

# **One-Month Certificate Program on School Leadership Development**

**17th August - 16 September 2017**

**Venue: SCERT Headquarters Gangtok**

## **Course Report**

**NUEPA - NCSL, New Delhi**

**&**

**School Leadership Academy, Sikkim**

**State Council of Educational Research and Training**

**SCERT- SIKKIM**

## Executive Summary

The month long program on School Leadership Development was inaugurated on 17 August, 2017 and successfully concluded on 16 September 2017. It was an extraordinary program in the annals of the State and lauded by the participants as well as the resource persons as a meaningful and productive initiative by the State government in partnership with National University of Educational Planning and Administration (NUEPA) New Delhi. The course contents were well structured and grouped into seven interrelated key areas which were facilitated by resource persons who had been earlier trained by National Centre for School Leadership (NCSL), NUEPA for ten days. On the valedictory day of the program, all the participants were exuberant and enthused to share their learning with their colleagues and students back in their school. The following characteristics of the program are being placed here for our reference and understanding, that are suggestive of our strength in this regard.

1. Sikkim is one of the fortunate few States of the country selected for receiving this program.
2. The State Leadership Academy of Sikkim under the aegis of SCERT, HRDD, already has a faculty of trained resource persons drawn from various quarters of the State.
3. The aforementioned program on School Leadership was facilitated by an indigenous team of these resource persons without having to rely on experts from outside the State.
4. The participants were initially reluctant and ambivalent but gradually got extremely enthused and keen on learning more as the course progressed.
5. The program was a thumping success both in terms of its planned execution and reciprocal appreciation by the participants.
6. The program further honed the skills and expertise of the resource persons readying them for still better performance in the eventuality of other ensuing programs in the days to come.
7. The Coordinator, Consultant and Resource persons from SCERT have contextualized some of the topics germane to the socio-cultural background of Sikkim and the ancient ethos of the land. Some of these contextualized subjects are:
  - Etymology of Education as taught by tradition and culture of the land without having to borrow ideas and definitions from elsewhere
  - The tradition of Gurukula and Guru/Shishya as vouchsafed by tradition of the land
  - Teacher vis-à-vis Preceptor to be properly highlighted.

- Concept of the Self as per our tradition
- Definitions and dimensions of the ego as per the Indic tradition
- Values and Value orientation of education
- Values deficit as the main cause of problems faced by adolescents and the society at large.
- Need to delve deeper into values-education and techniques of creating value-oriented pedagogy and learning material
- Substantiate the course contents and subjects with locally contextual instances such as innovations in schools, initiatives by civil societies, PLCs, and so on, to lend relevance to the subject.
- Subjects such as School Administration, Budgeting, PDP etc. should be planned and disseminated in the context of the rules and regulations of the state government. The facilitators followed this route during this month-long course.

The facilitators flexibly drew inspirations from their own personal experiences and knowledge gathered from various other sources to spruce up the classroom lectures on various subjects prescribed in the well-structured handbook. This exhaustive course report contains many instances of such contextualization.

## **Key Area - 1: DAY 1**

**Date: 17 August 2017**

<b>Key Area Name</b>	Perspective on School Leadership
<b>Session Number and Name</b>	1. Welcoming the Participants 2. Introducing Self and School 3. The Joy of Being - the joy of learning 4. Sharing road map to School Leadership
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Dr. Sunam Gyamtso Tenzin, Ms. Malati Rai, Mr. Rajiv Phillip and Ms. Tshering Lhamu Bhutia

### **Session Design and Plan**

#### **Session 1: Welcoming the Participants:**

The session immediately followed the inaugural session and refreshment. The facilitator welcomed the participants on behalf of the department and continued with an introductory insightful lecture putting the entire month long course in the overall perspective of its objectives. The punch line of this lecture was that all beings are born to lead their lives and hence are naturally leaders by default. The expectations at the end of the month-long certificate program were highlighted as:

- A quantum change in perspective about leadership and school leadership in particular.
- Better insight and awareness about personality and innate leadership abilities.
- Better insight and awareness about strengths and weaknesses in the process of evolving into a transformative leader.
- Clarity about fundamental values and beliefs.
- Proper alignment between practiced values and individual actions.
- A clear-cut vision of the future
- The fortitude to inspire colleagues and associate stakeholders.
- The zeal to change and improve through innovative ideas as well as learn from mistakes
- Better collaboration, teamwork, and trust
- More empathy towards colleagues and appreciation for their progress and excellence

#### **Session 2: Introducing Self and the School**

## Activity 2.1

The session began with 'Name Game' asking each participant to introduce him/her self and dwell briefly on the significance of his/her name by way of discovering "what is in a name?" The name is a tag that epitomizes the overall personality of an individual, his/her aspirations, achievements and thoughts. Each participant while mentioning his/her name had to reflect on the significance of his/her name and submits to what extent that name has been exemplified in life.

Next the participants were asked to introduce their respective schools in terms of the name, mission statement/motto and school song. These exercises were meant to break the ice and create an informal and collegial environment as envisaged in the training Resource Book, as much as place everyone in the right perspective of the session.

## Activity 2.2

1. "How do you define a leader?"
2. What are the hallmarks of a true leader?
3. Do you believe that leadership can be nurtured or you think it is an inborn ability?

Participants were given sticky notes to write their inputs, which they were asked to stick to the roots, trunk or branches of a "Leadership Tree". The ultimate result on further analysis of their creation based on their inputs was a Tree laden with the cardinal positive values forming the substratum and further branching out into countless sub values forming the trunk and branches. At the end of the session, the participants were delighted to discover that **Leaders may be born but Leadership is groomed and leadership qualities can be nurtured.**

## Session 3: the Joy of Being: the joy of Learning

- "Are we teachers by passion or profession?" Reflection on it for some time was followed by an animated discussion.
- The **Preceptor and Teacher** slide was shown and explained, followed by moments of reflection on the profound comparison. A teacher can be likened to a circumstantial leader while a Preceptor is a fundamental leader.
- Does my teaching provide mere information to the students or does it induce holistic learning imbuing a high spirit of enquiry among them to know further and eventually bring about a positive transformation in their attitude? This was discussed in great detail.

- Semantics of the word Guru or Preceptor as one who dispels ignorance was explained. The facilitator also reflected on the ancient traditions of the land that gave the most holistic definition of *Vidya* translated as Learning and Wisdom. Certain adages to remember were: **What liberates is education** *Saa Vidya Yaa Vimuktaye*. **True Education promotes humility** *Vidya Dadhaati Vinayam*.

Visualizing individual transformation was the key to these exercises.

## Session 4: Sharing Road Map to School Leadership

The School Motto spells out the mission statement of the School. For instance *In Pursuit of Perfection* (STNSSS School), *Dharmo Rakshate Rakshitah* (Sri Sathya Sai Unniversity), *Perfection Through Practice* (Abhyasa International Public School) and so on.

Dwelling on the Morning Assembly is of utmost importance. May be the best expected positive changes could stem out of this component of the day's proceedings in the school. It sets the tone and color of the day and zests up the students to indulge in productive and constructive activities throughout the day. It lends a sense of camaraderie and empathy among the students and teachers. It is in fact the most inspired moment of the day. The common pattern in most of the schools consists of:

- Formal greeting
- Thought for the day
- Patriotic song
- Talk by a student on various issues
- Talk by a Teacher/ HM
- General Quiz on any subject once a week
- Reading out from a Local and National News
- Pledge
- National Anthem

The facilitator asked the participants - Is this done ritually in the school? How many formal and informal activities are undertaken in a ritual fashion? How would it be if some novelty gets added to the Morning Assembly removing the monotony from a run-of-the-mill assembly session? The following model was presented to the participants.

- National Anthem
- School Prayer which isn't a religious prayer but one that inspires learning

- Value of the Month
- Quote of the day
- Any song of integrity or patriotism
- Any presentation of a song, poem or anything creative by any student or teacher
- School Pledge
- School News
- News headlines national and international
- Summation by a any chosen student

This is based on the postulate that a well-meaning bright greeting in the morning makes the day for any individual. Proper consideration of the School Assembly galvanizes the Principal and the Teachers into an optimistic and enthusiastic mindset to make the rest of the day productive and innovative.

#### **Activity 4:1** **Fun Game on Change**

#### **Is cosmetic change the panacea for problems and change in the school?**

Two scenarios were presented to stimulate further discussion.

1. Preparations are on for the impending visit of a VIP in the school. In a hurry things are arranged to give the school its best look. As the VIP walks through the corridors, he steps on the doormat, which suddenly slips, and the important visitor is spread-eagled on the floor of the corridor. They discover that in a hurry a heap of trash had been tucked underneath the doormat. The trash had apart from dust and clutter, leftovers of tiny beads used in the decorations and festoons.
2. A group of students were preparing the dormitory for the Principal's visit. One of the students had solicited the help of his younger brother a 2<sup>nd</sup> grader to plug the holes in the walls with toothpaste. The holes were a result of indiscriminate driving of nails on the walls and such other abuse. Ultimately when the Principal entered this particular dormitory, the students were aghast to see the wall splashed and dotted with gaping blue colors. Instead of white, the tiny child had plugged the holes with blue colored paste.

The participants were further asked to remember any such incident in their respective schools where in teachers and students had resorted to stopgap arrangements to effect change.

## **Activity 4: 2**

The participants were led into another activity that required them to carefully follow the facilitator's instructions. Any delay in taking the instructions would not be allowed. The participants had to bring five changes to themselves physically within a stipulated time. The number of changes could however be gradually increased to 10 or 15. It was interesting to see the School Heads changing the position of their hats, rearranging their clothes, smearing their faces and so on. It was packed with fun and learning.

The participants were then asked the following key questions

- Is change all about following?
- Is change need-based?
- Is change individualistic?

Animated discussion followed each reflective question resulting in a clear understanding about change and transformation.

## **Activity 4.3**

This activity entitled 'Road Map to School Leadership' consisted in the facilitators prompting the participants to think further change in the self and the resultant change in the surroundings inspired by individual transformation. They were asked to do a SWOT analysis of their respective schools and list out the strengths and growth areas of the school. They had to reflect on 'how best could these growth areas be nurtured, strengthened and utilized to improve the school'. They were reminded that being themselves the change leaders, any change in the school would exude out of them alone. Their notes and submissions reflected their enthusiasm to become change leaders through the inspiration and wisdom gained from the course and the dynamic application of it back in their schools.

## **Critical and Important Aspects observed during the session and reactions and responses from the participants**

There was evidently an air of expectancy and ambivalence as the first session commenced the very idea of a month-long training in School Leadership being entirely new to the participants. The thought of having to stay away from their respective institutions for four weeks might have been equally appalling to them. But as the session progressed, one could see nods of interest and approval from many quarters. As the day's sessions ended, there was palpable keenness and zeal among them to learn more on the ensuing day.

## **Critical appraisal of the facilitator**

Some participants went up to the facilitators and expressed their satisfaction in the Indic contextualization and pragmatic interpretations especially when defining leadership and education.

## **Overall impression of the participants**

The participants were zealous to learn more and get empowered.

**Overall impression by the documentation person**

The course is well structured and planned beginning with basic yet profound preliminaries designed to arrest the attention of the listener and eventually spiral up to the highpoint of self-actualization by progressively wading through seven well-evolved key-areas of learning.

**Any other specific/unique/deviant observation**

The very concept of change and transformation in schools could initially raise skepticism among people who have been teaching and leading schools for a substantial time. But practical application of the Resource Book will definitely convince the skeptic about how deficient the best of professional teachers could be in their understanding of the very purpose of education, about adolescent and child psychology, about the successful running of a school and so on.

## Key Area - 1: DAY 2

### Date: 18 August 2017

Key Area Name	Perspective on School Leadership
Session Number and Name	1. Understanding School Leadership 2. School Leadership, multiple roles and contexts 3. Key purpose of schools and role of school heads 4. Doing leader-like things in leader-like manner
Time from and to	9AM to 4.30 PM
Name of Facilitators	Dr. Shantiram Adhikari, Dr. Hannah Tamang, Mr. Santosh Rai and Mr. Rajiv Phillip

## Session Design and Plan

### Summary Presentation

The day's proceedings began with synoptic presentation of Day One. The facilitator announced that the best synoptic presentation or reflection would be incentivized.

#### Key Takeaways:

The phrases and quotes from the Geetha were appropriate and definitely the key takeaway. Contextualizing the session in the *indic* and traditional perspective made the entire session very pragmatic and lively. The definition of ego as the self mistaken to be the body, mind, and intellect was extremely original and appealing. The interpretation of the Self as the Master or Indweller or the latent leader in man was brilliant. Equanimity and fortitude as the shining characteristics of a true leader is succinctly vouchsafed in the ancient traditional texts of the country such as the Geetha. "Facing the line of fire" was another major takeaway. All school heads experience it every day.

#### Key learning:

Leaders should be able to deliver and always 'lead by following'. Democratic means should be adopted in schools instead of dictating terms on subordinates. A leader should take risks and come up with new experimental ventures. They should take failures positively but learning from them.

#### What can I do when I get back to my school?

Show more empathy, trust and understanding towards the teachers who are the backbone of the school. We must inspire and love our fellow teachers.

#### What more do I want to learn?

Vision is not about today but it is about tomorrow. Want to learn more about encouraging the heart and not the mind. To remain committed to a vision and to work hard in sincerity and humility.

#### Suggestion:

To be guided and mentored by knowledgeable, calm, radiant, warm and dignified resource persons.

**What I didn't like:**

I want to throw a spot on the afternoon sessions of the workshop. If that could be taken one step at a time, the listeners would find it less taxing. We want to enjoy every moment spent here.

**Session 1**

Four RGPs Dr. Shantiram Adhikari, Dr. Hannah Tamang, Mr. Santosh Rai and Mr. Rajiv Phillip led the participants through different segments of the day's session. The first sub session on the importance of mutual trust began with Dr. Shantiram Adhikari dividing the participants into groups of three. One in each group was asked to be blindfolded and led by the second person in the group while the third person would walk along as an onlooker watching every move of the duo. The destination was unannounced and the participants were forbidden from speaking to each other.

Back to the hall from their blind venture, the participants were quizzed by the facilitators about their respective experiences as they were led by another person to an unidentified destination. The following inputs emerged from them

- When I was blindfolded, it turned dark and I was afraid
- I felt totally secure because she led me well
- I was afraid descending the steps
- I was being tightly held
- After the first few steps, I felt confident (Were you pre-informed?)
- I was not afraid of hitting the walls or falling since I trusted him fully. I was concerned that I should not collide with somebody
- (Was there any sign language directions being given,
- I wanted to sit down and tapped his shoulders but he would not understand)

The facilitator then said that what it takes to be trustworthy or to trust one another are two different points to consider. Sans Trust you cannot accomplish anything leave alone run a school. Trust is an important concomitant base of effective leadership. In a school scenario, you sometimes brush against strangers. How would you repose trust in them to lead to anywhere? How would you trust them? The participants elucidated the following traits with regard to trustworthiness and trust:

**Trustworthiness**

Observation, sincerity, soundness of mind, knowing each other, friendly, integrity, ability to perform, track record, accountability, rapport with one another, acceptance, and willingness

## Mutual Trust

Generally knowledgeable, Knowledge of the subject, fair, appreciable, articulate, good communication, transparency, consistent, discerning, persevering, punctuality, honest, democratic, role model, practical, collaborative, action-oriented, empathetic, hardworking, tolerance.

Trust-building is of prime importance. You need to trust not only the students and teachers but also your own ability. Today parents and students don't seem to trust government schools.

Dr. Adhikari wrapped up this session by sharing the following time-proven adages and guidelines on Trust and explained each one in detail.

- One who does not trust will not be trusted as said by Lao Tzu
- Do not rush the process of trust building
- Know each other personally before trusting
- Communicate openly – there should be no ambiguity
- Transparency – Show your personal side, let your team know what is on your mind
- Trust leads to transparency, fosters diversity, and reinforces openness.
- Be calm during challenging moments, express your emotions but in a restrained manner, respond rather than react.

He then dwelt on Flexibility as an important facet of Trust. He reminded them that this did not figure in their presentations. He stressed on the following points:

- Being stickler to procedures and norms sometimes can hinder growth and progress. Rules and regulations at times become redundant and irrelevant. Anachronistic customs are best to be avoided in order to foster an enabling and flexible work environment.
- One should never circumvent Humane touch in your dealings
- Be considerate at times depending on the situation and need of the hour.

He projected the importance of **mutual feedback** to gain the trust of colleagues and students. The following bold points were suggested to highlight this.

- Reflect, give and receive constructive criticisms.
- Unfailing mutual feedback is the leader's way of telling that he/she is genuinely and sincerely interested in team members and their development.
- Avoid playing blame game
- Discuss trust issues unfailingly
- Discourage keeping kitchen cabinet/ cliques

Dr. Adhikari summed up the session on Trust by citing a befitting story about the launching of the experimental rocket "Rohini Technology Payload" by ISRO in which the prime movers were Dr. A. P. J. Abdul Kalam the Project Director of SLV Mission and Professor Satish Dhawan who was then Chairman of ISRO. The launch took place on August 10, 1979 at Sri Harikota. At the last moment of the launch, the computer

displayed a technical fault leaving the scientists with two options abandon or go on manual mode disregarding the computer warning. Dr. Kalam took the call and ordered the launch fully confident about their calculations. Unfortunately during the second stage of the launch, the satellite plunged into the Bay of Bengal instead of taking off into the orbit. At the press conference, Professor Satish Dhawan saved Dr. Kalam the embarrassment and owned up responsibility for the failure as "our joint failure". The following year on 18 July 1980, the same team led by Dr. Kalam successfully launched Rohini RS - 1 into orbit. Professor Satish Dhawan asked Dr. Kalam to address the press conference and giving him full credit for the success. The success of successive launches in the days that followed earned Dr. Kalam the epithet 'missile man'. All these happened because of the trust that Professor Dhawan reposed on Dr. Kalam at the time of failure.

Next the facilitator presented the **5 Elements of Trust**

1. Transparency
2. Respect
3. Unity
4. Show care/selfless service
5. Trust building activities

Mr. Rajiv Phillip added an exemplary experience at this juncture. He had been to Shiv Nada School in Noida. The Principal introduced herself as the caretaker and facilitator of the school. Meanwhile she asked them for tea and refreshments. And the peon brought the coffee with sugar added in it. She told him that he should have asked whether they wanted sugar before mixing it. After tasting it, she found it to be okay and apologized to the peon in the presence of all of them.

## Session 2

Following a brief tea break, the participants were led to the second session of the day. Dr. Adhikari asked the participants first to imagine what comes to their mind in terms of leadership. They could draw their original imaginations on paper or enact it out or express in any other way. The following was the outcome of this group exercise.

1. Mr. Tashi Ongyal Bhutia of Gangyap Secondary School's presentation was a beautiful poem portraying his inner resilience and reflections on leadership.
2. Mr. Bhuchung La drew a tree resembling a wish-fulfilling tree and wrote - "A leader is expected to fulfill all your psychological and emotional needs".
3. Mr. Mahesh Nepal drew a burning candle and likened it to leaders. Candles shed light in all directions impartially but also possess a dark spot in its central point, which it hides by shedding light around it.
4. Mr. Bishnu Kant Sharma presented another poem entitled **what should be a leader like?** Living in the present, it is imperative to draw lessons and inspirations from the past leaders who led exemplary lives.

5. Mr. Karma Tashi Bhutia's poem described a Leader who "lead us from darkness to light, acts as a pathfinder and facilitates amicable environment for everyone".
6. Mr. Tashi La Bhutia, Head Master of Melli Senior Secondary School wrote that a Leader is a harbinger of transformation just like the seasons that successively give way to welcome each other in a harmonious cycle.
7. Mr. S.P. Sharma compared Leader to a locomotive engine of a train that pulls a 'good number of bogies successfully. He pictorially depicted this and described the engine as a powerhouse.
8. Mr. T.T. Gensapa drew analogies such as fertile soil that nourishes plants; father who nurtures his children; tree that bears fruits, mother with her infant baby, and a candle that provides light.
9. To P. Raj Dhungel, a leader was like the steering of a car. It helps the driver navigate his way.
10. Mr. Ajay Pokhrel graphically explained that a leader is the one who is always at the helm of affairs. He is the ultimate cushion that comforts people in distress and despair.
11. Mr. Sonam Sherpa wrote that it is the leader of the school who brings the staff and students together to plan for the improvement and all round development of the school.
12. Mr. Nima Lepcha presented an exquisite poem likening leader to a pilot whom all the passengers can depend upon. He verily is the one who can guide and lead.
13. Mr. Phurba Dorjee Bhutia drew the picture of a tree and said that the leader is like the root of the tree who provides nourishment and support to the entire edifice.
14. Mrs. Sabita Sharma turned out to be another poet. In the scheme of nature's biodiversity, humans have a special place despite being just a spec in the vastness of the creation. Yet everyone is a leader to lead oneself.
15. Mrs. Mala Jigdel Dorjee compared leader with the sun who is the source of energy, the fulcrum of all material activities and the illuminator of the world. It sheds light to the world selflessly from dawn till its setting in the evening.
16. Mrs. Saroja Pradhan's poem echoed Tagore's 'heads held high' embellished with 'taking inspiration from every sigh'. A leader for her is one who takes all the blames for the wrongs or failures and incessantly shields everyone from the rains.
17. Mr. Purna Bahadur Chettri of KGSSS, Daramdin (west Sikkim) said that leaders are synonymous with rivers. All small and big streams and rivulets of ideas and support ultimately join and mingle with the main waters making the river so mighty and majestic.
18. Mrs. Indira Poudyal Principal of KGSSS, Kabi in North Sikkim also wrote that the leader could be likened to the roots that support the tree providing it a strong base.
19. Mr. Tilak Sharma, Principal of Khanisirbong Senior Secondary School in West Sikkim drew two faces of a leader. The happy smiling face signifying satisfaction and happiness and denoted as on the way to progress, in contrast with the grumpy sad face that spoke about dissatisfaction and unhappiness anticipating refinement and correction. The second face was symbolic of a regressive trend.
20. Mr. L.P. Pradhan wrote about a leader as one who is farsighted and one who sees beyond the apparent and the first one to observe. He also described leader as a "a perfect role model who knows the way, shows the way and goes the way".

21. Mr. Sharad Poudyal, Principal of Hee Gyathang Senior Secondary School drew the picture of a ladder whose rungs leading to its top was indicative of successful leadership. Each rung denoted support, inspiration, encouragement, facilities and planning respectively in a chronological order, planning being its substratum. "True leader helps others to be leaders too."
22. Mrs. G. Pradhan described leader as a Transformer who had the assurance of every support if he only took the initiative and moved forward. He implored the leader to provide more guidance and opportunities to aspire and show where things were going wrong. "Try to understand us and we will definitely understand you."
23. Mr. B.M. Pradhan stressed on quality education and holistic development that should be the top priority of the school leader. He as one desired to turn his school into a model school. He expected commitment, dedication and devotion to duty from the entire teaching faculty. "I will try to be a role model and make judicious use of available resources to achieve the ends."
24. Mr. D. B. Mishra said that as the leader of his school all his efforts were aimed at bringing about better understanding among his staff and creating a positive working environment in the school. He delegated responsibilities to all the concerned staff and ensured their accountability.
25. According to Mrs. Sangita Kharka, "a leader is one who leads by example. He is a friend, philosopher and guide - a trustworthy captain who will safely lead us to the shore of success." He embodies faith itself and whose presence is enough to set right the wrongs - a person akin to your parents in whose care you feel safe and cared.
26. Mr. Rajesh Kumar Thapa drew an iceberg clearly whose tip is seen at the surface and the unseen submerged part below the waters. A true leader is a treasure trove of immense talent, qualities and resources buried deep in his or her persona that are not visible to casual onlookers.
27. Mr. Yonten Gyatso Bhutia candidly wrote that "we all are leaders in our own way in everyday life". But leading an educational institution needs careful planning and meticulous preparation bearing in mind the need to take the students, teachers and the entire community together towards the goal of excellence. A leader is like an alpha male among herds of animals protecting its flock with sheer might and vigilance.

Dr. Hannah then provided feedback and critique on the presentation by the respective participants. One of the participants expressed his concern about "what might the state of things back in our schools during our absence for a month?" The facilitator suggested that the best organized situation ought to be that no one in the school feels the absence of the Principle for any length of time since everyone in such an organized situation would know his/her respective roles resulting in smooth functioning of the system. Another sketch was that school leaders could at times feel low and frustrated being caught in various problems and issues. It is at such times true leadership manifests in all its colors since leadership traits are already latent in everyone.

The presentations needed modification and Dr. Adhikari asked them to present the modified version again.

Mr. Bhuchung La responded to this by drawing a garbage pit, which contains and transmutes all the trash and clutter into recyclable compost. Anyone who comes under the care of a true leader gets transformed while the leader bears the brunt of all the filth and garbage of the society.

