DAY 1: NCF, School Leadership

Introduction to the seven key areas

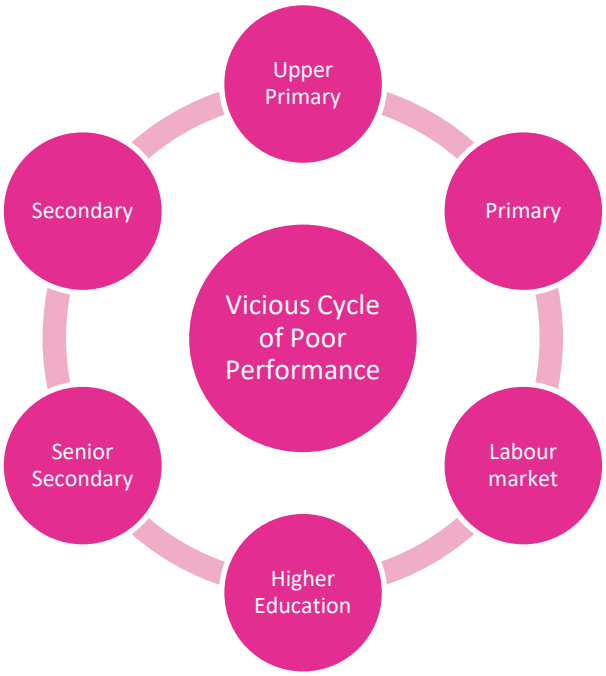


Figure 1: Rationale – Why break the chain through Leadership

Melting Icebergs

- ✓ Schools do have realistic information / data available every time but unable to do the analysis and present the same.
- ✓ Focus of most of the school heads is more on the development of infrastructure and less on leading learning and teaching in schools.
- ✓ Mostly school heads focus more on construction related activities and less on the development of teachers and students.
- ✓ School heads trust very few teachers and expect good work from them only as if there is dearth of talented teachers and substantial leadership.
- ✓ Unsatisfactory performance of students in external and internal evaluations done by the external and internal agencies.
- ✓ Schools usually do not see the need for change and unable to correctly identify what to do, how to do, when to do or successfully make it happen or make it stick.
- ✓ Schools are still unable to design class and subject wise academic plan with clear targets, timeline and expected outcomes.
- ✓ Majority of the schools still work in an environment of personal power, low trust, hierarchy and dependency.

Development of future school heads in the state of himachal pradesh through the school leadership development programme (sldp)

Objective of the SLDP

To ensure high quality teaching learning in all schools by creating enabling learning conditions every day for every student in every classroom through the "TOTAL LEADERSHIP" that is sum total of the classroom leadership, middle leadership and school leadership.

Journey of School Leadership Development Programme (SLDP) in Himachal Pradesh

Backdrop

Journey of School Leadership Development Programme (SLDP) was started in the Country and States with the technical placements of few education officers, teacher educators, administrators from different States and the Centre to different countries like; UK, USA, Europe etc. to observe international best productive practices in top school systems of the world and contextualize / replicate those practices in country's / state's own school settings. The best practices were accordingly shared with all State, District and cutting edge level field functionaries, contextualized and further being tried out in the State's existing school set up with available resources through school heads, teachers and students by developing their capacities in school leadership, management and administration.

Based on the experiences of international best productive practices, first State level consultation in collaboration with the National Centre for School Leadership (NCSL) (NIEPA, New Delhi) was held at HIPA in September, 13 to contextualize the curriculum for SLD. National curriculum framework was accordingly finalized by the NCSL for the SLDP with total 16 days programme (10+2+2+2 model) in a year for the capacity building of school heads. 10 days programme in one go and remaining six days in three follow-up reviews of two days each to ensure continuous engagement with them, celebrate and share the quick wins. Taking the programme forward, 10 days workshop on capacity building of State Resource Group was held at DevSadan in District Kulluw.e.f. 14-07-2014 to 23-07-2014 with academic resource support of NCSL. The SRG of 63 persons (21 Principals+ 17 HMs + 11 DIET faculty + 4 SPO faculty + 2 BRCCs + 8 CHTs) was trained and provided curriculum framework, resource material and the handbook during the workshop. The SRG further developed the capacities of targeted school heads at the district

level during 2014-15 and 2015-16 in a phased manner. The State Resource Group was further expanded up to the strength of about 200 during 2016-17 so that there is a pool of 15-20 RPs / Facilitators available in each district.

Gaps

Continuous engagement as per 10+2+2+2 model with all those school heads who have already undergone 10 days capacity building programme could not be ensured by the districts due to reasons which need to be recorded, understood and realized. Good leadership practices in schools also could not be documented properly.

Closing the gap

To ensure continuous engagement with school heads through follow-up reviews / feedback in a sustainable manner and maintaining the data base of each school head, Government has accorded the approval to set up the State Leadership Academy in the existing building of State Institute of Educational Management and Training (SIEMAT) at Shamlaghat as part of the State Project Office (SSA/RMSA). The State School Leadership Academy has become functional and started organizing the leadership and management programmes for school heads.

Welcoming the participants and briefing them about the importance of School Leadership Development Programme initiated in the State in partnership with NCSL (NIEPA, New Delhi).

Disclaimer

Facilitators do not claim at all that they are; great facilitators, Great thinkers, Professionals, Policy makers, Knowledge providers, Expecting beyond reasonable limits of the participants, Providers of any direction /solution on any school specific issue, Leader makers and/or Experts in developing the content for school leadership.

Culture

For learning to be 100%, It is important that we set norms for learning, interacting and establish a culture of learning that we adhere to during the workshop. It includes the following:

- Observance of time
- Avoid cross-talk during discussions
- Everyone will contribute in group activity / discussion
- Every member of group to make presentation by turn
- Mobiles to be switched off or put in silent mode

- ❑ Respect for different opinions and views
- ❑ Positive attitude
- ❑ Avoid generalization of specific issues
- ❑ Avoid departure from theme discussion

Expectations from the participants

Let us

- ✓ Take the child to the destination where he /she intends to go
- ✓ Learn to trust each other
- ✓ Re-culture our classrooms and schools
- ✓ Try to know more than others; work more than others and expect less than others.

Participants' expectations from the programme

Conduct this activity and find out from each participant what they intend to learn about school leadership.

FORMATION OF GROUPS (Volunteer from among the participants to do this job)

UNDERSTANDING EACH OTHER

Participants will be divided into seven groups.One participant will introduce himself/ herself to the adjacentparticipant with;

- ❑ Name
- ❑ School name
- ❑ One good experience and one bad experience in leading the school as a Head
- ❑ One liking
- ❑ One disliking

DAY-2

KEY AREA-1: PERSPECTIVE ON SCHOOL LEADERSHIP

Introduction

There are numerous models, theories and perspectives on school leadership. There is no single model, theory and perspective which can create miracles in schools. Hence it has to be fully acknowledged by everyone that final chapter on school leadership can never be written till the existence of human civilization on this planet. However, it is the ownership, commitment and dedication of all the school actors which can take the schools towards excellence.

What is leadership?

Participants in groups may be asked to share their ideas on the concept of school leadership. Facilitators may request the participants to evolve common understanding about the leadership in schools and share the same with all present.

Activity 1.1

- *Is leadership an individual or collective capacity?*
- *Do we have leadership available in schools that is not necessarily linked to senior role or status?*
- *What is the understanding of each participant about leadership?*

Collecting, consolidating and sharing the ideas with all participants and then the facilitator will share with the participants' one research based perspective on the above critical questions as mentioned below:-

Leithwood (2006) has explained the growing recognition of distributed leadership in top school systems of the world (hence middle leadership) by focusing on the concept of **"TOTAL LEADERSHIP"** that is the sum total of the leadership available in schools. In this programme, it is worth stressing that the leadership must be seen as collective capacity or potential rather than personal status. In other words, leadership is expressed and manifested in many different ways and contexts and as a matter of fact, yes, the most important is the quality of leadership in the classroom, which in turn is strongly influenced by the middle leadership as illustrated in the **figure 1.1** below:-

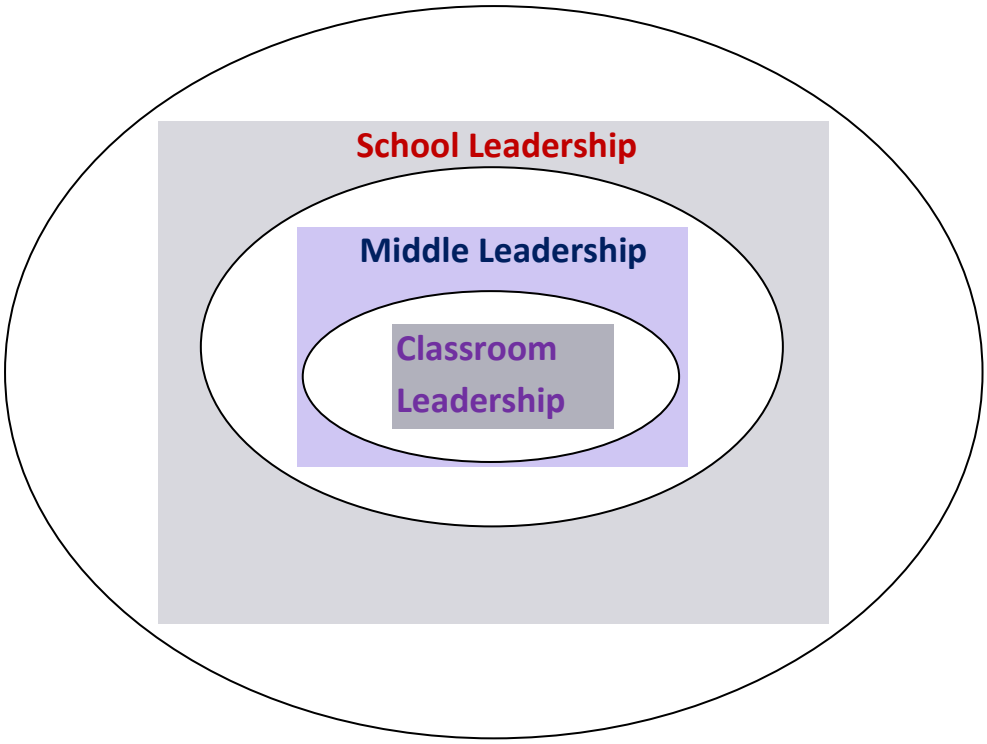


Figure 1.1 Leadership as collective capacity

A very superficial review of the vast amount of highly significant literature on educational leadership can be distilled into a very simple proposition:

Leadership in education is concerned with ;

- **Principle– The moral basis of the school**
- **Purpose – The core business of the school**
- **People– Social relationships in the school**

Successful leaders are those educationists who can balance and integrate the 3 P's --- so that they are balanced and mutually supportive as shown in **figure 1.2** below:-

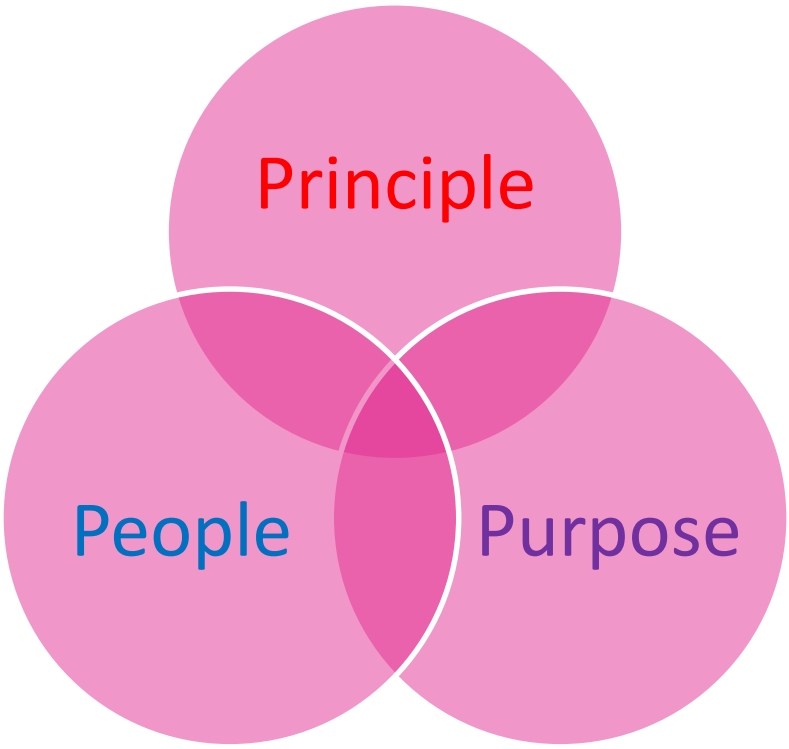


Figure 1.2 Nature of leadership

Activity 1.2

Identification of nature of leadership

Participants will be requested to identify their nature of leadership at the work place

A. *Leaders who are clear about the principle and purpose but not able to engage with the people.*
B. *Leaders who are clear about the purpose and able to engage with the people but has no real sense of principle.*
C. *Leaders who are clear about the principle and able to engage with the people but has no real sense of purpose.*

Tragedy: Any leader who does not engage with all the three elements of the above model is likely to be highly dysfunctional.

Reflections:

Think of three things that you need to:

- ✓ **Initiate in your school so as to be an effective leader**
- ✓ **Discontinue so as to improve the gaps in your leadership**
- ✓ **Sustain and enhance to capitalize on your strengths as leader**

DAY-3

Activity 1.3

Every group to translate the 3 P's model into actual practice at the school level with at least 10 examples on the following template:-

As an illustration

Principle (Moral basis)	**Purpose (Core Business)**	**People (Social Relationships)**
Transparency	To ensure that nothing is kept secret. The principle must get reflected across the organization.	Sharing of the knowledge about all available resources, their proper utilization, regular review of progress and feedback, recording the benefits to the target groups etc.

Other principles may be; punctuality, trust, respect, everyone is important and to be seen and considered an important source of knowledge / learning experiences in her / his area of work, working in teams rather than in isolation, smoking and spitting is a punishable offence within the school campus, maintaining cleanliness etc.

Leadership, Management and Administration in day to day working of every school

(Many hats of leadership to be worn by the school heads)

Leadership	Management	Administration
Doing the right things (Leadership is seen as having the responsibility for setting the principles /core values)	**Doing things right** (Translating the principles / values into actual practice by focusing on systems, structures and delivery)	**Doing things** (Doing all basic tasks)
Path making (Setting the purpose and direction for the school. Articulating what the school is supposed to do and what it should do in future --- as defined by Covey)	**Path following** (To ensure that the journey is actually possible. After dreamers come the builders. Purpose must get reflected across the organization)	**Path tidying** (Everything required is in place)
Engaging with complexity or challenges (Relationships, performance, engagement and motivation)	**Creating clarity** (Deployment of staff, allocation of resources and delivery)	**Securing consistency** (Proper utilization of resources)

Figure 1.3 Leadership, Management and Administration

Leadership and Management Languages

Figure 1.4 below provides another way of exploring the relationship between leadership and management. The words chosen are obviously significant value judgements, but one of the key elements in leadership development of the individual.

