2ⁿᵈOne-Month Certificate Course on School Leadership Development

03January - 31January 2019

Venue: SCERT SIKKIM

Gangtok Sikkim

Course Report

National Institute of Educational Planning and Administration - NIEPA, New Delhi

**National Centre for School Leadership
New Delhi**

**State Council of Educational Research & Training, Sikkim State
School Leadership Academy, Sikkim**

Prelude:

The Office of the Director, SCERT SIKKIM received the Implementation Plan for School Leadership Academy 2018 - 19 in the month of September 2018, which mandated the following activities to be carried out by the School Leadership Academy of Sikkim during the financial year 2018 -19.

1. Development of Video Documentaries of Schools featuring best practices and sustainable changes brought by the school head
2. Documentation of Leadership Practices of School Heads - Case Studies
3. Development of Online Modules on School Leadership Development in Regional Language
4. One-Month Certificate Course on School Leadership and Management (Induction Program for School Heads).

The first three mandated activities have already been initiated and positively under way of their accomplishment, the month-long course on School Leadership and Management had to be held only during winter due to several exigencies that came in the way of its early implementation. In the first instance, confirmation for the final sanction of the program for 2018-19 arrived quite late. Schools were by then hectically preparing for the examinations and a enmeshed in activities pertaining to their formal closure for the winter vacation. Notwithstanding the winter vacation for schools there is no vacation for the HOIs and therefore they are under obligation to attend courses and programs of this nature designed for their own professional betterment. But many of the HOIs selected and informed by the District Joint Secretaries of the State HRDD to attend the Course had already booked tickets to travel for Health checkups and other reasons. Of the 50 selected teachers 36 attended the course successfully. The names of the HOIs are appended as Annex 1. The Course was formally inaugurated on 3 January 2019 and brought to close on 30 January 2019 so that the HOIs would have a day's respite to return to their respective towns and villages to be present during the first day of the new academic session in their schools on the 1st of February 2019.

Owing to the extreme cold winter, the sessions had to be ended half an hour earlier than the scheduled 5PM although on most of the days the participants stayed on even beyond the scheduled time in order to complete the last session. 8 days out of the 27 days spanning the commencement and valedictory of the course were holidays. So the entire course was completed in a span of 19 days. We deliberated and mulled over these issues many times before deciding on the final date and span of the course.

This had its impact on the course schedule which had to be revised and restructured to accommodate most of the components of the Key Areas sometimes clubbing and

accommodating sessions designed for two days into a single or one and half days. Having understood the nature and plan of the resource book, we also took the liberty to contextualize and innovate at times that are evident in the course of this report. On the whole the course was a resounding success and hailed as one of the best life experiences by the participating HOIs. They returned home to their respective schools with determined smiles and dreams of change and transformation.

Key Area 1 - Perspective on School Leadership

DAY 1

Date	Sessions	Facilitators	Time
Jan 3rd	1. Welcoming the participants - Introductory	Dr. Sunam Gyamtso	11.00 - 11.30
	2. Sharing Road Map to School Leadership	Mr. Rajiv Phillip	11.30 - 12.30
	3. Understanding School Leadership	Mr. P. Sutradhar	12.30 - 13.30
	4. School Leadership: Multiple roles and responsibilities	Mrs. Mala Jigdel	14.30 - 15.30
	5. Key purpose of Schools and role of school heads	Mrs. AshaKhatri	15.30 - 16.30
	6. Doing Leader like things in leader like manner	Mrs. Mala Jigdel& Mrs. AshaKhatri	16.30 -17.30

Inaugural Session - 10.30 to 11.00

Mrs. Surki Bhutia, Joint Director of SCERT welcomed all the participants representing all the four districts of Sikkim and the Resource Persons for the Month-long Certificate Course on School Leadership and Management, hailing the Course as one of its kind and a ground breaking event in the field of education. She recapitulated the commencement of the Course in the month of August 2017 that happened as a culmination of the Capacity Building Course for Resource Persons earlier conducted by Ms. Maithili Shastri, National Coordinator, NCSL in Gangtok Sikkim. The Training was a resounding success and produced resource persons who could take up the onus of sustaining the program in the State for a full month. Ms. Mala Rai, Deputy Director of SCERT presented a broad outline of the Course and invited Dr. Sunam Gyamtso, Program Coordinator of State Leadership Academy to begin the preliminary session.

Session 1 -Welcoming the Participants:

Dr Sunam Gyamtso launched into the preliminary session by asking the participants whether they felt like leaders. On everyone's affirmative response, he asked them to comment individually on what qualities did they posses as Institutional leaders. The following views emerged while everyone evidently felt relaxed and well introduced.

- Extraordinary ideas
- Try different ways to solve problems and issues
- Innovations in School

- Collaborative work with staff, departments and other membersto improvethe school and students.
- Vision for the school.
- Effective utilisation of resources
- Patience
- Willingness and eagerness to grow and develop
- Honest and hard working
- Accountability
- Have Potential to accomplish
- Dedicated
- Role models
- Positive attitude
- Self-awareness
- Good listener
- Initiate progressive programs.
- Believe in Inclusiveness

The facilitator asked the participants to define leadership and the following were the outcome

- One who follows
- One who prepares and creates future leaders
- Sincere and straightforward
- Understanding
- Spontaneous and precise in decision making
- Devout and determined
- A person of Integrity

The Resource Person in the course of his lecture informed the class that everyone is a leader by default. No sooner a child is born, there is a compulsion to live and lead. Living life is leading life. So every individual is a born leader. That apart, a leader is one who has people following him, appreciating and admiring him all along for all his worth as a leader. Leaders are basically of two types, Naturalised and Natural pertaining to Conferment and Quality. Some people are conferred leadership under varied circumstances such as inheritance, seniority, job appointment, common consensus such as election or nomination, and so on. Conferred leadership seen in a Naturalised Leader is transient and limited. But the leadership inherent in a Natural Leader expresses itself all the time and gets acceptance from others in a natural way. He engaged the class in an animated discussion on some emergent views on leadership,

ending on the note that a person of Integrity combines in him the virtues of the head, heart and hands denoting thought, word and deed. He emphasised on the five postulates of Leadership popularized by James Kouzes and Barry Posner in their bestseller 'The Leadership Challenge". These are:

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart

One way to sum up Leadership was through the formula propagated by General M.L. Chibber through his book the 'Mahavakyas on Leadership' which goes as - To Be, To Do, To See and To Tell. Leadership rests on the foundations of one's core Being. With the inspiration and insight drawn from the inner Being, one needs to act with sagacity, then be blessed to see the results of his concerted action and then go all out to announce the outcome for the benefit of everyone.

The structure of leadership in most manmade organizations is steeply vertical or pyramidal with a top-down progression. Such a situation is hamstrung with serious communication and coordination problems since the bottom cannot see the top and vice versa. But the ideal situation that reflects true leadership is in a horizontal structure wherein the leader is universally accessible, visible, tangible, and centrally placed which is the vantage position for him to reach out to everyone.

He further informed that leadership is different from management. While every leader is also a good manager, not all managers are leaders. A manager merely manages things as enjoined upon him/her bereft of novelty and creativeness. An already built infrastructure such as a house can be easily managed with new painting, new fixtures, a fresh lawn and so forth. But the person who had the vision to select the site for building the house, workout the blue-plan and turn the edifice into his home and hearth is the true leader. Leadership is established on the strong foundations of Self Confidence that is born out of consistent living and envisioning of one's set ideals and goals.

Following this the class mulled over the tenets of leadership that evolved in the classroom interactions.

- **One who follows**
  To lead is also to follow. One who leads only from the front will be unaware of things happening at the back. True leadership is following one's own lead sometimes standing right at the back.

- **One who prepares and creates future leaders**
  It is as ordained by the law of nature that true leadership must beget leaders. If managers and slaves are born out of a system, it spells the acute dearth of leadership in that system.

- **Sincere and straightforward**
  True leaders don't need to prove their worth as leaders. A lion that leads its flock knows its strength and the impulse to lead and protect his flock. A leader does not act to prove anything and therefore they are beyond ostentation. Their strength emits from their self conviction and therefore they are sincere and straightforward dealers.

- **Understanding**
  Leaders get to the rock bottom of any problem or situation and never get swayed by circumstances. They have deep penetrating insight to understand the crux of any issue and that makes them non-judgemental and unprejudiced.

- **Spontaneous and precise in decision-making**
  The ability to discern the right from the wrong enables the leader to be quick and precise in decision-making.

- **Devout and determined**
  The true leader is one who embodies the complete integration of thought, word and deed.

Session 1 - Introducing Self and the School

The Facilitator than asked each participant to comment on what he or she was by way of self-introduction. The outcomes from across the hall were - I am a human being, school head, aspirant, educator, inspirer, initiator, follower, teacher, learner, and so on. For answer given by each participant, the facilitator quickly asked back "what are the characteristics of the person that you claim to be?" The replies were - I practice love, I lead the school system, I always care for the welfare of my students, I am passionately committed to education, I inspire my students, teachers and parents, For every activity in the school I am the prime initiator, I believe in following the precepts that I preach, I teach and therefore I am a teacher, teaching also implies learning, and so on. He summed up this part by showing the participants their own commitments that he described as a 'floodgate of positive ideals, values and commitments'. He then asked them if they had a vision and mission statement of their respective schools envisaged

by them or by their predecessors. He described the vision of the school as the ultimate ideal that the school lived to fulfill and the mission as the process to realize the vision. He exhorted the participants to think positively on these lines.

Next the participants discussed important changes that they would like to bring in themselves and the school.

Session 2 - Sharing Road Map to School Leadership

The Session was facilitated by Mr. Rajiv Philip who began by wearing his jacket inside out. Even as the audience looked at him wide-mouthed, he asked them if the modification in his dressing style could be called 'change'. Six groups were formed and were asked to bring about at least fivechanges on their person as quickly as they could. Within no time the participants had dishevelled their hair, wore their glasses upside down, overturned their jackets, dangled earrings, reversed their caps, changed their sitting position. As the demand for change went up to 10 and then 15, the participants added a few more changes like colouring their faces, draping themselves in shawls, taking off shoes and so on. They ultimately felt drained out of ideas to change. Amidst this fun activity, Mr. Rajiv asked them whether they would continue living with the new changes that they had wrought on themselves. Sooner or later they would like to get back to their original styles. Change therefore is not permanent but only a temporary arrangement compared to transformation which implies a new formation beyond the old and outdated order. Change should be need-based and not out of any compulsion. Change also depends on the individual will to change. Any change in the organizational structure starts with change at the individual level.

Next he led the participants through another activity which was intended to pave the way for a better understanding of school leadership. He made them consider changes in the self and the changes in the school surroundings. He asked them to list out problems related to their respective schools. The following was the outcome:

- Poor infrastructure
- Garbage dumping problem
- Fencing problem
- Bad quality MDM
- Teachers and students avoid giving speech during morning assembly
- Multi grade classes.
- Shirking diary writing
- Poor punctuality of students and teachers
- Funding problems
- Difficulties of monitoring students' diary
- No detention policy causes breach of discipline.
- Change in academic session.
- Problems related to documentation of papers

He then asked them if there were growth areas too apart from the flip side of the school. The reply was a resounding YES. So everyone was in a win-win situation wherein they were not only beset with problems but solutions that could be devised and innovated to address the problems turning problems into advantages and opportunities. The youthful dynamism of the students itself was a huge growth area provided they were handled and channelized the right manner. Turning every problem into opportunity and tapping the hitherto unseen areas of growth of the institution were the hallmarks of effective school leadership.

Session 3 - Understanding School Leadership

The next Resource Person Mr. P. Sutradhar asked the participants "What comes to your mind when you think of leadership?" In other words he asked them how did they conceptualise leadership. Following much thinking and deliberations, he distributed char papers to the participants asking them to draw the perfect picture of leadership that they had visualised in their imaginations.

The activity resulted in compelling the participants to seriously think about leadership and express the mental concepts in art form. The following were the outcome of this contemplation.

1. Creative visionary
2. Responsible person
3. Resourceful
4. Disciplined, dedicated and hard working
5. A person of integrity
6. Active participant in any assigned task
7. Problem solving, good co-ordinator and role model
8. Path finder and leading light for those in search
9. Looks before he leaps
10. Symbiotic relationship between leader and the institution.
11. Determined and sharing ideas for development
12. Lights up the darkness with knowledge

Owing to paucity of time, the facilitator gave an imagery of an activity meant to drive home the point that winning the trust of peers and colleagues is the basic trait of a School Leader. He made them imagine that A is blindfolded and being led by B while C follows and observes their moves and strategies. The blindfolded person, the one leading him or her and the observer had three different perspectives from the same act. The blind man profoundly feels his dependence on the leader who guides him along. The guide feels privileged to be of use to someone in need. The observer sees every move of the blind and the guide and learns huge lessons in inter-dependence, resilience, care, love, empathy, understanding, surrender. He made each participant feel and believe that trust is the basic ingredient in the effective leading of a School.

Session 4: School Leadership: Multiple roles and responsibilities

Mrs. Mala Jigdel facilitating this session asked the participants what multiple roles they envisioned for Heads of Institutions. The following were the outcome:

- Proxy management
- Counselling
- Discipline
- Administration
- Supervision
- MDM supervision
- Sanitation
- Classroom facilitation
- School stationary
- Attendance
- Motivator
- Conducting activities
- Report card
- Attending to visitors
- Fund management
- Holding meetings
- Addressing the assembly
- Lesson diary

Mrs. Jigdel then asked the class to segregate and classify these roles in the following order:

Administrative	Academic	Relationship building	Developmental
Facilitator	Proxy	Counselling	Discipline
MDM	Attendance	Meeting	Activities
School stationary	Report cards	Attending visitors	
Correspondence	Monitoring classes	Motivator	
Supervision	Lesson diary		
Time Management	Addressing assembly		
Motivator			

Debriefing the session activities, she asked the following relevant questions:
Of all the listed roles, what do you consider as priority roles?

Answer: As School Heads we need to balance all the roles to support the overall integrated performance of the students.

Do the roles prioritised by you supplement or support the goal of your school?
Answer: All these are routine roles that ultimately support the efficient running of the school and realising the goal of gaining curricular and co curricular excellence by the students.

Of all the activities in the school, how much time do you allot to academic development?
Answer: The entire focus is on academic development all the time.

Do you have a fair balance of academic and co-curricular engagements in your school?
Answer: YES

Are School Heads academic leaders?
Answer: School Heads are not only academic leaders since the School is a centre of integrated human excellence encompassing the physical, emotional, cognitive, moral and spiritual development of the children. A more appropriate word is **Harbingers of Human Excellence.**

Session 5: Key purpose of Schools and role of school heads

Mrs. Asha Khatri led this session by asking the participants to share their ideas on the key purpose of schools who reciprocated as follows:

- Temple of learning
- Haven of opportunities for students
- Inclusive environment
- Mould to shape young ones into good beings
- Place to recognise human potential
- Centre of all round development

She highlighted the purpose of Schools as :

- Place for promoting growth and development of children
- Learning ground for all marked by continuous experimentations and change
- An institution where centrality of the child is the primordial factor
- Building a vision for change and transformation that is progressive in nature
- Promotion of Shared vision and team work

The facilitator then asked the following questions that stirred up much interaction across the hall.

Q. Who are the learners?
- Students
- Everyone

Q. What do they learn?
- Learn new things
- Discipline
- Societal norms
- help others
- Sharing skills and ideas
- working with community
- curricular subjects
- social values
- co- curricular interests

Session 6: Doing Leader like things in leader like manner

This session was held as a sequel to the earlier one. Using a power point presentation Mrs. Mala Jigdel and Mrs. Asha Khatri informed the class that a School emblematises the following:
- Knowledge
- Skills
- Attitude and values

Describe various ramifications of these three requisites that are essential for the development of students. The outcome is as mentioned in the table below:

Knowledge	Skills	Attitude and Values
Curriculum training classes	Resource persons for arts and crafts	Moral / traditional values
Technology oriented classes	Print rich classrooms	Stress control, develop healthy emotion and feelings
Orientation of teachers through trainings	Develop leadership qualities through activities in the school programme	Discipline, Punctuality, Competence, Team Work, Responsibility
Well-equipped library	Sports, games and yoga	Counselling, Meditation
Well-furnished laboratory	Leadership development	Role Play
Developing writing and reading skills	Life skills	Games and Sports
Outdoor activities, field trips	Vocational skills	Respect to all, Cooperation

Making effective Learning and Teaching happen for every child, everyday in every classroom is the key purpose of every vibrant school.

The following quote was an apt way to end the session.

"People have to make an active decision to be a leader. It is not achieved merely by virtue of position. An individual must choose to do **leaderly things** and think and feel in a **leaderly way** …"

The participants were asked to restate the following five postulates in the order of their priorities.

1. Establish goals and expectations
2. Resource strategically
3. Plan, coordinate and evaluate teaching and learning
4. Promote and participate in teacher learning and development
5. Ensure an orderly and supportive environment

Following the completion of their recalibration of the aforementioned priorities, the facilitators revealed a meta analysis of 27 case studies carried out in 2008 by Robinson et al. They asked the participants to compare their own workout with this outcome and thereby gain more sagacity in terms of their priorities in School.

Critical observation - Voices from across the hall:

At the first instance, we all felt like rebels against the idea of change and transformation. Here we are grappling with extraordinary situations everyday while handling and teaching adolescents, administrative drudgery, carrying out multiple commandments of the authorities. In the middle of this entire hubbub where was the time to think about change. We have been observing change everyday sometimes for the worse and there is no one whom we can pinpoint and hold responsible for our plight. But as the course began to unravel itself, a canopy of awareness settled over us that the change in oneself was the only requirement and that would suffice to bring about the change that we expect to see in our schools. When the positive change in us results in the change in our surroundings the phenomenon is termed as 'transformation', which never diminishes or wanes away. Despite the passage of time, such transformation remains in the air to inspire generations of people imbibing that air. All that we need is the primary willingness to change for the better and everything thereafter derives the color of that change. Change does not come in the way of our routine acts in the school or anywhere. It only adds that extra touch - that extra flavor to our acts, making them special and extraordinary. Any act could be 'leaderly' if the School Head abides by all the time-tested norms of leadership. One cannot imagine and behave like a leader. One must be a leader in order to act like one.

