

Note on Leadership Training of School Principals

Introduction:

The development of school principals are matters of great importance for all school systems because effective educational leadership is vital to bringing about improvements in those activities that foster the provision of education and student learning.

Historically the role of the principal has tended to focus on the responsibility in functional areas such as administration, planning, finance, student welfare, and reporting. In these contexts less emphasis has been placed on the principal's role as decision-maker and as educational leader in the enhancement of school improvement and quality learning.

The principal is not just administrative personnel. Rather the role of the principal goes beyond that of mere administrative duties. S/He is a bridge between the teachers, the children and the community making her/his role extremely critical for the functioning of the school. Over the years the role and responsibilities of the principals has intensified.

The main functions of the School principals are as follows may be summed up as follow:

1. Personnel Management
2. Student Management
3. Finance Management
4. Administrative Management
5. General Management
6. Curriculum Management
7. Teaching Responsibilities
8. Logistics

Thus it is necessary to recognize and balance the following where the role of the principal is concerned: her/his role as a pedagogical leader, the authority of the principal *vis-a-vis* the autonomy of the teachers, and the larger community and society in which the school is located.

The change and intensification of the principal's role has not always been accompanied by provision of the necessary training and support. Though the principal's role has intensified but changes in approaches to leadership learning have been slower to change. Therefore there is a need for a fundamental rethinking of the content, structure, delivery, and assessment of leadership learning.

Norms under RMSA:

As per **Para 5.11.4 of the framework**, the following has been envisaged in the context of leadership training of Principals:

- The various kinds of leadership that is expected to be developed in the Principals are Educational Leadership, Personal Leadership, Relational Leadership, Intellectual Leadership and Organizational Leadership
- NUEPA would be the nodal agency making a network of institutions like IASEs, CTEs, University Departments of Education, Management Schools, Regional Institutes of Education, (NCERT), Indian Institutes of Management, etc. which would plan the training of heads of school
- An orientation Programmes for Educational Planners and Administrators would need to be planned and operationalized on a mass scale. The Training Programmes would have to be backed by appropriate Training Packages

Proposal under RMSA in 2011-12:

RMSA has supported the following under “Leadership Training” for five states viz. Andhra Pradesh, Chhattisgarh, Jharkhand, Tamil Nadu and Uttar Pradesh.

Andhra Pradesh: The state has proposed to improve the administrative skills, team building skills, teacher motivation, academic accountability, and to develop aesthetic sense among students. In addition to the above the following items are also considered to be added in the training.

- Preparation of Institutional plan and its effective implementation.
- Conduction of SMDC, PTA, SBC etc. Meeting.
- Supervising the civil works.
- Initiation to promote innovative best practices among teachers.
- Community mobilization for development and smooth functioning of the institution.

Chhattisgarh: The state has proposed for 7 day training for 44 Principals. The topics to be covered are administrative, academic and financial management; parameters of running a school, audit and leave rule, leadership and team work. This has been proposed for 2 Principals per educational district for 22 districts. This has been proposed for 7 days through IIM Ahmadabad/Kolkata.

Jharkhand: The state proposed a Special Self-Development programme for 5 days for 550 Head Masters to be conducted by one of the Management Institutes situated at Ranchi in a phased manner. The programme is aimed at improving leadership quality of HMs as well as their attitudinal change and personal skill development. The Training Package will primarily focus on the following issues.

- a) Discovering self
- b) Self-Management & Development
- c) School – Management

- d) Behavioral anchoring
- e) Developing a positive attitude
- f) Commitment to work
- g) Stress Management
- h) Time Management
- i) Active Learning Methodologies
- j) Enable them to address issues like Discrimination, Corporal punishment, Teacher-Student/ Parent relationship etc.

Tamil Nadu:The state has proposed to train 5675 School Heads on Soft Skills through IIM, Bangalore for 5 days. The Heads of schools are proposed to be exposed via specialized training programmes to hone up their leadership qualities. The state has proposed to train the Principals on educational leadership, personal leadership, relational leadership, intellectual leadership, organizational leadership and administrative leadership.

Uttar Pradesh:In order to promote publicity & community mobilization for RMSA, and development of leadership the state has proposed for leadership training of principals. The nodal agency for the training is proposed to be SIEMAT. The leadership training has been proposed for 600 Head teachers.

In the year 2011-12, the “Leadership Training” for the following states has been approved under RMSA:

States/UTs	Professional development or leadership programme for Principal at IIM/Special self-development programme for head master		
	Phy	Unit Cost	Fin(in lakh)
Andhra Pradesh	460	0.3	138
Chhattisgarh	44	0.3	13.2
Jharkhand	550	0.1	55
Tamil Nadu	5675	0.3	1702.5
Uttar Pradesh	600	0.051	30.6
Total	7329		1939.3