Management thought patterns • **{ Left Brain Thinking}** • **{Logical and Rational Thought Patterns Dominate}** • **{Masculine}**	**Leadership thought patterns** • **{ Right Brain Thinking}** • **{Emotional and Creative Thought Patterns Dominate}** • **{Feminine}**
Improvement	Transformation
Control	Trust
Accepting	Questioning
Conformity	Creativity
Systems / Structures	Relationships / Emotions
Standards	Values
Analysis	Intuition
Continuity	Innovation
Training	Coaching

Figure 1.4 Languages of Leadership and Management

Activity 1.4

- ✓ *What kind of leadership and management is prevailing in your school?*
- ✓ *Is there an agreed and consistent vocabulary used across the school that places the emphasis on leadership?*
- ✓ *What are the implicit and explicit assumptions about leadership and management in school documentation?*

Sharing the feedback with all the participants and clarifying that balance between leadership and management is fundamental to the success of the organization. **The situation is clearly dysfunctional when either leadership or management is out of balance.**

DAY-4

Activity 1.5

In which type of organization are we all working?

A) Mature

B) Immature

Facilitators to seek feedback from the participants and each group leader to share the opinions with all other groups.Sharingthe another potential range of leadership through the following diagram:-

Immature organization • **Personal power / authority** • **Hierarchy** • **Low trust** • **Dependency**		**Mature Organization** • **Shared power / authority** • **Teams** • **High trust** • **Inter-dependency**	
CONTROL	**DELEGATION**	**EMPOWERMENT**	**SUBSIDIARITY**
• Only one person is responsible for all decision making • Power and authority are exercised without consultation • Individuals carry out orders • Creates dependency, passivity and alienation	• Individual are given limited amounts of authority and responsibility with highly defined levels of tasks and outcomes	• Control over resources, methods and decision making • High levels of authority are devolved What has to be done is usually defined but how it is done is left to those who have the responsibility	• Power is fully distributed across the organization, just as in federal States like **Germany** and **Australia** where a wide range of powers are discharged at the **'local'** level without any reference to the centre There are teams which work autonomously with high consensus and alignment on values that reinforce shared purpose and interdependent working.

Figure 1.5 Leadership, Trust and Relationships

Activity 1.6

Every group to reflect upon the stages of leadership described in the above figure. In each group, every school head to carefully read the traits under each element of the leadership stage while moving from immature organization to mature one and place the school accordingly in that stage.

- ✓ *Where do our schools in general fall?*
- ✓ *Are we satisfied with the leadership stage attained?*
- ✓ *Have we compared the learning achievements of students with the prevailing leadership in schools?*
- ✓ *Which one is the best stage for taking the schools towards transformation and why?*
- ✓ *Is it possible for school heads to make their schools fully devolved within the existing delegation?*

What is Distributed Leadership?

Facilitators to help school heads understand the concept of Distributed Leadership as briefed below:-

Approach: Collaborative working undertaken between individuals with trust and respect for each other's contribution.

Attitude: Not a management technique. Every one in the organization is an important source of knowledge, experience and wisdom.

Culture: Where people work with shared purpose, team work and respect.

Environment: Where everyone is responsible and accountable for leadership in his / her area of assigned work.

Why Distributed Leadership?

- ✓ School administrators cannot be available everywhere at every time.
- ✓ Everyone feels free to develop and share new ideas.
- ✓ Supports and strengthens outstanding individuals.
- ✓ Helpful in re-culturing the organization.
- ✓ Helpful in improving human relations.
- ✓ Helpful in solving complex problems in management and academic field.

Principles of Distributed Leadership

- ✓ *Distributed Leadership* does not mean *delegating*. Instead, it means finding the best path by tapping the expertise, ideas, and efforts of everyone involved.

- ✓ Distributed Leadership brings success in handling problems, threats, and change. It not only encourages idea sharing; it demands it.
- ✓ "The way we've always done things" isn't necessarily the best way. Using Distributed Leadership, we can look for better ways.
- ✓ In a Distributed Leadership environment, mistakes often lead to discovering valuable new approaches.
- ✓ In Distributed Leadership, not everyone is a decision-maker, but everyone is an expert whose knowledge contributes to the decision-making process.
- ✓ Distributed Leadership is not for mavericks and lone eagles.
- ✓ Distributed Leadership is about cooperation and trust, not about competition among units and factions. Same mission is shared, even though it is contributed in different ways.
- ✓ Distributed Leadership empowers everyone to make his or her job more efficient, meaningful, and effective.
- ✓ Under Distributed Leadership, everybody matters.
- ✓ Distributed leadership is primarily concerned with mobilizing leadership at all levels in the organisation not just relying on leadership from the top. It is about engaging the many rather than the few in leadership activity within the school and actively distributing leadership practice. The emphasis here is about leadership practice and not leadership functions.
- ✓ A distributed model of leadership is one premised upon the interactions between many leaders rather than the actions of an individual leader.

Myths about Distributed Leadership

Myth	Distributed Leadership is about
Distributed leadership is delegation	Distributed leadership is not delegating but finding the best way of doing the things by tapping the potential and efforts of everyone involved.
Distributed leadership is mandated	Distributed leadership is not mandated but promoted.
Distributed leadership is for an individual.	✓ Distributed leadership is not for an individual but inclusive. ✓ It is an organisational condition rather than a set of personal qualities. Taking a distributed perspective on leadership means that it is grounded in activity (i.e. mutual enquiry, dialogue, partnership) rather than in position or role. In very practical terms it will require the creation of the internal conditions where it can thrive. It will necessitate the creation of time, space and opportunity for groups to meet, plan and reflect.
Distributed leadership means	Distributed leadership does not mean that everybody leads but everyone is an expert whose

everybody leads.	knowledge can be used in the decision making process.

Activity 1.7

In school S-1, Class-VI, VII and VIII students are finding it difficult to understand the concept of ***decimal, fraction and percentage*** *in mathematics.*

- ✓ *What will be the starting point for the class in-charges using the concept of DL?*
- ✓ *What will be the affordable and improvement strategy for improving the abilities of students?*
- ✓ *How the level of improvement will be judged?*

Each group will prepare the presentation on the chart and share the same with other groups in rotation.

Task for the groups

- ❑ *Each group's feedback on 3*s*
- ❑ *EBI (Even Better If)*
- ❑ *Questions?*

DAY-5

Instructional leadership

In our existing school set up and rules/ regulations laid down for implementing education at the school in particular, a school Principal/ Head Master/ Centre Head Teacher require to wear many hats. In day to day working of government schools, in different situations, school heads are to act as administrators, managers, diplomats, teachers and curriculum leaders that too within the limited assigned delegation. It is definitely a balancing act and all school heads must be proficient in all these areas, as well as able to fluidly move from one role to another. School heads continue to strive for maintaining balance in their roles as instructional leaders.

Purpose of instructional leadership

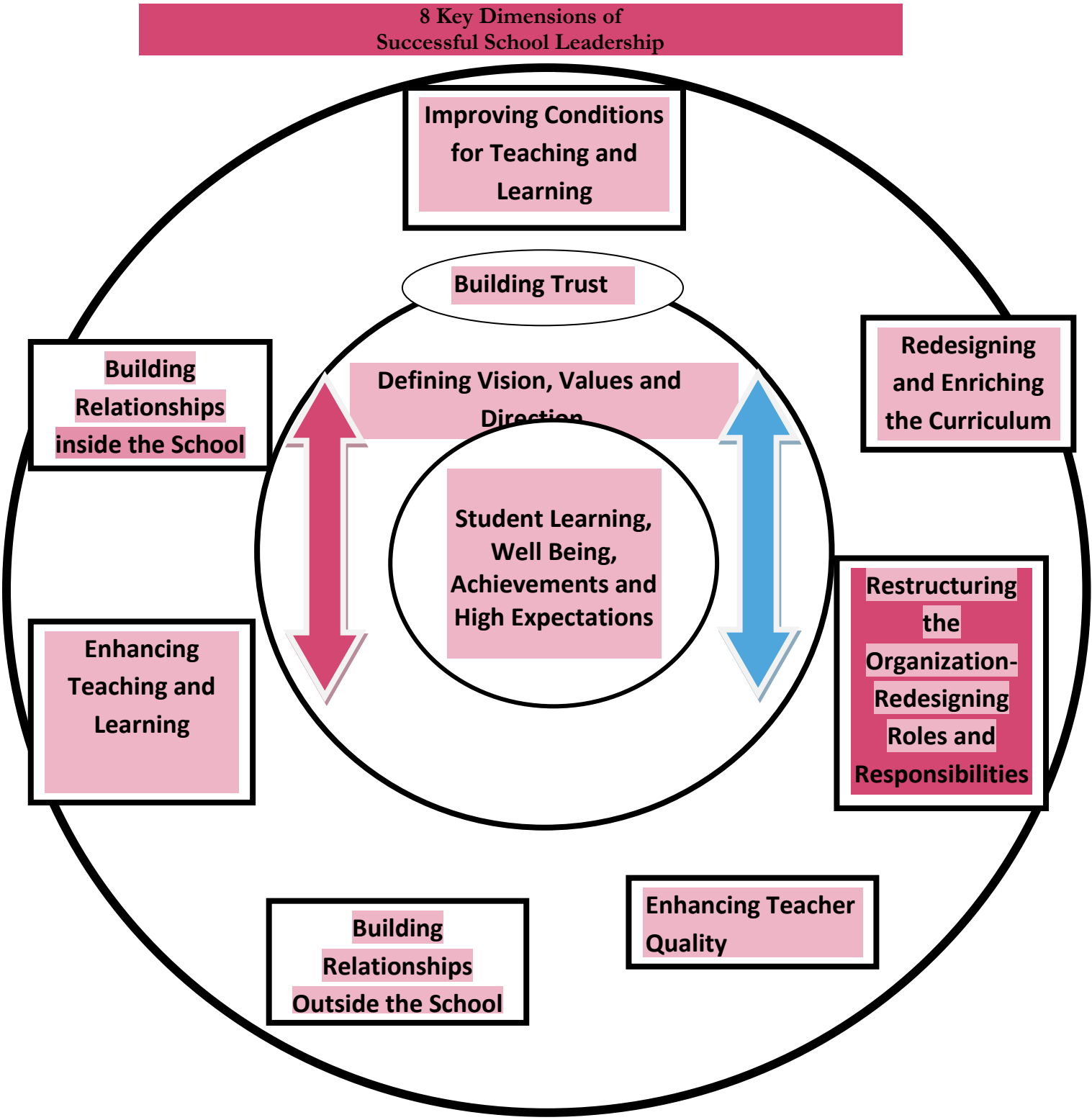
- ✓ Target setting with affordable strategies
- ✓ Ensuring quality of instruction
- ✓ Managing curriculum
- ✓ Monitoring lesson plans
- ✓ Allocating resources
- ✓ Evaluating teachers regularly to promote student learning and their growth
- ✓ Addressing the cultural, ligustic, socio-economic and learning diversity in the school community.
- ✓ Leading for the improvement of quality of teaching and student learning

Instructional leadership skills

Five major skills may help school heads in the taking the schools forward

- ✓ Effective use of resources

- ✓ Communication skills
- ✓ Serving as an instructional resource
- ✓ Being visible and accessible
- ✓ Being aware about all programmes of Education Department



How self is built and destroyed?

Activity 2.1
The facilitator introduces the activity by sharing that each person has to think of a metaphor, or a slogan or a word or an object that best describes him or her or she / he best associates with and mention why she / he thinks so. Self can be both-a person or an object, living or non-living.

Activity 2.2
Each participant to think individually and working in groups. Consolidating and sharing the ideas and reaching at some non-negotiable principles and values.

Facilitators to share various ideas about the development of self and evolving some consensus on the same.

Different perspectives

Built	Destroyed
Focus on positive	Comparing with others
Role model	Putting oneself down
Praise and compliment – build others	Drug abuse
Keep criticism to a minimum	Negative attitude
Set and achieve goals	Self-centeredness
Doing something for someone else	Spending life in the circle of concern
Ask for help: take advantage of learning opportunities	Passive
Handle things one at a time	Unimaginative
Working more on circle of influence	Working more on circle of concern

Activity 2.3
Who is said to be an empowered school head in view of the present requirements and expectations of students in particular and society in general for effective delivery of education?

Each participant to think individually and working in groups. Sharing and consolidating the ideas and reaching at some common doable things at the workplace.

Empowered school heads are those who are able to:

Facilitators also to share their viewpoints on empowered school heads and evolving consensus on the same.

Empowered school heads are those who are able to:

- Do the analysis of school by using primary data to identify strengths, weaknesses, opportunities and threats in order to have proper understanding about the situation of the school.
- Develop the vision and mission statements on the basis of situational analysis.
- Develop the institutional plans with active involvement of teachers, students and SMC members and sharing the same with all school level actors.
- Develop the capacities of teachers and students.
- Work more on the circle of influence rather than on circle of concern.
- Take regular feedback and work on the areas which require more attention.
- Generate annual report and share the same with all students, teachers and parents.
- Keep track of learning profile of each student and teaching learning process in the school.

Activity 2.4

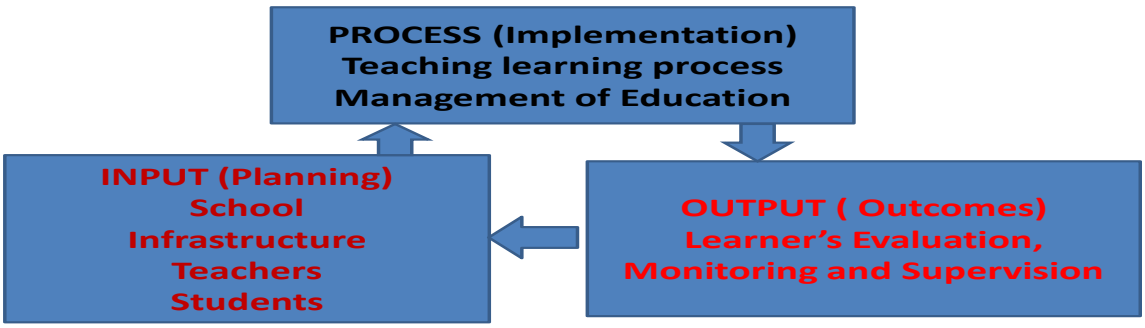
What is situational analysis of a school?

