

National Conference on Leadership for Quality Improvement in Schools

February 27-28, 2020

National Centre for School Leadership



National Institute of Educational Planning and Administration
(Deemed to be University)

Address: 17-B, Sri Aurobindo Marg, New Delhi – 110016 (India)

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NATIONAL CONFERENCE ON LEADERSHIP FOR QUALITY IMPROVEMENT IN SCHOOLS

INDIA HABITAT CENTRE
New Delhi

27-28 February 2020

Information Brochure

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Introduction

Globalization, in the new millennium, along with increased levels of technological advancement has become the central driving force behind the rapid, social, political and economic changes which are re-shaping the educational landscape of the countries across the globe. Globalization has put pressure on education systems to provide young people the knowledge and skills they need to adapt and function well in a rapidly changing environment. This has led to schools being in public domain as never before. It has therefore become imperative that schools transform to meet the expectations of a more knowledge empowered society. However recent national and international surveys and studies have raised concerns about the quality of education offered in schools in India. India has made significant progress in achieving universal access and enrolment at the elementary level, while there has been a noticeable spurt in enrolment at the secondary level. The participation rates of the disadvantaged social groups like SC/STs have also increased considerably. Still, the major challenge before the education sector is less than optimum levels of student learning. Evidence suggests that learning outcomes for children in Indian schools are not in accordance with corresponding grade levels. In this context, with schools increasingly being seen as a unit for planning and development, the onus on improving the quality of the school and transforming the teaching learning process is invariably on the school head and school leadership development has become the new lever for quality enhancement of schools. Effective schools require three elements: basic inputs, facilitating conditions and the will to change. The necessary inputs such as minimum infrastructure, physical amenities like drinking water, toilet facilities, seating facility are essential for the smooth functioning of school. In addition the school needs to have the sufficient number of trained and competent teachers to teach the students; a well-developed curriculum, in terms of both scope and sequence; adequate instructional materials for students; appropriate class size implying a sufficient supply of teachers and classroom space; adequate time for teaching and learning; teaching practices that encourage active student learning. The facilitating conditions are community involvement; school-based professionalism (which includes the crucial role of the principal in school effectiveness) teacher collegiality and commitment, and autonomy balanced with accountability; flexibility in curriculum and organisation. Considering the significance of school heads in effective functioning of schools, the **National Conference on 'Leadership for Quality Improvement in Schools'** is being organized on February 27-28, 2020.

School Leadership for Quality Improvement: Research Evidences

International research has provided consistent evidence which demonstrates the potential of Principals' leadership, on school organisation, culture and conditions and through this, on the quality of teaching and learning and student achievement (Leithwood&Jantzi, 1999a, 1999b; Silins&Mulford, 2002a; Marks &Printy, 2003; Mulford, 2008; Robinson, Lloyd & Rowe, 2008; Day et al., 2009; Bryk, Sebring, Allensworth, Luppescu & Easton, 2010; Gu & Johansson, 2013; Bruggencate, Luyten, Scheerens&Sleegers, 2012). Research evidence has also concluded that leadership is second only to classroom teaching as an influence on pupil learning (Leithwood et al., 2006) and such influence is achieved through its effects on school organisation and culture as well as

on teacher behaviour and classroom practices (Witziers, Bosker&Krüger, 2003). Hallinger's (2010) review of 30 years of empirical research on school leadership points in particular to the indirect or mediated positive effects which leaders can have on student achievement through the building of collaborative organizational learning, structures and cultures, development of staff and community leadership capacities to promote teaching and learning and create a positive school climate. Research evidence also suggests that successful leaders have been instrumental in fostering social outcomes among children (which includes positive values like integrity, compassion and fairness), love of lifelong learning, fostering citizenship and personal, economic and social capabilities (Putnam, 2002; Day & Leithwood, 2007; Mulford&Silins, 2011; Ishimaru, 2013).

Indeed, various research studies on school effectiveness have drawn attention to the importance of school leadership as a key characteristic of effective schools. Research in the area of school improvement has highlighted the role of head teachers/principals role in the turnaround of in-effective schools as well as its importance for schools in disadvantaged context. (Heneveld& Craig (1996); Scheerens (2000)). Principals are projected as the cause of effective schools without highlighting aspects of causal inference. This implies that there is a need to assess both the direct and indirect effects of principal's instructional leadership on developing effective schools and in improving student achievement while accounting for variations in the school context and in selected personal characteristics of principals (Leithwood et al., 1990). There is a need also to analyze the nature of principal effects on improving the school climate and the subsequent improvement in learning outcomes of students. The conference deliberations will highlight some of these issues on the effect of school leaders as individuals to transform institutions leading to improvement in student learning.

School Leadership in India: Challenges and Issues

The context of schooling in India is so varied marked by social and geographical diversity, diversity in school managements, school size, and diversity within schools and classrooms. Schools across the states have wide contextual variations which are ecological, cultural and socio-economical by nature. Schools are different by virtue of being located in remote and hilly areas, conflict prone areas, near international borders, in flood and drought regions, islands, near coal mines, in historically backward areas-either rural or urban or semi-urban townships or in inaccessible regions of north-east India. Schools also come under various managements for example, schools run by State Departments of Education, Government supported grant-in-aid schools, local body managed schools and schools managed by Tribal/Social Welfare Department and the like. Diversity also comes from schools in various sizes which include small schools, large schools, single teacher schools, two teacher schools etc. Schools mirror the political, social, economic and cultural aspects of the society in which it exists and functions. It is important therefore to celebrate school leadership and recognize the efforts of the school leaders to transform their schools into learning organizations. Secondly there is a crucial need to generate, document and share evidences in the form of case studies and video documentaries that articulate the roles and functions of the school head, the multiple challenges that they face that are unique to the school and the school context, as well as the specific challenges they face in improving learning among children. This would enable arriving at policy decisions and generating need based professional development programmes for the school heads so as to empower them to transform their schools into centers of learning.

The Conference

It is against this background the National Conference organized by the National Centre for School Leadership (NCSL), NIEPA, seeks to discuss and deliberate on the theme '**Leadership for Quality Improvement in Schools**'. The conference will be held on **February 27th-28th, 2020 at Tamarind Hall, India Habitat Centre, New Delhi.**

The Objectives of the Conference are

- a. To understand the impact of school leadership on quality improvement in schools
- b. To share and discuss leadership practices and innovations to improve student learning

- c. To share and disseminate evidences of leadership practices in diverse school contexts to improve student learning

The Conference endeavours to provide platform for sharing of new practices, innovations, perspectives and experiences in the field of School Leadership. It will bring together leading academicians, practitioners and scholars in the area of school leadership as well as Principals and Head teachers from State Government and Government aided schools, schools under the Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti(NVS).

We have invited submissions from school principals/school heads from State Government schools and Government aided schools, and schools under the Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS) at all levels of education (primary, secondary and higher secondary levels) in the form of cases studies/video documentaries that describes exemplary leadership practices and innovations that they have initiated in their schools.

We received a total of 700 applications from school heads from different parts of the country and have shortlisted a total of 50 case studies depicting exemplary leadership practices by adopting a systematic process of selection. The selected school heads will present their leadership practices through case studies presentations, video presentations and poster presentations during the two- day conference.

As part of the conference proceedings, experts will be invited to chair the sessions who will provide guidance and suggestions to the school heads on how to improve leadership practices in their schools. The experts will also facilitate the publication of the case study by offering suggestions on key readings in school leadership domain, maintaining focus, articulation of key issues/challenges and innovative solutions.

The Case studies and videos that we have received from the school heads have been classified on the following themes:

Conference Themes

- **Leadership for Developing Effective Schools**

The role of school leaders is becoming challenging as ever with the need to constantly evolve, be creative and innovative in order to steer the schools into becoming learning organizations. This theme focuses on the broad area of school leadership and exemplifies the role of school heads in converting their schools into centres of excellence with focus on the holistic development of the child, teacher professional development and whole school development

- **School Leadership for Improving Student Learning and Learning Outcomes**

As evidences point out, school leadership is second only to teaching among school related factors and its impact on student learning. School leadership has a strong impact on student learning primarily through setting directions. The school leadership also impacts student learning by providing teachers and others in the system with the necessary academic support and their professional development. Leadership also makes an impact by encouraging teachers and students to experiment and try out new methods. This theme focuses on the roles and practices adopted by school heads in their respective schools to improve the learning of students.

- **Leadership for Developing Teachers as Leaders and ICT Integrated Teaching in classrooms**

This theme revolves around the role of school heads in the professional development of teachers and also takes the leadership role in the classroom making it more inclusive and child centered. The theme also focuses on the role of ICT in improving teaching learning in schools and provides an insight into the responses of students and teachers on the impact of ICT in making the school a dynamic institution.

- **Leading Innovations in Schools**

This theme highlights the role of school heads in facilitating innovations in schools significant to school improvement. The theme focuses on the various ways in which school heads have led the way to bringing in new ideas within the school process by looking beyond the normative framework.

- **School Leadership for Building Effective Partnerships with Community**

The theme centers around on the school heads' role in facilitating establishment of meaningful relationships with stakeholders including parents, community and officials in the education department. The theme covers on the strategies adopted by the school heads in establishing effective partnership with the communities for the holistic development of the students.

