

Educational Leadership

A Training Package

Edited By

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FOREWORD

Educational leadership is identified as an important factor for quality education and the country has been focusing on this factor by implementing systematic training and development programmes for the school leaders. The educational policies advocate decentralized educational management, which has brought both benefits and challenges in the field of school education. However, any educational reform will not be successful without an evolution of institutional structures and specialized training as well as development programmes for education professionals. Head teachers being the academic and administrative leaders of schools have to perform a variety of duties in order to steer the schools to achieve their educational goals. Development of their leadership competencies has become a vital concern in the present educational management scenario.

Regional Institute of Education Mysore has been engaged in developing curricular materials for both pre-service and in-service teacher training programmes. It is an opportunity for the institute to develop a training package on educational leadership and provide training to the head teachers of the schools.

The training package has taken cognizance of the current trends and developments in the field of management of school education in the country. For instance the implementation of RTE Act 2009 is an imperative for all stake holders of school education. The state governments have to articulate their own rules to implement the provisions of the Act. The local authorities and the heads of the schools have the responsibility to see that all the children in their jurisdiction receive quality elementary education without fail.

Similarly the issue of inclusion is a cardinal aspect in preparation of educational leadership in the area of inclusive education. Addressing this issue should include changes in the curriculum, changes in how teachers teach and how students learn, as well as changes in how students with and without special needs interact and learn from each other. The head teachers and other school staff have greater responsibilities to ensure that educational practices pursued in their schools are all inclusive in nature.

The present training package is brought out primarily to provide training to the head teachers of the upper primary schools of Karnataka, but it is equally suitable for the leaders of school education in other states to enhance their knowledge of educational leadership and apply the same in the context of their organizations.

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PREFACE

The significance of effective leadership for successful functioning of school has been increasingly acknowledged by educational managers and experts. The decentralization of educational administration and participative management of school has led to an enhanced appreciation of the need for developing management competencies of the heads of schools. In order to sustain the achievements accomplished by the universal elementary education initiatives and ensure further improvement of the quality of school education, the head teachers and other senior teachers need to build their capacities not just as effective managers but they have to become good leaders.

The leadership dimension of educational administration embraces concepts of vision, values and transformational qualities. Management capability is an important requirement, but leadership is perceived to be even more significant as far as educational institutions like schools are concerned. The most pertinent aspect of effective educational leadership is 'influence' rather than use of 'authority'.

The heads of the school vary in their capacity to articulate the vision of their schools set goals and steer the organization to achieve them. There could be schools that function without articulating their visions specific to the schools. Generally the vision of the school is in line with what one might expect of the system of education in vogue, where the governments prescribe both curriculum aims and content. But whether the heads are able to develop specific vision for their own school is a vital concern. It is evident that articulation of a clear vision has the potential to develop schools, but in reality evidence of its prevalence among our schools remains elusive.

This training package is developed by RIE Mysore in response to the need expressed by government of Karnataka to train the headmasters of upper primary schools to develop their leadership competencies. The training package contains modules on some of the important aspects of educational leadership in schools. Though the modules are prepared to meet the needs of head teachers of upper primary schools, the generalized treatment of the topics will enable heads of any school to enhance their knowledge of educational leadership and apply the same in their school context.

This package includes 15 modules which are presented in five sections. Out of the 15 modules 12 are the contributed of various resource persons involved in the workshops held at RIE Mysore. The remaining 3 are the adapted versions of the reading materials on 'Education Management Development' compiled by SCERT Kerala (2007).

I am grateful to many people who have contributed to this training package. First of all I am thankful to Prof. Premlata Sharma, Principal RIE Mysore for her academic and administrative support in

preparing this training package. Dr. Venkatesha Murthy has been the inspiration behind the designing of the training programme for which this training package is brought out. He has helped in not only selecting the resource persons for writing the modules but also steering this package through its different stages of its development: conceptualization, writing, finalization, editing, translation and giving this present form. My other colleagues Dr. Somashekhar and Dr. Asha Kamath has readily agreed to be a part of the programme team and also contributed two modules to this volume. Other resource persons who contributed modules to this training package include Prof. A. V. Govinda Rao, Shri. C.G. Nagaraj, Dr. H.Kumara Swamy, Dr. Shylaj Kumari, and Dr. Shanmukha.

Faculty members from DIET Shimoga, G. V. Hariprasad and C. R. Aswin who participated in the planning meeting of the training programme provide materials on planning, supervision, monitoring and professional development of teachers, which have been utilized for strengthening the modules included in the section on instructional leadership. Other members participated in the planning meeting and other workshops for preparation of this volume includes Professor Y.N. Sridhar, B.K. Basavaraja, Purushotham, Indranamma, and B.H. Jagadamba Devi.

Professor N.S. Raghunath, Dr. Kumara Swamy and Dr. Kikkeri Narayan translated the modules written in Kannada to English and Dr. Shanmukha and Dr. Ramnath translated those from English to Kannada. I am thankful for the academic support given by all the above mentioned persons without their contributions this volume wouldn't have been in your hand.

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Section I

Leadership for Excellence

“ Leadership is a word on everyone's lips. The young attack it and the old grow wistful for it. Parents have lost it and police see it. Experts claim it and artists spurn it, while scholars want it. Philosophers reconcile it (as authority) with liberty and theologians demonstrate it, politicians wish they did. Everybody agrees there is less of it than there used to be ”

– Warren Bennis and Bert Nanus

Module 1

Educational Management and Leadership

1. Objectives

After reading this module you will be able to:

- Understand the concepts of educational management and leadership and their interconnectedness
- Acquaint with different models of educational leadership and their implications for school management.
- Understand the importance of instructional leadership in managing school programmes.
- Understand their role as instructional leaders of educational programmes of the school.

2. Introduction

The necessity and importance of leadership hardly need any emphasis. Why do some companies, teams and schools succeed when others fails? The credit or blame often goes to the manager, coach or principal. According to Bennis and Nanus, the factor that empowers the work force and ultimately determines which organizations succeed or fail is the leadership of those organizations.

There has been a growing recognition that there is a difference between leadership and management and an understanding that school principals and senior teachers need to be good leaders as well as effective managers. Managing capacity is an important requirement but leadership is perceived to be even more significant in the changing scenario of school education.

3. Educational Management and Leadership

Educational management is concerned with the operation of educational organizations. There is no single generally accepted definition of these concepts because its development has drawn heavily on several disciplines, including sociology, political science, economics and general management. Interpretations drawn from different disciplines emphasize diverse aspects of educational management.

Bolam (1999) defines educational management as an executive function for carrying out agreed policy. The core responsibility of educational management is policy formulation and organizational transformation. Sapre (2002) writing from an Indian context states that management is a set of activities directed towards efficient utilization of organizational resources in order to achieve organizational goals. As such educational management is centrally concerned with the purpose or aims of education.

Hundreds of definitions of leadership are available. Some of them emphasize 'change' or 'moving forward' (to lead); for instance, James Lippman defined leadership as "that behavior of an individual which initiates new structure in interaction with a social system". Other definitions differentiate between management and leadership. Carl Welton defined management as the "mental and physical effort to coordinate diverse activities to achieve desired results" and included in the process "planning, organization, staffing, directing, and controlling". In contrast he saw leadership as "natural and learned ability" skill, and personal characteristics to conduct interpersonal relations, which influence people to take desired actions.

Leadership is an influence process in which an individual gains trust and commitment of others and moves the group to the accomplishment of one or more tasks without resorting to formal position or authority. Leadership is linked with change, and management with 'maintenance', but both these dimensions are important for effectiveness of school.

If leadership is concerned with influencing others' actions in achieving desirable ends, educational leaders are people who shape the goals, motivations, and actions of those engaged in the educational endeavor. They initiate changes to reach existing and new goals, take much ingenuity, energy and skill. On the other hand managing is maintaining effectively and efficiently current organizational arrangements. An effective manager may exhibit leadership skills but his / her overall function is directed towards maintenance rather than change.

Management is linked to systems and rules laid down on the paper, whereas leadership is perceived to be about the development of people. Leadership is concerned with values or purpose, while management relates to implementation or technical issues. Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. A clear vision is essential to ensure that innovations are implemented efficiently and that the schools residual functions are carried out effectively while certain elements are undergoing change. Therefore, to be a good educational leader, the school headteacher needs to be an effective manager too.

Self assessment

1. *Distinguish between educational management and educational leadership.*
2. *'School need to be managed and led'. Substantiate the statement.*

4. Models of Educational Leadership

Literature on educational management and leadership has generated a number of alternative and competing models. Some writers have clustered these various conceptions into a number broad themes or types. The table given below shows the 10 leadership models identified by Tony Bush (2011) and sets them against the six management models articulated by Leithwood, Jantzi and Steinbairn (1999).

Typology of Management and Leadership Models

Management Model	Leadership Model
1. Formal	1. Managerial
2. Collegial	2. Participative 3. Transformational 4. Distributed
3. Political	5. Transactional
4. Subjective	6. Postmodern 7. Emotional
5. Ambiguity	8. Contingency
6. Cultural	9. Moral 10. Instructional

Source: Bush (2011)

A brief description of various leadership models alongside managerial model are presented below. For detailed understanding of these models you can refer the work of Tony Bush (2011) – ‘Theories of educational leadership and management’.

4.1. Formal Models of Management

Formal models emphasize the official and structured elements of organizations. The focus is on pursuing institutional objectives through rational approaches. These models assume that organizations are hierarchical system in which managers use rational means to pursue agreed goals. Heads and principals possess authority legitimized by their formal positions within the organization and are accountable to sponsoring or controlling bodies/departments for activities of their institutions.

The major features of formal models are following :

- The formal models treat organizations as systems.
- They give prominence to official structure of organization.
- In formal models official structures of the organization tend to be hierarchical.
- They typify schools and colleges as goal-seeking organizations.
- Managerial decisions are taken through a rational process by considering competing alternatives.
- Formal models present authority of leaders as essentially a product of their official positions in the organization.
- They emphasize the accountability of the organization to its controlling bodies.

4.1.1. Managerial Leadership

Managerial leadership is most closely associated with formal models of management. It assumes that the focus of leader ought to be on functions, tasks and behaviors, and that if functions are carried out completely the work of others in the organization will be facilitated. Behavior of organization members is largely rational and authority and influence are allocated to formal positions in the organizational hierarchy.

Traditionally, the role of heads of schools is clearly focused on management responsibilities. This does not necessarily include the concept of vision which is central to most leadership models. Managerial leaders focus on managing existing activities successfully rather than envisioning a better future for the schools. Management functions to support learning and teaching, the core educational enterprise of the schools.

4.2. Collegial Models of Managements

Collegial models emphasize that power and decision making should be shared by organization members. These models assume that organizations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organization who are thought to have shared understanding about the aims of the institutions. Collegiality in the management of school can be defined as teachers conferring and collaborating with other teachers. The collegial models have the following characteristics.

- Collegial models are strongly normative in orientation. They reflect the perspective that management ought to be based on agreement.
- These model assume that authority of leaders arise from professional expertise that contrast with the positional authority associated with formal models.
- Collegial models assume a common set of values held by members of the organization.
- The size of decision making group is should be sufficiently small to enable everyone to be heard.
- Decisions are reached by consensus rather than division of conflict.

There are three educational leadership models related to collegial management models. They are described below.

4.2.1. Transformational Leadership

This form of leadership assumes that the central focus of leadership ought to be the commitment and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals result in extra efforts and greater productivity.

Transformational leadership involves the following eight dimensions:

1. Building school vision
2. Establishing school goals
3. Providing intellectual stimulations
4. Offering individualized support
5. Modeling best practices and important organizational values.
6. Demonstrating high performance expectations
7. Creating productive school culture
8. Developing structures for foster participation in school decision.

Transformational leaders succeed in gaining the commitment of followers to such a degree that higher levels of accomplishment become virtually a moral imperative. A powerful transformational leadership is required for the successful functioning of the schools.

4.2.2. Participative Leadership

Participation refers to the opportunities that staff members have for engaging in the process of organizational decision-making. Participative leadership assumes that the decision-making process of the group ought to be the central focus of the group. This model is based on three criteria.

1. Participation will increase school effectiveness
2. Participation is justified by democratic principles
3. In the context of site based management, leadership is potentially available to any legitimate stakeholder.

Participative leadership in education strengthens the relationship among the staff and eases the pressure on school headteacher. The burdens of headteacher will be less if leadership functions are shared and the formal leader ceases to be a 'super-head'.

4.2.3. Distributed Leadership

Distributive leadership concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role. It is a form of collective leadership and collegiality is at its core. But it involves both vertical and lateral dimensions of leadership practices, a link to both formal and collegial models.

A key issue in this model is how leadership is distributed. Does the head of the institution cede some formal authority to others through delegation? Does s/he invite colleagues to adopt leadership roles or behaviors? Does s/he encourage others to initiate leadership actions? Do other staff members take their own initiative in taking responsibility for leadership?

Successful heads recognize the limitations of a singular leadership approach and distribute leadership roles through collective and joint working. Multiple leadership approach is more effective than solo leadership.

4.3. Political Models of Management

Political models embrace those approaches which characterize decision making as a bargaining process. They assume that organizations are political arenas whose members engage in political activity in pursuit of their interests. In political models of management policy decisions emerge through a process of negotiation and bargaining. Interest groups develop and form alliances in pursuit of particular policy objectives. Conflict is viewed as a natural phenomenon and power accrues to dominant coalitions rather than being the preserve of formal leaders.

Political model in schools and other educational institutions is also described as micro-politics. It involves the interactions and political ideologies of the internal organizational sub-systems, i.e. social systems of teachers, administrators and students within the school. Micro-politics is also concerned with external system issues such as those arising in the interaction between professional and lay sub-system. Political models are operating in schools just as in the case of colleges and universities. Political models have the following features.

- They tend to focus on group activity rather than the institution as a whole.
- Political models are concerned with interests of the individuals and interest groups, which they pursue within the organization.
- They stress the prevalence of conflict in organizations.
- They assume that the goals of organizations are unstable, ambiguous and contested.
- Decision within political arenas emerges after a complex process of bargaining and negotiation.
- Power is central in political models. The outcomes of the complex decision-making process are likely to be determined according to the relative power of individuals and interest groups.

4.3.1. Transactional Leadership

The leadership models most closely aligned with micro-politics is that of transactional leadership. This model is often contrasted with transformational leadership. In transactional leadership relationship with the teachers is based upon an exchange for some valued resources. To the teachers, interaction with the administrators is usually episodic, short lived and limited to the exchange transaction.

Exchange is an established political strategy for members of organizations. Heads and principals possess authority arising from their position as formal leaders of the organizations. They also hold power in the form of key rewards such as promotion, nomination and references. However, the head requires the co-operation of staff to secure the effective management of the school. An exchange may provide benefits to both parties.

There are three dimensions of transactional leadership.

1. **Contingent reward:** the degree to which the leader set up constructive exchange with followers
2. **Management by exception - active:** leaders monitor follower behavior, anticipate problems and take corrective action.
3. **Management by exception - passive:** Passive leaders wait until the behavior has caused problems before taking action.

The major limitation of transnational leadership is that it does not engage staff beyond the immediate gains arising from the transaction. It does not produce long-term commitment to the values and vision being promoted by school leaders.

4.4. Subjective Models of Management

Subjective models incorporate those approaches which focus on individuals within the organizations rather than the total institutions or its sub units. These perspectives suggest that each person has a subjective and selective perception of the organization. Events and situations have different meanings for the various participants in institutions.

Subjective models assume that organizations are the creations of the people within them. Members interpret situations in different ways and these individual perceptions are derived from their background and values. Organizations have different meanings for each of their members and exist only in the experience of those members. Subjective models have the following major features:

- They focus on the beliefs and perceptions of individual members of organizations rather than the institutional level or interest groups.
- Subjective models are concerned with meanings placed on events by people within organizations.
- The interpretation of events depends on the beliefs held by each member of the organization. The meanings placed on situations by the members are the products of their values, background and experiences.
- Subjective models treat organizational structure as a product of human interaction rather than something which is fixed or predetermined.
- Subjective models emphasize the significance of individual purposes and deny the existence of fixed organizational goals.
- The conception of organization as the product of the interaction of their members leads to the assumption that individuals, and not organizations, have objectives.

4.4.1. Postmodern Leadership

The notion of postmodern leadership aligns closely with the principles of subjective models of management. There is no definite definition for this model available. Postmodern approaches assume that:

- Language does not reflect reality
- Reality does not exist as such, there are multiple realities
- Any situation is open to multiple interpretations
- Situations must be understood at the local level with particular attention to diversity.

The postmodern model offers few clues to how leaders are expected to operate. The most useful aspect of this model is the emphasis that leaders should respect and give attention to the diverse and individual perspective of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such an organization. Instead of a compelling vision articulated by leaders, there should be multiple visions and diverse cultural meanings.

4.4.2. Emotional Leadership

Emotional leadership is a recent concept. It is concerned with individual motivation and interpretation of events, rather than fixed and predictable notion of leadership. It looks at the leadership from the perspective of the headteacher—‘what does it feel like to be in that role’? The model assumes that understanding the emotions of leadership is a key to long-term sustainability and high functioning in leadership.

4.5. Ambiguity Models of Management

Ambiguity models stress uncertainty and unpredictability in organizations. These models assume that turbulence and unpredictability are dominant features of education institutions. There is no clarity over the objectives of institutions and their processes are not properly understood. Participation in policy making is fluid as members opt in or out of decisions opportunities. Ambiguity models have the following major features.

- There is a lack of clarity about organizational goals. Formal models assume that organizations have clear purpose which guide the activities of their members.
- Ambiguity models assume that organizations have a problematic technology in that their processes are not properly understood. The institutions are unclear about how outcomes emerge from their activities. In schools it is not clear how students acquire knowledge and skills so the processes of teaching and learning are clouded with doubt and uncertainty.
- Ambiguity theorists argue that organizations are characterized by fragmentation and loose coupling. Institutions are divided into internally coherent groups based on common values and goals. The link between these groups is unpredictable.
- These models regard organizational structure as problematic. There is uncertainty over the relative power of different parts of the institution.
- Ambiguity models tend to be particularly appropriate for professional client serving organizations.
- Participation of the members in the management of organizations is loose and fluid. The members move in and out of decision making situations.
- A further source of ambiguity is provided by the signals emanating from the organization's environment
- Ambiguity models reflect prevalence of unplanned divisions in the organizational management.
- They stress the advantages of decentralization.

The most appropriate leadership approach for turbulent condition is the contingency model.

4.5.1. Contingent Leadership

The contingent model provides an alternative approach in leadership, recognizing the diverse nature of school contexts and the advantages of adopting leadership styles to the particular situation. This approach assumes that what is important is how leaders respond to the unique organizational

circumstances or problems. There are wide variations in the context of leadership and these contexts require different leadership responses. Individuals providing leadership, typically those in formal positions of authority are capable of mastering a large repertoire of leadership practices. Their influence will depend on such mastery.

The managerial job in school is too complex and unpredictable to rely on a set of standardized responses to events. Effective leaders have to continuously study the situation and evaluate how to adapt their behavior to it. The type of leader likely to be successful will depend on the specific set of circumstances facing the school. School leaders have to adapt their styles to the context in which they are operating. This requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation. This reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership model.

4.6. Cultural Models of Management

Cultural models have become increasingly significant in education, because organizational culture is considered as the most ignored elements in school and college management. Cultural models emphasize the informal aspects of organizations rather than their official elements. They assume that beliefs, values and ideology are at the heart of organizations. Individuals hold certain ideas and value preference which are communicated with the group and are reinforced by symbols and rituals.

Organizational culture has the following major features.

1. It focuses on the value and beliefs of members of organizations. These values underpin the behavior and attitudes of individuals within schools and colleges, but they may not always be explicit.
2. Organizational culture emphasizes the development of shared norms and meanings. The assumption is that interaction between members of the organization, or its sub-groups, eventually leads to behavioral norms that gradually become the cultural features of the school and colleges.
3. Culture is typically expressed through rituals and ceremonies which are used to support and celebrate beliefs and norms.
4. Organizational culture assumes the existence of heroes and heroines who embody the values and beliefs of organization. These honored members typify the behaviors associated with the culture of the institution.

4.6.1. Moral Leadership

The leadership models closely linked to organizational culture is that of moral leadership. This model assumes that the critical focus of leadership ought to be on the values, beliefs and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good. This type of leadership is also described as value based leadership, ethical leadership, authentic leadership, spiritual leadership and poetic leadership.

The ideal implied in this approach is that the school must move beyond concerns for goals and roles to the task of building purposes into its structure and embodying these purposes in everything that it does with the effect of transforming school members from neutral participants to committed followers. The morally confident leader is someone who can.

- Demonstrate causal consistency between principle and practice
- Apply principles to new situations
- Create shared understanding and a common vocabulary
- Explain and justify decisions in moral terms
- Sustain principles over time.
- Reinterpret and restate principles as necessary.

Self assessment

Based on the reading of different models of management and leadership presented above, identify the characteristics of your organization.

5. Instructional Leadership

According to Tony Bush (2011) instructional leadership is different to all other nine models described above. The concept of instructional leadership emerged from the increasing emphasis on managing teaching and learning as the core activities of educational institutions. Instructional leadership or learning centered leadership assumes that the critical focus for attention by leaders is the behavior of teachers as they engage in activities directly affecting the growth and development of students.

Effective instructional leadership behavior comprises three aspects:

- Talking with teachers (conferencing)
- Promoting teacher's professional growth
- Fostering teacher reflection

Leaders influence learning through three main strategies:

- Modeling
- Monitoring
- Dialogue

Modeling is about the power of example. Learning centered leaders are models to others because they are interested in learning, teaching and classrooms, and want to know more about them. Monitoring involves visiting classrooms, observing teachers at work and providing them with feedback. Dialogue is about creating opportunities for teachers to talk with their colleagues and leaders about learning and teaching. While a strong emphasis on learning is important, leaders should also focus on other aspects of school life, such as socialization, students' health, welfare and self-esteem, and school level issues related to the specific needs of the school and its community.

Instructional leadership is viewed as the primary source of knowledge for development of the school's educational programme. The focus is on the direction of influence rather than its nature and source. Instructional leadership puts firm emphasis on the purpose of education and the need to focus on teaching and learning as the prime purpose of schools.

Self assessment

As an educational leader what measures do you adopt to provide instructional leadership to the teachers?

6. Applying the Models to Schools

The six management models represent conceptually distinct approaches to the management of educational institutions. Similarly the 10 leadership models illustrate different approaches to educational leadership. However it is rare for a single theory to capture the reality of leadership or management in any particular school. Aspects of several perspectives may be present in different proportions within each school. The applicability of each approach may vary with the event, the situation and the participants. The validity of the various models also depends on several considerations, which include size of the institution, organizational structure, time available for management, availability of resources, and the external environment.

