SCHOOL CULTURE, LEADERSHIP AND CHANGE

Maximum marks : 100
External : 70
Internal : 30

Design of the Course
- At least one unit of study to be field-based.
- Specific readings suggested for use in discussion groups enabling a close reading of each text.
- Teacher educators could divide readings amongst the class to promote shared reading sessions

Rationale and Aim
This course focuses on the organisation and structures of the school system. How are schools organized? What roles do government functionaries perform to help schools provide quality education? What kind of leadership enables effective school education? How are educational standards defined? What are the processes of change facilitation in education? This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions, readings, field-based project work and project presentations, students will develop an understanding of the range of factors that enable school organization and management.

Specific Objectives
The overall objective of this course is to enable students to develop a holistic understanding of the range of issues and dynamics that constitute school education. The specific objectives are:
- To familiarize students with the structures and processes of the Indian education system.
- To help students develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system.
- Sensitize students to the creation of school culture and the role of school rituals in the formation of school culture.
- To enable students to develop a comprehensive understanding of context specific notions of school effectiveness.
- To enable students to develop an understanding of school leadership and change management.
- To help students make overt connections between field-based project work, educational leadership and change facilitation.

UNITS OF STUDY

UNIT 1: Structures and Processes of the Indian Education System
- Types of schools within different administration bodies
- Roles and responsibilities of education functionaries
- What is school culture, organization, leadership and management? What is the role of school activities such as assemblies, annual days etc in the creation of school culture?

UNIT 2: School Effectiveness and School Standards
- What is school effectiveness and how it is measured?
- Class room management and the teacher
- Lesson plans, preparation for transaction and inclusive education
- Communication in the classroom and teaching learning levels in the classroom.

UNIT 3: School Leadership and Management
- Administrative leadership
- Change management
- Leadership for change

UNIT 4: Change facilitation in Education
- Sarva Shiksha Abhiyan (SSA) experiences
- Equity in Education
- Issues in educational and school reform
- Incentives and schemes for girl children
- Preparing for and facilitating change in education

UNIT 5: Understanding Teacher Development
- Concepts of Teacher Development and Teacher Education.
- Pre-service and In-service Teacher Education: concept, nature, objectives and scope
- Recommendations of Commissions concerning Teacher education System - Kothari Commission, Education Reforms Commission, Chattopadhyaya

Project work: Field observations, class discussions, analytical presentations and participation in change visualization.

Mode of Transaction
- Observation and documentation of school organizational processes.
- Field visits: centres of innovation, different school types.

Essential Readings

1. Batra, Sunil (2003) From School Inspection to School Support. In N. Sood (ed) *Management of School Education in India*: NIEPA: New Delhi.
2. Early, P. and D. Weindling (2004) A changing discourse: from management to leadership. In Early, P. and D. Weindling (ed) *Understanding School Leadership*. Paul Chapman Publications: UK.
3. Fullan, M. (1993) Why Teachers Must Become Change Agents. *In Educational Leadership*. 50 (6).
4. Govinda, R. (2001) *Capacity Building for Educational Governance at Local Levels*. Paper presented at the International Consultation on Educational Governance at Local Levels. Held at UNESCO. Paris 27-28 February 2001.
5. Majumdar, S. (1990). Infrastructure and Educational Administration.
6. Mukhopadhyay and Parkar. *Indian Education: development since independence* Vikas Publications: New Delhi
7. Jha, Madan Mohan (2002) *School Without Walls* Heinemann: New Delhi pp 24-40: 128 - 155
8. Marzano, R. Waters and McNulty (2005) *School Leadership that Works* ASCD: Virginia pp 13-27: 41-64

Readings for Discussion

1. NCERT. Educational Statistics of India. New Delhi (issues of the last decade)
2. Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn*. London: NB. 27-58.