Participants will be requested to work in groups to develop the common understanding about the situational analysis of a school.

Facilitator's view

WHAT IS SITUATIONAL ANALYSIS OF A SCHOOL?

- **Process of making realistic assessment of present situation of education in the school at all the operating components.**



Activity 2.5

Why situtational analysis is required?

Each participant to think individually and working in groups. Sharing and consolidating the ideas and reaching at some common doable things at the workplace.

One view

- ❑ 1st Step towards plan formulation
- ❑ Identification of strengths, weaknesses, opportunities and threats
- ✓ Strengths: Good practice
- ✓ Weaknesses: Constraints
- ✓ Opportunities: Resources
- ✓ Threats: Challenges/fears
- ❑ Helps in creating urgency
- ❑ Helps in understanding the school better
- ❑ Target setting and prioritization
- ❑ Magnitude of the task can be ascertained
- ❑ Helps in identifying the level of improvement

DAY-6

Problem Tree Analysis

The use of the problem tree technique can be very effective in identifying the problems and finding affordable solutions for them like;

Problem tree-1

SCHOOLS DO NOT ENSURE OPTIMAL USE OF AVAILABLE RESOURCES

- Fear of recovery
- Teachers do not feel motivated and encouraged
- Non-linkage of practical work with evaluation processes
- Quality of resource is not good
- Internal monitoring process is week

- School leader has not framed any mechanism for ensuring best possible use of available resources

Problem Tree-2

STUDENTS LEARNING ACHIEVEMENT IS NOT SATISFACTORY

- Classroom transaction is not meeting the requirements and expectations of students
- Teaching with Inadequate learning experiences
- Traditional teaching methodologies
- Implementation of scholastic part of academic programme is weak
- Social aspect of the learning environment is weak

Cause

Effect

Teacher development through a school leader at the school level is poor

There are no mechanisms for providing opportunities and professional development to serving school leaders

Problem, what problem?

Activity 2.6 Problem Tree Analysis

Objective: To identify problems those are usually faced by the school heads in day to day management of the school.

Task: *The facilitators will request each group to identify one critical problem that is faced by them while managing a school as School Head. Every member of each group to contribute in designing a problem tree and then sharing with other groups in rotation.Each of the problems is discussed by the groups with possible solutions in a cause–effect manner for systematic redressal of the problems in actual school situations.*

Reflective questions

- *Why problems are only systemic?*
- *Why the problem is always with others and not with us?*
- *Do we lack as a leader because of which some problems are seen in the education system?*
- *Do we resolve those that are in our control?*

Some examples to meet the above criteria

- **Caring SMCs**
- **Healthy children**
- **Safe schools, safe children**
- **Every school a home**
- **Education for all**
- **Every child matters**

Actvity 2.7

Open discussion on vision and mission statements and then working in groups to develop the vision and mission statements for one school in a group and sharing of the same with each group.

Activity 2.8

What is instutional planning or School Developing Planning?

Why is it necessary to develop the same?

Sl. No	Target (What)	Why	Affordable strategy	Activities	Resources	Accountability (Who)	Time line	Cost

Activity 2.9

- *Each group will develop School Development Plan on the above prescribed template.*
- *Presentation by each group.*

DAY-7

Professional Development of Teachers (One perspective)

NCTE (1998) has identified ten teacher competencies for making teachers professionally competent. These competencies are summarized as under:-

1. **Contextual:** Every teacher to study the socio-economic profile of all children and their parents. Their cultural, religious and linguistic contexts may also be properly understood. Teachers should be able to find out reasons for poor enrolment and causes of wastage and stagnation in schools.
2. **Conceptual:** Every teacher must be aware of all educational theories and their use and sharing in schools with all other fellows and students. New pedagogical methods and teaching skills must also be used in the classrooms to fulfil the expectations of children. Teachers must also be aware of the constitutional provisions of UEE and understand the implications of twenty first century events like; **GLOBALIZATION, MODERNIZATION, LIBERALIZATION and PRIVATIZATION.**
3. **Content:** Every teacher must have the full mastery over the content of the subject that she / he has studied during his journey as a student at the higher education level.
4. **Transactional:** Every teacher must have skills to achieve educational objectives of teaching and learning through meaningful interaction between teacher and student, between student and student, between student and the learning material, between student and environment using different methods, activities and technology in an integrated manner.
5. **Educational activities:** Every teacher must also have the skills to prepare the educational plan for curricular and co-curricular activities with clear targets and timeline.
6. **Developing Teaching Learning Material:** To make teaching learning more interesting, easy and enjoyable, every teacher has to develop the useful learning matrial for children as per the needs of children in an inclusive manner.
7. **Evaluation:** Teachers must have the skills to continuously evaluate the learning of each child during interaction in the classroom and after the delivery of the content as well. To address the learning gaps of children after evaluation, every teacher has to find it out immediately where was the mistake committed by her / him while delivering the content and sharing the learning experiences with children in that

classroom situation. The evaluation process shall be treated complete when teachers identify their mistakes and overcome them by addressing the learning difficulties of children on the spot.

8. **Management:** Teachers must have the skills to achieve high quality educational objectives in minimum time, energy and money by appropriate and effective use of educational resources available within and outside the school.
9. **Working with parents:** Every teacher must have the ability to seek the cooperation of parents and their involvement for achieving the educational objectives. Teachers have to develop robust partnerships with parents with special attention to the learning of their children to ensure overall their development.
10. **Working with community and others:** Teachers must also have the ability to mobilize the members other than parents like members of the PRIs, NGOs, officials of the Education and other Departments etc. for ensuring their active participation and cooperation in providing various other required resources which are not available in schools.

Activity 2.10

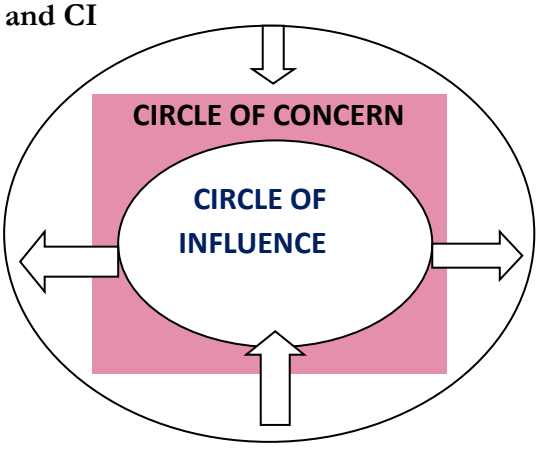
- ✓ *What is the present practice in schools so far as the professional development of teachers is concerned?*
- ✓ *Each group to share one good or bad experience of teachers' professional development in schools.*
- ✓ *Is professional development of teachers essentially required?*
- ✓ *If yes, how it is to be done?*
- ✓ *Are schools capable of doing it or not?*

Each group to make a presentation and share the same

Circle of Concern (CC) and Circle of Influence (CI)

Facilitators to seek opinions of school heads on CC and CI.One participant from each group to volunteer and share the common view of the group.

Concept of CC and CI



Activity 2.11

In the staff room or Principal's room or office of the non-teaching staff or at any other place within the school campus, what are usually the points of discussion or what is usually discussed in the conversation between:

- ✓ *Teachers and teachers*
- ✓ *Teachers and students*
- ✓ *Students and students*
- ✓ *School heads and teachers*
- ✓ *School heads and students*

Task for each group

- ❖ *Based on real school experiences in this regard, identify the areas of discussion and develop the taxonomy for CC and CI.*
- ❖ *Each group to reflect upon the implications of those discussions on the day-to -day working of schools or the learning environment.*
- ❖ *Which of the two is the best option for the school in larger interests of students?*

DAY-8
KEY AREA-3: TEAM BUILDING

Culture of team building at the school level

Activity: 3.1 *Groups to work on the following and prepare presentation to share with each other:-*

(i) What is team building?

(ii) Why team building?

(iii) How a team is formed?

(iv) Has it ever been initiated in schools?

(v) If yes, what has been the impact on the school development in general and in improving the learning abilities of students in particular?

(vi) Do schools still continue to function in isolation? If yes, why?

(vii) What are some of the interesting things about team building experiences at the school level?

Development of interventions for team building has become one of the important tasks of management. This key area aims to unearth the aspects of planning, setting up and maintaining an effective team.

What are Teams?

Teams are effective collaboration of people to permit combination of efforts and ideas so as to achieve organizational goals more effectively and efficiently. Teams are different from groups in the sense that groups emerge on their own while teams are planned, built and maintained. A team has a distinct purpose and may consist of people drawn from different functions or disciplines while a group generally consists of people having same interest and sharing common ideas. Teams generally consist of people with varied needs-emotional and social while team as a whole can help to meet. Team building is based on the principle of synergy – greater than the sum of its individual parts.

Objectives of Team Building

- To coordinate efforts to tackle complex tasks.
- To harness the personal expertise and knowledge of individual members.
- To enable people, cope with everyday work challenges.

- To provide social and emotional support giving quality to the performance.
- To create open and healthy communication channels and eliminate unhealthy rivalry and competition.
- To provide new ideas and solve problems through the processes of brainstorming and group thinking.
- To develop strengths and skills of individual members.
- To develop and raise levels of individual and collective empowerment.

Limitations of team building

- It does not allow enough room for everyone to participate, feel involved and stay committed.
- It often leads duplication of skills, increasing the potential for clashes.

Steps to develop an effective team

1. Decide whether you really need a team

It has been seen that group working can achieve targets more effectively than an individual. But there are situations when a person has all the knowledge and expertise to do the job on his job on his own or when there is no real common purpose to be worked upon by a team for achievement. Hence, first decide whether a team is really needed.

2. Create team vision

Give your team a vision, i.e., the kinds of orientations expected of them to achieve aims of the organization. Give your team a vison to make choices at times of uncertainty. The vision provides the values and ideas which underlie the work of a team.

3. Determine team objectives

Ensure that a team has a meaningful task to perform and be clear about the outcome of the team efforts. Identify the technical and professional skills required and form a team of individuals possessing those skills. Check the team's objectives regularly so that everyone has clear focus on what they are working towards both individually and as a team.

4. Plan a strategy for team building

Invest time in getting the operating framework right so that a team can be developed. The first thing required to build a good team can be developed. The first thing required to build a good team is to create a climate of trust where failures become experiences to learn from. Then, it is important that there is free flow of information making a contribution towards integration of team work with organizational objectives. The next important aspect is training of employee in communication, interpersonal and negotiation skills. Also required along with all these is time for coordinating activities, monitoring progress of teams and regular meetings for discussions. Feedback should also form a part of the team building strategy so that everybody knows how well they are doing and identification of weak aspects can be made to take action for improvement.

5. Keep the team members informed

There should be adequate and proper communication channels to keep the team informed of the changes, if an, in organizational strategies and policies so that they can achieve their objectives effectively and in accordance with the organization‘s needs. As mentioned in Point 4 above feedback should also be given to enable a team to function effectively and keep a check on deviations/departures from what actually needs to be accomplished. It is, this, essential to monitor a team and establishing a system of review within a team.

6. Identify strengths of individual team members

A team is nothing but an aggregate of skills and expertise of its members. Carry out an audit of the same to evaluate the benefit a team can yield. Include in the team somebody with team building experience to help with initial phases.

7. Include yourself as a team member

Don’t just boss around; include yourself as a member of the team. Remember, ‘Charity begins at home’. Only when you yourself work in team you can focus on actual requirements for team building. Act as a role model, be a team leader.

8. Lead the team

Clearly define team’s tasks. Ensure that a team has no storage of resources. Create favorable conditions for performance. Create a team with members possessing the requisite skills and knowledge. Give coaching and help to the team members whenever required. Give team members opportunities to express their emotions and frustrations.

9. Dissolve the team once the task is accomplished

Acknowledge when the team has finished its task. Review to see if the required objectives have been achieved and provide an active feedback to the team members on their quality of performance so that they can learn, improve and benefit next time round. Dissolve the team, once the task may require different combination of skills and knowledge of individuals for it is seldom true that the same people have th4e requisite abilities to perform all kinds of functions.

Inspirational Video on team building

What is the learning from the video?

How do we need to act in organizations?

How to translate the learning in our given school setting?

Traits of effective team building at the workplace

(a) Facilitates better communication

Team building is undoubtedly associated with the planning of one activity or the other. Each activity leads to some discussion. Discussion gives space for open communication. Open communication improves the relationships. Better relationships further improves the quality of work.

(b) Motivates employees

Open communication -> creates the situation when the team members feel more comfortable to express their opinions -> Members feel more motivated -> More confident -> To take on new challenges.

(c) Promotes creativity

Giving the team an opportunity to move outside the organizational routine work and exposing them to new experiences. This strategy will force them to think beyond their normal way of doing the things and can ignite creativity / fresh ideas. These fresh ideas when brought back may change the way of life in schools.

(d) Develops problem solving skills

It is but natural that in human relations, conflicts / differences / disagreements / misunderstandings can arise at any point of time in day to working of schools. Such situations perturb the social aspect and directly or indirectly affects the learning environment in schools and classrooms. The issue can be resolved rationally and strategically if analysis of the conflicting situation is done critically by a team of experts within the institution in a collaborative manner.

(e) Breaks the barriers

Team building in schools may definitely increase the trust factor with fellow teachers and students to a large extent.Continuousenhanced level of trust and mutual understanding will break the barriers and take the institution towards excellence. Team building exercises if organized in schools regularly will give leadership the opportunity to be seen as a colleague rather than a boss.

One illustration to be shared by the facilitators with the participants regarding the formation of an effective team with the following components:-

(a) Team members

(b) Task

(c) Objectives

(d) Strategies / Activities

(e) Resources and their use

(f) Timeline

(g) Regular follow-up / review

(h) Outcomes to be recorded

(i) Appreciation

Activity: 3.2

Based on above suggestive illustrative experience, participants to form teams for various opportunities / resources to be used by the schools to achieve the targets and sharing with all other groups.

