



National Centre for School Leadership

National Programme Design and Curriculum Framework



National University of Educational Planning and Administration

National University of Educational Planning and Administration (NUEPA)
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Preface

School system in India has witnessed enormous expansion in recent years at an unprecedented pace, making access to primary education nearly universal. Increase in the number of secondary schools has also been large and is speedily moving towards universal provision in several parts of the country. While this quantitative expansion has made a significant impact on the participation level of children, concerns on the quality front have remained. There is increasing realization that quality concerns can not be addressed only through macro level strategies. It demands shifting our focus from system level reforms to school level actions. With more than 1.5 million schools to deal with, this is not an easy task and can not be addressed through any central level action. It demands more direct engagement by local actors to transform every school into a productive learning organization. This, indeed, is the goal of the National Programme of School Leadership Development presented in this document. In this mission, undoubtedly, the head teacher of the school occupies a place of central importance.

The Programme Design and Curriculum Framework presented in this document enunciates the basic principle involved in pursuing the transformative agenda for change and development of every school. It points to the need for complementing capacity building programmes for leadership development with research and institutional networking. It also lays out, in lucid manner, the contents and processes involved in developing leadership capabilities in the school system. The Curriculum keeps the learner, learning and teaching as the main focus of all actions. The Curriculum itself has been developed, based on a series of consultations at national and state levels, bringing together a large number of experts and field functionaries. This has ensured that the curriculum not only addresses the concerns of school quality but also the requirements of equity, keeping in view the vastly diverse contexts and conditions in which our schools function. Any curriculum document has to be dynamic and be responsive to changing demands of the school system. This would guide the work of the NCSL as they begin implementing this curriculum across the country.

I congratulate the National Centre for School Leadership (NCSL) team for bringing out this document and hope that State government authorities, heads of schools as well as all others concerned with the area of school leadership development, will find it useful.

New Delhi
February 14, 2014

R. Govinda
Vice-Chancellor



Acknowledgements

The National Centre for School Leadership (NCSL) has been set up at NUEPA to empower school leaders with knowledge, skills and attitudes to transform schools. NCSL has been engaged in formulating the programme design and Curriculum Framework which focuses on school leadership development.

We gratefully acknowledge the support provided by the Ministry of Human Resource Development (MHRD) in all activities of the Centre enabling it to function effectively.

This document is the result of discussions, meetings and consultations at different levels right from National to State by creating a synergy between the National Centre for School Leadership, National Resource Group, the State Governments and the State Resource Groups. We are highly grateful to each member for their support, guidance and encouragement at every stage of its development.

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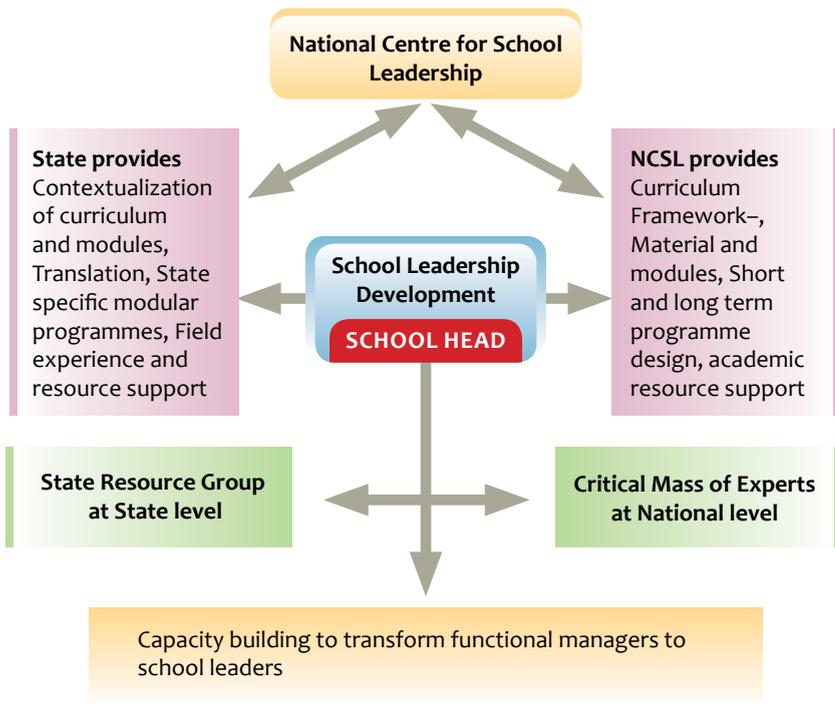
Introduction