Venue: Tamarind Hall, India Habitat Centre, New Delhi

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PROGRAMME

National Conference on Leadership for Quality Improvement in Schools

Day 1: Thursday, 27 February (Venue: IHC, Tamarind Hall)

9:00-10:30	Registration
10:30-11:30	Inaugural Session Introduction: Ms. Shivani Bakshi, PhD student, NIEPA Welcome : Prof. N.V. Varghese, <i>Vice Chancellor</i> , NIEPA (Felicitation of Chief Guest) Conference Highlights: Dr. Sunita Chugh, <i>Associate Professor</i> , NCSL-NIEPA Key note Address: Shri. Amit Khare, <i>Secretary</i> , Department of School Education and Literacy, MHRD Chairperson's remarks: Prof. N.V. Varghese, <i>Vice Chancellor</i> , NIEPA Vote of Thanks: Dr. Subitha GV, <i>Assistant Professor</i> , NCSL-NIEPA
11:30-11:45	Tea/Coffee
11:45-13:00	Session 1: Leadership for Developing Effective Schools Chair: Dr. V. Vijayalakshmi, <i>Joint Commissioner</i> , Administration, KVS, New Delhi Co-chair: Dr. Sunita Chugh, <i>Associate Professor</i> , NCSL-NIEPA Session Presentation <ol style="list-style-type: none"> 1. Sonam Gyaltsan, <i>Head Master</i>, Council Model School, Sakti, Leh, Ladakh 2. Shobha Roy, <i>Vice Principal</i>, Govt. Sr. Secondary School, Bambooflat, (PO) Bambooflat, South Andaman, A & N Islands 3. Dhushyant Kumar Sahu, <i>Head Teacher</i>, Govt Middle School, Semra, Dhamtari, Chhattisgarh 4. Moosa T.T., <i>Head Master</i>, AJ John Memorial HSS, Chatankottunada, Kozhikode Dt, Kerala 5. S Shanthi, <i>Head Master</i>, Govt. High School, Vattar, Thiruvapur, Tamil Nadu 6. Swatantra Srivastava, <i>Head Master</i>, Primary School, Nagripar, Gohna, Mau, UP Video Presentation <ol style="list-style-type: none"> 7. Anil Solanki, <i>Principal</i>, Govt Model Hr. Sec. School, Balgarh Village, Dewas, Madhya Pradesh

National Conference on Leadership for Quality Improvement in Schools

13:00-14:00	Lunch
14:00-15:30	<p>Session 2: School Leadership for Improving Student Learning and Learning Outcomes</p> <p>Chair: Prof. S.K.Yadav, <i>Former Head of the Department of Teacher Education in NCERT, New Delhi</i></p> <p>Co-Chair: Dr. Charu Smita Malik, <i>Senior Consultant, NCSL-NIEPA</i></p> <p>Session Presentation</p> <ol style="list-style-type: none"> 1. Mokir Kamki, <i>Principal</i>, Government Higher Secondary School, Doimukh, Papumpare District, Arunachal Pradesh 2. Ranjana Khosla, <i>Principal</i>, Govt. Model Sr. Sec. School, Sector 32-C, Chandigarh 3. Jayant Nath Maji, <i>Head Master</i>, Govt. High School, Keifang, Aizawl, Mizoram 4. Zhangulie Chadi, <i>Head Teacher In charge</i>, Government Primary School, Nerhema, Kohima, Nagaland 5. Dev Raj Diman, <i>Head Master</i>, GHS, Jasai, Hamirpur, Himachal Pradesh <p>Video Presentation</p> <ol style="list-style-type: none"> 6. Vikas Shamrao Patil, <i>Head Master</i>, Central Primary School, Hidaduggi, Kolhapur, Maharashtra 7. P Rajesh, <i>Principal</i>, Jawahar Navodaya Vidyalaya, Darrang, Assam 8. Rayappa Goundi, <i>Head Master</i>, GHPS, Thumbala, Mysore District, Karnataka
15:30-15:45	Tea/Coffee
15:45-17:30	<p>Session 3: Leadership for Developing Teachers as Leaders and ICT Integrated Teaching in Classrooms</p> <p>Chair: Prof. Srinivas.K, <i>Head</i>, ICT and Project Management Unit, NIEPA</p> <p>Co-Chair: Dr. Subitha GV, <i>Assistant Professor</i>, NCSL-NIEPA</p> <p>Session Presentation</p> <ol style="list-style-type: none"> 1. Bindu K. P, <i>Head Master</i>, Govt. J.B.L.P School, Peroor, Kottayam, Kerala 2. Kevisiano Luho, <i>Head Master</i>, Govt High School, Kigwema, Kohima, Nagaland 3. E. Anjaneyulu, <i>Head Master</i>, Zilla Parishad High School, Jangapally, Karimnagar, Telangana 4. Shailendra Kumar Pandey, <i>Head Teacher and Academic Resource Person</i>, Primary school, Hasanpur, Mau, Uttar Pradesh <p>Video Presentation</p> <ol style="list-style-type: none"> 5. R.Selvakkannan, <i>Head Master</i>, Panchayat Union Primary School, K Paramathi, Karur, Tamil Nadu
	Closing of Day-1

National Conference on Leadership for Quality Improvement in Schools

Day 2: Friday, 28 February (Venue: IHC, Tamarind Hall)

9:00-10:30

Poster Presentations: Gallery Walk

1. Vandita Sharma, *Assistant Teacher*, Swami Vivekanand Govt. P School, Limha, Mungeli, Chattisgarh
2. Vandana Shukla, *Principal*, Govt. New Girl's Higher Secondary School, Tulsi Nagar, Bhopal
3. Siba Prasad Mohapatra, *Head Master*, Govt. U G High School, Kacharu, Sundargarh, Odisha
4. M Ramakrishnan, *Principal*, Govt. P S Sulthanpet, No 7 Vaikkal Street, Sulthanpet, Villianur, Puducherry
5. V.Kalaiselvan, *Head Master*, Panchayat Union Primary School, Puzhuhikuttai, Salem, Tamil nadu
6. Indu Puri, *Principal*, Kendriya Vidhyalaya, AFS, Memaura, Lucknow, Uttar Pradesh
7. Pratima Singh, *Principal*, Primary School, Dhusah, Balrampur, Uttar Pradesh
8. Meenakshi Uniyal, *Principal*, Rajkiya Aadharsh Primary School, Lalotna, Garhwal, Uttarakhand
9. Suraj Kumar Sharma, *Head Master*, Government Secondary School, Lingi Payong, South Sikkim, Sikkim
10. Ashwani Kumar, *Principal*, GSSS Rakkar, Dharamshala, Kangra, Himachal Pradesh
11. Swarnajyoti Boruah, *Principal*, Thanuram Gogoi Memorial HS School, B.G. Road, Sivasagar, Assam
12. Sachidananda Das, *Head Master*, Upper Middle School, Barinagar, Barari, Bihar
13. Harbir Kaur Bindra, *Principal*, Sarvodaya Kanya Vidyalaya, Sarvodaya Kanya Vidyalaya, Plot 05, A Block, Jahangirpuri, Delhi
14. Shantilal Mule, *Principal*, Mahrashi Nagarjun Prathmik School No 236, Near Mamta Medical, Shivajinagar, Surat, Gujrat
15. A Anbuvaran, *Head Master*, Dhanalakhsmi Hr Sec. Schools, Andiyappa Gramani Street, Royapuram, Chennai

10:30-11:30

Session 4: Role of School leadership in School Transformation: Presentations by NCSL Faculty

Chair: Dr. Sunita Chugh, Associate Professor, NCSL-NIEPA

1. **Developing Schools as Learning Organizations**
Dr. Kashyapi Awasthi, *Assistant Professor*, NCSL-NIEPA
2. **Continuous Professional Development of Teachers for School Transformation**
Dr. Subitha GV, *Assistant Professor*, NCSL-NIEPA
3. **Women in School Leadership**
Dr. N. Mythili, *Assistant Professor*, NCSL-NIEPA
4. **Developing Self and Team: Implications for School Leadership**
Dr. Charu Smita Malik, *Senior Consultant*, NCSL-NIEPA

National Conference on Leadership for Quality Improvement in Schools

11:30-11:45	Tea/Coffee
11:45-13:00	<p>Session 5 : Leading Innovations in Schools-I Chair: Dr. Ameeta Mulla Wattal, <i>Principal</i>, Springdales School, Pusa Road, New Delhi Co-chair: Dr. N. Mythili, <i>Assistant Professor</i>, NCSL-NIEPA</p> <p>Session Presentations</p> <ol style="list-style-type: none"> 1. Rachakonda Srinivasu, <i>Head Master</i>, ZPHS Vempadu, Visakhapatnam, Andhra Pradesh 2. Ajay Kumar Choubey, <i>Vice Principal</i>, Rajkiya Pratibha Vikas Vidyalaya, Hari Nagar, New Delhi 3. Bhoi Shantilal Kodarbhai, <i>Principal</i>, GORA (N.PU.V) Primary School, Garudeshwar, Narmada, Gujarat 4. Parvathi.N.Chalageri, <i>Head Master</i>, Government HPS, Banashankari, Bagalkot, Karnataka <p>Video Presentations</p> <ol style="list-style-type: none"> 5. Shyamalima Borah, <i>Principal</i>, Malow Ali H.S.School, Jorhat, Assam 6. Anjali Bhawanishankar Dev, <i>Principal</i>, Manibai Gujrati High School and STK Gujrati Junior College, Amaravati, Maharashtra
13:00-14:00	Lunch
14:00-15:30	<p>Session 6: Leading Innovations in Schools-II Chair: Mr. RajeshKumar, <i>Principal</i>, DIET, Daryaganj Co-chair: Dr. Kashyapi Awasthi, <i>Assistant Professor</i>, NCSL-NIEPA</p> <p>Session Presentations</p> <ol style="list-style-type: none"> 1. Madhav Patel, <i>Head Master</i>, Govt. New Middle School, Lidhora, Damoh, Madhya Pradesh 2. Soumitra Som, <i>Head Master</i>, South Bagma Samatalpara H.S School, Gomti, Tripura 3. Neeta Joshi, <i>Head Teacher</i>, Primary School, Lakhaura, Bareilly, Uttar Pradesh 4. Sampa Paul, <i>Head Master</i>, Sarada Sundari Balika Vidhyamandir, Nahata, Bon-gaon, West Bengal 5. Sadhana Bhalla, <i>Principal</i>, Mira Model School, New Delhi <p>Video Presentations</p> <ol style="list-style-type: none"> 6. B. Shyam Chandar Rao, <i>Head Master</i>, Mandal Parishad Primary School, Mamilla Gudem village, Kothagudem, Telangana. 7. Vineeta Narula, <i>Principal</i>, KV, INS, Hamla, Mumbai, Maharashtra
15:30-15:45	Tea/Coffee