Key Area - 1: DAY 2

Date	Sessions	Facilitator
	1. School as a Learning Organization	Mr. Rajiv Phillip
4th Jan	2. Learning about Systems Thinking	Mrs. Mala Jigdel and Dr. Sunam Gyamtso

Dr. Rajiv Phillip quoted two succinct definitions of learning organizationsas:

"An organization, which facilitates the learning of all its members and continuously transforms itself as a whole"

> Pedler, M., Burgoyne.&Boydell, T., (1991), The Learning
> Company, McGraw Hill

Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together

> Senge, Peter, The Fifth Discipline, Centuary

He further inspired the participants by displaying the book by Peter Senge entitled 'The Fifth Discipline'. Following this the facilitator distributed case studies of five schools of India to five groups and asked them to study and share their views. Mr. Rajiv asked relevant questions after each group read out its respective case study. The outcome of the deliberations that followed can be summed up in the following terms:

- HOI should be inspiring, motivated, dedicated, punctual and change maker
- HOI should be bold, dynamic, go-getter, positive and far sighted.
- Should maintain healthy relation through effective communication with all stakeholders and must have subject wise classrooms.
- Should mobilize the community,
- Propagate and encourage moral values and shared responsibilities.

He said that all the five cases glowingly exemplified the five disciplines described by Peter Senge.

Next Mr. Rajiv asked the participants to share their own case studies. Mrs. Tseten Lhamu Lepcha, HM of Gor Secondary School of North District shared the following experience.

When she first joined as HM the school lacked in basic infrastructure to the extent that there was no fence around the school. The school had very poor enrolment of students and teachers were also not taking their classes diligently. She was appalled at the high rate of absenteeism both among the students and teachers. She called a meeting of the staff, teachers and parents and also took help from village Panchyats and SMC

members. Following this, she launched a vocational training program consisting of handloom and handicrafts as a part of co-curricular activity. When the handicrafts and other creations started piling up, she began treasuring the creations for a future museum that she envisioned. All of a sudden, the irregularities in classes were checked and enrolment improved. The community stakeholders became more cooperative and collaborative. It was a brilliant case in erasing outdated mental models of the teachers and students, reinforcing shared vision among all the stakeholders of the school, team work and learning, and absolute personal mastery on the part of mainly the HM and all the other elders involved with the affairs of the School. Mrs. Tseten's sharing threw more light on Learning Organisation.

Session 2: Learning About Systems Thinking

Ms. Mala Jigdel and Dr. Sunam Gyamtso led this session. Handout entitled **Schools that Learn** was shared with the participants. Explaining through a PowerPoint, Mrs. Mala Jigdel asked the participants a series of questions. These along with the answers from the participants are as stated hereunder:

What learning happens in school?
- Growth of the individual,
- Helps in growth of the organization
- Focus on objectives.
- Creative learning
- Personal mastery
- Learning is continuous in school.

What is the relationship between school and learning?
- Provides platform to every student for personal growth
- Ground for mutual sharing
- Learning is a process that takes place everywhere
- Development of the individual leads to development of the organization

Who learns?
- Everybody is a learner
- Process of learning is continuous.

Is learning meant only for the students?
Learning is mandatory when one gets into the school system in any capacity or role.

Do teachers need to learn?
Teachers are the first learners - starting with learning how to teach by precept and practice, followed by learning to gauge the level of the child's learning, understanding the attitudes and aptitude of the child, and getting into the whole continuum of recapitulation - teaching - learning.

Dwelling on Systems Thinking Dr. Sunam asked the participants what imageries came to their mind at the mention of the word ocean. A spate of answers came from the participants such as vastness, depth, power, water, infinity, patience, and so on. The facilitator then informed that they had left out one word 'Inclusiveness' since the word Ocean encompassed the entire aquatic world of water, coral reefs, diverse varieties of underwater animals, and biodiversity. Each entity in the entirety of the Ocean has its own individual persona. For instance the waves when they rise above the surface tend to look different from the sea. For the duration of its high tide, each wave displays its individuality. But as it crashes back into the sea, it merges its identity into the sea and attains the mark of its completeness. So too every animal living underneath the water is a part of the whole which in its totality is known as the ocean.

He said that one need not go very far looking for wisdom. In our own backyard are buried a treasure-trove of knowledge pertaining to every discipline of life taught and preserved by our ancient seers. These priceless tenets that spread out into distant parts of the world constitute the Indic tradition of the land. He quoted the human body as an example of systems thinking as enshrined in the *Purushasuktam* which says that there are four constituent parts of the body consisting of the Head, Arms, Stomach and Legs (feet). So too the society is made up of four vocational types pertaining to learning (head), defence (arms), commerce (stomach) and service (legs). Each of these by itself is known as a limb of the body, but when grouped together becomes the whole human body. He said that a glass of water retains its definitive identity till it becomes one with its drinker. The awareness of whole and parts is important to realise by everyHOI that the school is not an isolated entity but a part of the whole as much as a child is not an isolated organism but a part of the whole. If even a part malfunctions, the whole gets affected.

He quoted five disciplines prescribed by Peter Senge that are germane to Learning Organizations:

1. Personal Mastery
2. Mental Models
3. Creating Shared Vision
4. Team Learning
5. Systems Thinking

Personal Mastery pertains to the need for continuous learning and constant updating at the individual level to ensure individual growth. The organisation stops growing when individuals stop growing. Mental Models are in his words - "deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action" (1990, p. 8). Such lopsided and unilateral assumptions could inhibit the process of learning and thereby hinder individual progress. Creating Shared Vision as different from sharing vision is the key to collaborative practice that results in mutual learning. Team Learning relates to working as a team and learning together as a team through collective experience, sharing of notes and ideas. He quoted the author at this juncture - "The discipline of team learning

starts with 'dialogue', the capacity of members of a team to suspend assumptions and enter into a genuine 'thinking together.' The universal standard definition of TEAM is **Together Everyone Accomplishes More**. The facilitator shared a new meaning to TEAM that he said was inspired in him by the course in session. **Together Ever in Action for Mobilisation** he said is the touchstone of TEAM building. All of leadership is about mobilising human, financial and material resources towards the realisation of a set vision.

Systems Thinking forms the crux of the five disciplines of Learning Organisations and integrates the others into a whole body. It implies focusing on the whole instead of the parts which is going to the source or roots instead of considering the parts or branches. One of the participants suggested an example of the Principal or Head Master's office in the School where various individuals connected with schooling throng with diverse issues. The HOI while addressing each of these might adopt a quick-fix method owing to his busy engagements, reacting more rather than offering any permanent solution. Looking at the root of the issue or an analytical perspective on the issue alone is the way to derive a lasting solution. Without Systems-Thinking, the diagnostics will only be prescriptive and not curative.

The facilitator ended this session by saying that a Learning Organisation is the journey and not the destination. It implies the means and not the end. It is the way towards realisation of the goal. It is a continuous teaming, learning, sharing and gliding beyond assumptions with steadfastness and determination with all resources primed towards the goal.

Key Area - 1: DAY 3

Date	Sessions	Facilitator
5th Jan	1) Child First	Dr. Hannah Yonzon
	2) Holistic Development of child/adolescent	Mr. P. Sutradhar
	3) Providing Safe and Secure Environment	Mrs. Asha Khatri
	4) Creating Environment of respect and non-discrimination	Dr. Hannah Yonzon

Session 1: Child First

She began the session with a power point presentation asking the participants the following questions

Q. "Being a School Leader what is expected of you"?
Answer: Lead the school, take responsibility of the school, be well-organized

Q. What is the key purpose of school?
Answer: Development of the child, understanding children from their perspective, place of learning.

Q. Why should we place the students at the center of all school activities?
Answer: Holistic development of students is the sole purpose of schools.

Q. Why do we need to understand about childhood/adolescents?
Answer: Understanding childhood and teenage of every student covers the entire gamut of their academic or curricular years and knowing their psychological traits at this time is very crucial to help them in their overall growth..

The facilitator led the participants into individual reflection on any memorable event or experience during their respective childhood or adolescent years. The following reflections were commonly shared by all the participants.

- Strict class teacher put me off most of the time
- Craving to go to school which was the only entertaining outing
- Staying away from school where a bully made life difficult
- Enjoyed returning home after school – so much fun and frolic on the way
- Waited for the School anniversary – sweets and rewards
- Encouraging physical trainer sir
- Dreaded mathematics
- Liked a girl who was the quietest in the class
- Never liked x teacher who stammered and got angry often

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- Caught in action while stealing oranges climbing trees
- Caught in the act of smoking *beeree* – luckily never made a habit of it thanks to good grooming at home and school.
- Puked after a dose of *khaini* (tobacco) and resolved never to try it again
- Enjoyed the winter vacations romping about in nature and learning a lot
- Granny's stories were the most enjoyable learning moments
- Had a crush on a classmate who ultimately turned out to be a despicable loser.

The following experiences were shared by the participants with great relish.

1. I regularly used to run away from School but was caught on one occasion. My teacher detained me and locked me up in a room. I managed to escape through the window. At a later time, I started liking the school and then there was no looking back. I began to score 100% attendance in school.
2. There was a real dearth of space in my school. I had to manage in just a single room. I remember my sister leading me all the way to my class from where I used to escape.
3. She never liked going to school. She was always a shy and reserved person. Except mathematics, she excelled in every other subject. One of her teachers helped her later with mathematics till she developed great interest in it and became a good mathematics student.

The facilitator put these reflections into two categories – positive and negative with the participants actively filling up the categories. She ended the session by saying that students are happy, sad or frustrated in school depending on their individual disposition. But it is the sole prerogative of the School to create an environmental conducive for joyful learning and growing. Despite these positive conditions if the students shirk from school, it's indicative that the problem lies beyond the school.

Session 2: Holistic Development of Child and Adolescents

Mr. Sutradhar began the session by illustrating the continuum of care on a PowerPoint depicting care needed by the child at different stages of its development. Following the presentation, the participants were made to deliberate on issues such as - the most sensitive and important stage of development of a child. Though many hands went up to say infancy and toddlerhood, almost everyone thundered adolescence which is a stage when one is neither child nor adult. While the formative stages are crucial to develop positive impressions and attitude, adolescence is a period set in by puberty that brings in its wake a whole array of biological and psychological changes in a person.

To substantiate this further he asked the participants - "Students of what grade poses the maximum problems in School?" The participants retorted class VI, IX and XI which covers the entire period of adolescence 12 to 20 years. He further said that this period is marked by the following characteristics:

- Normlessness
- Powerlessness
- Social Isolation
- Self- Estrangement
- Meaninglessness
- Alienated

Then the lecture veered round alienated adolescents who are young people who feel neglected, left-out, unwanted, and feeling of being non-achievers or good-for-nothing, and so on. Following a brainstorming session the class concluded that adolescents feel alienated and experience the following tendencies:

- Substance abuse
- Emotional distress
- Aggression
- Perception of early death
- Suicidal attempts
- Reduction of work related activities

Having stated the problems related to childhood and teenage, the class mulled over pragmatic approaches to address adolescence issues, making the schools teenage friendly, the role of media in projecting adolescence, global perspectives on teenage problems, and the role of schools in moulding young people in the crucible of positive values.

He ended his presentation with a video depicting passengers of a train in Australia virtually lift and tilt an entire compartment of a train to rescue a man trapped in the train.

Session 3 - Providing Safe and Secure Environment

Mrs. Asha Khatri began the session using a PowerPoint following which she asked the participants to define safe and secure environment in school.

Participants shared their views as follows -

- Love and care
- Good school infrastructure
- Freedom of expression
- Free of bullies
- Joyful environment
- Free from sexual abuse.

She dwelt on two cardinal aspects of safe and secure environment in school -
- Physical aspect
- Emotional aspect

Physical aspect comprise the school building, class rooms, compound walls, secluded areas, laboratory, toilets, food and hygiene, fire safety, water, electrical wirings etc. which are extremely vulnerable areas needing to be secured as best as possible.

Emotional aspects include bullying, child abuse, discrimination, acceptance and non-acceptance and so on.

The following are priority steps to be taken as safety and security measures in the school.

- Install CCTV in school compound.
- Security personal stationed at the school gate.
- Students should be trained in security related subjects.
- Security club should be formed.
- Security alarm should be installed in school.
- Security panel community should be set up in school.
- Encourage teachers to be vigilant.

Constant vigilance is the price to be paid for safety and security in the school.

Session 4 - Creating Environment of Respect and Non- Discrimination

Dr. Hannah started with a video snippet on racial discrimination based on color in an American school. Although we don't have racial apartheid in our country, we do have other types of discrimination in our schools based on class, culture, religion, gender and so on. General discussion followed resulting in several suggestions on creation of inclusive and non-discriminatory environment in school.

- Allow children to play together to encourage camaraderie and amity.
- Accord responsibilities and rewards
- Create learning environment
- Happy and friendly environment.
- Dwell on the good side of children
- Provide equal opportunities

Following this she led the class through a PowerPoint on the theme of Students' Voice following which the participants were involved in group-discussion. The groups presented the following suggestions to encourage the students to vocalize their thoughts and interests.

- Provide suggestion box
- Peer sharing
- Involvement of students in meetings
- More democratic attitude
- Provide wish-box in primary sections.

DAY 4

Date	Sessions	Facilitators
7th Jan	1. Understanding Transformation	Mr. P. Sutradhar
	2. Leading School Towards Transformation	Dr. Hannah Yonzon
	3. Developing Vision for School	Dr. Sunam Gyamtso

Session 1 - Understanding Transformation

Mr. Sutradhar asked the participants their opinion about Transformation following a brief introduction to what the concept entailed. He said that we are all on the lookout for transformation. We want to transform our life, our apparels, and our food. Mankind is constantly looking for novelty and change. But is change the same as transformation? The participants made the following remarks on transformation.

- Continuous process
- Changes that take place
- Seating arrangement
- Time table

Five groups were formed to deliberate on the changes that they had initiated in their schools. Each group made its presentation following group-discussion.

Group One

- Provided various motivations to the students
- Focused more on learning modes
- Creation of joyful environment in the school
- Rewarding the students for further encouragement.
- Introduction of annual event calendar

Group Two

- Changing the timing of the school for novelty and convenience
- Asked primary teachers to teach nursery rhymes and writing skills
- Introduction of school diary
- Uniformity among teachers in terms of classroom practices

Group Three

A member shared the change he initiated in his school by beginning the new academic session on 19th December instead of in the first week of February. This helped in curtailing the long winter vacation when students tend to go wayward by engaging them in academic and allied activities. He succeeded in introducing this change with the active cooperation and patronage of the SMC members. Parents and communities appreciated him for this.

Group Four

A representative from this group shared his experience. Along with three senior teachers he suggested that a teacher be made In-Charge to teach all lessons in classes I to III. This resulted in better bonding between the students and their respective preceptors in their formative years as much as better ownership of responsibilities felt by the teachers.

Group Five

A representative had only 13 students in the primary section in his school and only an elderly lady to teach them. He inspired the other teachers to lend helping hand and share her responsibilities. The collaboration brought much relief to the elderly teacher and her students.

Following these presentations, the participants continued to further share experiences. One of the participants had visited Government Secondary School in Rhenock, East Sikkim to discover the practice of a 'co- class teacher system' wherein everybody takes the responsibility of class teacher. Mr. Sutradhar thereafter presented various Steps of Change that covered the following points

- Identification of gap
- Discussion with groups
- Human resource mobilization, for instance Co-class teacher system
- Effective regarding of Time line
- Review and Rethink

Session 2 - Leading School towards transformation

Dr. Hannah led the class through a PowerPoint presentation delineating various aspects of transformation. Next she asked the participants the meaning of transformation.

Participants came up with various opinions such as positive changes, identifying problems, moving from one point to another and so on. Dr. Hannah explaining transformation as a process suggested that transformation could be brought about in schools in many areas such as:

- Infrastructure development
- Professional development
- Increase in students' learning and achievements
- Instructional reform
- Increase in enrolment
- Safe and secure environment

The participants who were already in five groups discussed the aforementioned points and later made to enact their presentations.

Group One
Topic: Infrastructure development

The theme of their act was based on trespassing by local people encroaching upon the privacy of the school. The HOI having been reported about the problem asks one of the teachers to help her solve the problem. They discuss the matter and decide to hold a meeting with SMC members and boundary holders, which they eventually do and chart out a new route for the local people, bypassing the school compound.

Group Two
Topic: Professional development of teachers

The enactment began with the School Head meeting the teachers to tell them the rudiments of professionalism in their career as teachers by pioneering the academic improvement of the students. She advised the teachers to make their classroom practices effective by judicious use of TLM. However some of the teachers disagreed with her counting on their seniority and advanced experience. At this, the School Head asked one of the teachers, seemingly an adept in TLM methods to share his ideas. Listening to him in rapt attention, the rest of the teachers unanimously agreed to use TLMs effectively to enhance their classroom practices.

Group 3:
Topic: Increase in students' learning and achievements

Their act started with an extraordinary meeting of the School Head with the teachers to discuss a problem that was adversely affecting the learning and achievements of the students. One of the teachers informed the members that some of the teachers serving on ad hoc basis were not punctual to their duty and it was difficult to find trained teachers in mid academic session to handle their classes and subjects. He suggested that the department should be persuaded to send competent trained teachers on regular basis right from beginning of the session. He also suggested that SCERT should be approached to provide training to teachers. The School Head reminded the teachers that SCERT was already training teachers and School Heads. Informing the departmental authorities might not be the only solution. The senior teachers could also motivate such faltering teachers.

Group 4:
Topic: Low Enrolment

Their act began with the Principle informing the teachers gathered for the meeting about low enrolment in school as complained by concerned SMC members who contended that parents were taking their children to private schools evidently because of poor standard of education in government schools. One of the teachers said that owing to low birth rate children were becoming scarce especially in villages and small towns. The Principal added that every locale had too many private schools. Another teacher said that while proliferation of private schools was evident there was acute lack of regular teachers. Some parents also opined that government schools did not have good facilities forcing parents to send their children to private schools. Some teachers complained about parents not getting involved in their children's academic progress. One teacher suggested that they should speak and teach in English and be more concerned, kind, caring, and appropriately reward deserving students. The teachers displayed a list of areas wherein students could be rewarded for excellence as much as a list of requirements to make the school more attractive such as qualified and regular teachers, library, internet facility, hygienic MDM, sports facility, well equipped playground and so on.