Schools are now in public domain as never before and therefore it has become imperative that schools change to come up to the expectations of the more knowledge empowered society. The realization that *schools must transform* is placing greater responsibility on School Heads as managers and as leaders. In the Indian context, the need for a systematic approach to school leadership development gains added significance in the context of the rights-based approach to education which encompasses the right of equal access to education, the right to quality education, and the right to joyful learning environment; the fulfillment of which depends to a great deal on effective school leadership that engages in transformation of schools. Leadership is even more important for the schools working under difficult circumstances with limited resources coupled with increased expectations from parents and community. This calls for equipping school leaders with surfeit of skills and knowledge that enable them to critically analyze the challenges faced by and opportunities available to school in the prevailing conditions. In this context it is important to create structures and processes that encourage creativity and innovation among school heads, teachers and students to enable schools to transform into ‘Centres of Excellence’.

School does not exist in isolation and in fact mirrors the political, social, economic, religious and cultural aspects of the society in which it exists and functions. Hence, it is difficult to ignore this larger societal aspect in the school leadership programme that aims at transforming the schools into centres of excellence. This demands total shift in the role of leadership that goes beyond administrative and managerial responsibilities to proactive practices for school transformation. It is with this understanding that the School Head is seen as a prime mover of the entire process of change in a school. The foremost step for transformation, therefore, certainly requires capacity building of school heads far from the conventional models of training to a long term developmental mode that addresses real life challenges in the schools. In this direction, **School Leadership Development (SLD)** is being initiated nationwide across all the levels of school education to build and enhance the capacity of school heads on a long term and continuous basis.

NATIONAL CENTRE FOR SCHOOL LEADERSHIP

The National Centre for School Leadership (NCSL) NUEPA has been established with the prime purpose of transforming ordinary schools into schools of excellence and eventually bringing improvement in the entire school system through leadership development. The leading priority for NCSL therefore, is to prepare school leaders for school transformation. This would involve continuous engagement of administrators and practitioners to transform schools through collaborative effort involving all stakeholders. NCSL aspires to comprehensively address this very significant area in school education in the entire country.



The NCSL envisions a flexible framework capable of addressing diversity in schools across the country through leadership development programme. It is visualized to cover the whole range of schools from elementary to secondary and higher secondary, including schools under different kinds of management, geographical locations, size, school types, and the like. The vision and mission which the NCSL stands for clearly articulates its mandate for bringing transformation by reaching out to every school in the country.

Vision

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

Mission

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



Operational Framework

In order to realize the vision of transforming schools by creating new generation leaders, NCSL will draw collective learning experience by fabricating synergy of national and state institutions. These are briefly described below.



AT THE NATIONAL LEVEL

NCSL operates under the leadership of Prof. R Govinda, Vice Chancellor, NUEPA. It is also guided by a group of experts that forms the National Advisory Group (NAG), National Resource Group (NRG) and Mentors. The NCSL team at NUEPA is working on all aspects of school leadership development programme at the national level. It also works in close collaboration with its international partners like the National College for Teaching and Leadership (NCTL), Nottingham United Kingdom.