7. Pillars for Excellence in Leadership

1. Self-knowledge : Excellent leaders are people who know themselves. They know their strengths, their weaknesses, their limitations, their talents, their skills, their dreams and they know their values. They make decisions based on their values.

2. Relationships : Good leaders know how valuable and important relationships are. They take time building good relations with their people. They know that people are the most important resource that one can have and cherish.

3. Character : Character is the moral strength to behave in accordance with proper values and morals. The former US General, Norman H. Schwarzkof said, "Nineteen nine percent of leadership failures are character failures." People cannot enjoy following a leader whose character is dubious and flawed.

4. Positive attitude : Attitude determines either success or failure in leadership. Attitude should never be underestimated in leadership. Former Prime minister of England Winston Churchill said, "Attitude is a little thing that makes the big difference."

5. Competence : Competence is the ability to achieve greatest results. Leaders whose leadership is excellent are competent. Where competence prevails, excellence prevails. Competent leaders go extra mile in their leadership.

6. Integrity : Integrity is the balance between words and action. Successful leaders act on what they say. They walk the talk. When integrity is absent in a leader, excellence in leadership becomes the mountain to climb.

7. Vision : Vision brings the sense of direction, the sense of purpose, the sense of focus and the sense of goal. Great leaders know where they are going and they know where they are taking their people. They have a clear vision for their organization. What makes these leaders great is that they know how to effectively communicate the vision to their people.

8. Commitment : Commitment is the ability to stick to decisions no matter the cost. It involves the sense of follow-through. Great leaders don't just set goals; they give their all to ensure that goals are accomplished. They do not easily give up when they are confronted with great challenges that pose a threat to goal achievement.

9. Selflessness : Selflessness is about burying selfishness, wrong motives and personal agenda in the cemetery of failure and ineffectiveness. Good leaders put the interests, and needs of their organization above their own interests and needs. They do not pursue to fulfil their own personal agenda but that of their team, their division, their department or their organization.

10. Influence : Excellent leadership is about the ability to influence people to be the best they are capable of becoming. People need to be motivated and inspired to action. If there is no influence, there is no motivation and inspiration to achieve great results. After all, leadership is about achieving great results. Excellent leadership stands upon the pillar of influence.

11. Prioritizing : Successful leaders know that procrastination is the enemy of excellence in leadership. They know where to focus most of their energy and time. Excellent leaders focus 70% of their time, energy and resources on their strengths, they focus 25% of their time, energy and resources on learning new things and they focus 5% on working on their weaknesses.

Activity

1. Group work: Prepare an action plan for effecting organizational changes in your school. The comparative chart of management models can be used to trigger your thinking.

2. Reflection: Introspect on yourself and identify your strength and weakness as an educational leader

Comparing the Management Models

Elements of Management	Type of model					
	Formal	Collegial	Political	Subjective	Ambiguity	Cultural
Level at which goals are determined Process by which goals are determined	Institutional Set by leaders	Institutional Agreement	Subunit Conflict	Individual Problematic May be imposed by leaders	Unclear Unpredictable	Institutional or subunit Based on collective values
Relationship between goals and decisions	Decisions based on goals	Decisions based no agreed goals	Decisions based on goals of dominant coalitions	Individual behavior based on personal objectives	Decisions unrelated to goals	Decisions based on goals of the organization or its subunits
Nature of decision process	Rational	Collegial	Political	Personal	Garbage can	Rational within a framework of values
Nature of Structure	Objective reality Hierarchical	Objective reality Lateral	Setting for subunit	Constructed through human interaction	Problematic	Physical manifestation of culture
Links with Environment	May be 'closed' or 'open' Head accountable	Accountability blurred by shared decision making	Unstable external bodies portrayed as interest groups	Source of individual meanings	Source of uncertainty	Source of values and beliefs
Style of leadership	Head establishes goals and initiates policy	Head seeks to promote consensus	Head is both participant and mediator	Problematic May be perceived as a form of control	May be tactical or unobtrusive	Symbolic
Related Leadership model	Managerial	Transformational Participative Distributed	Transactional	Postmodern Emotional	Contingent	Moral

Source: Tony Bush (2011)

Module 2

Educational Leaders as Change Agents*

1. Objectives

After reading this module you will be able to:

- Define the concepts of change in education and the role of the education manager as a change agent.
- Explain why change occurs in education.
- State the role of education managers in the change management process.
- Outline the change management process in education.

2. Introduction

The central and key player in school governance is the headteacher, who is supported by senior educational managers at district or block levels. The headteacher is expected by the school organization and by management to provide leadership in motivating the teachers and staff members as well as in taking the initiative for such endeavours as the school development plan.

One of your functions as an educational leader is to monitor the performance of teachers and the curriculum in general for any signs of problematic situations. The school is a dynamic institution that should be sensitive to the need for change. Following the tremendous economic and technological developments in society, the expectations on education have become more demanding and more diverse. The school has to change and develop continuously to satisfy the rapidly growing needs of education. Therefore, school change is an inevitable trend all over the world.

The above statement has a very compelling implication for the educational leaders. If you are to remain in control of the school or schools under your charge, then you must make changes to the school (s). You and your school(s) must adapt. You must be in charge of the total change process. This module will help you to develop the appropriate skills and knowledge required to manage change effectively. It does this by discussing topics such as

- The definition of change in education and the concept of an education manager as a change agent.
- The reasons why schools need to change.
- The role of the education manager in the change management process, and
- The change management process itself.

* This module is the modified version of a unit taken from the 'Reading Material' compiled by SCERT Kerala.

The module will equip you with the necessary tools to enable you to become a catalyst of change in your school; that is, to become a proactive and effective change agent.

3. Definition of a Change Agent

Before defining what a change agent is it is necessary to understand what change in education entails. Schoen and Durand (1979) define change as “the shifting of values, attitudes perceptions, behaviours to the new mode”. Change thus alters our perceptions and the way we do things. The aim of change in education is to improve the overall effectiveness of the school as an organization.

Change does not occur on its own. It needs a catalyst that facilitates it. Thus a change agent is a facilitator of change. It is the change agent who makes things happen. Your role as an educational leader is to facilitate change in schools under your charge. As a change agent, it is your responsibility to ensure that the school community views planned change as inevitable. What is needed is to manage the change process to ensure that the goals of the schools are achieved effectively.

4. Why Change Occurs in Education

As an educational leader, you appreciate that change is inevitable. There are number of factors that lead to changes in education, such as

- The generation of new knowledge through research;
- New technology, such as the use of computers in education;
- Demands from parents;
- Demands from the labour market, especially in the area of skills development;
- The expectations of stakeholders, which can lead to the establishment of commissions that review education and make recommendations that can result in profound changes;
- Curriculum innovations, such as the introduction of new subjects related to the environment, population growth and sex education;
- Changes in government policy;
- Emerging issues in education, such as HIV / AIDS and gender-related issues;
- Weaknesses in the education system as revealed in inspection reports; and
- Contact with the outside world, which may lead to change in the education system. As the world becomes a ‘global village’, the demands for change will increase.

There are other items you could add to the above list. The list will change as people change. Education is always evolving from one form to another. It needs open-minded and flexible educational leaders to help it adapt.

Self-Assessment

Identify the factors that were instrumental in bringing about the changes you have experienced in your school.

5. The Role of Education Leaders in the Change Process

As indicated earlier, change does not occur on its own. As an educational leader, you have a critical role to play in bringing about planned change and in managing the whole change process. You need to

- Determine the need for change by critically analyzing the existing system of education or the existing practices in the school;
- Prepare for change through advocacy and the mobilization of resources;
- Guide discussions to facilitate decision making especially when there are competing alternatives;
- Facilitate the implementation of change through the training of key players;
- Monitor the implementation process to allow for adjustments to be made.
- Overcome resistance to change
- Institutionalize the change to ensure continuity and sustainability, and
- Be a role model for change. Others must see you embracing the change

From the above, it is clear that, as the head of the school, you have a critical role to play in bringing about change in your school.

Self-Assessment

Indicate at least five roles you can play in facilitating change in your schools.

6. The Change Management Process

As change is inevitable in education, you should be prepared not only to initiate it, but also to nurse it through to adoption. As a leader, you should realize that change should be planned, organized and introduced through stages, making sure that all stakeholders are sensitized. Beach and Reinhartz (1998) have suggested the following steps in promoting and adopting change

1. **Identification of need for change.** The education manager should conduct a needs assessment. This will entail the examination of the current system to determine areas that need improvement. Once this is done, the identified needs can be prioritized. A new system or several alternatives can be selected to replace the current one.
2. **Involvement and Consultation.** The manager will undertake to create awareness or captivate interest in the proposed change or new method. The people consulted may be teachers, students or other relevant stakeholders. Everyone must have the opportunity to discuss the pros and cons of the proposed change before implementation.
3. **Decision making and implementation.** The manager needs to sell the change by highlighting the advantages of introducing the change so that a consensus is reached among the relevant stakeholders. Tact and diplomacy must be used to overcome resistance. It is important to reassure everyone by providing the necessary support and resources to implement the change.
4. **Seeking solutions.** A manager should be able to anticipate and attempt to solve in advance any operational problems that may occur during the implementation process.

5. **Implementing the proposed change.** This is a very crucial stage. Some of those who were involved in earlier stages take part in the implementation and develop a sense of ownership. Established guidelines and proceedings are followed during implementation.
6. **Monitoring and evaluation.** It will be necessary to monitor the implementation in order to diagnose aspects that need improvement. This will assist in refining the change before it is institutionalized. In some cases, additional support, such as the training of staff, may be needed. Once acceptance has been gained, change will become part of the educational programme.
7. **Follow-up:** Despite the fact that all the necessary steps are followed, there will be a need to conduct follow-up activities in order to trouble-shoot the whole change management.

As you can ascertain from the above, the role of the education manager is vital in planning, organizing, training, diagnosing and evaluating the whole change management process.

This module has introduced you to the concept of the education manager as a change agent. This concept has been addressed through the discussion of topic such as:

- The definition and the place of change in education.
- The role of education managers in the change management process and
- The change management process.

You should now be better prepared to initiate, facilitate and manage the two categories of school-based change: **1. the pedagogic focus change**, and **2. the organizational focus change**. The former focuses on changes in classroom arrangements, instructional process and teaching methods, etc. and the latter on changes in school organizational structures and process such as management style, hierarchy of authority, communication channels, decision making and school climate.

Activity

1. **Group work:** Based on your experience, explain the role you would play in effecting school-based curriculum change. What are the other changes you would like to bring in your school.
2. **Brain storming:** As an education manager, you have identified the need for teachers to adopt new teaching methods and techniques. The teachers, however, are not buying the idea. Suggest possible causes of teacher resistance to the proposed changes.
3. **Reflection:** Reflect on how, as a teacher or head of the school, you have responded to a situation requiring change in the school or in education in general. How might you respond better the next time?

Section II

Personal Leadership

“Personal leadership is not a singular experience. It is, rather, the ongoing process of keeping your vision and values before you and aligning your life to be congruent with those most important things.”

– Stephen Covey

Module 3

Problem Solving and Decision Making

1. Objectives

After reading this module you will be able to:

- Define Problem Solving Skill and Decision Making Skill
- Explain the difference between Problem Solving and Decision making skills
- List/Identify unique characteristics of Problem Solving process
- List/Identify unique characteristics of Decision Making process
- Be a role model for Problem Solving and Decision Making skills.

2. Introduction

This is a period of transition for Educational system, especially for Primary education, a period in which wholesale qualitative changes are taking place. Since you are the Head Master during this period of transition, your style of functioning plays a major role in determining the effectiveness of these changes. It is quite natural that new problems which can not be solved merely on the basis of past experiences arise during this period of changes. In addition to this, situations in which you have to take your own decision also arise. Possibility of you spending most of your time in solving problems or managing them is very high. We believe that you consider these situations as the unsought for opportunities provided to you for exhibiting your leadership capabilities.

This module provides you with knowledge and guidelines for mastering skills essential for making the best use of such opportunities. Do not be terrified by the length of the list of 'do's given. Undoubtedly you are going to assimilate them if you consciously practice them a few times and they will become indivisible part of your natural style of functioning. When that happens, there is every possibility of your style of facing the problems and taking decisions influencing your colleagues and you becoming a imitable role model for them. However, do not be under impression that you will solve all problems successfully and that you will always take most appropriate decisions by adopting the well organised systematic method described in this module. Of course, undoubtedly they increase the possibility of you solving problems successfully and taking appropriate decisions.

3. Defining Problem Solving and Decision Making Skills

3.1. Problem Solving Skill

Problem solving skill is defined as the skill to understand and solve or deal effectively the problems.

According to Dictionaries barriers which have to be overcome, challenges that have to be met while one is proceeding towards a specific goal etc. are 'problems'. Though it may not be possible to solve completely some problems managing or dealing with them so that they will not come in the way of achieving the objective for the time being is inevitable. The definition also indicates the first step to be taken to solve the problem by mentioning that the problems can be solved only if they are understood properly.

3.2. Decision Making Skill

Decision making skill is defined as the skill of making informed choice of an option from among the identified options in order to achieve the objective.

This skill is essential in different situations like choosing an objective, choosing a course of action for achieving the objective, prioritising the causes of a problem, prioritising problems to be solved etc. Usage of this skill in the process of problem solving is inevitable. Please note that though the usage of decision making skill is inevitable in all problem solving processes, all decision making processes need not necessarily be the part of a problem solving process.

Self asses'sment

Since you know the difference between Problem solving skill and decision making skill, it will not be difficult for you to say whether the following statements are true or false.

1. One who has mastered the problem solving skill can tackle any problem with self confidence
2. One who has mastered the problem solving skill can solve any problem
3. We use Decision making skill only for solving problems
4. Problem solving skill and decision making skills are cognitive processes.

4. Problem Solving Skill

Step 1. Understanding the problem

It will be easy to design a strategy for solving a problem only if it is understood properly. To understand a problem you have to do the two tasks listed below.

(a) Define a problem: This is a task which has to be performed very carefully. Many people react to what they think is a problem. Instead of doing so, understand the nature of the problem in its totality based on your as well as others opinion. To do so, you have to put questions of the type given below to yourself and your colleagues. Why do you think that there is a problem? In which situation and context does the problem arise? Who is having this problem? (Note: At this stage do not think about who is causing the problem) etc. Describe the problem in about 5 sentences in terms of '—should have happened

like this ——. But, it is happening like this ———'. Your description should provide accurate data about 'what is happening, where, when and with whom' Observe the difference between the two given examples

Because of the caste politics in the village it is not possible to form SDMC. What is to be done?

You have conducted parents' meeting and selected the members of SDMC as per rules. You have given the list to MLA as per rules. He has indicated that a particular person be elected as Chairman. But, other members are not accepting MLA's suggestion. What can be done to solve this?

Even after doing this if the complexity of the problem frightens you try to break it down into smaller inter-related problems. Discuss the clarity definition of the problem adequacy of your analysis with colleagues. If you have broken down the complex problem into smaller ones, prioritize them in order to determine the order in which they are to be tackled. While prioritizing keep in view the difference between 'important ones' and 'urgent ones'.

(b) Listing out probable causes resulting in the problem: Prepare a list of causes of the problem which in your view might have resulted in the problem. Meet individually Supervisors who frequently visit your school, those affected by the problem and those who are aware of the problem and obtain their opinion about what might have caused the problem. You will be surprised at the depth of insight you are going get by this exercise. It is possible that some problems might have been caused by your own style of functioning, verbal and non-verbal behaviour. Finally, identify the probable causes of the problem. If necessary write down their description.

Step 2 Thinking about the solution to the problem

Having understood the problem, proceed to finding a solution to the problem.

(c) Identifying alternative strategies by which problem may be solved: The best way to do this is to take the colleagues into confidence, list all possible strategies by using 'Brain Storming' technique. It is better to do this exercise with your Supervisors if the problem is related to efficiency or inter-personal relationship of your colleagues.

(d) Selecting a strategy which is appropriate to your context: Select the one which is appropriate to your context from the already prepared list of strategies. Keep in view the following while selecting the strategy- Which of these strategies is likely to ensure non-recurrence of the problem for a reasonably long period of time? Which one does not have any or least negative side-effects? Can it be successfully implemented in the time available and with the resources available?

Step 3 Planning: You have to think of a plan for implementing the chosen strategy.

(e) Preparing an action plan for implementing the chosen strategy: Prepare an action plan for implementing the chosen strategy. The action plan should answer questions like, how will the situation be after solving the problem? What steps should be taken to implement the selected problem solving strategy? Which of the traditions and the process already existing in the school will have to be changed? How the implementation of the strategy is to be monitored continuously? What human, financial and other resources are needed? How much time is required to implement the strategy? Who is to do what for implementing the strategy? Etc. Finalise the action plan after discussing it with your colleagues and supervisors.

Step 4. Implementing the chosen strategy

Implement the strategy as per the action plan

(f) Implementation of the problem solving strategy and its continuous monitoring: Implement the strategy as per action plan. Monitor continuously the implementation process and its effect as per the plan. Do not hesitate to change the implementation strategy suitably if needed.

(g) Self Reflection: Finally, reflect upon the entire experience and share what has been learnt with your colleagues and supervisors.

Self assessment

Since now you know all about the Problem solving skill, it will not be difficult for you to say whether the following statements are true or false.

1. It is essential to understand the problem before attempting to solve it
2. For any problem that solution is best which flashes first in our mind
3. There is no problem which can not be solved by those who have mastered the Problem solving skill
4. A solution which solved a problem in a particular situation can be used at all times at all places
5. Though it may not be possible sometimes to solve a problem it may be possible to reduce its intensity

5. Decision Making Skill

When you were practicing Problem solving skill in order to master it you might have in many situations, especially when you wanted to choose one strategy when alternatives were available you might have been in a quandary about how to go about it. Decision making skill is the one which might have helped you in such situations. In order to master this skill you must practice performing the following tasks.

1. You must have a clear picture of the decision you are to make. For this, write down the decision you have to make in clear unambiguous terms such as 'What', 'How', 'When', 'Shall I do — or not'
2. Analyze why you should make this decision, what do you expect to achieve by making this decision, why and how did this situation arise, on whom or on what the decision you are going to make will have an impact and what impact it is likely to have etc. This will help you to proceed with caution.
3. Think of maximum number of alternatives or options. This can be achieved by using 'Brainstorming' technique either individually or in a group consisting of your colleagues and supervisors
4. List the possible positive and negative outcomes or advantages and disadvantages of each one of the listed alternatives. Also list the short term and long term effects of each one of the choices. You can take the help of experienced people for this task.
5. Make the decision based on this analysis and act upon it.
6. Finally, reflect upon the entire experience and share what has been learnt with your colleagues and supervisors

Self assessment

Since now you know all about decision making skill, it will not be difficult for you to say whether the following statements are true or false.

1. Deciding not to take any decision for the time being can also be a choice.
2. Taking a decision based on what your inner voice says is the best method of decision making
3. Possibility of taking the correct decision is high if one has mastered the decision making skill
4. All the decisions taken by those who have mastered decision making skill will always be the correct decisions.
5. Even if the decision is taken after consulting many people the responsibility of the appropriateness or otherwise of the decision rests with the one who takes the decision

6. A Success Story

[Data for this story was given by DIET Faculty. Names of the school and the headmaster is intentionally suppressed]

What was happening: Obscene writing was found on the school walls. They used to reappear as and when the walls were cleared of them.

Problem: How to stop appearance of obscene writing on the walls?

What did the Headmaster do: (a) Collected information from different sources in an attempt to find out 'who was responsible for wall writings?' (b) Based on the data collected the headmaster decided that there is strong circumstantial evidence to suggest that some of the Alumni who used to come after the working hours to school campus to play Volleyball might be responsible for obscene wall writings (c) Headmaster thought about available alternatives to deal with the situation. [Lodging a police complaint, banning their entry into the school premises, ask them to meet the HM and then scold them/advice them, contact their parents and complain to them, establish informal contact with them and earn their goodwill without directly accusing them ———] (d) Thought about the possible positive and negative consequences of each one of the alternative (f) chose 'establish informal contact with them and earn their goodwill without directly accusing them ———' (g) implemented the chosen strategy – established informal contact, encouraged them to continue playing in the school campus without indicating the suspicion the school had about their misdeed, appreciated them for spending their leisure time in a healthy activity, after a day or two casually drew their attention to the obscene wall writing. Expressed sorrow for such occurrences in the school, after a few more days seeking their cooperation in preventing such occurrences — (h) Result: The Alumni cleaned the school walls and wall writings did not reappear.

Module 4

Time Management

1. Objectives

After reading this module you will be able to:

- State the meaning of the term Time Management
- Explain the importance of Time Management skills to his/ her colleagues
- Apply the ideas of Time management in his/her work area
- Encourage others to follow the principles of Time Management
- Encourage students to practice Time Management skills in their studies.
- Tell the success stories of using Time Management Schedules.

2. Introduction

The world we are living to-day is very different from the world that was a decade ago. The advancements made in ICT have influenced all walks of life including the school education. To-day challenges are more for a teacher compared to ten years ago. The job of a headmaster has become more challenging and stress oriented in these days. The headmaster of a School is a leader who as to guide and take his team consisting of colleagues, students and parents with him/ her towards the goals set by him/ her. The target in any school should be productivity and effective learning. This requires organizational skills. As a leader headmaster becomes not only responsible for one's own activities but also for the collective actions of the entire team. Time and tasks management becomes a critical issue. Hence there is need for educational leaders to understand the concept of Time Management. Leaders become responsible for proper utilization of the time. The fundamental issue is learning to create priorities. Prioritization gives enough scope to do all most everything in a planned way. If priorities are not set then everything looks and becomes difficult to manage.

3. Defining Time Management

Time management is the act or process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity. It is not just spending time with a time table like a routine activity. Time spent should be productive and consume less energy. Time management may be aided by a range of skills, tools and techniques used to manage time when accomplishing specific tasks, projects and goals. Time management includes planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling and prioritizing.

Initially Time management was mostly a property of business houses later this concept has become an integral part of all success requiring institutions and persons. A Time management system is a

combination of processes, tools and techniques. Money can be earned back if spent without planning but time once spent is gone forever therefore planning how to spend time becomes a very important step in any educational institute. A good Time management brings efficiency and productivity.

