th -14 th December 2019	50
Resource person from Uttara Khand: Dr. Mohan Singh Bisht			
1.	Uttarakhand (II nd Batch individually)	7 th -8 th November 2019	50
2.	Rajasthan (VII Batch individually)	12 th -13 th December 2019	50
3.	Agra, Uttar Pradesh (XII th Batch)	7 th -8 th February 2020	50
Resource person from Punjab: Smt. Manpreet Kaur Mangat			
1.	Punjab (I st Batch with Dr. Sunita Chugh)	21 st -22 nd November 2019	47
2.	Punjab (II nd Batch Individually)	28 th -29 th November 2019	50
Resource person from Odisha: Smt. Bidulata Mishra			
1.	Odisha (II nd Batch with Dr. Subitha GV)	2 nd -3 rd December 2019	50
2.	Odisha (III rd Batch Individually)	7 th -8 th December 2019	50
3.	Odisha (IV th Batch Individually)	24 th -25 th December 2019	50
4.	Odisha (V th Batch Individually)	19 th -20 th January 2020	50
Resource person from Telangana: Dr. Shirisha Hazari			
1.	Telangana III rd Batch with Dr. Subitha GV	5 th -6 th December 2019	50
2.	Telangana (IV th Batch with Dr. Subitha GV)	11 th -12 th December 2019	50

Resource person from Nagaland: Mr. Thebi Joseph			
1.	Nagaland (1st Batch Individually)	20 th -21 st December 2019	24
Resource person from Maharashtra: Dr. Chandrakant Dodhu Salunkhe			
1.	Maharashtra (IIIrd, IVth & Vth Batches with NCSL Faculty)	22 nd -23 rd December 2019	50
Resource person from Maharashtra: Mr. Pavan Ramesh Mankar			
1.	Maharashtra (IIIrd, IVth & Vth Batches with NCSL Faculty)	22 nd -23 rd December 2019	50
Resource person from Chhattisgarh: Mr. Ashish Kumar Gautam			
1.	Chhattisgarh (1st & IIInd Batch with Dr. Charu Malik)	7 th -8 th January 2020	50
Resource person from Chhattisgarh: Mr. Shailendra Kumar Gupta			
1.	Chhattisgarh (1st & IIInd Batch with Dr. Charu Malik)	7 th -8 th January 2020	50
Resource person from Karnataka: T.K. Raghavendra			
1.	Karnataka (VI Batch)	28 th -29 th February 2020	50
*as resource person implies that there was an NRG from NCSL already taking session that has been mentioned. NA avoids double counting.			

Activities of NCSL (April – December 2019)

List of activities conducted by NCSL from in relation to capacity building activities as per approved plan by MHRD in the PAB for 2019-2020.

S.No.	Title of the Programme	Dates	No. of Participants
1.	Review and planning workshop for resource persons on school leadership (NISHTHA)	30-31 July 2019	49
2.	Leadership and Management in School Education: Request Program for IES Probationers-2018 Batch	19 th -23 rd August 2019	12
3.	Workshop on Orientation to School Leadership Academies for Implementation (2019-2020) and Development of Assessment Framework	9 th -11 th September 2019	54
4.	Consultative Workshop for collaboration with KVS-ZIETs, NVS, KGBV, CBSE, Excellence Schools	11 th -13 th December 2019	25

The Review and planning workshop for resource persons on school leadership for integrated teacher training plan, NISHTHA was conducted by Dr. Charu Malik from 30-31 July 2019. Selected members from SRG groups of all states and UTs were oriented to NISHTHA with an aim to take their services as resource persons in facilitating school leadership module in NISHTHA. 49 participants attended.

A request programme from the Ministry of Finance, Department of Economic Affairs was conducted for five days as a training program from 19-23 August, 2019 for Probationary Officers of the IES-2018 batch. The program oriented young officers on school education, policy, perspective and actions, issues of equity and quality, allocation of resources and management, leadership, self awareness and many other aspects of educational leadership and change. It was a small group of 12 probationers of the 2018 IES batch.

Workshop on Orientation to School Leadership Academies for Implementation (2019-2020) and Development of Assessment Framework was held from 9-11 September 2019 wherein participants from all 27 states participated to understand the MSC technique as well as to strengthen the process of its application to capture school change stories by vetting the technique in the workshop using a sample of change stories brought to the workshop from their respective states. The programme was coordinated by Dr. N. Mythili, Assistant Professor and Dr. Charu Smita Malik, Senior Consultant. NCSL has attempted to institutionalize its implementation through the establishment of School Leadership Academies across states. The School Leadership Academies would be implementing the SLDP along with NCSL in the states. The objectives of the Workshop were to discuss in detail the Implementation Guidelines for School Leadership Academies for 2019-2020 and to discuss and vet the assessment framework for SLDP. A unique method called 'Most Significant Change' was applied, which is a qualitative technique. The intent of using the technique was twofold to collect significant school change stories led by school heads as a result of SLDP intervention and to study the various effects of school leadership for student learning.

NCSL also organized the National Consultative meet for school heads and system level officials from KVS, NVS, CBSE, Ashram Schools and KGBVs from five states from December 11-13, 2019. Apart from the experts and senior officers across managements; a total of 39 school heads, officers at the district, state and regional level as also at the head quarters especially in case of KVS and NVS participated. The consultation saw a healthy exchange of selection, induction and capacity building structures, practices and processes under different managements. The discussion unfolded the how these structures, processes and practices impacted the leadership and subsequently the quality of education at all levels.

Special Feature 5: Online Programme on School Leadership and Management for School Heads (BASIC level)

The School Leadership Development Programme is based on the National Curriculum Framework for School Leadership Development conceptualized by the National Centre for School Leadership (2015). The Curriculum has seven key areas which have been converted into seven courses of the Programme. These courses cover all major roles and responsibilities of school heads. There is one additional Course that helps in consolidating the learning-s of the entire Programme and prepares a school development plan. These courses are:

Online Programme on School Leadership and Management (BASIC level)	
Course 1	Perspective on School Leadership
Course 2	Developing Self
Course 3	Transforming Teaching Learning Process
Course 4	Building and Leading Teams
Course 5	Leading Innovations
Course 6	Leading Partnerships
Course 7	Leading School Administration
Course 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. After the successful completion and implementation of Basic Level, NCSL has been working effortlessly since May 2019 on developing the Intermediate Level Online Programme. NCSL has conceptualized and designed the Online Programme on School Leadership and Management using Moodle platform. The course is designed along the four quadrants as per guidelines for developing e-content:

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

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.

As on 29th February 2020, 42500 School Heads/Principals have registered to Online Programme. There are a total of 3200 School Heads/Principals who have completed the Programme. In months to come, NCSL proposes to advertise the programme more widely and encourage states/UTs to register their school heads/UT.

Special Feature 6: Review and Feedback workshops conducted by States on the 16-Day Capacity Building Model of School Leadership Development

NCSL has developed a robust group of SRG members across all states and UTs. These states have been conducting the programmes regularly on SLDP. They build capacities of school heads. Many states undertake cycles of review and feedback workshops after the 10 day training is completed. The states which have undertaken these review-feedback cycles is presented herewith.

Review & Feedback Workshops carried out by states during the year 2019-20			
S.no	Workshop details	Dates	No. of participants
1.	Review Feedback Workshop on School Leadership Development in the state of Karnataka	February,2019	50
2.	Review Feedback Workshop on School Leadership Development in the state of Chhattisgarh	28 th -29 th June,2019	63
3.	Review Feedback Workshop on School Leadership Development in the state of Himachal Pradesh	June, 2019	20
4.	Review Feedback Workshop on School Leadership Development in the state of Arunachal Pradesh	17 th -18 th June,2019	50
5.	Review Feedback Workshop on School Leadership Development in the state of Uttarakhand	13 th -14 th August, 2019	50
6.	Review Feedback Workshop on School Leadership Development in the state of Andhra Pradesh(Ist Batch)	21 st -22 nd August, 2019	62
7.	Review Feedback Workshop on School Leadership Development in the state of Andhra Pradesh (IInd Batch)	27 th - 28 th August, 2019	62
8.	Review Feedback Workshop on School Leadership Development in the state of Andhra Pradesh (IIIrd Batch)	29 th - 30 th August, 2019	62

Strand 3: Networking and Institution Building

Under this strand, the National Centre for School Leadership, NIEPA has established School Leadership Academies (SLAs) in 24 states, which act as an extended arm of NCSL. These SLAs conduct multifarious activities such as material development, capacity building programme, document leadership practices, develop modules in regional language and also translate and contextualize resource materials. The School Leadership Academies conduct One Month Certificate Programme on School Leadership and Management depending on the approvals of respective State PABs. Except for funding for this programme, rest of the funds to SLAs is routed from MHRD through NIEPA. Over the past two years, School Leadership Academies, have successfully translated Curriculum Framework and Handbook in regional languages, developed video documentaries on school leadership practices, generated case booklets and conducted One Month Certificate Programme. In the current year, School Leadership Academies are also translating the Online Programme on School Leadership and Management in regional language. NCSL has received the Assamese version of the same, whereas Marathi, Telugu, Tamil and Mizo translations are in process. By 31st march 2020, consolidated output of School Leadership Academies will be shared with MHRD.

School Leadership academies have been established by NCSL in 24 states so far. The list of states which have established school leadership academies are as follows.

Sl.No	States	Institution identified
1.	Assam	SCERT
2.	Gujarat	GCERT
3.	Himachal Pradesh	SIEMAT
4.	Sikkim	SCERT
5.	Mizoram	SCERT
6.	Rajasthan	SIEMAT
7.	Tamil Nadu	SCERT
8.	Tripura	SCERT
9.	Uttar Pradesh	SCERT
10.	Haryana	SCERT
11.	Uttarakhand	SIEMAT
12.	Chhattisgarh	SIEMAT
13.	Arunachal Pradesh	SCERT
14.	Bihar	SCERT
15.	Goa	SCERT
16.	Madhya Pradesh	SCERT
17.	Maharashtra	MIEPA
18.	Manipur	SCERT
19.	Karnataka	SISLEP

20.	Telengana	SCERT
21.	Andhra Pradesh	SCERT
22.	Kerala	SIEMAT
23.	West Bengal	SCERT
24.	Odisha	SCERT

These school leadership academies carry out under the guidance of NCSL. Every year, they are suggested to carry out activities approved in the PAB meetings with MHRD to fulfill the vision, mission and goals of NCSL. A workshop was held to orient the School leadership Academies was held from 9-11 September 2019 in which 35 representatives of SLAs from 24 states SLAs participated.