DAY-9, KEY AREA-4
LEADING LEARNING AND TEACHING IN SCHOOLS

It has been rightly emphasized in the NCF 2005 that

"Education is not a physical thing that can be delivered through the post or through a teacher. Fertile and robust education is always created and rooted in the physical and cultural soil of the child, and nourished through interaction between parents, teachers, fellow students and the community. The role and dignity of teachers in this function must be strengthened and underlined. There is mutuality to the genuine construction of knowledge. In this transaction the teacher also learns if the child is not forced to remain passive. Since children usually perceive and observe more than grown-ups, there potential role as knowledge creators needs to be appreciated. From personal experience I can say with assurance that lot of my limited understanding is due to my interaction with children." ***(Prof. Yash Pal)***

Activity 4.1 Facilitators will request the participants to reflect upon the following:-

School

- ✓ *Is there any subject wise and class wise teaching learning plan in the school?*
- ✓ *If yes, one such plan to be shared.*
- ✓ *What is the mechanism to lead the teaching learning process in school?*
- ✓ *If no, why it is not being ensured?*
- ✓ *Do you think that without any teaching learning plan the school will achieve its learning achievement targets?*

Classroom

- ❖ *What is the key goal of a school head with special reference to learning and teaching?*
- ❖ *What is happening in the classrooms?*
- ❖ *What is the sad truth behind the classroom projects in schools?*
- ❖ *Why questioning in classrooms is seriously discouraged?*
- ❖ *Where we are by and large trapped in the paradigm of classroom teaching?*
- ❖ *What is the percentage of learning retained after learning and teaching is over?*
- ❖ *Are the answers to these questions disturbing or making us happy? Or are these the real melting ice- bergs?*

Presentation by each groups

What Biology Students should know?

"These students don't understand science. They come from a deprived background." We frequently hear such opinions expressed about children from

rural and tribal background. You consider what these children know from everyday experience.

Janabai lives in a small hemlate in the sahyadri hills. She helps her parents in their seasonal work of rice and tuar farming. She sometimes accompany her brother in taking the goat to graze in the bush.She has helped in bringing up her younger sister. Now a day she walks 8 kms every day to attend the nearest secondary schools.

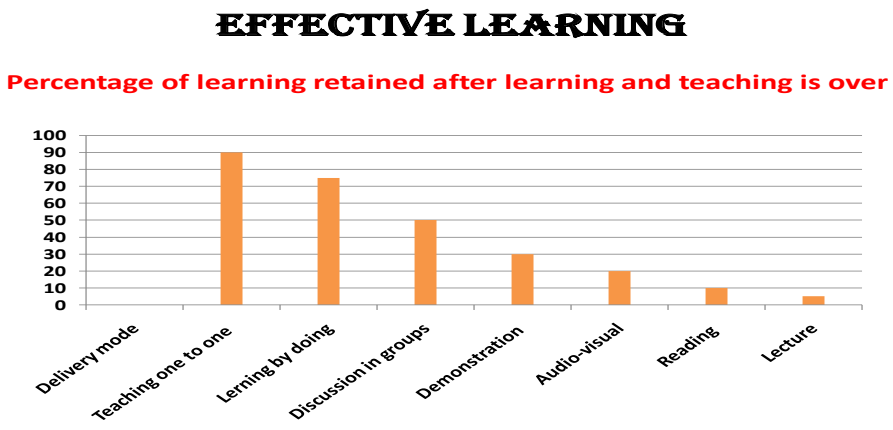
Janabai maintains intimate links with her natural environment. She has used different plants as source of food, medicine, fuelwood, dyes and building material; she has observed parts of different plants used for household purpose in religious rituals and in celebrating festivals. She recognises minute differences between trees and notices seasonal changes based on shape, size, distribution of leaves and flowers, smells and textures. ***She can identify about a hundred different types of plants around her – many times more than her biology teacher can-the same teacher who believes Janabai is a poor student.*** Biology is nothing but about the farm she works on, the animals she knows and takes care of, the woods that she walks through every day.

If every students' potential and talent is tapped, only then they will truly learn science.

Activity 4.2

- ✓ *From where the above paragraph has been extracted?*
- ✓ *Do you endorse the statement* ***"These students don't understand science? They come from a deprived background."?*** *Answers in Yes or No to be supported by your school experiences with evidences.*
- ✓ *Is this type of situation is prevailing in your school? If yes, how the same is being dealt with? If no, justify the same.*
- ✓ *Can we help Janabai translate her rich understanding into formal concept of biology?*
- ✓ *Can we convince her that school Biology is not about some abstract world coded in long texts and difficult language?*

Each group is to make a presentation and share the same with other groups.



Improving teaching learning process in schools

1. **By breaking privacy and isolation in teaching and learning process:**

   "Privacy of practice produces isolation and isolation is the enemy of improvement."-Richard Elmore

   The teaching and learning is undoubtedly the core function in a school. We find that even in our best schools the learning outcomes are not up to the expected standards. We have been imparting trainings to our teachers under various national and state programmes to enhance the learning standards of the students but have not been able to make a substantial difference. Everyone would agree to the point that the teachers in our schools work in isolation and there is no practice of sharing the teaching learning practices. For bringing substantial improvement in the learning outcomes, the school head and also the teachers need to have the information and knowledge about the kind of teaching learning practices going on in the institution. This could be done by using the following two practices:

a) **Learning Round:** It is a practice developed and used by the Scottish schools. A team consisting of school head and senior teachers take a round of the class rooms across the school. Before taking the round, they decide theme areas to be observed during their visit to the class rooms. They do not interact with the teachers and the students and only observe the process. After completion of the round, the team members sit together and share their observation on the decided theme areas. The whole process is non –judgmental and non-threatening. In the afternoon, the observation is shared with the teachers in a staff meeting and the strategy is devised

collectively to make improvement in the weak area. This way the teachers get feedback on their teaching practice and the whole school works together for the improvement. The learning round could be conducted after regular intervals.

b) **Lesson Observation:** It is another best practice for making the teaching effective through breaking the privacy and isolation in the teaching learning process. Two or three teachers decide to visit each other's class rooms to observe the transaction and give feedback to the concerned teacher. The feedback is based on the observation avoiding judgment and not given in telling mode but in ask describe and ask mode. This practice gives an opportunity both to the observer and the observed to learn

2. **By Promoting Peer Learning:** Peer learning is an effective way learning with and from each other as fellow learners.The sense in which we use it here suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning.

Essential for effective peer learning:

- ✓ Change in the seating pattern in classrooms.
- ✓ Careful formation of groups involving good, average and below average students.
- ✓ Deliberate effort to ensure active involvement of every student.
- ✓ Equal opportunity for all.
- ✓ Capacity building of group leaders.

Some initiatives taken by the school heads

Improving learning skills in English Language: An initiative by Sanjeev Sharma, Principal GSSS Manjhol, Solan

To enhance the learning levels in English language in my school, I introduced the concept of zero period at the end of the day from 3.35 PM to 4 PM. This zero period has been planned by taking out 5 minutes from each of the 1st five periods of the time table.

Students of 6th to 10th classes assemble in the room/ground accompanied with their teachers. Free teachers from +1 and +2 including my-self also assemble in the room. Students from classes 8th to 10th come one by one and make sentences from the three forms of verbs which include all the tenses also. Each studenttakes one verb and makes sentences with all forms of tenses in a rhythmic way. All other students

follow him and repeat the same loudly with action. They enjoy the activity and start waiting for the zero periods daily to get themselves engaged in this activity.

Apart from English we are also looking forward to apply this activity in other subjects like Maths and Science.

Not finding faults with the system but taking lead in finding the solution to address the systemic issue: An initiative by Dinesh Stetta, Principal, GSSS Bijmal

Initiative-1

In Government Senior Secondary School Bijmal, 05 posts of teachers i.e. 01 TGT (Arts), 01 TGT (Medical), 01 OT, 01 DM and 01 PET are lying vacant. Learning levels of students are declining and there used to be temporary adjustment of classes whereby no accountability was fixed as it used to be merely a stop-gap arrangement. The school has a pool of 04 PGTs and 01 DPE (all appointed by SMC on period basis). Apart from this, Principal of the school has a mathematics background.

- ✓ The situational analysis was done in the school by involving the teachers and the taught and all were concerned about the systemic issue of non-availability of teachers. With commitment, all the teachers including the school head agreed in principle to teach subjects of their choices in addition to the classes already assigned to them
- ✓ The PGTs were requested to give their preference of teaching the subjects at the elementary level as per their choice.
- ✓ After giving collective thought to the issue, time table was framed. English PGT volunteered to teach English to class VII, History PGT volunteered to teach History to Class VI and class VIII, Political Science PGT agreed to teach Geography to classes VI & VII. Whereas Hindi PGT preferred to teach Hindi to class VI. Physical education teacher took the classes of Yoga &Sanskriti. Principal himself volunteered to teach Mathematics to classes VI & VII.
- ✓ Teaching learning process is monitored through feedback and teacher leaders interact with each other at regular intervals and discuss the learning gaps of students and facilitate each other's teaching by taking learning rounds also. Similarly student leaders own their responsibilities and help their peer partners to improve their learning skills.

This initiative is a shift from the traditional practice of temporary adjustment of periods in a school to the permanent solution as long as the school remains

teacher deficit. This collective thinking is also an example of developing partnerships within the institution to work jointly for fulfilling the expectations of students and their parents. This initiative has been implemented from the beginning of the Academic Session 2017-18 and moving forward as per the set short term targets and is being reviewed time to time.

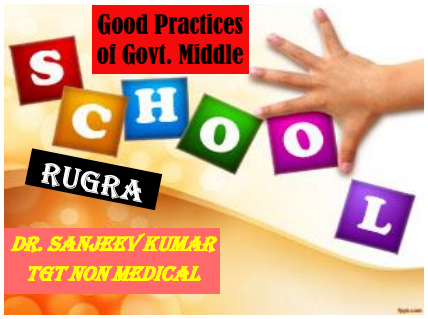
Initiative-2

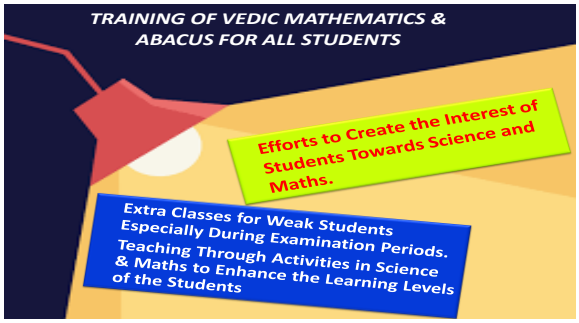
The collective idea of starting the English Medium classes in the school was the brainchild of the outcome of cluster level meeting held at GSSS Nerwa in October 2016 and as a result, the management of Government Senior Secondary School Bijmal decided to introduce English Medium Classes for class VI & VII students from the academic session 2017-18. ***Though it is a challenge but the team of Government Senior Secondary School Bijmal is committed to accept, own the challenge and work in un ison not in isolation.***

Videos on leading teaching and learning in schools

Leading learning and teaching in Vedic Mathematics at GMS Rugra under complex GSSS Kuftu, District Solan under the leadership of Dr. Sanjeev TGT Non-Medical (HM)

Videos on Vedic Mathematics 1
Videos on Vedic Mathematics 2





Leading learning and teaching in teaching of Science and Mathematics at GSSS Bag Paonta District Mandi under the leadership of Sh. Naresh Thakur TGT Non-Medical who has also worked as JBT in GPS Bag Paonta

Videos and school innovations

DAY-10

KEY AREA-5

BUILDING A CULTURE OF INNOVATION

What every school can do to bring innovations into their culture? Make no mistake, this is not the easiest task, but it can be accomplished by embracing a few **"habits"** that set the entire course for real change.

Activity 5.1 Innovative schools aren't afraid

It's normal to be afraid of "what is going to happen" when making a change. But we need to remember that change is constant, and the only way our students and teachers can be innovative is if they are allowed to step out and do something different. Innovative schools aren't afraid of change, they embrace it.

- ✓ *What is your school afraid of?*
- ✓ *Is your school afraid of doing poorly on term tests or standardized tests if they move to higher order learning skills?*
- ✓ *Is your school afraid of parents complaining that school heads and teachers are not performoing their duties properly?*

Activity 5.2 Innovative schools make mistakes

If a school can make a mistake and learn from it, imagine what type of message that sends to the teachers and students. Innovative schools continually push the envelope of teaching and learning, and sometimes this leads to mistakes. Mistakes with technology, mistakes with curriculum, mistakes with training. But, that doesn't hold innovative schools back from moving forward. They get back and keep going. Notice, this isn't one person making a mistake, it is the organization…and the entire school can learn and improve from mistakes if that is built into the culture. Innovative schools make mistakes and learn from them.

Working in groups

- ✓ *Enlist five critical mistakes that your schools have committed.*
- ✓ *What are the learnings from those mistakes?*
- ✓ *How do you plan to move forward?*

Activity 5.3 Innovative schools are transparent

Transparency is making sure that all stakeholders are involved and informed in the school headed by you. When you make a change (or make a mistake) everyone will be aware of what is going on and the reasons behind moving forward.

- ✓ *What is the understanding of your school about the word transparent?*
- ✓ *Each goup to share one real experience.*
- ✓ *Each group to work on the principle of transparaency. Linking transparency with the existing school setting and prepare a brief presentation on the same.*

Activity 5.4 Innovative schools use technology the right way

Technology is a tool. It's a great learning tool when used properly, but can also serve as a distraction when used poorly. Technology can be used for many learning purposes, but innovative schools make sure that the tools are used the right way.

- ✓ *Share the status of availablilty of technology in your school.*
- ✓ *If it is available, how it is being used?*
- ✓ *Can your school be innovative without technology?*

Activity 5.5 Innovative schools are connected

We can't be innovative while living in a bubble. Surely, we can do some great work, but if it is not shared with the world, and if we are not actively learning from the world…then we ' ll just reach the tip of the iceberg.