Self assessment

Fill in the blanks:

*Time management includes effective planning, _____, _____, _____,
_____ analysis of time spent, _____, organizing, scheduling and
_____.*

4. Importance of Time Management

Time Management is very essential to set goals of institutional growth and development. The goals once recorded may be broken down to projects, an action plan or a simple task list. When a to-do-list is prepared tasks may be prioritized, importance rating may be established, dead lines may be set and time may be assigned to each task. Time management helps in visualizing the total time available and the time to be spent on each task of the day, week or a year. In these days of hectic activities it is impossible to memorize every activity/task and time. Therefore documentation is essential.

There are many success stories which high light the accomplishment of goals by practicing time management concepts. Schools normally have a yearly plan or monthly plan covering the academic programmes. We would like the Head Masters to follow the Time management ideas to schedule their institutional plans.

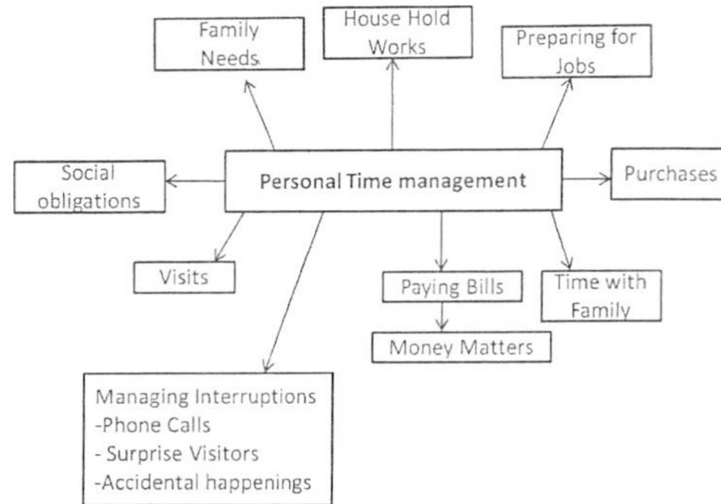
Self assessment

Why time management is important for educational leaders?

5. Personal Time Management

This refers to a person who also is a leader like a Headmaster of a school. There will be plenty of jobs to accomplish as a person linked to a family and also to an institution. As a person, it is better to set personal goals. The goals you want to reach may be recorded for time-interval; may be for a day, or for a week or a month. Being a headmaster of a school, one could record what the jobs one should do on a working day and then prioritize the jobs in order of importance.

One can follow the recommendations of Stephen Covey, 'First Things First'. Most of us, want to do things based and guided by our memory. That is the worst thing one could do. A successful practitioner always writes down jobs that got to be done and allocates time for it. Being a leader of the team a personal time management schedule is essential to relate jobs and time. The following figure gives an illustration of personal time management in daily life.



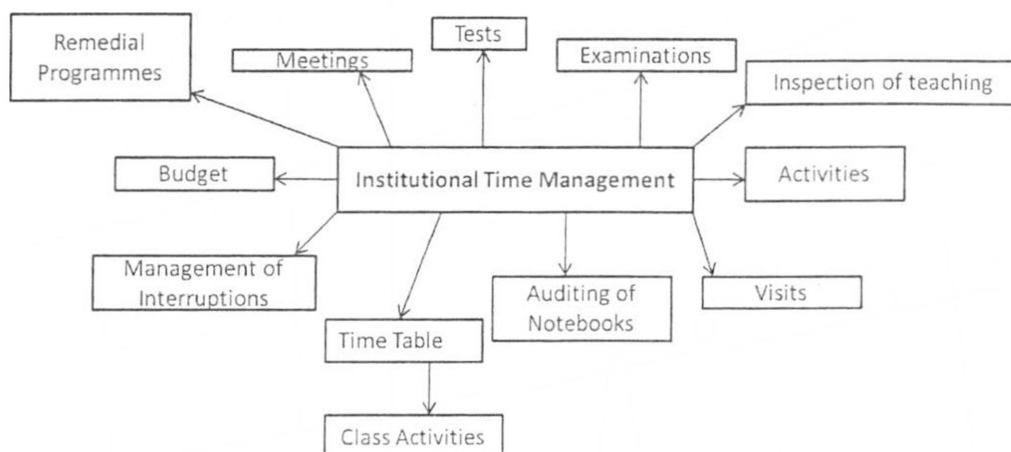
Self assessment

1. Prepare yours 'to-do-lists' for one day or one week and prioritize them.
2. Make a List of the academic activities of the school for one month. Assign the order of preference for them.

6. Institutional Time Management

Being an educational leader/headmaster you have greater responsibility in Time management of the school. First thing a headmaster need to do is to prepare a 'to-do-list'. This list may be a random list prepared following the memory based on your experience. One way to do would be to list the time available to the institution for its activities. The starting point may be per day, per week, per month, per term and per year. Once this is achieved, try to prepare a list of tasks that you should do for your institution per day. Relate this to time available and the goal to be reached.

The yearly plan, also called Institutional Plan, involves major activities of the school. To convert this school plan into Time management plan, connect the activities identified in it to time and product. Prioritize the activities, delegate the work to others. The following figure provides an illustration of an institutional time management plan.



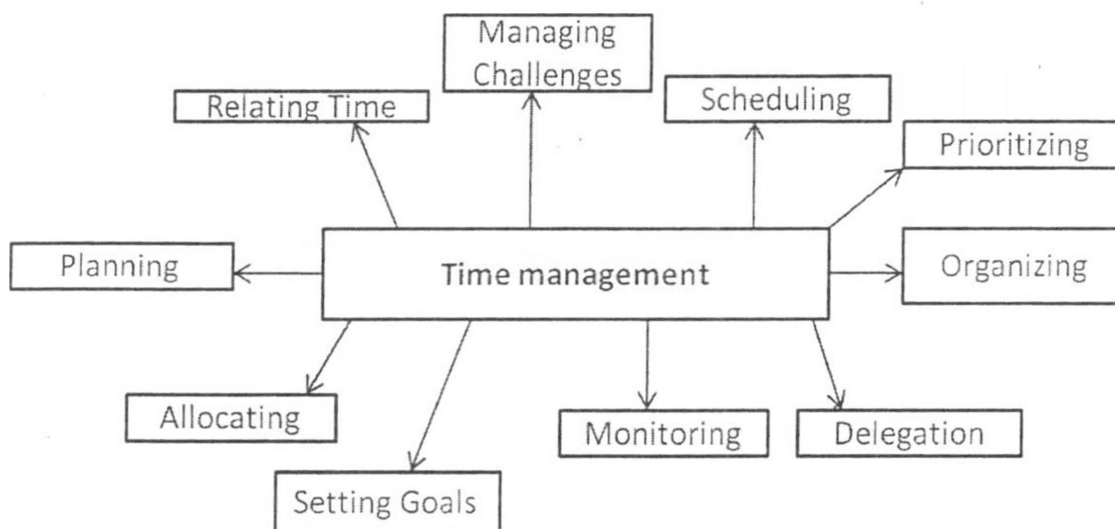
Self assessment

What do you understand by institutional management? How do you perform this function?

7. Time management and Related Concepts:

Time management has been considered as subsets of different concepts such as:

- **Project Management:** Time management can be considered as a project management subset and is more commonly known as project planning and project scheduling. Time management has also been identified as one of the core functions identified in project management.
- **Attention Management:** Attention management relates to the management of cognitive resources, and in particular the time that humans allocate then mind (and organizations the mind of their employees) to conduct some activities.
- **Personal knowledge management:** It deals with the time spent by an individual to set his goals and how he accomplishes the goals in a particular time.



8. Time Management Skills, Tools and Techniques:

Time management boils down to choices you make in doing jobs at particular time. Good choices lend to better results poor choices lead to wasted time and energy. Time spent in doing something should consume less energy and produce useful results. Time management needs skills, tools and techniques.

8.1. Time management skills

Most important skill in time management is **categorization**. Categorization refers to an activity in which a to-do-list of jobs is prepared. Most of us do not prepare a list of what we want to do and reach the goal. So, it is very important to-do-list the tasks you need to do, relating to your profession and the

position you occupy. When once the task list is prepared prioritize the list. This activity puts first thing first. Identify the important and urgent work to do first and isolate not- important; not urgent task to do. By this way you can master the skill of using your choices to do tasks.

Time Management skills include:

- | | |
|-------------------------------------|-----------------|
| * Prioritizing tasks/ setting goals | * Organizing |
| * Delegation | * Monitoring |
| * Allocating | * Relating time |
| * Planning | * Scheduling |
| * Managing interruptions | * Mentoring |

Tips to improve time management skills:

- Write down things to do (Don't use memory to keep track of your goals/work) prepare a to-do-list.
- Prioritize you list- focus on important and urgent tasks and decide how much time to spend. Use the techniques for prioritizing.
- Plan your weeks' work
- Carry a note book – write down a new idea or a different idea to do the same task.
- Learn to say 'No' to low priority requests/ tasks
- Be proactive, think before acting –Don't do and later regret.
- Reflect on how you spend your time.
- Develop a time management rubric-system (Eisenhower's type)
- Limit interruptions.

8.2. Time management tools

The following tools or devices are useful in time management.

- | | |
|----------------------|---------------------|
| ■ Note book/ diaries | ■ A printed planner |
| ■ Digital devices | ■ Compute |

8.3. Task list in Time management: First step in time management is to prepare a task list. This is a very crucial step, the rest of the time management skills very much depend on this activity. As a leader, as a Head master, a list is essential to be ready with you before you go for goal setting, planning, prioritization, decision making, delegating and connecting to time.

8.4. Techniques in time management

Techniques for setting priorities: There are different techniques in operation for setting priorities to the tasks that has been identified. Important techniques are listed and some are discussed.

- | | |
|-------------------------|-------------------|
| * ABC analysis | * Pareto analysis |
| * The Eisenhower method | * POSEC method. |

In ABC analysis, tasks that are perceived as being urgent and important are placed in the category A, tasks that are important but not urgent are placed in the category B and tasks that are neither urgent or nor important are placed in the category C. you can further refine this system by making in category A; as A₁, A₂, A₃, A₄ etc. this system is being used in business management houses.

Pareto analysis: This is the idea that 80% of tasks can be completed in 20% of the disposable time. The remaining 20% of tasks will take up 80% of the time. This principle is used to sort tasks into two parts. According to this form of Pareto analysis it is recommended that tasks that fall into the first category be assigned a higher priority. In other words, use the time to complete 80% of task in the beginning. The 80-20 rule can also be applied to increase productivity: It is assumed that 80% of the productivity can be achieved by doing 20% of the tasks. Similarly, 80% results can be attributed to 20% of activity. If productivity is the aim of the management, then these tasks should be prioritized higher.

The Eisenhower Method: All tasks are prioritized using the criteria important/ unimportant and urgent/ not urgent and put in according quadrants. Tasks in unimportant/ not urgent are dropped tasks in important/ urgent are delegated, tasks in important/not urgent get an end date and are done personally. This method is said to have been used by U.S President Dwight D. Eisenhower, and is out lined in a quote attributed to him; 'what is important is seldom urgent and what is urgent is seldom important'.

Activity

Using the time management square given above list the tasks you need to do in the forth coming month/week.

Time Management Schedule

	Urgent	Not Urgent
important		
Not Important		

Module 5

Interpersonal Relationship: Key to Leadership

1. Objectives

After reading this module you will be able to:

- Understand the meaning and importance of interpersonal relationship in society
- Understand different stages of development of interpersonal development.
- Identify different components of interpersonal relationships.
- Understand brainstorming technique as capable of developing interpersonal relationship.
- Understand role play as a technique capable of developing interpersonal relationships.

2. Introduction

Interpersonal relationships are social or personal associations between two or among more than two persons. It may be between two individuals, or between one individual and a group or between two groups. What is important to note is that they share a common interest or a goal. These interpersonal relationships are not static, but dynamic and they change during their existence. Like living organisms, relationships also have a beginning, a lifespan, and an end. Some may have a short life span while some may have long. They tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart.

Interpersonal relationships usually involve some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. Because of this interdependence, most things that change or impact one member of the relationship will have some level of impact on the other member.

A human being is a social animal. The entire process of human development focuses on getting refined from being a biological organism to a human being. In this process many others play a critical role. They include most importantly, the mother, father, other siblings, (family), neighbors, friends, school, society, community, culture, media etc All these agencies influence one to get refined periodically. As social beings, one is expected to conform to the expectations of the group of which one is a member. The entire growth and development facilitates one to develop human relationships and to move in ladder to go on to become a leader and work for the welfare of the group. Thus, interpersonal relationships become an essential part of development. If one fails to develop interpersonal relationship ties, he/she will not be able to related himself/herself and consequently develops adjustmental problems which hinder self growth and development. A stunted growth impedes realization of potentialities, which is the objective of human existence. Hence, it is important for all of us to recognize the importance of interpersonal developments.

Self assessment

What is the meaning of interpersonal relationship in society? Why is it important?

3. Stages of Interpersonal Relationship

Interpersonal Relationships develop sequentially. There are different models explaining this. Levinger (1983) formulated a model which describes the natural development of a relationship following five stages:

1. *Acquaintance* – Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely.
2. *Buildup* – During this stage, people begin to trust and care about each other. The need for intimacy, compatibility and such filtering agents as common background and goals will influence whether or not interaction continues.
3. *Continuation* – This stage follows a mutual commitment to a long-term friendship, romantic relationship, or marriage. It is generally a long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.
4. *Deterioration* – Not all relationships deteriorate, but those that do tend to show signs of trouble. Boredom, resentment, and dissatisfaction may occur, and individuals may communicate less and avoid self-disclosure. Loss of trust and betrayals may take place as the downward spiral continues, eventually ending the relationship. (Alternately, the participants may find some way to resolve the problems and reestablish trust.)
5. *Termination* – The final stage marks the end of the relationship, either by death in the case of a healthy relationship, or by separation.

Beebe, S.A., Beebe, S.J., & Redmond, M.V. (2005), have proposed Skills and Strategies for developing interpersonal relationships, in their three stage model.

(1) Skills and Strategies used primarily during the Initiation Stage

- * Observe and act on approachability cues
- * Identify and use conversation starters
- * Follow initiation norms
- * Ask questions
- * Don't expect too much from the initial interaction

(2) Skills and Strategies used in Both Initiating and Escalating Relationships

- * Communicate attraction
- * Be open and self-disclose appropriately
- * Gather information to reduce uncertainty
- * Monitor your perceptions
- * Listen actively and respond conformingly
- * Socially dissenter and adopt another-oriented perspective

(3) Skills and Strategies Specific to Escalating and Maintaining Relationships

- * Express emotions
- * Engage in relationship talk
- * Be tolerant and show restraint
- * Manage conflict cooperatively
- * Seek compliance (Beebe, S.A., Beebe, S.J., & Redmond, M.V. 2005).

Positive psychologists use the term “flourishing relationships” to describe interpersonal relationships that are not merely happy, but instead characterized by intimacy, growth, and resilience. Flourishing relationships also allow a dynamic balance between focus on the intimate relationships and focus on other social relationships (Fincham & Beach, 2010).

Self assessment

What are the different stages of development of interpersonal development?

4. Components of Interpersonal Relationships

Interpersonal relationship is a cluster of several components. These components are the elements which need to be delineated and elaborated. So the gone comments of interpersonal relationships defined and explained in are as follows.

4.1. Empathy: *in the interpersonal relationship contexts is the ability to feel with others in social situations which can lead to the development of good relationships with them.*

Empathy promotes an understanding of others. It enables us to form relationships with individuals who differ from us on a range of dimensions. It is the ability to understand someone else's viewpoint and to share their emotions and state of mind. People with empathy ask themselves how would I feel if someone treated me like that?” we can ask ourselves what happens when we empathize with someone may be of friends of relatives are people around, definitely relationship improves. It generates an understanding bondage peace and relationship which is a very important thing with human beings. Therefore this is an important component of interpersonal relationship.

4.2. Sympathy: *is the ability to feel for others in social situations which can lead to the development of goods interpersonal relationship.*

Showing sympathy is a sign of humanity. All of us learn to sympathize with others' predicaments when they are in difficulty. This is a part of growing up. Inability to show sympathy is an indication that the person is becoming sensitive to others. This quality enables one to develop relationships better. This is an important binding force between any two individuals. It good human being is insensitive to the situations of others and develops the inability to appreciate their position. This is a very important quality of a healthy individual. This promotes the better interpersonal relationships. Therefore this is an important component of interpersonal relationship.

4.3. Sensitivity: *is the ability to be sensitive to the feelings & emotions, and needs of others in social situations which can lead to the development of good interpersonal relationship.*

Sensitive people are those who take others views, their feelings and their decisions seriously and do not trivialize. The views the needs of others or considered carefully and they responded to by the sensitive people. This aspect of 'not taking others for granted' is a healthy indication that the individual has a respect for the other person and his or her individuality. This is a very important, component of any good relationship.

4.4. Tolerance: *is it the ability to endure and respect feelings, views, attitudes etc of others in interpersonal interactions irrespective of our agreement audit disagreement on them.*

In fact tolerance is a virtue of a healthy personality. Being tolerant to others' views, opinions and ways of life is indeed a great quality. In any interpersonal relationship situation, if both are tolerant to each other's views, and are willing to accommodate each other's viewpoint, there is a likelihood that the relationship will continue for long. On the other hand, if they are not tolerant of each other, of their views opinions, their decisions and values, there is a possibility that the relationship may terminate. Therefore, tolerance is a very important, component of interpersonal relationship.

4.5. Positive attitude: *is the inability to see the positive aspects in others and appreciate in them.*

People with good interpersonal relationships have an attitude of appreciating goodness in others. This willingness to appreciate goodness will have become a habit in such people. Positive attitude in life is desirable quality which is helpful for personality development. They believe in the saying that 'there is something positive in every person and in every situation; we need to only have an eye to see and an ear to hear'. These people with positive attitude do not suffer any complex in life. This is a good quality which needs to be developed. Therefore this is an important component of interpersonal relationship.

4.6. Accepting others as they are: *is the ability to accept others with their strengths and weaknesses as it exists, without showing any personal bias or prejudice about them in any interpersonal relationships.*

In the relationship, if we start becoming judgmental about others, or starts finding fault with others, there is a possibility that the relationship may not continue to be healthy. If we are serious about developing relationship, we must be in a position to accept the other person as they are without any

personal prejudices about them. In order to give the relationship going, accepting others as they are becomes inevitable. Relationships can become beautiful if one starts accommodating the weakness of the other, knowing fully well that the other person has these problems are weaknesses. This becomes inevitable complement of relationship which can turn out to be strong, healthy and enduring. Therefore this is an important component of interpersonal relationship.

4.7. Reciprocity: *is the ability to demonstrate a healthy attitude of give and take in social situations with others while interacting.*

There are relationships where some people believe in only receiving things from others while they do not believe in giving to others as much as others expect. These relationships are lopsided in nature where there is no reciprocity. If the relationship between any two individuals starts without an agreeable balance between giving and taking, the relationship is less likely to continue. Therefore, it is important for all of us to realize that's give and take should be a part of relationship. All the more, the interpersonal relationship is dependent on how both the parties reciprocate relationships. Therefore this is an important component of interpersonal relationship.

4.8. Etiquette: *is the ability to show behaviour that is appropriate to different social situations which can earn respect and facilitate good interpersonal relationship.*

In simple terms etiquette is nothing but good manners. In fact this is something which begins for our children from the very early start. Courteously and good manners go hand-in-hand. This is a sign of refinement and development. This is something which should be shown both inside the house and outside the house. Being rude is an indication of immaturity and being nice is an indication of refinement. Every human being wants to be respected and wants to be happy. Refined behaviour attracts the attention and helps for strengthening the relationship between the two. Therefore developing etiquette becomes a very important component of interpersonal relationships.

4.9. Lack of prejudices and stereotypes: *is the ability to interact with people without being governed by preconceived notions about individuals/groups in any social situation.*

Prejudice refers to pre-judgment, a feeling of response to persons or things which is prior to, and therefore not based upon, actual experience. It may be either positive or negative. But usually, it has negative connotation more. Stereotypes refer to beliefs to the effect that all members of specific social group share certain traits or characteristics. Stereotypes are rigid generalizations about members of a particular social class, occupational group, race or other category of people.

Both, prejudice and stereotypes hinder in the development of healthy interpersonal relationships because their reactions are not objective. Therefore, it is important to shun both prejudices and stereotypes for a healthy interpersonal relationship.

4.10. Effective Communication: *is the ability to express the thoughts and feelings in non threatening ways.*

Human being is gifted with the capacity to communicate. This needs to be used fully to strengthen relationships. Effective communication is the ability to relate to others our feelings, ideas etc easily in away that does not offend the sensitivities of others. Interpersonal relationships can be strengthened or weakened with the effective communication. Mutual respect can be established through effective communication, which in turn can strengthen the relationships between the two individuals. At times, it becomes desirable for two persons to distance themselves, which may become important for both. Even in such a situation, communicating effectively can minimize the agony and can enable both to part in a dignified way.

To sum up, interpersonal relationship is a skill which cannot be developed as a whole, and one needs to strengthen different components as basic bricks for this building to be erected. Thus identifying, developing and synthesizing these components become important. There are techniques to develop them. Two important techniques which can be easily used by all teachers in classroom settings are Brainstorming technique and role play.

Self assessment

Identify different components of interpersonal relationships.

5. Techniques of Developing Interpersonal Relationships

Interpersonal relationships develop in a natural setting among human beings. As a part of socialization, we learn to relate ourselves to others. BUT, we vary in terms of our ability to relate to others. On this dimension human beings differ. School going students also differ in terms of their ability to develop interpersonal relationships as they come from different environments and therefore, school will have to assume more responsibility to consciously develop healthy styles of development of interpersonal relationships also, as the purpose of education is all-round development of children. Hence, there is a need to identify certain techniques which can be used by all teachers in the development of interpersonal relationships. In order to do that, teachers must be trained accordingly. Such trainings empower teachers to lead a set of students.

In the above backdrop, two techniques which are used prominently include, Brainstorming and role play techniques.

5.1. Brainstorming

It is a technique developed and coined by Alex Faickney Osborn in 1953 through the book *Applied Imagination*. It is a group creativity technique by which a group tries to find a solution for a specific problem by gathering a list of ideas spontaneously contributed by its members. Brainstorming has become a popular group technique and has aroused attention in academia. (Wikipedia, 2012)

Osborn gave four general rules of brainstorming, established with intention to reduce social inhibitions among group members, stimulate idea generation, and increase overall creativity of the group.