Sl. No	State	Works carried out by School leadership academies in different states for the year 2019-20
1.	Uttarakhand	Online Module: Prakriya (Module Key Area-7)
2.	Tamil Nadu	Video Documentation: Denad School, Havoora School, Kalimangala School, Moolathurai School, SLV Nagar School, Vadavalli North School, Vadavalli South School, Vadugan School.
3.	Sikkim	Case Study: Leadership Practices of School Heads Case studies of select government schools of Sikkim, 2 nd One Month Certificate course on SLA Video Documentation: Modern Government Senior Secondary School and West Point Government Senior Secondary School, Sonam Choda Lepcha Memorial Government Secondary School, Kripasalyan Government Senior Secondary Daramdin West Sikkim, Government Senior Secondary School Jorethang South Sikkim
4.	Manipur	Video Documentation: Bochou School, SCERT School, NCERT School
5.	Mizoram	Online Module: Key Area 1- Unit 1- School as a Learning Organisation, Key Area 1- Unit 2- Understanding Transformation, Unit-Siamtharna Hriatthiam, Key Area 2- Unit 4- Developing Professional Self, Key Area 3- Unit 5- Developing teacher as a professional, Key Area 3 Unit 3- Creating conducive teaching learning conditions Key area 3-Unit-2- Understanding Child Centred Pedagogy Key area 5-Unit-2- Building a culture of Innovations in the school Key area 4-Unit-2- promoting Teamwork Key area 5-Unit-3- Re-imagining The school Through Innovation

6.	Haryana	Video Documentation: Sanghi Report: 16 days School Leadership Training of 118 Newly Promoted principals of Haryana conducted at SCERT Haryana Gurugra, from 09 Dec to 11 Dec and from 16 Dec to 28 Dec 2019
7.	Assam	Video Documentation: SCERT School Baksa, SCERT School Barpeta, SCERT School Jorhat, SCERT School Kokrajhar Translation- Translated version of Assamese modules for SLDP online programme
8.	Maharashtra	Flipping Book: Marathi (Zp), Marathi (Crc Ups), Marathi (Secondary), English, Hindi

For the year 2019-20, activities carried out include One Month Certificate programme, video documentation, material development, online modules on School Leadership development programme, and flipped books. The One Month Certificate Programme conducted by SLAs is presented in the following table given below.

One Month Certificate Course on School Leadership and Management carried out by SLAs in different states 2019-20			
Sl.no	Programme name	Dates	No. of participants
1.	One Month Certificate Course on School Leadership and Management in Nagaland	6 th June -6 th July 2019	40
2.	One Month Certificate Course on School Leadership and Management in Manipur	15 th July-8 th August 2019	30
3.	One Month Certificate Course on School Leadership and Management in Uttarakhand	1 st -30 th June 2019	50
4.	One Month Certificate Course on School Leadership and Management in Sikkim	27 th June -24 th July 2019	60
5.	One Month Certificate Course on School Leadership and Management in Andhra Pradesh	Ist Batch = 1 st May-30 th May 2019 IInd Batch -16 th July -14 th August	180
6.	One Month Certificate Course on School Leadership and Management in Rajasthan (Ist Batch)	28 th Dec 2018- 11 th Jan 2019 and	54

7.	One Month Certificate Course on School Leadership and Management in Rajasthan (IInd Batch)	10 th July -24 th July 2019	58
8.	One Month Certificate Course on School Leadership and Management in Haryana	In two phases 16-21 September 2019 & 4-20 November 2019	65
9.	One Month Certificate Course on School Leadership and Management in Chandigarh	In two phases from 16 Dec 2019-31s Jan 2020	24
10.	One Month Certificate Course on School Leadership and Management in Uttarakhand	2nd Jan-31 st Jan 2020	27

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, NCSL faculty also attends PAB meetings.

Strand 4: Research and Development

The centre has begun to take small strides in establishing itself in the research and development activities.

Research Project 1: “Leadership Structure, Practices and Models for Small Schools: Challenges and Evolution”

This project is funded by IUCTE, Department of Education, The Maharaja Sayajirao Gaekwad University of Baroda. Dr. Kashyapi Awasthi is doing this project.

Research Questions are:

- What are the contextual needs and challenges of head teachers in small schools?
- What are the leadership structures, processes and practices of participation for small schools?
- What new theories or models of leadership emerge from the field?

The project follows positivist and interpretive approaches, using survey design in phase 1 to understand the leadership needs and challenges in small schools and study the leadership structures, processes and practices if any. Phase two is designed to gain greater insight into the leadership structures, processes and practices of participation and effectiveness of these in school transformation and Case study method will be used. Gujarat has been selected as the sample state and using the data from U-DISE two districts namely Chhota - Udepur and Kutch have been selected from Gujarat, further in consultation with the district authorities two blocks from each district have been selected viz. Sankheda and Nasvadi from Chhota- Udepur and Bhuj and Lakhpat from Kutch. Since the third research question is about evolving research models for small schools; there was an added indicator in the selection of small schools. The Gunotsav record both for academic and non-academic performance were considered in the selection of schools at primary and upper-primary levels and board pass percentage were considered in the selection of schools at secondary and senior secondary levels. The total sample size is 60:30 from each district.

Research Project 2: Pedagogical Leadership for Principals (A project for CBSE, New Delhi):

Vice Chancellor NIEPA assigned a request project from Secretary, CBSE to NCSL. The request was to develop Pedagogical leadership Framework for principals working in CBSE schools. In addition, the request was also to develop modules on pedagogical leadership, and annual pedagogical plan. The work has been completed on all these three components in terms of its development. Two meetings have also been held with CBSE in this regard before starting

the academic exercise on the development of framework, module and annual plan. In the month of March, a meeting with CBSE will be held to present the works completed and to discuss the way forward. Dr. Mythili is doing this project.

3. National Conference on Leadership for Quality Improvement in Schools

The National Conference on 'Leadership for Quality Improvement in Schools' was held on 27-28 February 2020. The Conference endeavored to provide platform for sharing of new practices, innovations, perspectives and experiences in the field of School Leadership. It brought together leading academicians, practitioners and scholars in the area of school leadership as well as Principals and Head teachers from State Government and Government aided schools, schools under the Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti(NVS). More than 700 school heads from across the country sent their applications which included case studies and videos of exemplary practices that they have implemented in their schools. Through a robust screening process based on certain criteria, 100 case studies were selected for further screening, out of which 52 case studies were selected. A pre-conference workshop was held 17th and 18th February 2020 in NIEPA, where in 6 experts were invited to analyze the case studies and provide valuable inputs for improvement. The experts included Dr.Vijayalakshmi, Joint Commissioner, Administration, KVS, New Delhi; Prof. S.K.Yadav, Former Head of the Department of Teacher Education in NCERT, New Delhi; Prof. Srinivas.K. Head, ICT and Project Management Unit, NIEPA; Dr. Ameeta Mulla Wattal, Principal, Springdales School, Pusa Road, New Delhi; Mr. Rajesh Kumar, Principal, DIET, Daryaganj, New Delhi; Prof. Anita Rastogi, Department of Educational Studies, Faculty of Education, Jamia Millia Islamia, New Delhi.

Hon. Secretary of MHRD, Mr. Amit Khare inaugurated the conference on February 27th 2020. Vice Chancellor of NIEPA, and Registrar were present on the occasion. A total of 52 school principals from across the states and UTs presented their case studies. The mode of presentation included presentation through PPT, videos and posters. Faculty members from NIEPA also attended the inaugural session and other sessions of the conference. The 6 Experts chaired the sessions and provided feedback on the content of the case studies and the leadership practices. NCSL faculty members co-chaired the sessions. NCSL faculty also presented on various themes on school leadership during the programme. The conference ended with vote of thanks and certificate distribution. The coordinators of the conference were Dr. Sunita Chugh, Dr. Subitha GV, Dr. Charu Smita Malik and Dr. Monika Batham.

Technical and professional activities undertaken by NCSL Team members

The team members undertake several activities based on their field of expertise. These include:

- Managing NIC server with database.
- Launched Online Programme on School Leadership and Management (Hindi) and working on Assamese, Marathi, Tamil, and Telugu Language.
- Providing all technical assistance to all states through telephonic, Whatsapp and e-mailing interaction.
- Managing the online portal Database.
- Managing the NCSL Website.
- Upload all course material on NMTT portal and upload all Online Orientation workshop participant Data in NMTT portal
- Created Pages for NCSL website according to the requirement. (CSL Page, Live Stream Video Page, States Video Page)
- Web designing, providing thematic graphics and pictures for NIEPA's books.
- Book designing for the perspective plan document of NIEPA.
- Creating videos, posters, developing book covers etc. for the conference.

ANNUAL WORK PLAN AND BUDGET
2020-2021

I. Research Project Proposed for Funding by NIEPA

Preliminary Research Draft

Title: Impact of School Leadership on Student learning: Dr. N. Mythili

Principal Investigator: N.Mythili, Assistant Professor, NCSL, NIEPA

1. Significance of School Leadership for Student Learning

On seeing the limitations of school administration, management, rules and regulations for enhancing the quality of teaching-learning processes and achieve higher levels of pupil achievement, school reforms began in the form of school effective movement in the later part of 20th century. There was also a strong call for accountability of school questioning the status quo, monitoring and supervision processes by the school inspectorate. The imperative was that school leadership began to assume greater importance over management, regulations, besides teachers to address the changing demands and expectations of the stakeholders. The low learning levels of children even after attending school created an urgent need for a strong emphasis on development of instructional skills to promote good teaching and high level learning for all the children. In the school effectiveness movement, school leadership or principal leadership was considered one among other factors. After a decade, the emphasis changed from excessive classroom focus to overall school improvement on a continuum over a period of time in the processes of the schooling. School heads or principals were expected to address students' needs, socio-cultural contexts, multiculturalism leading change in the schooling processes with a vision and a missionary zeal. This led to the shift in the movement from school effectiveness to school improvement in the discourse on improving student learning and school quality.