National Conference on Leadership for Quality Improvement in Schools

15:45-16:45	<p>Session 7: School leadership for building effective partnerships with community</p> <p>Chair: Prof. Anita Rastogi, <i>Professor</i> Department of Educational Studies, Faculty of Education, Jamia Milia Islamia, New Delhi</p> <p>Co-Chair: Dr. Sunita Chugh, <i>Associate Professor</i>, NCSL-NIEPA</p> <p>Session Presentations</p> <ol style="list-style-type: none">1. Bhookya Vittal Nayak, <i>Head Master</i>, Zilla Parishad High School, Mustabad, Rajanna Siricilla, Telangana2. Dambdev Pandugerang Kahalkar, <i>Principal</i>, Z P Upper Primary School, Bhandara Maharashtra3. Jyotsna Saxena, <i>Principal</i>, Govt. Higher Secondary School, Savna Udaipur, Rajasthan <p>Video Presentations</p> <ol style="list-style-type: none">4. Rajesh Kumar, <i>Principal</i>, Upgraded Middle School, Nawada, Hemjabharat, PO, Nawada, Bihar
16:45-17:15	Valedictory session



Day 1
27 February
2020

Inaugural Session

10:30 - 11:30

Inaugural Session

Introduction: Ms Shivani Bakshi, *PhD student*, NIEPA

Welcome : Prof. N.V. Varghese, *Vice Chancellor*, NIEPA
(Felicitation of Chief Guest)

Conference Highlights: Dr. Sunita Chugh, *Associate Professor*, NCSL-NIEPA

Key note Address: Shri. Amit Khare, *Secretary*, Department of School Education and Literacy, MHRD

Chairperson's remarks: Prof. N.V. Varghese, Vice Chancellor, NIEPA

Vote of Thanks: Dr. Subitha GV, *Assistant Professor*, NCSL-NIEPA

Inaugural Session: Profiles



Shri Amit Khare

Secretary, Department of Higher Education and Department of School Education and Literacy, MHRD



Professor N.V. Varghese, Vice Chancellor, NIEPA

Professor N.V. Varghese is currently the Vice Chancellor of National Institute of Educational Planning and Administration (NIEPA), New Delhi. He is also the Founding Director of Centre for Policy Research in Higher Education (CPRHE, NIEPA). He holds a doctoral degree in Economics with specialization in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris till October 2013 and Head of its Training and Education Programmes from 2001 to 2006. He was responsible for designing and introducing the IIEP Master's programme in educational planning and management. In the 1990s he was a Professor and Head of the Educational Planning Unit at NIEPA, New Delhi. He has been closely associated with educational planning at the federal and decentralised levels and with the design and development of externally funded education projects in India. While in NIEPA, he was responsible for managing an Asian regional network - the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) and was editor of its Newsletter. While in IIEP, he was the Secretary General and responsible for the Secretariat of the International Working Group on Education (IWGE), which is a network of funding agencies in education.



Dr. Sunita Chugh
Conference Director
Associate Professor, NCSL-NIEPA, New Delhi





Dr. Subitha GV
Conference Coordinator
Assistant Professor, NCSL-NIEPA, New Delhi

Session 1

11:45-13:00	Session 1: Leadership for Developing Effective Schools Chair: Dr. V. Vijayalakshmi , <i>Joint Commissioner</i> , Administration, KVS, New Delhi Co-chair: Dr. Sunita Chugh , <i>Associate Professor</i> , NCSL-NIEPA
11:45-12:30	Session Presentation <ol style="list-style-type: none"> 1. Sonam Gyaltsan, <i>Head Master</i>, Council Model School, Sakti, Leh, Ladakh 2. Shobha Roy, <i>Vice Principal</i>, Govt. Sr. Secondary School, Bambooflat, (PO) Bambooflat, South Andaman, A & N Islands 3. Dhushyant Kumar Sahu, <i>Head Teacher</i>, Govt Middle School, Semra, Dhamtari, Chhattisgarh 4. Moosa T.T., <i>Head Master</i>, AJ John Memorial HSS, Chatankottunada, Kozhikode Dt, Kerala 5. S Shanthi, <i>Head Master</i>, Govt. High School, Vattar, Thiruvapur, Tamil Nadu 6. Swatantra Srivastava, <i>Head Master</i>, Primary School, Nagripur, Gohna, Mau, UP Video Presentation <ol style="list-style-type: none"> 7. Anil Solanki, <i>Principal</i>, Govt Model Hr. Sec. School, Balgarh Village, Dewas, Madhya Pradesh

Chair and Co-Chair

	Dr. V. Vijayalakshmi Joint Commissioner, Administration, KVS, New Delhi <p>She joined KVS in December, 1995 as Education Officer and served at Mumbai and Hyderabad Regions till 2002. She was promoted to the post of Assistant Commissioner in the year 2002 and served at Bhopal and Hyderabad Regions respectively and also at KVS (HQ) in New Delhi. She was promoted to the post of Deputy Commissioner (now designated as Joint Commissioner) in the year 2010 and is serving KVS (HQ) since then. Her astute insight into latest educational trends and administrative efficiency enabled her to rise to the post of Joint Commissioner in KVS, within a short time. Having been a Science oriented person, she applies scientific temper and attitude in solving academic as well as administrative problems. Her innovative ideas have helped her to usher in many teacher development programmes and result oriented trends in student development techniques.</p>
	Dr. Sunita Chugh Associate Professor NCSL-NIEPA

SCHOOL HEAD PRESENTATIONS



SONAM GYALTSAN

HEADMASTER

GOVERNMENT MIDDLE SCHOOL, TAKNAK

SAKTI, LEH, LADAKH

The school is located in Taknak village which is a sloppy terrain and hence makes transportation difficult. The number of enrollment in the school was only 4. Since the school was located at 4000 ft above the sea level, many parents were not comfortable in allowing their children to join the school. The families lacked trust in the education system. In order to overcome the challenges, the school head alongwith a group of active, responsible and young generation of teachers began to impart wholesome education to children leading to their allround development. Casual meetings were organized with the parents were organized to motivate them to have trust in School Head and the government school. The school building was relocated with the help of higher authorities in order to make transportation feasible for students. The school head received immense help from the teachers and the community. The ICDS has been introduced in the school. The number of enrollment has risen from 4 to 103 in the present. The students have been successful in JNVST entrance exams. Bus facility, Digital Lab, small library and a small playground has also been provided to the students.



SHOBHA ROY

VICE PRINCIPAL

GOVERNMENT SENIOR SECONDARY SCHOOL, BAMBOOFLAT,

ANDAMAN AND NICOBAR ISLANDS

Considered as the best School of Wimberly Gunj Educational zone, A & N Islands, the Govt. Senior Secondary School Bambooflat has strived to achieve excellence in all spheres ranging from physical health to mental health of students, from co-curricular and academic to environmental activities and to nation-building and social welfare activities. The school head has tried to overcome the challenges by working amiably with different agencies like Police, health department, PWD, elected leaders as well as other educational officials. The school ensures conducive learning environment and also provides smart classrooms for the students exposing them, to the latest technological advancements. Skill based education is also being imparted to the students. To ensure smooth functioning of the school, regular meetings with students, teachers and parents are conducted which simultaneously ensure well placed feedback mechanism.



DUSHYANT KUMAR SAHU

PRINCIPAL

GOVERNMENT MIDDLE SCHOOL, SEMRA, DHAMTARI,
CHHATTISGARH

The school is situated in the interior of Dhamtari district of Chhattisgarh which is predominantly a tribal population. The challenges include lack of infrastructure, lack of greenery in the campus, poor learning outcomes among children and low enrolment rate. The leadership practices include meetings with local sarpanch for improving school infrastructure. The school head also improved the greenery in the campus by planting saplings, introduced science corner, ICT integrated pedagogy like SMART Television, Projector, and further introducing cultural programmes.



MOOSA T.T

HEADMASTER

A.J. JOHN MEMORIAL HSS, Kerala

The school is located in the eastern village of Kozhikode at the foot hills of small mountains. The school was established in 1962 by MCBS, Christian community. The main economic activity of the area is agro-based. The school head aims to create a school where students learn through the lived experiences and not just through rote learning. The school has developed its infrastructure and school head has been successful in ensuring proper sanitation, waste management, and providing facilities like warm drinking water, sports facilities and ICT based classrooms to the students. Agricultural club has been formed to promote techniques of cultivation to the students. Animal welfare club and student police cadets are important activities in which the school engages students. Atal tinkering lab has also been established. The school has also been engaging in societal welfare activities serving as relief camps for flood affected families.



S.SANTHI

HEADMASTER

GOVERNMENT HIGH SCHOOL, VATTAR,
TAMIL NADU

The school caters to the population of agricultural labourers. The school head had to face challenges like poor economic condition, lack of parental care, illiterate parents, absenteeism, lack of community participation and deviant behaviour. The headmaster along with the team of teachers took the initiative of visiting the homes of students who were often absent from the classes and simultaneously provided them with remedial teaching and also made them aware about the relevance of education. Free counseling sessions were offered to the students and parents. In order to ensure proper nutrition among the students, regular health check ups are provided and iron and folic acid pills are offered. The local youth organizations are also consulted to ensure student welfare. The school head has been able to build more compassionate relationship among students and teachers.



SWATANTRA SRIVASTAVA
HEAD TEACHER
PRIMARY SCHOOL NAGRIPUR
MOHHAMDABAD GOHNA
UTTAR PRADESH

The present case study is from Mau district of Uttar Pradesh. This village is populated with low income group, where there was little awareness regarding education. Initially, the school grappled with issues such as poor infrastructure and very less teaching staff. By networking with parents and community, the school head transformed the school building and infrastructure. He worked hard on student learning to get back the trust of parents. The students of this school had been selected for Vidhya Gyan Examination for three consecutive years. The school head has also worked on basic understanding of concepts among children which has resulted in increased student learning outcomes. The school boasts of colourful walls as teaching-learning material.



ANIL SOLANKI
PRINCIPAL
GOVERNMENT MODEL HR. SEC. SCHOOL, DEWAS
BALGARH VILLAGE, DEWAS, 455111
MADHYA PRADESH

The school is located in Balgarh village in Dewas, Madhya Pradesh. The leadership practices of the school head include introducing SMART classes, Hindi labs, English speaking classes, regular parent-teacher meeting, giving flower pots as birthday gifts for children, self defence classes for girls to name a few. The school head also introduced field trips for children. Teachers are encouraged to participate in professional development activities like seminars and conferences.

