

**AREA / SUBJECT :** School Leadership Development Programme

**STAGE :**Secondary

**TOPIC :** “ A Study on the Effectiveness of School Leadership Development Programme (SLDP) in Bangalore Rural District“

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### **1. ABSTRACT :**

The state Institute of school leadership, educational planning and management, Karnataka (SISLEP), Dharwad, bears the responsibility of developing the necessary skills to bring about the change in the head masters attitude, outlook and practices at the school level in accordance with the constitutional and global thinking. as its main objective, is to develop school leaders knowledge and skills in the field of Educational Leadership and Management with a view to change their attitude and outlook, positive thinking, and thinking personality. Considering all the high schools in the state.

The high school stage is the most important stage in the life of every child. As a leader and leader of all student learning in school, his educational and administrative responsibilities as a leader, co-ordinate with teacher and child care, SDMC, local government, community coordination with other departments, co-ordinating and collaborating with other departments will contribute to the quality of education. The Training Manual was created with the intention of providing 16 days training to the Headmasters in order to build the capacity for the community, parents and students to be attracted to the school by making the school different from other schools.

Although some efforts have been made to improve school leadership, there has been no system wide intervention covering these states in entirety so far. Besides, the focus of most of these trainings is limited to enhancing managerial and administrative skills of school heads rather than on school leadership development. These gaps indicate the fact that school leadership has so far not been considered central to school quality. Hence, there is a need for developing school leaders who not only manage the schools well but also the transformation required for achieving school quality.

Head teachers who design a school as a whole, need to be more thoughtful and innovative and effective. Understand the strengths and shortcomings of co-teachers and create an inclusive learning environment for them to work together. By this the school has to be transformed into a social institution. Management of all these responsibilities is the most difficult challenge for the head teacher.

### **2. OBJECTIVES OF THE STUDY :**

- To Increasing professional competence among head teachers and motivating them to perform their role effectively.
- 2. To develop knowledge, skills, and orientation related to academic management among head coaches.
- 3. To develop the ability to prepare and implement a school development plan.

- 4. To realize the importance of stakeholder participation and community participation in the process of qualitative education.

### **3. METHODOLOGY :**

**i ) SAMPLE :**A simple random sampling or systematic sampling method is adopted

**ii ) TOOLS :**Information was collected through questionnaires from headmasters.

**iii ) PROCEDURE OF DATA COLLECTION :**

- a) A questionnaire is prepared based on the training module.
- b) Distributed the questionnaires to headmasters,
- c) Asked them to provide the proper responses to each question.
- d) Collected back the response sheets.

**iv) DATA ANALYSES :**Data collected using the tools was analysed using Statisticsl methodology. Used descriptive analysis and percentage analysis.

### **4. FINDINGS OF THE STUDY :**

- This training has been found to be effective in enhancing the professional competence of the head teachers and their role.
- This training has been found to be helpful in developing knowledge, skills, and perspectives on academic management among the chief executives.
- Developed the ability to prepare and implement a school improvement plan.
- Understanding the goals of education in the context of the NCF 2005 and the implementation of the guiding principles.
- The role of stakeholders in the process of qualitative education has been found to be important to the participation of community leaders.
- Training is effective in creating transparency in the administration and management of educational activities.
- This training has prompted head teachers to bring about change in school governance.
- This training appears to have motivated the headmaster to pursue personal change and self-improvement from an academic and supportive perspective

### **5. IMPLICATION OF THE STUDY FOR SCHOOL EDUCATION :**

This training module is an attempt to empower head teachers with the aim of developing a positive thinking and thoughtful personality by changing their attitude and outlook , building knowledge skills in the areas of school leadership, educational planning & management. High school head teachers are not just administrators. He is a school leader. A training manual has been created to enable the main teachers who are the beneficiaries of this training to effectively meet the challenges described by the school. This training is aimed at making schools more efficient.

- The knowledge and skills acquired in training should be effectively implemented in schools.

- Headmaster / educators must constantly strive for community involvement in realizing the role of stakeholders in achieving academic quality.

If this type of training is being conducted by the department from time to time, the headmaster / teacher will be updated.