The shift from school effectiveness to school improvement coincided with Leithwood (2006) who made seven strong claims, one of which is that school leadership is the second most important factor only after teacher quality for student learning. Subsequently, Robinson and Rowe (2008) proved empirically that while 40 percent of the total effect on student learning comes from teacher quality in the school, the foremost important factor, 25 percent of the total effect comes from leadership of principal in the school, which is the second most important factor, influencing student learning. Besides, there are many teachers in the school whose total efforts put together constitutes 40 percent of the total effect, whereas school leadership pertains to single individual called principal whose effect is 25 percent. Thus, school leadership is a significant factor affecting student learning. School leader is

directly responsible for creating conducive conditions in the entire school for ensuring student learning. S/he *indirectly* influences student learning *mediated* through teacher quality/development.

Effective schools' studies have unequivocally established the linkage of school quality to the importance of school leadership roles and how they perform their multifaceted role by Reynolds, Harris, Day, and a number of other researchers since 1995. No other school position has greater potential for maintaining and improving quality schools (Sergiovanni 2001) than the school principal. Beck and Murphy (1993) refer to principal as the major influence on morale, school climate, satisfaction of personnel, students' achievement, cooperation of parents and community, and management and leadership, type of belief in status quo, ability, critical reflection, for solving problems, working in collaboration with their team to find solutions and so on.

School leaders drive school improvement, determine achievement focus, and lead school community (Hall, et.al., 2002) by creating conditions for teachers to teach effectively (Dinham, 2008) dealing with issues on ensuring adequate staff, school structures, external links, and resources. They work on changing conditions to transform students as learners (Hee-Tie, 2008, p.420) due to which within school variations in classroom instruction is strongly associated with school leadership (Sebastian & Allenworth, 2012). Principals build teams, translate vision for successful learning of all students, cultivate leadership in others, help teachers upgrade their skills and use data to foster school improvement (Mendels & Mitgang, 2013). The factors for such school leadership constitute a mediating path having school climate, academic capacity of teachers and their professional learning, school culture, managing instructional programmes, staff participation in decision making (Hallinger & Heck, 1996; Leithwood et.al., 2006) and data-informed decision making on school processes (Shen et.al., 2016).

Nevertheless, core leadership practices must commensurate with school's immediate context to lead change (Klar & Brewer, 2013) as these practices are influenced by culture (Safran, et.al., n.d.) such as working in poor urban areas necessitates exercising strong personal vision of education. Such a leadership alone creates positive learning environment to support teachers and students (Hallinger & Murphy, 1985), for schools to come off their low base under challenging circumstances (Louis et.al., 2010), to serve students who are at greatest risk for academic failure (Scheerens & Bosker, 1997). Thus, it is not the leadership practices by themselves but the manner in which leaders apply in concert with their unique environment determines the degree to which they influence student learning (Leithwood et.al., 2006). In other words, school leadership is a specialist occupation requiring specific preparation and development (Bush, 2008) so much so that, many teachers perceive that

their leadership practices and teaching skills improved having undergone a well structured university courses on school leadership, though it is not a pre-requisite (Strevig, et.al., 2013).

1.1. School Leadership in Indian Context

Several recent documents such as NUEPA (2010), GOI (2012) and NISHTHA (2019) have clearly stated the significance of School Leadership especially that of the principals in the school influencing student learning with reference to Indian Context. Importance of developing school leadership in India is recognised by the government for improving school quality. The 12th Five Year Plan (Planning Commission-GOI, 2013) identifies School leadership Development as one of the four new strategic initiatives to be introduced under SSA and recognizes school leadership as one of the important aspects on which learning outcome of students depends (ibid., pp 56). It further say that “ Programme of Leadership Development in School Education will act as the vehicle to empower and drive critical education reforms through intensive and interdisciplinary curricular experiences, active exchange of ideas, adoption of an interactive pedagogical approach that promotes team work and collaboration; creation of opportunities for professional development of leaders in school education; identification and nurturing of talent within and outside the school system to take up leadership; and establishment of a network of institutions to impart leadership education” (ibid.,pp. 75). The significance is heightened due to the fact that there is a cumulative learning deficit observed (NAS 2017; World Development Report 2017).

While we recognize that teacher plays a crucial role for student learning directly, role of school leadership is gaining importance of late in Indian context also. Govinda (2006) enumerates the constraints under which school heads who are in the leadership position work in the schools. They are: the manner in which HM is appointed; a large no. of elementary schools having no designated HM; no difference between the qualification of HM and teacher as well as in the salary structure; lack of freedom and authority as school head is at the lowest level of multilayered system and its hierarchical nature; majority of their role is given away to BEOs; extremely limited role of HM in academic management due to centralization of curriculum, and public examination; lack of rewards and recognition linked to performance; lack of academic support to HM from the system above; growing number of small schools pose a problem of appointing more school heads; growing gap in terms of division of private schools and government schools with diverse ground rules to operate with; issues related to sharing the management responsibility with parents and community and ineffective integration of ICT in teaching school subjects.

Despite these constraints, principals try to work hard is also evidenced through research studies. School Leadership practices such as shared vision, creating school climate and focus on child are directly associated with teacher development practices undertaken by the

school leadership in India (Mythili, 2017). Further, the good governance when combined with network governance from state level education system to schools are deeply influenced by the educational leadership in all these levels to influence student learning and school quality (ibid, 2019a). In her study Mythili (2020) identifies different paths of leadership traced by the school heads. These paths vary depending on the diversity in the social, geographical, political and educational contexts besides the fact that school heads follow not one but a combination of paths suited to the needs of the time and situation. These paths followed by school heads emphasise on personal values and vision, mutual understanding, providing intellectual stimulation to teachers, engaging in teachers' professional development within the school, dividing the time equally between administrative and academic duties, and the like that lead to creating conditions for learning in the school and resulting in improvement in teachers' quality for student learning.

Further, focusing on the gender she explores the ways in which women school heads succeed as leaders. She traces the trajectory of the path traversed by the women school leaders as having six steps, namely, availability of opportunity, aspire, acquire, achieve, ascend and transcend (2019b). Further in her book on women school leaders, she identifies the determinants of school leadership of women as people centeredness, trust building and restrained neutrality besides a number of other school related variables (ibid, 2019c). While discussing the aspect of legitimacy of school leadership among women, she highlights the interaction between leadership behaviours and gender perspectives leading to variations in the perception of power differentials to cause high, low or medium legitimization of school leadership (ibid, 2019d). It is now emerging through these studies that the position of the school head is now being viewed as one who initiates such practices in which he/she creates conducive environment for teaching-learning process and leads the teachers' development in the school to ensure student learning especially in Indian context. Hence, the position of the school head is now being viewed as one who initiates such practices in which he/she creates inclusive school for all children to learn, in short, as academic leader in the school. Even though a number of studies to this effect are available globally, there are hardly any studies to claim the impact of school leadership for student learning in Indian context expect for a small attempt by Mythili (2017). Now it is time to examine the role of school leadership of principals on the student learning in Indian context as well.

2. Need for the present study

In India the school leadership development got impetus under the 12th FYP in the year 2009 to improve student learning and school quality. National centre for School leadership (NCSL) was set up to fulfill the mandate of the government. Government of India once again considered it as a significant factor influencing student learning in its mega systemic reform

programme called NISTHA. In this programme, academic leadership of principals or school heads is emphasized to be of utmost important for ensuring student learning.

The persisting lower levels of learning since 1990s (Agarwal, 1995) till date as the World Bank observed in its Report (2017) on learning that there is a crisis in learning among students in countries such as India. Besides, there is also a cumulative learning deficit among students as they progress through grades from class 3 to class 5 to class 8. While there is a higher percentage scored by students in the board examinations conducted by CBSE and different state governments in the 10th standard examinations, it does not really reflect the improvement in the learning of students when analysed with the learning levels of students conducted by national agencies such as NCERT through its National Achievement Surveys in 2015 and 2017. Therefore, the dialogue at the national level has significantly shifted towards improving student learning, thereby quality of education.

It is now realized that efforts to improve teacher quality alone cannot contribute to student learning even though it is the primary and most important factor for students' learning. School head is responsible for overall improvement of the school and student learning. S/he creates conducive environment for student learning in the entire school for students and teachers. Creating these conditions is a necessary prerequisite for teachers and students to engage constructively and productively in the process of teaching and learning. These conducive conditions can vary from congenial school climate, favourable school culture, harmonious relationship between student-teacher, parent-teacher, home-school to garnering system level support to the schools. Hence, even in the ongoing NISHTHA, school heads have been considered as key agents of change for improving schools and learning levels of students.

3. Implications of encouraging trend in higher learning outcomes of students on School Leadership in Indian context

The Performance Grading Index (PGI) (2017-18) developed by MHRD in 2019 shows some interesting and unique trends. One of the BIMARU state, Rajasthan stands first in the category of learning outcomes and quality when compared to all other states. It scores 168 points out of 180 assigned to this category (See Table 1)

Table 1: Performance Grading Index (PGI) 2017-18 for states					
PGI category 1					PGI category 2
Domain	1. Learning outcomes and quality	2. Access	3. Infrastructure and facilities	4. Equity	1. Governance Processes.
State with highest score	Rajasthan	Tamil Nadu	Punjab	Tamil Nadu	Gujarat
Score out of PGI share	168 out of 180	79 out of 80	139 out of 150	221 out of 230	279 out of 360
Source: GOI-MHRD (2017-18). Performance Grading Index 2017-18 States and UTs. New Delhi: GOI- Department of School and Literacy, MHRD.					

Despite Punjab scoring highest in the category infrastructure and facility with 139 out of 150 points, Gujarat scoring 279 out of 360 points in the category of Governance processes and stands at the top, Tamil Nadu scoring the highest with 79 out of 80 points in the category of access, and Tamil Nadu, once again, scoring second highest (after Dadar and Nagar Haveli) in the category of Equity with 221 out of 230 points, have not been able to fare better than Rajasthan in terms of learning outcomes (see Table 1). Even though Dadar and Nagar Haveli stands highest in the category 1 for Equity, it is not considered as it is too small with very less schools and student population.

A comparative analysis of the scores shows that Rajasthan does not fare well at all in the categories of infrastructure and facilities as well as Access. It scores 73 out of 150 and 56 out of 80 in these two categories, respectively. However, it fares slightly better in the category of governance with 234 points out of 360 and in the category of equity with 210 points out of 230 getting 5th position and 10th position, respectively (when counted from the highest position).

The PGI accords Grade 1 for the states having points in the range of 801-850. Gujarat, Chandigarh and Kerala states fall in the category of Grade 1. Despite the Grade 1 status, these states have not been able to achieve higher learning outcomes and get the first position. In contrast, Rajasthan which scores less on all other indicators when compared to other states is able to do well in achieving higher learning outcomes among children. Chandigarh comes close to Rajasthan in second position in terms of student learning outcomes. Tamil Nadu is several notches down the ladder in the category of learning outcome and quality with 19th position from highest despite scoring the maximum in the categories of equity and Access.