Substantiating this, he shared his own experience. “Leaders always think positive. There are people who sometimes don’t appreciate things positively and encouragingly. Despite my doing things to the best of my ability, some people in the school were jealous and engineered my ouster. They would incite students. I have been always self-motivated and punctual. I was eventually suspended for four months. But following departmental enquiries I was reinstated and found to be one of the best principals and the four teachers scheming against me were transferred to North Sikkim and now things are going smooth.

Dr. Hannah then asked the participants to individually reflect on their true dispositions and try to find the gap between what they are and what they think they should be as leaders. Where is the change needed- in you or in your organization? Compare what you have written and what you actually are.

She then led the participants into the next session entitled “School Leadership – multiple roles and multiple contexts”. Leadership is too vast a subject to be defined in a few words owing to its multidimensional connotations.

The participants were asked to jot down their respective roles as Heads of their schools. The following inputs emerged during the post lunch session.

<b>Managerial</b>	<b>Academic</b>	<b>Relationship Building</b>
1. Looking after the school property 2. Policing and judgment 3. Monitoring of civil works Taking rounds 4. Instruct the clerical staff 5. Corresponding and preparing for exams 6. Conflict manager 7. Checking mails, circulars and notices 8. Writing notices 9. Crosscheck exercise copies 10. Take proxy classes 11. Addressing the	1. Providing newspaper stand 2. Planning and volunteering a ninth period to improve English and other priority classes 3. Monitoring daily students attendance 4. Proxy classes (Do you just manage the class or teach the respective subject properly.) 5. Checking attendance 6. Ensuring Punctuality Ensuring punctual	1. Motivate teachers and students 2. Counseling to teachers whenever required 3. Regular interactions with school prefects 4. Hold meetings with different committees whom different roles are delegated 5. Attend to visitors 6. Moral values in the assembly

assembly Coordinate official paper works 12. Organize proxy classes 13. Overall Monitoring of the School 14. Coordinate various components of the School 15. Keep a check on truancy 16. Checking attendance 17. Ensuring punctuality of teachers in classes 18. Monitoring Students' attendance	attendance of teachers in classes 7. Checking Lesson diaries 8. Addressing the assembly 9. Supervise classes 10. Keep a check on truancy	
<b>Resource Mobilization</b>	<b>Regulation</b>	<b>Developmental</b>
1. Mobilize physical resources such as drinking water 2. Supervise the outdoor activities 3. Extracurricular activities 4. Moral values in the assembly	1. Monitoring students movements during short and long breaks	1. Check suggestion box 2. Supervise the outdoor activities 3. Reflect upon the day's work 4. Cleanliness of the surrounding and maintaining general hygiene

Dr. Hannah pointed out that from the stance of the presented analysis; the tilt apparently was more on the managerial side than academics, which did not seem like a balanced scale. Although heads of schools have to play several roles and undertake multiple tasks to run the school, their focus should never waver from promoting academic excellence through curricular and co-curricular progress.

Dr. Hannah then asked the participants: "Do you agree that management alone can take care of academics? Is Management your main responsibility?" One of the participants put forth a candid query – 'When things are chaotic in the school how will academics thrive?' Mr. Rajiv Phillip suggested at this instance that if academic levels are strong in the school then management gets better. Good academic progress compliments every aspect of the school. The discussion ended on the note that there should be proper balance between management and academics. Academic progress was to be taken as fundamental priority and all other activities should support this.

**The facilitator asked the participants to reflect on the following questions:**

- What is the key goal of a school head?
- What is the purpose of the school?

- How much time is being spent on academic activities?
- Are school heads academic leaders?

She then led the participants into the **top seven major roles of a school head** which were as follows:

- 1. Role in Planning**
- 2. Role in School Organisation**
- 3. Teaching Role**
- 4. Role in Supervision**
- 5. Role in Guidance**
- 6. Role in Maintaining Relations**
- 7. Role in General Administration**

Each one of these roles was further explained as:

#### **Role in Planning**

- Planning before the opening of the school
- Planning during the first week
- Planning during the year
- Planning at the end of the year
- Planning of the next year

#### **Role in School Organization**

- Organizing Instructional Work
- Organising Co-Curricular Activities
- Organising the School Plant
- Organizing School Office

#### **Teaching Role**

- Share instructional work with the teachers
- Should consider him/her a teacher first
- Teaching should be exemplary
- Should keep in touch with the work of the teachers and achievements of students
- Should understand the problems of teachers & students

#### **Role in Supervision**

- Supervise the work of the school
- Supervise instructional work – have a round of the class-rooms
- Supervise activities in the playground, hall, library, laboratories, culture room, etc.
- Supervise proper use, maintenance & stock of school materials
- Supervise students' behaviour, cleanliness of the campus

**Role in Guidance**

- Guide teachers in the methods of teaching & organisation of activities
- Guide students in study, activities & personal difficulties
- Guide parents, SMC, higher authorities, etc

**Role in Maintaining Relations**

- Relations with the Staff
- Relations with the Pupils
- Relations with the Parents
- Relation with the Community

**Role in General Administration**

- Issue necessary orders & ensure compliance
- Ensure teachers' & pupils' attendance, punctuality, regularity, etc,
- Ensure adequate human & material resources
- Ensure purchases in accordance with the prescribed official information & correspondence

**Session 3****Key purpose of schools and role of school heads**

Mr. Santosh Rai began the session by asking the participants to write down their dreams for their respective schools in terms of knowledge, skills, attitudes and how they would like to develop the children. Ten minutes were set aside for this exercise. The following inputs were gathered from the five groups:

**Group 1**

- Develop spoken and writing skills of the children
- Find out ways and techniques, innovative ideas to address various problems faced in learning Mathematics, English and other subjects.
- Scale up the percentage of students in terms of academic distinction in a gradual manner
- In terms of skill development, make children educated and not just literate. Children should be encouraged to hone up their skills since the school should aim at the overall development of the child.

**Group 2**

- Knowledge wise children should be encouraged to gain through books making good use of technology. They should be encouraged to use the library. Reading corners and supplementary books should also be provided.
- Encourage children to develop core life skills as much as soft skills and communication skills.
- Positive attitude with emphasis on moral values and the four cardinal values.

### **Group 3**

- Motivating and orienting teachers, appraising authorities for infrastructure, projects, periodic tests and assessment, literary competitions, child centered classrooms, resourceful library, good lab material and conducting regular lab classes, conducting excursions and field visits to various educational centers, use of ICT, constant PTM, action research, regular feedback from teachers and remedial classes for weak performing students, career counseling and rewards.
- Role-play or real life situation, various activities like group works - sports - games - Olympics, art and craft, plantation and program organization, maximum participation in soft skill development.
- Moral and value education, showing by example, giving them responsibilities, organizing fest and fete, visit to old age homes, donation drive, inter-house competitions, NCC and NSS, first aid, yoga, gardening, cleanliness drive, counseling on drug abuse, case study.

An additional sheet was submitted which read as follows:

- Knowledge: Cognitive development, improvement in performance ensuring good results, developing a competitive spirit, winning laurels for the school
- Skills: Thinking, social, and emotional development of head, heart and hand.
- Values/Attitude: Making a good human being, respect teachers, foster sense of belonging, develop positive attitude, develop good school environment.

### **Group 4**

- Develop English and help students in academic excellence in terms of Mathematics
- Spoken and writing skills of the students
- Developing the attitude of the students
- Integrated development of the child
- Knowledge comprising spiritual development, skills
- Design curriculum to promote good attitude

### **Group 5**

- Knowledge: all schools to be provided with ICT facilities and smart classes, trained qualified regular and sufficient teachers, adequate extra reference books in the library, well-equipped laboratory, coincide knowledge with real life situations.
- Skills: exposure of talent of students through active participation in competitions, celebrations and school programs.
- Attitude: full time counselor, value education, rewards and incentives, civic activities.

The group made two additional presentations:

**(A)**

- Knowledge: students should be well versed in real life situations once they leave the school. Knowledge should include academic excellence, spiritual development, moral, social and emotional values.
- Skills: enhancement and development of latent skills/talents such as music, sports, oratory, inter personal skills
- Attitude: School curriculum should be designed in such a way that it brings about attitudinal change in them through a series of activities.

**(B)**

- Knowledge: library and laboratory should be well-equipped, activity-based curriculum content, focus on remedial teaching for slow learners, field exposure trips, inviting guest speakers and subject experts, counseling and awareness programs, rewards and incentives for achievers, teachers' training or refresher courses.
- Skills: organizing co-curricular activities, pooling resources, life skill classes
- Attitude: value education, listening to various spiritual discourses, yoga classes, display values in the form of a value tree, NSS and NCC or other club activities

Following this the facilitator asked the participants to reflect on their abilities to realize their dreams and in case of their inability either in full or part, write down the reasons that hinder their achievement.

The Head Master of Posakay Primary School in the vicinity of Chujachen in East Sikkim shared his own life experience. He said that being sincere, truthful, candid and leader like sometimes backfires and kindles hatred and jealousy among certain segments of the staff. Two of his teachers developed some such negative attitude towards him and left no efforts to dislodge and defame him. They would gossip and spread rumors about him turning a huge chunk of the community against him. Parents took out their children listening to these insinuations and the students' strength of the school dwindled. Till one day, complaints were filed against him resulting in his suspension for two months. But he did not lose hope and held on to his values. In the course of two months, the truth got revealed and he was reinstated with honors. The two teachers responsible for all the troubles were transferred to North Sikkim. On his return he utilized the golden rule of the three Cs, courage, conviction and clarity and the school slowly came back to life.

## Session 4

### Doing leader-like things in a leader-like manner

Quoting from the resource book PPT slides, the facilitator said that people have to make an active decision to be a leader. It is not achieved by virtue of position. He presented the basic postulates of school leadership thus:

- An individual must choose to do leader-like things and think and feel in a leader-like way.
- School leadership is second only to classroom teaching in terms of influence on pupil learning
- School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions
- True leaders demonstrate their leadership qualities by precept and practice and not by being authoritarian and imperious.

The facilitator then showed the participants five priorities and asked them to rearrange their sequence in the order of their importance? This was discussed among the five groups of school heads.

The five priorities were:

1. Establishing goals and expectations
2. Resourcing strategically
3. Planning, coordinating and evaluating teaching and the curriculum
4. Promoting and participating in teacher learning and development
5. Ensuring an orderly and supportive environment

The groups mulled over this and came up with their views in which the last was mostly projected as the topmost priority. The facilitator then revealed the result of the analysis carried out by Robinson et al in 2008, which showed the exact priorities as this:

1. Establishing goals and expectations	0.42
2. Resourcing strategically	0.31
3. Planning, coordinating and evaluating teaching and the curriculum	0.42
4. Promoting and participating in teacher learning and development	0.84
5. Ensuring an orderly and supportive environment	0.27

This was an eye opener for the participants with respect to their sense of priorities in developing their school in a leader-like manner.

With this presentation, the session came to an end.

**Critical and Important Aspects observed during the session and reactions and responses from the participants**

The participants seemed very ambivalent about the priority that they needed to accord to promoting academic excellence in the school. The tilt was more on the managerial side.

**Critical appraisal of the facilitator**

It was a well-facilitated session with continuous flow of ideas and suggestions that were properly received and discussed among the participants.

**Overall impression of the participants**

The participants were taken by surprise to observe during the fourth session that most of their priorities seemed to be on teacher learning and development.

**Overall impression by the documentation person**

It was a fulfilling experience for everyone and the proceedings of the sessions only seemed to further whet the appetite of the participants.

**Other observation**

Some of the participants seemed to be using their cell phones in the classroom, which though initially seemed like a deviant matter, later turned out to be due to exigent calls from their respective schools. Some of them were monitoring their schools even from their course classroom.

## **Key Area - 1: DAY 3**

### **Date: 19 August 2017**

<b>Key Area Name</b>	<b>Perspective on School Leadership</b>
<b>Session Number and Name</b>	1. School as a Learning Organization 2. Learning about systems thinking
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitator</b>	Dr. Shantiram Adhikari, Mr. Basudev Adhikari, Ms. Sanghamitra Sharma and Ms. Tshering Lhamu Bhutia

#### **1. Session Design and Plan**

Two sessions were planned out for the day. The pre-lunch session was on “School as a Learning Organization”. During the post lunch session the facilitators led the participants into “Learning about Systems Thinking”. Resources used were handouts, video clippings and Power Point Presentation.

#### **Summary Presentation**

The day started with reflection on the previous day's sessions. Group 2 presented it and the members were:

1. Mrs. Mala Jigdal Dorjee
2. Mrs. Saroja Pradhan
3. Mr. Mahesh Nepal
4. Mr. Sonam Sherpa
5. Mr. Tashi Ongel Bhutia
6. Mrs. Sabita Sharma

Each member of group 2 reflected on the previous day's sessions.

#### **Key takeaways:**

- Academic activities need to be prioritized.
- Not only school heads, but also other team members are responsible to take programs and activities of the school.
- Open communication, acknowledgement, and motivation, showing empathy helps in building trust. One who does Who trust will not be trusted. Mental adjustment is an important aspect, which a leader needs to know. Leader needs to be supportive.
- A large task can be divided into small components and shared by team members.

Participants unequivocally said that they liked everything about the sessions.

Following the summary presentation facilitators of the day quickly rearranged the group and handouts on case study were distributed to each group.

## **Session 1**

The first session began with a group activity on "Questioning our assumptions and beliefs". Personal assumptions were explained as mental models and the participants were asked to reflect upon their individual notions about issues pertaining to various aspects of the school. Case studies were distributed as handouts which the participants read thoroughly. Next a PPT presentation on Learning Organizations was presented very deftly and the participants were asked to relate the lessons learnt to the case study for learning organizations. Five key domains according to Peter Senge were identified and each group worked on one domain. The domains were:

1. Personal mastery
2. Mental models
3. Creating Shared Vision
4. Team Learning
5. System Thinking

Towards the end of this segment, the participants seemed to have understood that many of their assumptions on why some children stop learning or are reluctant to come to school etc. might have been totally wrong. The session enhanced a wider perspective and inclusiveness in thinking.

The facilitators further distributed case studies on mental models. In all five cases were shared through handouts and discussed vigorously.

### **Case 1 - Devsar No. 2 Prathmik Shala in Navsari, Gujarat**

The Principal Mangubhai of this primary school in Devsar, Navsari reach his school every day at 8.30AM and engages interested students in drawing, music or mathematics. The zero hours are thus invested in learning lessons that the students have not been able to understand. The classroom walls are painted black to a height of 3 feet to accord space to children to express or paint their creativity. Different groups of children with varied interests engage themselves in a purely relaxed environment in artwork and other acts of creativity such as learning music and musical instruments, drawing or practicing math. In this purely democratic setup, children ask each other if they have any doubt. If they don't have the answer, they approach the senior students for the answer. Beyond this, the teachers are consulted for the right answer.

### **Classroom feedback:**

1. Mangubhai is an exemplary teacher who has placed all his talents and resources at the disposal of the students and parents. He is a music, painting and mathematics teacher rolled in one.

2. He has created a welcome and learning environment in the school, encouraged the spirit of enquiry and learning among the students, and inculcated maximum utilization of time, all by being himself an example.
3. You only need to be true to yourself to become a veritable god to others in need.

### **Case 2 - Jobantekri Prathmik Shala - Bhadraben's story**

This primary school is situated 20 kilometers from Vadodara. The school has 50 children and 3 female teachers. The situation around the school is anything but conducive for running a school. But the resilience, selflessness and self confidence of one of the teachers named Bhadraben transforms the people and the school starts getting tangible cooperation from the community.

#### **Classroom feedback:**

1. It is through sheer perseverance and unflinching faith in the human spirit that Bhadraben is able to instill civic sense among the people who otherwise used abusive language in the vicinity of the school and refused to send their children to school resulting in absenteeism.
2. Self confidence, empathy and positive persuasion helped Bhadraben to achieve her ends.
3. All these values and virtues never fail to support us in any difficult situation and so these must be imbibed.

### **Case 3 - Vartol Prathmik Shala, Sabarkantha District of Gujarat**

The School is situated in Khedbrahma village in the interiors of Sabarkantha District of Gujarat. The School has developed a culture of welcoming guests with courtesy by sending out a contingent of students to welcome any visitor with flowers. Despite the difficult terrain and isolation from the district town, the students and teachers have worked hard to till the land and even added soil imported from miles away in order to plant flowers and fruits. The school has a team to maintain cleanliness, a cultural team, sports team, academic team, team to beautify the school, and a school panchayat. The honesty corner in the school is where lost properties such as sharpeners, pen, pencil etc. are declared and claimed by the losers.

#### **Classroom feedback:**

1. Extraordinary organizing and structuring capacity of the School Leader
2. Empowering the students to become self reliant by grouping them into different interest teams is so brilliant.
3. The best way to teach basic human courtesy to students by encouraging them to welcome guests in keeping with the tradition of the country that describes the guest as God personified.
4. Most practical way of imbibing honesty among the students. The children will never ever forget the honesty corner.

#### **Case 4 - Navakallika Prathmik Pathshala, Sabarkantha**

A primary school in Nadoj, Bhiloda mostly inhabited by the Bheel community where two lady teachers harnessed the dwindling attendance of girl children by persuading their parents and practically teaching girls near the village hand pump where they visited everyday to fetch water. One of the teachers would rush to this spot with a few other children carrying teaching material and teach basic household things, good manners etc. The School invites the parents to the school at every occasion and solicits their cooperation and help.

#### **Classroom feedback:**

1. The teacher rushing to the water pump to impart learning to reluctant students and to encourage them to attend school is no more just a teacher - she is a preceptor and worthy of the highest reverence.
2. Such schools are like oasis in the middle of wilderness
3. Investing so much time not into teaching but in convincing parents to send their children to school is exemplary and a solid example of the sincere wisdom of these noble souls.
4. Sincerity and pure intention with no ulterior motives are the most powerful weapons of persuasion and achievement.

#### **Case 5 - Kohli Prathmik Shala, Surat - Chandubhai's glory**

When Sri Chandubhai the Principal of this primary school joined, the school had only one classroom and outsiders used to litter its compound. Today the school has seven clean classrooms, MDM shed, medicinal plants garden, huge lawn and exemplary teachers. The school boundary is ingeniously made of flower creeper and mehendi plants.

#### **Classroom feedback:**

1. This one is a shining example of an effective PLC fully functional.
2. Chandubhai spread the awareness of the school among the community to such an extent that the School came to dominate the minds of the people making it a priority factor in their life.
3. This also exemplifies a complete alignment of the school vision and missionary zeal of the School Head.
4. The flower creeper and mehendi plants bordering the school compound is ingenious, aesthetic and cost effective.

## **Session 2**

The second session on Systems Thinking took off with the facilitator explaining about whole and part - how every part of the whole contains the same characteristics of the whole. Handout containing case studies was passed on to the participants to make them understand the connection between whole and parts. A PPT presentation on Learning Organization by Peter Senge provided further clarity to the subject.

### **Critical and important aspects observed during the session**

The facilitators provided clear instructions to the participants with regard to the progression of the group activities. Participants were equally alert and attentive when the instructions were being given to them. They followed the instruction easily.

There was ample sharing of thoughts in each case study by the entire group. The responses from the participants in each case study were brilliant. After each presentation, the other groups were also invited to reflect and share their experiences. In between the facilitators vigorously supplemented the presented views with left out points filling all evident gaps.

### **Critical Appraisal of the facilitator/s as observed by the documentation person**

There was vigorous use of the board by the facilitators during the sessions making it graphic and animated. This resulted in more exact summary presentation of every ancillary topic that emerged for minute discussion.

Problems related to land donations; night watchman etc. came up for discussion during the post lunch session. Participants offered various suggestions to address the problems. In the context of their individual experiences pertaining to each of the five domains that the participants very passionately sharing, learning organization and systems thinking became much easier to comprehend resulting in a satisfactory conclusion of the sessions.

### **Overall impression of the participants**

The participants were vibrantly receptive to the course and everything suggested and taught during the sessions. Case studies and video clippings made the sessions interesting. Experience-sharing added personal and informal color to the sessions irrespective of the nature of their experiences either good or bad. This gave further impetus to the participants to seek solutions to the stated problems. The Facilitators stressed on involvement of the communities to tackle situations arising in the schools such as encroachment, organizing events, connectivity between the community and school and so on. Some of the key lessons learnt were team building, time management, sharing of experiences as effective tools to solve problems.

While discussing 'creating shared vision', one of the participants opined that the whole idea was time-consuming and cumbersome. She said that she had forthwith started working on school vision with the help of a few teachers. She asked the facilitator whether she had taken the right recourse. The facilitator clarified this by saying that inclusion of students and teachers was mandatory to the conception and evolution of the school vision. She described School Vision as a living example of shared vision.

The facilitators deftly prodded the participants. When the participation was quite passive during the session, the facilitator came forward with some clues which ignited their thoughts for further discussions. The facilitators provided the participants with ample space for interaction.

**Overall observation by the documentation person:**

Though the sessions were conducted smoothly without any hitch, the participants took extra time during group discussions and subsequent explanations. The practical and germane nature of the subjects also seemed to draw their full attention making the discussion sessions very animated and intense. Resultantly the facilitator did not get opportunities to fill gaps in relevant places. Moderation of time could have been little more stringent.

**Suggestions on the session:**

The presenters of the first recap session suggested that the day's entire proceedings could be outlined so that the participants would have a bird's eye view of the subjects that would be taught in each session throughout the day. This would help the participants to monitor their progress and level of comprehension through the various sessions laid out for the day.

They also demanded that the relevant handouts, PPTs and every supporting material be given to them for further reference.

## **Key Area - 1: DAY 4**

### **Date: 21 August 2017**

<b>Key Area Name</b>	<b>Perspective on School Leadership</b>
<b>Session Number and Name</b>	1. Child First – the key purpose of a school 2. Holistic development of child/adolescent 3. Providing safe and secure environment at school 4. Creating environment of respect and non discrimination
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitator</b>	Mrs. Tshering Lhamu, Mrs. Durga Shrestha, and Mrs. Ranju Pradhan.

### **Summary Presentation**

A representative from each of the five groups made the summary presentation of the previous day's proceedings.

### **Key Takeaways**

The idea of questioning one's assumptions or mental models appealed to the participants since leaders sometimes fail to see the other dimensions of the same issue and stubbornly holds on to one's own perspective which is detrimental to the evolution of shared vision and subsequent development. The next very interesting point learnt was about understanding the linkages between the whole and its various components. The participants showed great keenness on looking at their own performances as Heads of their respective institutions in the light of this newfound knowledge on mental models and understanding the school as a learning organization.

### **1. Session Design and Plan**

Four sessions were planned for the day focusing on different aspects of understanding and caring for the child/adolescent studying in the school.

#### **Session 1**

Mrs. Tshering began the session on the note that all the participants were extraordinarily positive and reciprocal. She appreciated the suggestion from across the hall that before commencing the day's proceedings should begin with showing a periscope of the day's proceedings in order to give everyone a bird's eye view.

She clubbed the participants into five groups and asked them to reflect upon their own childhood days in School, whether they were happy, sad, satisfied, precocious and so on. They would have to share it mutually and write down what they discovered from their past corridors. This was a key link in unraveling the purpose of the school.

Group 5 was called upon by the facilitator to make its presentation..

### **Group 5**

1. Teachers were loving and caring. Personal attention was accorded to every individual student. We always had someone to lead us home if we were late due to extra class work. During monsoon the principal would send someone to escort us all the way to our home. At this juncture the facilitator prompted the group if anyone could remember a name down the years, who had cared and empathized with them when they were school students. Many names were chanted out - Thapa sir, Elsie madam, Sister Florence, Sister Rita. These exemplary teachers remembered every student by name. They fed us apples, dry fruits and so on. The participants broke into sharing many stories. One sad memory shared was about how one of the participants was bullied by a senior which affected his self esteem. 'Only after 10<sup>th</sup> standard I could come out of my shell'.
2. Another participant was weak in sciences and physics. 'We had an hardhearted and haughty teacher who taught us physics. He would make insulting remarks He was so meager in awarding marks. Once I asked him if he was dictating notes from a diary. He failed me eventually for challenging him though I had never meant to insult him. It was indeed a traumatic experience.

### **Group 4:**

1. I studied in Bahai School. I suffered a lot for two years with a bad English teacher. He would subject us to corporal punishment to the extent that I failed in standard VII and VIII. When Mrs. Rosalyn took over from this teacher I improved my grades and my self-esteem soared up. We should look into the background and reasons for the child's inefficiency and estimate the child from that perspective..
2. Till my 5<sup>th</sup> standard, I only remember a saga of beatings at the hands of seniors and teachers. Till 8<sup>th</sup> standard, I managed by virtue of mugging up the lessons. I was poor in English and Mathematics. In standard V, I remember scoring 0 in mathematics. No one encouraged me. In fact I was discouraged on this front. I was happy with my ignorance. Only in class 9 I could figure out English. I started enjoying mathematics at a later stage.