Session 2

14:00 - 15:30

Session 2: School Leadership for Improving Student Learning and Learning Outcomes

Chair: Prof. S.K.Yadav, *Former Head of the Department, Teacher Education in NCERT, New Delhi*

Co-Chair: Dr. Charu Smita Malik, *Senior Consultant, NCSL-NIEPA*

Session Presentations

1. Mokir Kamki, *Principal*, Doimukh, Papumpare District, Arunachal Pradesh
2. Ranjna Khosla, *Principal*, Govt. Model Sr. Sec. School, Sector 32-C, Chandigarh
3. Jayant Nath Maji, *Head Master*, Govt. High School, Keifang, Aizawl, Mizoram
4. Zhangulie Chadi, *Teacher In charge*, Government Primary School, Nerhema, Kohima, Nagaland
5. Dev Raj Diman, *Head Master*, GHS, Jasai, Hamirpur, Himachal Pradesh

Video Presentations

6. Vikas Shamrao Patil, *Head Master*, Central School, Hidaduggi, Kolhapur, Maharashtra
7. P Rajesh, *Principal*, Jawahar Navodaya Vidyalaya, Darrang, Assam
8. Rayappa Goundi, *Head Master*, GHPS, Thumbala, Mysore District, Karnataka

Chair and Co-Chair



Prof. S.K. Yaadav

Former Head, Department of Teacher Education, NCERT

He was the Head of the Department of Teacher Education in NCERT, New Delhi and also served as Academic Consultant in National Council of Teacher Education (NCTE), New Delhi. He is a distinguished researcher and a teacher educator with a number of major initiatives to his credit. The most important contribution is the major research project 'Impact of In-service Teacher Training under SSA on Classroom Transaction' involving fifteen states was sponsored by the MHRD, Govt. of India. His other contribution is development of Performance Indicators (PINDICS) for Teachers for Self Assessment of their own Progress. Besides, he has published number of research papers in national and international journals based on researches carried out by him. He has made a significant contribution in the revising Centrally Sponsored Scheme of Teacher Education which is being implemented in the country. He was also associated with the work on education steered by international organisation (UNESCO, SAARC, World Bank, British Council).



Dr. Charu Smita Malik

Senior Consultant

NCSL-NIEPA

SCHOOL HEAD PRESENTATIONS



MOKIR KAMKI

PRINCIPAL

GOVERNMENT HIGHER SECONDARY SCHOOL, DOIMUKH
ARUNACHAL PRADESH

Established in the aftermath of Independence, the Government Higher Secondary School, Doimukh is the oldest premier institute of Arunachal Pradesh which has never failed to serve the country by providing highly qualified citizens in every field for instance intellectuals, bureaucrats, academicians, public leaders, doctors and engineers. The students belong to the Nyishi tribe, most of them coming from middle class, lower middle class and poor socio economic background. This school also serves as a beautiful example of community involvement where through the help of parents, the school has been able to overcome administrative and other challenges like shortage of attendance. Other main challenges faced by the school were overcrowded classrooms and poor results in board examination. These have been overcome by the school, working in coordination with all stakeholders. For this purpose, the mediated effect model of leadership for learning has been adopted.



RANJANA KHOSLA

PRINCIPAL

GOVT MODEL SENIOR SECONDARY SCHOOL,
CHANDIGARH

Established in 1979, Govt. Model Sr. Sec. School, Chandigarh provides dynamic courses in the field of Information Technology, Medical Diagnostics, Fashion Designing, Textile Designing, Design and Apparel apart from other regular courses. It also has a well-equipped Nursery for the tiny tots. It has extensive playgrounds, well equipped laboratories and well stocked library holding nearly 7600 books in all three languages on variety of subjects. The staff is computer savvy and computer education is also imparted to the students. With the changing system of education the school has adopted continuous and comprehensive evaluation system of education. Parent Teacher Meetings and Orientation Programmes are held at regular intervals for all classes to maintain a regular interaction between Parents and Teachers. Other facilities include Dance Room, Music Room, Health and Medical Check-up and Mid-day Meal Room.



JAYANTA NATH MAJI
HEAD MASTER
GOVT.HIGH SCHOOL KEIFANG
MIZORAM

Govt. High School Keifang is the only Government run School in the Keifang village which houses population that is agribased. The literacy rate of the village is 97.35 %. The school was established in 1990 through public contribution. The school building has been constructed by the school head with the help of various departments and stakeholders. Modern library has been established catering to the academic and critical needs of the students. Laboratories with proper equipments have been established. Smart classrooms too form an important part of every day lessons. Remedial teaching is provided for slow learners. Interactive group discussions have made learning a joyful experience. The school also provides space for enhancing the co curricular skills of the students. The school has been participating in different awareness campaigns like Swachch Bharat.



ZHANGULIE CHADI
HEAD TEACHER
GOVERNMENT PRIMARY SCHOOL TSIESIEBOU, NERHEMA
NAGALAND

Government Primary School Tsiesiebou, Nerhema is located in Nerhema Village. It was established on 19th June 1977. At present the school has Pre-Primary to Class 4 with a total enrolment of 24 students and 7 teachers. Agriculture is the main occupation of the Nerhema village. The major religion followed by Nerhema today is Christianity. Prior to the advent of the British rulers, the local indigenous inhabitants of Nerhema practiced animism. The school focuses on the norms and ideologies adopted from the society about education, employment, culture, religion, and spirituality and family life as a part of social conditioning. Efforts have been taken by the Teacher In-Charge of Government Primary School Tsiesiebou, Nerhema and the team to make a case study about how students can incorporate and focus on “Making Life worth Living” into research on schools leadership for positive value development, life skills, citizen building and inculcating attitude towards lifelong learning among students. The school head along with other stake holders strives to impart vocational skills to students.



DEV RAJ DHIMAN
HEADMASTER
GOVT. HIGH SCHOOL JASAI,
HIMACHAL PRADESH

Govt. High School Jasai was established in 2000 and became a High School in 2015. The school is inclusive in nature since it seeks to provide education to every child irrespective of their caste. The School Head tries to ensure active participation of the community and parents, even though at times it becomes difficult to engage with them since most of the families belong to the labor class. In order to create conducive environment for education, techniques like peer group learning, preparation of mind map by students and presentation on different topics by students have been initiated to improve student-learning outcomes. The school head ensures field based pedagogical experience, the result of which is creation of herbal garden and vermicompost pit in the school. The school also has an activity corner for the students and remedial classes are also being provided to slow learners.



VIKAS SHAMRAO PATIL
PRINCIPAL
CENTRAL SCHOOL HIDADUGGI, KOLHAPUR
MAHARASHTRA

Located in the village of Hidaduggi this school caters to student population of rural areas. The school head along with support of gram panchayat and villagers has been able to install solar cells which allow continuous supply of electricity to the school. Rang manch has also been established by the school. With the support of gram panchayat the school head has been able to paint the walls of schools with important messages. With the help of the students a garden has been built in the school, beautifying school premises. The school has multimedia projectors and LED screen enabling the students to learn in a more efficient and creative way. The values of hygiene and sanitation are being inculcated amongst the students. Science experiments, co curricular activities are also encouraged.



P RAJESH
PRINCIPAL, JNV DARRANG
ASSAM

JNV School Darrang has successfully lived up to the expectation of Navodaya Vidyalaya School whose aim is to provide quality education to students coming from poor socio-economic strata. By abandoning traditional pedagogical practices the school has moved towards providing field experiences to students. The students are directly engaged in community services like working in the paddy fields to visiting orphanage. They have actively participated in society welfare campaigns like Blood donation campaign, cancer awareness, mental health. The school also strives to promote local culture and traditions. The main emphasis is placed on value education. Under the proactive leadership, the school has seen highest registration (3541) and has continuously contributed to the process of nation-building.



RAYAPPA GOUNDI
HEAD MASTER
GHPS, THUMBALA
KARNATAKA

The school is located on the banks of river Kaveri in Kambada Ramanhalli village, where the main occupation of people is agriculture. The challenges faced by the school head were irregularities and lack of quality education. The School Head along with students has ensured a clean environment in the school inculcating the values of clean and green environment. Sports exhibitions are organized by school to encourage students to participate in several sports. Mathematics and English resource rooms have been created. Science exhibitions and weekly science experiment classes are organized. The school directly engages in welfare activities for the community. The school seeks to provide holistic education to students. The students have also earned national means-cum-merit scholarships.

Session 3

15:45 - 17:30

Session 2: Leadership for Developing Teachers as Leaders and ICT Integrated Teaching in Classrooms

Chair: Prof. Srinivas.K, *Head*, ICT and Project Management Unit, NIEPA

Co-Chair: Dr. Subitha GV, *Assistant Professor*, NCSL-NIEPA

Session Presentation

1. Bindu K. P, *Head Master*, Govt. J.B.L.P School, Peroor, Kottayam, Kerala
2. Kevisiano Luho, *Head Master*, Govt High School, Kigwema, Kohima, Nagaland
3. E. Anjaneyulu, *Head Master*, Zilla Parishad High School, Jangapally, Karimnagar, Telangana
4. Shailendra Kumar Pandey, *Head Teacher and Academic Resource Person*, Primary school, Hasanpur, Mau, Uttar Pradesh

Video Presentation

5. R.Selvakkannan, *Head Master*, Panchayat Union Primary School, K Paramathi, Karur, Tamil Nadu

Chair and Co-Chair



Prof. Srinivas K.

Head, ICT and Project Management Unit, NIEPA

He is Head of ICT & Project Management Unit of National Institute of Educational Planning and Administration (NIEPA), New Delhi. Prof. K. Srinivas holds a Ph.D degree in Computer Science and has been utilizing Open Source ICT Tools and Technologies in Teaching, Learning and Student Evaluation since 1990, both at the Graduate and Post Graduate levels. His areas of interest are e-Learning, blended learning, MOOCs, ICT enabled Pedagogy, Computer Applications in Project Management, e-governance. He is having more than 29 years of Teaching, Research, Industry and Consultancy experience. Prof. Srinivas is member of core committees, academic councils, Academic Advisory Committee of various national level institutions.