On the whole, Rajasthan falls under grade II along with D & N Haveli, Haryana, Punjab and Tamil Nadu. Most of the fairly well developed states come in the Grade III category in the range of 701 – 750 points in which only Karnataka and Andhra Pradesh show higher learning outcomes with a score of 160 and 154, respectively. This begs the following questions:

- Despite inadequate physical infrastructure and lack of higher access to schooling, How Rajasthan, which is one of the BIMARU states, is able to make big strides in the learning outcomes when compared to more developed states like Gujarat, Punjab, Tamil Nadu, Kerala, and Chandigarh? What are the reasons?
- Whether governance process, equity, access, infrastructure really make a difference to student learning or not? Whether excessive emphasis on equity, governance processes, infrastructure and facilities impinge / interrupt/invoke the leading processes of school heads for student learning?
- Whether school leadership at school, block and district levels together influence student learning outcomes in Rajasthan? If so, how? If not, then which is the critical factor influencing student learning in Rajasthan?

4. Methodology

The study will be carried out in a comparative perspective. States will be chosen which show highest scores on all five indicators of PGI which are divided into two categories. Indicators under category 1 are: Learning outcomes and quality, Access, Infrastructure and facilities & Equity. Indicator under Category 2 is Governance Processes. These states are: Rajasthan, Punjab, Gujarat and Tamil Nadu (see Table 1).

Based on the NAS scores in VIII class, district scoring the highest percentage of marks will be chosen in each state. Hence, 4 districts will be selected from 4 states. The criteria for selecting the districts is made by studying the district report cards based on NAS 2017 results.

Accordingly, the districts show highest percentage of marks in all subjects was searched. But the search revealed that, no district in all the four states scored highest in all four subjects. But in three states, one district was found to have scored highest marks in three subjects. They are Dhaulpur in Rajasthan, Peremblur in Tamil Nadu and Gurdaspur in Punjab. In Gujarat, Dahad was the lone district which scored highest percentage in two subjects but no district scored highest percentage in three subjects or four subjects. This compelled me to identify and adopt a criterion for selecting the district. The criteria is that a district must have scored highest percentage of marks in minimum two subjects and a maximum of four or all subjects in the NAS tests held in 2017.

According to this criterion, the districts selected are: Dhaulpur in Rajasthan, Dahad in Gujarat, Perembalur in Tamil Nadu, and Gurdaspur in Punjab (see Table 2).

Identified districts School subjects	Rajasthan Dhaulpur District	Gujarat Dahad District	Tamil Nadu Perembalur District	Punjab Gurdaspur District
Language	76.36	68.55	60.52	58.00
Mathematics	70.11	59.65	42.94	39.03
Science	72.31	61.97	43.03	40.53
SST	72.29	59.08	40.36	39.35

(Figures in black font show the highest scores among all districts; figures highlighted with gray cells do not represent the highest score. But they represent second or third highest mostly).

From table 2, some inferences can be drawn. As per the NAS scores (2017), Dhaulpur district in Rajasthan shows the highest percentage in all subjects such as language (76.36), mathematics (70.11), science (72.31) and social studies (72.29) when compared to three districts in other three states in India. In the three other states narrowed down for the study show that the percentage of marks in language range from 68.55 in Gujarat to 58.0 in Punjab; in mathematics percentage of marks ranges from 59.65 in Gujarat to 39.03 in Punjab; in science the range varies from 61.97 in Gujarat to 40.53 in Punjab; and in social studies it ranges from 59.08 Gujarat to 39.35 in Punjab. In short, while Rajasthan scores highest grade index in all school subjects, Gujarat stands second, Tamil Nadu stands in third position, and Punjab in the fourth position. Nevertheless, each state scores highest in different categories of PGI index.

In Table 2, figures highlighted in gray indicate that the district does not stand highest in that subject when compared with other districts. But they represent second or third from the highest in most cases.

In the next stage, schools having regular HMs in government schools alone will be considered for the study in these four districts belonging to four states. According to UDISE + (2018-19), Dohad has 1616 schools with regular HMs, Gurdaspur has 418 schools with regular HMs, Dahulpur has 514 schools with regular HMs, and Perambalur has 331 schools with regular HMs (see Table 3).

Table 3: District profiles considered for the study

State	Districts	Schools having regular HMs				
		Govt	Aided	Private	Others	Total
Gujarat	Dohad	1616	154	156	0	1976
Punjab	Gurdaspur	418	7	0	0	425
Rajasthan	Dahulpur	514	0	470	5	989
Tamil Nadu	Peramblur	331	55	43	0	429
Source: UDISE + 2018-19 http://dashboard.udiseplus.gov.in/#!/reports						

Within the total number of government schools, 20 percent of government schools will be considered in each of the four districts belonging to four different states. The sample size is going to be 323 schools in Dohad, 83 schools in Gurdaspur , 103 schools in Dahulpur and 66 schools in Peramblur (see Table 4). Simple random sampling will be used to select 20 percent of schools with regular HM obtaining information from the DEOs office in these districts.

Table 4: Sample size of the schools having regular HMs			
State	Districts	Govt total	20 % of govt schools for sample
Gujarat	Dohad	1616	323
Punjab	Gurdaspur	418	83
Rajasthan	Dahulpur	514	103
Tamil Nadu	Peramblur	331	66
Source: UDISE + 2018-19 http://dashboard.udiseplus.gov.in/#!/reports			

At this point of writing the research proposal, stratification below the district will not be considered because district as the unit of planning and intervention for any educational reforms, educational administration, management and leadership. However, the role of BEOs and BRCs will be examined with respect to the influence of leadership veiled from the block level to schools.

Method of collecting the data

Primary data will be collected using interviews with the help of semi structured questionnaires, and rating scales for district education officer, block education officers and Block resource coordinators to understand the layered influence of school leadership practices on student learning. Questionnaire on leadership practices at the district and block level will focus on relating the PGI category and domain in which the state scores highest with that of student learning outcomes. Hence, these semi-structured questionnaire and rating scales will have to focus on five important domains based on which PGI is developed. They are leading ways to ensure learning outcomes of students, equity, access, infrastructure and facility, and governance and processes. This approach is used with to

understand how the state has been able to convert or not convert its priority for achieving student learning outcomes.

The school head's questionnaire and rating scale will also have the same domains but the questions and statements for rating scales will be slightly different as school is the basic unit of change, even though district is the unit of planning and implantation of reforms. Participant observation formats (flexible in nature) will be used to collect the data on the processes of leading by school heads in the school. Perceptions of school heads on the leadership of district and block level leadership will also be attempted to be captured. In all these questionnaires and rating scales, the ways of leading on these 5 domains of PGI will be conceptualised in developing the statements and questions.

Teachers will who are leaders at the classroom level will be administered with schedules and rating scales to assess the impact of leadership practices on their professional development and student learning. Besides, schedules to collect the data on School profiles, teachers' profiles and HM's profiles, district and block education officers' profiles will be designed.

Method of Analysis

Mixed methods having both quantitative and qualitative analysis will be used. The latent factors critical to leading practices at district, block and school levels will be identified using qualitative analysis. Path of leadership influence from district to school will be derived using both quantitative and qualitative analysis. For example, SMART PLS or AMOS can be used subject to the availability of these soft-wares. Using these statistical packages, path analysis of leadership can be carried out. As an alternative, structural equation model (SEM) is also proosed to identify the latent factors influencing student learning from district to school level leadership. If these two statistical soft-wares are not available, then, the leadership path/s from district to school level will be logically derived in a layered manner after subjecting the data to correlation analysis. Qualitative data will be done to complement and supplement the results of quantitative analysis.

5. Expected Outcomes

- Factors and latent factors influencing higher levels of student learning outcomes
- Path of leadership influence on student learning outcomes
- Qualitative differences in leading the schooling processes in a comparative perspective.
- Interactive effect of leading infrastructure and facility, leading equity, leading access, and leading governing processes on leading student learning.

6. Proposed Timelines for the project

Duration = 18 months.

- 2 months – development of tools and piloting
- 4 months – data collection
- 2 month- data entry
- 6 months – analysis
- 3 months – writing the report
- 1 month – revise and finalise the report.

7. Estimated Budget for the Study: Rs. 15 lakh

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II. Programmes and Faculty/Staff Proposed for Funding by MHRD (Samagra Shiksha)

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A. NATIONAL COMPONENT

1. Programmes/ Workshops

	Programme/Activities	Objectives	Duration and Venue	Participants	Budget Heads	Intended Outcomes
1.	Material Development Workshop for Leadership Development for Residential Government Schools (NVS/Ashram/K GBV, Central Schools)	1.To conduct need assessment for school leaders of residential government schools 2. To develop capacity building programme for leadership development of school heads of residential schools	Venue: NIEPA Duration: 4 Days Total Number of Participants: 40	Representatives and School Heads from residential schools, Academicians, Researchers and NCSL faculty	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.2.40 lakh Food and Refreshments @ 800: Rs. 1.28 lakh Printing/Photocopy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 9.83 Lakh	Handbook on capacity building programme for leadership development of school heads of residential schools
2.	Capacity Building Workshop for Leadership Development of Residential Government Schools (NVS/Ashram/K GBV, Central	Conduct a Pilot capacity building programme for leadership development of school	Venue: NIEPA Duration: 4 Days Total Number of Participa	School Heads from residential schools	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.2.40 lakh Food and Refreshments	Leadership Development of School Heads from residential government schools

	Schools)	heads of residential schools	nts: 40		@ 800: Rs. 1.28 lakh Printing/Photo copy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 9.83 Lakh	
3.	First Material Development Workshop on Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools	1.To discuss latest researches and evidence based studies on school leadership for improving student learning 2. To develop draft materials on school leadership for improving student learning	Venue: NIEPA Duration: 3 Days Total Number of Participants: 40	School Heads, Academicians, Researchers and NCSL faculty	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.80 lakh Food and refreshments @ 800: Rs. 96000. Printing/Photo copy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 8.91 Lakh	Draft Handbook on capacity building programme on leadership development for improving student learning and learning outcomes
4.	Second Material Development Workshop on Leadership Development for Improving Student Learning and Learning	1. To finalize the Handbook on leadership development for improving student learning	Venue: NIEPA Duration: 3 Days Total Number of Participants:	School Heads, Academicians, Researchers and NCSL faculty	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.80 lakh Food and refreshments	Handbook on capacity building programme on leadership development for improving student