### Group 3

1. One of my teachers, also a distant relative of mine used to laugh at others and especially make fun of the Marwari community. Some of his sarcastic and caustic comments were 'It was not Tenzing Norgay and Edmund Hillary but a Marwari who scaled the Everest first', or 'Have you seen the rose bud on the person of Jawaharlal Nehru? He knew that the bud would blossom into a rose one day'. These statements never made any sense and were mostly irrelevant. All I could do was murmur within me that I didn't belong to a sophisticated family to understand such jabs meant to make us feel unsophisticated and stupid. I studied in a school where English was taught in Nepali. Then I had to move to another school TNSS. There the medium of teaching was English. I felt left alone having come from a Nepali medium background.
2. Another participant shared – 'I studied in Kalimpong in a school dominated by nuns. Teachers were not approachable. They had to maintain their distance. There was a barrier between students and teachers. If you failed in any subject, you were made to stand up in the presence of the entire gathering of students. It was really humiliating.

### Group 2

1. Our class teacher was a science teacher. During our introduction in the class on my first day in school, I said that I had come from Rohtak School. At this our class teacher's comment was that whoever came from that school would be smeared with filth and dirt. He would conduct tests every day and disparage anyone not faring well. Today he talks about me highly though. In the school we had a history teacher. She never wrote a thing on the blackboard or ever got up from her chair. The impact was so negative that when I wrote junior level board examinations, I left out the history paper and somehow waded my way through to the next level.
2. Another participant said – In my school we who were boarders had a different view about day scholars. Two of my teachers were extremely discouraging about the subjects that they were supposed to teach us. Resultantly I didn't fare well in mathematics and geography. It was only after my 10<sup>th</sup> standard that we had a good mathematics teacher. The food was so bad in the hostel that I am skinny till this day could be on account of malnutrition. One of my batch mates was a bully in the hostel. She now lives in Jorethang and is a good friend of mine. But I am still scared of her. We had a school mother who was exemplary in her love for everyone. The warden of the boys' hostel was another gem of a person. He helped me out of my stage fright.

## Group 1

1. When I was studying in standard VI, we had a wonderful teacher. He never wasted time even in even taking attendance. He would remember each one of us by our names and in utter faith that we all were there in the class, would straight away launch into teaching. He taught so illustratively without using the book.
2. Another participant said - a really bad teacher caused my bad English due to which I could not comprehend history, geography or any of the subjects that were written and taught in English. In science subjects lingual expressions were minimum and as a result I took interest in science. I did my graduation and post graduation in science. When eventually we met after decades he remembered me by my roll number and addressed me as 64. When he asked me my name I realized that I had only been a number to him in all my association with him as a student.

Mrs. Tshering pointed out that addressing someone by number could be taken as dehumanizing.

3. Another participant confessed that he came from a humble background. As a child, he had been used to self-pity. There was a girl in school who taught to smoke and 'escape' from classes. But he had one tremendous talent playing football which held him in good stead. His childhood experiences taught him to look into the eyes of his children in his school. I could get into the shoes of his adolescent students and also be sensitive about the needs and trepidations of the girl child.
4. The Principal of Modern School Mrs. Mala Jigdel remembered that she came from a pure Nepali background till grade VI. Since she went to a school that professed Christianity, there was a fair amount of religious discrimination and the non-Christian students were treated like second class citizens.
5. Mrs. Poudyal received her first love letter in standard 7. 'I was so perplexed and petrified to receive a letter from a guy'. But then she was able to take the experience in a positive stride.

The session helped the participants to remember their past school days experiences in the context of the workshop and relate these to their roles as heads of their schools now. The participants agreed that henceforth, before adjudging a child on any account, they would be reminded that they too had a childhood/adolescence, and schooling was no different then, from what the present day generations are going through. The only difference now is that the baton is in their hands and they can make a difference for a child.

## Session 2

### Holistic development of a child/adolescent

The session began with the facilitator Mrs. Durga Shrestha asking the participants to sing any song of their childhood. The group broke into the strains of *papa kehte hai baraa naam karega*, when Dr. Sunam was asked to contribute to this. He sang with everyone *yeh daulat bhi lelo* and added at the end of it that one can fly on the wings of memory and rediscover childhood. Though you cannot bring it back, one can always remember the innocence of childhood and live it again. She followed this up with a video clip and song *We Are The World* sung by children and young adults. At the end of it she asked the participants if they had enjoyed it. She bade everyone to cry out YES in unison. The participants vigorously clapped and cheered and Mrs. Durga added that *"Breaking ego and agitation leads to success."*

She next presented a collage of pictures on the screen and asked the participants to write a story that they are inspired by the theme of select picture out of the collage. Two stories written by Groups 1, 3, 4 and 5 are presented here below:

#### Group 1

##### "Elisa"

[Inspired by the picture of **four girls drinking**]

She comes from a very simple and humble background in a small town. In the city where she is pursuing her studies, she is faced with a completely new environment, new faces and new people. She has to adjust to this new milieu. Young and amateurish, away from her home and parents, she lacks proper guidance and is vulnerable to temptations. Some of her friends in school are good looking, rich and modern whom she tries to befriend. In the process she attempts to fit into their ways and style for peer acceptance. While trying get into the company of this friends circle, she develops the habit of smoking and drinking. Her peers tell her that the only way to gain self esteem and confidence is by breaking loose and being independent. Her teachers and School Principal notice her predicament and begin to counsel and motivate her. they engage her in co-curricular activities in a bid to divert her energy in the positive direction. There is still hope for a gradual metamorphosis of the Elisa.

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#### Group 3

##### "Loneliness Kills"

[Inspired by the picture of **a lone girl sitting and holding her head**]

This is the story of a young girl named Lara. She loves to live in a virtual world with electronic gadgets as her friends. Her parents are modernistic in their outlook and live a busy life. While her father is a businessman all the time engaged in money making, her

mother is the linchpin of a ladies' club. They are all 'happy', Lara with her electronic gadgets and her parents with their pre-occupations.

Lara does not know the importance of socializing for she has always lived by herself. She doesn't have friends. She does not exercise or play games because she is all the time alone. She is mostly confined to her room with her belongings glued to the internet and the phone.

Gradually she gains weight becoming very plump. She also gets bored of her electronic companions. She feels suffocated and left alone. She longs for her parents' company which is never there. She is depressed and thinks of ending her life. This picture is the picture of most of today's young people.

Moral of the Story is that through technological advancements are boon to humanity, the humane and emotional side of young people should not be neglected and groomed up in a balance manner.

In this context, this factsheet on "Media and Adolescence" is very relevant:

- 270% increase in pornography in recent times
- Sex has become a normal and uninhibited activity among adolescents
- Corporate advertisements draw adolescents towards unhealthy food and beverages
- Values are getting eroded by the passing of every day
- Children are taking to violence watching and playing video games
- The spirit of actual sports has gone out of the young ones who are completely on the side of the 'virtual and ritual'.

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#### **Group 4**

#### **"Need some space to myself"**

[Inspired by the lonely girl in picture 2 and the happy girls at play in Pictures 4-7]

During her primary school days, she was very good at studies - definitely a good student. Her parents and teachers goaded her all the time to score more in her academics. She passed her secondary level in flying colors. Her parents encouraged her to opt for science which she did. Her parents wished that she would become a doctor and she got into an MBBS program.

She is tired and craves for some respite. She longs for her own space at least for awhile. She yearns for friends and friendship to share with. She looks for someone who would actually love her unconditionally. However, her parents pressurize her relentlessly to do even better and 'come up to their expectations'. She feels hollow, uncared for, frustrated and depressed. She is in a cul-de-sac where the only option open is escape into eternity.

**Food for thought** - Success should be redefined for such parents who care only about their own prestige and status. Success is not attained by piling up degrees and certificates but by attaining a state of self contentment and joy. Children should not be compelled to obey the dictates of their parents alone but also given their freedom to explore around, learn and decide that is good for them. Parents should leave enough room while dealing with their children to be revered or respected.

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### **Group 5**

#### **"Please Help Me"**

[Based on the picture of a girl sitting and brooding alone]

Hello! I am Susanne. This is my story. I am in grade 11 at AYC Senior Secondary School in this large city. I am new in the school and entirely new to the surroundings. I tried to make friends but all of them are already teamed up in different groups where I seem to be unwelcome. A month ago, a group of girls started bullying me and I feel completely humiliated and left out. The size of my class is so big with so many girls in it that the teachers have no time to listen to individual problems. I am totally lost and confused. I feel that I am getting into depression. I tried to get support from my family but they seem to be too busy to share their time with me. This is an SOS! Please help me.!

Leading on to the next stage of the session, the facilitator asked the participants to discuss the given problems and come up with solutions.

### **Group 1**

#### **What role do media play during the adolescent phase of the child?**

1. Field visits, vocational trainings
2. They take recourse to media entertainment to escape from boredom
3. The X factor in most of the media presentations
4. Reality shows based on cutthroat competition
5. True story of killing of the son of a milkman by his customer's son

### **Group 2**

#### **How could schools plan all round holistic development of students?**

1. Give equal focus to co-scholastic activities besides academics.
2. Organize healthy sports and games competitions
3. Health Camps
4. Skill development through SUPW classes
5. Formation of student councils, Bal Panchayat, peer groups, NSS, Scouts and Guides, NSS etc
6. Organize counseling sessions

7. Field trips and excursions
8. Assembly speeches on moral values
9. Use of audio-video, ICT for instructions on development of life skills and spiritual education.

### **Group 3**

**Should staff be ready to give importance to adolescence phase of children or are they not accountable?**

Adolescence phase is the most crucial part of an individual hemmed in between childhood and youth. It is a phase when an individual is neither a child nor a young adult. The psychological frame at this juncture is extremely volatile and fragile. Adolescents are therefore very sensitive to praise and censure during this period and can be easily allured by vested interests into wrong habits. Utmost care by trained staff is needed to groom up adolescents in school in collaboration with their parents.

### **Group 4**

**How can the adolescence phase negatively impact students' learning?**

Adolescents are prone to drift away from proper moorings owing to their fragile mindset. Most of them are indecisiveness, moody, sensitive and looking for friendship and bonding. Failure to provide appropriate guidance to them can push them into wrong companionship and wrong activities. Sometimes they reach a point beyond salvage. We as Schools Heads and teachers have a huge responsibility in understanding adolescent traits and providing the right kind of interventions.

### **Group 5**

**How can schools become adolescent friendly?**

As heads of School, our group has the following points to make the school adolescent friendly.

1. Formation of counseling cell
2. Formation of groups of 20 students
3. Setting up Bal Panchayat
4. Complaint/suggestion box for each class
5. Regular scrutiny of the contents of these boxes
6. Discuss the problems with school counselors and guides
7. Share the remedies with groups of students
8. Stress management activities such as yoga, games and sports etc.
9. Anti ragging and anti bullying cell in the school
10. Last period should comprise activity class

### **Group 6**

**What school can do to give better experiences to the students?**

1. Loving and caring teachers and support staff
2. Holistic development of students through various curricular and co curricular activities
3. Ample and prompt appreciation for every achievement of students in any field
4. Remove all elements of bullying and ragging in schools

Looking at the flipside of school experiences of students in India, the facilitator asked the participants as to what particular issues are students facing in India vis-à-vis today's globalized world? The answers were:

1. Poverty
2. Drug abuse
3. Poor infrastructure
4. Ill sanitation
5. Drinking water

Next Ms. Tshering drew the attention of the participants to the type of environment that the students in the schools were subjected to which were enshrined in the morning's reflective session on their childhood moments in school. Judging by the fact that many of them had gone through challenging and threatening experiences in school, it was imperative to provide safe and secure environment in the school which connotes school building, entry points, school toilets, electric wiring, commuting to school, ensuring that classrooms are well ventilated and well-lit and not dingy, awareness about secluded areas in the school, water, hygiene, fire safety and spacious parking lot. Spacious parking space should also be included in the infrastructure development plan of the school. The Mangan School did not have boundary walls near the main entrance where people would also park their vehicles regardless of children's movement in the vicinity. All these parameters are listed in the general rule of school accreditation. In all eleven committees are mandatory which includes safety and security committee. Involving students, parents, civic bodies, and teachers in the school safety and security committee is mandatory. All the participants confirmed that they have not yet formed such committees in their schools. She added that this move would simplify and address much of the problems faced in the schools in terms of safety and security as well as make everyone inclusive in terms of ownership of responsibilities and accountability. This ensures that 'you create leaders and not followers'.

Apart from these there should be consideration of impending natural calamities such as earthquake, flood, fire etc. We need to include safety drills in schools conducted by professional experts. If there is a dark corner or corridor within the precincts of the school, one must take that as a matter of grave concern, which in many ways hinders or supplements the progress in the school. Surveillance cameras in the schools could seriously infringe upon the privacy of the individual students and also inhibit their natural expressions. Steps should be taken in consideration of these factors.

The next issue for deliberation was the emotional security of the child. In every school there invariably is a bully. The emotional damage that happens to a child when his or

her self-esteem gets ruptured is tremendous. The creation of a non-threatening classroom is the need of the hour in such a scenario. Depriving a child to vent out his or her emotions or thoughts also could tantamount to abuse.

Closely related to this is discrimination on the basis of race, religion, opulence and such other factors. A video to this effect showcasing how a teacher can deal with racial discrimination in a primary school was shown to drive home the importance of intervention in this context.

### **Critical and important aspects observed during the session**

The stories written by the groups on the basis of the projected pictures showcased the fact that education has address negative trends that are affecting the growth and development of students, such rising immorality, burden of textbooks, too many diversions, acute dearth of values and therefore need for value orientation of our education system. All the groups expressed in their stories that most of the adolescent students driven by the tyranny of these negative trends end up committing suicide.

### **Overall impression of the participants**

The participants seemed completely hooked on to the issue of adolescence with much sensitivity and concern. Part of it was because adolescence is what they live with every day in their schools, but also due to excellent facilitation and pertinent course content.

## **Key Area - 1: DAY 5**

### **Date: 22 August 2017**

<b>Key Area Name</b>	<b>Understanding Transformation</b>
<b>Session Number and Name</b>	1. Understanding transformation 2. Leading school towards transformation 3. Developing vision for school
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitator</b>	Mr. Paritosh Pathak, Ms. Lamkila Bhutia, Mrs. Manita Khanal

### **Summary Presentation:**

1. All round development of the child is to be prioritized. We should have a proper plan to realize this. We have to learn from the needs and attitudes of the child. We wrote stories yesterday based on the pictures. The experience taught us a wealth about the varieties of children. We have to ensure safety and security for the children.
2. Key learning from the handouts shared yesterday. Teachers should keep themselves abreast of the needs and challenges concerning adolescents.
3. What best can I do for the betterment of the school? Sometimes we come across varieties of obstacles and situations. We learnt that we would need to think of the best ways to best what we have already been doing.
4. Mr. S. Lama – “My question is what more do I want to learn. Whatever we discussed yesterday is what we have already been doing in our schools. Every activity guided by SSA and RMSA are child centric. From a critical stance, children in the rural schools come from economically challenged families. The choice is whether to send the child to a public/private school or a government school. The residual children
5. On the matter of discrimination dropout students from public schools are dumped into government schools. In the spree, children who are poor are compared with the rich children and the latter are also invariably pampered.

## **1. Session Design/Plan:**

Three sessions were planned out for the day. During the first hour the broad subject was dynamics of change and transformation. Is there any difference in the school environment between the past and the present? Why discuss change and transformation within the paradigm of School Leadership. Change is temporary while transformation is sustainable. Five questions were distributed and the participants led into an animated discussion.

### **1. Students spend long time in toilets:**

It's a fundamental right of the students to spend time in toilets. Yet there have been instances of abuse of this privilege. In case of extreme misuse of the premises under various pretexts, the wrong doer could be mildly reprimanded or subjected to social work. Making it mandatory to take prior permission to use the rest room and even CCTVs and surveillance cameras were suggested as remedial measures. This appeared to be a common problem faced by all the participants in their respective schools.

### **2. How can we improve spoken English in the schools?**

The participants suggested Newspaper reading in the assembly, elocution, speeches, all interactions and instructions in English, English dramas and musicals as viable ways to make the learning of English effective in the school. It was also accepted by all that the teachers could be asked to converse and transact only in English.

### **3. Many students start early from home but never reach school on time.**

Students should be motivated through counseling and regular touch with their parents. Leave applications should compulsorily contain the contact number and endorsement of the parents. Another healthy suggestion was to create a welcome environment in the school.

### **4. Parents not attending PTA meetings**

Despite sending invitations and such other efforts, parents don't turn up during PTA meetings. Measures suggested were organizing cultural programs during the PTA meets, and figure out various incentives to make the parents feel responsible towards the school. Coincide the PTA meeting with other more attended programs such as a farewell or induction.

### **5. How can you motivate your teachers to take remedial classes after school?**

This pertains only to low achievers who need more attention and care. Persuade and motivate the teachers.

## **Session 2**

### **Leading School towards transformation**

The participants read through the allegorical story entitled “Our Iceberg is melting” by John Kotter.

The following points were made:

1. Sense of urgency
2. Pull together the guiding team
3. Develop change vision strategy
4. Communicate for understanding
5. Empower others to act
6. Produce short term wins
7. Don't let go
8. Create a new culture of progress in school

A video on one of the government schools in Delhi was shown. The participants made the following observations:

1. The children seemed proud in flaunting the various well-developed facilities in the school.
2. The CCTV was a contradiction to the overall development of the School
3. CCTVs are perhaps installed in the classrooms to ensure safety especially of the girl children
4. The School looked extremely spacious, systematic and structured.
5. Looks like specially equipped to show off to people.

“In an organizational context a process of profound and radical change that orients an organization in a new direction and takes it to an entirely different level of effectiveness” was a succinct definition of Transformation provided by Mrs. Manita.

Post lunch, the Groups got busy with writing down priorities and methods of transforming their schools.

#### **Group 1**

1. Instill sense of responsibility in teachers and students
2. Grooming up of students on moral grounds
3. Proper work allocation and distribution
4. Inclusion of all the stakeholders
5. Shared Vision

## **Group 2**

1. Waste Management
2. Child-centric learning process
3. Discipline among students in terms of academics, values and attitudes
4. Planned Physical infrastructure
5. Community involvement

## **Group 3**

1. Declining values should be brought back or reintroduced. In this context it was pointed out the first ever books cancelled or removed as a matter of recent policy were books on moral science.
2. All subjects should be taught in a value-based system
3. Allow only relevant books in the school
4. Annual Calendar should contain a workshop on values education once or twice in a year.
5. Honesty/cleanliness/citizenship day celebration
6. SUPW to elicit environmental values

## **Group 4**

1. In the rural outreaches, children don't have access to IT facilities, which hinder their progress. The schools need to be brought at par with the urban-based schools
2. Urban schools mostly have profusion of teachers whose performances are very little compared to their counterparts in the rural schools where work outnumbers the teachers.
3. Teachers should also be held accountable for the poor performance of the child.
4. A sense of '*We-feeling*' needs to be inculcated among all the stakeholders.

## **Group 5**

1. Activities should be such that children should find learning very joyful.
2. Teachers should be aware of the outcome of the teaching process
3. Home works should be monitored to ensure that parents are not involved in their execution and also minimize the homework which otherwise becomes a burden to the students.
4. Subject related activities such as quiz, debates, and seminars.

## **Session 3**

To design the School Development Plan the following are key factors that evolved after an animated discussion:

1. Written vision of the School
2. Roadmap
3. Improvement Plan
4. Priority transformative steps
5. Means to achieve goal
6. Short term and long term goal
7. Expectation from the community
8. Shared vision

### **Steps to School Development Plan - SDP**

1. Get started
2. Do a SWOT analysis of the school
3. Prioritization of issues
4. Action Plan
5. Obtain approval from stakeholders
6. Implement and monitor plan
7. Conduct an annual evaluation
8. Plan for further development
9. Report back on progress and celebrate success

Participants were asked to evolve a Three Years School Development Plan on chart papers and present them. The guiding factors for the SDP were to work out the areas that can be improved upon and influenced through personal intervention, develop Plan of Action and find the Support and Resources to fulfill the objectives.

The Three Years SDPs in general reflected the following cardinal areas of school development and strategies to achieve them:

<b>No</b>	<b>Areas of Development</b>	<b>Strategies</b>
1	Increase the number of students in the primary section which would signify that more number in the society are getting school education	<ul style="list-style-type: none"> <li>• Community participation</li> <li>• Building Trust</li> <li>• Creation of friendly environment</li> </ul>
2	Improvement in academic performance of the students	<ul style="list-style-type: none"> <li>• Child-centric learning process</li> <li>• Use of IT technology</li> <li>• Motivation of teachers and students</li> <li>• Remedial Classes by</li> </ul>

		making subject-wise resource pool of teachers
3	Improvement in School attendance	<ul style="list-style-type: none"> <li>• Motivating parents</li> <li>• SMC intervention</li> <li>• Provision of better facilities such as drinking water, clean toilets</li> <li>• Providing incentives to students for personal wellness and healthy attendance</li> </ul>
4	Improve the strength of regular teachers so that ad hoc or proxy teachers don't muddle up academic environment of the school	Approach the HRDD well in time to ensure adequate teachers in the school
5	Procurement of requisite infrastructure	SMC, Community and HRDD to be approached
6	Bring down the percentage of school dropouts	SMC, teachers, parents and guardians to look into this
7	Improvement in the usage of English conversation and understanding in the classrooms and school at large	SMC, SCERT, Teachers to address this
8	Focus on fluency of language and improvement in mathematics	Constant practice through mentors, involvement of other SHs
9	Development of co-curricular skills	Involvement of specialists from across the communities
10	Sports and Music	Involvement of the School Music and Sports teachers with guest resource persons from elsewhere
11	Personality development	Confidence Building
12	Health and Sanitation	<ul style="list-style-type: none"> <li>• Proper maintenance of toilets</li> <li>• Cater to the needs of girl children</li> <li>• Address drug abuse and adolescent issues</li> </ul>
13	Safety	<ul style="list-style-type: none"> <li>• Safety of girl children</li> <li>• CWSN friendly</li> </ul>

		<ul style="list-style-type: none"> <li>• Fire safety</li> </ul>
14	Academic progress	<ul style="list-style-type: none"> <li>• Use of ICT in training</li> <li>• Learning through practical exposure</li> </ul>
15	Infrastructure Development	<ul style="list-style-type: none"> <li>• School Building Annexe</li> <li>• MDM shed or hall</li> <li>• Playground</li> <li>• Library</li> <li>• Better laboratory</li> </ul>
16	Environmental Issues	<ul style="list-style-type: none"> <li>• Plastic free challenge</li> <li>• Plantation drive</li> <li>• Organic farming model</li> </ul>

## DAY 6

### Key Area - 2: Developing Self

Date: 23 August 2017

<b>Key Area Name</b>	<b>Developing Self</b>
<b>Session Number and Name</b>	1. Reflective Exercise on Who am I? 2. Discovering Oneself: Johari Window 3. Transactional Analysis
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitator</b>	Dr.Sunam Gyamtso, Mr.Rajiv Phillip, Ms Bandana Chettri, and Mr. Subbaiah

#### Summary Presentation

The session began with summary presentation by Mr. B.M.Pradhan and his group of School Heads. The main extracts from their submission were.

#### Takeaways

1. Inputs from the brainstorming on change and transformation were perfect takeaways. Some of the stunning revelations were that change is temporary and cosmetic while transformation is fundamental and permanent.
2. Discussion and revisit to what were learnt are imperatives.
3. Communication with stakeholders of schools.
4. Result-oriented achievable plans
5. Creation of an entirely new culture in the school.

#### Critical Appraisal

Mr. B. M. Pradhan suggested that change could be negative or positive as well as motivation could be negative or positive. But he did not tell us how to discern between these two and what can bring out positivism in every sphere of development.