Dr. Subitha G V

Assistant Professor

NCSL-NIEPA

SCHOOL HEAD PRESENTATIONS



BINDU K. P.
HEADMASTER
GOVT. J.B.L.P SCHOOL, PEROOR
KERALA

Govt J.B.L.P School is known as 'Lamp of Peroor'. Peroor is a small village in Ettumanoor Municipality in Kottayam District of Kerala State, India. Agriculture is the main economic activity of this area. There are 232 students studying in this school and they belong to different cultures and religious backgrounds. The school head had to face many challenges like indifferent attitude of students, teachers and parents towards education. For attracting parents to school, the school head initiated a small Agarbathi Making industry for mothers who are now engaged in umbrella making also. They receive small income from this but their presence is an asset to the school for all activities. Meetings with the grandparents are also organized because they have a larger role in the character formation of the children. Through training and constant feedbacks from the teachers their attitudes too have been positively affected.



KEVISIANO LUHO
HEADMISTRESS
GOVT HIGH SCHOOL, KIGWEMA
NAGALAND

Government High School, Kigwema is a standalone school from classes VII to X, with an enrolment of 135 students (72 boys and 63 girls) and is nestled in the foothills of beautiful mountains of the Japfü range. GHS, Kigwema was founded in 1946 as a Government Middle School and upgraded to a High School in 1991. The school is under the Educational Research Block Centre (EBRC), Viswema and caters to the educational needs of 3 other neighboring villages. Being a rural school, the parents of students are farmers and belong to economically weaker sections. By celebrating 'Cultural and Traditional Day', traditional values like knowing the importance of use of traditional attires, playing traditional games, making bamboo baskets, weaving Naga shawls and bags, learning folk songs and dances, folklores, valuing our traditional carnelian necklaces, etc. are imbibed. The school head has chosen to lay special emphasis on improving the English language of the students. The school head has endeavored to contribute to teacher leadership while establishing good relations with teachers and children, giving them the space to grow to their full potential.



E. ANJANEYULU

PGHM GR-II

ZPHS JANGAPALLY GANNERUVARAM, KARIMNAGAR,
TELANGANA

The school caters to rural community where the main challenge was to empower children to read and write in English. Making use of technology in classrooms and many other activities, the school head made the teaching-learning process enjoyable. ICT integrated education became an important tool for developing English language skills among children. In one of the projects, the school connected with classrooms in USA through a tool called Padlet. It can be concluded that the students are engaged meaningfully by integrating technology in the classroom. Students got an opportunity to interact with native speakers. The students in this school also learn through peer sharing.



SHAILENDRA KUMAR PANDEY

HEADTEACHER AND ACADEMIC RESOURCE PERSON

PRIMARY SCHOOL, HASANPUR
DOHRIGHAT, MAU
UTTAR PRADESH

The school caters to a community of marginalized people whose main profession is agriculture and self-financing activities. The challenges faced attendance of children and sustaining their interest in education. The school head's prime vision was to give away with the traditional approach of teaching and initiate child-centred education through ICT. On days when children would accompany their parents for trade in local markets, the school head organized various interesting activities. Gradually, children's attendance increased and children became more interested in attending school.



R. SELVAKANNAN

HEAD MASTER

PANCHAYAT UNION PRIMARY SCHOOL,
TAMILNADU

The school caters to the population of wage workers and agricultural labourers. The main challenge faced by the school head was enrollment. The possible reasons identified by school head for less enrollment was lack of infrastructure and lack of community involvement. Parent teacher meetings were organized to simultaneously gain information on reasons for less enrollment and spreading awareness about education among the community. Computer education is being imparted to the students. Multi media classrooms have been established and Wi-Fi is provided in the entire campus. Mini science laboratories too have been established. The school head has also ensured inculcating virtues of preserving and keeping the environment clean. Co-curricular activities too form a part of everyday exercise.



Day 2
28 February
2020



0900-1030	<p>Poster Presentations: Gallery Walk</p> <ol style="list-style-type: none"> 1. Vandita Sharma, Assistant Teacher, Swami Vivekanand Govt. P School, Limha, Mungeli, Chattisgarh 2. Vandana Shukla, Principal, Govt. New Girls Higher Secondary School, Tulsi Nagar, Bhopal 3. Siba Prasad Mohapatra, Head Master, Govt. U G High School, Kacharu, Sundargarh, Odisha 4. M Ramakrishnan, Principal, Govt. P S Sulthanpet, No 7 Vaikkal Street, Sulthanpet, Villianur, Puducherry 5. V.Kalaiselvan, Head Master, Panchayat Union Primary School, Puzhudhikuttai, Salem, Tamil nadu 6. Indu Puri, Principal, Kendriya Vidhyalaya, AFS, Memaura, Lucknow, UttarPradesh 7. Pratima Singh, Principal, Primary School, Dhusah, Balrampur, Uttar Pradesh 8. Meenakshi Uniyal, Principal, Rajkiya Aadharsh Primary School, Lalotna, Garhwal, Uttarakhand 9. Suraj Kumar Sharma, Head Master, Government Secondary School, Lingi Payong, South Sikkim, Sikkim 10. Ashwani Kumar, Principal, GSSS Rakkar, Dharamshala, Kangra, Himachal Pradesh 11. Swarnajyoti Boruah, Principal, Thanuram Gogoi Memorial HS School, B.G. Road, Sivasagar, Assam 12. Sachidananda Das, Head Teacher, Upper Middle School, Barinagar, Barari, Bihar 13. Harbir Kaur Bindra, Principal, Sarvodaya Kanya Vidyalaya, Sarvodaya Kanya Vidyalaya, Plot 05, A Block, Jahangirpuri, Delhi 14. Anil Shantilal Mule, Principal, Mahrashi Nagarjun Prathmik School No 236, Near Mamta Medical, Shivajinagar, Surat, Gujrat 15. A Anbuvaran, Head Master, Dhanalakshmi Hr Sec. Schools, Andiyappa Gramani Street, Royapuram, Chennai
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SCHOOL HEAD PRESENTATIONS



VANDITA SHARMA

ASSISTANT TEACHER,
SWAMI VIVEKANAND GOVT. PRIMARY SCHOOL,
LIMHA, CLUSTER CENTRE DHARAMPURA,
MUNGELI, CHHATTISGARH

The case study is from a rural area called Limha in Dharampura cluster, Mungeli, Chhattisgarh. The school caters to community who are mainly farmers with different belief systems and religion. The challenges faced by the school include low student learning outcomes and poor infrastructure. Leadership practices include constant evaluation of learning of students and using TLMs during teaching learning process.



VANDANA SHUKLA CHATURVEDI

PRINCIPAL
GOVERNMENT NEW GIRLS HIGHER SECONDARY SCHOOL,
TULSI NAGAR, BHOPAL, MADHYA PRADESH.

This school is situated in the capital city of Madhya Pradesh, Bhopal in Huzur Tehsil which caters to low income families. The challenges include parents not being aware of the value of education and not ensuring that children attend school; non dedication of teachers, and dealing with indiscipline among children. The school head initiated spaces to bring parents and teachers in one forum, provide vocational education, career counseling, SMART classes for children and remedial classes for low achievers.



SIBA PRASAD MOHAPATRA

HEADMASTER
GOVT. U G HIGHSCHOOL, KUARMUNDA
ODISHA

The school is situated in a remote area surrounded by tribal population, most of whom are uneducated, daily wage workers and farmers. Due to lack of awareness regarding education there is strong prevalence of superstition in the region. Practices like child labor and early marriage prevented children from going to the school. In order to deal with such challenges the school head along with the teachers formed SMC and SDMC committees entrusting them with the task of spreading awareness about education. Vocational skill development courses are also being provided to students to enhance their professional development alongside academic development. Special motivational lectures on issues like health, success, etc are organized. Essay writing, debate elocution, quiz, painting, singing competition etc. constitute everyday co curricular activities of the school.



M. RAMAKRISHNAN
PRINCIPAL
GOVERNMENT PRIMARY SCHOOL, SULTHANPET
PUDUCHERRY

The school is situated in Sulthanpet Village in Puducherry district, about seven kms from Puducherry. Initiatives taken by the school where the community was involved were- Pravesh Utsav, Parent Teacher meeting, Daily Assembly, Science exhibition, Storytelling event, Clean India week, Bhasha Sangam, Reading festival, Annual day, One day education tour, Scout CLUB. Community partnership also helps in smooth functioning of the school. This helps in more openness leading towards better students' participation in co-curricular and extra-curricular activities. Outcomes of the school were-Admissions improved and about 40 students came and joined from private schools, renovation of the girl's toilet done by social organization, students performed in various zonal level competitions including arts and sports.



V. KALAISELVAN
HEAD MASTER,
PANCHAYAT UNION PRIMARY SCHOOL,
VAZHAPADY BLOCK,
TAMILNADU

The school is located in the beautiful village of Salem district. It caters to tribal population with most of them being illiterate. The major economic activity of the area is farming. The challenges faced by school head are low attendance, inadequate infrastructure, health hazards due to chalk dust and unclean drinking water. The school has worked hard to provide comfortable and beautiful uniforms to the students. Computer labs and smart TV classrooms with projector and white screen boards have been constructed. Clean drinking water facility has been provided to the students. The school has a herbal garden. Special attention has been given to conservation of birds. The school also features antiquities forum and archaeological gallery. The school students are also taken on field trips.



INDU PURI
PRINCIPAL
K.V. AFS, MEMAURA
BANTHRA, LUCKNOW

Kendriya Vidyalaya, AFS Memaura Lucknow is a co-educational defence sector institution under the aegis of Kendriya Vidyalaya Sangathan. It is located in Memaura Air force station of Lucknow. Established in year 1980, the school has 26 well ventilated class rooms, 3 science labs for Physics, Chemistry and Biology separately and 2 Computer Labs. In addition, the school is equipped with one activity room, teaching aids department, music department, Work Experience department, Scout and Guide department, Exam department and library. Facilities for games and sports like Volley-ball, Basket-ball, Badminton, Table Tennis and a large playground for football are available in the Vidyalaya premises. The school stresses upon Project Based Learning (PBL). Programmes like 'Green Warriors'; Innovative teaching methods in English language teaching and teaching of mathematics; 'Student of the month' programme; and 'Officer of the day' programme for teachers are also implemented.