	Outcomes in Government Schools		nts: 40		@ 800: Rs. 96000. Printing/Photo copy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 8.91 Lakh	learning and learning outcomes
5.	Capacity Building Workshop on Leadership Development for Improving Student Learning and Learning Outcomes in Government Schools	Conduct a Pilot capacity building programme on leadership development for improving student learning and learning outcomes	Venue: NIEPA Duration: 3 Days Total Number of Participants: 40	Selected School Heads	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.1.80 lakh Food and refreshments @ 800: Rs. 96000. Printing/Photo copy/ Stationery: Rs.5000 Overhead Costs: Rs.10000 TOTAL: 8.91 Lakh	Leadership development of School Heads for improving student learning and learning outcomes
6.	Material Development for Leadership Development of DIET Faculty	1.To assess leadership needs and challenges of DIET faculty 2. To develop materials for leadership	Venue: NIEPA Duration: 5 Days Total Number of Participants: 40	Selected DIET Faculty	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.3 lakh Food and Refreshments @ 800: Rs.	Handbook on capacity building programme for leadership development of DIET faculty

		development of DIET faculty			1.60 lakh Printing/Photo copy/ Stationery: Rs. 15000 Overhead Costs: Rs.15000 TOTAL: 10.9Lakh	
7.	Capacity Building Workshop for Leadership Development of DIET Faculty	Conduct a Pilot capacity building programme for leadership development of DIET Faculty	Venue: NIEPA Duration: 5 Days Total Number of Participants: 40	DIET Faculty	Travel Allowance @Rs.15,000: Rs.6 lakh Boarding and Lodging@ Rs.1500: Rs.3 lakh Food and Refreshments @ 800: Rs. 1.60 lakh Printing/Photo copy/ Stationery: Rs. 15000 Overhead Costs: Rs.15000 TOTAL: 10.9Lakh	Leadership development of DIET faculty
8.	Workshop for Discussion on Implementation Plan of School Leadership Academy for Monitoring and Evaluation of School Leadership Development	To discuss the Implementation Plan of School Leadership Academies 2020-2021	Venue: NIEPA Duration: 3 Days Total participants: 60	Representatives of school leadership academies	Travel Allowance @Rs.15,000: Rs.9 lakh Boarding and Lodging@ Rs.1500: Rs. 2.7 lakh Food and refreshments @ 800: Rs. 1.44 lakh.	Clarity on the Implementation Plans for all the School Leadership Academies Sharing of resource developme

					Printing/Photo copy/ Stationery: Rs.10000 Overhead Costs: Rs.20000 TOTAL: 13.44 Lakh	nt by SLAs
9.	National Conference on School Leadership 2021	1.To exchange, share , discuss and disseminate outstanding leadership practices that contributed to school improvement across the States and UTs 2. To share theoretical and evidence based researches on School Leadership	Venue: NIEPA/ Outside Venue Duration: 3 Days Total participants: 90	Researchers, School Heads, System level functionaries	Travel Allowance @Rs.15,000: Rs.13.50 lakh Boarding and Lodging@ Rs.1500: Rs. 4.05 lakh Food and refreshments @ 800: Rs. 2.16 lakh Printing/Photo copy/ Stationery/Bag s: Rs.35000 Local Conveyance: Rs.50000 Overhead Costs: Rs.30000 TOTAL: 20.86 Lakh	Generate research papers and best leadership practices of school heads
10.	National Review and Planning Workshop for School Leadership Academies 2021	To consolidate the material generated by School Leadership Academies and plan for the	Venue: NIEPA Duration: 3 Days Total participants: 90	Representatives of School Leadership Academies	Travel Allowance @Rs.15,000: Rs.13.50 lakh Boarding and Lodging@ Rs.1500: Rs. 4.05 lakh Food and refreshments	Generation and showcase of video documentaries, case study booklets and assessment

		next year (2021-2022)			@ 800: Rs. 2.16 lakh Printing/Photo copy/ Stationery/Bag s: Rs.35000 Local Conveyance: Rs.50000 Overhead Costs: Rs.30000 TOTAL: 20.86 Lakh	of School Leadership Developme nt by School Leadership Academies Independen t Action Plans for 2021-22 by School Leadership Academies
11.	Video production in collaboration with CIET- NCERT on School Leadership leading to Learning Outcomes	To develop videos on schools that have exhibited leadership practices leading to improved learning outcomes	Total Number of Videos: 15	Schools	Video production @Rs. 1.5 lakh per video (including travel and stay of teams of 3/4 persons –NCSL and CIET for 3 days in two round trips and cost of video production) TOTAL (15 videos): Rs. 22.5 lakh	15 video documenta ries on how leadership practices in schools have led to improvement in learning outcomes of students
12.	Live Streaming in Collaboration with CIET (faculty/resear chers/ system level functionaries and school heads)	To develop online content for Swayam Prabha on School Leadership Developme nt	Venue: CIET Total participa nts: 50	To develop online content for Swayam Prabha on School Leadership Developme nt	Travel Allowance, Boarding and Lodging and Honorarium for 50 resource persons for Live Stream @Rs.20,000 TOTAL: 10	Create and disseminate video lectures on School Leadership Developme nt Practitioner centric videos of

					Lakh	school heads, system level functionaries, researchers and state officials
13.	One Day National Advisory Committee Meeting	To apprise the committee of the progress of the NCSL program and decide the future course of action	Venue: NIEPA Duration: 1 Days Total participants: 25	Eminent Educationists from National and State level Institutes	Travel Allowance for 10 outstation participants: Rs.1.5 lakh Boarding and Lodging: Rs.20,000 Printing/Photo copy/ Stationery: Rs.2,000 Refreshments and Lunch: Rs.20,000 Local Conveyance: Rs. 10,000 Overhead Costs: Rs.5,000 TOTAL: Rs.2.07 lakh	To apprise the NAG on the year's activities and to plan for 2021-2022

2. Material Development based on Context-Specific Leadership Challenges (Micro Research)- Ongoing

Components	Number of Workshops	Amount (Rs.)
Field-based Workshop for Developing Context-specific Leadership Model in Char Areas of Assam	1	Rs. 2.5 lakh
Field Visit for Collecting Data in Char Areas of Assam		Rs. 2.5 lakh
Field-based Workshop for Developing Context-specific Leadership Model in Rural disadvantaged areas of Uttar Pradesh	1	Rs. 2.5 lakh
Field Visit for Collecting Data in Rural disadvantaged areas of Uttar Pradesh		Rs. 2.5 lakh
Total		Rs. 10 lakh

3. School Leadership Fellows Programme

Concept (Detailed Proposal given in Appendix 2)

The School Leadership Fellows Program (SLFP) will be a one-year leadership development program that will equip 10 extraordinary school heads and system level officers from cluster, block and district from across India with the knowledge, skills and support system that enables them to combine their practical wisdom with the current trends in leadership research internationally thus unlocking their full potential to drive positive change in government school system in India. Over the course of a year, Fellows remain in their jobs while taking part in six week-long professional development spread across the year. (Concentrated more during the summer and winter vacations so as to save the working days). The SLFP would include seminars where they receive the tools, training and space to innovate and incubate new ideas, learn basics in research, build strong networks with fellow leaders and scholars in university, undertake exposure visits and the like.

Fellowships objectives

This programme aims to:

- Incentivize school leaders professionally and blend theoretical knowledge from researchers with practical wisdom of practitioners. Thus develop an active linkage of school system with higher education system.
- Support professionals already in positions of leadership and influence to further enhance and expand their knowledge, skills, and expertise at NCSL, NIEPA.
- Offer dynamic training, professional development, and/or research opportunities at NIEPA, relevant to professional interests of the fellow.
- To develop a team of school leaders who through their enhanced Knowledge and skills mentor schools in the neighbourhood developing small communities of practice leading to change and improvement in schools.

Total Number of Fellows: 10

Duration of the Fellowship: 6 weeks (3 weeks in one go and two weeks each at different time period across the year)

Estimated Budget

Components	Rate (Rs.)	Amount (Rs.)
Travel Allowance Fellows in 6 trips	15,000	9,00,000
Boarding and Lodging for 6 weeks in NIEPA (approx 50 days including two days extra per trip)	1,000	5,00,000
Food and Refreshments during workshop for 6 weeks (approx 50 days including two days extra per trip)	6,00	3,00,000
Stationery / Printing etc	2,500	25,000
Honorarium for Special Lecture by 5 Resource Persons	3,000	15,000
Miscellaneous		15,000
One Time Grant for each Fellow	50,000	5,00,000
Total		22,55,000

4. Online Programme on School Leadership And Management (<http://pslm.niepa.ac.in/>)

The National Centre for School Leadership, NIEPA is committed to building capacities of current and prospective school heads of the government and the government aided schools (right from primary to senior secondary) on Leadership development. It is aimed that school leadership development would enable the school heads to effectively transform their schools in to centres of excellence. Towards this end, NCSL had developed an Online Programme on School Leadership and Management operating through MOODLE platform and hosted at server purchased from NIC (<http://pslm.niepa.ac.in/>). The Online programme on SLM is first of its kind in India based on the National Curriculum Framework on School Leadership Development conceptualized by NCSL, NIEPA. As on **29 February 2020**, a total of **42,500 school heads are registered** on this programme whereas a total of **3, 200 school heads have completed** this programme.