- ✓ *Does your school have social media accounts?*
- ✓ *Are your teachers actively connecting with other teachers online?*
- ✓ *What about your students?*
- ✓ *Are you comparing your data with other schools and analyzing the same?*

Good leadership initiatives

Building a culture of Innovation in schools: Some school experiences

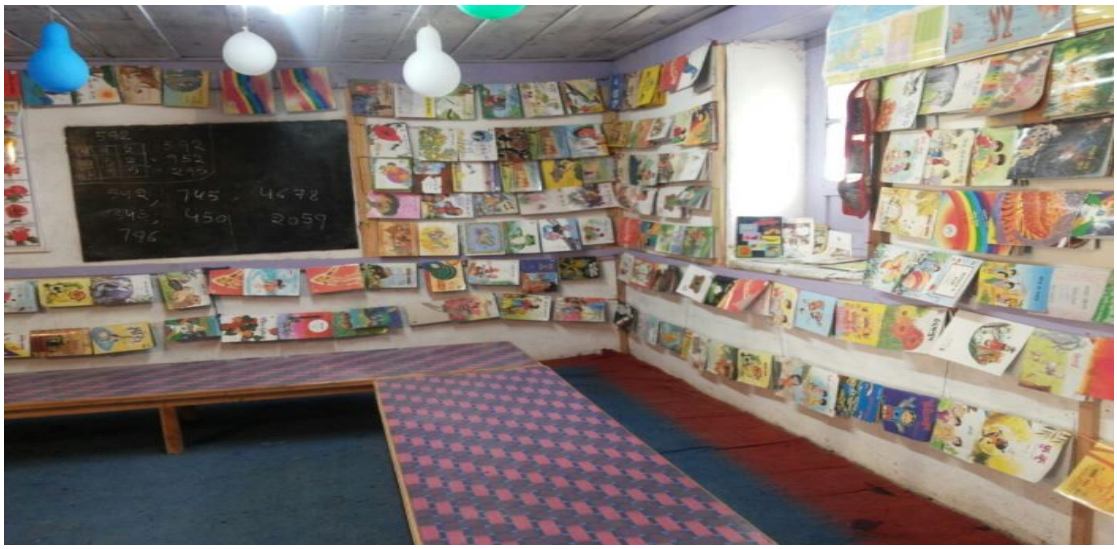
Mentioned modern school library was made functional and furnished at GBSSS Hamirpur in the year 2015 under the dynamic leadership of Sh. Rajender Verma, Principal with the help of school librarian and school children. The library with the capacity of 60 students has been designed in an innovative way and children are continuously showing great excitement to visit the same. Even the school head also holds interaction with teachers and students regularly.

Principal motivating staff members about the importance of library in the life of any school

Teacher observing and monitoring the learning environment in the library when students are concentrating on the reading material

Beautiful Vatika has been designed and developed by Sh. Narayan Singh Drawing Teacher of GSSS Kulhera District Hamirpur. The teacher has served this school for 20 years and the Vatika is the creation of this great innovative teacher who has retired now. Children play, enjoy and grow variety of plants in the garden. Teachers and students now have the space to explore to do something different in the garden. Generations will come to this school and will always remember, appreciate and quote the efforts of ownership of the dedicated teacher.

Efforts of the Sh. Daleep Chauhan CHT, GCPS Brayogi District Mandi to make his school library attractive for children.



Innovative story on the better use of library

My second posting as a head in the newly upgraded senior secondary school Oogly located in the rural area and backward panchyat of Suni Tehsil, District Shimla. The school is in a shabby condition and it appears that it is even never whitewashed. Total strength in the school is 180. Like other schools, large teacher vacancies are not a new thing. Working in my area of influence, SMC and parents come forward to address the issue. Whatever is in my control, I move forward with one of the ideas which motivate students to develop the reading habits in themselves. The little effort made is as under:-

I take feedback from the library incharge about the use of library books. It is observed that library books are never issued to the students. All are kept in the almirah under lock and key and children are not given opportunity to use this important school resource. I interact with all staff members and request them to share their ideas regarding the best use of the resource. After detailed discussion and showing the serious concern, I share the idea with the entire staff and thay all agree to my view and extend full support to adopt the strategy so that the students could be given more space to use the resource regularly. Then I call the library incharge and request him to hand over the list of all books available in the library. I also request him to display all the library books in the room so that every student has the access to these books. Thereafter, I select some titles from subjects like; Science, History, General Knowledge, Language etc. Next day I announce in the morning assembly that all the students will write one or two paragraphs on the topics and after weeks time any student is invited to read his/ her topic before the school in the morning assembly. The material on the topic can be accessed either from books in the library or from internet or from any source whichever they like. Children are free to take the support of their teachers, parents, fellow students in the preparation of material for the topic.

Next week, to make it more funny and intresting, I make chits and write roll numbers of some students of all classes on these chits randomly. I throw these chits on the ground. Then I request one of the students to please come and quickly pick up any three chits. The roll numbers of picked up chits are announced before all students in the morning assembly and these student are invited turn by turn to

speak on the topic whatever has been read / prepared by the student in the library.The liberty is given to the students to read topic either by note or by using helping material. In the starting, the students hesitate to come forward but later they show interest in the activity. Every student start visiting library since they now are aware that the name of any student can be announced in the morning assembly and she/he is to read and share the topic before the school. This habit keeps them ever ready and alert and they are now motivated enough to visit library or discuss the topic with their fellow students. They also start accessing the material from other sources also. Also started seeking the help of their fellow students, teachers and parents. Due to this innovative activity we got adequate material from students which were later used for publishing the school magazine.

(Y.K. Sharma), Retired Principal

Overseas Trainee from U.K. on School Leadership and Management

KEY AREA-6 DEVELOPING AND LEADING PARTNERSHIPS

No school head can expect to take the school forward without the active support of teachers, students, parents, community administration. It is the relationship and partnership between the different actors working in the schools which determine the level of social status and learning evvironment. Robust partnerships within the school or any institution are always helpful in resolving issues and conflicts arising from the day to day functioning.

Research based evidence of partnership between the school and family

High motivation: The PROBE investigators were struck by the exceptionally high level of parental motivation for education in Himachal Pradesh. Most parents take it for granted that schooling is an essential part of every child's upbringing, and have ambitious hopes for their own children's education. The reasons for wanting children to go to school also show a broader understanding of the value of education than in other states. Many parents, for instance, perceptively explained how education helps a person to stand for panchayat elections, do bank work, travel anywhere without fear, and generally to participate with confidence in modern society.

"Ladki ka darja hamare desh mein kuchh bhi nahin hai. Ladki padh-likhkar samaj mein apne adhikar prapt kar sakti hai"

(Girls have a very low status in our country. If a girl studies, she can claim her rights in society.)

A father in Kapoti (Hamirpur district)

Social consensus: In contrast with the situation in the other states, where practical expectations from the schooling system vary between different communities, the passion for education in Himachal Pradesh is widely shared. People consider schooling to be important not only for their own children but for all children. Most parents support compulsory education, not only at the elementary level but even — in many cases —up to class 10

"Education is very important. It should not be left to the parents to leave their children uneducated. All children should go to school."

Roop Chand, a poor Harijan farmer from Dughilag (Kullu district)

"Education should be made compulsory. Children may not realize the importance of education."

A poor labourer from Chanon (Kullu district)

Activity 6.1

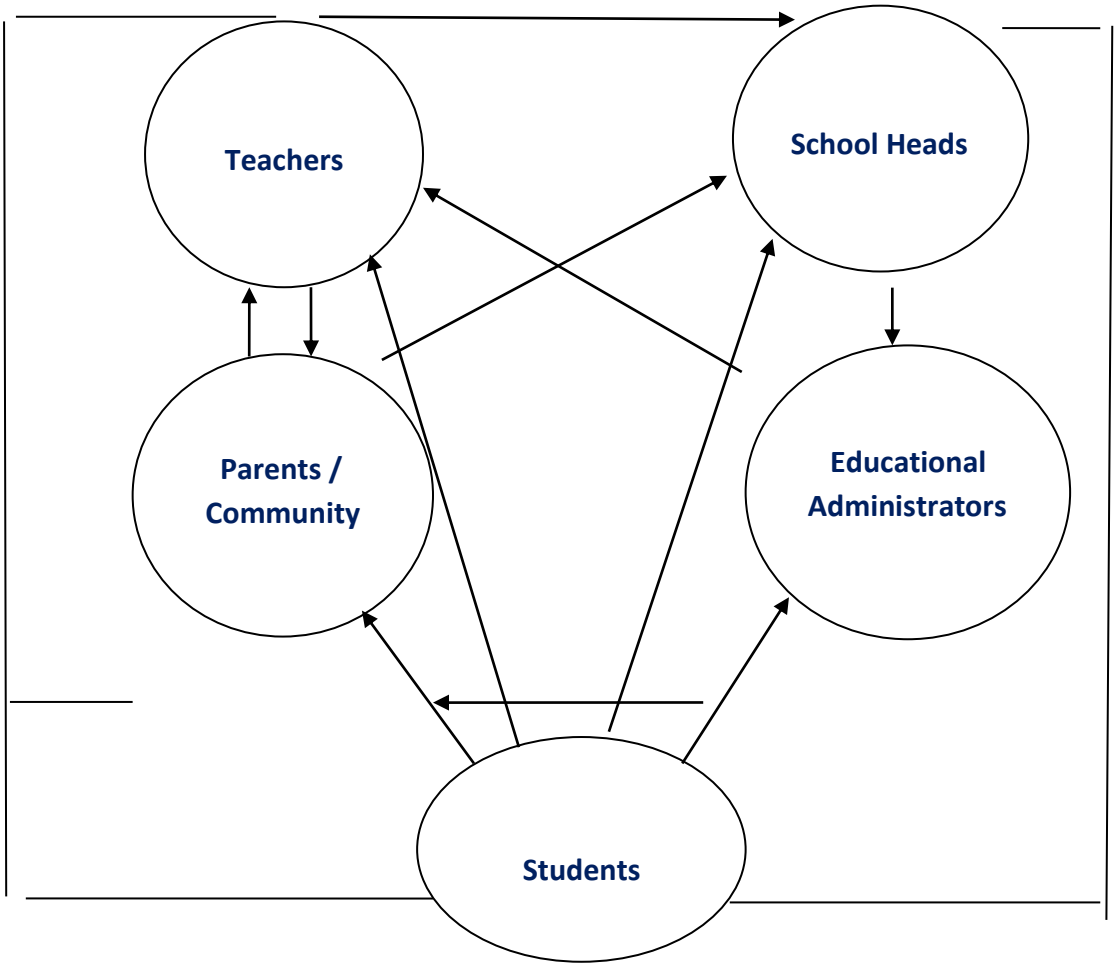
- ✓ *Based on the above two decades old 20th centuary research based experience of partnership between school and the family in H.P., what had been your experience in the school with special refrence to the above partnership?*
- ✓ *What is the prseent status of partnership between school and the family / parents / guirdians in government schools in comparison with the old one?*
- ✓ *What is the strategy of the schools to establish long term relationships with parents in collectively shaping the future of the child in 21st century?*
- ✓ *Don't you think that over a period of time the extent of partnership between the school and the family / parents should have been increased dramatically with the increasing expectations of students and society?*

Groups to make presentations and share their experiences

Activity 6.2

- ✓ *Abenteeism among stuents in schools*
- ✓ *Each teacher is addressing the learning difficulties in her / his own way i.e. working in a culture of isolation*
- ✓ *The handwriting of 60 percent class III to V children is not legible*
- ✓ *Teachers are usually in the habit of discussing things beyond their control*
- ✓ *School is untidy and teacher deficit and hence parents not willing to send their wards to that school*
- ✓ *Students are not able to express their feelings / opinions in a free and frank manner*
- ✓ *Every student must get safe drinking water every day*
- ✓ *Each toilet should be a clean toilet every day*

Issues to be given to different groups to develop the partnerships with various stakeholders for ensuring their speedy disposal.



Activity 6.3

Task: *Each group to be categorized according to the classification in the above circles. Every group to work on the expectations of one group from the other as per the directions of the arrows shown in the above diagram. Presentation by each group.*

My experiencies as a school head

When I joined the GHS Shakrah as Headmaster, the school was not having basic facilities like; drnking water, proper fencing for safety of children, inadequate number of classrooms etc. to meet the physical requirements of the school to serve the needs of enrolled strength of about 100 children and which was perhaps one of the reasons for low learning levels of students. Being a responsible school head, I did careful analysis of the school situation. I convened the meeting of my staff and also invited PRIs and SMC members. I shared my concern with them. The community members and SMC assured me to extend full cooperation ***for bringing change in***

the school environment so that children could learn more in improved physical conditions. It is worth mentioning here that working only for 5 months in the school, with active involvement and commitment of PRIs and SMC, I could complete drinking water and fencing facilities in the school and start the construction of addional classrooms.

I also served as DIET faculty for 6 years. Translating the training institute's experience, series of consultations were also held with all teachers to discus the declining learning levels of children. Emphasis was laid on activity based teaching methodology in the classrooms. As a result significant improvement was seen in the annual examinations.

To consolidate the joint efforts of total leadership including PRIs and SMCs, I organised a community mobilization programme in the school at the end of the academic session. Around 800 people participated in the event to see the incremental changes happened in the school. The efforts were also appreciated by the then SPD (SSA/RMSA) Sh. P.L. Negi and the appreciation can be seen in the school's visitor register.

Taking the school from most unfavourable conditions to little more conducive environment in my 5 months stay in the school was a great challenge for me and I felt proud to accept and work for the same not in isolation but in a team.

(Y.K. Sharma)

HM GHS Shakrah (August 2007 to March 2008)

Excellent example of innovation as well as partnership between School, SMC, Parents, Panchayat, Forest Department, Education Department, Judiciary and the Administration under the Leadership Sh. Dinesh Stetta, Principal Govt. Senior Secondary School Bijmal

Govt. Senior Secondary School Bijmal with 57 children on rolls is situated at the height of 6700 ft from the sea level and is connected by road from District and Tehsil headquarters. To the North of the school is village Bijmal inhabited by 70 households and to the South falls the forest area having lush green deodar trees. The school is adjacent to the existing forest area. ***The forest cover of the area was declining fast owing to encroaching activities of the villagers upon the forest land.***

It was in August, 2016 that the School Management Committee decided to choose this area for plantation drive initiated by the Forest Department and Judiciary in collaboration with Education Department. Forest officials helped the school authorities by providing Deodar plants from the nurseries. The school decided to plant 70 deodar saplings. Though the **'Van Mahotsav Celebration'** practices were prevalent for years but continuous monitoring, motivation and sensitization was lacking at all levels vis-a-vis school authorities, students and the SMC.

School Leader and the Teacher Leaders owned the responsibility to ensure that the plantation drive becomes successful and all the students take individual responsibility to look after the saplings. Every student was to take care of the plant marked in his name and some of the students volunteered to own two plants. All the class teachers regularly monitored the progress of growth of the plants by involving themselves in this endeavor. ***But quite often it was observed that the local people used to bring their cattle for grazing and also resorted to felling of green trees in the area for the domestic use.***

The school management felt the need to motivate these people in preserving the environment and the scenic beauty of the area by sensitizing them in the SMC general house meetings and through the Gram Sabha. The school authority took the support of local Panchayat who volunteered to work in this direction.

Since all school children were already involved in the campaign, they briefed their parents about the damage being done to nature by the local people for their personal use and also sahred with them the implications of destroying the forests. The parents acknowledged and respected the feelings of their wards and promised them not to bring back their cattle to the said area and also mobilize other people in this direction. The watering of plants by the students before the morning assembly on daily basis is a regular practice in the institution and on every first Saturday of the month, the school head, teachers and the students visit collectively to take stock of the situation. ***The outgoing students have handed over their nurtured plants to the new comers and this has now become the culture.***

These efforts were applauded by the Block Development Officer of Chopal Block who was the Chief Guest on the annual function of the school held in December, 2016 and also by the Forest Department of the area and the Deputy Commissioner Shimla who visited the area on 11th April 2017.