AT THE STATE LEVEL

The approach of NCSL is to make the activities of the Centre need based and participatory involving all the stakeholders at the State/UT and national levels. The implementation of State Leadership Development will be carried out through a network of institutions in States/UTs. State partners will form a core school leadership development team in the State, known as the State Resource Group (SRG). The SRG is expected to develop state-specific programmes and materials, support capacity building programmes, and develop a critical mass of experts to build a Leadership Academy (LA) associated with NCSL, NUEPA. The Centre's activities will be supported by these LAs and teams of SRGs. The programme thus developed will generate Professional Learning Communities (PLC) in all the States which will be networked with the NCSL, NUEPA for continuous professional development through Symposia, Webinars and modular courses.

Approach to School Leadership Programme

The NCSL envisions a flexible programme framework capable of addressing diversity in schools across the country through leadership development. The programme is visualized to cover the whole range of schools in different contexts from elementary to secondary and higher secondary, including schools under different kinds of management, geographical locations, size of school, and so on. This programme gains special significance in the context of the rights-based approach to education. The NCSL has conceptualized school leadership development through operational activities along the four components, namely- Curriculum and Material Development, Capacity Building, Networking and Institution Development, and Research and Development.

Curriculum and Material development will provide the foundation for capacity building of State Resource Group and the school leaders. Networking and Research are viewed as parallel areas of work, through which resource persons and school leaders would be brought together for developing, conducting and studying the processes of leadership development. Recognizing the inter dependence of the thrust areas, programmatic activities for the Centre have been designed so as to ensure synergy between curriculum development, field trials and review and feedback. This will in turn contribute to building new knowledge, designing, planning and developing programmes, generating materials, and action plans more relevant to the practitioners in the field and supporting the emergent professional learning communities of school leaders.

COMPONENT 1: CURRICULUM AND MATERIAL DEVELOPMENT

The Curriculum Framework for school leadership is a comprehensive and flexible document that reflects the evolving role of school heads, in the context of the schools and the challenges of the 21st century. The Curriculum Framework is built around six key areas dealing with the concepts and practices in school leadership. This document has been developed after national level consultations with educationists and

practitioners actively engaged in this field in India. The document was also vetted by the State Resource Group members in the eight states and simplified taking into account grassroots needs and realities of school heads.

Recognising the rich diversity that constitutes the Indian school system, this Curriculum Framework would be adapted to accommodate the varying contexts of different States.

OBJECTIVES

- To develop curriculum, organize well designed, need-based programmes for current and prospective school leaders
- To create a repository of materials and resources for school leaders
- To develop learning materials for diverse school contexts and customize them for use in different modalities

COMPONENT 2: CAPACITY BUILDING

The capacity-building component primarily focuses on leadership development of school leaders. It envisages building the capacity of leadership teams at State, District, Block and Cluster levels by systematically engaging them with the programme, over a period of time.

The capacity building programme for school leaders would be designed and contextualized around the key areas developed in the Curriculum Framework, transacted through need-based programmes in a facilitative and enabling environment. The emphasis would be on program delivery through process-based materials and practicum that would enable them to have hands-on application of the knowledge and skills they acquire.

The programme will operate through multiple short-term and long-term modular courses across the country based on target-specific and issue-specific requirements. It intends to build the capacity of school leaders to lead school improvement processes on an ongoing basis and to build the capacity of State and district-level faculty to design and deliver need-based programmes for leadership development that helps individuals to *proactively engage* in new ways of thinking.

OBJECTIVES

- To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders
- To prepare a critical mass of experts to take leadership development forward in the respective States and UTs
- To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships
- To empower local leadership (SMCs, SDMCs, VECs, PTAs, MTAs) and system leadership to contribute to school quality

Delivery of programmes will be the responsibility of States, with suitable guidance and support from NCSL. The emphasis would be on program delivery through process-based materials, enabling the participants to have hands-on application of the knowledge and skills they acquire. There will be provisions for adaptability and contextualization of Curriculum Framework and materials. From each State, selected case studies of outstanding leadership practices will be documented and used in transaction of materials during capacity building exercises organized in the select districts, clusters and locations identified by the State.