Proposed Workshops and Estimated Budget

- a) Online Programme on School Leadership and Management for School Heads
(Advanced Level)

Objectives of the Programme

- i. To develop and enhance knowledge, skills and attitudes of school heads at advanced level (open to school heads who have completed the Intermediate level of Online Programme)
- ii. To initiate professional dialogue and discussion forums among school leaders
- iii. To develop a robust and sustainable online professional community among school leaders

Duration and Venue: August to February 2020 at NCSL

Participants: NCSL faculty and experts drawn from field/academicians

Estimated Budget

Components	Rate (Rs.)	Amount (Rs.)
Travel Allowance	7,000	70,000
Developing video lectures/video documentaries		1,00,000
Total		1,70,000

Intended Outcomes

- i. Online Programme on School Leadership Development for School Heads
(Advanced Level)

Programme Launch date: 15 March 2021

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- b) Online Programme on School Leadership and Management for System level functionaries (Basic Level)

Objectives of the Programme

- i. To develop leadership capabilities of system level functionaries (DEO, BEO, BRC, ABRC, CRC) across the country
- ii. To enable system level functionaries in creating a support system for school leaders
- iii. To develop a online professional community among system level functionaries

Duration and Venue: May to November 2020 at NCSL

Participants: NCSL faculty and experts drawn from field/academicians

Estimated Budget

Components		Rate (Rs.)	Amount (Rs.)
1. Workshop for Developing an Online Programme for System level functionaries Participants: 10 system level functionaries for 5 days in NCSL, NIEPA			
	Travel Allowance	15,000	1,50,000
	Boarding and Lodging including food and refreshments	1,200	60,000
	Stationery		5,000
	Miscellaneous		5,000
Honorarium for Module writing for 5 resource persons		7,000	35,000
Developing video lectures/video documentaries			1,00,000
Total (1)			3,55,000
2. Workshop for Translation and Editing of Online Programme for System level functionaries Participants: 5 Language Experts for 15 days			
	Travel Allowance	10,000	50,000
	Boarding and Lodging including food and	1,200	90,000

	refreshments		
	Sitting Fee for 5 experts for 15 days	1000	75,000
	Stationery		15,000
	Miscellaneous		10,000
Total (2)			2,40,000
TOTAL			5,95,000

Intended Outcomes

- i. Online Programme on School Leadership Development for System level functionaries (**Basic Level**)

Programme Launch date: 15 December 2020

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- c) One Day Orientation Workshops for Online Programme on School Leadership and Management in 25 States

Objectives of the Programme

- i. To orient the school heads and system level functionaries on mechanisms of registration for the Online Programmes of NCSL (Basic/Intermediate and Advanced levels for school heads and Basic level for System level functionaries)
- ii. To create a robust state resource group so that they can further orient school heads and system level functionaries at the local level

Duration and Venue: One Day each in 25 states to be clubbed with NISHTHA visits of NCSL faculty

Participants: State/ District/Block level representatives and School Heads

Estimated Budget

Components	Number of Participants (target)	Rate (Rs.)	Amount (Rs.)
Travel Allowance and Food and Refreshments	2500 across 25 states	1,000	25,00,000

Technical Costs for Online Programme

Maintenance Cost of Server taken from National Informatics Centre (NIC), Gol		
Annual storage charge of the cloud server (NICSI)		6 lakh
Consumerable Items		
	Adobe Creative Suite Package	5 lakh
	Coloured printer office (1)	3 lakh
	Central UPS power back up	5 lakh
	Desktop (2)	2 lakh
	Laptop (2)	2 lakh
	Headphone (2)	20,000
	Soundforge Software	10,000
	Memory Card (128 GB) – 2	5,000
	Tripod for Handycam – 1	15,000
	External Hard Disk -2 terabyte	10,000
	RAM (4GB)- 10	30,000
	Web components/themes for website designing	50,000
Total		24,40,000

5. NISHTHA – National Initiative for School Heads’ and Teachers’ Holistic Advancement

Material development, travel and boarding and lodging of NCSL Faculty and selected SRP-
Ls including honorarium = Rs 100 lakhs/ Rs.1 crore

6. Faculty and Staff

Faculty	Number	Annual Unit Cost (Rs. In Lakhs)	Total
Professor	1	20	Rs. 20 lakh
Associate Professor	2	15	Rs.30 lakh
Assistant Professor	3	12	Rs.36 lakh
	6		Rs. 86 lakh
Academic and Administrative Staff			
Consultant	1	6	Rs. 6 lakh
Junior Consultants	2	4.8	Rs.9.6 lakh
Administrative Assistant	1	4.8	Rs.4.8 lakh

Data Entry Operator	1	2.04	Rs.2.04 lakh
MTS	-	-	
	6		Rs. 22.44 lakh
Total	12		Rs. 108.44 lakh

7. Requirement of New Staff and Computer Infrastructure

The Centre requires Senior Consultants, Consultants, Data Entry operator and computer infrastructure for undertaking the Work of NCSL, in light of NISHTHA and Online Programme on School Leadership and Management. The Centre plans to develop intermediate level of programme for school heads in 2019-2020 as also assist the School Leadership Academies in uploading and maintenance of Online Programme in regional languages.

Staff	Number	Annual Unit Cost (Rs. In Lakhs)	Total
Senior Consultant	3	7.2	Rs. 21.6 lakh
Consultant	3	6	Rs. 18 lakh
Data Entry Operator	1	2.04	Rs.2.04 lakh
Total	6		Rs. 41.64 lakh
Hardware	Number	Unit Cost (Rs. In Lakhs)	Total
Desktop	5	1	Rs. 5 lakh
Total			Rs. 5 lakh
TOTAL			Rs. 46.64 lakh

8. Publication, Travel and Miscellaneous Cost at National Level

Budget Head	Total Cost
Publication Cost	Rs. 30 lakh
Travel and Boarding and Lodging for visiting School Leadership Academies, case and video documentation of schools etc	Rs. 15 lakh
Miscellaneous	Rs. 20 lakh
TOTAL	Rs. 65 lakh

B. STATE COMPONENT

1. Programmes to be conducted by School Leadership Academies

Sr. No.	Title of the Programme	Objectives of the Programme	Date and Venue	Participants/ Target Groups	Budget Estimates	Intended Outcomes	Remarks
CURRICULUM AND MATERIAL DEVELOPMENT							
1.	Development of Video Documentaries of Schools for upload on Leadership Portal and ShaalaShagun	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	<p>Creation of Video Documentaries</p> <ol style="list-style-type: none"> 1. Cost for 15 minutes video documentation – Rs. 25000, for installation of video camera and setup. 2. Cost for Technical professionals: Rs. 20000. 3. Cost for editing, mixing, titling, and finalization of video – Rs. 15000. <p>Total Cost for creating one video documentary of 15 minutes – Rs. 60000</p> <p>Total Cost for Developing 50 video resources of 15 minutes each Rs. 30Lakh for 28 SLAs</p>	50 videos on outstanding school leadership practices	To be developed by 27 School Leadership Academies

2.	Development of a Book on Documenting Best Practices of School Heads to be uploaded on Leadership Portal and ShaalaShagun					Develop digital booklets documenting Best Practices of School Heads	To be developed by 27 School Leadership Academies
3.	Workshop for Development of Modules in Regional Language on School Leadership Development	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: @8,000 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 per SLA Total for 28 SLAs= Rs. 82.6 lakh	Online modules for SLDP	To be conducted by 27 School Leadership Academies
4.	Workshop for Translation of Online Programme in School Leadership and Management	To translate and contextualize the Online Programme on SLM	Venue: School Leadership Academy Duration: 5 days	Faculty of School Leadership Academy, State Resource Group Members,	Travel Allowance for out station participants: @5,000 Rs.75,000 Boarding and Lodging for outstation participants @1500 Rs.2,25,000 Lunch and refreshments@ 650 Rs. 97,500	Online Programme on School Leadership and Management in Regional Language	To be conducted by 11 School Leadership Academies

			Total:20 participants	selected school heads	<p>Translation Cost @ Rs. 150/ per page for 400 pages = Rs. 60,000. Typing Cost @ Rs. 50/ per page for 400 pages = Rs. 20,000. Editing Cost @ Rs. 100/ per page for 400 pages = Rs. 40,000. Total for Translation, Typing, Editing, = Rs.1.2 lakh Printing/Photocopy/ Stationery: Rs.20,000 Overhead Costs: Rs. 5,000</p> <p>Total: 5.425 lakh per SLA</p> <p>Total for 11SLAs = Rs. 59.675 lakh</p>	ges	
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CAPACITY BUILDING

5.	One month Programme on Certificate Course in School Leadership and Management (Induction Programme for School Heads)	To induct secondary school principals	Secondary School Principals	<p>Venue: School Leaders hip Academy</p> <p>Duration : 30 days</p> <p>Total number of participants: 50</p>	<p>Programme Cost per SchoolHead@Rs.12,000 = Rs. 6 lakh</p> <p>Total per SLA: Rs. 6 lakh</p> <p>Total for 28 SLAs = Rs. 1.62 Cr</p>	School Leaders hip Development of Secondary School Principals	To be conducted by 27 School Leadership Academies
6.	Research and Development				Per School Leadership Academy= Rs.3 lakh	Conducting research	To be conducted by 10

			Total Cost for 10 SLAs = Rs. 30,00,000	h based review and assessment of SLDP in consultation with NCSL	School Leadership Academies
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2. Travel and Miscellaneous for School Leadership Academies (costs are indicative of one SLA)

Travel and Boarding and Lodging Cost = Rs. 5 lakh (visiting schools, documentation of case studies and videos)
Miscellaneous = Rs. 2 lakhs
Total Travel and Miscellaneous cost for 27 SLAs=Rs. 7 lakh*27 =Rs.1.89Crore

3. State Coordinators, Consultants and Staff in 28 School Leadership Academies

	States	Coordinators	Consultants	Data Entry Operator	MTS	Total Cost
		(@60,000 p.m.)	(@45,000 p.m.)	(@10000 p.m.)	(@8000 p.m.)	
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	Himachal Pradesh	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	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	Mizoram	1	1	1	1	1476000
25	Goa	1	1	1	1	1476000
26	Madhya Pradesh	2	2	2	2	2952000
27	Tripura	1	1	1	1	1476000
Total		30	40	30	30	4,96,80,000

GRAND TOTAL

A. PROPOSED AND TO BE FUNDED BY NIEPA		
SECTION	BUDGET HEAD	TOTAL COST
1.	Research Studies	Rs. 15,00,000
B. PROPOSED AND TO BE FUNDED BY SAMAGRA SHIKSHA, MHRD		
I. NATIONAL COMPONENT		
SECTION	BUDGET HEAD	TOTAL COST
1.	Programmes/Workshops	Rs.1,57,92,000
2.	Material Development based on Context-Specific Leadership Challenges	Rs. 10,00,000
3.	School Leadership Fellows Programme	Rs. 22,55,000
4.	Online Programme on School Leadership and Management	Rs. 57,05,000
5.	NISHTHA	Rs. 1,00,00,000
6.	Faculty and Staff	Rs. 1,08,40,000
7.	New Faculty/Staff and Hardware	Rs. 46,64,000
8.	Publication, Travel and Miscellaneous	Rs. 65,00,000
	TOTAL COST (1)	Rs. 5,67,56,000
II. STATE COMPONENT		
SECTION	BUDGET HEAD	TOTAL COST
1.	Programme Cost	Rs. 3,64,27,500
2.	Travel and Miscellaneous	Rs. 1,89,00,000
3.	State Coordinators, Consultants and Staff in School Leadership Academies	Rs. 4,96,80,000
	TOTAL COST (2)	Rs. 10,50,07,500
TOTAL (1 and 2)		Rs. 16,17,63,500
GRAND TOTAL (A and B)		Rs. 16,32,63,500