- **Focus on quantity:** This rule is a means of enhancing divergent production, aiming to facilitate problem solving through the maxim *quantity breeds quality*. The assumption is that the greater the number of ideas generated, the greater the chance of producing a radical and effective solution.
- **Withhold criticism:** In brainstorming, criticism of ideas generated should be put 'on hold'. Instead, participants should focus on extending or adding to ideas, reserving criticism for a later 'critical stage' of the process. By suspending judgment, participants will feel free to generate unusual ideas.
- **Welcome unusual ideas:** To get a good and long list of ideas, unusual ideas are welcomed. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking may provide better solutions.
- **Combine and improve ideas:** Good ideas may be combined to form a single better good idea, as suggested by the slogan "1+1=3". It is believed to stimulate the building of ideas by a process of association. (Wikipedia, 2012)

5.2. Role play

Jacob L. Moreno (1889-1974) is the creator of the technique Role play. It is a simulation in which each participant is given a role to play. It is technique where a set of participating actors (trainees/students/workers etc) get a script with instructions to rehearse and act out based on the script. This could be done in any training programme or in classroom settings.

Role-play is a structured experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. Role play is a conscious attempt to examine the various roles played in actual life.

Features of role play are activating, energizing, involving and absorbing activity and it provides opportunities for developing new insights and sensitivity by looking into oneself as well as others points of view, feelings, behaviours and experiences. It generates valuable data about human relationships and interactions and exposes learners to the dynamics of a situation. Role Play provides opportunities to bring out hidden attitudes and unexpressed feelings before the group for review, thus facilitating a process of checking one's perceptions and attitudes without fear of rejection. This facilitates practice of new behaviours leading to internalisation of learning.

Advantages of Role play: (1) It is a simple and low-cost method. (2) It focuses right on the problem and helps learners deal with it. (3) Throws considerable light on crucial issues within a short period of time. (4) It provides low risk opportunities to individuals to experiment with new behaviours and open oneself up- with support and understanding in the group. (5) It exposes an individual to various

points of view as well as diverse reactions to a particular situation, which may not be possible in reality. (6) It does not require much material or much advance preparation. (7) It can be easily tried out in any training programme. (8) It can work very well with children in school settings.

Self assessment

1. What purposes are served by Brainstorming technique?
2. What purposes are served by role plays?

6. Activities

1. Developing Positive Attitude

Objective: To impart the message that positive attitude helps in building good interpersonal relationships.

Strategies Proposed: Brain storming and then role-play, each followed by discussion.

Issue for Brain Storming: “what are the different ways in which positive attitude can be manifested”?

Context, Essence and Background of the Role Play: Two groups of students, each having 4 students were formed to do project work. Of course, there was lot of differences of opinion among the members on almost every aspect of the project work in both the groups. Members of the 1st group believed that these differences of opinion could be resolved through discussions. Hence, they were able to sort out the differences and proceed with the work. They succeed in completing the project work. However, each member of the 2nd group through others is creating hurdles and started blaming each other. As a result of this ‘blame-game’ they could not complete the project work with difference in opinion between the group members. They blame each other and they drop doing the project work there itself.

Tips for conducting Discussion: a) Focus the discussion on the difference between the approaches of two groups. b) What is the essence of the above situation?

2. Nurturing Empathy

Objective: To sensitize participants to the role played by empathy in nurturing good interpersonal relationships.

Strategies Proposed: Brain storming and then role-play, each followed by discussion.

Issue for brain storming: “What are the different ways in which one individual can show that he / she really cares for another individual”?

Context, Essence and Background of the role play: Rahul met with an accident and his right hand bone was fractured. He comes to the class with his right hand in a sling. He is unable to write the

notes in the class which the teacher dictates. Everyone feels sorry for him. The teacher asks the students who is willing to write notes for Rahul. Many of his classmates started finding lame excuses. Then Rohan tells the teacher that he is willing to share his notes with Rahul. He also tells the teacher that he is ready to prepare carbon copies of the notes if he is given carbon sheets and paper. He says that it is the least he could do to help Rahul as such accidents can happen to anyone including himself. Earlier Rahul and Rohan were just classmates, but after this incident they became very good friends.

Tips for conducting discussion: (a) What is the central message of the above situation? (b) Discuss the difference between Rohan and others of the same class?

Module 6

Socio-Personal Etiquettes

1. Objectives

After reading this module you will be able to:

- Recognize the need and importance of practicing good manners and behaviours in work place.
- Realize the importance of communication style and politeness during working hours.
- Identify and help colleagues and students in the content of social sensitivity.
- Guide others in proper etiquette in the work area

2. Introduction

Good manners never go out of fashion, and while proper socio-personal etiquette helps in building good and healthy relationship with others. Traditionally proper etiquette was associated with the diplomats and high profile people. Schools were only talking about good manners and behaviors for students. The teachers, the principal and the supporting staff were not within the frame work of following good behaviors. In the social context, to-day, schools have become centers where life-skills are taught to children. It is very important and essential that the leader of the school should follow good, manners, behaviours and polity. The head master of the school needs to practice good ethical behaviors so that others copy the leader.

3. Meaning, Interpretation and Context:

Etiquette (E.ti.Ket), French origin means code of behavior that delineates expectations for social behavior according to contemporary conventional norms with in a society, social class or group. Like culture, etiquette is a word that has gradually grown to become plural, especially in a multi-ethnic society with many clashing expectations. Thus, it is now possible to realize that 'etiquette' or 'culture' is not to be universal.

Socio – personal etiquette is used in the context of a culture-group, where the expectations of behaviours and manners are dictated by that ethnic group. Socio – personal etiquette covers a wide range of ideas. It tells how to treat others with respect, value and integrity. It tells to know, understand and honour the expectations of the society where one lives. One can add on many referral areas like:

- | | |
|-----------------------------------|-----------------------------------|
| * Posture of sitting and standing | * Behaviors |
| * Dress code | * Polity |
| * Conversation code | * Greeting code |
| * Consideration for elders | * Reception of guests / visitors |
| * Personal style | * Telephone etiquettes and so on. |
| * Manners | |

In today's, society people want to be smart, polite and respect others. Schools should be able to deliver this via school education. Etiquette, lectures and lessons might help to understand the meanings. But real experience is possible only when someone observes, how others behave, respect others in a real life – situation. It is for this purpose an educational leader should practice in the work atmosphere acceptable etiquettes, while dealing with colleagues, students, visitors and parents.

We have seen and experienced, how rude, some headmasters are towards their colleagues or students. Such etiquettes will not be followed by others where as good behaviors and manners, if show to younger generation they may follow in their homes and other places. Therefore there is a need for the headmasters to understand and practice good and acceptable socio- personal etiquettes.

Self assessment

Why should head of the school practice social- personal etiquettes?

4. Rules of Etiquette

There are no fixed rules of etiquette to be read like a book. Rules encompass in most aspects of social interaction in any society. A rule of etiquette may reflect an underlying ethical code, or it may reflect a person's fashion or status. Rules of etiquette are usually unwritten, but aspects of etiquette have been codified from time to time, depending upon the social structure and ethnic group, with which we interact. So, the school can codify its own etiquettes for students, teachers which will be drawn from the manners and behaviors of the leader of the school.

4.1. Manners

Manners involve a wide range of social interactions with in cultural norms of a particular ethnic group. Groups decide what manners one should have and follow. Since the school is a place where multi ethnic groups learn, manners to be decided by the leader of that group and practiced.

4.2. Language and Communication

Most important socio-personal etiquette is how one talks to others. Most people decide the qualities of other person by the way he/she talks to people. It is always good to use pleasing words and positive tone while talking or answering other people. It is also true for tele-talking. Rude answers and rough tone will have negative effect. Leader of the school should practice these nice etiquettes so that his team will follow such good practice.

4.3. Polity

This is another element in good socio-personal etiquette; one should be good in treating all in the happiest way; should not grumble and show anger while dealing with persons. Polity pays more. A smile costs nothing but pays more.

4.4. Culture and Tradition

Culture and traditional aspects, refer to the practice followed in a system. A good culture means following acceptable manners, behaviors, polity and respect. Schools are known by the good institutions they have set in by the etiquettes of the leaders. Therefore, it is good that the leaders of the school practice good traditions to set up good culture.

Self assessment

1. Summarize the ideas of socio-personal etiquette.
2. Discuss the concept of 'good manners' of educational leaders.

Activity

Role play: Imagine a situation related to a school function involving teachers, parents, students and community members. Prepare a script for role play on 'etiquette of headteacher' and enact the same in the training session.

Conversation	Receiving People	Answering Queries
Do not show displeasure	Great people with Namasthe	Do not tell someone is wrong
Don't be rough on disagreement	Offer them a seat	Listen carefully and completely
Say kind words	Show they are important	Don't give negatives
Use the magic words, 'Thanks' 'Please' during talking	Attend to them immediately	Allow people to talk
Telephone calls to be handled 'soft' way	Offer something to drink, if you can afford	
Talk in soft tone	If you are busy tell them when you can meet	
	Don't make people to wait long	
	Don't put hands in the pocket while receiving some one	

Section III

Institutional Leadership

“To lead people, walk beside them ... As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, the people fear; and the next, the people hate ... When the best leader's work is done the people say, ‘We did it ourselves!’”

– Lao-Tsu

Module 7

Team Building for Realizing Institutional Vision

1. Objectives

After reading this module you will be able to:

- Understand that if people with shared vision can work together in a team instead of working in isolation, the goal can be reached with less effort in less time.
- Appreciate that success of the team is more important than the success of an individual member and that it is their duty to involve everyone in work.
- Realize that it is important to respect the personal talent, ability and resources of every member of the group.
- Realize that the group will succeed if every achievement is appreciated and encouraged.

2. Introduction

Management of human resource development is a challenge. One of the subsystems that enable proper human resources management is team building. To bring about oneness and cordiality among all the members of group teamwork is a powerful tool. Since all members work in a team, they learn complementary skills. They involve consciously in the task taken up by the team. It is the duty of the team leader to motivate the members emotionally to work in a team to realize a common goal.

3. Understanding Teamwork

Why is it important to work in a team?

- To increase efficiency in work
- To exchange views in increase efficiency
- To distribute work according to the individual talent and capacity
- To move towards a common goal from diverse views
- To get value based result

What are the expectations from team work?

- Unanimous opinion
- Achieving the goal with determination

What are the team processes?

- Planning, identifying abilities, clarifying goals, sharing of work, working together

What is the role of the members?

- Understanding the purpose of the team, thinking about it consciously and achieving the goal
- Receiving the opinion of others and moving towards a unanimous stand
- Developing democratic values

What are the characteristics of a team leader?

- Trustworthy, responsive, popular, good communicators, honest, one who allows decision making, good listener, patience, one who develops mutual respect, one who has convictions.

Self assessment

Why team building in school is important?

4. Stages of Team building

There are many stages in team building

1. **Forming** - Getting all deserving members together to do the job
2. **Storming** - Opinions, differences, refusal to co-operate will be thoroughly discussed and arriving at a common agenda
3. **Performing** - Working in a team with commitment with mutual understanding and adjustment
4. **Analysing** - To discuss the results and find out if it could be improved further

5. Problems Faced in Team Building

It is natural that there are problems in the process of team building. The members might be disinterested, lazy, and egoistic. They might take controversial stands, transfer responsibilities and may not have clarity of concepts. This will reduce the rigour of the goal. It won't be possible to achieve the goal in such situations.

6. Overcoming problems

1. Identifying reasons for negative attitudes. Developing positive attitudes
2. Celebrating even small success/achievement
3. Transferring membership and leadership to others when necessary
4. Encouraging atmosphere must be created. Encouraging statements should be given
5. Giving opportunities
6. Making formal and informal efforts to develop team spirit

7. Development of a Team

If the leader himself/herself takes all responsibilities others will not come forward to take responsibilities. As a social being every individual has the quality of self identification. If others accept

our views, respect them, we feel like putting our best effort. That is why distributing work is very important. The following are a few suggestions for team building

■ **Building and sharing vision** - State the goals in a motivating style

Simply asking the group - Introduce yourself. Share your experiences. Talk to them about your views on working in that team. Ask them how else the work could be done better. What are the weak points? How can we solve them?

■ **Joint Budget making** - Give importance to the participation of everyone. Maintain transparency.

■ **Participation in Problem Solving, goal setting:** Decide on goals collectively. Work in groups. Don't forget that each individual is unique and valuable.

■ **Cordial relation:** Maintain cordial relations with all the members.

■ **Trust:** It is important to have faith and trust. Trust breeds trust.

Self assessment

What are the task specific teams you constitute in your school? How do you form these teams?

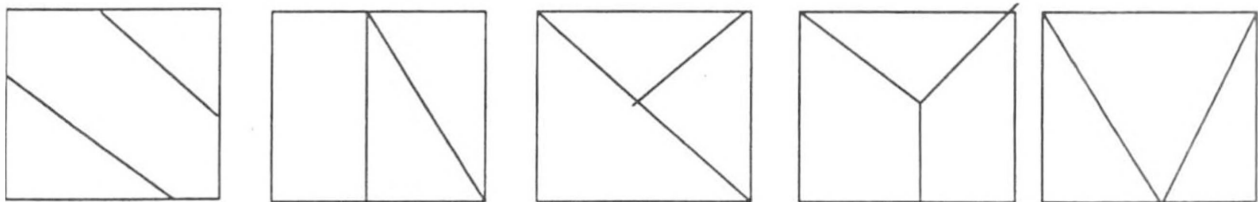
8. Activities

1. Broken Squares

Time required: 30 minutes

Materials required: Covers with pieces of thick sheets. A group with five members gets one cover. Take thick sheet measuring 5*5. Cut them as shown in the pictures below. Take pieces that are alike both the sides. Put three different pieces in each of the five small covers. Put all the five small covers in the big cover. Give each group one big cover.

Method: Introduce the activity to the participants. Ask them to follow the rules of the game scrupulously. Make groups of five persons. Ask them to sit in circles. Give one big cover to each of the groups. Then ask each group to share the five smaller covers among the members of the group. Ask them to read the instructions on the cover.



Ask them to open the covers. Each member would have got three pieces. Ask them to ensure that each member gets three pieces. Tell them the rules. There is no room for talking. They can not even ask for

paper pieces through verbal or non-verbal means. They can not snatch the pieces either. But anyone can give any piece to anyone. Rehearse the rules again.

Ask each member of the groups to make a square. They may have to co-operate with each other, exchange paper bits to complete their squares. The group succeeds only when all members co-operate with each other.

Ask them to play the game. Observe them and ensure that they follow the rules. After all the members in a group complete the squares ask them to clap.

Stop the game after 20 minutes. Start the discussion. Explain the process and the learning.

Learning Points

- The goal of the team is more important than individual goals
- The goal of the team is as important as personal goals
- For the success of the team sometimes we should be ready to make sacrifices
- The success of the team can be ensured only through the participation of all members of the group
- Success is possible only when the members co-operate with each other.

2. Discussion

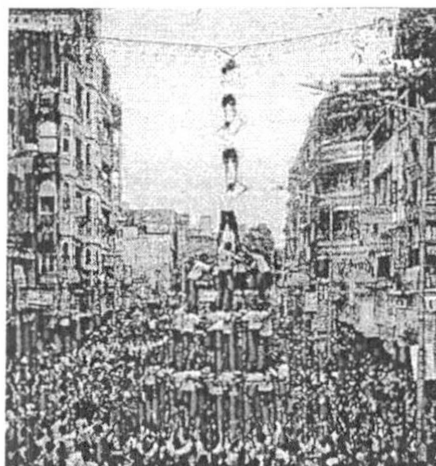
Time required: 15 minutes

Materials required: Printed sheets

Method: Give each group a sheet with the picture printed on it. Let the groups discuss the characteristics of a team.

Look at the picture. Is this an individual work or a group work? If you think this is a group work, discuss the characteristics of this group.

Why is it important to build teams? What is the scope for building s teams in schools?



Module 8

Managing Resources

1. Objectives

After reading this module you will be able to

- Identify the school resources and categories the types of resources.
- Analyze how to mobilize school resources.
- Explain how to manage resource
- Evaluate the use of resources in the school.

2. Introduction

Resources are the most important source in the field of education. Resource helps in school development and development of leadership. Managing resources plays a pivotal role in the development of education at all levels. Managing of resource at upper primary level is most important from the point of view of educational development.

Resource may be physical or human in nature. It is a challenging task for a headmaster for mobilization of resources and management of resources. For development of the school and the staff educational leaders have to identify different types of resources available and utilize them efficiently. Managing resource of school is depended upon the capabilities of the headmaster. In this module concept of resource, types of resources and managing of resources are discussed.

3. Types of Resources

Resources are important and necessary for the development of a school. Resources can be seen in different types. It may be in the form of money, material, human, knowledge, skill, expertise etc. As a headteacher you might have faced many difficult situations. In various situations to reach your aim you may depend on other aspects. Such aspects can be identified as follows.

- As a head of the institution you have identified lack of proper furniture for students in the classroom.
- You may have identified necessity of school building for growing population student strength in future.
- To improve the knowledge level in the students, expect better results. We need expertise, training, community resources.

School receives money from different sources. You may think of how to spend the money for betterment of the school. You know that resources available from government are not sufficient for school development. You need to mobilize resources from other sources also. Think what you can do for the development of the school. Discuss the mobilization of resources from various sources with your teachers / staff members. School resources can be classified as:

- Physical Resources: land, building, furniture, teaching aids.
- Human Resources: Faculty of higher education, Special trained teachers, Children with special competencies, Parents/Community members
- Monetary Resources: Grant in aids, School fund, Fees, Donations, Scholarship.

Self assessment

Make a list of the resources required for your school and the resources available at your disposal.

4. Mobilization of Resources

Resources are available directly to school. As a headmaster you know that for running of school mobilization of resources is important and you are doing it. School can mobilize resources from the following sources.

1. Community – you may mobilize various types of resources from the community. Monetary resources, human resources, physical resources.
2. Department of education – Monetary resources, knowledge, special training, deputation for training / reorientation.

Let your efforts to mobilize resources include the following considerations.

1. Identify the sources of resources and let your colleagues to identify the same.
2. Decide the approaches for mobilization of resources and consider your teachers opinion.
3. While mobilizing resources strictly follow the norms and conditions of government/department.
4. Do not have over confidence in mobilizing of resource by yourself; give responsibility to your colleagues also.
5. Maintain transparency in mobilization of resources by recording every detail.
6. You should have clear idea about human resources. Encourage your colleagues identify human resources required.

4.1. Physical Resources

Physical resources include building, land, furniture, teaching aids, etc. When you have adequate building for the school, from the point of view of development of school, prepare a blue print to keeping in mind the physical development of the school.

Prepare your strategies for construction of classrooms, additional rooms; purchase the land according to norms of the government. Discuss with your colleagues about a required land, gamitures and procurement of teaching aids. Try to work as democratic leader. Meantime please delegate responsibilities to your colleagues too. Encourage team spirit.

Encourage active participation of your fellow teachers in mobilization of physical resources. Mobilization of resource is the co-operative responsibility all of us, is should be our motto.

4.2. Human Resources

Human resource can be called intellectual resource. Mobilization of human resources should be done by all teachers of the school. Ways of mobilization of human resources include:

- List out resources available in your school.
- Establish good rapport with people to get human resources to your school.
- Consider individual opinions of teachers regarding selection of human resources.
- Acquire yourself required special training.
- Encourage your fellow teachers to get training and see to it that obtained training is used for a fruitful purpose.
- Take necessary actions to improve capacity of other staff.

Expectations of Resources Mobilization

- List the resources required for the school
- Knowledge about required resources.
- Co-operation efforts for mobilization of resources
- Follow the guidelines. Preparing vision for school development
- Clear idea about managing resources.

Self assessment

1. Prepare a list of the sources of resources available.
2. Prepare a table for mobilization of resources.
3. Identify the individuals to collect and mobilization of various resources.

5. Managing Resources

Mobilization of resources and maintaining of resources which are already in the school is a challenging task for a headmaster. Resources may flow in to school in different forms. You should remember that in the process of leadership development managing resource is an important competency. Managing resources means keeping the system, materials in the suitable position and good condition. You are already aware about different types of resources and mobilization of resources. In this sub-section we will discuss how to manage resources and how it reflects the leadership quality.

5.1. Managing Physical Resources

Physical resources are variable resources; hence managing these resources will make the school lively. A model school will always reflect on their physical infrastructure, which includes school site, building, play ground, furniture, teaching aids. The following Measures can be adopted for physical resource management.

5.1.1. Maintenance of school building: Proper maintenance of school building, white washing and painting of the building in the month of May /June every year.

- White washing and painting can be done with government fund or with the help of donors.
- You should encourage your teachers to have special touch with community persons.
- Make arrangement for minor repairs as and when needed.
- Assign this work / job to a particular teacher and a group of students.

5.1.2. Maintenance of toilets: School building is incomplete without toilet facilities. Most of the girl students leave the school because of lack of toilet facilities. Construction of toilet should be the first priority. Every school should have separate toilet for boys and girls. For maintenance of cleanliness of the toilet students should be educated to maintain cleanliness and hygiene. Encourage students to follow "Use and Keep Clean" motto.

5.1.3. School site:

- Check whether your school site has all the required documents pertaining to your school site.
- Depute / assign one of your teachers to prepare necessary documents and computerize them.
- If the site is encroached, approach your higher authority with proper document.
- For construction of compound wall to school site arrange the meeting of parents and community members and take their opinion and help.
- Take action for adhoc fencing to the site; request the community members / villagers to co-ordinate the work.

5.1.4. School play ground and sports equipments:

- Prepare play ground for students, and encourage all students to involve in sports
- Physical education teacher or one of the other teachers should see that all students should be involved in the sports and physical education.
- Ensure that sports equipments are used by all the students and maintain them properly.
- Select group leaders and make them responsible.

5.1.5. Furniture's drinking water, electricity etc: Furniture is very essential and necessary for students and teachers. To avoid the shortage of furniture you should plan like this:

- List the essential furniture required for your school
- Invite suggestion from fellow teachers regarding student strength, teacher strength and further development and expansion of school to assess the quantity of furniture required.
- Check the existing position of furniture; whether they are repairable?
- What are the ways of getting furniture?
- Check the furniture regularly; keep a separate account for repairing of furniture.

Convince the authorities that long durable furniture's to avoid repair works. Electrical and electronic appliances like radio, computers, sound system, musical instruments, school band set are essential equipment for a school. These resources require special attention and maintenance. So get it repair by technical experts. Assign this task to one of the staff members.

5.1.6. Teaching learning materials: Teaching aids like other equipments are valuable resources of the school.

- Suggest your staff member to provide list of teaching aid in related to that particular syllabus and content.
- Encourage all teachers to suggest teaching aid related to science, social science, mathematics and languages.
- Provide an opportunity to your school subject teacher to purchase readymade teaching aids to the teaching subject.
- Take extra care in maintenance of lab equipments and science equipments.