Group 5
Topic: Safe and secure environment

Their meeting showed the presence of the Zilla Panchayat, SMC member, Assistant Engineer, Principle, Teachers and Project Director. The agenda of the meeting was cracks that had developed in classrooms caused by a tunnel that ran underneath that damaged building caused by the construction work carried out by a company. The

Principal asked the Panchayat members to suggest causes and remedial measures. The latter informed that the concerned company had advanced some funds to repair the damages although that did not solve the problem owing to the presence of the tunnel that by itself was gross encroachment into the school area. The Assistant Engineer suggested that the building be forthwith abandoned and a strong letter be written to the disaster management department.

A brainstorming followed this. Dr. Hannah brought up the topic of challenges that come in the way of change or transformation. Resistance to change is one of the most heinous challenges in this context. Resistance could form within the psyche of an individual that will prevent the person to change for the better. A group of such egocentric people with cynical attitude could obdurately resist any initiative towards progressive change.

She explained that there are two sides of change:

- Rational (visible, knowledge and skill)
- Emotional (invisible, motivational level)

The following factors are the major hindrances to transformation

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

The following points are to be borne in mind while initiating change or transformation in the school:

- Take baby steps one at a time without rushing and with utmost patience.
- Estimate and make judicious use of manpower and other resources
- Set right SMART [Specific, Manageable, Achievable, Realistic and Time bound] expectations or goals
- Draw a Time line and stick to it.

Change or transformation will not manifest unless the change maker or transformer is wholly involved, is wedded to the goal, is self inspired, is a passionate team builder, and is ready to take suggestions.

She ended the session with the famous theory of the Golden Triangle entitled "Start with Why" by Simon Sinek. Drawing inspiration from Apple, Martin Luther Jr., and the Wright Brothers, the author presents a powerful model for inspirational leadership beginning with a golden circle and the question "Why" to be followed up by "how" and "what".

People who begin their endeavor with *what to do* get stuck with *how to do* and ultimately give up in utter desperation asking *why to do*. The right way therefore is to determine the "why" before taking up any venture and then everything falls in the right place.

Session 3 - Developing vision for School

Dr. Sunam Gyamtso latched on to the golden triangle principle and suggested that realization of a vision rests on personal integrity and clarity of intent. He led the class through another triangle concept consisting of Aspiration, Rejection and Surrender as the three points of the triangle. He further explained intent or aspiration could be both positive and negative. A chunk of stone could be used by one to be hurled at another, used in the construction of someone's house. A person with aesthetic imaginations for instance a sculptor would visualize his cherished form in it. He would meticulously draw the figure on the surface of the stone. Wielding a chisel and hammer he starts chiseling and sculpting out the unwanted areas of the stone stroke by stroke. Eventually the form of his imagination evolves, stone transformed into the beautiful form hidden inside the stone. He further embellishes the figure with the ornaments of his choice – nose studs, earrings, jewelry, and apparels for which he has to further chisel the statue that ultimately shapes into an epitome of beauty, symmetry and perfection. Thus transformation begins with the right aspiration followed by right rejection (in this case rejecting the unwanted chunks and chips off the rock). Ultimately, the sculptor is so enthralled looking at his own creation that he loses himself in its magnificence and beauty which is akin to surrender. His ultimate wish is to blow life into his masterpiece created out of his aspiration and inspiration. Given the power, he would readily give up his life to make his creation live and breathe. These are the infinite vistas that can be explored and accomplished through the power of compassion and passion. He said that every School Leader is a visionary and catalyst of change. As has been well said, *old order changeth yielding place to new;* change is the very essence of creation. Aspiration therefore is to ask WHY. The act of rejection is - knowing HOW. Surrender is the ultimate act of WHAT to do with the result and the answer is 'just revel in the beauty and grandeur of your creation'.

He further said that those who were developing a five or ten years vision for the development of their school should be living that many years ahead of their time. Development is not an isolated incidence. There are several factors that influence development such as socio-economy, ecosystem, human and material resources and so on, which changes with the passage of time. So while planning the holistic development of a school one must take into account these ever changing trends. Thereafter he led the class through a group activity. The participants were divided into five groups and asked to engage in a brainstorming session on ideas to bring about

positive transformation in their respective schools. The participants made the following Group-wise presentations.

Group 1

- Well designed academic plan
- System of reward and recognition
- Formal and non formal assessment
- More focus on teacher learning material
- Skill development
- Community mobilization

Group 2

Enabling students to do away with 'mathematics-phobia' was the central theme of their presentation. The following suggestions were made in this regard.

- Providing competent mathematics teacher
- Making the students conversant with various math-related applications
- Inculcating the habit of maintaining formula diary
- Organizing various math-related activities
- Rewarding both teachers and students for excellence in mathematics

Group 3

The transformations they aspired to bring about in their schools were in the following areas:

- Skill development activities
- Enhance creativity through classes such as SUPW
- Field visits and excursions for experiential learning
- Better-equipped laboratories
- Most updated computer labs
- Literary activities

Group 4

The following were the transformative moves they aspired in their schools:

- Amicable and cooperative work culture
- Value based education
- Education through music and dramatics
- Team games
- Effective waste management

Group 5

The group mulled over the poor academic performance of the students and decided that helping the low-performing students by way of remedial classes should be the main focus of transformation in their schools.

Key Area - 2: Developing Self.

DAY 5

Date	Sessions	Facilitators	Time
	"Who am I"?	Dr. Sunam Gyamtso	
	Johari Window	Ms. Mala Rai	
8th Jan	Self & Others – Transactional Analysis	Mr. Shekhar Chettri	

Session 1 – Who am I?

Dr. Sunam Gyamtso engaged the participants in an interactive session. 'Have you ever tried to touch yourself and felt that it is really you?' The HOIs touched different parts of their body mostly heart region, head, feet and so on and closing their eyes felt that they were feeling themselves. The facilitator then asked them – 'Did you really feel and touch yourself?' to which the class replied 'No". He then said that every day we touch ourselves infinite times washing, grooming, dressing up, etc., without being aware of the self. One member held his head and said 'Yes I am touching myself,' to which the facilitator said that if your head is yourself, then who are you? When you say 'My Head', it's amply clear that you are different from the head. It presupposes that you are the owner of the head nu not the head. The gentleman looked confused and said that he had never imagined himself from this perspective and added – 'may be the self is touching the self'. The facilitator, saying that we are now nearer the truth further added that the Self is definitely not the body but one who lives in and owns the body. He drove home the point with the full house in agreement that 'I the self who is touching the body or its different parts is distinct from the body as much as one could possess a house but is not the house per se. Next he asked the now enthused HOIs to close their eyes and focus on their thought process. He said that as 'you continue to observe your thoughts you realize that you are distinct from the thought process or mind - you are not the mind just as you are not the body - you are the observer or possessor or master of the mind'.

With these analytical arguments, the facilitator said that the Self of a person was distinct from his/her body, mind, the intellect and ego. The Self is beyond all these four with whom we make the mistake of identifying the self. He enunciated this more by saying that the ego is the lowercase i while the Self is the uppercase I.

Having established the locus of the self, it was imperative to juxtapose the self to different strata of human existence starting from the family, community, society, state, country, world, and ultimately the universe just to discover that the self or I exists in all levels of human existence.

Session 2- Johari Window

Mrs. Mala Rai introduced the session as a sequel to the earlier one saying that everyone now being aware of the Self should look deeper into its dynamics. Agreeing with what was said earlier, she said that man while being ever inquisitive to know about the other person hardly has time to understand oneself with clarity. If one were to look at life through a window of clear perspective, which she called the Johari Window, one would discover that every individual has four different views about the Self. She drew a window with four quadrants, each one assigned to four areas of perspectives about the self.

- Open area – visible to everyone since the individual carries and projects that all the time and so gets known or defined by those standards.
- Blind area – the characteristics that one identifies oneself with in one's personal convictions and belief.
- Hidden area – The area that an individual is secretive about and keeps hidden from public view and knowledge
- Unknown area - The grey area that no one including the individual is aware of such as one's inner potentials, deeper convictions and so on. It is a large dominant area of unawareness and ignorance.

Thereafter she formed seven groups for a combined activity. The participants were given the Johari Window handout and were asked to fill the quadrants applying sincere thought to the exercise. The members were asked to share their respective views on the open area. The outcome were the following

Cheerful, honest, kind, emotional, positive, courageous, flexible, adventurous, hardworking, responsible, innovative, carefree, friendly, confident, calm, loving, impatient, helpful, trustworthy, curious, optimistic, cool, committed, practical.

A brainstorming on the outcome followed this submission. Everyone felt that commonly this should have been just another objective exercise. But even while sharing the open area perspectives, the members felt influenced and touched by the other three areas.

The entire exercise made them think deeply about themselves and discover hitherto hidden vistas of their personality.

Mrs. Mala rounded up the session on the note that everything in life stems out of the Self. A School is all about development of the Self. Being aware of one's true self therefore is the key to learning in life.

Session 3 - Self & Others – Transactional Analysis

Mr. Shekhar Chettri provided a glimpse of some famous corporate, political and social leaders who reached the zenith of their career by dint of effective communication made through sincere conviction and personal demeanor. In every human transaction the basic factor is the human ego. Every transaction is basically the exchange of different dimensions of the ego, which manifests as a person's attitude and character influenced by situations. Statesmen and diplomats accomplish bilateral agreements, corporate leaders win huge business benefits, political leaders win over people to support them, teachers can make the class very interesting and invigorating, School Heads can endear themselves to the entire school community, all through proper alignment and juxtaposition of the Self with the other interest groups. Man being a social being has to live in the society. Ordinarily, man would perish in isolation. Vocal transaction substantiated by body language such as gestures and gesticulations are the ways in which humans transact with one another. A proper understanding of such transactions between two egos is therefore important to understand. It is basically the study of 'You in Action'.

He distributed handouts on transactional analysis that showed different ego states representing Parent, Adult, and Child. He explained different modes of ego transactions depicted through parallel or crossed strokes such as PP, AA, PC, PA and so on. These structures ultimately betray the managerial styles of people in action. The exercise gives a deeper perspective to one's disposition while carrying out one's responsibilities.

He ended the session by distributing a Questionnaire on Management Styles that the participants had to fill up. While doing this, the participants could see for themselves and analyze their individual performances and styles. Every submission by each participant resulted in animated and rewarding discussion.

Day- 6

Date	Sessions	Facilitators	Time
	Making a Flag	Mr. Shekhar Chettri	
	Developing Self	Ms. Mala Rai	
9th Jan	Self in the Context of School – Circle of Concern & Circle of Influence	Mrs. Tshering Lhamu	

The session began with Dr. Shekhar asking the participants to conceptualize a flag for their respective group. A flag he said represents the vision and mission of an organization. Every school therefore should have a flag of its own that represents the ethos and purpose of the school. The flag also is a constant reminder of the envisaged goals and values of the school. The following themes were used in the flags designed by 6 vibrant groups of participants.

Group 1

Universal dimension of the flag represented nationalism. A circle at the center represented inclusiveness. The 'I' in the slogan "I love peace" signified Self Realization. Two clasped hands signified teamwork and trust. Book and child denoted education and innocence.

Group 2

6 circles in 6 colors signified the following, Yellow- compassion, Blue- discipline, Green- integrity, Red- head of the school, Orange- student, Pink- teachers. The flag epitomized teamwork.

Group 3

Four quadrants were drawn in different colors with a candle placed in the middle. Yellow - energy, sacrifice, progress; Blue- knowledge, boldness, unity, life, vastness; White- purity, peace, sincerity; Green - prosperity, energy, love, growth. The candle signified bringing out inherent knowledge that lights up the child.

Group 4

Six colors represented six different human values of love, peace, understanding, justice, non-violence, and patience that would turn the child into a star was placed in the middle of the flag.

Group 5

Three colors were used with a butterfly placed in the middle.
Blue- hard work and dedication
White- peace
Green- change and progress
Butterfly- transformation

Group 6

Circle in the middle of four quadrants in different colors was the design of their flag. Blue signified strength and discipline; Brown- wisdom; Yellow- truth; Green- empathy; and the circle signified life.

Asked by Mr. Shekhar to add to this, Dr. Sunam mentioned that a flag signifies not only the goal or vision but also the integrity of a nation or a person. He recounted the Vijay Dhwaj or banner of victory raised by the Kings and Emperors of India to celebrate their victory in war. The Mauryan Emperor Ashok who ruled in around 2nd Century BCE was struck by remorse at the devastations wrought by the battle of Kalinga. He announced that he would henceforth desist from killing and that the Vijay Dhwaj be turned into Dharma Dhwaj or the banner of righteousness, a promise that he upheld till the end of his life. So the Dhwaj or banner speaks for the values and goals set by a person or nation. He also informed the participants that Sikkim being a bastion of Buddhism should be aware of the thousands of prayer flags that dot the landscape of the land. He revealed to them that a prayer flag verily embodies the Body or Persona of the Buddha. No wonder the array of prayer flags inspire reverence and devotion in wayfarers and onlookers who recite prayers at the very sight of the prayer flags.

Session 1 – Developing Self

She started the session by asking the participants what change they anticipated in themselves. The sum and substance of their opinion was 'someone aware of the self.' She led the participants into further ramifications of self-awareness in a brainstorming session.

People living in such sense of self-awareness are ever self-reliant, self-sacrificing and ever keen on taking the onus of any exigency. To drive home this point she showed a video to the participants entitled 'Lead India' that depicted the lead taken by a young boy to remove a fallen tree off the road that had caused a huge traffic jam. Impressed by the video, the participants shared the following views.

- The central theme of the video is team work
- The emotion felt while watching the video were anger, helplessness, hope, frustration, disgust, joy, happiness.
- Lead from the front, teamwork, determination and initiative.

Participants were then divided into 7 groups and were asked to discuss the changes they envisaged in their schools by using the following contents:

- Actionable
- Do differently
- Big on small change
- Some changes that are close to the heart
- Bothering you for a while

The following were the presentations:

Group 7

- Installation of solar panel
- Installation of CCTV
- Ensure punctuality and regularity of teachers and students
- Develop team spirit in school
- Stress on the child's creative learning by imparting training and inputs to teachers by the HOI.

Group 5

- Work, ethics and professionalism (motivate team members, be a role model)
- Developing values among students (counseling, moral value classes supported by audio- visual aids based on moral values and yoga, meditation for peace of mind, focusing and stability.

Group 1-

- Quality education in the primary sections.
- Motivation, appreciation for achievements.
- Rewarding deserving students and teachers
- Attending training programs on a regular basis
- Johari window implementation
- SCERT personal visits
- Reading corner

Group 4

- Work culture (school training)
- Spoken English (medium of instruction)
- No homework up to primary level
- Focus on co- curricular activities
- Introduction of period-wise attendance-taking
- Formation of subject-wise team
- Inculcation of reading and writing habits among students

Group 2

- Procuring photo-copying machine
- Restoration of drinking water
- No junk food in primary section
- Encourage the use of TLM tools
- Spoken English in school premises
- Introduction of period-wise attendance in classes

Group 6

- English speaking environment
- Dustbin free schools
- Academic excellence (sensitization and orientation by experts)
- Encourage writing skills
- Constant monitoring of classes
- Consistent checking of notebooks

Group 3

- Smart class
- Setting up of science lab
- Bio-metric attendance
- Forming subject-wise clubs
- Spoken English in primary sections

Session 2- Self in the context of school - circle of concern and circle of influence

Mrs. Tshering Lhamu asked the participants what motivated them to become Heads of Institutes. The replies were varied:

- Personal growth
- Financial benefits
- On account of promotion and not by choice.

Leading the class through a PowerPoint, she added that having gained the top position in the School as its Head were they grouchy and complaining about things that ought to be happening their way or about things that are lacking in the campus. She said that every school head would have at least a few things that fall within the circle of their concern. These are issues that they are concerned about. There are a whole lot of other issues that can be solved by the sheer stretch of their personal influence such as personal engagement, clout in the higher echelons, powerful persuasion, personal charisma and so on.

The participants were asked to draw two circles on chart papers. They had to fill one circle with issues that concern them while the other one with issues that are well within the bounds of their influence. This was followed by a brainstorming session on each issue of concern that didn't take much time to move into the circle of influence till the circle of concern almost became empty. By this exercise the facilitator showed the participants that solutions to most of the challenges faced by school heads lay within their personal bounds. All that was required was a bit of optimism, true concern and personal initiative to solve the problem.

Day 7

Date	Sessions	Facilitators	Time
	Time Management Grid	Mr. Shekhar Chettri	
	Retirement Day Speech Linkage with the School Vision	Dr. Sunam Gyamtso Mr. Shekhar Chettri	
10th Jan	Personal Development Plan	Mrs. Tshering Lhamu	

Session 1 - Time Management Grid

Mr. Shekhar Chettri began by introducing and explaining the *Seven Habits of Highly Effective People* authored by Stephen Covey. Covey explains the Maturity Continuum according to which there are three levels of human maturity – Dependence, Independence and Interdependence. Being dependent on others' support is the first step in maturity. In the next stage one becomes independent and self-reliant which is the second stage in maturity. However the climax of maturity is when people become inter-dependent and realize that people must live together collaboratively and complement one another living in mutual harmony. Interdependence is seen among good leaders, good team players, in successful families and so on.

The first three habits pertain to the Dependence Stage.

1. Be Proactive
This had already been explained in the earlier class on circles of concern and influence. **"**Work from the center of your influence and constantly work to expand it. Don't sit and wait in a reactive mode, waiting for problems to happen (Circle of Concern)".

2. Begin with the end in mind
This was reminiscent of what was said in the earlier classes that every initiative of a true leader begins with the question 'Why?' One should have a clear vision of what one really wants to achieve at the end of the day. One must be clear about why one wants to do a particular thing. Without knowing the destination and the time to reach there, one should never venture out on a journey.

3. Put first things first
One must be an adept in prioritizing things in the order of their importance and urgency. He spoke about the matrix of importance and urgency used by Stephen Covey and Dwight D. Eisenhower. The true leader knows where to invest efforts to be able to see the best results while the manager just manages to carry out or organize things as mandated by the system without any personal imagination or embellishments. All the efforts of the manager are towards realization of what the leader has envisioned. While

every leader is also an effective manager, all managers are not leaders. The time management grid effectively enhances efficiency of both the leader and the manager.

Four quadrants are drawn in the order of urgency and priority of any work.

Priority	Action	Nature
Urgent and Important	DO	Important Deadlines and crises
Not urgent but important	PLAN	Long-term development
Urgent but not important	DELEGATE	Distractions with deadlines
Not urgent and not important	ELIMINATE	Frivolous distractions

The next three habits belong to the Interdependence level

4. Think Win-Win

Thinking about agreeing with other partners in an atmosphere of mutual understanding and longing for solutions. It is not to be mistaken for a stopgap diplomatic nod to gain a situation but a genuine feeling of empathy and mutual respect essential for collaboration and cooperation.