Capacity building programmes will lead to much larger perspective of school leadership development that provides for onsite mentoring and coaching to the School Heads through facilitators and other experts identified from the State Resource Group.

COMPONENT 3: NETWORKING AND INSTITUTIONAL BUILDING

NCSL conceptualizes long-term engagement with States through a network of institutions, professionals and individual experts within each State to ensure quality education for every child across all States of the country. This requires each school to pursue a transformative agenda of school leadership. Consequently, the programme at NCSL will partner with Professional Institutes, both governmental and non-governmental, already engaged or which intends to work in the field of school leadership in the State, along with resource institutions and the official structures at State, District, Block and Cluster levels, towards building systemic capacity for institutions to deliver school leadership development.

In every State, the Centre envisions operations through State Resource Group, Anchor Institutions located in select districts and one Nodal Institute. It is envisioned that the nodal institute along with the other anchor institutions would transform into a Leadership Academy at the State level. The leadership Academy would function as the extended arm of the National Centre. The Leadership Academy will work directly and through a network of institutions at District and Block levels depending upon the requirements of the programme and availability of suitable institutions. It is proposed to set up Leadership Academy and teams of SRG in each State.

OBJECTIVES

- Establish Leadership Academies, in consultation with State governments, and bring about synergy between NCSL and Leadership Academies
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members
- Create Professional Learning Communities of school leaders, across the district, state and region to generate collective learning experience for effective implementation of leadership development in the country

NCSL takes the lead role in initiating the discussions, dialogue with other organizations and State Governments for networking and in establishing Leadership Academies. Each Leadership Academy will be located in selected institutions of higher learning in different geographical regions of the State. The Academies will work in close collaboration with Departments of Education of the State/UT Governments and the entire SRG team. The Leadership Academy could be helped by its own members or group of local experts/school heads, volunteers, retired School Heads, or members of the community who would continuously engage in development of the school through professional dialogue. Such professionally interacting communities would network with each other to form professional learning community (PLC) at cluster, block and district level for sharing of best practices, experiential and reciprocal learning. Over time, the plan is to develop a network of PLCs, wherever possible across districts, states and regions as well as with the Centre.

COMPONENT 4: RESEARCH AND DEVELOPMENT

The need for research and development is both to deepen understanding and generate new knowledge in the area of school leadership to inform the development of curriculum and other interventions for school-based transformation. The Centre would collaborate with other research organizations and institutions as well as independent experts for carrying out collaborative research studies.

OBJECTIVES

- Collection, documentation and dissemination of best leadership practices
- Contribute to new knowledge in the area of school leadership development in the Indian context

The entire School leadership Development Programme will be guided by Curriculum Framework and a Handbook for delivering the programme. The Curriculum Framework is given in detail in the following section.



Curriculum Framework for School Leadership Development

The Centre has designed Curriculum Framework for School Leadership Development as one of its core functions. The Curriculum recognizes leaders as those who occupy a pivotal role in the transformation of school. As such, the main objective is to empower school leaders with the knowledge, skills and confidence to take responsibility and approach every problem as a challenge with the attitude of “Yes, I can and I will” leading to “We can and we will” to ensure that ‘Every Child Learns and Every School Excels’. It is in this perspective of making the school leaders believe in themselves, develop their personal and professional skills, improve their teaching and learning strategies to lead the fellow teachers, become aware of the rights of the child, and to create effective partnership with stakeholders- that the NCSL curriculum has been framed.

OVERARCHING GOAL

To enable the school heads to transform schools with a focus on enhancing student learning and development.

GUIDING PRINCIPLES

The Curriculum Framework is formulated with a belief that all school leaders have the desire to grow and excel in their profession. Adults learn differently and, given the right kind of material and in a language that is both simple and easily translated into different Indian languages, school leaders can use the material as per their own learning style and rhythm. While the curriculum draws on established theoretical principles, the contents and processes are envisaged to be firmly rooted in the practice of school leadership. This framework is formulated on the understanding that interaction of school heads with school administrators, the community and teachers is dynamic and continuously evolving.