Teaching aids are part of the academic wealth of the school. Encourage and promote learning among the pupil by give importance to making of, collection, and preservation of teaching aids. Take care about minor repair and regular maintenance of the teaching learning materials.

Self assessment

What procedures and strategies do you adopt for managing the physical resources of your school?

6. Managing Human Resource

Human resource of a school comprises the pool of knowledge, competency, and creativity available with its different stakeholders put together. Human resources can be seen in the school and community and identification and planning of these resources is a vital function of the headmaster. Managing human resource includes the following:

- Identifying and recognizing the faculty having higher educational qualifications.
- Encourage school faculty members to give a note on the required knowledge to the students.
- Trace / identify students with special competencies. Give an instruction to your faculty to improve competencies among students.
- Identify the potential human resources from among the parents and community members.

The check list given below will be useful making decisions about human resources of your school.

Check List of Human Resource Availability

Sl No	Questions	Yes	No
1.	Whether trained teachers are there in your school?		
2.	Whether the training is being utilized by the teachers?		
3.	Whether human resource useful for the school available in the community?		
4.	Whether available community resources can be utilized?		
5.	Do you have physically or mentally challenged children in the school?		
6.	Whether facilities provided to these children?		
7.	Whether opportunities for exposure provided to talented children?		
8.	Are you making use of your training skills to benefit others?		

Managing human resources may be a critical and challenging job. As you are the educational leader, start providing democratic leadership to other teachers. Human resource maintenance can be done with developing good rapport with experience person in various field, have a continuous relationship with them and make arrangements for demonstration, training and work experience. Encourage every teacher to involve in the activities which increase their intellectual capabilities.

- § Encourage teacher to participate / attend in various training programmes.
- § Ensure that the teachers undergone training and share their experience with other teachers in the school.
- § Please look after the welfare of the teachers and other staff in a humanistic view of point.
- § Formulate strategies for maximum utilization of community human resources.
- § Establish different clubs in the school and undertake relevant activities. E.g. ECO club, consumers club, science club, language team, history club, health club etc.

Managing and maintaining human resources is an essential activity / work. So keep an eye on this. So discuss with your faculty regularly regarding managing human resources effectively.

Self assessment

1. *How do you ensure that knowledge and skills acquired by your teachers from in-service training utilize in their classroom teaching?*
2. *How do you utilize the community resources for school improvement?*

7. Managing Financial Resource

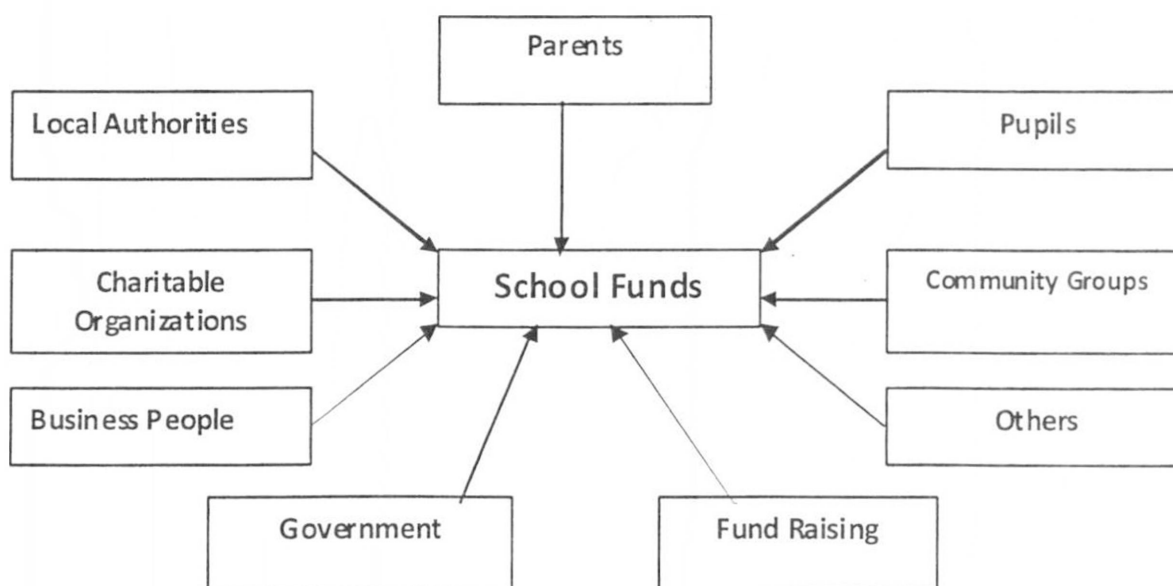
Resources like grant in aid, fee, donation, scholarships, are called monetary resources. Now a days school receiving more money from different sources. Proper utilization, managing and accounting of the financial resources are important responsibilities of headmaster. Consider the following in this regard:

- Keep transparency in management of the school financial resources
- Proper accounting all financial resources of the school
- Notify the grants transparently
- Collected money and allotted grants should be brought to the notice of the student, teachers, parents and the community.
- School fund should be maintained through fixed deposits
- Expenditure should be made for specified purposes.
- Regular auditing by qualified and approved accountants
- Expenditure statement should be notified.

Accept contributions from donors and make attempts should be made to get various scholarships for the students from all possible sources.

- Appoint a committee of teachers for selection of students for scholarships
- Distribution of scholarship to the students in school functions involving teachers, students, parents, community members.
- If it is possible amount should be distributed through cheque.

Sources of School Funds



8. Evaluation of Resource Management

Evaluation is both qualitative and quantitative process. Management of resources should be assessed through proper evaluation techniques. Construct appropriate tools for evaluation purpose based on specific criteria. Evaluate resource management objectively with the help of teachers other stakeholders. Find out the causes for lacunas and suggest remedies.

Check List

Sl No	Physical resources management	Satisfactory	Managing	Not up to mark
1	Building			
2	Playground			
3	Furniture's			
4	Teaching aid			
5	Human resources			
6	Financial resources			

9. Activities

1. Prepare plan for both indoor and outdoor games: Identify the interest of the students in sports through observation in the playground; get the teachers to do this task and select different sports teams of the school.
2. Prepare a blue print for developing teaching aids by involving teachers and students.
3. List six or more of the most important financial records that every school ought to keep.

Reflection

How could you improve the management of your school resources?

Module 9

Responsibilities of Headteacher Under RTE Act

1. Objectives

After reading this module you will be able to:

- Identify the need for the Act
- Recognize the Sections which have relevance to school heads
- Interpret the provisions of the Act.
- List the responsibilities of the heads of schools

2. Introduction

India is a democratic country with socialism as one of its goals. To achieve this goal it has taken up several welfare measures. One of them is Education for All. Though education is one of the Human Rights, India has not been able to secure this right to its people in toto. Even though elementary education was made free and compulsory up to the age of 14 years, for several reasons a good number of children are out of school. Therefore, to see that all the children of school going age are in the school, it was felt necessary to give it a legal stand. After several debates and discussions all over the country Government of India enacted the Right to Education (RTE) Act in the year 2009 which became operational from 1st April 2010.

The RTE Act is a welcoming measure taken up by the government to move towards a welfare state by providing elementary education to all the children of the age of 6-14 years. Therefore, the act is called, '**THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT 2009**'. The implementation of the Act is the responsibility of every Indian. However, the officials working in the departments of education especially the heads of schools play a greater role in realizing the goals of the Act. Let us look into some of them.

3. Protection of Rights of the Child

Section 31 – 33 of the Act deals with protection of Rights of the Child. This necessitates the constitution of State Commission for Protection of Child Rights (SCPCR) which should act as savior in protecting the rights of children. It should also monitor the implementation of the rights and if needed as an appellate authority within its jurisdiction. The local authority has the right to receive complaints with regard to rights of the child but it should decide the matter within three months after providing reasonable opportunity to the parties of being heard.

4. Prohibition of Physical Punishment and Mental Harassment

As given in Article 37 of Convention of the Rights of the Child, no child shall be subjected to torture or other cruel inhuman or degrading treatment or punishment. Even the animals are protected against cruelty. Our children surely cannot be worse off than animals. No school can punish or harass the child as given in Section 17 of the Act. It is the responsibility of the school and the administrators to create a child friendly environment and make learning joyful. If people don't abide by the above section, the administrators should take disciplinary action as per rules.

Self assessment

As a Head of the school what arrangement will you make in your school to protect child rights?

5. Providing Child Help Line

Children are always controlled by parents and elders at home and by teachers in schools. If the children have any grievances they should have a channel and destination to which their grievances will reach and appropriate action would be taken. It is advisable to set up Child Help Line that would bring to light those acts which go unnoticed. The administrators therefore, have to think of mode of setting up Child Help Line and making it accessible to all. When children have a voice and it is being heard, the torture, unwanted treatment of children would surely reduce in our society. Children become trouble free and concentrate on their studies and this would lead to Quality Elementary Education.

Self assessment

Do you think it is necessary to set up a child help line in your school? If yes, how will you do it?

6. Establishing Neighborhood Schools

According to Section 6 of the Act, it is the responsibility of the appropriate government and local authority to establish a school within the specified limits and within a period of three years. Every government has to define its limits of neighbourhood which may vary depending on various factors. If the hamlets are small or child has the disabilities the limits of neighbourhood can be relaxed and the government may provide the required facility for completing Elementary Education. School mapping by the authorities would guide them in establishing schools.

Self assessment

What arrangement will you make for school mapping?

7. Monitoring Norms and Standards of Schools

For recognition of any school, it is necessary that it fulfills the norms and standards specified in the schedule as indicated under Section 19 in relation to number of teachers, building, minimum number

of instructional hours, minimum number of working hours per week per teacher, teaching learning equipment, library, play materials, games and sports equipment. It is the responsibility of government or local authority to monitor the norms and standards of the school before granting recognition. If it is already granted prior to 1st April 2010, then within a period of three years they have to fulfill the norms otherwise their recognition will be withdrawn. These norms and standards do reflect the quality of Elementary Education. Therefore, it is binding on the part of the administrators to monitor the schools.

8. Accessibility of Early Childhood Care and Education (ECCE)

As per Section 11 of the Act, pre-school education has to be provided to the children in the age of 3-6 years with a view to prepare them for Elementary Education. Therefore, it is necessary for the government to take steps to start ECCE Centers either separately or attached to primary schools. This would ensure that pre-requisites needed for Class-I are acquired through ECCE.

Self assessment

On what grounds would you recommend to your higher authorities to open ECCE Centers?

9. Monitoring Age-Appropriate Class

In case a child is above six years of age and not admitted to any school, there is a special provision as given in Section 4 of the Act, that the child shall be admitted to the class appropriate to his/her age. This would surely make the child lag behind rest of the students academically. Though the school authorities admit the child, the child may feel inferior as far as his/her learning is concerned. In that case as per Section 9, the child is entitled for special training facility. This becomes the responsibility of the administrators to provide special training to the child to bridge the gap. This also calls for providing training facility for teachers to deal with different situations and challenges due to implementation of the RTE Act. Therefore, the administrators have to arrange for special training of students and training of teachers to face age – appropriate classes.

Self assessment

What are your responsibilities in the success of admission to age appropriate class?

10. Maintenance of Record of the Children

Section 9(d) expects maintenance of records of children up to the age of 14 years residing within its jurisdiction. The authorities have to decide the components of the records, form and mode of collection of data as per the record. After beginning the entry in the records, it is binding on the part of the heads to keep track of the children of the age of 6-14 years of their jurisdiction and ensure that they complete Elementary Education.

Self assessment

What mechanism will you adopt in keeping the record of the children?

11. Child Centered Pedagogy

It is expected of the Act under Section 29(2) that while teaching, the schools will consider child centered teaching learning process, wherein the child will learn through activities, discovery and exploration, in a child friendly manner as far as practicable in child's mother tongue. If this is to be implemented, there is a need to provide adequate training to teachers in executing child centered pedagogy and helping the child to construct his/her knowledge. Unless practical oriented training is given to teachers, it becomes difficult to follow child centered pedagogy. This requires the authorities to organize orientation programmes for the teachers on child centered pedagogy.

Self assessment

How will you equip your teachers in child centered pedagogy?

12. Implementing Continuous Comprehensive Evaluation (CCE)

As per 29(2,h), the academic authority will consider CCE of child's understanding of knowledge and his/her ability to apply the same. Therefore, the state / district administrators dealing with the academics will have to develop materials to help teachers to conduct CCE in schools. Exemplar materials may be prepared and teachers be trained in developing materials, modes of evaluating students all-round performance and maintaining records. As evaluation is necessary for confirming learning, administrators have to take immediate steps for implementation of CCE.

Self assessment

As a Head of the school, what can you do to monitor CCE?

13. Issue of Transfer Certificate

If a child intends to change the school for any reason whatsoever within the state or outside for completing elementary education, the head of the school from where the child is seeking transfer, shall immediately issue Transfer Certificate (TC). Section 5 of the Act clearly states that delay in producing TC shall not be the ground either for delaying or denying of admission to other school. This emphasizes that the school authority i.e. the head of the school has the responsibility of issuing TC immediately to enable the child to seek admission to another school and complete elementary education. In case of delay in the issue of TC, the head of the school is liable for disciplinary action.

Self assessment

If a child wants to change the school, what is your responsibility?

14. No Detention or Expulsion

As per Section 16 of the Act, no child admitted in a school shall be held back in any class or expelled from the school till the completion of elementary education. This indicates that for poor performance of the child in the evaluation programme, the child cannot be detained in the class. If the child is promoted she/he may not be able to cope up with the syllabus of the next higher class. This situation calls for remedial classes to be arranged by the school authorities to help the child to acquire essential knowledge and skills to adjust to the higher class.

In some schools if the child performs badly in the evaluation programme, the child is threatened of issuing TC. Parents are called to school and are forced to take their ward to another school. However, such acts cannot continue as per Section 16.

Self assessment

What arrangement will you make for providing remedial teaching to children of your school? Write an Action Plan.

15. Preparing School Development Plan (SDP)

A School Development Plan reflects various activities of the school and physical and academic requirements for the coming years. As per Section 22 of the Act, the grant will be made on the basis of School Development Plan. Therefore, preparing a School Development Plan involving people as given in the Act is the responsibility of school heads.

16. Monitoring Free and Compulsory Education

Section 3, 4 and 5 of the Act deals with Right of Child to Free and Compulsory Education. Accordingly, every child of the age 6-14 years is entitled for free and compulsory education, in age appropriate class, in a neighbourhood school till the completion of Elementary Education. This expects the department to arrange for special training of children for which teachers are to be trained and materials are to be developed. State and district authorities play a major role by strengthening the hands of teachers to provide special training to children. Heads have to see that the teachers are trained to provide special training to children. They should also see that no fee is charged for elementary education of the child and child should be free from incurring expenses for elementary education. They are also required to keep record of the children of age group 6-14 years who fall in the jurisdiction of the school's neighbourhood and ensure that they go to school.

Suppose the child could not go to school at the age of six or above, then the child is free to have admission into age appropriate class with right to receive special training. The Act also says that in case of need for change of school by the child, the admission of the child in another school should not be stopped or delayed for want of TC. This shows that the heads should issue TC immediately and ensure admission of the child.

Self assessment

What are your responsibilities in monitoring free and compulsory elementary education?

17. School Management Committee – Constituting and Functioning

Every school is required to have a School Management Committee (SMC) comprising of elected representatives of the local authority, parents or guardians of children admitted in the school and teachers. It is the responsibility of the head of the school to constitute SMC as per norms. According to RTE, at least $\frac{3}{4}$ of the members of SMC shall be parents or guardians with proportionate representation of parents or guardians of children of disadvantaged groups and weaker section. On the whole 50% of the members of SMC shall be women. It is also the responsibility of the head of the school to make the SMC members aware of their duties and responsibilities in the functioning of the school.

18. Conclusion

The Right to Education Act 2009 is a commendable step taken by the Government of India in providing education to all. It is possible to implement the Act in its true spirit when the heads of schools understand their responsibilities and work towards achieving the goals of the Act. Therefore, it is hoped that the above discussion has helped you in identifying your responsibilities, executing them and supporting the cause of education. This would not only provide quality education to all children of school going age but would also lead to preparing well informed citizens of the country, which is very much needed in a democratic set up for establishing a welfare state.

19. Activities:

1. Prepare a Check List and a Table which displays the extent of fulfillment of Norms and Standards by your school.
2. Read the Rules of your state in relation to the RTE Act and write your responsibilities in preparing the SDP.
3. Look into the RTE Rules of Karnataka and write down the functions / responsibilities of SMC.

Module 10

Inclusive Education and Related Issues

1. Objectives:

After reading this module you will be able to:

- Acquaint with the concept and principles of Inclusive Education.
- Identify and categorize children with special needs
- Know the issues related to accessibility & acquaint with various support system needed for inclusive education at school level.
- Acquaint with issues related to RTE Act with regard to providing inclusive education at school level
- Describe the role of teacher in Inclusive Education

2. Introduction

Inclusion is about school change to improve the educational system for all students. It means changes in the curriculum, changes in how teachers teach and how students learn, as well as changes in how students with and without special needs interact with and relate to one another. Inclusive education practices reflect the changing culture of contemporary schools with emphasis on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse student needs and individualization. The claim is that schools, centers of learning and educational systems must change so that they become caring, nurturing, and supportive educational communities where the needs of all students and teachers are truly met.

Inclusive schools no longer provide “regular education” and “special education”. Instead, inclusive schools provide an inclusive education and as a result students will be able to learn together. In other words, it is open to all students, and that ensure that all students learn and participate. For this to happen, teachers, schools and systems may need to change so that they can better accommodate the diversity of needs that pupils have and that they are included in all aspects of school-life. It also means identifying any barriers within and around the school that hinder learning and participation, and reducing or removing these barriers. Inclusive education is a process of enabling all students, including previously excluded groups, to learn and participate effectively within mainstream school systems.

3. Meaning of Inclusive Education

Inclusive Education is a system to provide a favourable setting for achieving equal opportunities, and full participation for ALL. It ensures quality education for ALL through appropriate curriculum, teaching strategies, support services and partnership with the community.

In an inclusive school, Children With Special Needs (CWSN) lose neither services nor support, but gain the opportunity to grow in a functional and meaningful way. It allows CWSNs to stay with their family and go to the nearest normal school. Inclusive education follows student-centered pedagogy and is flexible in terms of methods and materials, and considers the CWSN are an integral part of the regular classroom.

4. Principles of Inclusive Education

1. Every student has an inherent right to education on basis of equality of opportunity.
2. No student is excluded from, or discriminated within education on grounds of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.
3. All students can learn and benefit from education.
4. Schools adapt to the needs of students, rather than students adapting to the needs of the school.
5. The student's views are listened to and taken seriously.
6. Individual differences between students are a source of richness and diversity, and not a problem.
7. The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses

5. Practice of Inclusion

The practice of developing inclusive schools involves:

- Understanding inclusion as a continuing process, not a one-time event.
- Strengthening and sustaining the participation of all students, teachers, parents and community members in the work of the school.
- Restructuring the cultures, policies and practices in schools to respond to the diversity of pupils within their locality. Inclusive settings focus on identifying and then reducing the barriers to learning and participation, rather than on what is "special" about the individual student or group of students, and targeting services to address the "problem".
- Providing an accessible curriculum, appropriate training programs for teachers, and for all students, the provision of fully accessible information, environments and support.
- Identifying and providing support for staff as well as students.

It is general practice that students in an inclusive classroom are with their chronological age-mates. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs and a peer without need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on).

In principle, several **factors** can determine the success of inclusive classrooms:

- Family-school partnerships
- Collaboration between general and special educators
- Well-constructed Individualized Education Program plans
- Team planning and communication
- Integrated service delivery
- Ongoing training and staff development

Self assessment

1. *What do we mean by inclusive education?*
2. *Discuss the essential principles that need to be adopted in providing inclusive education.*

6. Type and levels of Disabilities

The disabilities can be broadly classified into the following categories. These categories can be further classified on the basis of level of problems and type of problem.

6.1. Visual Impairment

Refractive errors-short sight or long sight; partial vision or low vision- who have difficulty in reading print even after wearing spectacles; totally blind.

6.2. Hearing Disabilities

Slight hearing loss - (26-40db) decibels; Mild hearing loss - (41-55 db) decibels; Moderate hearing loss (56-70 db) decibels; Severe hearing loss (71-90 db) decibels; Profound hearing loss (91db or more)
- Hearing aid does not help

6.3. Mentally Retarded/ Children with low Intellectual functioning

Slow learners - (I Q 75 to 89 IQ); Mild mentally retarded (IQ 60-65 to 70-75 IQ); Moderate Mentally Retarded. (IQ 35-40 to 60-65 IQ); severely retarded (IQ 20-25 to 30-35 IQ); profoundly retarded (IQ 20-25 and below).

6.4. Physically Handicapped or Orthopedic Handicap

Polio of hands or legs (Upper or lower limbs); Central nervous system disorder (cerebral palsy, Epilepsy); Congenital malformations of limbs (e.g. Spinal bifida, or Club foot, or bow legs); Diseases of the muscular skeletal system; Muscular dystrophy or wastage of muscles in arms or legs; Rigidity of joints
- due to Rheumatoid arthritis.

6.5. Learning Disabilities

Reading disabilities (dyslexia); Disability to comprehend or speak – Dysphasia; Writing disabilities – Dysgraphia; Arithmetic disabilities (dyscalculia); Disability to express orally – aphasia; Disability to read or write printed matter – Alexia.

6.6. Speech Disabilities

Stammering - Difficulty in pronouncing certain Sounds; Stuttering - Fluency in speech lacking; Voice Disorders - Cannot control pitch, loudness; Articulations - Problems, Omissions, and Substitution of words.

6.7. Chronic Health Problems

Congenital heart problems, viz. Mitral stenosis; Chronic bronchitis and asthma; Juvenile diabetes; Tuberculosis.

6.8. Emotional Disturbance leading to Behavior Problems

Attention deficit disorder (hyper activity); Aggressive/Violent behavior; Hyper active - or Hypoactive; Anxiety disorder ; Shy and withdrawal tendencies; Depression; Conduct disorders; Obsessive-compulsive disorder; Phobia-fear of darkness, heights or depths; Psychosis.

Self-assessment

Mention the categories of Children under Inclusive education

7. Accessibility Related issues

In inclusive education set up, the accessibility becomes the major issue. This has become one of the major components in providing quality education for all. Accessibility includes- physical, social and quality issues.

