

RAJKIYA PRATIBHA VIKAS VIDYALAYA

BE – BLOCK , HARI NAGAR

SCHOOL ID -1514023



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Designation- Vice Principal

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Theme of case study: “Leading Innovations in School”

RPVV Hari Nagar, since its inception 2001 has been engaged in the arduous yet satisfying task of nurturing a generation which is enlightened, articulate and focused in alignment with local and universal human values. The school has an inclusive, holistic and emancipatory approach to the teaching-learning process. Our aim is to set the young minds free, allowing them to roam free in

the realm of imagination, thinking and experience to re-create their knowledge and experiences. Our students are encouraged to lead, to work hard and make a place for themselves in the world. At the same time, we ensure their growth as empowered being and emancipated human being who celebrate organic and empering co-existence with other people and nature.

Our vision is to transform RPVV, Hari Nagar into a 'learning organization' where the teachers, students and parents are co-learners – a 'vidyalaya' in its true sense which caters to the learning needs of all involved i.e. the students, the parents, the teachers and the community. The school has created a democratic space and dynamic curricular process and opportunities where in teachers will lead their own development and school will evolve as a dynamic institution for active learning, empowered being and emancipated becoming of students, teachers, parents and others. Among them the Research and Academic development team (RAADT) has been one of the innovative process of distributing agency and leadership beyond school head and thereby celebrating the virtues of plural and democratic academic governance in the school taken with a reason to actualize the vision of school to lead as a learning organization.

The school has undertaken 21(Twenty-one) institutionalized innovative processes in order to facilitate active learning and empowered being and emancipated becoming of students, teachers, parents, excluded youth and others involved in the school.

In order of cultivating school for children's learning and 'empowered being' as well as 'emancipated becoming', requires the following: -

1 Need based Foundational learning-teaching

2 Content teaching – Process learning (Active learning) and product learning.

3 (i) Teacher-Student Interaction Period (TSIP)

The school has dedicated two consecutive periods in a week for teacher-student interaction. This is the forum for the students where they can express their opinions, views observation and experience about various issues in school. Teachers are allotted students, selected on the basis of random sampling from different classes from grade 6 to grade 12. Teachers also share their own observations and experiences with the students. Both students and teachers enjoy interaction avoiding to be non- judgmental, unbiased and non-violence while listening others.

(ii) Bal Sansad/ Bal Cabinet

Bal Sansad is based on the democratic concept of parliament in our country. The students are given the right to elect their representatives and constitute the Bal Sansad. The whole process, right from the nomination of the candidates to the election, is strictly according as per standard procedure followed while electing the representatives to the parliament. The most important thing is that the decisions taken by the Bal Sansad are binding for whole the school. The system of Bal Sansad and Bal Cabinet along with the Community Council is an institutionalized process thereby participatory pedagogic policy and Budgeting of the school is facilitated. The idea is to empower the students socially, emotionally and politically, so that, when they grow up and join the nation as an active citizen they would participate in the decision-making process and not just follow others.

(iii) Youth Leadership Programme/ Interaction Class

Nature has endowed each person with a specific set of abilities, orientation and styles of learning. The ability to put one's own strength as well as the abilities of members of the one's community/group and available resources to good use is deemed leadership. The YLP seeks to foster leadership qualities in the learners.

(iv) Cultural Activities Period

□ Students are given the opportunity to learn more about an activity of their choice from among Music, Literary Skills, art, dramatics, etc. The idea behind CAP not only to let the students use it as a platform to showcase the talent they already possess but also to train them further in different cultural aspects of their area interest and enable them to pursue it further in future.

(v) Katha Manch and Theatre in Education: Theatre in education is a pedagogic approach and strategy which is designed to stimulate child's quest for knowledge. It is our endeavor to convert traditional classroom teaching into interactive and performative learning for students. The main aim of TIE is not only to enhance the life skills such as personal interaction, intellectual maturity, moral values, self-confidence, language and collective work competence but also thinking out of box. It helps in rescue the learners and teachers from captivity of rote and passive learning. It enables to become active learners.

The vision of the school is to cultivate school as a learning organization which facilitates learning of all (students, teachers, parents, SMC members and excluded youth of community) and as an agent of social transformation.

To realize the vision, the following twenty-one innovative practices bestows a distinct identity to the school:

- ***Special right classes (SRC)***
- ***Cultural activities classes (CAC)***
- ***Child parliament and child cabinet***
- ***Teacher-student interaction period (TSIP)***
- ***Last working day colloquium/seminar/workshop (LWDC)***
- ***Post examination reflective meeting***
- ***Two days annual seminar/workshop***
- ***Mid-year two days workshop/seminar for teachers***
- ***Interaction circle classes (ICC)***
- ***Young leadership program (YLP)***
- ***Self performance journal for teachers***
- ***Class pedagogic team (CPT)***
- ***Intra and inter faculty meet***
- ***Extempore collective pedagogic reflection***

- *Self reflection journal at least once a week*
- *Pedagogic gossips*
- *Pathshala of facilitators*
- *Learners' profile and contextualized pedagogic policy*
- *Participation desk and parental audit*
- *Recontextualized, hidden and null curriculum*
- *Research and academic development team (RAADT)*

The context and purposes of the some of the above listed innovative practices are described in detail as below:

A) Special Right Classes:

Context:

- 1) Learning deficits in terms of reading, writing and arithmetic.
- 2) Limited basic conceptual knowledge of subject.
- 3) Limited understanding of technical words, terms and language.
- 4) Limiting constructive self-concept and efficacy.