5. Seek first to understand then to be understood

Patient listening is the primary condition to proper understanding of the other person. Empathetic and unconditional listening without influencing what the other person has to say is the key to mutual understanding. The habit reflects one's true character in keeping with the ancient Greek philosophy of Ethos, Pathos and Logos meaning one's personal character or culture, the emotional trust of the other communicating person, and the logic of the conversation.

6. Synergize

Bring people with their latent potentials together in a working team and the goals are achieved in no time.

7. Sharpen the Saw

Having realized the goal, sustaining the achievement is of primordial importance to ensure that there is no sliding back to the starting point again. The seventh habit is to ensure continuity and continuous improvement since there is no end to further improvement. This is achieved by continuously replenishing one's resources both at the individual and organizational level through physical renewal, effective lifestyle, meditation and yoga (at the individual side) and conscious maintenance and

improvement in terms of the best practices envisaged that have now become the culture of the organization. So sharpening the saw is an allegory to the need to be ever prepared for any exigency that might need improvisation, repair or restoration.

Mr. Shekhar then distributed a handout consisting of a module on time management. The participants were first asked to read through the module and then share their thoughts in their respective groups. The School Heads could prioritize the demands on their time in the following order that were depicted in four quadrants.

- Urgent and importantP1
- Important but not urgentP2
- Urgent but not importantP3
- Neither urgent nor importantP4

The learning outcome of this exercise were presented by the groups of participants. Dr. Sunam at the behest of Mr. Shekhar added an Indic perspective to Time Management. He said that *Ashrama Dharma* as vouchsafed by tradition of the land anticipated a full life span of 100 hundred years for every individual. This was divided into four segments of 25 years each beginning with academic pursuit, life progression, retirement and self-actualization. In the present day context, a lifespan of a century is not guaranteed. The wise leader therefore lives life one day at a time and goes through all the four life experiences in the span of a day dividing one's schedule into four equal segments of 6 hours each. This paradigm gives a deeper sense of time lapse and the value of time. A person living in constant awareness of time does not need to be told about setting priorities.

Session 2 - Retirement day speech

The facilitator said that retirement is as important a milestone in a person's career as as appointment, promotion, transfer, recognition, and so on. Some people live life in a listless, uneventful, meaningless manner cribbing and complaining from dawn to dusk. For such people retirement denotes the end of the road – another tiresome dull moment that might be celebrated and rejoiced by his colleagues and students. For the optimist, retirement is just another transition into something more adventuresome and enterprising. Anticipating one's retirement day by itself could be a damper for some while for the optimist retirement day is the awaited moment of self-actualization. For such people, retirement is synonymous with the ultimate fulfillment of the vision and mission of his career as head of the school. It's a day when the School Leader wears a broad smile marking his accomplishment while the other stakeholders spanning the

staff, students, parents and communities have moist eyes bidding farewell to their beloved leader.

Following this the participants were asked to write their respective retirement day speech. One of the participants sharing her speech in a touching manner said that the exercise had made her aware of the importance of the present moment. It was an enhanced awareness beyond the bounds of just her career as a school head. She would never again take her parents and her minor daughter for granted because everything would surely change in the next 20 years when she would too retire as school head. She had so many milestones to gain and she was determined to live vibrantly and value the time of other people. With this introduction she read out her retirement day speech.

Dr. Shekhar followed this up by linking it to the School Vision. He said that the School Vision is cherished by each School Head through the years of his career till the day of its actual manifestation on the retirement day. It's therefore a healthy exercise to envision the manner in which one would like to leave the school - in a mission-accomplished mode or otherwise; and also how one would like to be remembered by posterity - as a loser or a winner.

Session 3 - Personal Development Plan

Facilitating this session, Mrs. Tshering Lhamu defined PDP as 'a carefully planned document that highlights the key areas that you have identified for development in any planning cycle'. She summed up the PDP process as:

- Assessing current skills, competencies and ambition
- Identifying need for skills, knowledge or competencies
- Establishing what one wants to achieve in the short, medium or long term in one's career
- Selecting appropriate training and development activities to meet those perceived needs in order to reach one's career and personal goals.

She distributed the PDP modules to the participants. Following further explanations and discussion, the participants prepared their draft PDPs on chart paper and then shared them among the peers. Feedbacks were sought after each presentation encouraging the participants to review their plans in the light of critiques from their peers.

Key Area - 3: Transforming teaching learning process

DAY 8

Date	Sessions	Facilitators
	School and Purpose of Education	Ms. Larissa Lepcha
	Joyful and Active Learning Environment	Ms. Mala Rai
	Inviting and Flexible Classrooms	Mrs. Indira Poudyal
11th Jan	Joyful Learning Methods	Ms. Larissa Lepcha& Ms. Lamkila Bhutia

Session 1- School and Purpose of Education

Ms. Larissa began the session with a video show entitled "School Chale Hum". The movie showcased bright and happy children hastening to their school from all quarters. The participants opined that learning takes place everywhere regardless of the quality of infrastructure and facilities provided that the environment is joyful and conducive to learning.

Mrs. Mala Rai led the class through excerpts from the story of Totto Chan that she made the entire class read. ***Totto Chan – the little girl by the window*** an autobiographical memoir written by Japanese television celebrity and UNICEF Goodwill Ambassador Tetsuko Kuroyanagi is about her own experiences while getting unconventional education attending Tomoe Gakuen. It tells about the expulsion of Totto Chan that is communicated to her mother by the Head Master. A concerned mother realizes that her daughter needs a school with wider freedom of expression and meets Mr. Kobayashi the Head Master of a new school. Totto Chan is very happy in her new environment and soon makes friends with Mr. Kobayashi. She makes many friends while Mr. Kobayashi introduces new activities that enthuse and interest all the children at Tomoe Gakuen. Everyone is extremely happy at the school.

The participants read excerpts from the book provided as handouts by the facilitator and later got into a vivacious discussion accepting Totto Chan to epitomize the aspirations of a child and the Tomoe Gakuen as the prototype of an ideal school.

Session 2 – Joyful and Active Learning Environment

A video on **Parrot's Training**- by Rabindra Nath Tagore was shown. It's a metaphoric story of how a parrot gets educated and trained to speak by the ruler of a kingdom along with his prince and courtiers. They cage the parrot in a gilded cage and surround it with pomp, ostentation and high-sounding cacophony till at last the poor parrot overwhelmed by the din and suffocation dies. Today's students can be likened to the parrot. They are overloaded with bookish knowledge taught through sophisticated pedagogy; their brains overstuffed with data and figures, without any consideration for their health and happiness.

The participants expressed their opinion in the following manner:

1. Knowledge cannot be overfed to children beyond their capacity to digest.
2. Our classrooms and schools should not resemble the gilded cage.
3. What interests the child alone should be taught.
4. Needless restrictions should not be imposed on children for they are born free.

On the whole the participants stressed on the need for a healthy and natural environment in the school. The latent talents of the students and their innate interests should not be overlooked.

The second activity to drive home the importance of creating joyful environment in school began with a video show titled 'Young Historians'. It featured a group of children who are given an assortment of artifacts by their teacher supposedly found in a dilapidated abandoned house. The teacher asks the children to spend time thinking about who might have been the authors or owners of those artifacts. The children happily spend a good amount of time deliberating on each article and guessing the circumstances, colors, creed of the people to whom the articles belonged. Later the teacher lets it out that he had randomly collected the articles from different people to make the children use their imagination. He concludes that historians pieced together facts of the past in a similar way - surmising and relying on possible hunches.

The discussion that the video generated ended in the following views from the participants:

- Observation, enquiry, exploration
- Develop logical deduction
- Creative learning
- Collaborative learning (learning from each other)

She concluded the session with a PowerPoint on the theme that while children are everyday bombarded with too many information, care should be taken that they don't lose their human qualities. This could be summed up in the words of John Dewey in his

"Experience and Education" in 1938 - "What avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write, if in the process the individual loses his own soul?"

Another activity that the participants were engaged in was rewriting the Parrot's Training Story to improvise on the ending of the story. All the participants concluded the story on positive imaginations of the parrot (the learner) getting liberated out of the gilded cage and fluttering around the place in joyful abandon reciting verses and mesmerizing listeners.

Session 3 - Inviting and Flexible Classroom Spaces

This was a short interactive class taken by Mrs. Indira Poudyal. At the outset, she explained that any class which is flexible is inviting. A rigid environment suffocates the interest out of the students. Garishly painted walls and uncomfortable furniture are a big damper. Placement of the furniture and direction of whiteboards are of paramount importance while making the classroom child-friendly. Children should be given enough freedom to express themselves and bring out their latent talents and intuitive potential.

The participants were then engaged in a drawing session wherein they drew the classroom of their imagination and choice on chart papers. The exercise made the participants more aware of what they could do with their classrooms to make them look more interesting and inviting.

Session 4 - Using Joyful Learning Methods

Mrs. Lamkila Bhutia drew the attention of the class to the NCF 2005 and described at length the anticipations and prescriptions embedded in the framework. She made the participants read through excerpts from the doctrine, which don't match the practices in schools throughout the country today. She quoted this from the framework to drive home her point - *"Day after day children bring to school their experiences of the world around them the trees that they have climbed, the fruits they have eaten, the birds they have admired. All children are alive to the natural cycles of day and night, of the weather, the water, the plants and the animals that surround them. Children, when they enter Class I already have a rich language base of small numbers, and the rudiments of operations are already in place. Yet rarely do we hear the knowledge that they already have and which they bring into the classroom. Rarely do we ask children to talk about or refer to the world outside the school during our lessons and teaching. Instead we resort to the convenience of the printed word and picture, all of which are poor replicas of the natural world".* The emphasis is more on taking students on excursions with the objective of letting them see and feel the world by themselves and learn experientially.

Thereafter the participants were asked to develop lesson-plans on various modes of joyful learning. These were enacted in group-wise role-plays in the following order.

Group 1
The theme was English subject taught in class V. The teacher tells the story of the Wizard of Oz. In the process of telling the story each student has to memorize and reproduce the names of the characters and new words learnt during the lesson.

Group 2
The theme was science subject being taught in Class IV. The teacher asks the students to name the things that they see around the classroom and differentiate between living and non-living things. It was an innovative and interactive way of teaching the students about animate and inanimate things.

Group 3
Theirs too was science subject in class VI. The teacher placed a plant in front of them and asked them to explain and write about the different parts of the plant and its functions.

Group 4
They enacted a mathematics subject in class V. The teacher taught students HCF based on a real life activity involving one student to be the milkman while another student the costumer.

Group 5
The teacher taught English Grammar adjective to class IV students by asking the students to relate the shape, size and names of various objects shown to the class.

Group 6
Teaching English to Class IV, the teacher used cards containing adjectives, words their meaning, synonyms and antonyms. One group of students were asked to throw a card containing a word while the others had to throw cards containing the meaning, synonym and antonym of the word.

Following this, as the performances were graded, Ms. Larissa said that collaborative spirit of learning was missing in their enactment.

DAY- 9

	Understanding Developmental Needs of Children	Mrs. Durga Shrestha
	Understanding Inclusion	Mrs. Indira Poudyal
16th Jan	Home Support for child's Learning	Mrs. Durga Shrestha

Session 1- Understanding development needs of children

Dr. Sunam Gyamtso led the class on a tour of the 12 stages of human life by way of a PowerPoint presenting a holistic perspective of human development beginning from pre-natal stage to death. Giving credit to Dr. Thomas Armstrong of the American Institute for Learning and Human Development for authoring the bestseller '*The Human Odyssey – Navigating the 12 Stages of Life (2008)',* he said that at each stage the human organism goes through tremendous amount of metamorphosis. Each stage has its own unique hallmark such as anticipation at the prenatal stage; birth – joy; Infancy – vibrancy; early childhood – playfulness; middle childhood – imagination; late childhood – ingenuity; adolescence – passion; early adulthood – enterprise; middle adulthood – contemplation; mature adulthood – benevolence; late adulthood – wisdom; death or dying – lessons in values of living. The onset of puberty brings about a landmark transition in the individual who steps into adolescence. Adolescents who are caught between childhood and adulthood often feel betrayed, left out, forlorn and lonely. A stable and balanced teenage depends much upon proper grooming and nurturing during the early stages of life.

Through these stages of life, an individual goes through various levels of development, which are Social, Emotional, Cognitive, Moral, and Ethical Development. The facilitator quoted Erik Erickson to explain the various stages of psychosocial development of children.

Following this he led the class into an interactive session, asking them what Youth means to them. He said that understanding the acronym of YOUTH unravels the values that every vibrant Youth should inculcate. Interactively the class worked out YOUTH as young, outstanding, unique, truthful and honest. He said that there is also a flipside to this that are alarmingly becoming more visible among the youth today – young, outlandish, uncouth, tumultuous – tormented- tyrannical, and haggard – hardheaded – haughty – hazardous. Education should imbue positive values in students.

Ms. Durga Shrestha led the participants through different aspects of deviance and the marks of deviant students. She asked the participants to discuss strategies to cope with

deviant children in the school. The participants suggested counseling by expert resource persons as the only panacea to combat the problem.

Session 2 - Understanding Inclusion

Mrs. Indira Poudyal introduced the subject by saying that being exclusive was fast becoming the order of the day today. Owing to its vast diversity in terms of ethnicity, language, community, cast and class; people are segregated into watertight social compartments. These parochial barriers are evident even in schools of India where children are bereft of proper education in a free and expansive environment. Education should remove these manmade barriers and make the education system totally inclusive. The participants while agreeing with her said that there are different manifestations of social discrimination in schools based on cast, class, color, gender and religion.

Thereafter, the class was divided into three groups and given the following tasks:

Group 1-   Identify the problems
Group 2 -   Provide solutions
Group 3-   Role play (Enact)

Group 1

1) Gender discrimination - girl students engage in sweeping, cleaning and other menial work.
2) Learning discrimination - slow learners, stupid, ignorant etc.
3) Caste/color discrimination – use of inappropriate words like *kali, shatey, kami, Damai, Badjaat, Chaadung* and so on.
4) Economic status- students come to school in dirty clothes without proper wash or a bath.
5) Physical appearance- derogatory comments on physical appearance like *dallay, purkey, motey etc.*
6) Substance abuse- teachers comment on drug using students like *gotikhanay, Gaza master etc.*
7) Cultural discrimination - Rock music taken as music that promotes drug addiction and dereliction.
8) Religious discrimination –religious chauvinism
9) Racial discrimination -*Nepali, Lapchay, Bhote, Madishay* etc.

Group 2:

The group members came up with solutions to the aforementioned problems.
1) Gender discrimination - Roles should be reverse. Boys should do be made to do works allotted to girls
2) Learning or academic discrimination: free and fair learning environment, use of positive language, equal participation
3) Caste and color discrimination: Black and brown eyes activity as learnt in earlier session, recognizing merits and building a mindset not to discriminate on the basis of physical appearance.
4) Bring out positive aspects of the child, motivational stories of great personalities.
5) Accept and welcome every child in the school
6) Rewarding the parents
7) Take up membership of SAATHI.
8) Counseling to teachers who use bad words.
9) Educate parents about music

Group 3:

As soon as the teacher enters the class the girls complain that boys are allowed to go out to play while they are always detained in the classroom. Teachers don't let them play and compel them to undertake chores like cleaning and sweeping just because they are girls. The teacher consults with the Principal who instructs that the girls will go out next to play while the boys will take turns to do the chores.

Following the group presentation, the participants deliberated further on the subject and came up with the following suggestions.

1) Schools should be free of any barrier
2) Schools should promote interpersonal connectivity among students and teachers
3) Schools should accept students regardless of their diverse background
4) Teachers too should be counseled to treat all students on equal terms
5) HOI should intervene severely at the very sight of discrimination in the school
6) Teachers should regularly provide feedback to the HOI.

One of the teachers shared his opinion and impression about Lal Bazar, a busy shopping complex in the heart of the city. People generally have a low opinion about this place as a den of substance abusers and thugs. He intended to change this misconception and with the help of four close friends started an organization called

SEWAA - ellipsis for Social Educational and Welfare Association in the year 1995. They provided free tuition to students up to tenth grade. They also encouraged sports and initiated a youth wing called Lal Bazar Youth Development Committee - LYDC. Their efforts had the desired effect and in a course of a few years changed the face and complexion of Lal Bazar.

Session 3 - Home Support for the Child's Learning

She started the session by asking the participants to define community. The participants said - 'group of people having common goal, working together, bound together by work and culture'. The next question was - 'what brings people together and ties them in a common bond?' The reply - 'common thinking, mutual understanding, common goal, being on the same page in every respect.' Again - 'any difference between a school community and the village community?' The reply - 'school community consists of the SMC members, students, teachers and other staff of the school, while the village community is the larger community consisting of all those who live in the village'.

The facilitator said that it was essential to know these rudiments about the school community and the larger community that usually supports the school. She explained these in detail through a PowerPoint outlining the key characteristics of the school community which are - students' welfare, interaction, teaching and learning, infrastructure, and so on. She explained that education is not limited to the school alone where knowledge is imparted in a conventional and structured way. The non-conventional and experiential learning that happens with every child every moment in the course of social interactions at home and in the larger community form the larger part of the child's education. Therefore there is need for symbiotic mutualism between the school and the home front. Forging lasting partnership between the school and the community is the best solution to ensure holistic development of the child.

Six case studies were handed out to the participants who were divided into six groups. Each group read out its case study and discussed its pros and cons. Following the discussion, each group expressed its views based on the following observations:

1. The advantages gained by the school
2. The advantages gained by the community.
3. The leadership shown by the Principal.

Ms. Larissa summed up the session with a PowerPoint on reasons for accountability and setting up SMART goals for the students.

DAY- 10

	Professional Development of teachers - reflective practitioners	Mrs. Durga Shrestha
	Professional Development of teachers - observation & Feedback	Mrs. Indira Poudyal
17th Jan	Creating and Sustaining Professional Learning Communities	Mr. Shekhar Chettri

Session 1 - Professional Development of teachers - reflective practitioners

The session began with an outdoor activity based on the theme of an alien attack that threatens earth and creates an exigency to evacuate and take shelter in another planet. The participants formed two groups and stepping on their space shuttle consisting of a newspaper, they made their escape bid taking along with them all their friends. They were warned not to step out of their shuttle lest they would have to begin the maneuver all over again. With proper strategy and collaboration both the groups managed to reach the other shore of the earth and save everyone. The activity was deftly conducted by the facilitators Mrs. Durga Shrestha and Mrs. Indira Poudyal and brought much laughter and humor among the participants

The following views were shared after the activity:

1. Immaculate Planning
2. Needed to re-strategize due to failure
3. Planning, discussion, feeling of togetherness, coordination
4. Their first strategy failed but they resiliently attempted again
5. Co- ordination and collaboration
6. Planning, co- ordination, mutual support
7. Alteration of plan, plan new strategy.