CURRICULUM IMPLEMENTATION

The framework adopts a participatory approach for the capacity building of school leaders. The methods and approaches for implementing the curriculum would entail experiential learning, mentoring, critical reflection and field-level engagement. The framework seeks to continuously refine, update and bring one closer to the actual experiences of school leaders and facilitators.

Key Areas

The Curriculum Framework outlines six key areas, based on different components required for achieving the goal of developing school leadership in elementary schools. The key areas have clearly defined objectives and content areas that are necessary for bringing about school transformation and professional growth of school leaders.



All the six key areas are closely knit with a view to building a holistic perspective on school transformation and the critical role of the school leader in achieving this goal. The framework considers the school as a learning organization that proactively nurtures children and facilitates all-round growth and development. The curriculum centres on its ability to develop a positive self-concept (self-image) among school heads and encourage them to become reflective practitioners guided by the values of equality and non-discrimination.

Given the diversity of schooling contexts in India, this framework provides space to explore and understand Special Focus Areas – so that the specific challenges in mountainous, desert and tribal areas, the regions experiencing heavy rainfall leading to annual floods, or areas exposed to social conflict or frequented by natural or man-made disasters are understood and addressed. Equally, the specific challenges faced by small and multi-grade schools also merit special attention.

KEY AREA 1: PERSPECTIVE ON SCHOOL LEADERSHIP

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

OBJECTIVE

- Understanding school leadership and building a vision for change and improvement

Unit 1: School as a Learning Organization

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

Unit 2: School Leadership: Multiple Roles and Identities

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

Unit 3: Developing a Vision for School

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

Unit 4: Understanding Transformation

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

Unit 5: Child First

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

Unit 6: Transforming the Work Ethos

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

KEY AREA 2: DEVELOPING SELF

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

OBJECTIVE

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

Unit 1: Understanding Self

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

Unit 2: Self in Relation to Others

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

Unit 3: Self in the Context of School

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

Unit 4: Developing Professional Self

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

KEY AREA 3: TRANSFORMING TEACHING-LEARNING PROCESS

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

OBJECTIVE

- Transforming teaching- learning process into child-centered creative engagement

Unit 1: School and Purpose of Education

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

Unit 2: Understanding Child - Centred Pedagogy

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

Unit 3: Creating Conducive Teaching-Learning Conditions

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

Unit 4: Enhancing the Effectiveness of Classroom Processes

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

Unit 5: Developing Teacher as a Professional

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

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

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

KEY AREA 4: BUILDING AND LEADING TEAMS

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

OBJECTIVE

- Facilitating collaborations and working in teams

Unit 1: Building Teams

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

Unit 2: Promoting Team Work

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

Unit 3: Being a Team Leader

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

KEY AREA 5: LEADING INNOVATIONS

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

OBJECTIVE

- Facilitating transformation through innovative actions

Unit 1: Innovations – Heart of a Learning Organization

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

Unit 2: Building a Culture of Innovation in the School

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

Unit 3: Reimagining the school through innovations

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

KEY AREA 6: LEADING PARTNERSHIPS

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

OBJECTIVE

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

Unit 1: Home-School Partnership

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

Unit 2: Working with the Community

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

Unit 3: Working with the System

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

Special Focus Areas

Given the diversity of schooling contexts in India, this framework provides space to explore and understand Special Focus Areas dealing with issues in school education unique to specific States and contexts. The curriculum offered under the special focus area has been developed with reference to social, economic, geographical and/or educational challenges prevailing in those States. Equally, the specific challenges faced by small and multi-grade schools also merit special attention.