Expected Publications for 2020-2021

S. No.	Publication/Books	Authors	Current Status	Expected Output
1.	Leadership Pathways for School Improvement	Sunita Chugh and Charu Malik	Submission of revised papers	July 2020
2.	Celebrating School Leadership: Leadership lessons from Government Schools in India (Vol.1)	Kashyapi Awasthi	Second Draft of Case Studies	September 2020
3.	Celebrating School Leadership: Leadership lessons from Government Schools in India (Vol.2)	Subitha GV and Sunita Chugh	First Draft of Case Studies	October 2020
4.	Pedagogical Leadership: A Study of CBSE Schools	N.Mythili	Preliminary Stage of Research	February 2021
5.	Leading the Change: NCSL's Journey from 2015-2020	Charu Malik	First Draft Ready	May 2020

APPENDICES

COVERAGE OF STATE RESOURCE GROUP AND SCHOOL HEADS 2013-2020

Table 1: Year wise Expansion and Coverage of School Leadership Development Programmes in India

S. No	State	SRG covered		Total SRG Covered till July, 2017	School Heads Covered						Total School Heads Covered till July, 2017
		2013-2017	2017-2018		2013-2017			2016-17			
					SSA	RMSA	*One Month Certificate Course in School Leadership and Management 3 batches at NUEPA (2014, 2015 & 2016)	SSA	RMSA	*One Month Certificate Course in School Leadership and Management	
1	A & N ISLANDS	55		55	72	75					147
2	ANDHRA PRADESH	49		49	200	1486					1686
3	ARUNACHAL PRADESH	31		31							0
4	ASSAM	171		171	2000	4310			31		6341
5	BIHAR	97		97	667	552	8				1227
6	CHANDIGARH	7		7	33	79	3				115
7	CHHATTISGARH	164		164		206	5		768		979
8	DADRA & NAGAR HAVELI	20		20							0
9	DAMAN & DIU	18		18							0
10	DELHI	35		35	1060	200	6				1266

11	GOA	23		23							0
12	GUJARAT	68		68	120	350					470
13	HARYANA	84		84	1372	341	4				1717
14	HIMACHAL PRADESH	243		243	1176	1025					2201
15	JAMMU & KASHMIR	96		96	1500	822	12				2334
16	JHARKHAND	100		100		320	5				325
17	KARNATAKA	197		197	2990	382					3372
18	KERALA	99		99	1500	1727					3227
19	LAKSHYADEEP	12		12					25		25
20	MADHYA PRADESH	160	10	170	2500	773	13				3286
21	MAHARASHTRA	183		183	5269	748					6017
22	MANIPUR	50		50	50	50					100
23	MEGHALAYA	94		94	1000	22					1022
24	NAGALAND	50		50							0
25	MIZORAM	37		37	250	50					300
26	ODISHA	96		96	4000	950					4950
27	PUDUCHERRY	11	57	68		60					60
28	PUNJAB	45		45		1505	6				1511
29	RAJASTHAN	198	50	248	2566	5930	15			33	8544
30	SIKKIM	27		27							0
31	TAMIL NADU	116	43	159	1100	4083					5183
32	TELANGANA	39		39	50						50
33	TRIPURA	52		52	75	193			60		328
34	UTTAR PRADESH	98		98	2000	560	21			30	2611
35	UTTARAKHAND	213	50	263	2570	650	10			30	3260
36	WEST BENGAL	39		39	200	3210					3410
	Total	3077	210	3287	34320	30659	108		853	124	66064

* One Month Certificate Course in School Leadership & Management caters secondary school heads only.

S. No	State	SRG Covered				School Head Covered						
		2017-2018	2018-19	2019-2020 (SRPs trained under NISHTHA Leadership Training)	Total SRG + SRP-L Covered	2017-18		2018-19		2019-2020		
						School Heads	*One Month Certificate Course in School Leadership and Management in States	School Heads	*One Month Certificate Course in School Leadership and Management in States	School Heads	*One Month Certificate Course in School Leadership and Management in States	Total School Heads Covered
1	A & N ISLANDS	5			5	167						167
2	ANDHRA PRADESH	35	26		61	1150		394		180		1724
3	ARUNACHAL PRADESH	43		20	63							
4	ASSAM	132		322	454	7053	31					7084
5	BIHAR		114	150	264			956				956
6	CHANDIGARH							45		24		69
7	CHHATTISGARH	56	438	100	594	4300		14705				19005
8	DADRA & NAGAR HAVELI					140		116				256
9	DAMAN & DIU					78		82				160
10	DELHI			50	50							
11	GOA	23			23	306		270				576
12	GUJARAT	48		150	198	2700						2700
13	HARYANA	37	120	120	277	3651			35	65		3751
14	HIMACHAL PRADESH	34	20	50	104	1182		216				1398
15	JAMMU & KASHMIR	140	172	50	362	7987		2500				10487

16	JHARKHAND			150	150	200					200
17	KARNATAKA		150	150	300			1750			1750
18	KERALA	50			50	4000					4000
19	LAKSHYADEEP					25					25
20	MADHYA PRADESH	10	142		152	1045		3000			4045
21	MAHARASHTRA	71		385	456	5407					5407
22	MANIPUR	45		50	95				28	30	58
23	MEGHALAYA			32	32	100					100
24	NAGALAND			24	24	25		40		40	105
25	MIZORAM	52			52	564					564
26	ODISHA	10		200	210	2850		850			3700
27	PUDUCHERRY	58			58						
28	PUNJAB			97	97			1200			1200
29	RAJASTHAN	269	224	350	843	6725	33	3933	68	112	10871
30	SIKKIM	40			40	62			39	60	161
31	TAMIL NADU	50	62	250	362	600	15	900			1515
32	TELANGANA	27	60	150	237	6123					6123
33	TRIPURA		52	45	97	175		242	30		447
34	UTTAR PRADESH	66	280	450	796	7884	32	7000			14916
35	UTTARAKHAND	130	52	214	396		30	475	56	50	611
36	WEST BENGAL	30			30	3000					3000
	Total	1461	1912	4388	7761	67499	141	38674	256	561	107131
Online Programme on School Leadership and Management : Total no. of online registered participants: 42500 and 3200 participants have completed the Programme											

Table 2: Total Expansion and Coverage of School Leadership Development Programmes in India by National Centre for School Leadership

2013-2019		Total
Total State Resource Group covered from 2013-2019	6660	11048
Total State Resource Person – Leadership (SRP-Ls) during NISHTHA programme in 2019-2020	4388	
2019-2020		
Total School Heads covered face-to-face (Elementary and Secondary) from 2013-2019	173195	215695
Total Number of School Heads registered in the Online Programme on School Leadership and Management (http://pslm.niepa.ac.in/)	42500	
Total School Heads covered during NISHTHA programme in 2019-2020	MHRD/NCERT database	

SCHOOL LEADERSHIP FELLOWS PROGRAMME

1. Concept

The School Leadership Fellows Program (SLFP) will be a one-year leadership development program that will equip 10 extraordinary school heads and system level officers from cluster, block and district from across India with the knowledge, skills and support system that enables them to combine their practical wisdom with the current trends in leadership research internationally thus unlocking their full potential to drive positive change in government school system in India.

Over the course of a year, Fellows remain in their jobs while taking part in six week-long professional development spread across the year. (Concentrated more during the summer and winter vacations so as to save the working days). The SLFP would include seminars where they receive the tools, training and space to innovate and incubate new ideas, learn basics in research, build strong networks with fellow leaders and scholars in university, undertake exposure visits and the like.

All costs associated with boarding and lodging and travel from residence station to NIEPA and back as also the program cost will be covered by NIEPA (*estimate the hostel boarding and lodging expense for 3 months also the travel*). Apart from it every fellow will get a onetime grant of Rs. 50,000 to initiate any research based transformatory project in his/her school or at the cluster/block/district level.

Fellows will be offered dynamic training, professional development, or opportunities to spend time at NIEPA researching subject matters that are relevant to school leadership and their school context. Fellowship alumni can maintain and continue dialogue on their fellowship subject with NIEPA faculty upon returning home.

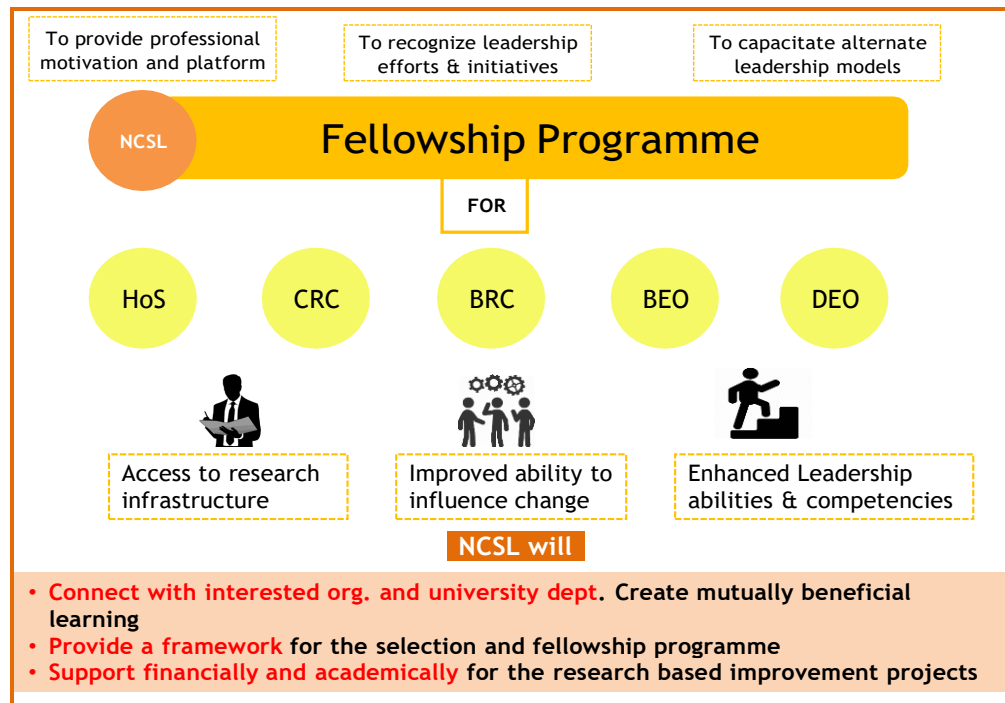
1.1 Fellowships objectives

This programme aims to:

- ✦ Incentivize school leaders professionally and blend theoretical knowledge from researchers with practical wisdom of practitioners. Thus develop an active linkage of school system with higher education system.
- ✦ Support professionals already in positions of leadership and influence to further enhance and expand their knowledge, skills, and expertise at NCSL, NIEPA.
- ✦ Offer dynamic training, professional development, and/or research opportunities at NIEPA, relevant to professional interests of the fellow.