One of the participants stressed that the presence of a leader made all the difference. Another participant said her group failed in the first attempt because one of the members was lagging behind.

She showed a video depicting the true story of a carpenter to emphasize that a teacher is basically a reflective practitioner. An expert carpenter was retired from active service in a big building company. The CEO of the company gave him his last assignment which was building a house. The carpenter thought that throughout his life he had slogged enough for the company and now that he was on the verge of retirement he could take it up easily and casually. So he did not give his best during construction of the house, the foundations were not strong and well planned. eventually a mediocre house was raised much to the unconcern of the carpenter. On the day the carpenter

was to officially retire, the CEO threw a grand party and ceremonially handed over the key to the new house to the carpenter as a token of gratitude and honor much to the chagrin and penitence of the carpenter. The facilitator reflected on this story and said that mutual trust, gratitude, empathy, sense of justice, patience, cooperation and collaboration are some of the values that one can glean out of this story.

Teaching and learning compels a person to read in between the lines to discover embedded meanings. Continuous reflection opens up hidden vistas of knowledge that are otherwise lost in literal interpretations.

Session 2 - classroom and feedback

Mrs. Indira Poudyal taking over introduced the session as a sequel to the first session aimed at the professional of teachers. It consisted of a group discussion followed by role play of a mock class and then feedback from a smaller group of observers. the participants were divided into three groups. Group 1 enacted a mock classroom in which one of them got into the role of teacher and the rest students who ask pertinent questions to the teacher. Group 2 played the role of observers who would later on announce their classroom observation. Group 3 would then give a feedback on Group 2's observation.

Group 1: Plan and teach a lesson (Mock Classroom)
Group 2: Observe the class in session (Observation)
Group 3: Feedback on feedback (Feedback to group 2 observation)

Group 1
The teacher teaches Algebra to students of class V.

Group 2
Instructional Strategy
- Introduction was not appropriate
- Sitting arrangement was not good

Class Participation
- was interactive
- need for more emphatic expression
- Students' participatory role
- Child-centric

Content
- Informative and knowledgeable

- Relevant
- use of TLM appreciable
- Content based activity
- Content related questions

Delivery
- Voice was loud and clear
- Judicious use of chalk and board
- Used TLM to support the class
- No time management
- Some confusion

-

Group 3
- There was no date and subject written on the board
- No collaborative learning
- Sitting arrangement was appropriate
- Situation was created
- Interaction was good
- Teacher was not confused
- Content of subject was good

Following this, one of the teachers shared his experience that the English teacher in grade VI of his school was found teaching in a most disinterested manner. When the Principal asked the teacher that she needed to be more enthusiastic while teaching, she surprised him saying that the very look of the students bored her. The only recourse was that whenever she was not in her class, he took care to engage the students. Owing to its location in the remotest part of the state, teachers are not happy teaching in his school.

Session 3 - Creating and Sustaining Professional Learning Communities

Mr. Shekhar Chettri began by asking the participants what values, knowledge and skills should a teacher be equipped with. The answers were:

- Proficiency in the subjects
- Values
- Information and Communication Technology (ICT)
- Teaching skills
- Reflective skills

- Good communication
- Collaboration
- Good understanding of child traits

Using a PowerPoint, the facilitator explained that the crux of effectiveness and success in any school enterprise is by shifting the paradigm from 'I' to 'we'. In most cases, leadership tends to become totalitarian, yet the best leadership is the one that is democratic and collaborative. Such leadership is interactive and mutually supportive with 'egalitarian and humanistic aims'. The process of forming PLC consists of forming the group, identifying a focus, action enquiry, innovation and change, trialing and feedback, and refining and sharing outcomes. He further followed it up by showing a video clip about a child who does not perform well in school. The main reason for this was the unprofessional approach of the HOI and teachers whose attitude always discouraged the child.

An appreciative class gave the following feedback.

- Focus on classroom teaching
- Principal leadership is paramount
- Collaboration
- Mutual learning
- Promotes discussion and deliberations among teachers

He showed the second half of the video that depicted a changed scenario. The child has been taken out of the previous school where overall performance was dwindling down. The same child is now in a new school where the grades have improved immensely. In this new setup the teachers are extremely cooperative and eager to teach. The HOI too has a collaborative disposition and together with the teachers have formed PLCs that help in learning.

The following feedback came from the participants:
- Collaboration
- Assessment
- Ensure that every child learns
- Enhance students' learning

The session ended with brainstorming on the following key areas of PLC:
- Every student must learn
- Culture of collaboration
- Focus on results.

DAY-11

	Teachers Leaders: Coaching and Mentoring	Mrs. Tshering Lhamu& Ms. Larissa Lepcha
18ᵗʰJan	Consolidation- transforming Teaching & Learning	Ms Larissa Lepcha

Session 1 - Teachers Leaders: coaching and mentoring

The facilitators first delineated the difference between coaching and mentoring. This was followed by a role-play session to experientially understand coaching and mentoring.

Group 1

A teacher complains to the school head that the students of her class were poor in spelling. The HOI suggests her to adopt the visual memory technique. The teacher expresses her lack of knowledge about the technique and further requests the HOI to instruct her, which she does diligently to the complete satisfaction and joy of the teacher.

Feedback from the rest of the participants:

- The principal was respectful of the teacher and fellow colleagues, patient, specific, helpful, supportive, problem solver, and provoked stimulating reflective thoughts. The dialogues were appropriate
- There was a huge display of mutual trust and sharing.

Group 2

The teacher confides in the Principal that she has problems conducting unit test. Most of the students are absent during unit tests. The HOI inquires if absenteeism is rampant on all school days to which the teacher replies that they are absent only on Saturdays when she conducts the unit tests. The HOI asks the teacher to suggest solutions. She suggests that since the children are absent only on Saturdays she could conduct the tests on other weekdays.

Feedback from the participants:

One of the participants shared her experience as a graduate teacher when she had just begun her career. Her Principal was an inactive disenchanted individual whom the teachers routinely avoided. He did nothing for the betterment of the school. This resulted in some of the teachers finding solutions to their problems rather than approach

their school head, while the rest of the teachers developed a lackadaisical attitude towards life.

The session ended with a PowerPoint presentation by Ms. Larissa that further highlighted coaching and mentoring.

Session 2 - Consolidation transforming Teaching & Learning

Ms Larissa informed the class that this session was aimed at consolidating their learning from all the sessions spanning four days on Transforming Teaching - Learning. The participants were asked to write down the processes that they would initiate to transform teaching-learning in their respective schools. The following was the outcome:

Name of the School:	**Phensong Secondary School**
Objective:	Address poor academic results of class IX and X
Process:
1. Formation of PLC (principal and teachers)
2. Students' learning committee
3. Parents- teachers committee
4. Peer learning sessions
5. Inquiry and discussion for the benefit of slow learners
6. Providing coaching class in school
7. Honorarium for teachers conducting coaching classes
8. Procuring fund from SMC for coaching class

Name of the School:	**Karonthang Secondary School**
Objective:	Teaching Science to class VI to X
Process:
1. Observe the teacher while teaching
2. Remind the teacher about the objective of the lesson
3. Discuss with teachers and provide suggestions to improve their teaching.

Name of the School:	**Phong Secondary School**
Objective:	Teaching Mathematics to class VI to X
Process:
1. Regular meeting with math teachers
2. Frequent visits to the classes
3. Regular feedback

Name of the School: **Dentam Secondary School**

Objective: Address poor academic performance in the primary section

Process:

1. Remedial classes for primary section
2. Students' Counseling

Name of the School: **Pabyuik Senior Secondary School**

Objective: Make learning experiential and practical for classes VI to X

Process:

1. Stress on group learning
2. Real life experiences
3. Stress on team work
4. Sharing

Name of the School: **Burul Secondary School**

Objective: Lack of team work

Process: Classroom observation based on teaching learning process.

Name of the School: **Lingey Payong Secondary School**

Objective: Address the problem of shortage of teachers

Process:

1. Meeting with stakeholders
2. Approach the parent department (HRDD)
3. Take help from the community
4. Confer with the PLC

Name of the School: **Uttaray Senior Secondary School**

Objective: Improve academic standard of the students

Process:

1. Form PLC
2. Create shared vision

Name of the School: **Linkey Secondary School**

Objective: To create joyful learning environment in the school

Process:

1. Meeting with staff to work out what each can contribute
2. Make the School fear-free in every respect
3. Amicable dialogue and interaction with students

Name of the school: **Amba Secondary School**

Objective: Solve the problem of students not knowing the value of Zero

process:

1. Form a mathematics PLC group that will provide regular coaching sessions
2. Mathematics clubs and learning groups
3. Reflection, review and feedback

Name of the School: **Martam Secondary School**

Objective: Help students who are weak in grammar in classes I to V

Process:

1. Exclusive easy-to-learn grammar textbook
2. Form English PLC
3. Joyful learning

Name of the School: **Pachak Secondary School**

Objective: To enhance reading skill in classes I to VIII

Process:

1. Staff and SMC meeting
2. Collection of data for the benefit of slow learners
3. Layout plan
4. Formation of two teams of classes (I to V) and (VI to VIII)
5. Set time-table and routine for reading classes
6. Weekly review
7. Reading competition
8. Reward

Special Session with the Director SCERT on ASER 2018

The participants were in for a surprise when it was announced that the Director SCERT SIKKIM would share a poignant issue with them in the afternoon. Part of the afternoon regular session was accommodated in the morning and the rest assigned to the next day to make room for the special session. Dr. Rabin Chhetri said that he felt it germane to share the Annual Status of Education Report 2018 commonly known as ASER, with the School Heads undertaking the School Leadership training. By way of introduction, he said that the ASER survey was facilitated by PRATHAM and the assessments were carried out in the household among children aged between 5 - 16 years. The assessments were carried out across the country in 19 languages. As per the report, 85.9% of children between 15-16 years went to government schools against 9% in private schools, 0.2% in other non-formal schools while 4.9% were not enrolled in school. Among children aged between 6-14 years, 68.6% were enrolled in government schools against 30.7% in private schools while 3.7% didn't go to school.

With regard to reading, ability to read standard I and II level textbooks among standard VIII students were 18.1% and 79% respectively. This was against 16.0% and 4.8% among standard 1 students. Children in standard VIII who could read standard II level text in the years 2012, 2014, 2016 and 2018 respectively were 93.5%, 90.5%, 86% and 78%. The regressive trend was appalling. Only 41.2% and 44.6% of standard VIII students could subtract and divide respectively. The percentage further dwindled down in the lower classes. Likewise, Dr. Rabin displayed the dismal ASER findings in every walk of curricular and co-curricular performances of the students in government schools. His presentation churned up reactions from the School Heads who felt dejected that all their efforts seemed to be going in vain. Dr. Rabin said that the reasons for sharing the ASER findings with the participants during the course was to spread the awareness of the real state of things at the school level and to galvanize every School Head into positive spirit to improve the standard of education. Some of the School Heads said that much were needed to be done at the systems level too. The Director then stopped on the note that the School Heads were free to utilize their extra time in constructive discussions over the issue and present their views and suggestions to the Additional Chief Secretary and the Member of Parliament who were likely to visit the course sometime during the week.

Key Area - 4: Building and Leading Teams

DAY 12

	Sessions	Facilitators
	Understanding Team	Ms. Anjali Rasaily
	Group Dynamics	Mrs. Sangeetha Kharga
	Self Orientation to Teamwork	Ms. Anjali Rasaily
19th Jan	Conflicts Resolution	Mr. Ajay Pokhrel

Session1 - Understanding Team

The facilitator asked the participants to form six groups**.** Fifteen straw pipes were provided to each of the groups with the objective of building the tallest tower. Group 2 accomplished at the end and Ms. Anjali Rasaily debriefing the session elicited from the class, the factors that contributed to the achievement:

- Team work
- Collaboration
- Co-ordination
- Focus
- Creativity
- Trust
- Management
- Patience
- Communication
- Acceptance
- Mutual help

The facilitator asked the class the difference between Group and Team. She summed up the ideas suggested by the participants and said that a Team is organized; shares common vision, values and objective; and is focused, while a Group is temporary in character, less organized and focused.

She inquired about the different committees that they might have formed in their schools. The following were the responses:

- Discipline committee
- Health and hygiene
- Mid Day Meal Committee
- Eco club
- Waste management
- Advisory club
- School Management Committee
- Organic club
- Disaster management
- Exam committee
- Administrative committee
- SAATHI club
- Sexual harassment committee
- Heritage club
- Parents- Teachers committee

She then explained the merits and demerits of teamwork. The following were the outcome of discussions:

Advantages of team work

- Easy to attain goal
- Exchange of ideas
- Exchange or resources
- Smooth functioning of institution
- Unity

- Sharing responsibility
- Accountability
- Easy follow-up
- Problem solving
- Creativity

Disadvantages of team work

- Clash of ideas
- Ego
- Shifting of responsibilities

- Conflicts
- Reluctant to share ideas
- Lack of co-ordination

Next they discussed about how people from diverse backgrounds could be brought together in a team.

- Through dialogue
- Motivation
- Counseling
- Incentives
- Encouragement
- Accepting diverse views

Through an elaborate PowerPoint, the facilitator led the class through the process of team building for which one had to be a team leader endowed with vision, commitment and self belief. She reminded the class of the relationship between strength, teamwork, alignment and result. While 'I' or aloofness and exclusiveness is to be expunged from one's precept and practice, 'we' seemed more preferable though it did not signify unity but plurality of ideals grouped together. The word 'us' denominated that essential unity of thought word and deed all aligned towards realization of a common goal. 'us' signals the process of collaboration and co-operation.

The class was next engaged in an artistic and interesting activity - that of making a logo for their school. A logo is an emblem and portrays the vision and mission of the school. Five groups were formed and engaged in the art workthat they eventually submitted.

Session 2 - Group Dynamics

She discussed the four-fold matrix or group dynamics in a Team such as:

Stars	Easily loved by all, amicable, social, frank and cheerful
Mutual choice	Two students choose each other
Isolation	A student who does not get any positive choices
Cliques	A number of individuals who make very few choices outside the group

Session 3 - Self-Orientation to Team Work

Ms. Anjali informed the participants that in order to inspire a team together, one must first be self-ignited. One must have clarity of thought and objectivity that alone can motivate the rest of the team members to come together and make a common cause to work together. It is also equally important to observe one's orientation or disposition towards others. She distributed a questionnaire to suggest factors that support and strengthen the team.

1. How to deal with members who are very competitive and ambitious?
- By giving them more responsibilities
- Motivating them
- Co-operation on both the sides.

2. Benefits of having an individualistic orientation.
- Personal Initiative
- No-conflict
- Accountability
- Confidence
- Time management
- You are the monarch of all you survey

3. Challenges faced by individuals.
- Isolation
- Monopoly
- No sharing of knowledge
- No trust
- Limited ideas
- Limits progress of the school
- Rigidity in decision-making
- Self- oriented
- Over burdened

4. Steps as a better team player among highly competitive team members

- Stay updated
- Respect others
- Sharing ideas and suggestions
- Stay positive
- Patience
- Friendly
- Be at ground level
- Encouraging
- Don't be adamant
- Inspiring

Session 4 - Conflict Resolution

Mr. Ajay Pokhrel in his introductory remarks said that whenever people from diverse backgrounds get together for a common cause, there are bound to be conflict of ideas and resources. Mankind being thinking organisms think and act differently from their own individual perspectives. The basic principle of making a team functional and successful therefore depends on resolving conflicts before they germinate and grow. With a PowerPoint, the facilitator suggested the following conflict resolution approaches and provided detailed explanations systematically answering queries from the class.

1. Avoidance
2. Accommodation
3. Confrontation
4. Compromise
5. Collaboration

Following this he asked the participants about the conflicts that they encounter in the their schools. The following answers were elicited.

1. Time table
2. Leave application
3. Subject distribution
4. Problems related with students
5. Discipline
6. MDM

Mr. Ajay rounded up the session on the note that conflicts are the bane of progress through teamwork. One must follow the 'nip-it-at-the-bud' method of not allowing conflicts to grow into full-blown insurmountable problems.

DAY 13

	Sessions	Facilitators
	Teams for Transformation	Ms. Anjali Rasaily
	Prioritizing themes for staff meeting	Mrs. Sangeetha Kharga
	Conducting development staff meeting	Mrs. Sangeetha Kharga
21stJan	Monitoring and Influencing team members	Mr. Ajay Pokhrel

Session 1- Teams for Transformation

Ms. Anjali led the participants to the terrace of the building where they had to stand in a circle holding each other's hands and pass on a bicycle tyre without using their hands. The first attempt failed at the relay level. The participants strategized while one of the members became very proactive and guided everyone with his strategy, which worked wonders and the relay of the tyre till it reached the starting point was done in no time. Back to the hall, the facilitator debriefed the enthused participants and elicited the these key points from them - Co-ordination, Communication, Strategy and Efficiency.

Next a video entitled 'Meeting students Needs through Leadership Teams' featuring Mount Baker Middle School in Washington was shown to the participants. They drew much inspiration from the film that depicts a vast diversity among the students. The school administration has a School Improvement Leadership Team consisting of teachers, parents and administrators that meet twice in a month to take stock of progress and to find out new ways to innovate and improve. The participants discussed various aspects of the video and came up with the following feedback.

1. Cultural difference
2. Extreme poverty
3. Economic status
4. Age difference
5. Language problem
6. Diverse population

Inspired by the video, they discussed strategies to solve their own issues.
1. Constant focus on school improvement
2. Build school improvement team
3. Share ideas
4. Always update and analyze data
5. Promote exchange of ideas
6. Common assessment method
7. Common teaching learning target

8. Trust building
9. Teachers training
10. Aspire for highly motivated teachers
11. Build effective PLCs within the school as well as beyond the school
12. Interdisciplinary team
13. Content team

Following this, she distributed handouts and the following are the views shared by the participants.