#### 1. Session Design/Plan:

Dr. Sunam led the session through a well structured PPT presentation by asking the participant – ‘who are you?’ He said that for ages men have been so used to asking others this question without ever caring to ask “Who am I?” And then the seemingly logical answer points to the physical form draped in layers of apparels, ornaments, cosmetics, and the veneer of social status. For ages the body has been the measure of one’s identity. He informed the participants that in the statement ‘my clothes, the word ‘my’ is distinct from the ‘clothes’. It connotes that the clothes belong to me and that I am not the clothes. So too when one talks about my shoes or slippers, ‘my’ is distinct as

possessor while the shoes and slippers are the possessions. So too in the statement 'my head or my body', 'my' denotes the possessor or master of the head or body. In the strain one could deduce that 'my mind' or 'my intellect' does not mean that I am the mind or the intellect. It means that I am not the body, mind or intellect but the possessor or master of all these three which till now had been taken to be the crux of my personality. When I am not the body, mind, intellect or the ego, who then am I? Now that the locus of 'I' is established as different from the body, mind, intellect and ego, it also becomes evident that this 'I' is the common denominator in everyone. This 'I' lives in everyone. I is in fact everyone sentient or insentient. I is therefore universal. Thus understanding the locus of this 'I' is a journey from the lower-case i the individual to the upper-case 'I' which is universal and omnipresent. He then asked the participants to contemplate silently on this I for some time and then relate or align it with various layers of one's relation with the family, society, community, state, country, the world, and ultimately the universe. One discovers that the same cardinal factors that go into the creation of the macrocosm are also the constituents of the microcosm –the individual personality irrespective of name, type or form. He then led everyone through an activity to discover the cardinal elements within the persona of an individual. The participants discovered earth, water, fire and air in every individual in the form of the corporal body; saliva-perspiration-semen-blood-tears; hunger – lust – anger (emotions) - infatuation-jealousy; five vital airs-breath respectively. But they hesitated to point at the 'sky' or 'space' in them. The facilitator then informed them that the space that a person occupies in this world is because others left it empty for him/her to occupy. Feeling grateful for the physical space should therefore be ordained by one's natural instinct. The space within is much more significant, infinite and subtle. One with a large heart can accommodate the entire world and much more within the precincts of this inner space. People with parochial and insular thoughts have very little inner space. Resultantly they also don't feel the pangs of gratitude for the external space. At the end he laid emphasis on the need to discover the locus of one's true self - the I and find harmony with nature.

Mr. Subbiah led the participants through an exercise in self discovery called Johari Window. The participants spent 20 minutes in thinking and filling the forms. In a nutshell the participants came up with the following submissions. There are hidden facets of one's personality. There are factors that are known to one self; not known to oneself; hidden from oneself; or about which one could be just oblivious. The following factors emerged from the brainstorming that led to a most revealing self-discovery which the participants recorded discreetly.

<b>Known to Self</b>	Talk a lot, can drive, fat and potbellied, aggressive, short, dutiful, adjustable, hesitant, shy, approachable, love of nature, love
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	trekking, caring sincere, dedicated, good sense of humor, polite, hard working, hesitant, not expressive, willing to work, straightforward, adaptive, restless, obedient, loving, seldom angry, talkative, happy-go-lucky and carefree, singer, actor, human being, creation of God, teacher, father, husband, Head Master, neighbor, soft spoken and polite, compassionate, affectionate, determined, lazy, optimistic, social, confident, fun loving, impulsive, introvert
<b>Not known to self</b>	A good teacher, talented, ambitious, smart, friendly and caring, humorous, poetic, good company, talented, perfect, eager to learn, sensitive/reactive, instigating, scholarly, good orator, intelligent, perfect, social/humble/helpful, sharing joys and sorrows of other people, reserved, sense of duty, helpful, arrogant, determined, satisfied, hardworking, reliable, easy going, egoistic, trustworthy, lolling out tongue while working diligently, funny, open minded, extrovert, true to self, happy and lucky, good looking, motivator, snore at night occasionally, will be the father of two kids, concerned about others, studious, serious, ambitious, intelligent, determined, sensible, good communicator, good company, blunt
<b>Hidden</b>	Xenophobia, addicted to pan masala, artistic, like to write poems, emotional, hesitant, secretive, cautious, nervous, shy, meditate in the dark, dream at night, look at beautiful things, admire beautiful girls, fear that something might go wrong, like to keep a low profile, adamant, cooking at home, wash clothes, God-fearing, non-vegetarian, teetotaler, good in driving, emotional, sensible, possessive, amicable, role model, dislike salt tea, prefer non vegetarian food, indiscriminately love everyone, short tempered, naughty, honest
<b>Unknown</b>	I myself am God, soul exists, cynicism about existence of soul and rebirth, won a football match (man of the match), Occupying my present position

The johari window activity was an exercise in self confession and self assessment. At the end of the submission, each individual came closer to know him/her self, although everyone seemed to stop at the fourth dimension of who I really am.

## Session 2

### Transactional Analysis

The Post lunch session on Transactional Analysis was led by Mrs. .Bandana Chettri and Mr. Rajiv Phillip. The session began with Mrs. Sangeetha Kharga, Principal of Phodong SSS remembering and reading out a poem entitled **Once Upon a Time** written by Gabriel Okara that is prescribed for 11 Grade. It read as follows:

### **Once Upon a Time**

Once upon a time, son,  
they used to laugh with their hearts  
and laugh with their eyes:  
but now they only laugh with their teeth,  
while their ice-block-cold eyes  
search behind my shadow.  
There was a time indeed  
they used to shake hands with their hearts:  
but that's gone, son.  
Now they shake hands without hearts  
while their left hands search

my empty pockets.  
'Feel at home!' 'Come again':  
they say, and when I come  
again and feel  
at home, once, twice,  
there will be no thrice-  
for then I find doors shut on me.  
So I have learned many things, son.  
I have learned to wear many faces  
like dresses – homeface,  
officeface, streetface, hostface,  
cocktailface, with all their conforming smiles  
like a fixed portrait smile.

And I have learned too  
to laugh with only my teeth  
and shake hands without my heart.  
I have also learned to say, 'Goodbye',  
when I mean 'Good-riddance':  
to say 'Glad to meet you',  
without being glad; and to say 'It's been  
nice talking to you', after being bored.

But believe me, son.  
I want to be what I used to be  
when I was like you. I want  
to unlearn all these muting things.  
Most of all, I want to relearn  
how to laugh, for my laugh in the mirror  
shows only my teeth like a snake's bare fangs!

So show me, son,  
how to laugh; show me how  
I used to laugh and smile  
once upon a time when I was like you.

Every day we are transacting with others in the society. Interaction is the most important facet of effective communication and we cannot do without communicating. Four pillars of learning: Learning to be, learning to do, learning to know and learning to lead together. There can be no learning without interaction and communication. The three kinds of ego states Parent, Child and Adult were explained in great detail. The entire gamut of ego transactions such as complimentary transaction, crossed transaction, ulterior transaction was explained. Relevant videos were played to clarify these further graphically. The session was brought to end with a role play session on various transaction modes.

Post tea, the participants reassembled and the participants did a final role-play enactment confirming that the concept had been properly understood by everyone. A video demonstrating the dynamics of PAC interactions further explained Transactional Analysis.

## DAY 7

### Key Area - 2

**Date: 24 August 2017**

<b>Key Area Name</b>	Developing Self
<b>Session Number and Name</b>	1. Perspective on developing self 2. Self in the context of school 3. Prioritization of Concerns: Presentation and consolidation 4. Self in the context of school: Time Management Grid
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitator</b>	Dr. Hannah Tamang, Mr. Rajiv Phillip, Mr. P. Sutradhar, Mr. N. K. Subba

### Summary Presentation

**Takeaways:** Who am I? Finding My Locus brought us to the conclusion that I am not just the body, mind, intellect and ego. I transcend all these and I am in everyone. The Johari Window concept further substantiated that beyond what I think I am and others think I am is the true real I that I really am. Juxtaposing my true self to the concentric circle of family, friends, community, society, country, nations, the world and the universe at large was a great experience especially when the facilitator logically showed the connection between the macrocosm and the microcosm.

#### **Critical Appreciation:**

1. Need for better time management
2. Proper use of recess –unplanned
3. Punctuality
4. Use of mobile phones in the classroom to be restricted

### Session Plan

The day was divided into two broad subjects (1) Perspective on developing self and (2) Self in the context of school divided into four sessions.

The facilitator first led the participants through a power point presentation and asked them what changes they had been able to initiate in themselves to bring about change in their schools. The participants were one in thought that self-discipline and discipline

among the school students and staff was one area that was impacted by being the Head of the School.

A Video on **Lead India** was shown and the following reactions enumerated.

- Cooperation and Initiative
- The child had no axe to grind
- For non-performing political leaders everything is taken care of
- Urgency is in the child to reach school.
- All were shying away from leadership.
- The woman said “I hate this country” clearly betraying that she was not a part of the system where she lives.
- Her husband said “what can I do?”
- What motivated the child were hurry to reach the school, positive attitude, no inhibition, there was no resistance, and he was proactive
- Conventional leaders expect others to do the work.
- It was a case of complimentary transaction between child and the other children who came to his help.
- It was also a case of peer attraction and motivation

As per Dr. Hannah “My Problem My Solution” is the mantra since the individual alone knows the problems better than anyone. One must not stagnate at I but move on to we.

## **Discussion on Circle of Concerns**

### **Group 1**

1. Lack of teachers: personal initiatives such as calling the local people’s representatives or other authorities.
2. Mid-session appointments
3. Substance abuse: It’s a sensitive matter and teachers are trained and made aware about the problem and interventions
4. Too many activities in the school: COC, the department to be approached
5. Absenteeism
6. Attitude of teachers and students
7. Teachers’ recruitment: the problem is with immature or unqualified teacher,
8. Training to be provided to all teachers
9. Shortage of classrooms
10. Problem of drinking water
11. Littering around every hour by shop keepers and customers
12. Poor academic performance by students

13. Constraints of fund at school: According to the Head Master of Salghari SS Spent more than 1.5 lakhs from my own pocket.

## **Group 2**

1. Academic Performance: parents consulted, teachers asked to perform better and deliver.
2. Political interference and untimely transfer or firing of school teachers which hampers sustainable team building: COC
3. Shortage of regular teachers
4. Ownership and belongingness
5. Lack of boys' toilet
6. Irresponsible teachers
7. Extra Dependence on ad hoc who are untrained teachers from SSA
8. Parents' participation and commitment
9. Middle classes
10. Punctuality of teachers and students
11. Health issues
12. Shortage of safe drinking water
13. Some teachers with irresponsible attitude
14. Quality education
15. Seriousness of remedial classes
16. Face lifting of school building
17. Environmental issues
18. Shortage of classroom and infrastructure
19. Punctuality
20. Instill moral values in students
21. Solid Waste management
22. Child-centric learning a reality
23. Rescue children coming from shelters and orphanages and challenged communities. COC most of such children are rehabilitated in an orphanage near my school. Such children are between 10 and 12 years. Due to their poor academic background we have to make them sit in grade 1 or 2 with children much younger.
24. Some remote schools don't have basic non teaching staff.
25. Extreme political interference
26. Use of ICT
27. SMC participation
28. Environment at school and outside
29. Expression difficulty for students
30. Counseling for children

### **Group 3**

1. Poor attendance of students
2. Poor study habits: check on teachers to complete the syllabus and be serious about learning happening at the end of the day, some form of compulsion such as punishment and rewards, all these with an eye on the goal of education.
3. No exposure
4. Gap between rural and urban students in terms of facilities. Lack of equitable disbursement of facilities among urban and rural based schools despite the equitable nature of all government schools.
5. Too many ad hoc teachers who are not up to the mark at SS level: COC. Tried talking to authorities but of no avail.
6. Indifference of teachers
7. Indifference of parents
8. No exposure for teachers and students
9. Health issues like TB is rampant in many schools especially in the rural fringes.
10. Sanitation and toilets
11. No child centric learning center
12. Lack of coaching centers for slow learners
13. Need to focus more on skill based learning
14. Local teachers not supportive
15. Focus more on skills
16. Training teachers for counseling adolescent problems
17. Case of depression, suicide and substance abuse: counseling, talk by experts, etc. are more important.
18. Too many schools are being upgraded in an unplanned manner.

### **Group 4**

1. Poor academic performance
2. Absenteeism both regular and seasonal: motivating parents and students in terms of seasonal absenteeism; doctor's prescription mandatory, maintaining diary, consultation with parents.
3. School laboratory dispute
4. Substance abuse
5. Poor competency of some teachers
6. Poor health of students
7. Safety and security
8. Deployment of staff owing to extra recruitment of teachers:
9. Less support from the department: I am in Muklung SSS. In 2012, the art and craft room and .as we started rainfall caused landslide. The school building was about to collapse. The department asked me to somehow manage. I got a

support wall built. Cost me more than 15 lakhs and I had to pay the extra five lakhs. The department did not reimburse the deficit. Suggestion on this was that she could have approached the natural calamities.

10. Poor sense of responsibility among stake holder
11. Institutionalized self discipline lacking
12. Poor community participation
13. Financial constraint
14. Less support from the department
15. Poor infrastructure
16. Parents not cooperating
17. MDR syndrome affecting the students

### **Group 5**

1. Lack of sense of belongingness – proper communication
2. Teachers lacking motivation – it's a challenge and can be influenced by understanding the best way to transact with them, by encouraging them and convincing them through motivation.
3. Shortage of classrooms: Departmental concern. Modern School took CSR help from Wai Wai and added the needed classrooms. Dikchu School had a peculiar problem in terms of its location.
4. Lack of community participation
5. Dealing with children with special needs
6. Academic disinterestedness – child and learning centric classrooms, teach them about the what and how of education,
7. Poor School records: Digitalization of data
8. Poor home environment
9. Misuse of technology – ask the users to be judicious about their use.
10. Improper documentation of the school
11. Untimely release of grants : Departmental responsibility
12. Traditional method of teaching in terms of medium and methods of instruction
13. Enrolment of primary students
14. Misuse of rights
15. Water shortage: approach SMC, water harvesting
16. School compound Fencing: Natural fencing with *hathibaar* and *phalaito* plantation. Takes five years to form a proper natural fence
17. Poor Home environment: motivate parents and guardians
18. Undue political interventions: Not within our bounds
19. CWSM for children with special needs.

20. Lack of good toilets: The department's records revealed that we had toilets. But the toilets were dingy and in bad shape. With CSR donation from a company I had the old shoddy ones demolished and five new toilets added.

### **Time Management Grid:**

How aptly Leo Tolstoy said that everyone is eager to change the world but no one thinks of changing oneself. One fourth of the school's performance depends on the school head and that can be possible by increasing his/her efficiency in terms of time management, organization and planning. The Time Management Grid taught the participants how 'a stitch in time saves nine'. Time is the most precious resource available. Proper planning of all activities against a structured temporal paradigm is the key to success.

## DAY 8

### Key Area - 2

**Date: 25 August 2017**

<b>Key Area Name</b>	<b>Developing Self</b>
<b>Session Number and Name</b>	1. Retirement Day Speech 2. Consolidation by linking to School Vision 3. Continuing Professional Development.
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Dr. Sunam Gyamtso, Ms Babita Pradhan, Mr. Matrika Thapa, Mr. B.P. Sharma

### Summary Presentation

#### Key Take away:

Video on Lead India made a tremendous impact and inspired me to share this story of a renowned painter who goes out into the town and exhibits a masterpiece with a note that whoever finds anything missing in it could suggest corrections. The next day there were a surfeit of suggestions and critical appraisals. The painter went to his Master in utter despair and asked him why the masterpiece had drawn so much criticism. The Master advised him to add to his original note – ‘whoever feels there is something lacking in this painting may kindly effect the needed change with the paint and brush. Hordes of people visited the painting and appreciated it but even after a lapse of three days there were no criticisms. Lesson learnt from this instance is that random criticism is easy and most of the people indulge in it. But few are practical heroes and we need such people to critically appreciate any issue on the positive note of replacing the missing elements with deftly so that the system is rendered whole and perfect.

#### Key learning:

- Life just doesn't happen by itself. I am the one who choose to be happy or miserable. There are certain things that are within the ken of my control to change while there are others that are beyond my control. Therefore there are only two approaches to life, being reactive or proactive. One can either look of the window and crib about getting wet or take an umbrella and venture out and enjoy the rain.
- Being concerned all the time is stressful while influencing and changing the situation takes away the stress.
- Upgrading the circle of influence begins with upgrading yourself.

### **What can I do when I get back to my school?**

- Share the video Lead India and its influence on me and its message
- Circle of Concerns: Only problems which I would not share with my teachers without its proper interpretation

### **What more do I want to learn:**

- The lessons learnt are transformative
- Professional development of the students
- Adding a different taste to this presentation
- I would like to read out a poem in Nepali

### **What I didn't like:**

- Now we are now in the role of students, kindly be firm about the duration of breaks
- How many of us are vegetarians in this room? Vegetarians in Sikkim are the minorities so there should be sensitivity with regard to this issue.

### **Suggestion:**

Too many activities – we need to minimize the activities.

## **Sessions Plan**

The day was divided into three sessions entitled (1) Retirement Day Speech (2) Consolidation by linking to School Vision and (3) Continuing Professional Development.

### **Session 1**

The facilitator led the participants into imagining that the day of their retirement as School Heads has approached. Each one of them has to make a speech on the occasion recounting the bygone decades of association with the school and generations of children, years that saw achievements and accolades as well as failures and difficulties. The participants could also juxtapose the current state of the school to the school vision that he/she would have envisaged when he had just joined the school. The following few speeches were eye-openers for the participants and one could notice that the presenters were emotional at times during their speech.

**1. Mr. Mahesh Nepal**

Challenge that I faced when I just joined the school was lack of cooperation from my colleagues. But I motivated them through my individual endeavor and positive dialogues.

**2. Mr. Sonam Bhutia**

The punch line of his speech was "I am so confident and know that wherever my students are spread round the world today, a part of us in terms of values has gone into them".

**3. Mr. Tashi Bhutia**

Two mice in a cauldron fell into a cauldron filled with curd. One drowned and perished. The other one swam round and round and churned the curd till it turned into which it climbed and came out of the cauldron saving itself. Likewise we did churn all the challenges that came our way together and turned those into success.

**4. Mr. Karma Tshering Bhutia**

We have worked as a team. We have succeeded in inculcating values among the students. There was a time when we did not have adequate infrastructure. Today we have everything one can dream about. These are not my achievements alone but a result of our cooperative effort.

**5. Mr. Digh Vijay Mishra**

I am not retiring but re-tying which is putting on new tyres to continue on my journey as a teacher.

**Observation:**

All the speeches reflected clarity of vision and ultimate fulfillment at the closure of their career on the day of their retirement. The presentations were brilliant examples of vision alignment with the long road to success. Mr. Sonam Bhutia remarkably used the word "we" to represent himself through the speech which typified his amicable and cooperative demeanor. Every new incumbent as School Head faces varying amount hostility speculation from the staff many of whom are cynical about those in authority. All the speeches revealed the resilience, self confidence and altruism of the speakers on the strength of which they were able to win over the cooperation and love of the staff and lead their institutions on the path of progress. Mr. karma Tshering's speech reflected the deep impact that 'need for values in education' had made on him. One could gauge his determination to mainstream values into all the lesson plans in his school. Mr. Tashi's speech revealed his optimism and dynamism to turn adversities into fortunes. On the whole, it was a refreshing and reflective session that all enjoyed.

## **Session 2**

### **Consolidation by linking to school vision**

The participants were asked to fall back on the School Vision that they had earlier developed on Day 5 and to reflect over it in the light of the just completed exercise on retirement speech. Do the words spoken now tally with the vision for the school envisaged three days ago? The participants were given a good 20 minutes to consolidate all these and then plan **"My Dream School"**. They were grouped into five clusters to make the presentations.

#### **Group 1.**

**Mrs. Sangeetha Kharga, Mr. Tashi Ongyal, Mr. P. Raj Dhungel, Mr. Mahesh Nepal, Mr. B.K. Sharma, Mr. Y.G. Bhutia**

- Seeped in love and joy, happy faces, happy smiles
- Responsible, rich in ethical values, discipline and vision
- A well structured school with a garden in the front
- Everyone given a sense of responsibility, disciplined students where everyone is a visionary
- A school that produces academically smart student
- Healthy in mind and soul
- Where children enjoy every moment of life
- Well structured in every respect (illustrated by way of an architectural drawing)
- Where a child feels at home
- Where children learn to love humanity, nature and everything around
- Where all the stakeholders feel a sense of responsibility and ownership
- Professional excellence
- Disciplined and value-oriented
- Quality teaching
- Literary and co curricular activities
- Sense of security
- Role model teachers

#### **Group 2**

**Mr. Karma Tashi Bhutia, Mr. Ajay Pokhrel, Mr. Phurba B. Shenga, Mr. Sonam Sherpa, Mr. S. Lama**

- Excellent human beings
- Vibrant and attractive

- Where I share and learn and soul
- Natural flow of learning
- Dedicated staff
- Ample greenery around
- Lush green compound and surroundings
- Experiential learning
- A full house meeting of all stakeholders
- Joyous and uninhibited learning experience
- Where value education is the basic fabric
- Frequent review of school curriculum to purge out deadwood elements
- Hard work and perseverance are the touchstones
- Where learners are not judged
- Where teachers never to learn
- Where all stakeholders work as a team as the adage goes – “a team is as strong as its weakest link.”
- A complete structured school as illustrated pictorially by Mr. Sonam Sherpa
- Academically congenial infrastructure
- Curriculum for both life and living

### **Group 3**

**Mrs. S. Sharma, Mr. Dig Vijay Mishra, Mrs. Indira Poudyal, Mr. T.T. Gensapa, Mr. Sharad Poudyal**

- Clean and attractive
- Continuous source of funds
- Value oriented
- Where children and teachers are happy
- Where Children want to stay longer in the school and teachers wouldn't want to live
- Not marks oriented
- Adequate Infrastructure
- Teacher with innovative ideas
- Every classroom equipped with projector
- Fearless learning environment
- Trained and English literate teachers
- Maximum sports facilities
- Good kindergarten facilities
- Teachers work willingly to lead

- A huge library with varied collection of books
- Grow without fear
- Teachers work willingly to lead
- Bright and vibrant children
- Share and learn forgetting my pains and sorrows
- A place where we inspire and get inspired
- Where every challenge is an opportunity and every problem has its solution.
- An institution where there is accountability, credibility and discipline among the students and staff
- Trust and respect among the stakeholders
- A place where I share and learn
- Where learning is prioritized
- Where children are proud to be associated with
- Where challenges are taken as opportunities and problems tagged with solutions
- Where good citizens are produced
- Where children are inspired about biodiversity
- Clean and attractive
- Clean and safe drinking water
- Essential infrastructure
- Required facilities like ramp for CWSN students
- A Nurse on duty
- Good reading corner and library
- Value oriented teachers
- Where children are happy and love to come to school.

#### **Group 4**

**Mr. S.P. Sharma, Mr. N. Lepcha, Mr. Phuchung la, Mr. P.B.Chettri, Mr. T.K.Bhutia, Mrs. Mala Jigdal Dorjee**

- Where there is no school uniform
- Where the curriculum is designed as per the children's interests, open even on holidays
- Dress code for teachers
- Centre of Excellence in academics
- Of regional, national and international repute
- Known for institutionalized values and self discipline
- Career generating Institute
- Centre for holistic development
- Child friendly

- Well qualified, trained and motivated faculty
- Proactive and helpful teachers
- Separate IT and activity room
- Dining Hall for mid day meal
- Clean and sufficient toilets
- Producing honest and responsible citizens
- Well decorated and rich in values
- Comfortable and welcoming
- Open curriculum
- No grading
- A school where rules are not needed where all follow the heart
- Compulsory participation in community building services
- Outdoor excursions to premier institutions and universities
- One that promotes free uninhibited productive living
- Parents involvement is maximum
- Breakfast lunch be served
- Not time bound
- Good learning ambience
- Learner friendly
- Promoting all round development
- Positive attitude and sense of belonging

#### **Group 5**

**Mr. B.M.Pradhan, Mr. L.P Pradhan, Mrs. Saroja Pradhan, Mr. Tilak Sharma, Mr. Rajesh K. Thapa**

- Teachers who are sincerely hard working, role models, disciplined, punctual and self motivated
- Students who excel in co-curricular activities
- Value-based education
- Digital classrooms
- Well equipped with furniture
- Dress code for teachers
- Green herbal and medicinal garden
- Legal literacy classes
- Trained supportive staff
- Canteen with varieties of delicious food
- Supportive SMCs and other stakeholders
- Equipped with audio-visual aids and ICT facilities

- Value based curriculum
- Serving school as a learning resource
- Students in curricular and co curricular activities
- Cooperation, Unity, belongingness and love are watchwords
- Where children would like to stay longer in the school
- Huge pool of creative and innovative students, teachers and head
- Transferring socially desirable qualities
- Producing physically and mentally sound products
- Enjoyable place
- Scope for more learning
- Attractive and loving environment
- Centre of Excellence
- A big united team
- A Family
- Where children yearn to come and learn
- A school that produces academically smart and good human beings

### **The post lunch continuation of the session on “Consolidation by linking to the School Vision”**

A dream is mostly undefined and unstructured and not necessarily achievable while vision is clear, defined and achievable. As school leaders we should be driven by vision. A PPT presentation was made based on inspirational vision shared by two brothers who started a company called *Life is Good* with a vision of spreading the power of optimism. A well shaped vision inspires the mission. The entire structure of the vision building is like a pyramid spiraling down in the order of vision, mission, goal, objectives and action plan.