Special Focus Area 1: Leading Schools in Tribal Areas

The focus is on schools located in tribal areas which are culturally, socially and economically distinct from other places. In order to create a relevant and meaningful schooling experience for the children residing in tribal areas, school leaders have to develop a full understanding of prevailing conditions, needs and expectations of the children and the community in the tribal areas. Keeping this in view, some of the topics to be dealt with are as follows:

- Understanding the socio - cultural context in which the school functions.
- Understanding and acknowledging stereotypes that teachers and administrators carry into the school
- Understanding the needs of the tribal children with special reference to linguistic diversity.
- Understanding school, community and family - related issues that lead to student absenteeism, migration and teacher absenteeism.
- Contextualising curriculum, textbooks and pedagogy to address learning needs of tribal children.
- School community relationship in tribal areas.
- Management and administration of residential schools in tribal areas.

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

The focus of this special area is on multiple roles performed by the school heads in multi - grade teaching in single - teacher, two - teacher and small schools. These schools are characterized by teachers' limited understanding of their role, context, resources and time utilisation. This area, therefore, focuses on empowering and guiding teachers to deal effectively with teaching and learning in multi - grade contexts.

- Understanding the unique challenges in local and education system context.
- Creating an inclusive environment sensitive to socio-economic and cultural diversities.
- Adapting curriculum, improvising grade appropriate and level appropriate TLMs, modality for learner assessment.
- Student Management: Interaction between students, seating arrangement, student care and support.
- Learning in Groups: Across grade levels, peer tutoring and cross-age tutoring.
- Effective utilization of time by teacher and students in multi - grade settings.

Special Focus Area 3: Leading Schools in Conflict Areas

The daily life of people is disturbed in several areas of India due to conflicts and disasters. Schools located in such regions face many challenges: uncertainty of school functioning as well as emotional trauma and fear among children and staff. In such situations, the school head is faced with the challenge of managing day-to-day affairs of the school, enabling children to attend, establishing community relationship and ensuring their participation in schooling process. This special focus area addresses such challenges.

- Creating a support system to enable children to come to terms with trauma and fear
- Creating a stress-free child-centred environment in the classroom
- Developing a protective shield around the school, with the support of parents, to guard against any untoward incident.

- Garnering support from community and police to safe guard the interest and safety of the children and the school
- Encouraging, supporting and preparing students, teachers and staff to develop a positive attitude and also give each other courage to face the situation.
- Drawing upon the existing realities of life, discussing it in the school and weaving it into the teaching-learning process.

Special Focus Area 4: Difficult Geographical Conditions

Schools functioning in difficult geographical conditions such as heavy rainfall zones, deserts, hilly and coastal areas require special care and attention during specific seasons of the year. This would involve provision of physical infrastructure facilities and dealing with weather variations affecting normal life of the school. The objective is to prepare school heads to effectively address such challenging situations.

- Creating and implementing season specific time-table as per geographical and climatic variations.
- Ensuring continuation of schooling and prevention of drop-out, absenteeism of children through interactions and discussions with community leaders and parents.
- Constructing suitable infrastructure and storing educational and MDM materials in schools to cater to the specific location and climatic challenges faced.
- Preparing the teachers and children to face extreme climatic variations.
- Establishing partnership with community to prepare the school to face challenges.

The curriculum attempts to support the school heads in problem-solving and decision-making processes, while addressing specific issues and challenges in such special contexts.



Material Development

Adaptations and Contextualization

A range of interactive and easy-to-read materials will be developed on each key area and its core units as modular learning opportunities around critical issues in school education. There will be a basket of modules generated and put together from various sources. The repertoire will offer sufficient choice for the Resource Group and Resource Persons to customize for using the material in different combinations depending on the nature of engagement with School Heads in multiple contexts:

- Target-specific Modules: To address the varying needs of school heads in elementary, secondary and higher secondary schools as also the differential leadership needs of prospective or aspiring school heads.
- Issue-specific modules: To deal with contextual challenges and issues across the diversity of schools in the country.

Real case studies would be included in the materials collected from the State. It will be through several workshops with State Resource Group that the Curriculum Framework and materials will be brought closer to the realities of state-owned schools.