Strength of your style	Limitation and weakness of style.
• Motivated and convincing • Accommodative • Trusting • Committed • Positive attitude • Supportive • Collaborative and confident • Dedicated	• Impatient • Emotional • Short tempered • Egoistic • Lenient • Stressed • individualistic • Procrastinating
Key skills to strengthen the team	**Style most difficult to work with**
• Motivation • Cooperation • Dedication • Sharing of idea	• Laid back attitude of teachers (complacency) • Authoritarians • Individualistic • Rigid
What a Team can do? • Sharing of responsibilities • Sincere partnering • Effective Management • Academic support	

Session 2 -Prioritizing themes for staff meeting

Meetings are a regular must in any organization for obvious reasons. In a school system where time is measured by the seconds, prioritizing the themes for the meeting is essential to avoid wastage of time the most vital resource and also to bring objectivity in the meeting.

Following are the priority themes shared by the participants.
- People's safety
- Happiness of the people
- Improve the quality of teaching and learning
- Help children to learn
- Staff to work together effectively
- Improve the resources of the school
- Improve one's leadership skills
- Evaluate all aspects of school life
- Promote values education
- Anything that the school lacks in

Session 3 - Conducting development staff meeting

Mrs. Sangeetha made the participants into three groups and instructed them to act out a mock staff meeting following the norms described and discussed in the previous session. The feedbacks from the participants observing the proceedings were -

Group 1	Group 2
- Head was aggressive - Authoritarian - Assertive - Accusing - Coercive - No-patience - Disrespectful	- The Head was patient - Sharing ideas - Acceptance of suggestions - Convincing - Mentoring and coaching - Cooperation - Supportive - Transparent - Lenient
Group 3 - The Head was specific - Approachable - Innovative - Balanced - Open to Suggestions - Encouraging - Trust worthy and trusting - Concerned	

- Endowed with Inter-personal skills

Session 4 - Monitoring and influencing team members

Mr. Ajay Pokhrel asked the participants about the qualities that make a good team member. Following are the views shared by the participants.

- Dedicated
- Encouraging Shared vision

- Sincere
- Prepared to Share ideas

- Open to criticism
- Cooperative

- Trustworthy
- Good at communication

Explaining through a PowerPoint the facilitator explained the basics of appreciative inquiry. The key points of his lecture in this segment were –

- Best team experiences
- Leadership required to improve the team
- Leadership to better the team

He further emphasized on the following 5Cs essential to build a good team and elaborated on each point

1. Cooperation
2. Coordination
3. Collaboration
4. Collegiality
5. Cohesion

Interactive Session with the Honorable MP Mr. P.D. Rai and Director SCERT

The afternoon was well spent with the member of Parliament Mr. P. D. Rai. The facilitators curtailed the post lunch presentations by highlighting just the key points to make room for the special session with Mr. Rai. Accompanying him where Director SCERT Dr. Rabin Chhetri and Mr. Inbaraj, Joint Director of School Education. After the formal round of preliminaries, Mr. Rai began his address on the issue of intervention and rehabilitation programs initiated by SAATHI. He said that no school in the beginning is prepared to own up the fact that the substance abuse problem exists in the school for

fear of stigmatization. The problem starts with denial by the School Head. But the sign of solution dawns with the acceptance by the School authorities about the prevalence of the problem in the school. Thereafter, there is a concerted effort on the part of everyone working in the school to address the challenge. We started a peer counseling and intervention program through SAATHI which is now coming to an end. Luckily, Dr. Rabin discovered a program of the Ministry of the Social Justice and Empowerment which is run through the National Institute of Social Defense that is now coming into the State through SCERT. Those who are not yet conversant with the SAATHI initiatives and system are free to join. These programs are already embedded in many schools of Sikkim. Some schools like Tadong and Deorali have already been into this program for five years including two initial pilot years. Such schools are interested in continuing with the program at any cost. But running a program without adequate resources is difficult. This program will ensure the continuity of these initiatives. It will enable SAATHI to move into the next level of the program aptly known as SAATHI 2.0, which will start working with the environment around schools. Such sustainable program will improve the eco system surrounding the schools. There will thus be a mutuality between the eco system and the school to eradicate the malady. People could be totally nonchalant about the problem as long as it does not affect them personally. Knowing full well that there are dope peddlers roaming around and imperiling children, most of the people behave as though it is nobody's problem. Very few people rise up to the leadership moment and say NO to the problem, taking decisive actions. People are basically products of their own choice. So taking the right choice to wipe away the problem is what leaders should do for the country.

Following this, Dr. Rabin Chhetri made a brief presentation of the ASER 2018 following which he led the participants through an interactive discussion. He sought their opinion on the issue of dwindling percentage of admissions in government schools vis-à-vis private schools. This trend is generally looked upon as poor academic standards in government run schools. One of the HOIs said that many parents send their children to private schools as a fashion and to prove their social status and not because of poor academics in government schools. Dr. Rabin said that the government provides uniform, text books and such other facilities yet parents seem to send their children to private schools. We need to gain back their confidence. 'How would you go about it? As HOI what would be your stance?' Another HOI said that the department needs to send well-trained teachers to the schools. Infrastructure, books and uniforms alone don't make a school. HOIs should be accorded some autonomous share in policy making and not just the responsibility to run the school and teach. 'We should be empowered to select and appoint the right kind of qualified teachers. As of now, we are forced to reconcile with ad hoc and unqualified teachers sent to our schools by the authorities. More than often, no disciplinary action can be taken against a teacher found on the

wrong footing by the HOI. He has to file a written complaint against the wrongdoer. Usually the entire charade ends up in humiliation of the HOI'. The School Head should be given some autonomy and space to feel a sense of ownership and responsibility towards the school. When the facilitator asked - 'how many of you agree with this?', all hands went up. He then enquired about the kind of autonomy that was being expected. At this juncture Mr. Inbaraj suggested that HOI's are already empowered to deduct salary of teachers who don't attend duty without adequate CL. It is a very potent power given to HOIs to take punitive action against irregular staff of the school. He asked the participants whether they were able to make use of this power without any arbitrariness. Thus there already exists a system to monitor work culture in the schools. All that needs is implementing the system. Close personal relationships often impede the actions of HOIs against wrongdoers for fear of social rupture and estrangement. Some of the participants felt that when serious issues are brought to the notice of authorities no stringent measures are forthcoming. An HOI quoted the instance of a couple of teachers in his school who were all the time inebriated. Despite the HOI, SMC members and even villagers complaining against them, there have never been any disciplinary action against these reprobate duo. Mrs. Sangeetha Khadka, alumnus and Resource Person of SLA emphasized the need for specialized teachers to teach specific subjects like language, mathematics, science etc. at the primary level where the children are going through the most formative and foundational stage of life. She said that in some of the schools known for best practices, post graduates teach at the primary level. Another member agreed with this and said that in a good school known to him, the best teachers are assigned classes at the primary level. Some of the members opined that the attitude of teachers who are on the verge of retirement usually tend to become lackadaisical. Contrary to this, Dr. Rabin cited an instance of a recent survey on the best innovative teachers wherein it was discovered that most of the best practitioners who taught with zeal and passion were those who were nearing retirement. One more issue brought up for discussion was that although the department provides training to teachers and school heads, there is dearth of post-training follow-up measures to sustain and reinforce the impact of the training. Taking note of this, Mrs. Tshering Lhamu, Principal of DIET said that post training follow-up actions have now become integral part of the training and it is being fastidiously implemented. The entire deliberation ultimately veered round the fact that students were not performing well in the government run schools mainly for want of qualified trained and committed teachers. The second reason was that the HOIs were hamstrung by bureaucratic procedures and delays which in turn hampered quality management of the schools. The panacea for this could have been some limited autonomy given to the HOIs in matters related to school administration.

Mr. P.D. Rai at the behest of Dr. Rabin took up the podium and said that a huge bulk of people aged between 24 and 35 are educated unemployable. Such people very seldom

want to admit their failure. This being the true life scenario, all School Heads should think about what best can they do to uplift the system. Externalizing the problem is the easiest thing to do. But internalizing it and finding means to address it needs real substance and guts that marks true leaders. These are crucial times and blame game is definitely not the solution. As true school leaders, there is need to find the solutions from within one's own resources. At the end Mr. Inbaraj summed up the session by saying that any quantum of autonomy will not help in improving the performances of schools since various factors will definitely act as impediments. The government is exerting all efforts to improve the facilities and infrastructure of schools through pilot projects. It is now time for everyone to contribute their concerted efforts to turn the table and make education a vibrant success in the state.

Key Area 5: Leading Innovations

DAY 14

	Sessions	Facilitators
	Innovations- Significance for School Improvement: in search of new ideas	Mr. P.B. Chettri
	Looking beyond the normative framework.	Mr. Dushyant Tamang
	Nurturing Innovation: Creating spaces for experimentation and research.	Mr. Pushparaj Dhungel
22th Jan	Understanding and addressing resistance to change.	Mr. Dushyant Tamang

Session 1 - Significance for School Improvement: in search of new ideas

Mr. P.B. Chettri had a PowerPoint presentation to share with the participants to define and explain Innovation. He dwelt on the following key points:

- Innovation happens when an idea is implemented to create an impact. Innovation therefore connotes Idea, implementation and impact.
- An organization that thrives on discipline and a systematic approach alone can be expected to be innovative.
- Innovation begins with curiosity.

- Impact of innovation on education can be multi-dimensional.
- Innovations are context-specific.
- Innovations are need-based and are aimed at finding solutions to problems.

The facilitator asked the participants to share the innovations in their respective schools. Four Groups were formed and each group shared the following innovations introduced in their schools.

Group 1
One of the HOIs pioneered the wearing of traditional attire once in a week in his school. The SMC cooperated with him in this regard. The practice was featured even on local TV channels. On his transfer to other schools, he continued with the culture and many other schools were enthused to follow this beautiful culture that lends a sense of traditional ethos among the students and teachers.

Group 2
The group representative said that she had introduced the selection and rewarding of the **student of the month** in her school. The criteria for the selection were attendance, test results, overall participation etc. The School confers a badge to the select student who has to wear it for one month. The student's photograph is displayed on the notice board for all to see. This innovation brought about a tangible change in the students' attitude towards their academic and other performances.

Group 3
'Thought for the day' was a good innovation presented by this group. One of the Students has to present current headlines and other interesting facts during the morning assembly.

Group 4
One of the group members shared her innovation consisting of rewarding students for collecting the maximum number of plastic wrappers. The class captains have to show the collected plastic wrappers and bottles to the teachers and win an award.

Session 2 - Looking beyond the normative framework

Five groups were made to conduct this segment and the groups were given the following innovative numbers by the members themselves.

Group1- Pioneers
Group 2 - Kiazen

Group 3 - Phoenix
Group 4 - Vibgyor
Group 5 – Zangpo

Mr. Dushyant Tamang facilitating this segment said that while norms should be followed to ensure orderliness in any social system and therefore are not to be violated, looking beyond the normative framework to bring about better outcomes is wholly desirable. One should not be rigid about rules and norms and be instead flexible and accommodative to welcome innovations of any kind that adds positive dimensions to any social structure. Following this explanation, the groups discussed various out-of-the-box innovations that they had introduced, accepted or witnessed in their schools

One of the school heads had to cope with the problem of water scarcity in the school. Any amount of goading the Panchayat or holding SMC meetings did not solve the problem for lack of adequate funds. Ultimately he took recourse to an innovative solution. The students were asked to carry 5 liters of water from home every day and add to the storage tank for one year. At the end of the year, the Panchayat provided the requisite fund for water connection.

Session 3 - Nurturing Innovation-creating spaces for Experimentation & Research

Mr. Pushparaj Dhungel showed a video clip by Arvind Gupta about turning trash into toys. Thereafter, the class was engaged in group-work consisting of noting down bullet points on innovative ways of learning and teaching in the course of an animated discussion. Some of the members cited the Jodo Gyan program as a popular innovation in teaching learning. Many such methods consisting of illustrations, storytelling, reading, singing etc. were discussed as innovations in classroom practices. Out of many reflective questions posed to the participants, one thought-provoking question was:

As a HOI how would you ensure continuous innovations in your school? The answers were - motivation, encouragement, support, appreciation, convincing the teachers, encouraging shared vision and recognition and reward to all innovative practitioners.

The next activity conducted by Mr. P.B. Chettri was a continuation of the earlier one consisting of a video on creating eco-friendly school environment. The following were suggested at the end of the discussion that followed the show.

1. Will transform the entire school area into a plastic free zone by stripping the plastic and making toys, baskets, and such other artifacts out of them and suitably rewarding the best innovators.

2. Will start using alternative bio-cooking gas for the MDM

3. Will further enhance the Organic Corner that we have started in our school into a full-fledged organic gardening and farming drive

4. Encourage students and teachers to put up values-based sayings on the walls in the corridors and compound of the school

5. Will lay extra stress on Swaach Vidyalaya concept.

Session 4 - Understanding and addressing resistance to change

Mr. Dushyant Tamang began the session with a video on resistance to change. His preliminary remarks were that any attempt to change or improvise the old order is bound to meet with resistance from people who either don't subscribe to the new ideas, or are cynical or negative by nature, or not interested in doing anything new (the so called conservative approach of the old guards or old school) and so on. At the individual level, most people hesitate to come out of their comfort zone and start something anew. To such people, resistance to change comes from within.

The participants gave their opinion on resisting resistance in the following manner:

- Young enthusiastic and dynamic teaching
- Huge innovation resource that can be banked upon whenever needed.
- Effective communication
- Collaborative approach
- Diplomatic means of tackling challenging situations

Day 15

	Sessions	Facilitators
23rd Jan	Rewards and recognition for new ideas & actions	Mr. P.B. Chettri
	Reimagining Schools- Classroom and School level activities	Mr. Dushyant Tamang

Session 1- Rewards and recognition for new ideas and actions

Mr. P. B. Chettri led the class with a PowerPoint on the ways to identify and document innovations in school so that the innovator could be suitably rewarded by way of encouragement. The key points of the presentation were -

- Effective Recognition
- Recognition vis-à-vis Reward

He said that the 3 As of Recognition are – Acknowledgement, Appreciation and Approval, which are vital to sustain innovation. He dwelt at great length on the importance of the seven critical success facts.

1. Sincere
2. Fair
3. Consistent
4. Timely
5. Frequent
6. Specific
7. Approach

He aptly pointed out the three factors that hamper reward and recognition – Measurement, Fairness, and Corruption.

The participants were next asked to mull over the lecture and present their views through role-plays. The theme set for the enactments was 'Recognition and Reward to deserving teachers in the School without making other teachers inferior, incapable or left out.'

Group- 2

Objective	"Awarding the Best Primary Teacher"
Awardee	Ms. Mamta Rani Rai
Parameters	1. Academic Output 2. Innovative practices 3. Collaborative approach 4. Empathy and Positivity 5. Regularity 6. Punctuality 7. Consistency 8. Students feedback 9. SMC feedback
Time frame	3 years
Jury Members	Principal, Vice Principal, Senior Teacher, SMC, PLC member
Occasion	School Annual day

Group 5

Objective	"Recognition of teachers by HOI and the Senior Teachers"
Based on	1. Data analysis on students' performance 2. Low performance in mathematics & English – classes I to V 3. Conduct staff meeting 4. Remedial teaching suggested by HM 5. Responsibilities given to new teachers

	6. Monitoring the progress by head and committee 7. Feedback from the guardians
Time frame	Six months
Parameters	1. Punctuality 2. Sincerity 3. Motivation 4. Learning Outcomes 5. Guardians' feedback

Group 1

Objective	"Recognition of Teacher"
Process	A committee will be formed comprising school head, members from three categories (PRTs, GTs and PGTs) and student council who will be selecting deserving teachers on the basis of a questionnaire which covers the following parameters
Parameters	1. Academic performance 2. Innovative classroom practices 3. Participation in co- curricular activities 4. Punctuality 5. Inter personal relationship 6. Integrity and discipline

From the short listed teachers one each from 3 categories mentioned above will be selected through a Voting Process by all teachers, students' councils and SMC members. The select teachers will be honored and awarded on Teachers Day.

Group 4

Objective	"Analysis of ASER 2018 and our take on it"
Process	Meeting with teachers, SMC and Panchayat. Remarkable improvement in mathematics is already evident. The math teacher has already been awarded for being the best performing teacher.

Parameters	1. Baseline Assessment (SMCs and five other teachers)
	2. Formation of PLC
	3. Start work as a Team
	4. Remedial Measures
	    • TLM (low cost materials used)
	    • Role play
	    • ICT savvy approach
	    • Collaborative teaching

Duration	6 months

<u>Group 3</u>

Objective	"Recognition and Award to best performing teacher"
Selection	HOI, Panchayat, Chairperson of SMC, Parent's representative, Zilla Panchayat, School in-charge.
Parameters	1. Innovative 2. Dedicated 3. Punctual 4. Competent 5. Creative 6. Honest 7. Disciplined 8. Academic prowess 9. Good relation with other staff 10. Students' feedback
Occasion	Teacher's day

Session 2 - Reimagining Schools- Classroom and School level activities

Mr. Dushyant Tamang divided the participants into five groups and gave them handouts containing different situations that they were instructed to analyze and innovate in new ways. The following were the outcome:

Group 4
Situation: Improvement of sports facilities in the school

Strategies:
- Meeting with school staff, committees, SMC etc.
- Mobilize local resources
- Level the patch of land belonging to the school to build a playground
- Utilize NSS funds
- Raise funds from local donors
- All sports facilities
- Introduce yoga
- Fund raising activities

Group 5
Situation: Absenteeism in school
Strategies:

- Find out details of absent students from class teachers
- Visit homes of the students and motivate the parents.
- Meet SMC members, parents and panchayat and discuss .
- Institute reward for best attendance in school

Group 2
Situation: Helping slow learners
Strategies:

- Peer learning
- Encouraging group activities
- Organizing role plays regularly
- Expunge negative remarks against any child
- Use of TLM
- Frequent assessment
- Appreciation for improvement
- Expert counseling

Group 1
Situation: Children from diverse linguistic and religious background
Strategies:

- Encourage peer sharing and interactions
- Create a print rich environment
- Provide means to translate and communicate
- Formalize gestures and sign language
- Invite local resource persons to facilitate
- Rely on language teachers.

Group 3
Situation: Help slow learners
Strategies:

- One remedial class per week
- Pictographic lesson plans and learning methods .