Following this the Principal of Tadong Senior Secondary School made a graphic presentation of how her school led by her and helped by her staff and students had developed a vision and mission statement of her school and achieved a high level of success.

The participants led by the facilitators developed a vision and mission concept for their school which read thus:

“ABC school will be an institution for excellence which will cater to holistic development of the students by inculcating universal values thereby creating global citizens.”

## **The Final Session on Developing Plan for Self Development**

The facilitators distributed the Personal Development Plan (PDP) handouts to the entire class. Every school head invariably experiences drop in morale of the staff due to various reasons. This affects the performing standards not only of the students but the teachers too. The surest way to boost one's morale is to develop one's own self development plan which can be done only with exact assessment of one's abilities and deficits. Personal development Plan can be envisaged through the following four steps:

1. Sincere unexaggerated assessment of one's own skills and strength.
2. Identifying one's deficiencies in terms of skills and strength
3. Clear statement of one's objectives and goals
4. Finding the appropriate skill-development and self-empowerment training to address what is lacking and emerge with new skills and strength

PDP helps in raising the level of professionalism, morale and competence of the individual. The State Council of Educational Research and Training (SCERT) and District Institutes of Education and Training (DIET) provide support to teaching professionals in this context.

## DAY 9

### Key Area - 3

**Date: 26 August 2017**

<b>Key Area Name</b>	<b>Transforming Teaching Learning Process</b>
<b>Session Number and Name</b>	1. School and Purpose of Education 2. Creating Inviting and Flexible Classroom Spaces 3. Creating Joyful and Active Learning Environment
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Ms. Malati Rai, Dr. Shanti Ram Adhikari; Mr. Raju Sharma

### Summary Presentation

#### Key Takeaway

Some of us were skeptical about having to make a retirement day speech when we have so many years stretching ahead of us still. As we went through the exercise, it dawned on us that seeing the future now puts us in the right perspective of the present and the opportunities that are hand to realize one's dreams. Dr. Sunam rightly said that the worst indignity and misfortune in life is when one has to measure the distance between what one could have become and what one has become, discovering the yawning gulf between the success that one could have achieved and the mediocrity or failure that one has reached.

#### What I plan to do further?

- I cannot waste a single moment to do everything within my reach to realize my dreams
- Take stock of ground realities in my school and then plan the future
- Aligning my actions and my dream of a model school is the priority factor
- Put on new set of tyres and continue with my mission
- Even on retirement one can pursue and support the vision

#### Critical Appraisal

- It was too premature and discouraging thinking of retirement
- Continuity in office for a longer term is the key of sustainable achievement which is beyond our control

- We can only take initial steps to realize our vision before we are transferred to another setup by the powers-that-be where we can envision and dream all over again till the next transfer
- There is no guarantee that my successor will carry forward the school development vision for he/she may not share the same vision. Can we develop any school through a welter of visions and dreams of various school leaders? Or should we have a consolidated planned and uniform school vision for all schools run by the state government?

## **Session Plan:**

The sessions for the day were planned out in the following manner

1. School and Purpose of Education (Video; Reading excerpts from Toto Chan)
2. Creating Inviting and Flexible Classroom Spaces (Video and Activity- Create a dream classroom))
3. Creating Joyful and Active Learning Environment (PPT and Video)
4. Planning a Session Using Joyful Learning Methods (Video; Activity – create a subject lesson plan reflecting joyful learning)

## **Session 1**

The session began with distributing an excerpt from Totto-Chan, a child who is carefree, precocious and always happy. Her talkative and engaging nature is misunderstood and she gets expelled from her school. But her grandmother finds another school for her without informing her about her expulsion. Totto-Chan takes an immediate liking for her new environment which is extremely friendly and appealing. The teacher has all the patience to listen to her continuous prattling without judging her. Participants were given ample time to go through the excerpt in detail. Later on they were engaged in group discussion. The session was facilitated by Ms. Malati Rai by asking questions to the participants. The questions revolved round:

- The nature of Totto-Chan
- Rules and regulations of the old school
- Rules and regulations of the new school
- The teacher of the old school
- The nature of the headmaster
- The classrooms of the old school and the new school
- The school surroundings and the infrastructure

- Totto-Chan's mother

After an interactive session based on the excerpt from Toto Chan, The facilitator made a comprehensive understanding of Toto Chan vis-à-vis National Curriculum Framework 2005. Key issues identified by participants and the facilitator included:

- Child-centric pedagogy
- Paradigm shift away from rote learning
- Hands on experience
- Learning beyond classroom
- Acquiring and constructing knowledge
- The child is the fulcrum of activities in the school
- Teachers learn about the child by listening to the child and reciprocating in a manner that is encouraging and appealing.

Dr. Shantiram Adhikari added specific comments about the important role of the head students as keen observers of their teachers' behavior. He likened them to a surveillance camera that records every move and speech of the teacher. He also said that sometimes a bit of 'chaos' in the classroom is a healthy sign of involvement and learning. This remark initiated a discussion on large classrooms, which RP2 accepted was a genuine concern though not difficult to handle provided the method of teaching ignited interest and learning among the students. An unimaginative teacher can never make the class interesting no matter the size and shape of the class. Many other subsidiary fringe issues such as the pressure of examinations, lesson plans etc. were also discussed. Finally everyone agreed that the second school that Toto Chan instantly liked was the role model not only in terms of the school but the School Head as well.

## **Session 2**

### **Creating Flexible Classrooms**

Mr. Raju Sharma began by asking the participants to rearrange the class. He placed a table at the centre and decorated it with two vases of flowers. He further shifted the chairs from their rows into a different position and said "It's time to change!" This was an introduction to the session. In the activity that followed, participants closed their eyes and visualized a black and white world – trees, buildings, lawns, people, everything. Opening their eyes, the RP asked if they liked it. All responded negatively. "OK, that's why we need color!" he claimed. By these moves, the facilitator drove home the point that novelty is the spice of life. Life is a continuous process of change and transition for the better. When the entirety of life is constantly evolving, there is no room for

stagnation. One needs imagination to add color to life and render it attractive. The participants then worked in groups to create their personal dream classrooms.

**Creating Variety in the Classroom was the crux of the presentation.** With the help of power-point presentation the facilitator highlighted the important areas that contribute to creating variety in the classroom. Proper planning and organizing as well as engaging the entire class to create the learning environment in the classroom are essential. The facilitator ended his session with classroom pictures of his own school - walls with decorations and some models; an English corner with a board; and artist's corner.

## **Session 3**

### **Joyful Learning**

The facilitator showed a video of a real classroom teaching to highlight the importance of joyful learning and discussed the key takeaways from it. Participants identified their observations as follows:

- Construction of knowledge
- Interaction; learning by doing
- Arousing curiosity
- Self-learning
- Connecting with real life
- Inferring things; problem solving
- Minimal teacher-talk

The facilitator pointed these out as essentials for joyful learning. The facilitator also demonstrated some useful websites to make the class interesting pertaining to Anatomy 3D, Icare health monitor, Swaccha/Swasth Bharat and so on. A pedagogical structure of Sai Vidya Vahini was also shared, centered round the 4Cs - Classroom, Corridor, Campus, and Community which are extensions of the school education program. These are the places where learning takes place. Education should never be limited within the four walls of the classroom and is centered round 4 Attributes - IIEP Insightful, Inspiring, Enjoyable, and Participatory.

**Overall impression of the participants and the documentation person - what did they learn, how was their participation, how did facilitators facilitate their participation.**

#### **Participants**

- Positive Involvement of the participants
- Knowledge expressed and shared among participants throughout the sessions.
- Final summing up by participants revealed clarity and understanding of topics.

#### **Facilitators**

- Clarity in transaction of content from all RPs
- Illustrations and fillers provided 'joyful learning'

- Lack of feedback during group presentations.
- During PPT some areas could have been left open for discussion instead of a lecture. For instance, from the list of 'Conditions for Learning' RP could have asked participants to draw their own conclusion of which condition was most/least viable for learning instead of explaining each condition.

#### **Overall observation by the documentation person**

- Well planned and organized sessions
- Coordination among RPs commendable
- Good use of videos and additional resources
- An evenly distributed team work

**Note: The 10th Day Sessions scheduled on 28 August 2017 could not be held due to pre-occupation of the participants in another day-long engagement under the aegis of RMSA, Human Resource Development Department. This session was clubbed with Day 13 Session on 31 August 2017.**

## DAY 11

### Key Area - 3

**Date: 29 August 2017**

Key Area Name	Transforming Teaching Learning Process
Session Number and Name	1. Conceptual discussion on community and school community 2. Strengthening feedback between parents and teachers 3. Neighborhood as a learning space – thinking beyond textbooks
Time from and to	9AM to 4.30 PM
Name of Facilitators	Dr Pema Subba, Mr. Dushyant Tamang and Mr. K. K. Sharma

### Summary Presentation

#### Key Takeaways

- Deeply impacted by the story of Toto Chan. We are convinced beyond measure that the child is the focal point in the school.
- Every child is unique.
- The role of school is to understand the aspirations of the child.
- Teaching and learning should not be confined to four walls of the class room.
- Importance of print rich environment
- Collaborative and interactive learning
- Academic progress of the child is the main aim of teaching learning process.
- For holistic dev we should know the child first.
- Learning by participating in various activities.
- Another home in the classroom.
- Attractive, inviting and flexible learning space

All said in unison “There’s nothing we didn't like. We liked everything.”

#### Session Design/Plan:

Three sessions were laid out for the day’s proceedings.

1. Conceptual discussion on community and school community
2. Strengthening feedback between parents and teachers
3. Neighborhood as a learning space – thinking beyond textbooks

## Session 1

Dr Pema set the tone with an icebreaker which in fact proved to be a very good initiative as it induced a bit of fun and a lot of vibrancy in the class. They enjoyed the way the game was conducted with laughter and giggles all around. Thereafter the facilitator defined a community as a group of people belonging to diverse cultures, terrain, gender, religion, language, profession, beliefs and so on bound together by a common converging goal. A School in this sense is a converging ground for people from diverse backgrounds - a veritable catalyst of social change and transformation. Not understanding the role of the community in the school system can lead to unfortunate eventualities. There are communities within the school such as students' community, teachers' community, parents' community and so on. The School communities are different from the village/town community.

Mr. Dushyant Tamang, narrated an anecdote relevant to the topic of discussion which bolstered the start made by Dr Pema. It was his bitter experience while he was serving as Head of the Mamring Senior Secondary School where a scuffle arose between the school and the community over a trifle matter. He had to eventually bow down to the wishes of the community in the larger interest of the school and the community.

Schools cannot operate in isolation. As a subsystem of the society, it must work in collaboration with several stakeholders. Homogeneous and heterogeneous communities operate to fulfill their own aspirations and school is the virtual link between them. There are various communities within the school too. As a community, the school has several advantages. It can expect improvement among its stakeholders on several counts such as attendance, behavior and attitude due to the continuous flow and exchange of knowledge. The larger community makes use of resources of the school for various purposes and also provides support and various help to it.

This session explored various possibilities to improve this relationship further. The following key points were learnt and accepted

- Interdependency between school and community
- How to convert hindrances into resources
- Anger management
- How to improve relationship with the parents

A debate on whether the community is a resource or an obstruction was organized. The conclusion drawn from it was that the School at times regard the community with discourtesy giving scant respect to its suggestions and interventions. Resultantly estranged communities could at times pose hindrances to the progress of the school. The best scenario is treating the community as part and parcel of the school with equal share of responsibility for its progress and prosperity.

A video on "a Headmistress of a rural secondary school in Tamil Nadu" was shown. Thereafter the class was divided into 6 groups to discuss and comment on their learning

experience based on the sagacity of the Head Mistress and the advantages that she could bring to the school. The participants opined on various aspects of the video. Thematically they felt that the session could have been contextualized portraying similar instances within the state. But the learning from the video theme was profound especially about the benefits that the efforts of the Head Mistress brought to the school and community at large. The facilitators summed up the session with a PPT consisting of well structured slides.

## **Session 2**

### **Strengthening feedback between parents and teachers**

Expanding the scope and range of strategies to work with community and parents with a view to increase 'home support' to children is of utmost importance. Education is a continuous process of learning in school and at home. The least amount of dichotomy between the two institutions can prove to be disastrous to the child. Parents who are really supportive to their children try to simulate the school environment at home, endorsing all the values and lessons learnt at school so that the child does not differentiate between the environment at home and in the school. Participants were encouraged to visualize and set SMART goals while expanding the strategies to work with community and parents. The acronym SMART was described as Specific, Measurable, Attainable, Relevant and Timely while M could also be interpreted as Meaningful or Motivational; and A as Achievable, Acceptable, and Action-oriented.

## **Session 3**

### **Neighborhood as a learning space – thinking beyond textbooks**

Reflections on the National Curriculum Framework NCF published in 2005 for the fourth time by National Council of Educational Research and Training (NCERT) were invigorating and informative on how to connect textbook knowledge with actual ground level practical experiences outside the school. The main objectives of the NCF were described as:

- Shift learning from rote method.
- Connecting knowledge to life outside the school.
- To integrate examination into classroom learning and make it more flexible.
- To enriching the curriculum so that it goes beyond textbooks.
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

It is primarily focused on the following:

- *Learning without burden* to make learning a joyful experience and move away from textbook-related examination and to remove stress from children. It recommended major changes in the design of syllabus.
- Developing a sense of self-reliance and dignity of the individual which would be for the basis of social relationship and would develop a sense of nonviolence and oneness across the society.
- Developing a child centered approach and to promote universal enrollment and retention up to the age of 14.
- To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation reevaluate.

The cardinal mandate of NCF 2005 was providing every child a standard curriculum irrespective of caste, creed, religion and sex.

## DAY 12

### Key Area - 3

**Date: 30 August 2017**

<b>Key Area Name</b>	<b>Transforming Teaching Learning Process - 3</b>
<b>Session Number and Name</b>	1. Professional Development of Teachers- Reflective Practitioners 2. Professional Development of Teachers - Observation and Feedback 3. Creating and sustaining Professional Learning Communities PLCs in School
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Ms. Asha Khatri, Ms. Pemba Lhamu & Mr. Dushyant Tamang

### Summary Presentation

#### Key Takeaway

Understanding that the community within the school and the larger community are major stakeholders of the school was a key takeaway. So far, we had been considering only the parents, teachers, and students as related to the school. But identifying communities within the school and the wider community at large as integral parts of the school system was a very profound thought. Thinking beyond textbooks was another program which appealed to the participants as pragmatic, expansive and relevant. School is not only the classroom and curriculum based activities. The wider connotation of School includes the corridors, compound and community, making the school a conglomerate of four Cs. Reflections on NCF 2005 extremely useful.

### Session 1

#### Professional Development of Teachers –Reflective Practitioners

The session began with an interesting activity in the form of a game for which the participants were led to the open area on the terrace. All of them were given term books from SCERT. The participants were lined up in the one end of the terrace and were told to hold hands to form a human chain. Thereafter, instructions were given to the participants as to how to play the game:

1. Each one had to balance a book on the head.

2. Hold each other's hand and be in a straight line.
3. All had to reach the finishing line on the other end of the roof by holding hands and without letting the books fall
4. All the participants must be together

Initially the participants tried to outdo each other and in the process the many could not balance the books. Somehow all the participants reached the finishing line and claimed success for the victory. All were instructed to go back again to the starting line and reminded of the rules of the game.

This time the participants were more careful and started off together with their books well balanced on their heads, reached the finishing line in unison holding hands together. None tried to overtake the other, they walked in close coordination. All were smiling at their achievements like a group of school goers. It was a memorable experience feeling like school children again and learning the virtue of coordination, cooperation and team work through a child's game.

The facilitators next indulged the participants in another interesting activity in the form of a game which was called Spaceship Game. The theme of the game was that the earth was being attacked by aliens and the only sanctuary where people can find sanctuary is the planet Mars. The participants had to simulate being in spaceships which could be a piece of sheet or slipper that they had drag underneath their feet. A line drawn on the ground is likened to the threshold to the new planet. While dragging (levitating) oneself to this fringe area, no peers could be left behind. They could not even touch the floor or leave the slipper or sheet for that would tantamount to being held captive by the aliens. The entire had to reach the threshold to Mars together.

Everyone returned to the class where the participants were invited to narrate their experience and lessons that they had learnt from the activities. Their feedback on the first activity was:

- Team work- all must strive together to achieve a goal.
- The one who is ahead of the others should also look back and lend strength to those who need support by pulling from the front.
- Close coordination among team members is a must to achieve the desired goal.
- Proper strategy must be devised to achieve the goal
- Checks and balance required to achieve the goal
- Set a desirable target to be achieved
- No competition among team members - competition leads to failure.
- Fear of failure should not deter us from trying again
- Working should be continuous and paced
- We should have patience

- We also should learn from our mistakes
- We should not lose hope
- Listen to instructions carefully
- We should always celebrate our success

Next the facilitators quizzed the participants with pertinent questions on their Spaceship experience.

Q. How did you manage to reach the goal together?

A. We relied on team work, togetherness and mutual trust.

Q. Did you re-plan your strategy when you failed to reach your destination the first time?

A. Yes we did go over our plan and improvised. It really worked.

Q. Was there anything you had to ensure while trying the new strategy

A. I had to constantly bear in mind that I am not alone in this catastrophe.

Q. When did you realize that your strategy was not working?

A. When I was overtaking the others in great haste to reach my destination and found that those who were lagging behind were beckoning me to join keep step with them. It was then that I realized the need to team up. It was a wonderful learning experience.

## **Session 2**

### **Professional Development of Teachers – Observation and Feedback**

The participants were further involved in group discussions to understand the modern day process and techniques of teaching and learning.

They were informed that a successfully conducted class where learning manifests has three important concomitant commitments on the part of the teacher:

#### **Before entering a class:**

- The lesson to be taught should have been done elaborately bearing in mind the context, content, extent, subsidiary and related information, a touch of humor, and ingrained value contents.
- TLMs must be used to the fullest
- Reference, if required also must be carried out before the commencement of the class

- Enter the class with positive mind-set
- Planning of objectives
- Mental preparedness

### **In the classroom:**

Ensure the following:

- Participation of children
- Give positive reinforcement to the lesson taught
- Communicate properly with children
- Conducive environment in the classroom
- Observation of children that they are with you
- Evaluation - has the lesson been received/learnt by the children
- Feedback- from children regarding the lesson
- Demonstration, clarifications and extra explanations if demanded

### **After the Class**

- Reflect on your performance in class
- Evaluation of teaching
- Retiming of the lesson, in case anything had gone wrong
- Diagnostic analysis of the lesson plan for further improvement
- Assignment: Appropriate assignment given /check for further improvement
- Assess the learning outcomes
- Question the effectiveness of your teaching

The main objective is to **TRY- REFLECT- RETRY** for effective teaching

### **Classroom Observation and Feedback Process**

Three groups were formed.

#### **Group A**

The ten participants in Group A presented a Mock Classroom. A participant acted as a classroom teacher. He had a noisy classroom and taught the lesson on “Natural and Manmade Resources.

#### **Group B**

Observers of Mock Classroom created by Group A - the following feedback was given to Group A

- The class room was noisy
- Class control was not there
- Students questions were not entertained
- Reinforcements were not there

### **Group C**

Observed and analyzed whether the feedback given by Group B was appropriate or not. The following were their observations

- Questions asked were general
- Doubts of Group 'A' were not cleared
- Communication could not take place with 'A'
- Teacher of 'A' answered the questions of Group 'B' directly
- Teacher from 'A' seemed like a culprit

Hence the traditional system of giving general feedback does not help in any professional growth of the teacher, rather the teacher cocoons himself and backs off from any criticism from others and thus hampers his growth.

Instead of this the **ASK-DESCRIBE-ASK** model now-a-days is more preferred as germane to the growth of the teacher. The teacher can be called to the office after the class by the Head and asked to assess his/her performance. The Head then describes his/her observation to the teacher. Thereafter, the teacher is asked whether he/she has clearly understood the crux of the issue and what changes and improvisations could be incorporated to improve his/her teaching. The teacher feels grateful to the School Head for not infringing his/her personal dignity and at the same time gets an opportunity to reflect on his/her teaching from a critical stance. This helps in bringing about professional maturity and expertise in the teacher.

## **Sessions 3 and 4**

### **Creating and Sustaining Professional Learning Communities (PLC) in Schools.**

The facilitators gave a brief overview regarding PLC and three groups were formed. Chart papers were handed over to the participants to work out their respective PLC. They were instructed to make their presentation reflecting the following factors.

- Area of Concern
- Reasons
- Solutions

- Plan of Action

The following is a model group presentation

**PROFESSIONAL LEARNING COMMUNITY-SCIENCE**

AREA OF CONCERN  
Low performance in Science

REASONS

1. Lack of interest
2. Unclear Concept
3. Lack of Laboratory

SOLUTIONS

1. Introducing Activity based Learning
2. Holding quizzes, debates, seminars, etc.
3. Rewards
4. Field visits - Nature study
5. Training to teachers
6. Use of ICT
7. Upgrading Laboratory - using low-cost/no-cost items

PLAN OF ACTION

1. Regular meetings
2. Preparing calendar of events
3. Training teachers - school level
4. Procuring materials

RESOURCE

1. Funds from RMSA/SSA
2. Community Mobilisation

## DAY 13

### Key Area - 3

**Date: 31 August 2017**

Key Area Name	Transforming Teaching Learning Process
Session Number and Name	<ul style="list-style-type: none"><li>• Understanding developmental needs of children</li><li>• Teaching/learning as a joint exploration by teacher and learner</li><li>• Understanding inclusion</li><li>• Creating culture of inclusion in school and classrooms</li><li>• Coaching and Mentoring</li><li>• Teacher Issues and Challenges</li></ul>
Time from and to	9AM to 4.30 PM
Name of Facilitators	Ms Malati Rai, Ms. Tshering L. Bhutia and Mr. Raju Sharma

### Summary Presentation

The day's proceedings began with synoptic presentation of the previous day.

### Key Takeaway

The very first group activities with books carried on the heads and the Spaceship Game swept us off our feet. Extremely brilliant and innovative to make us understand how reflection works and helps us to become reflective practitioners. The exercises also made us aware of team bonding. We are enabled to align the experience with our everyday experiences in school in terms of reflecting whether children are learning in school, who and why some children are not performing well, and how best to draw need-based strategies to suit different students.

### Session Design/Plan

The session scheduled for Day 10 could not be held on the stipulated day due to another program involving the participants. The course laid out for that day was taken up on this day along with the other session plan designed for the day. The sessions were divided into four parts as follows:

- Understanding developmental needs of children
- Teaching learning as a joint exploration by teacher and learner
- Understanding inclusion

- Creating culture of inclusion in school and classrooms

## Session 1

The first sub-session on *understanding developmental needs of children* was facilitated by Ms. Tshering Lhamu Bhutia through power point presentation. Being sensitive to needs of children and the need to create a warm, safe and caring environment within the school were discussed elaborately. Teaching and learning as a joint exploration by teachers and learners was discussed at length. Understanding Inclusion and creating a culture of inclusion in schools and classrooms were also explored in great detail. The participants were led into a group activity to draw out an action plan based on the developmental needs of the children. The key components of **Cognition Development** were elaborately discussed.

- Attention
- Memory
- Language
- Problem solving
- Reasoning
- Decision making

**A day without water** was served as an example in the context of how people, even elders would do anything within their capacity to address the urgent need for this survival component of life.

Giving opportunity to children to understand facts and situations in their own terms and capacity and to observe and appreciate the latent strategies that they intuitively display to cope with or interpret these factors was pointed out as vital.

The key components of **Social, Moral and Emotional Development** were discussed in the light and spirit of Toto Chan. Knowing one's emotions and managing emotions are very important to create emotional bonding.

Excerpts from the book "How children fail" by John Holt was read out by the participants and was followed by discussion and reflection on non-threatening school environment.

Characteristics of adolescents and their developmental needs were equally discussed.

## Session 2

Teaching-learning as a joint exploration by teacher and learner was the key issue brought into focus by the facilitators. The participants as care takers of the children's

rights were encouraged to take a closer look at their school environment and understand why in many situations children fear coming to school. Apropos to Dr Holt's book, the main causes of fear among children became clear. This session was basically meant to enable the school heads to reflect on their own practices and their school environment that could be further improved and rendered safe, secure and valued by the students.

### Session 3

Understanding Inclusion and creating a culture of inclusion in school is of primordial importance to ensure the equitable and balanced progress of the students and teachers. In most of the schools there are varying amount of exclusiveness based on caste, economic affluence, academic performance, individual strength/weakness, physical prowess, extra-curricular achievements or even relation/closeness to teachers. Those who fall in the excluded group based on these aforementioned terms lose interest in attending school. Creating an environment based on unity, equality and fraternity conducive to healthy growth and development of students is of primordial importance. The following **Dimensions of Inclusion** evolved in the course of the deliberations.