Students planting trees to preserve the beauty of nature

Reflect upon the following:-

- ✓ *Comment upon the nature of leadership and management of the school heads.*
- ✓ *What were the feelings of school heads which most important for the school leadership in above initiatives / innovations?*
- ✓ *What is the learning from these experiences?*

Innovative Steps taken by GCPS BAG Paunta & GSSS Paunta with the help of SMCs

Advertisement for admission:-The staff and students of GCPS Bag Paunta with the help of SMC design an advertisement Poster and distribute door to door and pasted in public places for awareness among the people about the school.

नर्सरी से पंचम् कक्षा तक प्रवेश आरम्भ

सत्र
2014-15

Computer Lab

विद्यालय के मुख्य आकर्षण :-

- प्रथम कक्षा से कम्प्यूटर शिक्षा **(Computer Education)**।
- सामान्य ज्ञान **(G.K.)** विषय हर कक्षा में।
- प्रशिक्षित, योग्य व कक्षाबार अध्यापक।
- नवीनतम शिक्षण सामग्री व शिक्षण विधियां।
- स्वादिष्ट ताजा व पोषक दोपहर के भोजन की व्यवस्था
- धूल रहित **White Board** और **Markers** की व्यवस्था।
- **Educational Tour, Picnic** और बाल मेले की व्यवस्था।
- लड़कों व लड़कियों के लिए अलग-अलग शौचालय की सुविधा।

प्रतियोगी परीक्षाओं के लिए विशेष प्रशिक्षण

Functional Library

- सदन व्यवस्था **(House System).**
- मुफ्त वर्दी वर्ष में दो बार।
- बैठने के लिए सुविधाजनक **Desks** की व्यवस्था।
- खेल-खेल व गतिविधि आधरित शिक्षा।
- पुस्तकालय व समाचार पत्र की सुविधा।
- मुफ्त पाठ्य पुस्तकें और पाठ्य सामग्री
- सांस्कृतिक कार्यक्रम व खेलकूद प्रतियोगिताएं।
- समय-समय पर बच्चों के स्वास्थ्य की जांच।
- स्कूल कैलेन्डर।

प्रवेश के लिए सम्पर्क करें :-

मुख्याध्यापक

राजकीय आदर्श केन्द्र प्राथमिक पाठशाला बग-पौंटा

मो. नं. :- 94189-24312, 94184-37350, 98821-63282

School Calendar: - School Calendar for the entire session was prepared by the staff and SMC according to Curriculum containing all the necessary dates of events, functions, exams, sports and programmes. It was distributed to each and every student of School.

School Calendar GPS Bag Paunta Gopalpur-II Mandi H.P. 2014-15

April 2014

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2014

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2014

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

Su	Mo	Tu	We	Th	Fr	Sa
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2014

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

Su	Mo	Tu	We	Th	Fr	Sa
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December 2014

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

सत्र 2014–15 का संभावित पाठ्यक्रम

SMC आम सभा व गठन – 16 अप्रैल
सदन निर्माण व मॉनीटर चुनाव – 26 अप्रैल
फैंसी ड्रैस प्रतियोगिता–17 मई, सुलेख प्रतियोगिता –31 मई
पर्यावरण दिवस व पेंटिंग प्रतियोगिता – 5 जून
ग्रीष्म कालीन छुट्टियां – 25 जून से 30 जुलाई
केन्द्र स्तरीय खेल प्रतियोगिता – अगस्त प्रथम सप्ताह
प्रश्नोत्तरी (Quiz) प्रतियोगिता – 8 अगस्त
1st Term Exam – अगस्त द्वितीय सप्ताह
सुलेख व भाषण प्रतियोगिता – 28 अगस्त
आम सभा व अध्यापक दिवस – 5 सितम्बर
खण्ड स्तरीय खेल प्रतियोगिता – सितम्बर
पेंटिंग प्रतियोगिता – 10 अक्तूबर
Spelling Bee Competition – 18 अक्तूबर
त्यौहार अवकाश – 21 अक्तूबर से 26 अक्तूबर
बाल दिवस – 14 नवम्बर
पिकनिक, स्वास्थ्य जांच – दिसम्बर
2nd Term Exam – द्वितीय सप्ताह दिसम्बर
लोहड़ी पर्व व शरदकालीन छुट्टियां– 7 से 16 जनवरी
शैक्षणिक भ्रमण (Educational Tour) – जनवरी
प्रश्नोत्तरी (Quiz) प्रतियोगिता – 6 फरवरी
वार्षिक परीक्षाएं – द्वितीय सप्ताह मार्च
पारितोषिक वितरण समारोह – 31st मार्च
स्थानीय भ्रमण – पंचायत, बैंक, डाकघर, अस्पताल
बाल सभा, House Competitions–हर महीने के अन्तिम दिन

हमारा प्रयास – आपका सहयोग – बच्चों का पूर्ण विकास

slips.

Formation of Houses: -The entire school students are divided in Four Houses with their Flags and Name Plates. The Morning Assembly is being conducted House wise with different activities.

A. Sunflower House.

B. Jasmine House

C. Marigold House

D. Rose House

Latest High Tech Sound System: -The SMC of GCPS Bag Punta has donated a latest High Tech Sound System with a facility of Dual Mike Set, Recording and USB Flash Card.

Drum Band for Morning Assembly: -Morning Assembly is mirror of the school. It reflects the whole day's activities and achievements. Therefore, School Management purchased a Drum Band set for the School Assembly. So that, the Morning Assembly Programme and other events can be make interesting and colourful.

Election for School Monitor: -To introduce the democratic system of the country, as per School Calendar School Monitor is being elected by the students through due process of filing Nomination and Election.

पद - स्कूल मॉनीटर

क्र.	नाम	चुनाव चिन्ह
1	अजय शर्मा	
2	अमन वर्मा	
3	निखिल	
4	प्रदीप कुमार	
5	कोई नहीं	

Student Profile: - Profile of each student has been prepared from 1st class to 5th in the beginning of the session. First Part is filled by the teacher with the help of students and rest part is filled by the parents.

छात्र प्रोफाईल

रा. के. प्रा. पाठशाला बग पौंटा शिक्षा खण्ड गोपालपुर–II मण्डी हि. प्र.

Photograph is optional

नोट कृपया इस प्रोफाईल को अपने परिवार के साथ भरें व शीघ्र पाठशाला को वापिस करें।

छात्र/छात्रा का नाम : .....

जन्म तिथि : .....

कक्षा : .....

पिछली कक्षा का ग्रेड : .....

मेरे पसंदीदा विषय : .....

मेरे कमजोर विषय : .....

मेरा सबसे पसंदीदा कार्य : .....

मेरी रूचियां हैं : .....

माता–पिता/ अभिभावक का नाम : .....

सम्पर्क नम्बर : .....

पता : .....

मेरे बच्चे की खासियतें (strengths) : .....

मेरे बच्चे को जिन चीजों में सहायता की जरूरत है : .....

आप प्रतिदिन अपने बच्चे को कितना समय देते हैं : .....

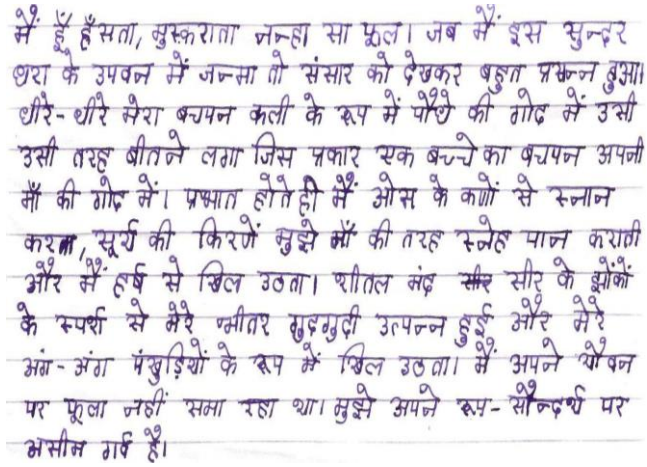
आप अध्यापक में अपने बच्चे के सुधार के लिए क्या परिवर्तन चाहते हैं : .....
.....

कक्षा अध्यापक

Smile Always

Fancy Dress Competition: -As per School Calendar a fancy Dress competition was organized in the school campus with proper planning and ramp walk.

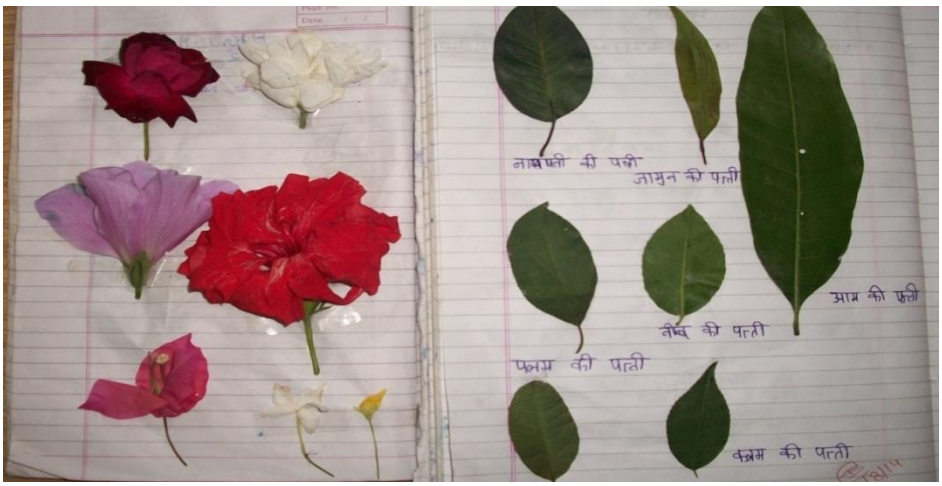
Drawing and Good Handwriting Competitions:-



मैं हूँ हँसता, मुस्कराता नन्हा सा फूल। जब मैं इस सुन्दर धरा के उपवन में जन्मा तो संसार को देखकर बहुत प्रसन्न हुआ। धीरे-धीरे मेरा बचपन कली के रूप में पौधे की गोद में उसी उसी तरह बीतने लगा जिस प्रकार एक बच्चे का बचपन अपनी माँ की गोद में। प्रभात होते ही मैं ओस के कणों से स्नान करता, सूर्य की किरणें मुझे माँ की तरह स्नेह पान कराती और मैं हर्ष से खिल उठता। शीतल मंद ~~सीर~~ सीर के झोंकों के स्पर्श से मेरे भीतर गुदगुदी उत्पन्न हुई और मेरे अंग-अंग पंखुड़ियों के रूप में खिल उठता। मैं अपने यौवन पर फूला नहीं समा रहा था। मुझे अपने रूप-सौन्दर्य पर असीम गर्व है।

Mehandi Competition: -On the demand of students a very effective Mehandi Competition was organized in the School. Though it was not in School Calendar but interest of students made it very much successful and even boys also participated in it.

Project Work Assignments for Holidays:-To make Holidays' work interesting not only bookish homework has been assigned but also some interesting assignment projects are being given to different groups in all subjects.

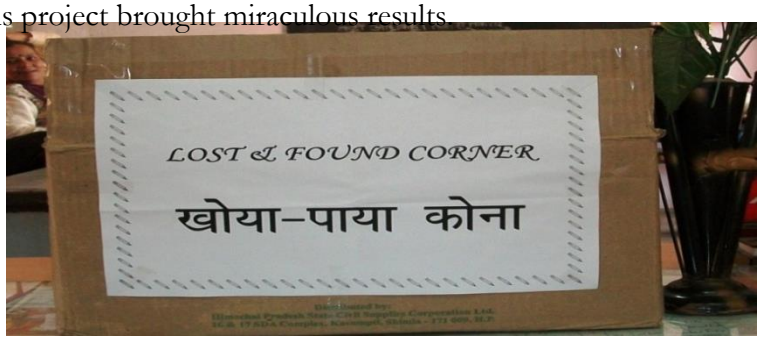


Computer Education: -To make the students familiar with modern technology, Computer Education has been started from 1st Class to 5th Class with the help of school staff and SMC.

Casio Player in the School:- For Block Level sports Tournament and Cultural preparation group song was prepared with the help of Casio Player. Students learn it very quickly and stood first in the block.

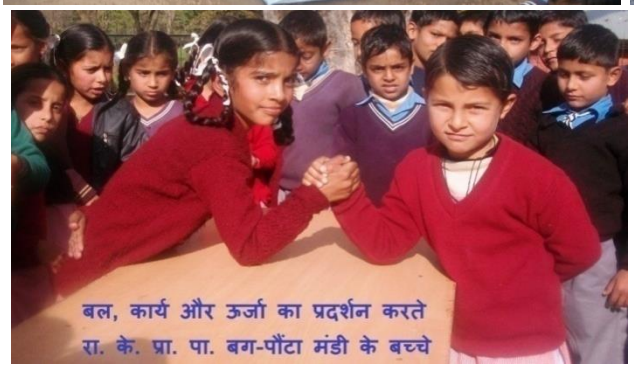
Functional Library:-To develop the reading habit of the students, school has reconstructed and furnished the Library to set it as functional Library. A compulsory period has been allotted for Library in the Time Table.

Lost & Found Corner: -For polishing moral values a lost and found corner has been set up in the School. In which anything found to any one has to be deposited in this corner. This project brought miraculous results.



Tea Party Celebration: -In the book there is a chapter having a word Tea Party. To understand the actual value and realize this word a grand tea party was organized in the school. All the students participated in it and enjoyed the party with dancing and singing.

Practical Experiment (Activities):- To create interest in science subject the content of the chapters are being delibered theoretically by using activities and experiments; so that, the learning of the students may be ensured by doing themselves practically.



Sarv Sawachhata Abhiyan:-The school administration, teachers, students and SMC members are very much aware about the health and hygiene.All of them participate in Sawachhata Vidhyalya Abhiyan time to time. In this noble task teachers and SMC always lead the students.

Celebration of festivals:- We can't teach the importance and role of fairs and festivals theoreotically.The actual value of these can be felt by celebrating them. To give the students practical knowledge related to the fairs and festivals all the important days and festivals are celebrated in the school with local tradition with the help of SMC.

Prize Distribution Function:- To motivate all the children, school has celebrated a grand prize distribution function. In this function all the SMC members, parents and PRI/ Local authorities are being invited.