The **physical access** refers the distance from child's habitation to school. It also considers the easy accessibility to school and school preparedness in removing those threats and difficulties that might have arisen due to various factors like- natural calamities; heavy traffic; crossing of river banks; forest areas etc.

The **Social access** refers to the extent of school facilities available to all section of the society without considering religion, caste, creed, race as the barriers and to what extent school accommodates children from different religion, caste, minorities, tribes, and treating all of them without any discrimination.

The **quality access** refers to various infrastructure facilities available to all categories of children in the school for obtaining quality education. It includes the physical infrastructure like- child friendly

building, toilets facilities both for boys & girls, safe drinking water; play ground, ramps, adequate number of teachers, teaching learning materials, and computer aided learning facilities, availability of resource teachers.

8. Strategies for Meeting the Special Needs of Children

The following strategies are useful in meeting the special needs of children with disabilities.

8.1. Reducing the deviation

This can be achieved in two ways - reducing the defect/disability and reducing the visibility of the defects.

8.2. Reducing the disability

This is possible through the following strategies.

- Practice - copy writing, speech training, remedial instruction etc.
- Substitute learning-use of left hand if right hand becomes deformed. Lip reading if unable to develop speech, Braille learning, type writing, if unable to write by hand etc. (Devices which help in improving functioning)
- Functional prosthetics – magnifying glasses for the children with partial sight, hearing aid calculators, if unable to compute, Braille type writer, alphabetic chart for those who forget the shapes of the letters etc.

8.3. Reducing the visibility of the defect:

This is helpful in developing positive attitude towards the children with physical defect. The visibility of the defect can be reduced through the following strategies:

- Use of the cosmetic prosthetics
- Use of artificial limbs which are not functional, wearing black glasses by blind person, transparent hearing aid etc.
- Compensatory learning
- Proper body posture control learning appropriate social manners etc.

8.4. Changing the environment

Manipulation of the environment is also very much essential in meeting the special needs of children with disability. This involves :

- Alteration of physical environment, and,
- Alteration of the social environment.

Alteration of the physical environment has two important objectives: 1. Improving responses-Removing architectural barrier so that mobility is eased, adaptation in the house hold articles so that day to day activities can be carried out without much difficulty, adaptations in the communication devices

like videophone for the deaf, talking machine for the blind etc, and 2. Improving stimulus large print book for the partially sighted, proper placement in the class for the deaf avoiding distraction for a child with concentration problems etc. **Alteration of the social environment** can be made through parental guidance and Counselling Orientation to the peers, public awareness programmes teacher training programmes.

9. Support Services Needed in Inclusive Schools

Trained staff and appropriate support services are essential in providing meaningful education to children with special needs in inclusive school. The following minimum support services and devices would be required in an inclusive school, if having:

9.1. Children with seeing problem (Visually Impaired)

Teacher sensitization, Peer sensitization, orientation and mobility skills training, Braille kit, Abacus, Taylor frame, Geo-board, embossed maps, models for concept building (blocks), trained teachers (as per the required model), low vision aids (magnifying glasses, large print book etc), Snellen chart, Tape recorder, sensory and vocational training.

9.2. Children with hearing problems

Teacher sensitization, Peer sensitization, training in speech and language development, hearing aids, training in communication skills, audiometric assessment, use and maintenance of hearing aids, appropriate teaching strategies and techniques, visual TLM, concept building techniques, total communication etc.

9.3. Children with neuromuscular problems

Teacher sensitization, Peer sensitization, physiotherapy, speech therapy (CP cases), need based aids and equipments (Wheel chair, trolley, crutches, sticks, orthosis, artificial legs), access facilities, adapted games and sports, and about ALIMCO.

9.4. Children with low intellectual functioning (MR)

Teacher sensitization, Peer sensitization, modification or adaptation of curriculum specific kinds of TLM and instructional strategies.

9.5. Children with learning disabilities

Teacher sensitization about learning disabilities, well structured environment, time out place in the classroom, kinesthetic modality, recognition of success of learning disabilities students, training in specific approaches.

9.6 Gifted and talented children

Teachers need to know about various enrichment programs and acceleration programs that could be provided to them in school environment and availability of various learning resources for them becomes very essential.

9.7 Creative children

For fostering creativity among the children- Changing location; Problems solving games; Student research activities; Free time activities; Describing observations; On-line computer services; Computer data resources; Arts enrichment; Career awareness; Science through literature; Human resources; Research in Real world; Drama activities can be provided.

Self assessment

What are accessibility related issues and how do you address those issues in inclusive school?

10. Issues related in RTE Act

As per the RTE act, there certain set **Standards and Norms** for schools in terms of infrastructure; Teacher- Pupil ratio: number of working days; work load of teacher; neighbourhood school; 25% seat reservation in private schools also; age appropriate admission of child to class; following other rules.

Role of teachers in meeting the special needs of children disabilities in the inclusive schools

The role of teachers in meeting the special needs of children with disabilities vary from one disability to other. How ever there are certain common roles. They are listed below.

- Identification of the children with disabilities in the classroom.
- Referring the identified to the experts for further examination and treatment.
- Accepting the children with disabilities.
- Developing positive attitude between normal children and disabled children.
- Placing the children in the classroom in proper places so that they feel comfortable and are benefited by the classroom interaction.
- Enabling the children with disabilities to avail the facilities provided for them under IED scheme.
- Removing architectural barriers wherever possible so that children with disabilities move independently.
- Involving the children with disabilities in almost all the activities of the classroom.
- Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.
- Preparation of teaching aids/adaptation of teaching aids which will help the children with disabilities learn.
- Parental guidance and Counselling and public awareness programme through school activities.
- Acquiring competencies which are essential in meeting the needs of the children with disabilities.

- Cooperating with resource teachers if resource rooms are available.
- Collaborating with medical and physiological personnel social workers, parents and special teachers.
- Providing scope for cooperative learning among disabled and normal children.
- Conducting case studies and action research related to the specific problem of children with special needs.
- Construction of achievement and diagnostic tool.
- Adaptation in evaluation for children with special needs.
- Nurturing the talent among children with disabilities.
- Providing remedial instruction to the children who require it.

The teachers can perform the above roles only when essential competencies are developed among them. This calls for intensive training of the teachers with adequate practical component.

What **competencies** do general education teachers and special education teachers need to be competent inclusive teachers?

- Ability to solve problem; to be able to informally assess the skills a student needs (rather than relying solely on standardized curriculum).
- Ability to take advantage of children's individual interests and use their internal motivation for developing needed skills.
- Ability to set high but alternative expectations that are suitable for the students; this means developing alternative assessments.
- Ability to make appropriate expectations for EACH student, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school.
- Ability to determine how to modify assignments for students; how to design classroom activities with so many levels that all students have a part. This teaching skill can apply not just at the elementary or secondary level, but at the college level as well. It will mean more activity-based teaching rather than seat-based teaching.
- Ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills, even if that is not a clear value of a whole school.
- Ability to provide daily success for all students. Teachers have to work to counteract the message all students get when certain students are continually taken out of class for special work.

Other competencies that will help general education teachers in an inclusive environment include:

- A realization that every child in the class is their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.
- Knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs.
- Working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.

- Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix.
- Flexibility and a high tolerance for ambiguity.

Self assessment

1. Describe the strategies available in meeting the special needs of children with disabilities.
2. What are the essential competencies required for teacher of inclusive school?

11. Benefits of Inclusion

Inclusive education is claimed by its advocates to have many benefits for the students. Instructional time with peers without need helps the learners to learn strategies taught by the teacher. Teachers bring in different ways to teach a lesson for special needs students and peers without need. All of the students in the classroom benefit from this. The students can now learn from the lesson how to help each other. Socialization in the school allows the students to learn communication skills and interaction skills from each other. Students can build friendships from these interactions. The students can also learn about hobbies from each other. A friendship in school is important for the development of learning. When a student has a friend the student can relate to a member of the classroom. Students' being able to relate to each other gives them a better learning environment. Involving peers without need with special needs peers gives the students a positive attitude towards each other.

The students are the next generation to be in the workforce; the time in the classroom with the special needs and peers without need will allow them to communicate in the real world someday. Special needs students are included in all aspects of school-life. For example, homeroom, specials such as art and gym, lunch, recess, assemblies, and electives. Special needs students involved in these classrooms will give them the time they need to participate in activities with their peers without need. Awareness should be taught to students that will be in the classroom with the special needs peers. The teacher can do a puppet show, show a movie, or have the student talk to the class. The teacher could also read a book to help the student describe his or her special need. The class can ask questions about what they learned and what they want to know. This will help when the students are together in the classroom. Positive modeling is important for the students in the classroom. Positive modeling is the teacher showing a good example towards both special needs and peers without need this will help the students to get along more.

Self assessment

1. What are the essential support systems needed for an inclusive school?
2. What are the benefits of inclusive education?

12. Activity

Focus group discussion on '**preparedness of the school for inclusiveness**'.

Section IV

Instructional Leadership

“Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”

-PLATO

Module 11

Curriculum Management*

1. Objectives

After reading this module you will be able to:

- Define curriculum
- Explain the process of curriculum development and implementation
- Analyze and discuss the concept of curriculum change and innovation
- Explain and apply strategies for monitoring and evaluating the curriculum

2. Introduction

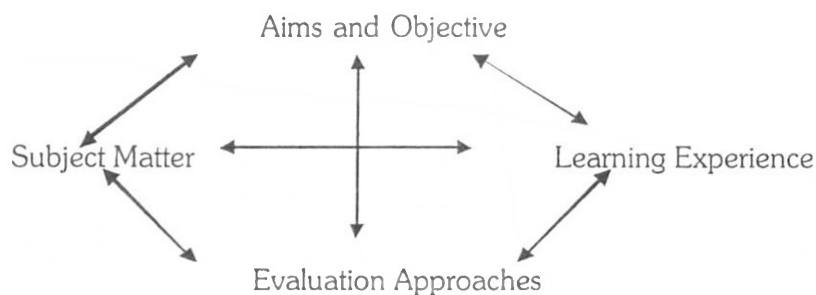
This module is intended to familiarize you, the educational manager, with key concepts and principles of curriculum management. One of the major functions of educational manager is to facilitate effective teaching and learning in schools. The starting point in carrying out this function is to ensure that curriculum issues are addressed for the benefit of the teacher. This is possible only if you are well versed in curriculum management issues. This module will help you develop the necessary knowledge and skills to perform this important function.

3. Defining Curriculum

In order to assist teachers with their classroom instruction, you need to understand the term 'curriculum' and where it comes from. The term curriculum derived from the Latin word '*curre*' which means 'to run'. The same word in Roman means 'a race course', a path. While defining the term different scholars emphasize different aspects of curriculum. To some scholars curriculum is a plan for achieving educational goals. For instance, Ralph Tyler defined curriculum as 'all the learning of students planned by the school to attain its educational goals'. Galen Saylor defined curriculum as a 'plan for providing sets of learning opportunities for persons to be educated'. For others, the emphasis is on experience and process of interaction or process of goal setting and drawing a pathway to achieve goals. For example Connelly and Cladwin define curriculum as 'the experience of situation that comprises persons, things and processes'. According to Caswell and Cambel curriculum is all the experiences children have under the guidance of teachers. NCF 2005 states that in order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences.

* This module is the modified version of a unit from the 'Reading Material' compiled by SCERT Kerala.

There are four interconnected components of curriculum: aims and objectives, subject matter, learning experience and evaluation approaches. The inter-connectedness of these components can be represented as follows.



The concept of curriculum can also be perceived as a connective link between teacher and student, organized in such a way to achieve goals previously set by the teacher, the learning organization or by the curriculum specialists.

Curriculum management includes a set of decisions about what is taught and how it is taught, which determine the general framework within which lessons are planned and learning takes place. As the manager of school curriculum you need to address the following basic questions:

1. What educational purposes should your school seek to achieve?
2. What educational experiences can be provided that are likely to achieve these purposes?
3. How can these educational experiences be meaning fully organised?
4. How can you ensure that these educational purposes are indeed being achieved?

Self-Assessment

Study the definitions given above. List the elements that would help you to compose a definition of curriculum.

4. Curriculum Development and Implementation

The concept of curriculum in education is always changing to suit the needs of society. For example, the definition of curriculum can be extended to cover the part of the school curriculum which is not formally stated but which has an effect on the learners' social, intellectual and emotional development. This refers to what is commonly called the hidden curriculum.

Educational leaders should understand the process of curriculum development and implementation in order to provide effective professional guidance to teachers under their charge. The process of curriculum development and implementation can be divided into several stages. According to Hilda Taba, those who teach curriculum should participate in the process of developing it. The steps for curriculum designing suggested by Taba are given below. You can consider these steps in designing curriculum for your school.

1. **Diagnosis of needs:** The teacher or the curriculum designer identifies the needs of the learners.
2. **Formulation of objectives:** The teacher specifies objectives to be accomplished based the needs identified.
3. **Selection of content:** The objectives and subject matter should be matched. Ensure the validity and significance of the content.
4. **Organization of content:** Sequentially organize the content by considering maturity of the learners, their academic level, and interests.
5. **Selection of learning experience:** Teacher engages the learners with the content. The learning experience should be suitable to the objectives, and directly relevant to the subject matter and mental level of the learner.
6. **Organization of learning activities:** Like the content learning activities also to be organised sequentially. Sequence of the activity is normally decided by the content. Teachers have to keep in mind the students while designing learning activities.
7. **Evaluation:** determine what objectives have been achieved. Procedures of evaluation to be considered by students and teachers.

The Commonwealth Secretariat has suggested the following stages for curriculum development and implementation:

1. **Curriculum Planning:** This stage includes activities such as:
 - Needs assessment
 - Identification of target groups
 - Choice of curriculum design and format
 - Action planning and
 - Stakeholder identification
2. **Diagnosis of the Curriculum Design:** This stage involves linking needs to the subject areas and generating goals and objectives.
3. **Curriculum Development:** The focus in this stage is on content or topic selection according to agreed-upon criteria. Other aspects of this stage include:
 - Organizing content or topics
 - Relating topics to the educational environment, such as selecting learning experiences

- Selecting instructional strategies and
- Selecting assessment methods.

4. Curriculum Implementation: This stage involves

- Pilot testing
- Planning evaluation and selection of data
- Final implementation

5. Curriculum Evaluation: This stage can take the form of formative or summative evaluation. The usual practice is to use a combination of the two. Aspects of evaluation of curriculum implementation are discussed in the module 13 under 'Instructional Leadership'.

6. Curriculum Maintenance: The emphasis in this stage is on the provision of support resources and monitoring. These aspects are discussed in the module 8 under 'Institutional Leadership' and 13 respectively.

Self-Assessment

As an educational leader you will want to ensure that the curriculum developed for your schools is both sustainable and acceptable to all stakeholders. Identify the possible key stakeholders you might wish to involve in the process of curriculum planning of your school.

5. Managing Curriculum Change and Innovation

Educational leaders are expected to play the vital role of change agents in the education system. They have to ensure that the education system keeps changing according to the needs of the society it is serving. The Commonwealth Secretariat Module 3: Training of Trainers (1998) defines curriculum change and innovation as: *Efforts made by education authorities to change and adapt their aims and objectives of teaching and learning according to the values, cultures, philosophies as well the resources at their disposal.*

The following are some of the reasons for curriculum change and innovation.

- The need to provide more relevant education. This can be necessitated by the requirements for various types of schools, such as public, private, community and church schools, which serve stakeholders who have different demands.
- The need to provide life-long education.
- The need to provide integrated learning.
- The quest for improved teaching and learning, such as the introduction of:

- Continuous assessment.
 - A learner-centered perspective
 - Teachers resource centers
 - Team teaching, and
 - New teaching approaches
- Community demand for cost-effectiveness in education for instances:
 - Accountability
 - Teacher competence, and
 - School calendar and timetable

6. Managing the Curriculum

Once the curriculum changes have been made and accepted, you are expected to contribute to curriculum management. Management of the curriculum focuses on such aspects as:

- Supervising the actual delivery of the curriculum
- Monitoring and evaluating curriculum implementation
- Providing support services and resources to the teachers and learners (for example, textbooks, libraries and other instructional facilities); and
- Providing skills development training through in-service education and training (INSET) and other staff development activities.

7. Monitoring and Evaluating the Curriculum

In order to ensure that the curriculum being offered in your school is appropriate and responsive to the needs of the community, as intended at the curriculum development stage, you will need to monitor the performance of the curriculum constantly.

Generally, as an educational leader, you should be able to monitor and evaluate the curriculum. You will be expected to do this periodically. You will not only check on the progress being made by those people delivering the curriculum, but will also offer professional guidance to the teachers in order to make their curriculum delivery more effective.

You are required to conduct either formative or summative evaluations of the curriculum. The main purpose of evaluation is to assess the extent to which the curriculum is achieving the intended objectives. To conduct evaluations effectively, you should consider at least three factors:

- The design of appropriate evaluation instruments in the form of checklists, observation schedules or questionnaires:

- The degree to which the objectives set by the curriculum are achievable and
- Testing and assessment practices.

This module so far focused on the process of curriculum development, management and evaluation. In examining this process, the module presented definitions of curriculum, described some elements to be considered in curriculum development, explored the concept of curriculum change and innovation, and described the role of the educational leader as a curriculum change agent and facilitator.

8. Activities

- 1. Action plan:** It should be clear to you that your role as an education manager is to facilitate curriculum delivery at the school level by ensuring that teachers approach curriculum development in a systematic way. Propose a five-stage process that teachers should follow when developing a curriculum at the school level.
- 2. Group work:** A situation has arisen in your area that has led the community to demand changes in the curriculum offered in the schools. You are the consultant requested to advise the authorities on how to effect the desired changes. Outline, with examples, the process through which the authorities should go in order to effect the desired curriculum changes.
- 3. Reflection:** Reflect on the contributions you have made in the area of curriculum management in your schools under your jurisdiction. Think of ways in which you could maximize your further contributions. In doing this, you may wish to consider the following questions:
 - How has your Ministry/Local Authority approached the process of curriculum development?
 - Which stakeholders have been involved in or left out of the curriculum development process?
 - What role have you played in facilitating curriculum change and innovation in your schools?

Module 12

School Academic Planning

1. Objectives

After reading this module you will be able:

- Understand the concept, rationale, objectives and process of school academic planning.
- Empowered to prepare School Academic Plan for their institutions.

2. Introduction

For improving student's academic development at school level School Academic Planning (SAP) introduced in the year 2008-09. SAP means is a visualization of academic activities in school subjects for ensuring that every learner achieves the required learning standards. It and also shows any discrepancies in achieving this so that suitable remedial measures are adopted to address those issues.

3. What is School Academic Planning?

The School academic Plan is primarily a working document for use by the school. It will be based on the school's analysis of Current levels of performance, its assessment of how current trends and future factors may impact on the school and set out priorities and targets for improvement for the period ahead.

Vision of SAP: To provide quality education for all learners by enhancing their knowledge and having active participation of community in its endeavors.

Mission of SAP: To develop language skills-LSRW, arithmetic skills, mathematical skills, environmental concerns, and promote socialization, good health habits.

Objectives of School Academic Plan: SAP visualizes that all the children will be able to:

- attain minimum levels of learning
- develop good communication skills
- develop organizing and expressive abilities
- involve community in enhancing learning levels
- create opportunities to inculcate democratic values
- provide computer aided learning programmes for learners

4. Why SAP?

An effective planning process is an essential feature of every successful Organization. In the case of schools, the process involves: an assessment of the school's current position, its strengths, areas for improving the quality of teaching and learning, and the various factors which will influence the management and development of the school over the next 3 years. Planning is necessary to:

- anticipate the level of resources and its management;
- know what school wants to achieve within a defined number of years;
- plan quantifiable targets for future performance;
- know how the school intends to bring about these achievements.

5. Process of SAP

Preparation of effective SAP involves many steps. The following questions are of critical concerns in this process.

Where the planning is needed and by whom?

At school level, the school community– SMC, headteacher & staff, parents, local educationists, student representatives and cluster resource persons.

When planning of SAP has to be done? SAP has to be done before the commencement of the school academic year.

How it has to be done? The process of school academic planning involves 4 key stages:

Stage 1: Reviewing current practice and analysis of academic performance and utilization of school resource. This includes analysis of infrastructure facilities, information about teachers, subject wise assessment of students' performance, action plan for remedial teaching, identification of slow learners and talented etc. This task has to be done by headteacher and staff.

Stage 2: Identification of areas for improvement: Sharing of academic performance with the SDMC members and community. This task has to be done by the headteacher.

Stage 3: Prioritization of action plan, activities and implementation strategies. This is a very important stage and it requires close involvement of all staff, particularly teaching staff, in the process and consultation with others, especially parents, SDMC members, local educationists, student representatives, cluster resource persons and pupils.

Stage 4: Monitoring and the review of the plan in the light of monitoring.

Self assessment

1. *What is school academic plan? Why it is required?*
2. *Describe the procedures of SAP followed in your school.*

6. Impact of SAP

The impact of SAP on the functioning of the school is immense;

- All the staff in the school are actively involved with, and engaged in the process of improvement.
- Improvement in quality of learning and teaching.
- Improvement in standards which the pupils attain.
- The experiences of the pupils involved in planning. (Parents should be given an opportunity to contribute to the plan. This contribution can range across all aspects of school provision – the timing of the school day, school closures, communication, how parents can support learning strategies, the homework policy, the school’s policy on discipline and behavior, and the active promotion of the health and well-being of their children).
- Parents and pupil understand the planning process;
- Take ownership of the process and be involved at all stages;
- Teachers recognize that the focus is on the pupils’ attainments, progress and experiences, and how practice, not only within but also beyond the classroom, contributes to the improvement of both attainment and enjoyment of learning;
- Teachers engage in appropriate professional development;
- Teachers prepared, if necessary, to change their approaches to learning and teaching.

7. Formats for Preparation of SAP

In the preparation of SAP responsibly of headteacher is onerous. As an effective academic leader headmaster has to help the school to become a professional learning community to support the performance of all key workers, including teachers and student. Some of the formats useful for the preparation of SAP are given below.

The school academic plan should be a living document which every member of the school staff can use as a reference point in how they develop, improve and carry out their work. To assess the current level of school the following format can be used.