PRATIMA SINGH
HEAD TEACHER
PRIMARY SCHOOL DHUSAH L,
CIVIL LINES, BALRAMPUR UTTAR PRADESH

The school is situated in semi urban area of the district where the community belongs to daily wage workers. The challenges of the school head include preventing drop out, improving attendance and maintaining the quality of an English medium school, all this with one assistant teacher. The initiatives include providing a print rich environment with minimum expenditure, improving infrastructure and activity based learning. The school was successful in introducing app based attendance, interactive games and using projectors for stories and mind maps.



MEENAKSHI UNIYAL
PRINCIPAL
RAJKIYA ADARSH PRIMARY SCHOOL, LALOTNA
JAUNPURA, TEHRI GARHWAL, UTTARAKHAND

The school is located in a remote area in Tehri Garhwal district of Uttarakhand, which has an unique culture and language. The school caters to a community who are small scale farmers. The school has the challenge of limited staff and lack of coordination with SMC members. With the vision of considering each child as unique, the school principal through effective discussion with staff and SMC members, improved the quality of teaching through introducing Activity Based Teaching. The enrolment of children increased and few students got admission into 'Him-Jyoti' schools (free residential schools for girls). The faith of the parents in the school has improved.



SURAJ KUMAR SHARMA,
HEADMASTER
GOVERNMENT SECONDARY SCHOOL LINGI PAYONG
SOUTH SIKKIM

The school is situated 28 kilometers from Block Resource Centre, 66 kilometers from District Headquarter Namchi and 56 Km from State Headquarter Gangtok. The challenges that were faced by school authority were lack of interest and coordination between parents and school staff resulting in adverse effect on student learning. Despite repeated verbal assurance to parents they don't turn up during meetings and any other school activities. Initiatives taken up by the school include students welcoming their parents during school meeting with traditional scarfs and parents felicitating their wards during Annual Result Distribution Programme. Success stories and achievements that the school had made include change in mindset among parents, developing positive attitude among students and their parents, increase in attendance, whole of which positively impacted student performances.



ASHWANI KUMAR

PRINCIPAL

GSSS RAKKAR, DHARAMSHALA DISTT, KANGRA

HIMACHAL PRADESH

GSSS Rakkar Dharamshala Kangra was established in the year 2004 and is situated on the banks of the river Manuni. The school was upgraded to Senior Secondary in the year 2016. The school head along with SMC members have overcome the infrastructural challenges. The school head along with the students and SMC have planted saplings, started monthly General Knowledge test, introduced Students diary, and organized several co-curricular activities in the school. The School Head has successfully engaged SMC in school functioning and regular meetings are arranged in order to make them actively involved.



SWARNAJYOTI BORUAH

PRINCIPAL

THANURAM GOGOI MEMORIAL H.S. SCHOOL,

SIVASAGAR, ASSAM

The School is located at the heart of Sivasagar city of Assam. It is known for upholding the heritage and culture of the respective city. Most of the students come from poor economic background and are deprived of parental care because the parents are daily wage earners. The school has strived hard to make the following verse, 'cleanliness is next to godliness', a practical reality, by taking steps like keeping the campus plastic free. The main objective of the school has always been student welfare and it tries to contribute significantly to the society by initiating awareness campaigns, viz. Anti-Tobacco campaigns. The school has been working with district administration, SDMC and Student organizations to overcome the challenges faced by the school. All this has been possible by the zealous leadership of the School Head.



SACHIDANANDA DAS
PRINCIPAL
UPPER MIDDLE SCHOOL
BARINAGAR, BARARI
KATIHAR, BIHAR

The school is situated in Katihar district of Bihar, and the school has recently got upgraded into a Demonstration school in Barari Block. The major challenges include low attendance of children, poor quality teaching and less support from the community. The school head with prime focus on improving the academic culture of the school created a monthly planner for each class and teacher and followed up with regular meetings of SMC members and teachers.



HARBIR KAUR BINDRA
PRINCIPAL
GOVERNMENT SARVODAYA KANYA VIDYALAYA,
JAHANGIRPURI, DELHI

The school is situated in a resettlement colony of Jahangirpuri which has a large slum cluster comprising of rag-picking families, mostly Bengali Muslims migrated from eastern part of India particularly from Bengal, Bihar and adjoining areas of Bangladesh border. The school caters to students who belong to extremely marginalized and deprived sections of the society. The school head, therefore, had to face multiple challenges like low attendance, indifferent attitudes of the parents towards education, shortage of staff and ever increasing strength of the students. The school head along with the other stakeholders have introduced K-YAN for teaching a larger section of students. Regular counseling sessions with the students and the parents improved the level of their involvement with the school. Innovative pedagogical practices like peer grouping and learning through experience have led to the improved student learning outcomes.



ANIL SHANTILAL MULE

MAHRSHI NAGARJUN PRATHMIK, SCHOOL NUMBER 236 ,
NEAR MAMTA MEDICAL
SHIVAJINAGAR,
LIMBAYAT, SURAT
GUJARAT

The school caters to low income community where the parents are workers in cotton mills. The children were not comfortable speaking and writing in their mother tongue. The present case study is from the city of Surat where the school principal initiated a unique approach to develop writing skills among the girls students through diary writing. Through this process children were able to develop critical thinking skills and develop creative thinking process in themselves. The children also developed the confidence to participate and receive honours in activities like debate competition and essay writing.



A.ANBUVANAN

HEADMASTER

DHANLAKSHMI HIGHER SECONDARY SCHOOL, CHENNAI,
TAMIL NADU

Established in 1913, the school caters to the student population coming from low income groups. The school has arduously worked for 107 years to provide quality education to the economically lower strata of the society. The major challenges faced by the school head was behavioral problems of the students stemming from the gangster culture in the surrounding areas. The school head has initiated government programmes like 'sparrow protection programme', 'get to ink' to save earth programme and 'entrepreneur skill programme'. All these activities focused on the holistic development of the students while inculcating in them the universal human values. This also enabled the students to develop critical thinking skills among children.

Session 4

10:30 - 11:30

Session 4: Role of School leadership in School Transformation: Presentations by NCSL Faculty

Chair: Dr. Sunita Chugh, *Associate Professor*, NCSL-NIEPA

Session Presentation

1. **Developing Schools as Learning Organizations**
Dr. Kashyapi Awasthi, *Assistant Professor*, NCSL-NIEPA
2. **Continuous Professional Development of Teachers for school transformation**
Dr. Subitha GV, *Assistant Professor*, NCSL-NIEPA
3. **Women in School Leadership**
Dr. N. Mythili, *Assistant Professor*, NCSL-NIEPA
4. **Developing Self and Team: Implications for school leadership**
Dr. Charu Smita Malik, *Senior Consultant*, NCSL-NIEPA

Chair



DR. SUNITA CHUGH
ASSOCIATE PROFESSOR
NCSL-NIEPA

Dr Sunita Chugh has her M.A. and M.Phil from JNU in International Politics and Ph.D in Education from Jamia Millia Islamia University. She is currently working at NIEPA in the capacity of Associate Professor, NCSL, NIEPA. Her area of interest includes education of the urban deprived children, inclusive education, RTE and its implementation and school leadership. She has written in reputed journals and authored a book on educational status, issues and problems of children living in slum areas. She has undertaken research projects on issue of access, participation and learning achievement of urban marginalized children and attended programmes on inclusive education in Jerusalem and School Leadership in Nottingham. She is actively leading the school leadership development programme in Delhi, Punjab, Madhya Pradesh, Chhattisgarh, West Bengal and Mizoram. In 2019-2020, she has been involved in Capacity Building of State Resource Persons for NISHTHA-National Initiative for School Heads' and Teachers' Holistic Advancement, a nation-wide programme of MHRD.

FACULTY PROFILES



DR. KASHYAPI AWASTHI is an Assistant Professor with the National Centre for School Leadership, NIEPA. Her current focus has been on School Leadership Development where she has been actively engaged in the development of Curriculum and Handbook along with the team. She is involved in teaching, research and guidance to M.Phil scholars and Practitioners. Prior to this she has served as a lecturer at the Department of Education, (CASE), M. S. University of Baroda, Gujarat from where she also obtained her Ph.D. She has contributed in the area of community participation in elementary education and capacity building of teachers in elementary education. She is currently engaged with capacity building of school heads and the resource team in states of Gujarat, Himachal Pradesh, Jammu and Kashmir, Rajasthan, Arunachal Pradesh, Nagaland, Tripura, Andaman and Nicobar Islands as part of her current assignment. In 2019-2020, she has been involved in Capacity Building of State Resource Persons for NISHTHA- National Initiative for School Heads' and Teachers' Holistic Advancement, a nation-wide programme of MHRD.



DR. SUBITHA G.V MENON has her Ph.D in Education from Regional Institute of Education, Mysore. She has done considerable work in the area of instructional designing and module development in educational psychology. She worked as an Instructional Designer developing Computer Based Training modules in the area of e-learning. She has worked on projects at IIT Madras which includes Monitoring of SSA implementation and Assessing ALM in Government schools of Tamil Nadu. She is currently working as Assistant Professor for NCSL, NIEPA, while coordinating the NCSL school leadership programmes in Assam, Karnataka, Telangana and Odisha. In 2019-2020, she has been involved in Capacity Building of State Resource Persons for NISHTHA- National Initiative for School Heads' and Teachers' Holistic Advancement, a nation-wide programme of MHRD.



DR. N. MYTHILI is presently working as Assistant Professor, NCSL, NIEPA. Her field of interests relate to Designing and Planning teaching programmes on School Leadership and Management, implementing capacity building programmes on School leadership and Management in a few Indian states and research in Women in School leadership. She has also worked on Quality of Schooling with special reference to rural government schools in Karnataka. She has researched in the area of academic structures in school education system with special reference to restructuring teacher education under 12th Five Year Plan. She was earlier associated with Institute for Social and Economic Change, Bangalore; Centre for Multi Disciplinary Development Research, Dharwad; Azim Premji Foundation (Bangalore), TISS (Mumbai). She has several research Publications in referred journals. She is leading school leadership development programme in Andhra Pradesh, Kerala, Meghalaya, Manipur and Sikkim. In 2019-2020, she has been involved in Capacity Building of State Resource Persons for NISHTHA- National Initiative for School Heads' and Teachers' Holistic Advancement, a nation-wide programme of MHRD.