- Access
- Acceptance
- Participation
- Achievement

The facilitators further delved into local stories on gender issues. Grey areas in the context of Sikkim schools veering round class/caste distinctions, nepotism, favoritism, etc. were discussed widely. Many schools follow a culture of excluding parents and community from school developmental activities by considering them to be 'public' as juxtaposed to the 'school authorities'. In such situations, parents and communities who would have otherwise formed a viable support system for the school get alienated and very soon form the opposite pole. These discussions further evolved the picture of a child-friendly and inclusive school environment. One such area discussed with much enthusiasm was the government policy that has strictures on allowing all streams and disciplines in schools that are upgraded to a higher level. Schools having less than 35 students opting for science stream cannot run science courses, the result being the difficulty in procuring quality science teachers. From the standpoint of the school which does not have the required number of science enthusiasts, the inability to offer science subjects hampers the credibility of the school. This is also a case in 'exclusion' for reasons that are beyond the sphere of influence of the school head. The facilitators also

displayed relevant pictures and illustrations to drive home the concept of inclusion with clarity.

### **Activity on Inclusion**

Participants were asked to imagine their roles as 'caretakers and promoters of children's rights'. They were prompted to share their concerns, issues and challenges that they face every day in the light of this acceptance and realization. The participants expressed their concern about 'unintentional harassment' of students by teachers whose intentions are from their own stance 'very selfless and well-meaning'. The session stressed on how teachers should take care of emotional needs of the students.

### **Post Lunch Session**

While the topics for the morning session pertained to day 10 that had to be discontinued due to engagement of the participants in another program that day, the post lunch session was exclusively devoted to the topics that had been planned out for the day. The two main topics were (1) Coaching and Mentoring (2) Teacher Issues and Challenges

The facilitators began the session with two role plays enacted and presented by the facilitators on the following themes:

- (1) "Teacher approaches the School Head about problems in conducting weekly tests"
- (2) "New teacher joining the school"

The participants actively reflected on the outcome of these enactments. .

Mr. Raju Sharma began the session with a story to set the context on coaching and mentoring. Ms. Malati Rai provided situations to the participants to discuss coaching and mentoring as academic leaders. She unveiled various dimensions of coaching and mentoring and the various methods of unlocking the hitherto unexplored potentials of teachers, which would eventually maximize their capabilities. She constantly reminded the participants that the best school leaders are themselves teachers and mentors first more than administrators, and adepts in patient listening. Such exemplary coaches are non-evaluative and non-judgmental in their approach. They are always helpful and brimming with purpose and meaning.

She also dwelt on FAQs about coaching laying much emphasis on building healthy relationship between the mentor and the mentee as well as the coach and the coachee.

She called on all the participants to endeavor to become change leaders through effective mentoring and coaching.

### **Critical and important aspects of the session:**

Reflective questions on emotional development spiced up the sessions which helped the participants to devise strategies to cope with emotional needs of the students.

Participants' reflection on creation of ideal situations in the school resulted in building teams to achieve set goals and subsequent emotional bonding among the team members.

The following factors were also carefully examined and discussed.

- Anger issues
- Absence of love
- Dearth of bonding and unconditional love
- Strategies to create emotional bonding in a school. Celebrating various occasions with children could be one way to enhance emotional bonding.
- A system of one-teacher-one-class might further inspire mutual bonding between teacher and the taught.

The facilitator shared a real life story on emotional bonding between teachers and students. She concluded by saying that respecting the individual has been proven to be the best way to ensure bonding and trust among the students.

### **Teacher Issues and Challenges**

Dwelling on various issues and challenges with respect to teaching, the facilitator provided various situations to the participants related to different concerns and issues. She also asked the participants to switchover to different groups for some change in their positioning. The ensuing discussions on the given topics resulted in the following outcome:

#### **Group 1**

The group was given a situation based on pedagogical issues. Grammar used to be taught in isolation. Introduction of activity-based and informal method of learning grammar would be the plan of action and the duration would be one month. The expectation from the group is to see positive outcome by the end of this period.

## **Group 2**

The topic taken by the group was school dropout. Household chores make the children drop out of school. Other reasons are untenable attitude of the teachers, unsuitable environment in school, and poor performance of students. The group came up with a school action plan to reduce the dropout rate by initiating awareness camps, health related programs and providing incentives for school attendance. Proper survey would be conducted to understand the causes of absents from school and interventions would be chalked out following the survey and evaluation. Quick short term temporary jobs in pharmaceutical company and driving institutes are attracting male students and weaning them away from the schools. .

## **Group 3**

This group dwelt on personal issues of many teachers who are themselves consummate alcoholics, having self low esteem and de-motivated towards their duties, with multiple health issues. Counseling, assigning responsibilities and appreciating their work were thought of as viable interventions to help such derelicts come on track. Duration of a month was fixed to accomplish their goal.

## **Group 4**

The difficulties faced by teachers to make students comprehend the subjects, especially mathematics and science subjects were the issue taken up by this group. In most of the schools, mathematics has become a problem causing casualties. Sharing of real life situations, judicious use of learning apps and the internet, peer teaching, inviting senior adept teachers, reference books, extra classes, learning aids, support of SCERT and DIET, were listed out as strategies to address issue.

The session closed with an overview of the sessions by Ms. Tshering Bhutia. She rounded up her presentation with the reflective question “how would you introduce new innovative ideas in your school?” to be pondered over by the participants.

## **Overall impression of the participants:**

The participants were keen on sharing their issues, concerns and challenges that they encounter in the school. They could relate with the sessions very well as they pertained to their everyday affair in their schools. The activities and the video presentations were

well appreciated as extremely relevant. Some of the participants suggested field visit to schools and exchange programs from which school heads could immensely benefit.

### **Overall observation**

Creating an inclusive culture in the schools was well taken by the participants since exclusion on the basis of caste, class, sex and so many other socio-economic factors is rampant in the society. Teacher-taught polarization is another phenomenon that the best of school heads and SMCs have not been able to address and resolve fully. No wonder the participants took keen interest in discussing the methods of emotional bonding. The facilitators showed exemplary and expansive fortitude while taking the sessions allowing the participants ample time to question, discuss, suggest in a boisterous manner. For many of the participants, the feel in the class was almost like being in school once again as students.

## DAY 14

### Key Area - 4

**Date: 01 September 2017**

<b>Key Area Name</b>	<b>Building and Leading Team</b>
<b>Session Number and Name</b>	1. Understanding Team 2. Group Dynamics 3. Self Orientation to team work 4. Conflict Resolution
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Ms. Archana Gurung, Ms. Pema Yolmo, Mr. R K Pandey

### Summary Presentation

#### Key Takeaways:

The subtle difference between coaching and mentoring was well highlighted. A coach basically teaches the student about all the technicalities and ramifications of the subject but a mentor is one who takes on the role of friend/guide/philosopher and guardian to the student addressing every aspect of growth, development and emotional needs of the student. While the purpose and scope of coaching is to make the student skillful and knowledgeable, mentoring is about inspiring the student to look beyond the horizons of academia. It's about encouraging the student to add purpose and meaning to life - about aligning the skills and knowledge learnt in school to the broader canvas of living and life.

Teaching/learning as a joint exploration set the teacher-taught parameters on a different dimension. In the process of teaching the students, the conscientious and wise teacher is constantly aware of the learning process happening in the classroom. He/she gets concerned when learning does not happen even in a single student.

Creating a culture of inclusion in the school and classrooms was another prime takeaway.

### Session Design/Plan

The day's proceedings were laid out in four sessions spanning definition of Team; how team functions; adaptation to teamwork, and conflict resolution through teamwork. The methodologies utilized were group activities, discussion, interaction, and group/individual presentations.

The facilitators provided succinct definitions of team laying stress on the importance of building teams to accomplish any task with dexterity and perfection. Team was

described as a group of accomplished personnel standing on a common platform to achieve a common goal with commitment, diligence and expertise.

Thereafter the discussions veered round general and particular characteristics of team and the motives and methods of team building. Common attributes as identified by participants in the course of group activity for building and leading team were

- Trust
- Common goal
- Motivation
- Commitment
- Co ordination
- Co-operation
- Ability of team members
- Competence
- Just and fair treatment
- Equal opportunity
- Homogenous group
- Shared vision
- Celebrating/recognizing
- Appreciate success
- Team appraisal
- Reinforcement/encouragement
- Guidance/ mutual understanding
- Responsibility

The participants were motivated to share relevant experiences on team supporting the leaders in difficult times. Some of these themes are presented here.

### **Case 1**

A group of students were caught carrying *Ganja* (marijuana) in the assembly at Rhenock Senior Secondary School. At a later stage one of the two students went missing and was found after a few days. The other student committed suicide which resulted in violent protest by the people. The Principal of the School did not get adequate support from his team who either chose to be non committal on the face of wide-scale public strike or sympathized with the dead student. Ultimately the Principal had to seek police security and shelter.

### **Case 2**

In another case, some students of Tashi Namgyal Senior Secondary School at Gangtok were found drinking beer. The Principal took stern action and expelled the guilty students from the school. This led to a mass protest by students and their guardians. The Principal backed by his team stood his ground in spite of tremendous pressure from several quarters. He refused to bow down to intimidations and threats. The guilty students were not reinstated and had to seek admission in some other school.

This was followed by sharing of experience by participants on Conflict Resolution

## **1. Critical Appraisal**

- It was evident that the facilitators had done their home work and were well prepared.
- Discussion at times deviated from the topic
- Time Management was not keenly observed

## **2. Overall impression of the participants**

Participation was lively throughout the sessions. The following activities need to be mentioned specially.

- Various requirements for building and leading Teams in school settings and the role of a school head in the process were explained and understood with immense clarity.
- Difference between a group and a team was well explained
- The 'Geese video' made the required impact to drive home the importance of every member in the team through.
- Process of team building was well projected
- Designing Logo representing the motto of the team made the participants realize the central theme that sets the goal of everyone in the school.
- Through Group Dynamics the facilitators explained need and importance of having different types of members on board with variegated talents and capabilities.
- Participants filled in a Questionnaire and identified their conflict resolution style
- Causes and different levels of conflicts was exhaustive

## **5. Overall observation by the documentation person**

Sessions were interactive which participants enjoyed and understood thoroughly.

## **6. Suggestions if any about the session**

- Classroom management could have been better.
- Facilitators could have avoided naming participants who were isolates.

## DAY 15

### Key Area - 4

**Date: 02 September 2017**

<b>Key Area Name</b>	<b>Building and Leading Team</b>
<b>Session Number and Name</b>	1. Prioritizing Themes for Staff Meeting 2. Conducting Developmental Staff Meeting 3. Motivating and Influencing Team Members 4. Teams for Transformation
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Mr. R.K. Pandey, Ms. Pema Yolmo, Ms. Archana Gurung and Mr. Sekhar Chettri

### Summary Presentation

Six participants shared their sincere feedback on the previous day's sessions. The gist of their presentations in the form of key takeaways – (1) know the difference between a group and a team; (2) the role and influence of a team in various situations that school leaders have to face every day and (3) the dynamics of team building.

### Session Design/Plan

The facilitators began with an overview of the sessions that would be taken up during the day's proceedings. The first session on Prioritizing Themes for Staff Meeting began at 10.20 facilitated by Ms. Archana Gurung and Ms. Pema Yolmo. Staff meetings are important in any school scenario and such meetings are held as a matter of regular practice as well as during exigencies. But it is an art to conduct staff meetings and to utilize the opportunity to bring the staff members together in a cordial bond and thereby build a team of enthused persons. Invariably staff meetings tend to become a unilateral briefing or talk by the School Head while most of the members either take down notes or listen. In many situations, any suggestion or opinion from the staff could also be taken as effrontery by the School Head and therefore the members prefer to maintain their non committal stand. If the motive of a staff meeting is also to bond the staff members into a team, a well planned agenda of the meeting must be charted out based on priority and urgency of issues.

A video clipping was first shown to the participants followed by reflections from across the hall resulting in an animated discussion prodded further by the facilitators on the given topic. Thereafter, handouts were distributed for individual exercise on identification themes in a staff meeting.

It was a very vibrant and participative session where real life situations were shared. Good and bad experiences were exchanged on what happens when a school head does not lay down agendas on a priority basis. The key points that evolved during the discussion were also written on the white board. The session could only be described in terms of 'good two-pronged communication and active participation - not a lecture but in-storming session'. The focal point of discussion and understanding was that every staff meeting addresses not only the problems besetting the school but does not lose focus on the fact that the school exists for the welfare of the students. It is not only the physical development of the school but the overall improvement in every child's learning that is of prime importance. The session ended on a motto developed by the participants – "Work together and Move together".

## **Session 2**

Now that the need to have a properly set agenda to conduct a staff meeting and also not letting go the opportunity to strengthen the team further was well understood and accepted, the participants and facilitators were ready for the second session on 'Conducting Staff Meeting'. Mr. R. K. Pandey and Ms. Pema Yolmo facilitated the session. Mr. Pandey asked the participants to form three groups and simulate role plays on suggested themes. They were provided guidelines to perform their role plays. Each group was given 15 minutes to prepare while the facilitators went round the class providing answers to queries.

The participants actively were involved in the ensuing discussion on the themes suggested to them. As each group enacted their respective given theme, the rest of the class along with facilitators keenly watched and listened in rapt attention, taking down vital notes. The feedback session following each enactment was vigorous and positive. Group 3 innovatively used an audio recording as part of their play which was widely appreciated. Ms Archana Gurung made use of the whiteboard to write down the main points and answers. The session ended with a key message from Mr. Pandey on the importance of staff meeting not only in finding solutions to problems but as a major way to strengthen the team.

## **Session 3**

The third session on 'Motivating and Influencing Team Members' was facilitated by Mr. Sekhar Chhetri. He started with an energizer relevant to the session. The activity was entertaining as well as informative evoking much laughter and appreciation among the participants. It had an intrinsic learning based on team spirit and collaborative work. As the facilitator dwelt on the objectives of the session Mr. R.K. Pandey wrote the notes on the board for everyone's convenience.

Thereafter Handouts were distributed to all the three groups meant for every individual. Mr Sekhar Chhetri followed this up with a power point presentation on the related topic. It was a participatory presentation with the participants providing their views and opinions. After the presentation/lecture, the participants were asked to share their opinion. Next they were asked to go through the handouts, which guided the

participants to enact a role play on the theme of motivating and influencing team members. The class was divided into five groups leading them into preparatory group discussion. Mr. Sekhar Chhetri went round the groups and offered further help. The other three facilitators helped him with distribution of handouts and also provided the necessary support. A brief summary of the role play is mentioned below.

### **Group 1**

The subject was 'Rewarding Children'. The presentation was based on a real life situation experienced at school. Two participants represented the group. One read out while the other wrote down important points on the board. They pronounced 10 characteristics which helped them fulfill their goal. The theme also portrayed the deficiencies experienced by the School Head while trying to fulfill the objective. The manner in which the School Head surpassed the deficiencies was also shared. Questions were asked by participants and Mr. Sekhar Chhetri facilitated the session the question hour. Questions like how could trust be built among the staff on occasions like this.

### **Group 2**

Group 2 presented another real life situation in the context of organizing Annual Day Function in the School. The proceedings of the presentation were akin to the preceding enactment.

### **Group 3**

The group's presentation brought out factors such as discipline, coordination, competence, commitment, creativity, shared vision, communication, trust, attitude and team spirit. They also narrated situations that typified lack of commitment, motivation, coordination and team spirit. The group came up with plans to make up for their deficiencies.

### **Group 4**

Features such as trustworthy friends, encouragement, reliability etc. evolved in the course of their presentation. They too graphically suggested their strategies to make up for what they lacked in.

### **Group 5**

A Successful School was the theme of this group through which they projected virtues such as shared vision, mutual understanding, team work, good communication, commitment, equality and fairness. They also confessed that they lacked in shared vision and mutual understanding. They never reviewed their performance irrespective of success and failure. Towards the end they suggested ways and mean to overcome these failings.

The facilitator ended the session by consolidating the key messages from each group presentation which could be summed up as trust-building, mutual accountability, collaborative approach, and introspection.

## Session 4

The last session of the day commenced soon after the participants reassembled after afternoon tea-break, facilitated by Mr. R. K. Pandey, Ms Pema Yolmo and Ms Archana Gurung. The participants were first taken to the terrace area of the building for an outdoor activity. The facilitators had arranged a cycle tyre for the interesting game. The participants were asked to hold each other's hands on both the sides. They had to pass the tyre over each participant's body without leaving their grip on each other's hand. The participants soon came over their initial confusion and began relaying the tyre over each other very successfully. The participants were also asked to guess the time that they might take to complete the task till the last individual. Although the first round was a bit cumbersome, they had all become adepts by the second round and thereby took lesser time to complete the round. Ms. Pema Yolmo volunteered to be the time keeper.

Back in the lecture hall, the objectives and learning from the game were discussed under the supervision of Mr. R. K. Pandey and Ms Archana Gurung. Several key points such as cooperation, coordination, team work, team support, time bound, shared vision, encouraging, motivation evolved during the session, which are vital to the successful execution of any activity. One of the striking messages of the session was the "You need a Team for efficient performance together".

Ms Archana Gurung gave an overall overview of the entire day's session with final presentation of two videos. The first video was on coordination and collaboration where there is mutual understanding, identifying each other's strength and weaknesses. The need for an environment of collegiality in any learning organization where action and thought come together to achieve a goal was also portrayed. Cohesion was stressed upon as an concomitant factor of success alongside collegiality. The thin line that divides collegiality and cohesion was well shared to drive home the point that - "we are different people with different traits and backgrounds but pursuing a common goal that inspires us to shed our differences, come together and achieve the goal".

The main key points shared as takeaways were:

- School heads should be lead learners
- Empathy for each other
- Building trust
- Inspiring shared vision
- Building teams
- The art of delegation
- Futility of blame game
- Walk the talk

The final video on team spirit left the participants fully motivated and mesmerized.

## DAY 17

### Key Area - 5

**Date: 07 September 2017**

<b>Key Area Name</b>	<b>Leading Innovations</b>
<b>Session Number and Name</b>	1. Innovations – significance for school improvement: In search of new ideas 2. Looking beyond the normative framework
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Ms. Larissa Lepcha, Ms. Anjali Rasaily, Mrs. Asha Khatri, Mrs. Lamkila Bhutia

### Summary Presentation

#### Session Design/Plan

Two Sessions were laid out for the day on the

1. Introduction to Innovation –  
Activities - PPT, Audio talk, and open house experience sharing
2. Looking beyond the normative framework  
Activities – Case study on innovations through handouts and discussions,

#### Session 1

Ms. Larissa Lepcha began the session by distributing some articles to all participants who had to figure out ways to innovatively utilize these in teaching various subjects. The facilitator explained that for an imaginative teacher anything such as file tag, shoe lace, key chain, ring, identity card, eye pad, pen cover, used medicine strips etc. could turn out to be effective teaching aids. Many participants quipped in at this juncture to explain their innovative ways of imparting knowledge. The participants brought out their own articles to explain further. The facilitator then asked the participants about the article that they felt was best suited as a teaching. Everyone concluded that anything that is relevant to any given subject and described or related innovatively to highlight the subject was the best article. It's not only the intrinsic value of an article but the innovative imagination of the teacher that lends substance and meaning to it.

As the facilitator wrote the keyword 'Innovation' on the whiteboard and asked the participants to explain further, they offered these interpretations:

- Creativity
- Out of the box
- New variants
- Resources available
- Imagination
- Time bound

Ms. Larissa picked the words from the board and further explained the power of creativity in innovative learning. Power point slides were shown to highlight the lecture on 'knowing about innovations' which led to a meaningful group discussion on understanding innovations.

A video was shown to the participants who were later asked to take cues from it. They were further prodded with questions such as:

1. Does innovative learning happen in your school?
2. Can you recall any such instance?
3. How would you define innovation in your school?
4. How has innovations changed your school?
5. How should a School Head lead and introduce innovations in schools?

The participants were further told that Innovations do happen sporadically everywhere, but these need to be planned and sustainable. Unplanned innovations can boomerang and prove to be waste of time and resources.

An audio talk by Vijay Chand Sherry was played followed by group discussions. The participants spoke about innovations in their schools in the following terms:

- Environmental practices
- Teaching and learning
- Administration
- Motivating Teachers and students
- Community participation
- Evaluation and monitoring

Referring to the messages from the video clip, the participants said that innovations are cost-effective and affordable, thought provoking, illustrative, interesting, different from the run-of-the-mill, reflective, effective and easily accessible.

Another video clip on Innovations practiced in Lingchom Senior Secondary School in West Sikkim was shown. This generated much interest for it showcased a school in Sikkim and so easy to relate to. At the end of the show, Ms. Anjali Rasaily asked the class

1. Would you like to emulate these practices in your school?
2. What is the impact of these innovations?
3. What was the role of the School Head?

The following is the gist of their feedback on these questions.

- The School Head wanted to build a culture of innovation in the school. He initiated it and motivated the rest of the school
- Leaders should be the ones to take the first plunge.
- Students were included in the innovators' team.
- The School Head believed in vision/mission and idea shared by the team.
- Teachers were also part of the innovation revolution in the school.

Ms. Larissa and Ms. Anjali arranged the class into five groups for an animated discussion on innovations and subsequent presentation. Following a 15 minutes discussion the following presentations were made.

### **Group 1**

- For cleaning a stream near the school, the staff and students kept vigil on throwing of garbage and waste and spread awareness among the locals to keep the water clean and pure.
- Central Pandam Secondary School infused a sense of economy and waste management by reusing used paper for different purposes.
- Sichey Secondary School introduced reuse of used plastic material.

### **Group 2**

For the students of Chakhung Senior Secondary School wearing traditional dress once a week is mandatory. The practice is meant to promote cultural conservation and

integration. Students are free to exchange dresses and wear ornaments and artifacts for better cultural cohesion.

The Mubrug Secondary School has been innovating with toys made out of waste paper.

### **Group 3**

At Melli Aching Secondary School the touchstone of innovation has been community mobilization to address issues related to the school and the society at large. The school organizes co-curricular activities such as quiz, debate, variety shows etc. every two months involving the community in a big manner.

The Kabi Senior Secondary School has banned the use of anything made out plastic. Instead bamboos and other organic resources such as corn husk are widely used to make various articles of daily use.

Water harvesting is the prime innovation at Phodong Senior Secondary School to deal with acute scarcity of water in the school premises - students are encouraged to carry water from home and pool the left over water in school for use in toilets etc.

### **Group 4**

The teachers, other staffs, students and Principal of Kitam Senior Secondary School gather every Saturday for 30 minutes to clean the school premises.

There has been exemplary leadership initiative at Tingley Senior Secondary School to collect plastic for reuse and recycle.

The students of Dikchu Senior Secondary School are asked to fetch unused articles from home and any place of convenience and utilize them to beautify the school premises.

### **Group 5**

There has been a spurt of creative ideas in the primary section of Gyangap Senior Secondary School. Every day after lunch all the teachers and students sit together and prepare plays that they stage twice in a week. This has helped the children get over

stage fear and hone up their communication skills. This activity has also created a splendid informal learning environment for the juniors.

At Daramdin Senior Secondary School students are asked to evaluate test papers from 8th grade onwards and which are later assessed by teachers. This has promoted trust and self-improvement among the students.

The Maniram Secondary School is located in the market place. The School adopted the nearest village and began a wide cleanliness drive, cleaning drinking water tanks in every household in the village. The village road repaired and maintained every year by the school, which also runs awareness programs on plastics and alcohol. This is a great initiative to link up the entire village with the school.

Two Schools, Maniram Secondary School and Gangyap Secondary School were identified and finally selected to make ultimate presentations on the ensuing day on 'best innovative practice'.

## **Session 2**

Case studies were distributed to the five groups to be read and presented. The participants were asked to read the case studies in the light of the three questions mentioned below:

- What is the crux of the highlighted issue?
- What was the innovative aspect of the case study?
- What would you as head of the school have done in a similar situation?

The reflections from the participants were interesting. The following were projected as common factors in all the five case studies

- Problems
- Innovations
- Problem- solving

The facilitator further quizzed the class on how would they solve problems related to the school to which the answer was – “Use normative method by approaching the concerned authority”. The next question that followed was what they would do in case the authority fails to solve the problem. The answer from the class was – “we would be left with no other recourse but think out of the box and find solutions through

innovations". Towards the end of the session, the facilitators said that the main characteristics of innovation are Novel, Affordable and Viable. Ms. Lamkila Bhutia presented a video clip on Innovation.