Student of Month Award:-To develop & encourage leadership quality among the students School Management has started Student of Month Award at GSSS Paunta from 6th to 10th for all round performance in all areas.

- **Sports Success:** All the students are being motivated for participatin in all types of sports.
- **Organization of Quiz Competition:** Two subjects, General Knowledge and Computer Education are started from Nursery to 5th class. The G.k. is asked in Morning Assembly and a House wise quiz is being organized.

And many more……..

Activity 6.2 for work group

- ✓ *What is the learning from the above innovations done in a primary school?*
- ✓ *Have you ever tried to make efforts for such innovations in your school?*
- ✓ *If yes, share those with other groups.*
- ✓ *If not, why?*
- ✓ *Is it possible to introduce such innovations in other schools?*
- ✓ *Coment upon the leadership of the school.*

Presentation by each group

KEY AREA-7 LEADING SCHOOL ADMINISTRATION

Every school has been provided with human, financial, material resources etc. to fulfill the requirements of students. School administration comprises of all necessary skills to ensure that each and every available resource is utilized in a timebound and transparent manner. It is possible only if the school head is fully aware of the processes, procedures, rules and regulations to use the allocated resources. Regular monitoring and feedback about the usage of every resource is also equally important to judge the level of improvement against every planned target. School administration is also concerned with school specific issues and finding best possible solutions for them in a collaborative manner. Every school is different. Every school has a different problem. Every school tries to find solutions for different problems in different ways. Some ground situations directly related to school functioning have been created as under and each group has to work on each of them:-

Activity 7.1

There are 25 teachers in school S-2. School is headed by a regular Principal. 5 teachers come to school late every day and leave the school before the scheduled time. They also do not go to their classes in time. Students are not happy with these teachers. Performance of students in the subjects taught by these teachers is below 20%. These nation builders have adversely affected the learning and teaching environment in the school. They are recalcitrant teachers.

- What role school leadership has to discharge in this situation so that the school takes lead in improving the human relations in respect of behavioural / attitudinal patterns exhibited by 5 teachers?

Activity 7.2

Three teachers are newly recruited in the school S-3. School is a first and new institution for them. They are in a different world of work. New school is the starting point of their journey in the teaching profession. They are bit scared. New school will make a difference in their journey to serve as a good facilitator and nation builder.

- What should be the attitude of the school head and other teachers for new entrants?
- How the new teachers will be supported by the school management?

Activity 7.3

School S-4 has a stock of 450 books. It is found that these books are rarely used by teachers and students. Teacher holding the charge of these books has many unacceptable excuses.

- What could be the plan with the school for ensuring that each book must be read by school actors?
- How the concerned teacher in-charge should be mobilized to use the available resource of great knowledge?
- What could be other new ways to use the resource?

Activity 7.4

School (S-5) Principal spends more time in her / his office. She/ he does not have any action plan for the school. No regular dialogue takes place with teachers and students about issues and day to day working of the school. She / he is more concerned about those who wield good influence and is always in the company of such people. The Principal takes into confidence only few to take decisions. School leader does not have information about the learning trends of students in different term tests. People are working in isolation and there is no synergy.

- Comment upon the leadership style and attitude prevailing in the institution.
- What will be the future of students?
- What will be the response of the community for such a school?
- Suggest some best ways to improve the existing practices in the school.

Activity 7.5

School (S-6) has science equipments and stored at one place. Students do not have access to these scientific instruments. Science subject is taught in the existing classrooms only rather than taking students to the place where science material has been stored. Outdoor project work for students is a dream only. This kind of environment has blocked the innate scientific abilities of students and hence not able to explore, analyze and examine the every day experiences scientifically.

- ❑ What will be the role of school head to improve this situation?
- ❑ What will be the action plan of a science teacher or a teacher teaching science subject?
- ❑ Suggest more innovative ways to tackle the issue.

Activity 7.6

School S-7 has an ICT lab and also supported by SSA under Computer Aided Learning Programme. Internet facility is also available. Use of technology is good to nothing. No reflection of technology in the classrooms while transacting teaching learning. School does not have its website to disseminate the good work done. ICT with internet connectivity being a great learning resource is only a statement for the school.

- ❑ Living in IT world, how the school leadership will use the resource for developing the capacities of teachers and students?
- ❑ What means will be required to make the school technology oriented?
- ❑ How in place human resource will be harnessed for better use of ICT lab?

Activity 7.7

In school S-8 there are adequate number of teachers and infrastructure facilities. Student teacher ratio is comfortable. The schools in Last two years board results and internal evaluation has shown declining trends in the learning achievements of students which is a matter of serious concern for the whole school management.

- ❑ How the school leadership will address this issue with affordable strategies?

Unforgettable experience about the school administration

What was stopped in a school known for bad practices?

It was August, 1989 when a young Mathematics lecturer of 25 was posted in GSSS, Dehar, District Mandi and had to act as the Officiating Principal for 4 years. He observed the overall functioning of the school and also tried to understand its backdrop. After interaction with some local teachers, community members and students, little more information collected is as under:-

Government High School Dehar, District Mandi situated on the bank of river Satluj was upgraded to Government Senior Secondary School in 1989. The school was also the examination centre for private candidates and known as the notorious centre for mass copying across the region. Elementary graduates from far flung areas used to come to this school to qualify matriculation examination by adopting unfair means to the best of the satisfaction of the each individual candidate who opted the school as the examination centre. This bad practice being prevalent for the last many years had directly affected the learning environment in the school. There was total

indiscipline across the school campus. Knowing about the way of life in that school as conveyed and observed, Mathematics lecturer was bit scared and shocked. At the time of up-gradation, there were total 10 teachers (5 for elementary and secondary classes and 5 for senior secondary classes). Since the school was newly upgraded, the posts of History and English lecturers were vacant. After the implementation of New Education Policy in 1986, the government had already given permission to recruit lecturers at the school level with the appropriate process and procedure. The first task for the school principal was to appoint two lecturers. The process of recruitment took 5 to 6 months. As a stop gap arrangement it was collectively decided that the Political Science Lecture will take History period and Mathematics Lecturer will take English period. Studies of students were not allowed to suffer in any case. It was January, 1990 when the two vacant posts of Lecturers on tenure basis were filled up. As annual examinations were drawing nearer and nearer and the fear factor was also very high especially for the young man of 25 who was the temporary controlling officer for the school. Anyhow series of consultations were held with the teachers to tackle the prevailing unhealthy practice. After serving for about 3 years in previous school, of course not with any unhealthy practice, it was not a much difficult situation for the principal to deal with but yes the culture of school was a real challenge. During 1990s, teachers were used to be respected more than today for their contribution. Arrival and departure of teachers / students in and from the school was on time, having respect for everyone, participation of teachers and students in all school development activities etc. were the main traits of the school. Examinations (especially the board exams) were the key events in entire functioning of the school.

March, 1990 annual exams started. Local Drawing Teacher of the complex school, was appointed as the centre superintendent. As earlier conveyed to the Principal was found proved. One or two Local teachers were fully involved in the process of encouraging students for copying. This tendency of teachers had encouraged students not to do hard work for their studies as they were being supported in annual exams by the local teachers. It was really shocking to see that every student used to carry at least one reference book or the other objectionable material with him or her inside the examination centre. Around 1000 private students used to appear in the annual exams every yearwith their about 2000-3000 supporters in the school campus. It was not any examination but an annual festival of the school with

active participation of some local people making money out of the gambling exercise of providing objectionable material to all appearing candidates. It was really a very horrible situation especially for a young man (Officiating Principal) with official orders without any executive powers. He does not compromise with the ongoing culture and intervenes in the bad practice as centre coordinator. There was no other option rather to book as many cases of UMs as it was possible. It was done and about 150 UMCs were booked with HPBOSE. The Principal was threatened with dire consequences many times. Bad elements used to come with swords and knives to kill the Principalbut did not care for his life. Social relationships of the Principal with some local people and teachers fell weak because the initiative of bad practice being discouraged and checked with appropriate measures by the school head was not acceptable to local people as they were quite happy with the **traditional annual regional copying fair** generating income for many. The school canteen owner was the KRP in providing every help to the teachers, supporters, students etc. in the entire process of planning for the best use of objectionable material in the annual exams. The weight of the Principal got reduced from 63 kg to 60 in 1990. Principal of the school used to sit alone and think for hours together as to how to deal with this terrible situation affecting the future of hundreds of students. The Principal loses his weight by 3 kg. 1990 **traditional annual regional copying fair** was over.

Again started thinking for next **traditional annual regional copying fair** of 1991. The process of resource mobilization was expedited because to do something for the prevailing bad practice or to stop the same was the priority area for the school in larger interests of students.

Principal got himself appointed as Centre Superintendent for annual board examination of 1990. March /April, 1991 **traditional annual regional copying fair** started with same spirit and enthusiasm. Same number of supporters / visitors assembled in the school campus for helping their beloveds in different attractive dresses. The scheduled time for the examination was 2.00 P.M to 5 P.M. It was not possible to adhere to the timings as there were 100 percent chances of question paper leakage. Concerned SDM was approached to provide more police personnel to control the situation but no response. The first day of the examination was started not as usual but in a different way. With active support of some local people, the outside supporters of appearing candidates were asked to leave the school campus and stay outside at least for one hour. The examination starts at 3.00 P.M. and ends

at 6.00 P.M. The scene between 3.00 to P.M. was not different from the previous one. But the number of UMCs booked increased from 150 to 250. The weight of the young man leading the organization further reduced from 60 kg to 57 kg. DC was also informed through telegram about the uncontrolled situation. But no one turned up to support the school management. But one request made to the Secretary HPBOSE made a difference. Secretary visits the centre and collects many gunny bags of reference books being used by the candidates as an objectionable material and takes the decision on the spot to cancel the examination centre for private candidates. All were happy to see the change happened. Teachers, local people and students appreciated the efforts made by the school head in collaboration with local people. This is also a little story of developing partnerships with stakeholders to stop bad things happening for the future development of the organization.

Principal (School Cadre)-cum-Nodal Officer (SLDP)
State Project Office (SSA/RMSA)
Himachal Pradesh, Shimla-171001

Expected outcomes

Each school head is expected to work in her / his school on the following areas using leadership and management skills:-

- Situational analysis of the school to identify the strengths, weaknesses, opportunities and threats
- Based on situational analysis, developing **Vision and Mission Statements** for the school
  and preparing the School Development Plan with realistic targets and affordable strategies with special focus on helping students to attain the desired learning levels
- Developing a culture of distributed leadership in schools
- Developing a culture of peer learning in schools
- Organizing learning rounds in schools
- Feedback and evaluation of total leadership efforts at all levels within the school
- Documentation, sharing and dissemination of good work done through print and electronic media

References:

- ***Modules on Middle Leadership Development Programme: National College for Leadership of Schools and Children's Services, Nottingham, Central England (U.K.)***
- ***Modules on Quality Dimensions of Elelementary Education under SSA: NCERT***
- ***People Management: All India Management Association***
- ***NCF (2005): NCERT***
- ***10 Strong Claims About Successful Leadership:National College for Leadership of Schools and Children's Services (U.K.)***

DAY-11

Detailed discussion on the tools to be used by the teams during the school observation on seven key areas of the National Curriculum Framework for school leadership and management.

DAY-12 to 25

Task for each team while working in the assigned school to identify the existing practices being followed in the school against each key area of the school leadership curriculum framework in actual school settings

Each team have to work in the assigned school for 14 days together devoting two days exclusively for each key area. What are the teams (school heads and middle leaders) expected to do during these 14 days is as under:-

1. ***There is flexibility on the part of each team to select any one of the seven key areas as the first choice to kickstart the task assigned.***
2. ***Each team will do the baseline of the school related to each key area of school leadership and management framework through the simple tool to be used by the team according to its own management.***
3. ***Each team will do the analysis of the information collected against each question asked in the tool and plan affordable strategies to make strengths of the school stronger and remedies for removal of weaknesses and threats if any.***
4. ***Response to every test item of the testing tool should not be accepted at face value rather evidences need to be collected and recorded while requesting the school heads, teachers, students and parents to respond to the questions of the questionnaires.***

Tool for the KEY AREA -1

PERSPECTIVE ON SCHOOL LEADERSHIP

Respondents: School Head, Teachers, Students and Parents

1. **Have you ever talked about / discussed about the concept of leadership in the school setting with teachers and students?**

(a) Yes (How)
(b) No (Why)

2. **What is the understanding of students, teachers and parents about school leadership, management and administration?**

a) To look after school only
b) To take care of the post only
c) To keep on thinking and doing what is best for students
d) To work for utilization of resources
e) To consider herself / himself as the only important person

A. School Head:
B. Teachers:
C. Students:
D. Parents:

3. **What should be the nature of school leadership, management and administration in schools for their better functioning?**

(a) Tendency of working in isolation
(b) Discussing the issues / problems with all other school actors, doing analysis and taking appropriate decision
(c) Tendency of trusting few people only
(d) Taking decision on his / her own
(e) Holding other people responsible for taking decisions

A. School Head:
B. Teachers:
C. Students:
D. Parents:

4. **What are the threats for existing school leadership?**

(a) No mechanism for rigorous induction training of school heads like other departments
(b) Interference in discharging the responsibilities
(c) Indifferent attitude of the parents about government schools
(d) Declining enrolment in government schools
(e) Limited autonomy in exercising the delegation

A. School Head:
B. Teachers:
C. Students:

D. Parents:

5. What is most important element/ factor for school leadership, management and administration?

(a) Finding immdediate solution for the problems of students and teachers
(b) Continuously raising students achievement levels in each subject / learning outcome
(c) Punctuality and discipline
(d) Tournaments and other co-curriculur activities
(e) Regular interaction with students, teachers and parents

A. School Head:
B. Teachers:
C. Students:
D. Parents:

6. For efficient internal functioning of schools, school leadership, management and administration is largely dependent upon

(a) Suprintendent / Assistant / Clerk / Peon
(b) Teachers and students
(c) Teachers, students and SMC
(d) Department of Education, teachers, students, SMC etc.
(e) Self and all other human resource involved in school development activities

A. School Head:
B. Teachers:
C. Students:
D. Parents

7. School leadership usually talks about

(a) High expectations from teachers and students
(b) Policies, rules and regulations
(c) Discussing about others
(d) Finding faults with others
(e) Things beyond control

A. School Head:
B. Teachers:
C. Students:
D. Parents:

8. School leadership is usually perceived as, as if

(a) There is only one leader in the school i.e. the school head
(b) There are only few teachers and students who are leaders
(c) The house incharges are the only student leaders
(d) Class monitors are the only student leaders
(e) All are leaders in their own field