Key Area 6 - Leading Partnership

DAY 16

Date	Sessions	Facilitators
	Leading Partnership	Dr. Shantiram Adhikari
	Dealing with different perceptions and expectations of parents and teachers	Dr. Sunam Gyamtso
	Encouraging parents involvement in school management	Ms. Bandana Chettri
24th Jan	Creating spaces for home school interactions	Dr. Shantiram Adhikari

Session 1 - Leading Partnership

Dr. Shantiram Adhikari quoted the names of a few corporate and global organizations to illustrate partnering and partnership. Partnership is different individuals or organizations coming together on a common platform driven by a common cause. The United Nations is a big example of global partnership of countries tied together by common interests. There are umpteen examples of such global partnering such as NATO, SAARC, and Commonwealth. In our own country we see many political parties with vested interests coming together making common cause to win elections or such other reasons. In the context of a school, the HOI should always seek to strengthen the school and invite helping hands by forging partnership with other communities, well wishers of the school, resource persons and even other schools and organizations. Dr. Shantiram lecturing and demonstrating with a PowerPoint said that 'Partnering implies a relationship, frequently between two people, in which each has equal status and a certain independence but also implicit or formal obligations to the other or others'. The following factors germane to Partnership were discussed in details -

- Benefits of Partnership
- Kinds of Partnership
- Identifying the Stakeholders of Partnership
- Role of School Heads
- How Partners contribute

One of the participants asked to know the difference between team and partner. The facilitator replied that a team is an in-group composed of individuals who share the same values, ideology and goal. They team up to make themselves invincible, focused, determined and stronger. Partnership consists of individuals or organizations espousing diverse interests, ideologies and objectives but interested to amalgamate together for one cause that is common to all the partners. Ordinarily partnership disperses once the objective of partnering is fulfilled.

The facilitator asked the participants about the stakeholders of the schools. The following views were shared:

- Inside the school - teachers, students and non-teaching staff
- Outside the school - parents, panchayat members, SMC members, NGOs, Self-Help Groups, retired people, department officials, people's representatives and so on.

Dr. Shantiram engaged the class in the following activity.

Involvement and role of stakeholders in different problems faced by schools

Stakeholders Involved	Modes of Involvement	Role of HOI
SMC, parent, panchayat	Meetings to discuss the issues and problems	Sharing problems with stakeholders
NGOs, police department	Partnering with stakeholders	Coordinate various works
Resource persons, teachers	Form a PLC	Supervise, motivate, co-ordinate
Primary health center	Conducting timely health checkup	Health-awareness building events, sensitization of health issues, community mobilization

He engaged the class in a 'reflective exercise' through a handout that contained problematic issues related to the school and finding the appropriate stakeholders to address the problems.

Session 2 - Dealing with different perceptions and expectations of parents and teachers

Dr. Sunam Gyamtso outlined the implications of perception and expectation and explained that in the course of experiencing situations or things, people develop diverse opinions and interpretations, which form their perceptions. For instance a child is perceived as a student by the teachers, a son by his parents, a friend by his peers, a brother by his siblings, a naughty mischief-maker by the neighbors, as the son of Mr. X by the society and so on. Expectations from the child are based on people's perception about him. The teacher expects him to be punctual, disciplined and studious; the parents expect him to grow into a doctor, engineer and so on; his friends expect him to share; and the list is endless. A child is thus caught in the vortex of diverse perceptions and expectations that are in some cases so overwhelming that the child gets exasperated and lost. Understanding the dynamics of these two therefore is of paramount importance if one wants the child to think for himself and be himself so that he can chart out his own course of self-development. All the stakeholders in the child's development should be nothing more than loving facilitators, mentors and coaches. He said that there are three parameters of value-based parenting - *"Duty with love is desirable; Duty without Love is deplorable, Love without Duty is Divine".* Love is the

touchstone in the grooming of a child. Duty implies expectations in parenting and grooming. Wedded to selfless love, expectations wear a new meaning and objectivity. The best situation is therefore, loving the child, wishing the best for him/her and giving one's best to his/her upbringing without harboring expectations or duty.

He asked the participants their views on perceptions and expectations in relation to partnership:

- Wrong perception can inhibit partnership
- Changing perceptions hamper partnership
- Lopsided expectations and perceptions can result in lack of mutual respect
- Differences in preferences
- Some perceptions about the school betray lack of trust
- Diversity of perceptions cause communication gap
- One must sacrifice individual perceptions and expectations in the broader spectrum of partnering for school development.

It appeared from the general discussion that in most of the schools, the stakeholders are extremely concerned and genuine partners of the schools contributing immensely to the betterment of the schools.

The participants formed two groups of parents and teachers respectively. Both the groups deliberated on five perceptions pertaining to parents and teachers.

Group 1 Teachers

Perception of Teachers	Source	How to deal with it?
Feeling of superiority	Ego	Be down to earth, practice humility, surrender
Non-involvement of parents	Pre-knowledge. School Records	Convincing through meeting, and mutual communication
Lack of parental guidance	Students performance, outlook, appearance etc.	Communication through PTA, monthly meeting, home visits, PLC.
Indiscipline	Family background, attitude in the school	Counseling, discipline committee
Ignorant parents	Illiteracy, lack of interest, lack of communication, performance of child, first generation learner.	Proper communication, individual attention on the child.

Group 2 Parents

Perception of Teachers	Source	How to deal with it?
Teaching in school is not up to the mark	Report card, students can't communicate in English	Talk with HOI and conduct meeting with teachers
Private school is better than government school	High salary, English speaking environment	Parents can visit school during school hours and observe students.
Better salary but low performance of the school	Lifestyle of concerned staff members of the school	Sensitize parentsandguardians about the wrong perception.
Lack of dedicated teachers	Late comers, nepotism, negligence of duty, regularly on leave	Complain to HOI during PTA meeting
School give priority to good students but do not care about weak students.	Same students gets opportunities repeatedly, nepotism	Parents request to school for providing more opportunities to weaker students.

Session 3: Encouraging parents involvement in school management

Ms. Bandana made a brilliant PowerPoint presentation on parents' involvement in the affairs of the school. She defined the 'why' of PI (parents' involvement) thus - "When schools work with families to support learning, children tend to succeed not just in school, but throughout life". She explained the following six ways in which parents could be involved with the school.

1. Parenting
2. Communicating
3. Volunteering
4. Learning at home
5. Decision-making
6. Collaborating with the community

Participants shared their views on this in the following manner
- Many HOIs faced problems of uncooperative parents who refuse to be in partnering teams such as the SMC
- Many parents don't respond well even when told about their children becoming habitual truants. They quote lack of time for their non involvement.

- Most of the government schools have very poor involvement of parents mainly because they are daily wage earners and don't find extra time and strength that they have to invest to making both ends meet.

Session 4 - Creating spaces for home school interactions

Home constitutes the School's prime partner and stakeholder. Dr. Shantiram distributed handouts of case studies and asked them to avidly read for a considerable length of time. Six groups of the participants then carefully presented their solutions in the following manner:

Group 1 - Case study7: Child Related Issue

1. **Do you think the HM should have been proactive to get engaged with the parents?**
   Yes, the HM should proactively find out the whereabouts of the child from the parents. The child is an early teenager and could get into regrettable difficulty. The HM should spare no effort to elicit information from all those who are in the friends' circle of the parents. .

2. **What challenges do such situations pose in front of the school head?**
   One can foresee an assortment of legal, social, family and departmental challenges. The situation could have been avoided had the class teacher been more cautious and vigilant about the child's behavior and supported the initiatives taken by the HM.

3. **What action would you take in this situation?**
   Apart from providing full co- operation to the parents and the police team, the HM could form a separate search team involving her circle of friends, local NGOs etc.

Group 2 - Case study 5: Engaging with parents on behavior of the teacher.

1. **How would you as a school head handle this situation?**
   Will try a collaborative approach by including all stakeholders and take decision by general consensus.

2. **How would you talk to the teacher? What would you say to him/her?**

Call the concerned teacher to the office following proper inquiry into the true crux of the matter. Tell him/her where the situation could lead to and advise him not to take arbitrary decisions. He should share the matter with the disciplinary committee of the school.

3. **How would you communicate with the girl and her family after the incident?**
   Will visit her home with genuine loving concern and provide counseling.

4. **How would you take help from other teachers and ensure the parents about the security of children in school?**
   Yes, will install security camera, put safety grills (metal) wherever necessary.

Group 3 Case study 1: Interaction with parents on punctuality of child

1. Build a support network
2. Identifying problems of late arrival to school
3. Time management
4. Make the latecomers responsible for conducting school assembly on time.

Group 4 Case study 2: Communication gap and decision making of school head

1. **What will you do in such situation?**
   Inform appropriate authority and call accordingly through phone/Whatsapp.

2. **Which stakeholders can be involved in the problem solving and how?**
   Call parents and ask any 12 of them to accompany the sports teacher

3. **How would you get in touch with the parents to take their permission?**
   Counsel students who are attending the event to maintain discipline and listen to the guide teachers and parents.

Group 5 Case study 4: Engaging with parents of an individual child.
1. Parents, peer groups, observing daily activities, inquiry of family background, neighbor, relatives etc.
2. We can talk to the mother and provide support
3. Counseling
4. Help of psychiatrist

5. Take the help of SAATHI
6. In case of harassment by teachers and bullying by friends the teacher and students be responsible for the problem and suitable action could be taken to find the best solutions.

Group 6 Case study 6: Inter personal relation with home and community.

1. Language problem, communication with parents and students problem.
2. Invite the parents of such students to school activities, PTA meeting so that they can get access to local language. They can be also made members of SMC to build communication.
3. Hindi teachers can teach them so they can communicate in Hindi.
4. Ask some local teachers to visit the places of such parents/children and initiate conversation and convince them to learn the local language to get benefited in all respect.

Group 5 undertook one more case study 3 **on Parents Involvement in Raising Concern**

1. **What kind of attitude do you find of the school head?**
    Laid back and Laissez faire attitude

2. **Do you find similar kinds of situation in your school?**
    Yes, we often face similar kinds of situations in terms of infrastructure. We write umpteen letters to the higher authorities but there are no responses.

3. **How would you as a school head deal with the issue of scholarship and providing for a math teacher given the above situation?**
    Regarding Scholarship – find out whether a personal bank account in the name of the student has been opened or not. Contact the concerned BAC and forward the name. Tell the student's parents to approach the concerned department.
    Regarding math teacher- conduct an emergency meeting to work out a solution. Approach the department with the problem. Appoint a substitute teacher with the help of NGOs or from among unemployed willing young people.

Day 17

Date	Sessions	Facilitators
	Understanding school community relationship and relationship with local authority	Dr. Shantiram Adhikari
	Balancing Demands of school development with systems level requirement	Ms. Bandana Chettri
	Networking with different stakeholders	Mrs.Tshering Lhamu
25th Jan	Creating professional community with other school heads	Ms. Bandana Chettri& Dr. Shantiram Adhikari

Session 1 - Understanding school community relationship and relationship with local authority

The facilitator guided the participants through a simulation exercise. A Simulation Scenario Handout was distributed and asked to read the two simulation scenarios. He said that the School Heads should be able to make the best use of the community supporting the school and draw upon their vast repository of experiences and knowledge. The information and resources bank of the community is the strength of the school. The following were the key feedback from the participants after a good brainstorming session.

1. Representatives from the Panchayat, Parents, and Teachers with the HOI as its general secretary constitute the SMDC.
2. In most cases, all members of the SMDC don't turn up for the monthly meeting.
3. Some SMDCs are extremely involved with the school and contribute a lot to its development.
4. Almost all SMDC members are fully aware of their roles.
5. Circumstances sometimes come in the way of the participation of members at times.
6. The HOI should communicate with SMDC members regularly and not only during exigent times.
7. School Community should be encouraged and invited to participate in every event held in the school so that they have a sense of belonging to the school.

Session 2 - Balancing Demands of school development with systems level requirement

The facilitator introduced the session on the note that every school has several demands with regard to infrastructure development, better sports facilities, ICT material and so on. They can place their demands only with systems functionaries such as the Director, Secretary, DDO, DDE etc. The biggest challenge is that these stakeholders have their own perceptions and the schools too have expectations from the stakeholders. Official procedures and circumstances sometimes cause severe bottlenecks. Much depends on the sagacity, cordiality and amicability of the school head to get the demands approved without too many hassles. She asked the participants to form 4 groups and act out their different styles of communicating with the systems level stakeholders bearing in mind their normative requirements. The groups enacted out their roles in successive role-plays and excelled themselves in making very bold and pragmatic presentations of their respective cases.

The facilitator rounded up the session by expressing her satisfaction that the contents of most of the demands were well within the bounds of the stakeholders and therefore not lopsided or unreasonable. It was on this account that most of the challenges got resolved within remarkably short time.

Session 3 - Networking with different stakeholders

This session was a sequel and support to the role-play of the earlier session. The participants were made to sit in a circle holding their designation-tags that identified them as parents, community members, teacher, HOI and so on. The facilitator who posed a problem to the participants held a ball of string and threw its end to the member related to the root of the problem. Then the string was further relayed to the next stakeholder who had the resources to solve the problem and so on. The string travelled from person to person till a veritable web was formed by the time the problem got resolved. Throughout, the members held on to their end of the string tautly. The facilitator demonstrated that even when one of the members let loose the string end, the entire web/exercise collapsed displaying that everyone needed to hold on to his/her end of the responsibility and role if the problem had to be resolved successfully. It was a fantastic display of team spirit, interpersonal faith, dedication, resoluteness, and devotion to the cause.

Debriefing the theme of the session, Mrs. Tshering said that every stakeholder was a storehouse of inner potential that the HOI can draw upon in times of need.

Session 4 - Creating professional community with other school heads

The facilitator reminded the participants of Key Area 3 in which they had ample opportunity to delve into the formation of PLCs in schools. On the 10th day of the course, Ms. Larissa Lepcha and Mrs. Durga Shrestha had succinctly defined the ways of creating and sustaining Professional Learning Community in schools that would enrich classroom practices and ensure better learning outcome. He reminded the class that PLC implies a collegial group of administrators and teachers united in their commitment to school improvement and student learning. In the earlier session, the discussion veered round PLC within the school system. Taking this a step further, School Heads and Administrators too can come together to form PLCs and thereby initiate a self-created community of professionals committed to each other for mutual support. Two groups were formed to meet during the weekend to brainstorm on any problem or issue. The participants noted the following points:

1. PLC promotes the most effective peer learning
2. Creates a culture of collaboration
3. Updates the Teachers and School Heads on new practices
4. Convinces the members to eschew anachronistic and unbeneficial practices
5. Supports and improves teaching and learning and thereby positively impacts learning outcome.

Key Area 7: Leading School Administration

DAY 17

	Afternoon Session	Facilitator
25th Jan	Decision making process	Mrs. Tshering Lhamu
	Effective management of human and physical resources	Mrs. Tshering Lhamu

Session 1 - Decision making process

The facilitator, leading the class through a PowerPoint defined Decision as a "course of action which is consciously chosen from among a set of alternatives to achieve a desired result." She said that there are basically three types of decisions - **Whether types, Which types and Contingent types**. The first one is whether one should do, the second one pertains to which one to do and the third one consists of conditional decisions. She spoke about the 7 steps of decision-making process -

1. Defining the problem
2. Identifying limiting factors
3. Developing potential alternatives
4. Analyzing the alternatives
5. Selecting the best alternative
6. Implementing the decision
7. Evaluation of the implemented decision

She added that Decision-Making reduces uncertainty and leads to positive outcome. Following this introduction, she distributed handouts on the Decision Making Tool that provided guidelines in the context. The participants were divided into three groups and asked to identify problems that need urgent attention, which could be addressed within a week or fortnight, and could be resolved in a month or more. The participants had to suitably think about available alternatives, available support and the risk factors.

Group 1
Problem: **Differently-abled student absent in computer class because the computer lab is in first floor and the school building has no ramp leading to it.**

A role-play was enacted by the group that depicted the class teacher and computer teacher talking to the Principal about the problem. They decide to hold a meeting with the stakeholders such as SMC members, panchayat, and department officials. The meeting gets convened and following a brainstorming they unanimously decide to raise

funds to build a ramp and also to provide wheel chair for such special students. It was hailed by all present as a good decision that needed priority attention.

Group 2:
Problem: Class VIII student not able to read class II books.

Limiting factors
- First generation learners
- No reading Corners
- No library in most of the schools
- Outdated books
- Teachers are more focused on teaching and completing the syllabus rather than on improving reading skills of the students
- Most of the teachers themselves lack reading skill

Alternative Solutions	Pros	Cons
Reading Corner	• Makes class attractive	• Limited space
	• Everyone gets updated	• No funds
	• Inculcates reading habit among the teachers	• Work load will increase
	• The students get truly motivated	• Less time for completion of syllabus
Book Donation	• Enriches the library	• Outdated books
Voluntary reading	• Improves reading skill and motivates the child	• No funds
Reading Aloud	• Improves pronunciation	• Class disturbances
Model Reading	• Motivation for teachers to realize the importance of reading skills	• Reluctance of teachers

It was decided after weighing all the pros and cons of the alternative solutions that the schools would at all costs stress upon improving reading skills of the students. It would improve the reading standards of the students. It was decided to hold reading competition every Saturday. For larger evaluation of the program, there would be house-wise and class-wise competitions. The schools would prioritize audio/visual aids, smart classes, and voluntary book donations.

Group 3:
Problem: Reflect on any past decision that you now realize was a mistake

1. **What was the decision about?**
   Mass failure of Class IX students

2. **What was your decision?**
   Governor came to visit the school and we showed all the final exam evaluated papers to the authorities. Decided to halt the promotion of class IX students who were below-average performers. Guardians took it in the right sense and accepted their share of the failure. The tense situation that prevailed made the students morose and lackluster. But they eventually improved steadily and performed very well.

3. **What was the decision making process?**
   Discussed with staff members

4. **Why did you take the decision?**
   Driven by overall welfare of the students.

5. **How long did you take to decide?**
   One week

Session 2 - Effective Management of human and physical resources

Following a short break, the facilitator raised the next session on Resource Management. She used PowerPoint slides and defined Effective Resource Management as the effective and efficient deployment of an organization's resources when and where they are needed. Such resources may include human, financial, physical and information technology or inventory production. She outlined and elaborated on effective organizational management in terms of the following points -

1. Effective organization and human resource allocation
2. Effective document and records management
3. Effective physical/infrastructural resource management
4. Effective learner management

The following were the feedback from across the class based on the aforesaid points.

Effective Organization and human resource allocation:
- Formation of different committee/team of students, staff, SMCs, parents and all stakeholders such as Administrative Committee, Examination Committee, PLC, Students Council.