DR. CHARU SMITA MALIK is currently working as a Senior Consultant in NCSL, NIEPA. She obtained her Ph.D. in Educational Policy, Planning and Administration from the National University of Educational Planning and Administration, New Delhi. Her research was based on issues of equity in access and participation at secondary level in Uttar Pradesh. She completed her Post Graduation in Sociology from JawaharLal Nehru University and Graduation from University of Delhi. She is working with the Centre in designing and developing the School Leadership programme along with the team and is involved in teaching Certificate and Post Graduate Diploma programmes in School Leadership and Management. In the field, she is engaged intensively with school leadership programme implementation in Uttar Pradesh, Bihar, Uttarakhand, Haryana, Maharashtra and more recently with Jammu and Kashmir and Jharkhand. Her areas of interest include educational planning and school leadership. In 2019-2020, she has been involved in Capacity Building of State Resource Persons for NISHTHA- National Initiative for School Heads' and Teachers' Holistic Advancement, a nation-wide programme of MHRD.

Session 5

11:45 - 13:00

Session 5: Leading Innovations in Schools-I

Chair: Dr. Ameeta Mulla Wattal, *Principal*, Springdales School, Pusa Road, New Delhi

Co-chair: Dr. N. Mythili, *Assistant Professor*, NCSL-NIEPA

Session Presentation

1. Rachakonda Srinivasu, *Head Master*, ZPHS Vempadu, Visakhapatnam, Andhra Pradesh
2. Ajay Kumar Choubey, *Vice Principal*, Rajkiya Pratibha Vikas Vidyalaya, Hari Nagar, New Delhi
3. Bhoi Shantilal Kodarbhai, *Principal*, GORA (N.PU.V) Primary School, Garudeshwar, Narmada, Gujarat
4. Parvathi.N.Chalageri, *Head mistress*, Government HPS, Banashankari, Bagalkot, Karnataka

Video Presentations

5. Shyamalima Borah, *Principal*, Malow Ali H.S.School, Jorhat, Assam
6. Anjali Bhawanishankar Dev, *Principal*, Manibai Gujarati High School and STK Gujarati Junior College, Amaravati, Maharashtra

Chair and Co-Chair



DR. AMEETA MULLA WATTAL

PRINCIPAL, SPRINGDALES SCHOOL, PUSA ROAD
NEW DELHI

Dr. Ameeta is Principal, Springdales School, Pusa Road and Kirti Nagar, New Delhi. She is also Manager, Springdales School, Jaipur and Founder Principal of Springdales School, Dubai, CBSE (IGCSE & IB). She is Former Chairperson, National Progressive School's Conference. She is on the Managing Board of various schools which includes Bal Bharati Schools, Jindal Schools, Convent of Jesus & Mary, etc. She has worked in the sphere of Education, Creative Arts, special needs education, communicative English, Street theatre, women's education, Peace Studies and curriculum Development for over four decades. She has held several posts in India and abroad, at both school and university level. She is a recipient of the prestigious National Teachers Award 2005 from the President of India, Dr. A. P. J. Abdul Kalam on teacher's day. She is on the UNESCO committee in Geneva for education of peace and human rights.



DR. N. MYTHILI

ASSISTANT PROFESSOR
NCSL-NIEPA

SCHOOL HEAD PRESENTATIONS



RACHAKONDA SRINIVASU

HEAD MASTER

ZILLA PARISHAD HIGH SCHOOL

VEMPADU, VISAKHAPTNAM (DIST), ANDHRA PRADESH

Located in the lapse of nature in Vempadu Village, Zilla Parishad High School encapsulates and tries to live up to the socio-economic and environmental demands of the society. The school head has been able to establish linkages with organizations like 'Amuzur technologies', Rotary international, etc to provide better infrastructure to the students. The school head has facilitated sensitization of students about their surrounding environment and the need to keep it clean and green. Shri. Rachakonda has successfully created its own forests namely 'Bishnoi Vanam' and 'Dhanvantri Vanam', which also grows flora having medicinal value. Other important features of the school includes Kitchen garden maintenance, rain water harvesting, celebrating festivals in an eco-friendly manner and encouraging the use of reusable sanitary napkins for girls.



AJAY KUMAR CHOUBEY

VICE PRINCIPAL

RAJKIYA PRATIBHA VIKAS VIDYALAYA

BE BLOCK, HARI NAGAR, NEW DELHI

Since its inception in 2001, the school aims to train the young minds to think creatively and rationally inculcating the local and universal human values. The school head along with stakeholders have striven for an inclusive, holistic and emancipatory approach to the teaching-learning process. The Research and Academic development team (RAADT) has been one of the innovative processes initiated by the school which is reflective of the plural and democratic virtues of academic governance in the school. Other programmes like Bal Sansad and youth leadership programmes are also organized to orient and make the students aware of their socio-political surrounding, thereby encouraging them to become a responsible citizen. In an endeavor to convert traditional classroom teaching into interactive and performative learning for students, 'Katha Manch' and theatre classes are conducted. Cultural activity periods also forms part of the every day time-table.



SHANTILAL KODARBHAI BHOI

PRINCIPAL

GORA PRIMARY SCHOOL, GARUDESHWAR, NARMADA

GUJARAT

The school head seeks to establish a compassionate culture amongst the students where students can go beyond their vices to become a better human being. In order to do so a complain box and atonement box has been placed in the school. The complain box is under the jurisdiction of Bal Sansad which comprises only of the students. The students are allowed to resolve the problems among themselves first and then later by the SMC. Through this an amicable relationship has been established between the students and teachers. This has also enhanced the academic performance of the students.



PARVATI.N. CHALAGERI

HEAD MASTER

GOVT. H.P.S. BANASHANKARI

KARNATAKA

Located in the world heritage city of Badami, the school was established in 1998. Most of the families are uneducated migrant laborers. The students coming from such backgrounds often ended up becoming child labourers which further increased the dropout rates. The school head along with the help of stakeholders started awareness programmes, developed smart classrooms, introduced learning activities and with support from parents tried to increase the admission and attendance. Activities to improve student learning were also introduced. ICT integrated learning happens through SMART classrooms. Special care is also taken for ensuring proper nutrition to the students. Clean and fresh drinking water is encouraged through Water Bell programme. Several cultural activities are also organised such as singing, dancing, drawing, drama etc to ensure the creative development of the students.



SHYAMALIMA BORAH

PRINCIPAL

MALOWALI HIGHER SECONDARY, JORHAT,
ASSAM

Situated near the banks of Bhogdoi River in Assam, Malowali Higher Secondary School was established in 1959 and in 2018 the school collaborated with Malowali M.E. school. This school finds itself placed in a society where the dominant occupation is farming and a large chunk of population falls in the category of low income groups. The society caters to strong religious beliefs and superstitions. The school therefore faces major challenges like dropouts, early marriage, poor nutrition and health issues. The school management has worked together to overcome these challenges by establishing Health clubs, frequent visits by the teachers to the student's home and rewarding the meritorious students. Through the collective efforts by the school and students, kitchen garden has been established. Skill training is provided to children and Induction Training Programmes are provided to the teachers which further enhances the student-learning outcomes of the school and personal professional development of the teachers as well.



ANJALI BHAWANISHANKAR DEO

PRINCIPAL

MANIBAI GUJRATI HIGH SCHOOL AND
STK GUJARATI JUNIOR COLLEGE
MAHARASHTRA

The school has been well known for celebrating the femininity and womanhood. The school head along with the teachers and other stakeholders have laid special emphasis on the growth and development of female students. Due to the menstrual cycles the school witnessed absenteeism amongst the female students. Therefore in order to promote the welfare of girl child and ensuring a conducive space for them to prosper, the school initiated to break the rigid orthodoxies and taboos associated with periods. The school head with help of The Gujarat education Society developed 'Pink Room' in the school premises. This is an important step towards eliminating gender discrimination, improving the health of female students, making them more productive and reducing the absenteeism.

Session 6

14:00 - 15:30

Session 6 : Leading Innovations in Schools-II

Chair: Mr. Rajesh Kumar, *Principal*, DIET, Daryaganj

Co-chair: Dr. Kashyapi Awasthi, *Assistant Professor*, NCSL-NIEPA

Session Presentations

1. Madhav Patel, *Head Master*, Govt. New Middle School, Lidhora, Damoh, MadhyaPradesh
2. Dr. Soumitra Som, *Head master*, South Bagma Samatalpara H.S School, Gomti, Tripura
3. Neeta Joshi, *Principal*, Primary School, Lakhaura, Bareilly, UttarPradesh
4. Sampa Paul, *Head Mistress*, Sarada Sundari Balika Vidhyamandir, Nahata, Bongaon, West Bengal
5. Sadhana Bhalla, *Principal*, Mira Model School, New Delhi

Video Presentations

6. B. Shyam Chandar Rao, *Head Master*, Mandal Parishad Primary School, Mamilla Gudem village, Kothagudem, Telangana.
7. Vineeta Narula, *Principal*, KV INS, Hamla, Mumbai, Maharashtra

Chair and Co-Chair



RAJESH KUMAR

PRINCIPAL, DIET, DARYAGANJ

He is currently Principal, DIET, Daryaganj, New Delhi. He is also Chairperson of Happiness Curriculum Development Committee, Delhi Government and has contributed to the development of 12 books on Happiness for Delhi Schools. He was honored by SOE (School of Educator) for global award for best contribution to students support in 2012. He has also contributed to the development of improvised elementary science kit. He was honoured Avantika National Award for work done on qualitative improvement in school education. He also has experience in production of multi media animated material for class 6th, 8th, 9th and 10th for government schools of Delhi.