(f) Only elected people are the leaders
(g) Only who preache are the leaders

A. School Head:
B. Teachers:
C. Students:
D. Parents:

9. What do you think about the future of the school without designated school leadership?
(a) School will stop working effectively
(b) Students will suffer
(c) School will become directionless
(d) Other available leadership (if any in your opinion) will ensure better and effective functioning of the school
(e) All teachers and students will act in isolation

A. School Head:
B. Teachers:
C. Students:
D. Parents:

10. How do you see your school in the presence of existing school leadership?
(a) Only one person is responsible for taking decisions
(b) Few people are involved in the decision making
(c) Level of trust is very low
(d) Sharing of knowledge, learning difficulties of students, State government's initiatives, and performance of students in various assessments etc. with all stakeholders especially with parents is negligible
(e) Working of the school is overcentralized

A. School Head:
B. Teachers:
C. Students:
D. Parents:

11. Any examplar of best school leadership in the history of the school who has brought about the change as a token of rememberance for the institution. Teachers, students and parents to describe in brief in this regard.
(a) Yes (Why)
(b) No (Why)

A. School Head:
B. Teachers:
C. Students:
D. Parents:
12. Is school head essential/must for every school?

Tool for the KEY AREA -2

DEVELOPING SELF

Respondents: School Head only

1. **Have you ever talked about / discussed the development of self in the school campus with teachers and students?**

(a) Yes (How)
(b) No (Why)

2. **Does the school head analyse available by using primary data to identify strengths, weaknesses, opportunities and threats?**

(a) Yes (How)
(b) No (Why)

3. **Does the school head develop any vision and mission statement for the school?**

(a) Yes (How)
(b) No (Why)

4. **Does the school head take regular feedback from students about teaching learning in the classrooms?**

(a) Yes (To be verified with feedback from students)
(b) No (Why)

5. **Does the school head discuss the lerarning levels of students of all classes with the teachers?**

(a) Yes (To be veified with feedback from teachers)
(b) No (Why)

6. **Does the school head work more on the areas which are under her/his control?**

(a) Yes (How many issues/problems of students and teachers were addressed?)
(b) No (Why)

7. **Does the school head work more on the areas which are beyond her/his control?**

(a) Yes
(b) No

8. **How the capacities of teachers and students are developed? Please explain.**

9. **Have you ever prepared the annual school report and shared the same with teachers / students / parents?**

(a) Yes (To be verified with feedback from students and parents)
(b) No (Why)

10. **Give five situations / examples from the school experiences on the following statement of developing self.**
    "Done something for someone else"

11. **Do you recognize and consider yourself as an empowered school head?**

(a) Yes (How)
(b) No (Why)

12. **In which situation you compromise with the implementation of education by saying that**

(a) Aisa hee hai chalne do
(b) Hum kya kar saktein hein
(c) Hamare bas mein kuchh bhi nahein hai
(d) Ye to upar se niche tak aisa hee hai
(e) If you do not compromise, please explain briefly

Tool for the KEY AREA-3

DEVELOPING A CULTURE OF WORKING IN TEAMS

Respondents: School Head, Teachers and Students

1. **What is your opinion about team building?**

(a) Creates misunderstading
(b) Helps in problem solving (How)
(c) Does not provide equal opportunity for everyone to participate
(d) Minimizes the differences
(e) Enhances leg-pulling
(f) Other than these

2. **Have you ever initiated the culture of working in teams in the school with teachers and students?**

(a) Yes (How)
(b) No (why)

3. **How the target setting is done by the school?**

(a) By doing school analysis (How)
(b) By not doing school analysis (Why)
(c) On the basis of day-to-day working of the school (How)

4. **What strategy is adopted by the school to achieve its targets?**

(a) Individual efforts
(b) Collective efforts (give one or two examples)
(c) Traditional approach of working

5. **Is team building necessary for the school to achieve its vision and targets?**

(a) Yes (How)
(b) No (why)

6. **Have you constituted teams in your school?**

(a) Yes (How)
(b) No (Why)

7. **Have you ever noticed and recorded any small change / improvement in the learning achievemnents of students with team building exercise?**

(a) Yes (What is that change? How it has happened?)
(c) No (Why)

8. **If there is no culture of working in teams in school, what will be side effects for the school?**

Explain briefly

9. **In your opinion, what are the barriers for not being able to work in teams so far?**

Explain briefly

10. **Share one experience of attaining success while working in teams in any institution?**

Tool for the KEY AREA-4

LEADING LEARNING AND TEACHING IN SCHOOLS

(Respondents: School Head, Teachers and Students)

1. **How is the teaching learning taking place in your school system? Explain.**
2. **Is the concept of managing / leading learning and teaching in schools ever discussed with teachers and students?**

(a) Yes (How)
(b) No (Why)

3. **Have you only managed teaching learning in your school as school head?**

(a) Yes (How)
(b) No (what had been your other strategy for the same?)

4. **Have you only lead the teaching learning in your school as school head?**

(c) Yes (How)
(c) No (what had been your other strategy for the same?)

5. **Can we achieve high quality learning and teaching in schools without effective leadership and management of the same?**

(a) Yes (How)
(b) No (Why)

6. **Have you ever gone through the NCF 2005?**

(a) Yes (Give the gist of the same)
(b) No (Why)

7. **As a parent, are you satisfied with subject wise learning achievements of your ward in the school?**

(a) Yes
(b) No

8. **As a student, are you satisfied with the teaching techniques of teachers?**

(a) Yes (What have been the best teaching techniques?)
(b) No (why)

9. **Is the performance of students discussed and shared with parensts and then finding the road map to addrees the learning difficulties of students and to further improve their learning achievements?**

(a) Yes (How)
(b) No (Why)

10. **How teaching of science is being followed in schools? Tick only one option.**

(a) Science subject is being taught in the classrooms only in a traditional way.

(b) Students are exposed to the do experiments in the lab or in the identified area only for selected days in the month in a year or not given any opportunity throughout year.
(c) Science equipments are available but the school management is not able to enforce their usage by the teachers for developing scientific skills of students.

11. Do you as a teacher or school head on each working day discuss with other teachers the learning difficulties of students and find the best affordable solutions for them? *Respondent: Teacher / School Head* ***(One such incident may be described in brief)***

12. Do teachers take feedback after classroom teaching learning on daily basis? *(What, Where and How)*

13. How frequently as a school head you take feedback from teachers about what has taught by her / him in the classroom by using a realistic tool?

14. How frequently as a school head you take the feed back from students about what they have been taught in the classroom by using a realistic tool?

15. Do you suggest remedies for bringing improvement in the learning levels of students after knowing their learning difiiculties? ***(One such incident may be described in brief)***

16. What about the arrival time of a teacher in your class while taking his / her period? *Respondent: Student*
(a) Immediately after the period bell
(b) After 5-10 minutes
(c) After 3-5 minutes

17. What about the departure time of a teacher when his / her calss is over? *Respondent: Student*
(a) 5 minutes early
(b) Exactly when the period is over
(c) In between the period and does not come back

18. What is the mechanism followed for checking the home assignments of students? *Respondent: School Head*

19. What is the frequency of sharing subject wise learning achievements of students with their parents?
(a) Once in a month
(b) Daily through SMS
(c) Daily through student diary
(d) Quarterly
(e) After each assessment as mandated

20. How learning and teaching is monitored in a school? Describe.

Tool for the KEY AREA-5

BUILDING A CULTURE OF INNOVATION IN SCHOOLS

(Respondents: School Head and Teacher)

1. **What is your view point about innovation? (Respondents: School Head and Teachers)**

(a) Bringing incremental changes in day to day working of the school
(b) Doing something different which was not done earlier (one such experience may be described)
(c) Making adjustment in the daily time table / calendar (How it can be an innovation?)
(d) Any other perspective about innovation, please specify.

2. **As school head do you encourage teachers and students for innovation? (Respondent: School Head)**

(a) Yes (How)
(b) No (Why)

3. **As teacher do you encourage students for innovation? (Respondents: Teaches)**

(c) Yes (How)
(d) No (Why)

4. **Have you ever shared the concept of innovation with students? (Respondents: Teaches)**

(a) Yes (How)
(b) No (Why)

5. **Why government schools are lacking in innovation? (Respondents: School Head and Teachers)**

(a) Lack of required autonomy as given to top school systems of the world
(b) Individuals are being given importance
(c) Team work being discouraged or run down
(d) No space is given for the sharing of the ideas

6. **Do you think that money is the prerequsite for bringing innovation in the school? (Respondents: School Head and Teachers)**

(a) Yes (How)
(b) No (what are the other alternatives in your view to bring innovation)

7. **Any innovation you have made in your institution, please explain in brief. (Respondents: School Head and Teachers)**

8. **Can your school make progress without doing any innovation? (Respondents: School Head and Teachers)**

(a) Yes (How)
(b) No (Why)

Tool for the KEY AREA-6

DEVELOPING A CULTURE OF PARTNERSHIPS IN SCHOOLS

(Respondents: School Head, Teacher, Students and Parents)

1. **Is partnership in your school essentially required?** (Respondent: School Head)

(a) Yes (How?)

(b) No (Why)

2. **Have you ever shared and discussed the concept of developing the partnerships and its importance in your school?** (Respondent: School Head)

(a) Yes (How did you do it?)

(b) No (Why you did not feel its importance?)

3. **How do you perceive partnerships within your school?** (Respondent: School Head view)

4. **How do you perceive partnerships within your school?** (Respondent: Teachers view)

5. **How do you perceive partnerships within your school?** (Respondent: Students view)

6. **How do you perceive partnership within and outside the school?** (Respondent: Parents view)

7. **Have you ever developed the culture of working in partnerships in your school?** (Respondent: School Head)

   (a) Yes (How did you do it?)

   (b) No (Why you did not feel the importance of it?)

8. **Have you ever developed the culture of working in partnerships in your school?** (Respondents: Teachers)

   a) Yes (How did you do it?)

   b) No (Why you did not feel the importance of it?)

9. **Share any one experience of good partnership in your school / classroom with visible results.** (Respondent: School Head and Teachers)

10. **If there is no culture of working in partnerships in your school, what impact will it have on its growth and development of the human resource? Please explain.** (Respondent: School Head and Teachers)

Tool for the KEY AREA-7
LEADING SCHOOL ADMINISTRATION

(Respondents: School Head, Teachers and students)

1. **What is your opinion about the word school administration?** (Respondent: School Head)

(a) To monitor attendance of teachers and students only
(b) To give directions in the office order book only
(c) To identify strengths and weekneeses only
(d) To make arrangements for improving infrastructure only
(e) To ensure 100 percent utilization of funds only
(f) To address the needs of students and teachers only
(g) To seek explanation of recalcitrant teachers only
(h) Taking decisions only after verifying the facts
(i) Ensuring that all students learn what they want to learn
(j) To ensure optimum use of available resources
(k) All above (Justify each of the above options)

2. **What is your opinion about the word school administration?** (Respondents: Teachers)

(a) Using chalk-talk and text method only
(b) Using text books only
(c) Use of ICT only
(d) Use of laboratory only
(e) Use of library only
(f) Writing ACRs of teachers only
(g) Calling explanations only
(h) Managing human resource only
(i) Addressing the needs of students only
(l) Ensuring that all students learn what they want to learn
(m) All above (Justify each of the above options)

3. **Is administration an integral part of the school functioning?** (Respondents: School Head and teachers)

(a) Yes (How)
(b) No (Why)

4. **How the school administration is put into use?** (Respondents: School Head and Teachers)

(a) Only asking others to do the work
(b) Using power and authority without consultation
(c) Taking decisions in isolation
(d) Working with few school actors only
(e) Working only within the boundaries of the Education Code
(f) None of the above (How the school administration is put into use?)

5. **Do you think that school administration is only to obey and implement the directions of the government and superiors?** (Respondents: School Head and teachers)

(a) Yes (How)
(b) No (Why)

6. **Do you think that the existing delegation of powers is the only school administration?** (Respondent: School Head)

(a) Yes (How)
(b) No (Why)

7. **Do you think that school administration is very essential in improving the social aspect of the learning environment in schools?** (Respondents: School Head, teachers and students)

(a) Yes (How)
(b) No (Why)

8. **How the school administration will intervene in the subject, class and competency wise analysis of learning achievements of students in various assessments done at the school level? Please elaborate.** (Respondent: School Head only)

9. **Is it not true that school administration is only managed by the office superintendent or assistant or clerk? Please explain your experiences honestly as school head.** (Respondent: School Head only)

10. **What will happen to your school if there is no good administration? Please elaborate with reasons.** (Respondents: School Head and Teachers)

DAY-26

Each member of the team to be made fully equipped with technology and its use through full day practical sessions so that the team is able to prepare the power point presentation of the analysis done on each key area during the 14 days learning experiences in the school.

DAY-27 & 28

Power point presentation to be made by each team. Each team leader will ensure that every member of her / his team shall participate and learn to make and share the presentation with others. Facilitators shall invite each one of the team members in rotation for presenting and sharing the analysis done during their 14 days working as leaders in the schools on each key area.

DAY-29

One hour presentation by each team.

COMMITMENT FROM EACH SCHOOL HEAD

Each school leader / middle leader shall make a commitment to bring about change in her / his school without any excuse by ensuring high quality teaching learning by creating enabling learning conditions every day, for every student, in every classroom through the "TOTAL LEADERSHIP" that is sum total of the classroom leadership, middle leadership and school leadership.

The commitment must get reflected and translated in the follow-up meetings to be organized by the State School Leadership Academy time to time by clearly showing and presenting what was the situation before and after initiating the change in the school. The write up on change must be supported by pictures, videos etc.

DAY-30

Closing of one month certificate course with feedback. Distribution of certificates and valediction

References:

- ***Modules on Middle Leadership Development Programme: National College for Leadership of Schools and Children's Services, Nottingham, Central England (U.K.)***
- ***Modules on Quality Dimensions of Elelementary Education under SSA: NCERT***
- ***People Management: All India Management Association***
- ***NCF (2005)***
- ***10 Strong Claims About Successful Leadership:National College for Leadership of Schools and Children's Services (U.K.)***

SCHEDULE FOR ONE MONTH CERTIFICATE COURSE ON SCHOOL LEADERSHIP, MANAGEMENT & ADMINISTRATION (INDUCTION PROGRAMME) FOR NEWLY APPOINTED SCHOOL HEADS

(2018-19)

Organized by: School Leadership Academy, Himachal Pradesh

DAY-1

Date	Topic	Delivery time	Speaker
		11.30 AM to 1.30 PM	