Format 1:
Current Status of the School

1. Name of the school:
2. Medium of Instructions:
3. Village/Ward population: Male Female Total.....
4. Number of families:
5. Total School area (in Sq. feet.)
6. Area of Class room
7. Area of vacant land.....
8. Number of books in the library
9. Total number of class rooms

Sl. No	Details	Yes/No
1	Headmaster room	
2	Assistant Teacher Room	
3	Staff Room	
4	Class room	
5	Reading room	
6	Laboratory	
7	Kitchen	
8	Store room	
9	Sports room	
10	Drinking Water	
11	Usable Toilets	
12	Garden	
13	Compound	
14	Electricity	
15	Mathematics Kit	
16	Science Kit	
17	Band Set	
18	Radio	
19	Television	

Signature of Headmaster
(Name and Seal)

Format 2
Information about Teachers

Name of the District:

Name of the Block Resource Center

Sl. No.	Name of the Teacher and Educational qualification	Orientation 1	Orientation 2	Multi Grade Teaching	T.L.M	Evaluation	Inclusive Education	Active Research	Nali-Kali	Value Education	Personality Development	Life Science	Administrative Training	English Training	Reflective Practices	Ruminative Teaching	ICT Any other	Telephone Number
1																		
2																		
3																		
4																		
5																		

Format 3

Progress Report of Diagnostic Tests and Bridge Course

From this table, we can notice that which student has achieved the set competencies in that subject, through the diagnostic test in the first phase itself later in bridge course programmes, how these deficiencies are addressed through special remedial classes can be observed and comparison of diagnostic test grade with achievement test grade could also be done and suitable actions can be initiated.

Sl. No.	Name of the student	Language			Mathematics			Environmental Studies		
		Basic Competency Number	Diagnostic Test Grade	Achievement test Grade	Basic Competency Number	Diagnostic Test Grade	Achievement test Grade	Basic Competency Number	Diagnostic Test Grade	Achievement test Grade
1										
2										

Signature of the Headmaster

Format 4

Remedial Teaching: Details of Students Enrolled and the Action Plan

Under the category each students name and the subject in which they are lagging behind is identified. In remedial teaching the kind activities used and their corresponding progress can be indicated. This will enable teachers to identify each student's learning difficulties and design and implement various remedial measures to address those difficulties. It also provides an opportunity to evaluate their remedial measures and adopt various modifications in their teaching activity.

Sl. No.	Name of the student	Language				Mathematics				Environmental Studies							
		Basic learning competencies number	Follow-up activities number	Time period to achieve the target	Time Limit	Competencies acquired	Basic learning competencies number	Follow-up activities number	Time period to achieve the target	Time Limit	Competencies acquired	Basic learning competencies number	Follow-up activities number	Time period to achieve the target	Time Limit	Competencies acquired	
1																	
2																	
3																	

Signature of Headmaster

Format 5

Action Plan for Contextual/Curricular Activities

This type is proposed on the basis of not just to consider the students academic consideration. This takes into consideration the co-curricular activities, this should be made compulsory. Along with this the co-curricular texts prepared for the "Sarva Shiksha Abhiyan" may be used. Through these activities we can develop scientific attitudes, group activities, reading habits. Indirectly we can inculcate human values amongst students and their leadership qualities and cooperative spirit.

Sl. No.	Activities	Details of the activities (For example activities based on the school needs)	Time Limit	Who is Managing
1	Use of Library			
2	Cultural Club			
3	Work experience			
4	School parliament			
5	Science Club			

8. Activity

Group discussion

Make participants into three groups, give them drawing sheets, marker pens, ask them to imagine themselves as school planning committee members of school, let them assign and enact the role of head teachers, staff, parents, SDMC members, local educationists, student representatives, cluster resource persons and pupils. Let them discuss the issues concerning their schools and prepare an action plan. After group discussion ask them to fill the format given below and present before the participants.

Format 6

Action Plan for School Improvement

1. School\Group:.....
2. Action plan for the period:.....
3. Area identified for development:

Current level of performance Where we are now?	Action to be taken to Effect the improvement	Who is to take lead and who are all to be involved	Resources Required, including staff development needs	Time scale	Which intended improvements can be measured	Strategies for monitoring and evaluating the progress

Module 13

Supervision, Monitoring and Evaluation*

1. Objectives

After reading this module you will be able to:

- Define supervision, monitoring and evaluation and explain their purposes
- Identify the types of supervision in education management
- List and justify reason for planning school supervision
- Describe and apply a range of monitoring and evaluation strategies.
- Define and apply effective feedback as part of supervision, monitoring and evaluation process
- Describe and apply follow-up strategies as part of supervision, monitoring and evaluation process.

2. Introduction

Supervision, monitoring and evaluation of curriculum process are important functions of educational leaders. Traditionally the function of supervising teaching fell in the realm of the school inspector alone. Progressively, however, this function is being shared with other supervising officers who have a direct or indirect influence on the classroom teacher's motivation and morale. The function of supervision is now the responsibility of all education managers, including heads of departments, head teachers, school inspectors and other senior education officers at the state, district, and local levels. However the gains of the curriculum management and supervision will not be sustained unless appropriate monitoring and evaluation strategies and practices are adopted.

In order to maximize the performance of schools in general and teachers in particular, you need to know the achievement level of the school, how it is managed to reach this level and what areas of the school still require attention. As an education leader, you are expected to provide the professional support and guidance that teachers needs so that they can approach classroom instruction with confidence. You need to do effective monitoring and evaluation of the curriculum implementation process and ensure that your recommendations or advice are implemented by the teachers.

This unit is intended to assist you to develop appropriate skills and strategies to supervise, monitor and evaluate curricular process in your schools.

* This module is adapted version of two units taken from the 'Reading Material' compiled by SCERT Kerala.

3. Supervision of Curriculum Process

There is no single unifying definition of the term supervision. However, for the purpose of this module, supervision is viewed as a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching more effective. Supervision broadly refers to the professional guidance and support provided by you as the education manager. You are expected to offer the teacher assistance that will enhance and improve teacher motivation and classroom instruction.

3.1. Purpose of Supervision

The reasons for conducting supervision will vary depending on the area the supervisors focus on. Supervision can be directed at two possible areas that relate to the classroom teachers.

1. Supervision can be directed at the management of the environment in which the teacher is operating. When this aspect is the focus of supervision, the purposes may include the following:

- Checking on the availability of teaching-learning materials,
- Advising on the appropriateness of the teaching-learning materials in use
- Assessing staff levels.
- Advising on the school climate
- Assessing the availability and quality of advising and support services available to the teacher
- Promoting curriculum change and innovation
- Timetabling
- Attending to the welfare of teachers.
- Attending to institutional problems
- Data collection to facilitate planning and decision making and
- Monitoring policy implementation

2. When the focus shifts to the teacher as a professional operating in the classroom, some of the reasons for conducting supervision would be:

- Providing feedback on teacher performance
- Identifying needs for staff development

- Identifying potential for promotion
- Conducting quality assurance checks
- Ensuring teacher motivation and morale, and
- Providing professional support and guidance to the teacher

In both of the above situations, supervision ensures that the professional environment is supportive of the teaching and learning process. The ultimate objective of supervision is to improve the quality of teaching and learning. This means that you need to play the roles of a planner, organizer, leader, helper, evaluator or appraiser, motivator, communicator and decision-maker.

Self-Assessment

What would be the possible effects of lack of supervision on the teacher and the school?

3.2. Types of Supervision

A variety of supervision types can be perceived to lie on a continuum with two extremes. One extreme is a type of supervision in which the supervisor acts as a friend and provides a shoulder for the supervisee to lean on. At the other end of the continuum, supervision demands strict accountability from the supervisee. Here, the supervisor may be interested in fault-finding. Following are some of the types of supervision come under this continuum.

- **Critical friendship.** The supervisor acts as a friend and guides the supervisee.
- **Mentoring.** The supervisor acts as a role model for the supervisee.
- **Monitoring.** The supervisor checks on progress and any problems as well as advising on solutions.
- **Advisory.** The supervisor assumes a relatively superior position in terms of knowledge and skills.
- **Clinical supervision.** In this situation, the supervisor and supervisee engage in face-to-face interaction that is primarily based on the observation of performance and an emphasis on collegiality.
- **Hard accountability.** In this case, the supervisor performs the traditional inspector's role, demanding strict accountability from the supervisee.

Self-Assessment

An education manager may use different styles of supervision depending on the situation and purpose for which supervision is being conducted. Identify three styles of supervision that you would use as an education manager. Have you been supervised by anyone using these styles?

3.3. Beneficiaries of Supervision

In conducting supervision, it is important for the education leader to decide on the target group or aspect of the school that you want to supervise. Supervision must be focused in order to achieve the desired outcomes. Below is a list of possible beneficiaries of supervision in school education:

- Teachers
- Heads of departments
- Head teachers
- Inspectors

When supervision is effectively and efficiently undertaken, it benefits the learners. Effective supervision can lead to:

- Improved physical learning environment
- Improved quality of teaching
- Provision of adequate and appropriate teaching and learning materials.
- Improved management and administration practice
- Improved teacher motivation and morale, and
- Effective planning

3.4. Planning for School Supervision

Planning is the first step to take for any education manager who has decided to undertake a supervision exercise. Planning involves the ability to determine in advance what should be done, how it is to be done, and the time frame within which the task is to be undertaken. Failure to plan is planning to fail. Planning is a prerequisite for supervisors so that they can help teachers to be proactive”.

When planning for supervision, education leaders should address the following aspects:

- Identifying the target group for supervision
- Identifying people to be consulted
- Deciding on the purpose of the supervision exercise,
- Deciding on the cost of the exercise, and
- Deciding on follow-up activities

Teacher supervision can be both rewarding and frustrating. Effective teacher supervision can lead to improved performance, personal growth and professional esteem. If the supervision is poorly done, anxiety or boredom can result. Talented teachers may even be driven from the profession. As an educational leader you must carefully plan supervision in order to yield a positive outcome.

3.5. Feedback and Follow-Up

As stated earlier, supervision has to be meaningful and beneficial to both the supervisor and supervisee. You must interact with the supervisee in order to address the purpose for which you are conducting the supervision. The supervisee benefits from the feedback and follow-up activities you provide as part of the supervision process. In order to make the feedback beneficial to the supervisee you must:

- Identify the strengths of the supervisee and building on them;
- Identify weaknesses of the supervisee, which provide a basis for staff development; and
- Provide an immediate audience with whom the supervisee can discuss experiences.

Feedback can be provided to the supervisee through oral briefing, lesson observation reports, appraisal forms, checklists and written reports.

It is essential that once feedback has been provided, follow-up activities be identified and undertaken. The activities for follow-up can take the form of :

- Staff development
- Staff movement or transfers,
- Guidance and counseling
- Disciplinary measures
- Recognition and celebration of success, and
- Review of school development plans

Self assessment

From your own experiences of supervising the teachers, what would you consider to be key characteristics of an effective supervisor?

Activity

Results in mathematics in your schools have been disastrous, as only 2% of the students passed the annual examination. You have decided to conduct a supervision exercise at the school with a view to redressing the situation. Outline the steps you would take in carrying out the supervision in your school.

4. Monitoring and Evaluation of Curriculum Process

Monitoring and evaluation are critical processes in the improvement of the quality of teaching and learning. As an education leader charged with the responsibility for enhancing the effectiveness of teaching and learning, it is imperative that you familiarize yourself with the meaning of these two terms.

In this module, monitoring refers to the process of checking the educational activities in order to assess progress being made and introducing changes in the light of changing circumstances. Evaluation refers to a process of determining the extent to which set aims and objectives are being achieved. Evaluation of curriculum process involves collecting information about teachers and their instructional interactions with students in the classroom and attaching interpretations or judgments to the data.

Evaluation can be formative or summative. Formative evaluation focuses on what happens during the teaching and learning process. Summative evaluation occurs at the end of the teaching and learning process. It is important to note that the two types of evaluation are not intrinsically distinct, since they usually complement each other.

4.1. Purposes of Monitoring and Evaluation

Monitoring and evaluation is not an ends in themselves. These two processes, which inform one another, serve specific purposes such as:

- Improving instruction and student performance,
- Encouraging the professional growth and development of teachers,
- Determining the extent to which aims and objectives of educational activities are being achieved.
- Assessing the effectiveness of teaching and learning
- Establishing the strengths of teachers with a view to capitalizing on them
- Identifying weaknesses with a view to taking remedial action.
- Providing a basis for needs-driven staff development activities.
- Providing a data base for making informed decisions
- Accounting for investment in education
- Recognizing and rewarding excellence and
- Providing a basis for effective planning and curriculum improvement

Monitoring and evaluation have the capacity to improve the effectiveness of teaching and leaning if they are done professionally and the teacher is actively involved in the whole process. They can also

have devastating effects. Your role as an education leader is to ensure that teachers view evaluation as a tool through which they can improve teaching and learning and enhance their professional esteem.

Self-Assessment

What might be the consequences of conducting monitoring and evaluation activity without a specific purpose?

4.2. Strategies in Monitoring and Evaluation

Monitoring and evaluation are undertaken in order to audit the implementation process and to determine how the implementation, in relation to the programmes and objectives, is being achieved. Monitoring and evaluation are an integral part of the review and development process because information gathered can help in evaluating the curriculum in action.

Implementation, monitoring and evaluation can occur at the same time; otherwise the evaluation may occur so long after planning and implementation that it cannot suggest ways to improve the implementation. The process of evaluation allows educational leaders to constantly ask the question, “How well are we doing?”

Different strategies can be used to monitor and evaluate school programmes. These may include, among others: Examinations and tests

- Review teams
- Questionnaires
- Structured interviews
- Systematic reporting
- Observing class or team teaching
- Peer teaching
- Group discussion
- Brainstorming
- Use of external agencies

In order to carry out a systematic evaluation the steps given below might be useful.

- **Planning.** This should clarify the purpose of carrying out the exercise, the target group and the areas to be covered

- **Preparation of the monitoring instruments.** These may include structured or unstructured interviews, questionnaires, individual or group discussions, observation checklists and many more.
- **Monitoring or evaluation.** These activities can be conducted through observation. Listening, discussion and data collection.
- **Provision of feedback**
- **Follow-up activities.**

Through monitoring and evaluation, judgments on the performance of the system can be arrived at in order to establish the learning needs of the target group. These processes are instruments for measuring the relationship between the implementation phase and the stated objectives.

4.3. Feed back

You have been introduced to effective monitoring and evaluation strategies in the preceding section of this module; you are now ready to conduct monitoring and evaluation in your schools.

Your monitoring and evaluation exercises are likely to yield large amounts of valuable data which can be used to make future decisions that would help to improve teaching and learning in your schools. Frequently, however, the data from monitoring and evaluation exercises does not influence change in schools because most education managers do not implement effective feedback strategies.

Monitoring and evaluation findings can benefit schools and teachers if the findings and recommendations have been disseminated to the appropriate target audience accurately and expediently. This process of disseminating findings from monitoring or evaluation exercises that you have conducted is referred to as feedback. Feedback can take the form of oral or written reports that the evaluator gives to the teachers evaluated or to supervisors who may have commissioned the monitoring or evaluation exercise. Feedback following a monitoring or evaluation exercise is important for the following reasons:

- It informs the school on the level of its performance
- It motivates the teachers
- It recommends areas requiring improvement
- It is used to negotiate future action

4.3.1. Types of feedback

As indicated above, there are two broad types of feedback, oral and written. Oral feedback can take the form of:

- One-to-one dialogue or an interview between the education manager who has conducted the monitoring and the teacher monitored, or
- A conference at which the supervisor is present as the monitor or evaluator gives feedback to the teacher.

Written feedback usually takes the form of written reports that are circulated to the relevant stakeholders. If these reports are to be of value to the teacher monitored and the other stakeholders, the reports should have the following qualities:

- They should be concise and to the point.
- They should be informative; i.e. they must have adequate information
- They should contain recommendations based on evidence from the monitoring.
- They should be advisory in nature and not concentrate on fault finding.

Other forms of written feedback may include:

- Lesson observation reports,
- Completed performance appraisal forms, and
- Completed checklists

Self-Assessment

Refer to the activity in section 3.5. of this module under supervision, in which the mathematics examination results in your schools were disastrous. You have planned and conducted the appropriate type of feedback you would use with the teacher concerned. Give reasons for the type of feedback you selected.

4.4. Follow – Up

As was the case for supervision, monitoring and evaluation activities are intended to contribute to improved teaching and learning in schools. These activities enable you to identify the competencies and levels of knowledge of your teachers. If well planned and conducted with effective feedback, almost all monitoring and evaluation activities will reveal areas that could be improved.

Since the main reason for conducting monitoring and evaluation exercises is to assist teachers in improving their skills, it is imperative that follow-up activities be planned and conducted expeditiously. Follow-up activities are usually used to reward teachers who are performing well or to assist teachers who have exhibited signs of weakness. Whatever be the purpose you might have in planning follow-up activities, these can only yield positive results if they are implemented without delay. This is one way in which you can

ensure that follow-up activities maximize positive impact in the classroom and sustain high motivation and morale amongst teachers who have been monitored.

You may use a range of follow-up activities, including:

- Staff development programmes,
- Exchange visits,
- Study tours,
- Recognition of good practice by giving rewards
- Planning for further supervision activities,
- Redeployment of staff, and
- Instituting community awareness campaigns

You could add many more of your own activities to the above list.

Activity

There has been a problem of low achievement across subjects in your school. You have conducted evaluation exercises and provided feedback to the concerned teachers. You are now required to plan for follow-up activities to redress this unfavorable situation. Propose appropriate measures that would help teachers to improve results in their subject.

Reflection

1. As an educational leader, what aspects of supervision would you handle differently now that you have studied this module?
2. How do you see monitoring and evaluation contributing to quality assurance in education in your school?

Section V

Social Leadership

“What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy.”

– John Dewey

Module 14

Communication Skills

1. Objectives

After reading this module you will be able to:

- Define communication
- Explain salient features of a communicative situation
- Identify different contexts of communication in a school situation
- Appreciate the need for heads of schools to be effective in their communication with their colleagues, students, community and the department
- Make personal communication more effective by employing different components of the skill of communication appropriately

2. Introduction

Can you think of a society where there is no need for communication? In day-to-day life we keep communicating with people around us. In communication we share the information we have and get information from others. This 'give and take' relationship will be successful and effective if we know how to convey our thoughts to others. In every communication, there is some loss of information. Hence effective communication implies two things: first, the clarity with which we organise our ideas for presentation and second, the force with which we put across our thoughts to others. Thus effective communication simply means the reduction of loss of information in transmission of the message.

Let us say, you want to convey something to a friend. If you are able to convey all the information and get the expected response, your communication could be said to be successful. But that is not always the case. The listener may miss some aspects and still feel that he/she has got everything. You will know the missing links only when you get the response. For example, assume that we entrust our ward with ten tasks for the day. At the end of the day, the child completes only six and still feels happy that all the tasks are attended to. That the four tasks are yet to be completed does not become important for the child at all. Perhaps it reflects on our own communication skills. We have not been able to convey the idea that all the ten tasks needed to be completed before the end of the day. Mere uttering of the message does not mean comprehension on the other end. We cannot assume that our responsibilities are over once we utter the message. It is also our duty to ensure that they are understood the way we want them to understand.

Another dimension is to be inclusive in communication. We need people. We want our colleagues, students, the members of the community to subscribe to the school vision and cooperate with us in our efforts at realising the vision. We need to include all stakeholders in our communication and it should

happen with a smile and not any grouse. When it comes to the heads of schools, communication is not just successfully passing on what we have in our minds to the recipients. It is getting them to do what we want them to do or respond to us in such a way that it

3. The Mechanics of Communication

A communicative situation has the following participants in it:

- The sender of the message
- The receiver of the message

The sender encodes a message in some language or medium, either verbal or non-verbal and transmits it to the receiver. The receiver receives it, comprehends it after decoding the message and gives feedback to the sender. Now the person giving the feedback becomes the sender of the message. Thus the senders and the receivers keep changing their roles as the situation demands. However, what needs to be noted is that there could be some disturbances in the process of communication. Technically this is called *NOISE*. Due to this *NOISE*, the message may not be understood as intended. There could be some disturbing sound, which does not allow intelligible listening; the listener could be mentally distracted and so on. The challenge before the sender of the message is to convey the maximum meaning with minimum effort. So he/she will have to plan the mode of communication, i.e., encoding, to suit the needs of the listener/receiver.

If a teacher has failed in reaching out to his/her students, he/she has failed in communicating; if a student fails in an examination, she/he has failed in either organising the information or presenting it; if a child does not follow the instructions given, either we have failed in conveying our intent or the child has failed to get what is communicated. Thus even the inability on the part of the receiver may hamper communication. But as communicators we do not have any direct control over the listeners. All that we can do for ensuring successful communication is to make use of all the facilities available to us to match the content of communication and the ability of the listener. So when we think of effective communication, we are essentially thinking of enhancing our own communicative abilities, using the tools available to us to make our communication as effective as possible. Thus the focus of any training programme on effective communication is the trainee himself/herself. It is from this angle that the components of effective communication are discussed in this module.

A communicative situation involves:

- the sender of the message
- the receiver of the message
- encoding in some medium
- decoding
- feedback

- NOISE or disturbances
- restructuring of the message

To make the main concern simpler, we can say that the basic objective of the sender of the message is to reduce the effect of disturbances by planning the encoding process appropriately. Hence, there is a need to understand what the main components of effective communications are.

4. Components of Communication

- **Analytic Ability:** *is the ability to analyse different components of a piece of information, in order to understand its content*
- **Synthetic Ability:** *is the ability to integrate different pieces of information available in different domains, thereby creating a meaningful picture of different sets of information into an organised whole.*
- **Expressive Skills:** *Refers to the ability to present one's thoughts/ideas/feelings as effectively as possible through the use of spoken or written language apart from/along with the use of gestures.*
- **Non-verbal Skills:** *Refers to the ability to express and understand thoughts/ideas/ feelings through body postures, facial expressions and actions without the use of language.*
- **Postures:** *Refers to the general way of holding the body, especially back, shoulders and head when standing, walking or sitting which keep conveying some meaning.*
- **Gestures:** *is the ability to use the movement of the body appropriately especially hands and arms to enhance the intent of communication.*
- **Presentation:** *is the ability to express thoughts / ideas / feelings formally as suitable to the demands of different types of situations.*
- **Assertiveness:** *is the ability to put across one's views persuasively with a strong sense of conviction.*
- **Creativity:** *is the ability to use different alternative ways to reach out to people suitably and successfully.*
- **Objectivity:** *is the ability to participate in a communicative situation without any preconceived notions about persons involved or the content of communication.*
- **Sensitivity:** *is the ability to be sensitive to the feelings of others in social situations in order to communicate effectively.*
- **Patient Listening:** *is the ability to receive auditory inputs with full respect in a sustained manner in any conversation, without interrupting others, until they are completed.*
- **Imaginability:** *is the ability to foresee consequences of a communicative situation, which enables one to modulate the communication suitably.*
- **Reacting on the Spur of the Moment:** *is the ability to react to any situation instantaneously, making sense.*

5. Contexts of Communication in a School Situation

HM being the leader of the system has to communicate to all collaborators. This includes students, colleagues, SDMC members, department officials and members of the community.