## DAY 18

### Key Area - 5

**Date: 08 September 2017**

Key Area Name	Leading Innovations
Session Number and Name	1. Nurturing Innovations – Creating spaces for experimentation and research, ensuring adequate resources and academic support 2. Building a Culture of Innovation in the School 3. Understanding and Addressing Resistance to Change 4. Rewards and Recognition for new ideas and actions, identifying and documenting innovations in schools
Time from and to	9AM to 4.30 PM
Name of Facilitators	Mr. Rapgay Bhutia, Ms. Anjali Rasaily, Pemba Lhamu & Ms. Larissa Lepcha

## Summary Presentation

The day's session began with the reflection of the previous day's session by group 5 on 'Leading Innovation'.

### Key Takeaways

- Differences between best practices and innovative practices
- One needs to conceptualize innovative ideas and translate them into practical action.
- Inspiring videos were shown that taught us to create cost-effective teaching aids and learning material.
- Innovations should be impactful on learning and easily available at no extra cost.
- Case studies were brilliant and there were ample opportunities for the participants to share their innovations and best practices in their respective schools.
- The case of Lingchom Senior Secondary School was contextual and inspiring.
- The knowledge shared on developing a culture of innovation in the school was inspiring.
- The afternoon session made everyone think about nurturing innovations while tackling various problem situations.

- Constant and unbiased observation is the only way to monitor and evaluate innovations happening in schools.

The feedback from Group 5 was thus very positive without any reproach or criticism. They had enjoyed the session thoroughly and benefited from it. The lone critical suggestion from them was that innovation should be institutionalized in schools and a technical assistant appointed for ensuring innovative practices. Some others soundly opined that such a move might hamper the innovative spirit of teachers and concerned persons making innovation another ritual initiative instead of being spontaneous expressions artfully born out of circumstances.

## **Session Design/Plan**

The day was programmed into four sessions

Morning session

1. Understanding innovation and innovative solutions to problematic situations and
2. Sharing success stories on innovation through video presentations followed by group discussions and feed-back giving ample opportunity to the participants to share their individual experiences in their respective schools.

Post Lunch session

3. Resistance to change
4. Importance of reward and recognition as incentives.

## **Session 1**

Mr. Rapgay Bhutia initiated the session by asking the participants about their understanding of innovation the key issue featured in the 5<sup>th</sup> Key Area. There were various responses from across the classroom. The facilitator zeroed down on the word 'impact' articulated by everyone in the sense that no innovation would be defined and complete unless it made any impact. Following a brief discussion on innovation the participants were engaged in a group work. To make them understand the subject better, a video by Arvind Gupta was presented which was later followed up with group discussion on the theme. Next, situations for group work were suggested wherein the participants had to come up with innovative solutions to the given situations.

- Improve sports facilities in your school.
- School head as an instructional leader to improve slow learners.

- Create an innovative budget for school in the context that the school has received a donation of RS 4 lakh and you, as School Head should utilize this fund for primary level learning, sports and co-curricular activities.
- Dealing with variegated linguistic and religious background of the children in a new innovative way
- Innovative ways to recognize and reward teachers on their performance in school

## Session 2

The video based on child centric activities showcased how trash can be turned into toys, which could further be used as effective learning aids. It was a powerful video about creating eco-friendly school environment.

Thereafter participants were invited to share the innovative practices initiated by them in their schools. Three heads of schools came stepped forward to share their innovations.

1. Mr. L.P. Pradhan, Head of Maniram Secondary School, South Sikkim spoke about the guardian-teacher concept introduced by him in his school wherein every teacher had to groom up a group of students as foster parents or guardians. This made them get closer to their students and the students in turn bonded more affectionately with their teachers. The impact of this concept was very positive and the teachers grew highly enthusiastic on it.
2. Mr. Tashi Ongyal head of Gangyap Secondary School, West Sikkim had devised innovations for learning the English language. The crux of the practice was continuous enactment of dramas and plays in English that has now become his school's tradition. The students are constantly given scripts to learn and present the play in a matter of two weeks. This innovation beyond the text book has helped in improving the diction of the students pertaining to English and also rid them of their complexes about acting and articulating.
3. Mrs. Indira Poudyal, head of Kalzang Gyatso Senior Secondary School, Kabi, South Sikkim presented a short film entitled 'Maya Innovative Practices' by girls students under her guidance. The central theme of this film was to address the problem of girl students absenting from school. As per the story of the film, the Head of the School invites resource persons to teach girl children tie and dye, cross stitch work, pickle making, make aprons, eco friendly bags and flowers from corn husk, etc. as vocational training components. Attracted by this skill development program in the school, the attendance of girl students in the school drastically improved.

Video presentations on Eklavya residential school and Girls of Gangyap School completed the session.

### **Session 3**

Mr. Rapgay Bhutia asked the class “What is resistance?” and “Why do people refuse to change?” The participants responded by saying that it is the negative side of individuals that resists change for the good. People who are basically lethargic and laid-back don’t want to come out of their cocoons and strike a novel chord.

This was followed by a video on the theme of people resisting change. This was followed up with vigorous discussion on ‘why people do not want to change?’ The participants were divided into 5 groups comprising of 6 members in each group. The following situations were placed before the participants for further deliberation:

- Convincing teachers for the remedial class after school.
- Convincing teachers who are not interested in yoga to participate in yoga classes.
- Convincing staff to collect money from other staff members for school development.
- Managing teachers who are not comfortable speaking or teaching in English?
- Convincing untrained teachers to get registered on time for qualifying training.

The solutions to these situations coming from the participants were as follows:

- Inculcating sense of responsibility towards students who are fully dependent on their teachers.
- Making yoga classes more interesting using musical background.
- Develop a sense of belongingness and ownership among the teachers.
- Motivating teachers by delegating small tasks such as compeering, announcements etc. on a rotation basis.
- Motivate them by telling them about the self-empowerment it will generate and also the professional benefits of undergoing the training course.

### **Session 4**

Ms. Pemba Lhamu facilitating this session led the participants through a PPT presentation on reward and recognition. Failure to recognize innovation and restraint on rewarding innovation is a serious lapse that dampers the spirit of innovators.

- Recognition and reward were explained in the light of Abraham Maslow's theory of self actualization where he stressed on the importance of "focusing on the positive qualities in people, as opposed to treating them as a bag of symptoms." Self-actualization helps an individual in recognizing one's potentialities and brings about growth in the individual. What followed further was a fruitful discussion on seven steps to recognition.
- There is a world of difference between doing anything out of the heart or the mind.
- Difference between recognition and reward was thoroughly explained.

The facilitator further gave the participants two situations for discussion:

- How can you as a school head recognize and reward a teacher's performance in school in a novel way?
- How do you recognize those who are performing well in your school? How do you reward such teachers without making other teachers feel inferior or incapable?

The participants worked out in groups and submitted these innovative solutions to the situations.

1. Setting up of parameters for selection in areas like academics, sports, culture, innovative practices, regularity of teachers, monetary help that teachers makes for development of school etc. Assessment should be done by SMC members and transparency maintained meticulously. This would generate healthy competition among teachers.
2. One of the participants suggested that rewarding teachers for providing monetary help would set a wrong precedent and tantamount to buying recognition with money. Hard work and dedication are more appropriate pre requisites for reward and recognition.
3. Group 3 suggested that any all-rounder teacher may be given 'teacher of the year award'. Teachers who are not good at co-scholastic areas but excellent in innovative teaching in the classroom could be decorated with 'innovative teacher award'.

## **Critical Appreciation**

- Presentations were simple and lucid
- The facilitators excelled in teaching different ways of creating TLM
- Cost effective solutions
- Multiple use of creativity
- Creation of TLM out of innovation
- As school heads we should save the school from stagnation by creating a culture of innovation.

## DAY 19

### Key Area - 6

Date: 09 September 2017

Key Area Name	Leading Partnerships
Session Number and Name	1. Dealing with differing perceptions and expectations of parents and teachers 2. Encouraging parent involvement in school management
Time from and to	9AM to 4.30 PM
Name of Facilitators	Mr. Shekhar Chandra Chettri, Dr. Pema Lama, Ms. Larissa Lepcha

### Summary Presentation

The day's session began with the summary presentation of the previous day's session on 'Leading Innovation'.

### Key Takeaways

- The fundamental definition of Innovative practices and best practices was apt and enlightening.
- Resistance to change and the ways to overcome resistance in different ways was absolutely helpful for we have ourselves gone through tough experiences.
- Difference between reward and recognition was another eye opener.
- We now understand that more teachers deserve to be rewarded.

### Critical Appraisal

- The participants were unequivocal in assuring the facilitators that in the light of the awareness gained during the course, they would identify deserving teachers for rewards and ensure that no one deserving of such rewards and recognition left out.
- Due recognition should be given to the teachers and students for their achievements, hard work, and dedication.
- Some participants expressed their difficulty in selecting teachers for reward .
- One of the participants suggested that all presentations on the part of the facilitators as well as the participants should be made more creative and interesting.

- Some of them demanded special sessions for problem sharing for most of them had various difficult issues and felt that the classroom could be utilized as a common platform for venting out and finding solutions.
- They also stated that most heads of institutions are solo performers and don't readily mix up with the rest of the school faculty.

## **Session 1**

The session began with explaining partnership, components of partnership and effective partnership. The School Management Committee (SMC), community members such as panchayats, elder members of the society, NGOs, etc. should be the partners of the school. Forging partnership is important because the school cannot exist and function in isolation.

- Partnership promotes smooth functioning of work.
- Promotes collaborative work.
- Offers solutions to problems
- Address the difficulties in dealing with children coming from diverse sections of the society.
- Addresses the socio emotional needs of the children.
- It is best method to work in unison with one objective .

Some participants felt that parents hardly get time to come to school regularly and extend their helping hands. Collaborating with parents is also a tedious task owing to their diverse mindsets and wave lengths which seldom match with the academia. Experiences were shared through group work on the role of school heads and how partners can contribute positively. Partners should participate in school programs and attend SMC, PTA, SHG meetings. The concept of School Community Partnership within the framework of the school demands that various school communities should work in close partnership.

The participants were engaged in discussion wherein experiences were vigorously shared. Handouts were given on different problems that could be tackled through effective partnership. Some of the problem-situations suggested were:

1. Overcrowded classroom
2. Liquor bottle found in a child's bag
3. Two teachers on leave at the same time.
4. Around 25 percent children did not pass in Board Examination
5. During the past month large number of children was affected by viral fever therefore irregular in their school attendance.

## 6. Insufficient books in the library.

The Solutions suggested were:

- Including Health Officers, SMC members, and other relevant stakeholders is important to address health issues among the students.
- It can be made known to the public through public announcement that the school accepts donation of books that many retired officers and philanthropist might be interested to gift to the school. All that is required is to spread the awareness about this avenue of philanthropy among the people. Such gifts can be acknowledged in public in gratitude.
- Tripartite meetings between parents, students and teachers should be regularly held in the school.
- Educated people from the larger community could be invited and encouraged to help the school by taking classes whenever there is dearth of teachers.
- Children should be monitored and evaluated by teachers as well as their parents.
- District officials and alumni associations may also be approached for books and such other help.
- Schools and community members help religious institutions and so the help can be obligatory and mutual.
- Parents and community members can be entrusted a major role in checking absenteeism, which arises by choice or by force. Therefore there is need to understand the cause first before blaming the student.

## Session 2

The positive and negative side of perceptions of parents and School Heads were discussed at length.

### Positive

- Parents' participation in programs.
- Parents' contribution to funds for various activities in the school.

### Negative

- More than often, there is a feeling of distrust among parents and teachers.
- Parents are suspicious about the misuse of school funds.
- Heads of institutions dominate the parents.
- Parents need to be provided updates and guidance from time to time regarding various problems.
- Parents must be made active members of the school.
- Need to accord due respect to parents and treated as important members of the school.

- The mutual respect should be expressed in all modes of communication.
- Need to develop shared vision through frequent meetings.
- Provide academic updates to the parents.

A video clip (Dr. Joyce) was shown to the participants and feedbacks gained from them.

- Overall performance of students is largely proportional to parents' positive involvement with the school.
- Active involvement of parents ensures better results.
- Families should be treated as resource pools

To identify ways of ensuring parents' involvement in school management by using Epstein's Framework, handouts were given to the participants. The method consisted of a PPT presentation on six aspects of partnership. The participants had to select any two aspects and identify the challenges that they would face while implementing the select aspects. The cardinal learning from this activity was that the School Heads had to develop more comprehensive strategies to forge partnership between school and parents.

## DAY 20

### Key Area - 6

Date: 11 September 2017

Key Area Name	Leading Partnerships
Session Number and Name	1. Understanding School-Community relationship and relationship with local authority 2 & 3. Balancing demands of school development with system-level requirements 4. Networking with different stakeholders
Time from and to	9AM to 4.30 PM
Name of Facilitators	Dr. Pema Subba, Mr. Sutradhar Pathak, Ms. Anjali Rasaily and Ms. Manita Khanal

## Summary Presentation

The day began with summary presentation by Group 5.

### Key Takeaways

1. Succinct definition of school partnership
2. Intriguing to understand the dynamics of human expectations in the context of parents and teachers.
3. It is a daunting challenge as well as necessity to ensure active involvement of parents in school management.
4. The domineering tendency of School Heads should change and be replaced by mutual respect, trust and empathy with parents treating them as equals and responsible members of the school community.
5. The Epstein's Framework on the six aspects of school-home partnership was brilliant and appropriate.

### Session 1

The session began with the participants being grouped together as per their zodiac signs and the partners informing the house about the interests and hobbies of their respective partners. A quote from Helen Keller "Alone we can do so little together we can do so much" was an appropriate thought for the day.

Participants mulled over two scenarios projected in a handout pertaining to problems invariably faced by schools. **SUKHIM** group made the first presentation.

- Meeting not convened as per the general convenience of the community
- The real parents may not be present and the children might be living with disinterested guardians
- SMDC members not involved in all situations
- Lack of proper communication and only through children
- SMDC members not included in the School development plan
- Proper invitation letter could have been sent to ensure their presence
- Agenda of the meeting could have been written in the invitation letter
- Wrong timing to convene the meetings
- Wrong selection of SMDC members
- Nonchalant guardians who are fostering children remotely related to them and not their own children
- SMDC members called only for crisis management and never involved in other general and normal issues concerning the school.
- Letter of gratitude and appreciation should be routinely sent to the SMDC members for their least contribution.
- Make the SMDC/SMC members a part of the school management at all times.
- Request them to write regularly in the School Magazines and get them exposure through print media and other modes of media exposure.
- Make the SMDC meeting a cause for a drama/cultural presentation, which might be an attractive package.
- Make good use of the social media such as forming web groups including the the SMDC members and all stakeholders making good use of social media.
- Display the pictures of all the past and present SMDC members as much as the faculty members, which will be a big recognition and encouragement.

The Second group presenting scenario two was called **JO JO ROPA** meaning Namaste.

- Form the SMDC judiciously by including local educationists and make them aware of their rights and responsibilities. This will ensure equal representation
- Expect and ensure 100% representation of all stakeholders and give them freedom of expression.
- Expect periodical visits and monitoring by departmental authorities
- Felicitation of teachers such as Shiksha Sri Award

**YARGAY (Progress)** Group made a few add-on points.

- Ensure financial contributors from among the community

- SMDC members should be equally competent and qualified to be part of the school and to understand the functioning of the school more intimately.
- Encourage parents to give regular feedbacks with regarding to pros and cons of the school
- Local education officers to regularly visit
- Motivation classes through visiting experts

#### **PRERNA group's add-ons**

- Plugging communication gap between community and the school
- School not willing to foster partnership
- BRCs and CRCs should play a major role in communicating with the local stakeholders and convincing them about their roles and responsibilities.

Post tea break, as the participants grouped together for the second session, the consultant drew the attention of the participants to one challenge caused by polarization and apathy that invariably develops between the School authorities and SMDC over a period of time. Scenario 2 typifies this kind of situation that hinders the overall progress of the school.

#### **Session 2**

The session began with group activity on Role Play on Working with System Functionaries and collaboration with School Heads

Group **ANAMIKA** made the first presentation of a role-play entitled Clash of the Titans

#### **Postulates:**

- BRCCs not providing academic support
- Partiality and nepotism in their conduct
- Acute lack of communication
- They act more like administrators than academicians

Emergent Issues as told by the Head of the School to visiting HRDD Authority

- Books not being sent on time
- Lack of good mathematics teacher
- BRCCs are responsible

The authority promises all help. This could happen as a result of positive dialogue between the two.

Animated discussion on the role of the Block Resource Centre Coordinator as a data gatherer and provider of support to schools followed the enactment.

### **Group SAMADHAN**

#### **Postulate**

- BAC members are least bothered about the priorities of the school.

They seldom visit the school. Their apathy is pathetic. Various suggestions were provided in the course of the enactment spanning having to run the school sometimes even without ad hoc teachers, suggestions to involve the SMC members to help address the problem, shortage of classrooms and suggestions to involve alumni, NGOs etc. to address the problem.

### **Group ASHANG**

#### **Postulates**

- School Education Director does not take school into confidence while transferring teachers
- He is ignorant about ground realities
- He is apathetic towards the problems of the school treating the school as a minor secondary problem

Indiscriminate transfer of teachers based on political insinuations and pressures. The Director lists out the hierarchy and procedures of the system. The Director suggests proper coordination of the teachers' transfer policy to be done at the district or local level. A teacher to be transferred only on the recommendation by the head of the institution was a sound suggestion coming from the Director.

Anticipating the commencement of the third session the participants were drawn into an activity with straws and adhesive tapes to construct the tallest structure in a silent manner. The lessons learnt were teamwork, coordination, creativity, sagacious and judicious use of limited available resources, mutual acceptance of inputs, proper planning, innovation and so on.

### Session 3

The participants were led to the open space at the terrace and made to form a circle. To demonstrate the web of interdependence, three issues were placed before the congregation. A string ball was rolled out from one stakeholder to the other who would suggest a string of interventions to help the problem child. As there would be progression in various interventions, a web would be formed.

- A slow learner or late bloomer child
- A child loses her parents and is brought up by her maternal uncle
- A child is abused by her uncle

#### Case One:

- Parents visited by the child's class teacher who accepts that the child had chronic difficulty in learning and needed special attention
- Parent turns out to be semi literate who also say that the child has poor eyesight
- Parent goes to head of the School
- Head of School asks the child about his problem
- Head of School contacts the CRCC who advocates proper screening of the child
- Head of School contacts the SMC
- SMC solicits monetary help from the Panchayat funds or SSA funds to arrange remedial classes engaging an expert.

#### Case Two

- The matter is brought to the notice of the Head of School by Class Teacher
- Head of School confers with the SMC
- SMC contacts the Panchayat
- Panchayat and SMC contacts the maternal uncle to ascertain his attitude towards the orphan
- Ultimately the Head of School volunteered in this case to adopt the child
- In another scenario the Panchayat and SMC members find her a foster home

#### Case Three

- The Head of School investigates
- Files an FIR at the local police
- SMC and Panchayat are informed
- The police finally apprehend the culprit uncle.

## **DAY 21**

### **Key Area –6 &7**

**Date: 11 September 2017**

<b>Key Area Name</b>	<b>Leading Partnership (Concluding Part) Leading School Administration</b>
<b>Session Number and Name</b>	1. Creating professional learning community with other school heads 2. Decision Making Process 3. Effective Management of Human and Physical Resources
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Mr. K. B. Chettri and Mr. Basudev Adhikari, Dr. Pema Subba

### **Summary Presentation**

#### **Key Takeaways**

- Revealed many hidden facets of communication among major stakeholders of the school inter alia academic activities.
- The method of group activities to identify and address problems is so well designed that we are surely going to adopt these techniques back in our schools and brainstorm on our pertinent issues.
- Facilitation was very well prepared, dexterous, extremely well articulated and choreographed resulting in very good reception. This is what we ought to do back in our schools

#### **Critical Observations**

- Participants are not very informed about various systems level authorities and their functions.
- Facilitation was robust and kept the participation on their toes.
- The day began with the some of the participants feeling low that the workshop was almost coming to an end and that it was a great invigorating and learning experiences.
- The brainstorming sessions and resultant presentations were spirited and engaging.
- Even on the 20<sup>th</sup> day of the commencement of the workshop, the participants showed extreme enthusiasm.



## **Suggestions**

- All the school heads feel that they are facing many problems that they need to vent out and find solutions
- Participants need special sessions to share their problems

Since the concluding part of the previous Key Area 6 on “Creating Professional Learning Community” had been assigned 3 hours time divided into two sessions of 90 minutes each, it was clubbed with two other sessions of Key Area 7 on Leading School Administration spread into two post lunch sessions thereby filling the entire day.

## **Morning Session 1**

### **Process of creating Professional Learning Community (PLC)**

Problem-solving and collaborative learning were explained as the touchstone of PLCs. The facilitators defined PLCs as a collegial group of stakeholders of the school who are devoutly committed to progress and development of the school. PLCs are catalysts that draw together resource persons and experts from different fields of expertise to participate in the learning process in diverse ways. PLCs create enabling and supportive environment that is conducive for professionals to apply their respective skills to solve problems.

The participants were divided into three groups and made to simulate a PLC meeting ideally to be held during every weekend. The convener of each group initiated the discussion at the end of which the convener shared the ultimate outcome. The discussions veered round two important postulates:

- The purpose of forming PLCs
- What will be the ultimate structure of the PLCs when it becomes successfully functional?

The outcome of the discussion can be summed up as follows:

- The student is the focal point of all that happens in a school.
- The principal objective of the school is to ensure that the student learns – that learning takes place.
- This cannot be fulfilled with the efforts of the school head and teachers alone – there are other stakeholders who has to be brought together to support the learning process in the school

- There is need for professionals and experts in diverse disciplines to come collaborate together to create an ambience of learning without obstructions in the school
- Three questions are vital to be considered:
  1. What do we want our students to learn?
  2. How do we know whether the student has learned and absorbed all that was taught?
  3. How do we respond when the child experiences difficulty in learning?
- A school providing 'learning for all students' becomes a mere cliché because all students don't have the same level of intelligence to grasp and understand what is taught. Moreover understanding the subject also depends upon 'interest in the subject', which varies among different students.
- Henceforth we will be extremely vigilant about students' performance and overall demeanor and dispositions and thereby identify those who need extra support.
- We understand that this must be done on time as a matter of priority.
- Remedial measures are slow to work and sometimes are ineffective and hence we will take recourse to intervention and PLC is the answer.
- Help will be provided through professionals, parents, community members, SMC, as soon as we find a student facing problems or lagging behind.
- This is because remedial classes, special courses etc. are slow to work on these students. We need to first get to the roots of the problem. Symptomatic diagnosis can further aggravate the problem.
- Academic failure may not always be because the student is a dullard or slow learner. There are several socio-economic issues that can hamper a student's progress. Equal learning opportunity for all students therefore should connote bringing all students onboard on a parity level.
- If the students have acute learning difficulty our PLC specialists will at once address the issue and coach such students until they are brought at par with the rest of the excelling students.
- Apart from this, the School also faces multiple problems related to administration, dearth of teachers, border disputes, teacher transfers, sudden diseases that become endemic at times and so on. A vibrant PLC will provide all the solutions to these issues since our PLC will have professionals and devout specialists from all areas of expertise.
- Our PLC might ultimately include the entire society.

## Post Lunch Session: Leading School Administration

### Session 1

The post lunch session led by Mr. K.B. Chettri and Mr. Basudev Adhikari was on Key Area 7 and was brilliant and interesting. At the outset, Decision Making was defined as "a course of action which is consciously chosen from among a set of alternatives to achieve a desired result."

#### Kinds of decisions:

1. Decisions to chose between alternatives
2. Decisions to chose one or more alternatives from a wider set of probabilities
3. Contingent Decisions, which are conditional decisions, put on hold till the fulfillment of the conditions

#### Stages of decision-making

- Defining the problem
- Identifying limiting factors
- Developing potential alternatives
- Analyzing the alternatives
- Selecting the best alternative
- Implementing the decision
- Evaluation of the implemented decision

#### Decision Making Exercise

No	Decision requiring urgency	Alternatives available	Support available	Risk Involved
1	Construction of additional classroom	Temporary Shed	SMDC and local gentry	Monsoon rain could damage the shed
2	Teachers on maternity leave	Proxy teachers (ad hoc)	Joint Director/SMDC	Classes could be unmanned
3	Annual Day Celebrations	Low profile preparations	Community mobilization	Lack of time
4	No Head master at school	Teacher In Charge	SMDC/JD	Teacher
5	Spread of Tuberculosis	Quarantine affected students	PHSC/Guardians	Could become an endemic
6	Boy using abusive language to female teacher	Try to understand the situation	Discipline committee, TRS, SMC, Guardian	Risk of teacher being charged

7	Girls smoking in toilet	Counseling	DC/Guardian/TRS	Might take serious steps
8	Teacher beaten up by boys	Suspension or ouster	DC/ Guardian	Vandalize school property
9	Student attempt to suicide	Child welfare committee	Parents/peers/SM C/TRS	Might commit
10	Truancy	Suspension	Guardian/DC	Drop out
11	Stealing paper	Suspension	Parents/ SMC/DC	Bad influence/drop out
12	Intrusion and incursion	Fencing	SMC/Local gentry	Damages to property
13	Sexual abuse	Contact police/health worker	Parents/teachers/p olice/health worker	Trauma, stigma, suicide, murder, riot
14	Substance abuse/overdose	Hospital/police	Parents/teachers/S MC/NGO	Death, multi-organ failure, withdrawal
15	Gang fight	Arbitration, teachers, parents	Teachers, parents, SMC, police	Injuries, death, recurrence
16	Natural calamities	Shifting/evacuation	Disaster management committees, parents, SMC, teachers	Injury, loss of property death
17	Drinking water problem	Temporary solutions	SMC/local gentry	Water scarcity
18	Bullying and ragging	Rigid norms/DC	SMC	Dropouts
19	Poor quality or poisoned MDM	First aid/Health/Police	Teachers/students/ parents/SMC	Illness, death, psychological impact

## Session 2

### Effective Management of Human and Physical Resources

The facilitators led the class through a PPT presentation on that explained the judicious use of human and physical resources. The slides were also distributed among the participants as handouts.