DR. KASHYAPI AWASTHI

ASSISTANT PROFESSOR

NCSL-NIEPA

SCHOOL HEAD PRESENTATIONS



MADHAV PATEL

HEAD TEACHER

GOVT. NEW MIDDLE SCHOOL, LIDHORA

BATIYAGARH, DAMOH

MADHYA PRADESH

The school is located in a back ward area. The main profession of the community is agriculture. The challenges include irregularity, low attendance of children, parents not aware of importance of education and low participation from the community. The leadership practices include Bal- sabha to increase student participation, felicitating parents whose children are regular to school. The school head presented saplings as gifts for all cultural activities.



DR. SOUMITRA SOM

HEADMASTER

SOUTH BAGMA SAMATALPARA H.S SCHOOL

TRIPURA

South Bagma Samatalpara H.S School is a co-education school at a rural area, established in 1960. Majority of the students are the first generation from their families. Irregular attendance at school is a major problem. Medium of instruction of the institution is Bengali which is a problem for tribal students. Head Master arranged a meeting with concerned teachers to overcome the problems and then decision was taken up in an innovative way. Use of teaching aids brings a pleasant environment in the class room which is very suitable for teaching learning process. Use of conventional teaching aids available in school laboratories resulted in great enthusiasm among students and now they are more curious and attentive. Make the students free from exam phobias, class tests will be arranged after regular interval on a brief syllabus.



NEETA JOSHI

PRINCIPAL

GOVERNMENT PRIMARY SCHOOL, LAKHAURA

BLOCK KIARA, BAREILLY

UTTAR PRADESH

The school is situated in a small village called Lakhaura in Bareilly district of UP. About 80% of the total community is below poverty line. The enrolment rate of children was only 30-40% with children least interested in education. The school head brought changes in the area of school assembly, developed TLM from waste materials, made reading interesting by making the library an interesting place, introduced SMART classes, Bal Sansad, etc. The school head along with teachers modified lesson plans to make the classroom an interesting place and improve the learning outcome of children



SAMPA PAUL
 HEADMISTRESS
 NAHATA SARADA SUNDARI BALIKA VIDYAMANDIR
 NAHATA, WEST BENGAL

The higher secondary Girls' school was established in the year 1967. Students were first generation school-goers in their family. The primary objective is to encourage students to continue their studies, help them to overcome their difficulties in understanding the subject, make the parents understand the importance of education and the secondary objectives were to avoid child marriage and uplift the society with new generation of educated future mothers. Regular targeted Learning and Monitoring areas are- Remedial teaching by teacher, Remedial teaching by student and self study. Six of our regular students got above 75% marks in the examination which made us proud, 45 out of those 50 students passed the board examination. The school is not merely to teach the students it is our responsibility to educate the most socially and economically backward students.



B. SYAM CHANDAR RAO
 L.F.L HEAD MASTER
 MPPS MAMILLAGUDEM MULAKALAPALLY(MD)BHADRADRI
 KOTHAGUDEM
 TELANGANA

The school is situated at Mamillagudem village in Mulkalapally Mandal in Bhadradri Kothagudem District which is boarder of Telangana and Chhattisgarh States. The families belong to Gotti Koya communit, a tribal subcaste under Scheduled Tribes. They have migrated from chhattisgarh state. The children in the village usually don't go to schools and spend most of the time playing in the forest area. So the school has introduced gaming activities in their school which is encouraging children to enroll in school. This has increased the enrollment of students in the school.



VEENEETA NARULA

PRINCIPAL

KENDRIYA VIDYALAYA INS HAML A

MARVEROAD, MALAD (WEST) MUMBAI-400095

Kendriya Vidyalaya INS HAML A comes under Kendriya Vidyalaya Sangathan New Delhi – an autonomous body of MHRD and is affiliated to CBSE, mainly catering to the needs of children of defence personnel and transferrable central government employees. The school head has played a major role in creating awareness among the students regarding environmental degradation and hence the school strives for achieving a clean environment. With focus on connecting class room with outside world and taking teaching learning process outside the class, the school head succeeded in inculcating lifelong values amongst the students. The nukkad natak, visit to the beach to teach, Energy dance, mangrove cleaning, beach cleaning, swachhata pakhwada etc are new fun ways of learning. A major initiative to reduce waste was undertaken by the school and 280 kg of manure is made quarterly by bio composting 1000 kg of dead leaves, thus preventing the burning of decomposable waste. The Vidyalaya has been an institution trying consistently to achieve a zero waste goal by Reducing, Reusing and Recycling the waste in the premises.



SADHANA BHALLA

PRINCIPAL

MIRA MODEL SCHOOL, NEW DELHI

The special characteristic of the school is its engagement with children through its Early intervention program for improvement in learning. The main purpose of this has been to assist struggling learners in Grade 1 and rule out identification of false cases as students with 'Learning Disability' in older classes. With increasing diversity in classrooms, there are many students who do not exhibit learning at the same pace as most other children in the class. These children show less academic engagement in classrooms, show unsatisfactory grades, and in many instances evidence behavioral difficulties. Defined broadly as 'Struggling Learners', this group of students encompasses varying needs including issues about Learning Disability, Attention Deficit Hyperactivity Disorder, Autism, being first generation learners, familial disorganization, and acculturation needs. The school's major intervention lies in taking steps to engage the parents of the struggling students to become integral resource persons/trained personnel. The teachers also hold classes for parents every Friday on how to teach and support the program at home.

Session 7

15:45 - 16:45

Session 7 : School leadership for building effective partnerships with community

Chair: Prof. Anita Rastogi, *Professor*, Department of Educational Studies, Faculty of Education, Jamia Milia Islamia, New Delhi

Co-Chair: Dr. Sunita Chugh, *Associate Professor*, NCSL-NIEPA

Session Presentations

1. Bhookya Vittal Nayak, *Head Master*, Zilla Parishad High School, Mustabad, Rajanna Siricilla, Telangana
2. Dumbdev Pandugerang Kahalkar, *Principal*, Z P Upper Primary School, Bhandara Maharashtra
3. Jyotsna Saxena, *Principal*, Govt. Higher Secondary School, Savna Udaipur, Rajasthan

Video Presentations

4. Rajesh Kumar, *Principal*, Upgraded Middle School, Nawada, Hemjabharat, PO, Nawada, Bihar

Chair and Co-Chair



PROF. ANITA RASTOGI

DEPARTMENT OF EDUCATIONAL STUDIES, JAMIA MILIA ISLAMIA UNIVERSITY, NEW DELHI

She is Professor in the Department of Educational Studies, Jamia Millia Islamia since 2009. She had served as Lecturer in Directorate of Distance Education, Maharshi Dayanand University, Rohtak (Haryana) and in District Institute of Education and Training, Delhi till 1995 prior to joining Jamia Millia Islamia. She holds a Doctorate Degree in the area of 'Teacher Education and Distance Education'. She has rich experience in the area of Teacher Education, Research and Distance Education. Over the years she has been teaching courses namely teacher education, research methodology, Elementary Teacher Education etc. She has been instrumental in designing and introducing M.Ed. (Elementary Education) Programme, an innovative programme in the area of Teacher Education, being run by the Department of Educational Studies since 1997. She is keenly interested in the area of ICT-Pedagogy Integration and has contributed in the area of development of e-Content in Teacher Education. As an active researcher she has also undertaken the UNICEF funded project on Evaluation of DIETs of Delhi and Uttar Pradesh in the capacity of Asstt. Project Director and has published research articles in the prestigious journals. She has also contributed to the development of Self Instructional Material published by IGNOU, Maharshi Dayanand University, Rohtak and reading material on e-content developed by UGC-CEC.



DR. SUNITA CHUGH

**ASSOCIATE PROFESSOR
NCSL-NIEPA**

SCHOOL HEAD PRESENTATIONS



BHOOKYA VITTAL NAYAK

GAZETTED HEAD MASTER

ZILLA PARISHAD HIGH SCHOOL, MUSTABAD, RAJANNA SIRICILLA
TELANGANA

Since the joining of the head master in the institute he observed the irregularities and drop out among the students, incomplete homework, lack of concentration in the classroom and students not bringing books to the schools. The head master formed various houses with the students – Blue, Green, Red and Yellow house and assigned specific functions to each house. This resulted positive outcome within students such as- writing of short stories and poems, completion of homework, one student got an opportunity to participate in International Film Festival, one of our students won cash prize of Rs.10,000/- for making low-cost bag with torn clothes Established a well equipped Science Lab with the support of old student.



DAMBDEV PANDURANG KAHALKAR

PRINCIPAL

Z P UPPER PRIMARY SCHOOL

MIREGAON PANCHAYAT SAMITI LAKHNI,
BHANDARA, MAHARASTRA

The school is located in a remote village on shores of Veinganga river with mostly tribal population who are farmers. The school head introduced the 'seed bank' to create awareness of flora. The school head also introduced the 'pen friend' concept which brought about improved communication, introduction to the postal system. School awareness drive in the locality to increase the enrolment. Within school, they opened shops managed by the students to improve the entrepreneurial skills



JYOTSNA SAXENA

PRINCIPAL

GOVT. HIGHER SECONDARY SCHOOL, SAVNA
BHINDAR, UDAIPUR, RAJASTHAN

The school is located in a tribal belt of Udaipur. The challenges faced by the school head include gender disparity, casteism and indiscipline among children. In discussion with teachers, the school head tried to modify the attitude towards gender bias within the school. She took the teachers into confidence and discussed with parents on gender equality. The school head took the children for educational tours and ensured participation of girl in all school activities. The school head also introduced humanitarian values through classroom teaching learning process and initiated better communication between teachers and students. The girls were encouraged to express their thoughts through 'Chuppi Thodna programme'.

**RAJESH KUMAR****HEAD MASTER****UPGRADED MIDDLE SCHOOL, HEMJABHARAT, NAWADA,
HEMJABHARAT, SHERPUR
SIRDALA, NAWADA, BIHAR**

The school is situated in the Naxal pre-dominated area and children are not interested in attending school. The children are engaged in house hold chores. The children were allowed to enter the school even though they are late by an hour. The school head provided uniforms for few needy children and this motivated other students to come in school uniform. The partnership with community improved. The school has become physically attractive through tree plantations. The school has got upgraded to a middle school. Used TLMs for teaching Hindi and Mathematics. Drives and awareness against child marriage and dowry system was carried out by him.

List of Participants

ANDAMAN AND NICOBAR ISLANDS

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