Effective documents and records management:
- Student' attendance register
- Admission register
- Staff attendance register
- Students' personal file
- Subject-wise register
- Class-wise result register
- Log book
- CBSE register/file
- HRDD/correspondence file/ BAC meeting register
- Dispatch register
- Co-curriculum activities register
- Exam duty register
- Proxy register
- Staff bio data register/ personal file
- Notice register
- Visitors' register
- Inspection and supervision register
- Staff meeting register
- SMC meeting register
- Accounts register

Effective physical and infrastructural resource management
- Compelled to use spaces below landing stair/verandah for Reading Corner/ Science Corner/ News corner.
- To cope with shortage of rooms, been partitioning existing rooms and also accommodating extra classrooms in temporary sheds.

Effective learner management
- Maintaining school profile.
- Anecdotal Record of students.
- Household Survey format helps to collect biographical data.
- Periodic health checkup in collaboration with health department and NGOs.

- Behavioral data collected through house activities and other co-curricular activities.
- Learner performance can be managed by analyzing result of students in each team as well as after every quarter.
- Display of result and performance of learner so that students and teachers as well as parents can use it for further improvement.
- Teachers are required to compile question from every tests and develop question bank. These questions can be used to assess as diagnostic tool and at the same time can be standardized.

The facilitator raised the issue of **setting up a library for elementary level** as concomitant to Effective Learning Management. The following feedback came from the participants.

- Sensitize the teachers and students about the importance of library.
- Library/reading period assigned in the time table
- Rooms, books, furniture and librarian.
- Utilize the classrooms and workout the necessary space
- Write application to the department for furniture or improvise with any extra furniture available in schools.
- Ask stakeholders to donate books and request the department to supply updated books.
- Organize book donation camp
- Any one or more interested teachers can be assigned as librarian.
- Primary English teachers can help students develop reading habits.
- Conduct reading and storytelling competition at least thrice a week to monitor progress

Many participants shared their views on role of SMCs in their schools.SMC members are very supportive in many of the schools while some of the schools don't have active support from SMC members. One of the participants said that the SMC took all the responsibilities during the Independence Day celebration in the school. The experiences of visiting houses in their area to collect fund and also how one family provided a cartoon of mineral water was shared with much joy. The residual fund after the celebration was utilized by common consensus to buy a photocopy machine for the school. The members reiterated the importance of SMC in the school and the need to strengthen the school's relationship with the SMC

DAY 18

	Session	Facilitator
28th Jan	An Overview of Finance	Mr. Hari Dhungel, Ms Srijana Rai, Ms Dechen Ongmu Bhutia
	Understanding School Finance: a Practical Exercise	Mr. Hari Dhungel
	An Overview of Administration	Mr. S. K. Mishra
	Understanding School Administration: a Practical Exercise	Mr. S. K. Mishra

Sessions 1 and 2 - An Overview of finance - Understanding School Finance

Administrative Approval

Mr. Hari Dhungel, accompanied by his colleagues Ms Srijana Rai and Ms Dechen Ongmu began by explaining the financial procedures of the country. At the very outset, one must bear in mind that the power of administration is vested in the government and so the execution of every policy or program of the state basically requires Administrative Approval of the government. The government having approved the program delegates its execution to the related department. The Head of Department in turn delegates it further to the HOI in concurrence with the Head of Finance. No authority can incur any kind of expenditure or enter into any financial contract without Administrative Approval.

Budgeting

In the context of a Government School, the Budget of the School is the crux of the school's financial management. The Budget is nothing but a statement of Receipt and Expenditure. He practically demonstrated the receipts as Admission, Sale of Books, and Rent of Gymnasium etc. These are called Revenue Receipts, which have to be credited to the Head 0202 General Expenditure (GE). The expenditures also called Revenue Expenditures are debited to 2202. Expenditures of capital nature such as constructing a playground or building etc. are debited to the Head 4202. The Annual Budget of the School is submitted by the HOI to the DEO who compiles it.

Accounting

He defined Accounting as the systematic reporting, recording and analysis of any financial transaction. The objectives of accounting are the following-

1. Systematic record
2. Protect government departmental property inventory

3. Ascertain the correct regulation of funds
4. Assess availability of funds
5. Facilitate rational decision making

It's the responsibility of the Accounts Department to regulate the **Flow of Resources and Utilization of Funds.**

He next said that maintaining cashbook is a must for easy management of accounts. The cashbook consists of mainly two columns - income and expenditure. The accounts department should ensure that the cashbook is closed at the end of every day and preferably the Principal or a designated officer such as Accounts/Finance Officer should endorse the closure of the cashbook each day.

The Government sanctions a Secondary Education Grant of Rs.50, 000 to each school every financial year in the month of September. The HOI should submit proper utilization report along with all the relevant cash bills and vouchers to the department in order to receive the successive installments of the grant. .

Fund Utilization
As per the Sikkim Financial Rules, while every project or program has to be sanctioned first, every such sanction should have budgetary provision. The sanction is valid only for 12 months after which it lapses. Appendix part 1, 2 and 3 A of the SFR delegates power to the HOD or HOI. Appendix 4 has provisos for special delegation to the HOD who can purchase books subject to approval by the government. Rule 60 of the SFR deals with un-delegated power.

Procurement
Rule 36 of the Sikkim Financial Rule maintains that the audit department should be satisfied in terms of financial accountability and transparency at the end of the financial year. Every expenditure such as purchase of goods or payment of any other kind should be adequately supported by vouchers. For any purchase valued above RS 10,000/- official tenders or quotations should be invited and announced. Nothing can be purchased from the open market. There are government agencies such as SIMFED, STC, Consumers' Cooperative etc. that are designated by the state government to supply all necessary items and material to all government offices. The schools in this regard are no exceptions. In case the school is necessitated to make any purchase from other agencies or firms, such firms need to be registered with GST. GST @ 2% must be deducted from the bill for all purchases above RS 2.5 Lakh. The School has to submit a list of all necessary items to be procured for the school to the department for Administrative Approval.

Tour Allowances

While the HOD approves tour programs of employees, the concerned Minister approves the tour programs of the HOD. He delineated the tour allowances of Group A and B Officers as RS 150 and RS 110 respectively and those of C and D officers as RS 90 and RS 75 per month. Permissible Dearness Allowances in the same order are RS 300, 250, 200 and 175 per day respectively. Tour programs outside the state are approved in the order of HOD by the HCM through the Chief Secretary; Group A and B by the concerned Minister through the HOD; and Group C and D by the HOD through the Head Office. The permissible Travel Allowances are RS 250, 220, 190 and 160 and Dearness Allowances RS 650, 550, 400 and 375 for A, B, C, and D Officers respectively.

Loans and Advances

He also touched upon provisos for personal loans for purchase of land, vehicle, house and exhaustive instructions to loanees to repay their dues. Personal loans could also be acquired as Medical Advances, which are not to be taken as grants. The immediate kin of the employee can claim medical Advances and Reimbursements. The cases referred for Medical Advances are surgical, medical, cancer, leprosy, mental, gynecology, TB, and dental. The cases have to be referred by STNM Hospital.

Pension Benefits

There are two types of pension schemes -
- Those who attained superannuation before 31-3-2006 to be covered by defined pension benefit
- Those who superannuated on or after 1-4-2006 to be covered by new pension rules pertaining to Contributory Provident Fund.

All government employees are advised to apply for Permanent Pension Account No. also called PPAN for easy facilitation of pension benefits.

Sessions 3 and 4 - An Overview of Administration - Understanding School Administration

Mr. S.K. Mishra, Senior Consultant, Accounts and Administrative Training Institute - AATI led the class through relevant sections of the Sikkim Service Rules. He began by saying that Article 309 of the Indian Constitution pertains to "recruitment and conditions of service of persons serving the Union or a State". In the case with the nation, all rules are made and interpreted in the name of the President while the same in any State or Union Territory of the country is done in the name of the Governor. The Article basically

deals with the making of rules regulating the recruitment and the conditions of service of persons appointed to serve the Union or the State.

Article 166 of the constitution deals with conduct of business of the state government. Article 166(1) says that any business of the State government is carried out in the name of the Governor.

All statutory rules must be published in Gazette. Only appointing authority can dismiss persons from service on valid grounds. Article 311 gives details of competent authority empowered to appoint or dismiss an employee. No government servant can be dismissed by any authority subordinate to that by which he was appointed. No government servant can be removed or dismissed except an inquiry in which he has been informed of the charges against him and given a reasonable opportunity of being heard in his defense. The Article ensures a just measure of tenure to government servants. A person on appointment to any post has to undergo probation for a period of one year. Depending upon his performance during the probationary period, he is either dismissed or confirmed in service.

Next he delineated the **Retirement Rules and Pension Benefits**
1. Retirement on superannuation (full service retirement)
2. Pre-mature retirement (50 years of age and 25 years of service) public interest retirement and 3 months' salary should be given.
3. Voluntary retirement (20 years of service - should be given full pension benefit).
4. Family pension (If a person dies while in service, one third of his stipulated pension goes to his family).
5. Invalid pension (if person become invalid while in service - claim to be supported by proper medical proof)
6. Compensatory pension (In case of completion of a government project)
7. Compassionate allowances on dismissal from service
8. Compulsory retirement as penalty for felony or misconduct.

The facilitator narrated a true case in which a person was missing for three years and the wife approached the department for any financial benefits due to him. The department refused and decided to terminate his services. She filed an FIR about her missing husband but to no avail. Her son took to drugs and she had no source of income. She met the facilitator for his advice and help who in turn contacted the department and gave instructions to process her file according to the rules.The department expressed its ignorance about the relevant rules. By his intervention, the file was finally sent to DOPART and the poor lady was granted a compensation of Rs.10 0000.

The kin of any government employee who dies while on duty immediately gets paid Rs.50, 000 as compensation. In case of the demise of an employee who is serving a suspension term, the charges are dropped and the family gets full benefits. Any employee who absents from duty without any authorization is served a warning and asked to submit explanation. If the department is not satisfied with the explanation, a memorandum is issued for instituting preliminary enquiry and the person charge-sheeted for unlawful act. The person can tender an official apology and accept the charge sheet to escape penalty. The consequences of not doing so could end up in his conviction and punishment by a court of law.

The following practical and insightful laws are worthy of notice.
1. Any government employee wanting to join any association should take permission of the government.
2. A government employee whose relatives and family members are actively participating in politics should submit a disclaimer to the government stating the facts and his own non-involvement in these political affiliations.
3. Government employees should not criticize the government.
4. Government servants are forbidden from taking part in public demonstrations.

Government servants have to strictly adhere to leave rules. Every leave of any nature has to be approved by the competent authority. Anyone not following these service rules is liable to be dismissed from service in which case he/she cannot rejoin the department. He mentioned the following kinds of leave that can be availed of by a government servant.

- Casual leave
- Medical leave
- Extraordinary leave
- Maternity leave
- Study leave
- Quarantine leave
- Examination leave
- Special leave

DAY 19

	Session	Facilitator
	Graphical Interpretation of Data	Mr. Rajiv Philip
29th Jan	School Development Plan	Mr. Rajiv Philip

Session1 - Graphical interpretation of Data

Mr. Rajiv defined Data as transmissible and storable computer information. He also referred to data as knowledge, information and wisdom. Owing to information technology, huge amount of data can now be stored in storage devices that would not have been possible for one's brain to memorize. The infinite expansion of virtual memory has made it possible to compute and store data and retain it for use any time. Microsoft Excel is the most user-friendly and easy software for computing data. He asked the participants if they were familiar with working on excel worksheet. He displayed on PowerPoint a sample data table worked out on Excel worksheet and practically led the participants through the entire process of extracting any data pertaining to any segment of the table. Specific data could be culled out of the table for different purposes by clicking on the select tab. Some of the participants who had brought their laptops shared their instruments during the hands-on practical session.

Session 2 - School Development Plan

The facilitator said that School Development Plan had already been talked about in the earlier sessions and the intention now was only to take it forward to the next level. So much had already been said about the Vision and Mission of the School. They had already drafted SDP of their respective schools from annual plan to five years' plan. The SDP had to be developed on the strength of the shared vision for the school. The HOOI would have the basic vision to share and he/she would invite all the stakeholders of the school to share their vision and opinion for the development of the school. The consolidated result is the School Development Plan.

He defined School Development Plan in these words -
> "School improvement plan is a road map providing direction for the school to move forward in enhancing the overall development as well as learning in the schools. It is holistic in nature covering each and every aspect of schools and its progress. The plan sets out changes schools needs to make to bring out desired results and eventually achieve goals and targets within a particular time frame".

The specific requirements for charting out the developmental road map are:

- Priorities
- Goals
- Targets
- Monitoring & Evaluation
- mechanisms
- Time frame for each activity
- Follows context- specific drive for improvement

The following are the stakeholders involved in planning for School Improvement

- School head
- All teachers
- School captains and class monitor
- Member of SMC
- Retired teachers
- Educated youths of the community

The preparation of a school-based development plan involves different steps in phases, more driven by vision and teams within the school, following a trail of sequential steps.

- Participatory Approach
- Specifying Institutional Goals
- Assessment of resources
- Formation of teams
- Setting Priorities for development
- Target Specification
- Mobilizing and Allocating Resources
- Organizing Overall Monitoring and Evaluation Process
- Specifying Expected Outcomes and Success Criteria
- Establishing Continuous Monitoring and Feedback Mechanism

Preparation of a School Development Plan involves the following steps:

Step 1- Understanding and Analysing School Situation	• School data • Enrolment • Future enrolment • requirement • Teachers & requirement • Understanding Community (demography)
Step 2- Identification of Requirements and Action Areas	• Academic • Administrative • Co-curricular • Enrolment
Step 3- Formation of teams	• Planning Team • Action Team • Leadership Team • Appraisal Team
Step 4- Setting Priorities	Select two major priorities. Describe what activities can be taken up for each month and on whom the responsibility should rest for both priorities separately
Step 5- Setting Goals	Set a goal for the school that is realistic and feasible

He concluded the session by presenting a stage-wise consolidated Plan of Activities that would lead to the evolution of a good School Development Plan

1. Understanding the school and community around
2. Discussions and brain storming to identify the school priorities for development
3. Identifying Activity/Activities for the School
4. Objectives of the activity identified and expected outcomes and duration
5. Distribution of responsibilities and formation of teams
6. Carrying out the activity decided by the school (implementation)
7. Discussions on feedback and remedial measures if any
8. Discussions over achievement of the planned activity and its objectives (outcome).

DAY 20

	Session	Facilitator
	Consolidation of Learning	Dr. Sunam Gyamtso
30th Jan	Valedictory Session	

In the first hour Dr. Sunam Gyamtso presented the entire course in retrospect highlighting the core learning from each key area. He demonstrated the symbiotic relation between the key areas and the linkages between the sessions. even from a random stance, the course was a veritable journey through leadership; self discovery; learning organizations and systems thinking; transformation and change; self development; understanding childhood - adolescence - and the continuum of life; school vision and mission; time management; team building; partnering and collaboration; finance, administration and school management. Even as the facilitator ended his presentation, the participants appeared solemn that the course had come to a close, evidencing the liking they had gained for the course during the past 20 days. Everyone reiterated that the course was extremely informative and beneficial and tailored to enhance their career as School Heads.

The Valedictory Session

Mr. G.P. Upadhyaya, Additional Chief Secretary and Secretary HRDD Sikkim chaired the session. The other dignitaries from the HRDD were Dr. Rabin Chhetri, Director, SCERT; Mr. Bhim Thatal, Director Samagra Shiksha; Mrs. Tshering kee, Joint Director East District; Mrs. Surki Bhutia, Joint Director, SCERT; Mr. Imbraj, Joint Director, School Education; Mrs. Radha Poudyal, Primary Education; and Mr Subbaiya, Joint Director, Exams. Ms. Mala Rai, Deputy Director of SCERT welcomed the gathering and briefly outlined the main features of the Certificate Course in School Leadership that was attended by School Heads from all over the State. She described the course as a successful program that disseminated a huge amount of knowledge to the participants on practically every aspect of school management and administration. Although 50 School Heads had been invited to the course, only 36 members made it till the end. The rest had various unavoidable reasons to drop out but nevertheless committed their names for the next round of the course. Thereafter Dr. Sunam Gyamtso made a graphic presentation of the Course, dwelling on the highlights and key learning of each day's sessions. He said that each day unfolded a cardinal dimension of leadership in terms of knowing the self, transformation, teambuilding, innovations, partnering and administration and development.

Mrs. Yangchuk Donka, Principal of Chujachen Senior Secondary School, East Sikkim representing the participants said that all good things happen and end very quickly. The past twenty days were spent together amidst a great feel of cordiality, collegiality and erudition. In the beginning none of the members were enthusiastic. They took it as yet another training program and were ambivalent about attending it. The course gave them so much knowledge and empowerment that they would walk out of the hall holding their heads high as leaders. They could only thank SCERT and NCSL for providing such an opportunity and also thank their stars that they did attend the course. She concluded with a quote - "Once your mind stretches to a new level it never goes back to its original dimension".

Dr. Rabin Chhetri in his address hailed the course as a landmark happening in the annals of the State and described the manner in which the program came into the state for the first time in the year 2017 when a capacity building training was conducted by Ms. Maithili Shastri, Assistant Professor at NCSL, NIEPA, for a shorter duration. Following that a month-long course was held under the aegis of SLA, SCERT very successfully. He said that Sikkim was privileged to be one of the few states in India to have a School Leadership Academy. He ended by wishing all the participants the best in their endeavors.

The Chief Guest of Honor Mr. G. P. Updhaya expressed his gladness to preside over a momentous occasion. He expressed a bit of concern that some of the School Heads could not make it to the course for various reasons. Such opportunities he said are very rare and god-sent. The government was sparing no efforts to provide the best to all government schools of the State in terms of infrastructure, learning pedagogy, updated training modules, ICT material and so on. Much research goes into the making of books and reading material being brought out by SCERT. Experiential learning is propagated all over the State and children are being encouraged to undertake organic farming as a part of their eco activity. No wonder the children and schools of Sikkim are winning laurels at the state level and national level. The objective of the leadership training is to transform ordinary thinkers and practitioners into profound school leaders. He ended on the benedictory note those who had been enlightened by the course should now become self-ignited and carry the message and inspiration of the course to their respective schools.

Mr. Rajiv Philip thereafter regaled the audience with a short film that he had made on the leadership training course.