The crux of the exercise was to list out all available resources in their respective schools including the teaching and non teaching staff, furniture and fixtures, library, laboratory, white or green boards, play ground, sports material, office material such as stationery,

computers etc., and so on, keeping the student as the fulcrum of all activities. They were asked to make a list of tasks on an average day on the other side of the sheet. They were to imagine situations wherein a task would need reallocation of resources. The ability to do this would reveal the prowess of the School Head in resource management. This was an exercise in ability mapping of the School Head as well as teachers and other stakeholders of the school – the way they would manage time on the face of a crisis of adequate resources.

This was followed by a group activity on positive thinking. People tend to turn skeptical and cynical when things go wrong and resources are dwindling. Optimistically every crisis or difficulty helps in bolstering one's own inner spirit, resilience and strength. Limited resources ignite unlimited ideas to deal with a situation with those limitations. The facilitator divided the participants into 5 groups. They were asked to think of projects of their choice such as setting up a library, new laboratory, making a documentary film, a school funfair and so on. For each of these activities they were asked to list out material that would be required.

Once the list of requisite resources were numbered and written down, the facilitator called out numbers to which and the corresponding resource material had to be omitted. The facilitator called out these numbers several times ensuring that that many numbers were struck off the list. Left with the limited resources, members had to bring to life the project that they had wished to create. The outcome was almost like a miracle wherein several School Heads learnt to make judicious use of available resources that were acutely inadequate to achieve their set goal.

The participants agreed at the end of the group work that the exercise enthused their prowess in resource reallocation and planning.

### **Critical Observation**

Both the sessions were extremely pragmatic and beneficial to the participants. Most of them had been regularly inviting help from SMCs, community members, artisans etc. more dictated by the need of the hour rather than any planned and defined effort to form PLCs. Addressing various problems confronting the School through PLCs was such an eye-opener that the participants were rushing to reach their respective schools to start PLCs.

Decision making and resource allocation were beautifully thought of subjects very much related to every day functioning of the school. Although life depends wholly on making

the right decisions, one hardly has time to ponder over the art of decision making and thereby sometimes end up deciding the wrong way. The exercise clearly classified types of decisions and informed the class about making the right one amidst a set of multiple alternatives.

## **DAY 22**

### **Key Area – 7**

**Date: 12 September 2017**

<b>Key Area Name</b>	<b>Leading School Administration</b>
<b>Session Number and Name</b>	1. Recognizing data 2. How to read Data 3. Graphical interpretation of Data 4. Assessment as Evidence for Improving Teaching Practice
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Mr. Rapgay Bhutia, Mr. Rajiv Phillip

### **Summary Presentation**

#### **Key Takeaways**

1. Creation of PLC was a major takeaway. Had not imagined that the inclusion of professionals and experts apart from the other stake holders of the school could make things so much easier.
2. Decision making had been a thing taken for granted since we all take decisions every moment. To understand decision making in this professional perspective took us off our feet. Also the facilitation was great.
3. Most of us are in a great hurry to begin PLCs in our schools
4. Next time when a crucial decision has to be made, the lessons learnt here will guide us.

#### **Critical Feedback**

- We would like to have more sessions on CBSE norms especially pertaining to record keeping and financial management.
- We all faced difficulties in terms of accommodation during this month long workshop. The workshops could have been made residential so that even the zero hours could have been utilized for creative sessions.
- Need to be more sensitive to problems facing the participants. The day after the valedictory is Vishwakarmapooja due to which there are bound to be no vehicular movements around the state. This could impede their journey back home.

## **Session 1**

The facilitator Mr. Rappay introduced Data as a set of values of qualitative and quantitative variables. Data pertains to facts and statistics collected for further analysis and reference. Data, which is the plural of the Latin root *datum* meaning *given thing* gained currency since 1946 as 'storable and transmittable computer data'. With regard to data sourcing, we all are affected by the DRIP (Data Rich Information Poor) syndrome.

The participants were asked to imagine any pertinent factor ranging from an institution a hotel, shop, industry and so on. They were asked to list out useful data pertaining to the select subject without losing focus on the purpose of preparing the database. The participants were next asked to sift through the data thus prepared, consider what is relevant and important and delete the unwanted data. Some participants said at this juncture that a database on experts in science and mathematics would be helpful so that they could draw from that resource pool at any exigent time.

In the school context, database of various kinds are useful to keep track of a student's progress in academics and co-curricular activities. It is also required to exactly know the status of the library, what is wanting in the laboratories, performances of teachers, record of teacher-taught relations.

## **Session 2**

This was followed by a graphic power point presentation and instruction by Mr. Rajiv led the participants through a practical session in using Excel sheet to upload data, draw out segments from the whole data base, compute average of the select data, convert the data into charts of various kinds. The participants were practically asked to prepare subject-centric data using the new computing skills.

Reading Data was taught through a Simulation Exercise for which handouts were distributed. The subject of the handout was tracking the progress of the student over three time periods in an academic year. The data in excel sheet consisted of scores of 50 given students of class 9 in three subjects. The data also showed the demographic and socio economic particulars of the students such as sex, age, caste, CWSN status, annual income of parents and so on. With this data as the basis, the participants were asked to work out different data permutations and variables such as data showing academic scores alone, cast and ethnicity, CWSN status and so on.

## **Session 3**

The facilitator led the class further into graphical interpretation of data by providing more handouts. The participants were asked to generate tables based on the following:

1. Assess the learning progress of the students in the three given subjects
2. Assess the relation between their socio-economic background and academic performance
3. Any relation between different time periods and their academic performance
4. Has ethnic disparity to do with their overall development?

Finding out the characteristics of students not performing well juxtaposed to their other demographic and socio-economic variables was the crux of this exercise. The facilitators also dwelt on alternative methods of assessment apart from the conventional graded method that based on test scores. The main purpose is to gauge the learning outcome of students.

#### **Session 4**

The facilitator informed the class that reading and interpretation of data can lead to improved teaching practice. For this data interpretation has to be accurate. This session was focused on applying in data reading of assessment levels of students in order to improve their performance. A handout was distributed on a research-based data as evidence to improve teaching. Vigorous discussion followed the reading of the handout contents. The sum and substance of the exercise was that properly researched data sure works as an effective evidence to improve the performance of students through guided teaching.

#### **SPECIAL SESSION**

**A special session was held on Protection of Children from Sexual Offences Act - POCSO following this.**

The act was promulgated on the 19th June 2012 as Act No. 32 of the year 2012 to protect children from offences of sexual assault, sexual harassment and pornography and provide for establishment of Special Courts for trial of such offences and for matters connected therewith or incidental thereto. Some of the key reasons for the promulgation of this act are stated as:

1. Clause (3) of article 15 of the Constitution, inter alia, empowers the State to make special provisions for children
2. The Government of India has acceded on the 11th December, 1992 to the Convention on the Rights of the Child, adopted by the General Assembly of the United Nations, which has prescribed a set of standards to be followed by all State parties in securing the best interests of the child
3. It is necessary for the proper development of the child that his or her right to privacy and confidentiality be protected and respected by every person by all means and through all stages of a judicial process involving the child

Under Section 44 of POCSO ACT and rule 12 of POCSO Rules, 2012, the National Commission for Protection of Child Rights has been given the following mandates in addition to its assigned functions:

1. To monitor in the implementation of Protection of Children from Sexual Offences (POCSO) Act 2012
2. To monitor the designation of Special Courts by State Governments
3. To monitor the appointment of Public Prosecutors by State Governments
4. To monitor the formulation of the guidelines described in section 39 of the Act by the State Governments, for the use of non-governmental organizations, professionals and experts or persons having knowledge of psychology, social work, physical health, mental health and child development to be associated with the pre-trial and trial stage to assist the child, and to monitor the application of these guidelines
5. To monitor the designing and implementation of modules for training police personnel and other concerned persons, including officers of the Central and State Governments, for the effective discharge of their functions under the Act
6. To monitor and support the Central Government and State Governments for the dissemination of information relating to the provisions of the Act through media including the television, radio and print media at regular intervals, so as to make the general public, children as well as their parents and guardians aware of the provisions of the Act
7. To call for a report on any specific case of child sexual abuse falling within the jurisdiction of a CWC
8. To collect information and data on its own or from the relevant agencies regarding reported cases of sexual abuse and their disposal under the processes established under the Act, including information on the following:-
  - Number and details of offences reported under the Act
  - Whether the procedures prescribed under the Act and rules were followed, including those regarding time frames
  - Details of arrangements for care and protection of victims of offences under this Act, including arrangements for emergency medical care and medical examination, and
  - Details regarding assessment of the need for care and protection of a child by the concerned CWC in any specific case.
9. To assess the implementation of the provisions of the Act and to include a report in a separate chapter in its Annual Report to the Parliament.

### **Critical Observations**

1. The participants warmed up to the prospect of learning new computing skills that they felt are so vital to data collection and use at any exigent point in time.

2. While the introduction was appropriate and precise, Mr. Rajiv's practical walk-through practical session was innovative, informative and well facilitated.
3. There could have been a computer for each group so that the participants could have had hands-on experience of using the excel program.
4. The information and lucid details on POCSO was extremely helpful since we come across sporadic cases of child abuse in our society and since we are teaching children and adolescents, this information is very useful.

## **DAY 23**

### **Key Area – 7**

**Date: 13 September 2017**

<b>Key Area Name</b>	<b>Leading School Administration</b>
<b>Session Number and Name</b>	1. An Overview of School Administration 2. Understanding School Administration 3. An Overview of School Finance 4. Understanding School Finance
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Mr. D. T. Bhutia, Mr. Kalyan Dewan, Mr. S.K. Mishra

### **Summary Presentation**

Group 1 made the summary presentation of the previous day's sessions. We had an extremely informative and learning session. Data and its various uses were enunciated. We had been resisting change and not been utilizing Excel program for data management. The graphic walkthrough was excellent and well facilitated. We also discussed a very important topic yesterday - Protection of children from sexual exploitation such as eve teasing, sexual offences etc. The

### **Key Takeaways**

- Fundamentals of Data and use of Excel program to store and extract data.
- Overall care and protection of children through a thorough knowledge legal provisos that protect children against sex offenders.
- We cannot wait to share our knowledge of Data and its use in navigating and assessing school learning with our colleagues back in our schools.
- I am organizing a session on POCSO Act with my staff and students.

### **Critical Feedback**

Leadership connotes inclusiveness. We now realize the importance of teamwork. Why can't we have a common voice to spell out our common problems and challenges and find ways and means to address them?

### **Session 1**

The entire sessions was contextualized in the Sikkimese perspective for easy understanding and relevance. The facilitator while explaining the fundamentals of School finance encouraged the participants to be interactive. The participants informed that the department through the SSA sanctions three types of financial aids to every school in any given financial year.

- Maintenance Grant
- School Grant
- Teachers' Grant

The total amount given for the first two is RS 27,000/-, while Teachers' Grant is given at the rate of RS 500/- per teacher. RMSA gives RS 25000/- for minor repairs and another RS 25000/- as school development grant. The School Funds consist of Donations, Fees/fines.

Thereafter the participants expressed their views on the norms of Re-Appropriation for which there are government strictures. They also discussed the need for decentralization in this context in case the given grant needs to be utilized to meet other exigent expenses of the school.

The facilitator then informed the class about the difference between Contingent Audit Register - CAR and Cashbook. Cashbook is maintained only when the dealings are in cash. It consists of two columns pertaining to properly dated and detailed receipts and payments. Principle of Financial Propriety Rule no. 11 of the Sikkim Financial Act is to be understood in this respect.

CAR is meant to check expenditure against the fund available. A contingent bill is necessary to raise a voucher. It is the supporting evidence why the money is being utilized. The earlier Plan Finance (developmental and infrastructure development activities granted by the union government) and Non Plan Finance (money generated out of the state), are now substituted by more encompassing terms such as Capital and Revenue.

## **Session 2**

The facilitator informed the class that knowledge of the relevant legal Acts of the Government is necessary to understand one's role as a School Leader who is basically a government servant. Basically, Article 166 of the Indian Constitution provides that following the formation of the government and subsequent appointment of the Chief Minister and other Ministers, any decision made by the government is interpreted on behalf of the Governor. The entire government functions on behalf of the Governor. The first gazette released by the Home department in 1975. School Heads should be aware of Sikkim Government Service Rules 1975 and Sikkim Government Establishment Rules.

Some of the norms that need to be remembered all the time as government servants are:

- Full time commitment for a government servant.
- Family is defined as not only wife and children but also unmarried sister, and other dependents.
- Lien Rule 14 of civil service rules. Any government service who stays on lien for more than 3 years ceases to be in government employment.
- Violation of any conduct rule attracts disciplinary rule
- Absolute integrity and devotion to duty are expected
- Corruption could be even using the office phone for a private conversation or using the office car for any private purpose.

In the case of any misconduct detected on the part of the government servant, the following procedures are carried out:

- Preliminary enquiry
- Departmental charge sheet leading to acceptance or enquiry
- Penalty can be imposed on the basis of the charge sheet.
- Memorandum or show-cause notice is the first disciplinary step
- Anonymous letter complaining about someone need not be entertained as per rule.
- Based on the enquiry action is taken in the name of the Governor.

The facilitator informed the participants that just as no one is above the law and therefore must abide by all the acts of law of the land, so too there exists a set of Governing Rules in every school drafted by the governing council/SMC and other stakeholders. The provisos of the governing rule book are to be regarded as sacrosanct for these rules are laid down in keeping with the vision and mission of the school, in the larger interest of the development of students and the alma mater.

### **Critical observation**

The participants seemed to like the contextualization of these vital sessions in the context of the state government. Basically rules are meant to guide the individual on the generally acceptable right path without infringing the fundamental rights of other citizens. Rules are made to lead individuals along the royal highway of duty and discipline and to discourage them from dereliction and malpractices. The sessions were extremely relevant and gave a glimpse of the laws that govern the State. The participants learnt about school administration in the context of the government laws and the governing rules of the school.

## **DAY 24**

### **Key Area – 7**

**Date: 15 September 2017**

<b>Key Area Name</b>	<b>Leading School Administration</b>
<b>Session Number and Name</b>	1. Consolidation of Learning 2. Creating School Development Plan 3. Presenting SDPs and peer review 4. Development criteria of a good SDP
<b>Time from and to</b>	9AM to 4.30 PM
<b>Name of Facilitators</b>	Mr. H. B. Subba

### **The Morning Session**

The morning session was an interesting evaluation of the past 24 days in the presence of the Honorable Minister for HRDD Mr. R. B. Subba, The Additional Chief Secretary cum Principal Secretary HRDD Mr. G. P. Upadhyaya, the Director SCERT Dr. Rabin Chhetri and all other officials of SCERT and DIET. Dr. Sunam Gyamtso led everyone down memory lane recounting the experiences during the past 24 days, highlighting the sessions in a chronological manner. This was followed by an informal interactive session by the Honorable Minister with the participants.

He casually conversed with the School Heads and showed extraordinary alacrity to learn from the participants whether they had absorbed all that was shared during the course and whether they had been benefited by it. He addressed many of the School Heads by their names displaying his personal familiarity with each of them and enquired about problems faced by them.

He described schooling in Sikkim during his times when teachers were revered as preceptors or Gurus. For a long time, education in Sikkim was limited to school education. In the present day scenario, Sikkim is fast growing into an educational hub of India with the state government envisaging cent percent literacy. Institutions of higher education such as universities, colleges, polytechnic schools etc. are proliferating. The state government provides totally free education and gives extra impetus to bright and deserving students by investing on them for their higher studies in premier institutions of the country. There have also been bitter experiences when such privileged deserving students declined to study further and stopped midway in their career, opting for other opportunities of their choice, disregarding the benevolence of the government and marring the chances of the next deserving student.

He seemed extremely pleased with the enthusiasm of the participating School Heads and the positive outcome of the course. He appreciated the efforts of NCSL under NUEPA in glowing terms and marveled at the efforts that had gone into consolidating and authoring the course structure and contents. People talk a lot about leadership in terms of political leadership alone. Leadership is required even on an individual level. Organizations collapse due to dearth of committed and able leadership. He said that financial constraint should not stop the progress of this program further. NUEPA has already taken a big step in introducing the course in Sikkim and partnering with the State government. The State government stands committed to take this School Leadership program to higher levels of fulfillment and no stones would be left unturned in this respect. The participants suggested that School Heads need to get wider exposure and hence should be sent out on guided excursions to other premier institutions of the country. The Minister benevolently accepted the proposition. Canceling his other engagements, he preferred to spend a good one and half hours sharing with the participants and left after a light refreshment.

## **Session Design and Plan**

### **Session 1: School Development Plan for my School**

The facilitator led the participants through a contextualized presentation of the subject. SDP is developed for the following reasons:

- Ensure continuous teaching and learning among children between the age 6 and 14 till they complete their eighth grade, which is a landmark in their education.
- To ensure a secure, unhindered and attractive environment in the School
- To ensure that children between the age 6 and 14 who are school dropouts and are staying away from school are admitted in the local rural schools and encouraged to attend classes commensurate with their age.
- To build the school premises equipped with all modern amenities and in keeping with vagaries of seasons.
- To ensure quality education for all the children and their overall integrated development.
- Involvement of stakeholders such as local communities and civil societies in the overall developmental activities of the school.

### **Who are responsible for the evolution of the SDP?**

School Development Plan Committee comprises of 75% of the parents/guardian, 25% teachers and Panchayat. Half the members of the committee should be women. The President of the Committee should preferably be from among the parents/guardians. The Head of the School should be ex-officio Convener of the Committee. All the office bearers should hold office for a term of two years.

### **Three Major Steps in SDP Preparation**

- Status Assessment of earmarked areas – Diagnostic Activities and listing of problems
- Prioritization of problems
- Devising Actions/Steps to achieve desired outcome/goals/calendar/cost.

The SDP should be for the physical manifestation of the Vision Document of the School. Earmarking of school neighborhood area is the first prerequisite. The first step in this respect is proper survey of the school by the SMC on two counts: Family or household survey and school survey.

The household survey results in the knowledge or database on:

- Children's age, sex, class
- Exact number of school goers,
- School dropouts and never-enrolled children
- Reasons why children are not in school
- Exact number of CWSN
- Socio-economic background of the families.

The school survey results in data on:

- The available classrooms, furniture, and other paraphernalia related to the school
- The presence or absence of a school head
- The absence and presence of children in the classrooms
- Regular visit and inspection of the school by the departmental authorities
- Drinking water or other amenities
- A mathematics corner or science and social studies corner in the school
- Account of activities of the students and their daily presence in the school
- Proper maintenance of funds and grants from the government.

We in Sikkim have more than fulfilled the norms laid down by RTE act by being able to provide one teacher for a cluster of 15 students as against the mandatory two teachers for every group of 60 students or three for 90 students. This is a splendid teachers-students ratio.

The following are problems in relation to the evolution of SDP:

#### **Child related problems:**

- To enroll children between age 6 and 14 years who have never been admitted in any school till date

- Admitting and encouraging CWSN.
- Discipline, academic development and school attendance related problems.

### **Teacher related problems**

- Lack of adequate teachers
- Preponderance of untrained teachers
- Attendance in School
- Lack of discipline
- Unskilled in teaching

### **Infrastructure related problems**

- Adequate classrooms
- Toilet
- Drinking water
- Play ground
- Boundary wall
- Adequate furniture
- Notice Board
- Chalkboard

### **Academics related problems**

- Globe, chart, maps, models
- Well-equipped laboratories
- Sports gear
- Musical instruments

### **Management related problems**

- Relation between School and parents/guardians
- Relation between School and Panchayat
- Participation of community in School activities
- Relation between teacher and taught
- Accounts management
- Cleanliness, health and hygiene

### **Devising Strategies and Preparation of Action Plan**

It's now time to strategize and make the SDP for which the following steps are vital.

- List out the problems in a schedule with a separate column for solutions
- Prioritize the problems as per their nature and urgency

- Turn the prioritized problems into objectives and solutions
- Draw out action plan to address these objectives
- Work out the area, level and timeline of the action plan
- Draw a budget to meet the expenses of each target objective

### Model of Conversion of Problems into Outcome

## CONVERSION OF PROBLEMS INTO DESIRED OUTCOMES

Sl. No.	Problems/Problems	Desired Outcomes/ Goals	Solution level
1	Shortage of two teachers	To make full set of teachers in the school	Place demand in higher level
2	In average 20% children remain absent in school per day	To ensure 100% attendance of the children in the school	SMC level
3	10 (ten) children in the age group of 6 to 14 years are out of school	Enrolment of 10 out of school children in the school	SMC level
4	25% children scored 'E' grade in last assessment	To reduce the percentage children scoring 'E' from 25% to '0'%	SMC level
5	School has common toilet but there is no separate toilet for girls	To provide separate girls toilet to girl children	Place demand in higher level

### Model of Strategizing Action Plan

## DEVISING STRATEGIES AND PREPARATION OF ACTION PLAN

Sl. No	Desired Outcomes/ Goals	Actions/Steps to achieve the targeted goals	Remarks
1.	To reduce the percentage of children scoring 'E' from 25% to '0'%	<p><b>Step-1:</b> Conduct a survey to find out the poor performance of students. Reconsider the reasons of poor performance of children as per the findings of the survey conducted</p> <p><b>Step-2:</b> (Reasons may be more. If reason is the children do not get time to study at home, then). Make "<b>Children's Study Time at Home</b>" the main agenda for every parent-teacher meeting.</p> <p><b>Step-3:</b> Start tracking children and reasons of poor performance</p> <p><b>Step-4:</b> Compile the tracking report and plan further (and so on)</p>	<p>Suggest parents the simple way to support children at home like</p> <ul style="list-style-type: none"> <li>- let them go through their school bag before brunch in the morning and at night,</li> <li>- let them be free of family stress and sound sleep at night,</li> <li>- let them feel secure/safe</li> <li>- express love and encourage to be learned</li> </ul> <p>(Don't be negative but sometimes tuition going children only do better, if so, conduct authentic survey on it and report higher authority of the HRD Department)</p>

## Pre-School Sample Budget, which is a part of Action Plan

### PRY SCHOOL SAMPLE BUDGET TABLE (IN RUPEES)

S I. No.	Activities	U n i t Cost	Approved last year		Achieveme nt		Proposal this year	
			Phy	Fin	Phy	Fin	Phy	Fin
1	School Grant	5000	1	5000	1	5000	1	5000
2	Teacher Grant (for 3 teachers)	500	3	1500	3	1500	3	1500
3	Maintenance Grant	7500	1	7500	1	7500	1	7500
4	Ancillary Grant (for 100 children)	37	100	3700	100	3700	100	3700
5	Stationary Grant	1000	1	1000	1	1000	1	1000
6	Separate toilet for girls	20000	0	0	0	0	1	20000
	<b>Total</b>		<b>106</b>	<b>18700</b>	<b>106</b>	<b>18700</b>	<b>107</b>	<b>38700</b>

## Critical Feedback

1. Everyone present appreciated the gesture of the Honorable Minister for HRDD Mr. R. B. Subba in visiting the venue of the course and spending a long time with the participants and facilitators of the course.
2. Everyone warmed up to the prospect of going on learning excursions
3. It was heartening to learn that the HRDD would take the State Leadership Program ahead even though the NCSL is not able to provide funds immediately for the next level program
4. The session on SDP was extremely graphic and thorough. The participating school heads now have a mandate to work out their respective SDP. Earlier during the course, they had learnt to draw a SDP for three years. It was a good experience but too preliminary. Now they are expected to make an extensive development plan for their respective schools and submit it to the SLA, SCERT.