5.1. HM and Colleagues

Heads of schools along with the assistant teachers manage the school affairs. They are responsible for the academic progress of the school. The HM has to take every teacher into confidence before starting any work. He/She has to look into the classroom transactions and give appropriate feedback to teachers. Co-curricular activities will have to be planned. For all these headmasters need to be good communicators.

5.2. HM and Students

The question of student participation in school affairs depends on how the role is viewed by the HM and other teachers. In a democratic set up, it is necessary that the HM takes students also into confidence in organising school activities. It is necessary to recognise the identity of students and respect their views. HM's communication with students should make them develop a sense of belongingness.

5.3. HM and SDMC Members

SDMC members have come to play a major role in school activities. In principle, the SDMC is what a management is in a private school. The members of the SDMC who represent the parent community are expected to participate in various activities of the school starting from planning up to the implementation of different programmes. The HM being the leader of the school has to represent academic needs to the SDMC and ensure that they are considered. He/She may have to educate the members of the SDMC about various programmes of the department. Success of the school also depends on the successful participation of all collaborators in school activities.

5.4. HM and the Community

The community should come to own the school. This can happen only if the school develops confidence that the school has concern for their wards. It is not just marks or activities. It is the total development of the child that the parents are really bothered about. The confidence building exercise can bear fruits if there is good communication between the school and the community. Ultimately it is the HM of the school, whose communicative skills will have decisive bearings on the school community relationships.

5.5. HM and the Department Officials

The various programmes of the department are cascaded from the government up to the school level through various officials of the department. School heads act as links between the department on one hand and school-community on the other. The ability to receive ideas in their proper perspective and

implement the same taking into confidence the school community is the task of the HM for which a good communicative skill is required. The HM may have the task of convincing the department over the needs of the school.

Self Check

Two situations are described below. After going through them write how the HM in the second example was able to bring about a qualitative change in the school environment

Example 1: Mr A, HM of a certain school, went to school in time, stayed in the school very scrupulously till evening and left the school only after every one in the school left. The school community largely consisted of illiterate people. They would not understand what the school is doing. He was discharging his duties well. No one from the community bothered him. The school had 30 students, two teachers including him, and only two rooms. There was nothing to be done, he felt. He had already written many letters to the department for help. He had sent a school development plan too. But nothing could be done when the community did not take interest in the school. The community never owned the school. It was after all a government school, they felt.

Example 2: Mr B arrived in the same school on transfer. He took stock of the situation. He called for a meeting of the community. As usual no one came. But he felt he had to talk to them. He went into the village and talked to every adult in the village which had only about 200 houses. He talked to them about what he wanted to do in the school, how the children should be dressed etc. The community listened to him with interest. There was an HM who cared for their wards, they felt. Then came another meeting. There they were. The parents of all children, both father and mother, elders of the village community were present in the meeting. They cooked food for students, saw the presentations of their wards and felt happy that the school was doing something for their wards. They promised help and a school development plan was drawn in collaboration with the members of the community. The community now owned the school.

You can write your observations here:

6. Making Communication Effective

We have already familiarised ourselves with the components of communication. Apart from them, there are a few essential aspects which are strictly not components but still have bearing on the effect of communication. These are basically internal to each individual. The traits discussed below convey what is not spoken. A good communicator need to be aware of the possibilities of such traits.

Attitudes, for example, can make or mar a communication. What we think of the persons we are communicating to is something that invariably influences our presentation style. If we think low of a person and still have a need to talk to him, that would show up in our talk and body language. Such unintended messages would spoil the effect of your actual communication. One of the ways of overcoming this is to think of the person for his/her present worth only (the worth for which we are contacting him). We need to reconsider our own skills of communication in terms of each of the components listed under 1.4 and ensure that we keep up to them both in form and essence. A small hint showing the lack of interest would also affect communication. For example, when you are talking to someone, you may receive a call. If you have put it in mute, fine. That is the best thing to do. But to continue to ignore the ring would be very irritating. You may check and decide to cut it or take it. If you take the call the person you are talking to may feel left out. That may not be good. To ensure that you don't offend the person you may have to politely apologise, take the call and finish the conversation as early as possible. Perhaps you can tell the caller you would call him/her a little. Such moves would fill confidence in the person you are talking to. Sometimes we are distracted by the happenings around us, even as we are talking to someone. This could work in casual communication. But it may have far reaching effects in serious situation. We have to be careful.

Self Check

Write two situations where you think your communication was not effective. What did you do as a remedy? Could you finally manage to convey what you wanted to convey and get expected responses?

Situations for Role Play

1. You have called a parent to talk to him/her about the progress of a child. You want to talk to him/her about some behavioural problems of the child and relate it to the home environment and show how all these influence learning. How would you talk to the parent?
2. You need to talk to the members of the SDMC on some construction work. You want the room to be built in a particular manner. That may need a different planning from that given by the department. You may also need more funds. You want to take the SDMC into confidence. How would you talk to them?

Module 15

Stakeholder Participation in School Governance

1. Objectives

After reading this module you will be able to:

- Define school governance
- Identify the stakeholders of school governance
- Explain the importance of stakeholder participation in school governance
- Describe the structures of school governance and their functions
- State the sources of authority in school governance and stakeholder participation
- Reflect upon the involvement of stakeholders in your school functioning and work out an action plan for their better involvement.

2. Introduction

All educational leaders should be pre-occupied with the desire to see that the schools under their leadership are successful in maintaining high achievement levels in such areas as student discipline, curricular and co-curricular activities, examinations, teacher-student relationship, school environment, and maintenance of financial and material resources. Successful schools are a source of pride for both the school community and the community around the school. It is the aspiration of all educational leaders, especially head teachers, to have such a school to their credit. However, successful school is not the result of just aspirations, but of good planning and hard work.

One of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by the school headteacher. However, the responsibility for achieving high school effectiveness does not lie only with the headteacher, but with all stakeholders of a particular school, who work collaboratively as a team to meet the aspirations of the school. Clearly there are not only many players in school governance, but also many aspects to it, including school organization and management, coordination and consultation, monitoring and evaluation of school development plans.

This module introduces to you participation of stakeholders in school governance by discussing about the concept of school governance, stakeholders in school governance, school structures and their functions, and sources of school authority in school governance and stakeholder participation. It is intended that the module will help you to function effectively in promoting and facilitating good school governance practices in your school.

3. Defining School Governance

The concept of “governance” is not new. Simply put “governance” means: the process of decision-making and the process by which decisions are implemented (or not implemented). Governance can be

used in several contexts such as school governance, corporate governance, and local governance. Governance has a lot to do with power, legitimacy and authority to exercise control and or oversight over facilities and resource outlays within the school environment. The most important aspect of school governance is all about stakeholder involvement, voice and say in planning, budgeting, implementation and monitoring of school activities and programmes.

In short, school governance refers to how a school is organized and managed. The organization and management of the school are not the responsibility of the headteacher alone, but involve stakeholders- all those who have an interest in the development of the school. **School governance involves making decisions on:**

- Objectives on how things should be done (the dos and don'ts)
- Policies, laws, plans and budgets
- Accountability, information sharing
- Power relations in the running of the school.
- Allocation, utilization and generation of resources.
- Determination and enforcement of rules, guidelines.

Schools cannot operate in a vacuum. They function within the context of the laws, instructions, regulations and procedures emanating from such stakeholders as the government, local authorities, responsible authorities, the school management bodies, the school itself, the students and the parents. These laws, regulation and procedures give guidance on how school should be organized and managed. The acts and laws enacted by the parliament and state assemblies and the policy guidelines given by the respective governments provided the basis for school governance.

Self assessment

1. *What is school governance? What are the decisions involved in it?*
2. *What are the bases of school governance?*
3. *What are the characteristics of school governance?*
4. *School governance is not the sole responsibility of the headteacher. Why?*

Characteristics Good School Governance

Participation: Participation by parents, teachers, community members [both men and women] and pupils is a key cornerstone of good school governance. Participation could be either direct or through representatives

Rule of law: Good school governance requires fair legal frameworks that are enforced impartially. It also requires promotion or protection of human rights.

Transparency: Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations of the school. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement e.g. parents, teachers, pupils and sponsors. It also means that enough information is provided and that it is provided in easily understandable forms and media.

Responsiveness: Good school governance requires that school organs and processes try to serve all stakeholders, especially parents, teachers and pupils within a reasonable timeframe.

Consensus oriented: Good school governance requires mediation of the different interests in school to reach a broad consensus on what is in the best interest of the whole school community and how this can be achieved.

Equity and inclusiveness: Ensuring that all members of the school community feel that they have a stake in it and do not feel excluded from the mainstream. This requires all groups, but particularly the most vulnerable, to have opportunities to improve or maintain their well being.

Effectiveness and efficiency: Producing results that meet the needs of the school community while making the best use of resources at their disposal. The concept of efficiency in the context of good school governance also covers the sustainable use of resources and the protection of the environment.

Accountability: In general an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

4. Importance of Stakeholder Participation

It is important to realize that educational leaders must manage the school as an organization. When carrying out this task, one needs to involve other people who may have some specific interests in the school. It does not matter whether you are a teacher in the classroom, head of department, school head, an educational administrative officer, or even a civil servant; the management affects every educational leader. The quality of leadership and management may vary, but not the need for it in educational institutions.

Experience has demonstrated that successful educational institutions are those that involve as many stakeholders in their management as possible. The following is a list of some of the stakeholder who could be involved, directly or indirectly, in school governance.

- Ministry of education
- School governance committee (SMC/SDMC)
- Local educational authority
- Professional groups or association
- Parent teacher association (PTA)
- School head and deputy head
- Heads of departments
- Teachers
- Students
- Parents

We do not mean participation in the sense that students merely attending school or taking part in curricular and co curricular activities. Stakeholder participation in school governance refers to involvement of all or any relevant stakeholder groups in school management. The concept of participation implies any kind of contribution, input and sharing in management and development processes of the school. It also connotes involvement, engagement and or membership of policy and decision making structures within the school. Effective participation can only be realized if structures, capacities and the question of space are adequately outlined and addressed.

Stakeholder involvement in education is based upon the belief that expertise does not rest solely with the staff of an educational institution. Stakeholders are persons or organizations that have a say in the day-to-day functioning of an educational institution. Participation of multiple stakeholders in education is seen as a way to increase resources and improve accountability of schools to the community they serve. As a result, it enables the schools to improve access, retention, quality and performance of schooling.

Stakeholder participation in school education can take place basically in two forms – informal and formal. The informal system has been in practice since long, as the local communities contribute to educational effort by providing a piece of land or other locally available materials for construction and sometimes in cash. The formal system is in the form of *Panchayati Raj* institutions, school management committees, nongovernmental agencies, parents, and other community members who take active part in school governance. The increasing significance of formal participation of local communities is evident in the implementation of *Sarva Shiksha Abhiyan*. The experiences show that rather than confining the stakeholders to the periphery of the system of involving them in the donation of land and construction of a building for the school, it would be worthwhile to try and involve them more actively in the decision making process and various activities of the school.

Self assessment

1. *Why stake holder participation is important in school governance?*
2. *Identify the various stakeholders who can participate in the governance of your school.*
3. *What are the most important aspects of your school in which the stakeholder can contribute significantly?*

5. Structures of School Governance

The school is a community of people who need the support of other communities around them in order to function effectively and to achieve the goals they have set for themselves. The central figure in the governance of any school is the headteacher. Headteacher should be the driving force in determining the vision and mission of the school; the school climate; the implementation, monitoring and evaluation of the school plan; and above all, ensuring that the core business of the school, teaching and learning, is achieved at satisfactory level of success. However, as stated afore school governance cannot be the responsibility of the headteacher alone.

The headteacher has to rely on the support and participation of other stakeholders. This kind of support and participation is not haphazard but is organized around internal and external structures. The main components of the **internal structures** are the school administration, heads of department, teachers and students. Their functions are outlined below:

- **School administration** comprises the headteacher as the chief executive and the deputy headteacher as the assistant. The headteacher forms a link between the school and the members of the school governing body, viz. School Management Committee. The headteacher interprets and puts into effect, through management teams, the decisions taken at the Ministry and SMC levels. The headteacher can follow up on the decisions through the process of delegation, monitoring and evaluation. The headteacher is the manager of human, financial and material resources in the school.
- **Heads of departments** or senior teachers are responsible for coordinating teachers in different subject areas. They form a very important structure that assists school management in the supervision of teachers in their respective departments and the monitoring of school performance in the subjects of their specialization. They provide professional guidance to colleagues in their departments.
- **Teachers** are grouped according to their areas of specialization. They are first and foremost responsible for teaching and direct supervision of pupils in their respective classrooms. In order to do this effectively, they are expected to follow the various guidelines and regulations relating to the curriculum, management and teaching strategies. They are responsible to their heads of departments or senior teachers.
- **Students** are the major beneficiaries of all that goes on in school governance. Consultation or interaction with them may be facilitated through the Prefect System or Students' Council.

The **external structures** of school governance include the ministry of education, local authorities, school management committee, and parent teacher association. Their functions are outlined below:

■ **The ministry of education** is answerable to legislature through minister of education. The ministry has the custodial responsibility for all educational provisions and has the authority to formulate policies and enact laws that become the legal basis for school governance.

■ **Local authorities** have the responsibility for administering education at a local level on behalf of the ministry of education. Under RTE Act 2009 the local authorities include the *Panchayati Raj* institutions like Municipal Corporation, Municipal Council, Zila Parishad, Nagar Panchayat, Panchayat, and such other authority or body having administrative control over the school or empowered by or under any law in force to function as a local authority in any city, town or village. The local authorities provide space for school construction and local support for schools, and monitor the education being delivered in schools under their jurisdiction. The duties of local authorities as laid down by the RTE are listed in the box given below:

Duties of Local Authority Under RTE Act

- a) Ensure availability of neighborhood schools.
- b) Ensure that the child belonging to weaker and disadvantaged sections are not discriminated against and prevented from pursuing and completing elementary education on any ground.
- c) Maintain records of all children up to the age of 14 years residing in its jurisdiction
- d) Ensure and monitor admission.
- e) Ensure admission, attendance and completion of elementary education by every child residing within its jurisdiction.
- f) Provide infrastructure including school building, teaching staff and learning material
- g) Provide special training facility.
- h) Provide good quality education conforming to the standards and norms specified by in the Schedule.
- i) Ensure timely prescribing of curriculum and courses of study for elementary education.
- j) Provide training facility for teachers.
- k) Ensure admission of children of migrant families.
- l) Monitor functioning of schools within its jurisdiction, and
- m) Decide the academic calendar.

■ **School Management Committee** comprises members who are elected by public or nominated by the ministry of education. Under RTE Act 2009 SMC should consist of the elected members of local self governments, teachers, parents or guardian of the children admitted in the school. The act stipulates that the members of SMC should consist of three-fourth of parents or guardians; fifty percent women; and adequate representation of parents or guardians of children belonging to disadvantaged group and weaker section. The functions of SMC include:

- Monitoring the working of the school;
- Prepare and recommend school development plan;
- Monitor the utilization of the grants received from the appropriate government or local authority or any other source and,
- Perform such other functions as may be prescribed.

The school development plan (SDP) prepared by the SMC is basis for the plans and grants to be made by the appropriate government or local authority.

■ **Parent-teacher associations** are made up of teachers and parents who have vested interest in the school because they have children enrolled in the school. The major function of this association is to support the school administration in its endeavour to achieve the school's goals as expressed in the school development plan and mission statement.

Self assessment

1. *What are the internal structures of school governance established in your school? List the specific functions performed by these structures.*
2. *Which are the external structures operate in the management of your school? Illustrate their functions and involvement in the governance of your school.*

6. Sources of School Authority

A school is established by law as enshrined in Education Acts. Its operations are also governed by laws, regulations and other legal instruments that are passed by parliament and state legislature. The various legal documents and other agreements related to the establishment and operations of the school define the responsibilities of various stakeholders. Some of these may be legal responsibilities whose main purpose is to ensure that the operation of the school is within the law. Others may be related to the moral accountability of some stakeholders.

Here is a list of some of the sources of school authority that educational leaders need to know:

- **National Policy on Education:** Drawing guidance from the Constitutional vision of India as a secular, egalitarian and pluralistic society, founded on the values of social justice, NPE stated broad aims of the education system. It laid down ten core elements for inclusion in the curriculum at various levels of education. It also made recommendations for structural reform in the education system

based on decentralization and empowerment of the local community to participate in educational management.

- **National/State Curriculum Framework:** The curriculum frameworks articulate the aims and objectives of school education in broad terms for different levels and school subjects. The document provides a framework within which teachers and schools can choose and plan experiences that they think children should have. It also provides guidelines for assessing students learning and conducting school examinations. In the context of systemic reforms, the document emphasizes the need for encouraging community participation as a means of enhancing quality and accountability in school education.
- **Right to Education Act:** It is an important legal document that established education as a fundamental right and entrust the governments to provide free and compulsory education to all children from the age 6 to 14 years. It also explains the responsibilities of central and state governments as well as the educational officials such as school headteachers, the education officers, school management committee and local authorities. The headteacher and other teachers should have a through understanding about the provisions of RTE Act and their implications for school functioning.
- **Financial regulations** issued by the governments explain in detail the principles to be upheld in the collection, disbursement and sage custody of public funds. These regulations are also based on the acts of legislatures.
- **Directives and circulars** released from time to time by government departments announce a new policy or an amendment to existing policies. In some cases administrative instructions may be issued to the school in the form of directives.
- **School rules** govern the conduct of students and stipulate the penalties for misbehaviors. School rules should be framed in accordance with the government regulations and in consultation with various stakeholders including students.

The various legal documents or measures mentioned above provide educational leaders with authority in school governance as well as guidelines for involving various stakeholders in the governing process.

Self assessment

1. *Explain the concept of authority in school governance.*
2. *What are the sources of authority that would help you in ensuring effective participation of stakeholder in school governance?*

Some Key Questions on Stakeholder Participation

- * Are there enough opportunities for stakeholder participation in your school?
- * Are some people discriminated against or excluded from participation?
- * What are some of the best ways of encouraging participation in school management?
- * How can effective participation of all stakeholders be encouraged in the school?
- * What does the law or policy say about your participation in school management?
- * How democratic is the composition of school committees in your area?
- * Do members of these committees represent community interest?

This module has discussed definition of school governance; importance of stakeholder participation; stakeholder based management structures; and sources of school authority. If you are a headteacher, we hope that this module will assist you work towards making your school a success by involving various stakeholders. As a head of school, school inspector or education officer, you should now be in better position to understand the structures of school governance and the sources of your authority. Educational leaders should not become obsessed with the power and authority that come with a manager by default. A wise leader knows that acquired authority would bring better results in management, but there are limits of his/her authority. As far possible, avoid weakening your authority by trying to exercise it where it is likely to be challenged or ignored.

7. Activities

1. **Focus Group Discussion/ Brain Storming:** As an educational, you are aware of the various stakeholders who should be consulted and involved in effective school governance. Think of what would result from failure to consult with and involve stakeholders in school governance?

The participants will brain storm (or discuss in small groups) the consequences of not involving students, teachers and the community in the school governance process.

2. **Role Play:** A new school has just been opened within the area of your jurisdiction. The newly appointed headteacher has requested advice from you, regarding the structures to be established or identified to ensure smooth governance of the new school. As a senior and experienced educational leader, what advice would you give the new headteacher?

The participants need to prepare a script for role play on this theme and enact during the training session

3. **Action Plan:** Reflect upon the involvement of community, teachers and students in the school governance and prepare a detailed action plan for ensuring their active involvement.

The participants will sit in groups to work out action plans for involving the three set of stakeholders in school functioning.

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Appendix I
List of Resource Persons

RIE Faculty	
<p>1 Prof. C G Venkatesha Murthy, Professor, RIE, Mysore – 6</p> <p>2 Dr. Asha K.V.D. Kamath Asst. Professor RIE, Mysore-6</p>	<p>3 Dr. T. V. Somashekar Asst. Professor RIE, Mysore-6</p> <p>4 Dr. V. Ramadas Asst. Professor & Academic Coordinator, RIE, Mysore- 06</p>
External Resource Persons	
<p>1 Prof. A V Govinda Rao Rtd. Principal Somani B.Ed. College, 201, 12th main, 9th cross, Sarawathipuram, Mysore-9</p> <p>2 Prof. C G Nagaraj Rtd. Headmaster D M S CH 5/4, III Main, V Cross Jayanagar Mysore – 14</p> <p>3 Dr. H Kumara Swamy Lecturer, DIET, Mysore</p> <p>4 Ms. Shylaja Kumari Lecturer DIET Mandya, Karnataka</p> <p>5 Dr. Shanmukha Lecturer in Education Karnataka State Open University, Mysore</p> <p>6 Prof. Y N Sridhar DOS in Education University of Mysore Manasagangothri, Mysore</p> <p>7 Mr. Ashwin C R Lecturer, PSTE Wing, DIET, Shimoga</p> <p>8 Mr. Hariprasad Lecturer DIET, Shimoga</p>	<p>9 Mr. Basavaraja B K Principal, DIET Mandya, Karnataka</p> <p>10 Mr. Purushotham Deputy Project Coordinator SSA, Office of DDPI N R Mohalla, Mysore</p> <p>11 Ms. Indranamma Lecturer, DIET, Tumkur</p> <p>12 Ms. Jagadambadevi Lecturer, DIET, Tumkur Karnataka</p> <p>13 Prof. N S Raghunath Dept. English, Karnatak University Dharwada – 580 003</p> <p>14 Prof. Kikkeri Narayan Rtd. Prof. & Head, Culture studies CIIL 262, 19th main road, “B” Block, III stage, Vijayanagar, Mysore – 17</p> <p>15 Dr. H K Ramanath 87, Abhinaya, Telecom layout, Girigowda Marg, Vagdevi Nagar, Mysore – 09</p>

Appendix II

Training Evaluation Questionnaire

Note: Please take a few minutes to complete the form and return to the facilitator

1. List out; what have you learnt from this training?

2. What did you like from the training?

3. What particular learning will you implement? How?

4. What are the suggestions to improve the training?

5. How do you rate the facilitator knowledge, skills and attitude?

Note: Please write the title of the training session and your rating of the facilitator knowledge, skills and attitude in the respective columns. Number '1' is the lowest and '5' is highest rating.

SI No	Training session/topic	Rating 1...2...3...4...5		
		Knowledge	Skills	Attitude
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

6. Overall comments about the training