- ✦ To develop a team of school leaders who through their enhanced Knowledge and skills mentor schools in the neighbourhood developing small communities of practice leading to change and improvement in schools.

The School Leadership Fellow Program



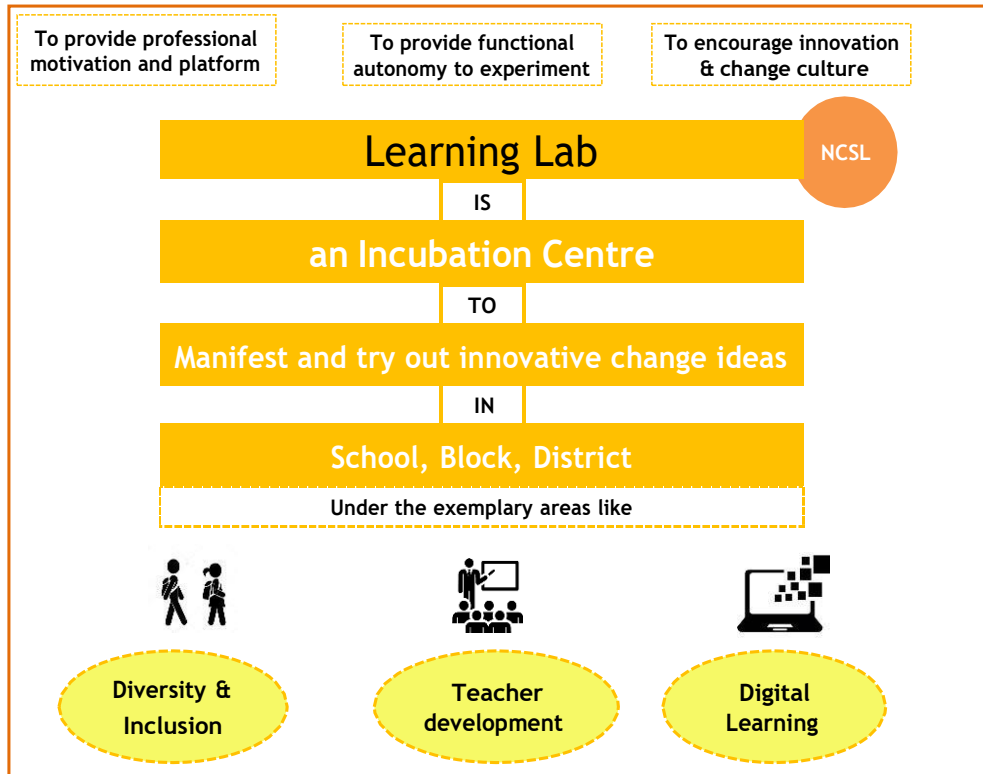
1.2 Details of the Fellowship

The School Leadership Fellow Program (SLFP) will include the following:

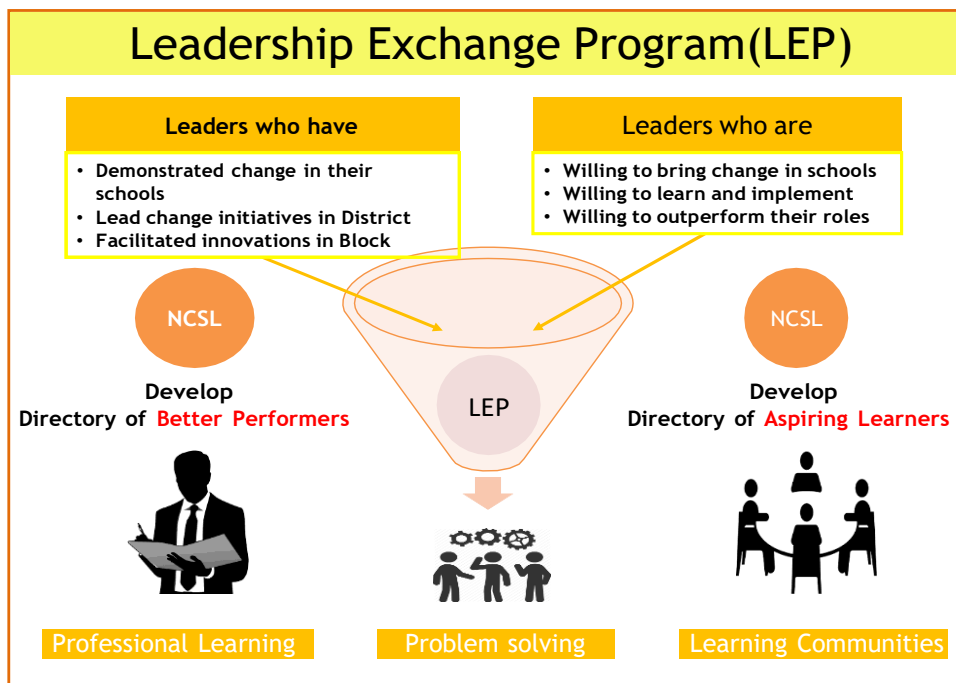
- ✦ Exposure visit in form of Field attachment to schools/institutes/groups that challenged traditional approaches for example: Dakshinamurty, Bhavnagar, Gujarat (Based on Gijubhai Badheka's child centric learning) or Nai Taleem School in Sanosra or the Home-schooling association in Mumbai. (more to explore)
- ✦ Seminars and workshops with experts to equip on tools for coaching and mentoring, developing research and documentation skills and practicing reflective exercises
- ✦ Seminars and workshops with practitioners who have demonstrated change and improvement.
- ✦ As an extension of the dialogue with practitioners; there will be Leadership exchange Program (LEP) which would have the fellows getting associated with school principals in Delhi schools for exchange of practices.
- ✦ 'School Transformation Projects' would be taken up by each fellow with support from NCSL faculty using Participatory Action Research. NCSL, NIEPA would thus act as a learning lab for the school leaders and the faculty would handhold them to prepare a road map for school transformation. As a completion of the fellowship program each

fellow would be expected to submit a thesis of 7000-8000 words and a video documentation of change and improvement.

The Leadership Learning Lab



Leadership Exchange Program



1.3 Duration of the fellowship:

One year fellowship of which 6 weeks is face-to-face while for the rest of the year, the fellow remains on job. Of the 6 weeks, 3 weeks will be planned in summer vacations, one week in Diwali vacation and rest of the two weeks will be spread throughout the year.

1.4 Selection

- ✚ School heads and or cluster, block and district level officials who have demonstrated outstanding leadership skills
- ✚ School heads with master's degree in any discipline and fair writing skills
- ✚ Preference would be given to school heads that have worked in remote rural or challenging schools and demonstrated excellence

1.4.1 Modalities of selection

SLFP is open to self nomination or nomination by others. This could include nominations from the state or district authorities or nominations from scholars or academia or nominations coming from NGOs working in the area of school leadership from across the country. NCSL, NIEPA will constitute a small committee that would select from the nominations a total of 10 school principals for the Fellowship. The fellows will go through a small interactive session with NCSL staff prior to selection.

1.6 Expected Outcomes

a. To evolve an iterative process of practice feeding into the curriculum theory of school leadership

While the school principals go ahead with their transformative agenda following principles of 'change' in schools in various contexts, there is practitioner centric knowledge that gets evolved especially in the areas of personal development, teaching learning process, team development, community development etc. it is hoped that such experiential learning that gets developed can be used to substantiate theoretical inputs in the curriculum.

b. To evolve multiple leadership models on school leadership

The school principals will develop their documentation of change process in their respective schools. Considering the diversity of Indian schools this can provide concrete evidence of multiple leadership models providing scope for practice based evolution of theoretical principles.

c. To develop a group of practitioners capable of research and therefore as change agents: A total of 10 school principals will be mentored by the NCSL-NIEPA faculty. It is assumed that this small group will give scope for developing more Leaders at the state and district level who will become mentor leaders for the schools in their neighbourhood and support in transforming their schools.

Celebrating School Leadership: Leadership lessons from Government Schools in India (Volume 1)

The Context

Often we hear compelling stories of leaders and teachers; fighting the odds, overcoming the challenges and hardships in school and in community with passion, with perseverance and with servitude. Their simplicity is humbling, their determination inspiring and their indomitable spirits infectious. While there is sufficient literature on status of teaching learning in government schools and on what ails schools in government set-up? However; there is very little literature in the Indian context that draws lessons on leadership from heads of schools in government school system that depicts the journey of struggles and of workmanship towards transformation.

Our school systems are complex and are constantly changing. New challenges continue to emerge for school principals, who are aware of the need to make a definite turn from traditional forms of school management to a new pedagogical approach to teaching, learning, and improving students' academic performance. Nowadays, it is not enough to overcome these challenges by creating one solution for all issues across the board. It is essential to make an ethical commitment to address them alongside stakeholders involved in the teaching and learning processes and the dilemmas that result on a daily basis in schools. "Celebrating School Leadership" comes up as a testimonial to the relentless efforts of thousands of school leaders and celebrates their indomitable spirits. It is the commitment of the National Centre for School Leadership to explore, to learn and share these journeys of change and improvement, of self and others' development, of leading teams and leading partnerships, of innovating and leading in challenging school contexts.

Celebrating School Leadership (CSL) is not just a compilation of the presentations from national conference; rather the national conference was conceptualized to be the first step of arriving at a select few stories amidst thousands of stories of leadership and change. It is also a tribute to the teachers, head teachers, cluster, block and district level officers; all of whom have taken up leadership roles in their own capacities in the classrooms, at school, cluster, block and district level to develop an ecosystem that transforms the quality of teaching-learning experience for all. Through this book, NCSL salutes the efforts of all these champions of education.

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