What are Special Rights Classes?

A socio-pedagogic space and opportunities as added support for negotiating deficit.

Purposes:

- 1) To equip students with necessary strategies and skills for becoming active learners in their respective grade level.
- 2) To cultivate students' ability, strategy and interest to become thinker and enquirer, problem poser and problem solver.
- 3) To enhance their self-awareness, ability and agency to lead their learning in along ascending directions.

B) Teacher Student Interaction Period:

Context:

- 1) Limited constructive self-concept and self-awareness.
- 2) Troubled relationship with others.
- 3) Limited confidence, eagerness, initiative and agency to lead own learning and development.

4) Passivity, alienation, negativity, disappointment and unhappiness.

What is TSIP?

Socio-educational space and opportunities for cultivating constructive understanding of self and others and also nurture the psychological ingredients among students as well teachers.

Purposes:

- 1) To enhance constructive self-concept and self-confidence with reference to strength, values and learning styles of self.
- 2) To enrich psychological ingredients and thereby better acceptability, connectivity and mutuality among peers and teachers.
- 3) To nurture constructive beliefs and develop strategies and skills to lead self in relationship with others (people and nature) on the basis of help, gratitude and empowering transparency.
- 4) To provide space and opportunity for catharsis of deep-seated negative ideas/notions/feelings and experience through free sharing, active and deep listening and synthesising that is threshold for happiness and emancipation.
- 5) To facilitate active sharing without any value judgement and cross learning for being, learning and working together with peers, friends and significant others.

C) Cultural Activities Classes:

Context:

- 1) Alienation due to limited provision of nurturing multiple intelligence/multiple abilities, interests and orientations.
- 2) Burden and stress due to skewed emphasis more on cognitive development.
- 3) Emphasis on performance of acquired talent and skill in arts, culture, sports, physical activities and social re-creation etc.
- 4) Uncultivated aesthetic disposition and agency to appreciate art, culture and other recreation.
- 5) Limited ability, strategy and skills for re-creating and enjoying leisure time.

What are cultural classes?

Cultural classes are a central aspect of curriculum rather than co-curricular or extra-curricular or residual activities. Moreover, cultural activities are a curricular space and opportunity aimed at nurturing multiple intelligences (talents/abilities/interests) in the field of art and culture. According to NCF (2005) cultural activities implicitly and explicitly nurture the interest, orientation, energy and pace of learning in the classroom. This is different from House system's cultural activities which are related more with performance.

Purposes:

To provide space and opportunities for developing the following:

- 1) To nurture talents, abilities and interests related to arts, culture and other social areas other than subject related competencies.
- 2) To cultivate interest, talents and skills in art and cultural domains.
- 3) To develop creative perspective, attitude and aesthetic sense in arts and perspective for their active appreciation.
- 4) To nurture creativity and excellence in the area arts and culture.
- 5) To facilitate students to understand the nuances and historical aspects of the arts and cultures and as the important elements of human life.
- 6) To enhance confidence, constructivist perspective, inspiration, energy and self-discipline among students through learning of arts and cultures.
- 7) To nurture the development of sensibility, emotional and social and aesthetic sense.
- 8) To enhance interest, art of asking questions, sharing, active participation and ability, spirit and skills for learning and working together in the classroom and other places.

D) Child Parliament and Child Cabinet:

Context:

Lack of ownership in students, limited space for their opinion, point of views and suggestions in decision in the school what influence them. Students are treated either as

objects or sub-human than subject and human who have ideas, opinion and suggestion as important as significant adult (teachers, parents and principals etc.). Thus, they have no institutional space, opportunity to influence the decision and practices that influence the students. Alienation, passivity, non-belongingness and subjugation, limited freedom, respect and empowerment of agency.

What is child parliament?

Child parliament and child cabinet is an institutional process which empowers students to think, reflect and critique collectively and assert their freedom, identity and agency with confidence and fear. It is a quasi-political right which enable students to discuss (critic and argue) for forming the issues and offering the alternatives in the matter which influence them. It is an institutional space and opportunity which empower students to think/reflect, articulate and express their opinion and suggestion about the matter and decision that influence them. It is not a ministerial system or student council or Youth Parliament. Instead, it is a curricular process of learning democratic value and belief and agency to participate as leaders or active members in the democratic process. It is institutionalised process as it is guided and/or regulated by the constitution adopted by school for this purpose.

Purposes:

- 1) To provide institution space and opportunity for students to think/reflect, discuss, constructive, critic and after suggestion about the matter or issue that influence them.
- 2) To empower the students for framing the issues and solve the problems that influence them.
- 3) To cultivate socio-cultural space and ethos which ensure freedom, respect and empowerment of children as a subject/individual/human than object or sub-human.
- 4) To collect perspective ideas opinion and feedbacks that will be used as valuable inputs for reforming pedagogic administrative framework, curriculum, pedagogic process and other practice that are important for active learning, empowered being and empowered becoming.
- 5) To cultivate democratic culture in the school where students embrace fearless, equal and emancipator lives

E) Young Leadership Process:

Context:

Limited self-concept (strength, values, learning styles and aspiration) and ways of articulating and presentation of self in any situation effectively; dis-orientation, un-focused attention, alienation, passivity and in-different attitude towards goal achievement.

What:

Young Leadership Process is integral part of school-based curriculum which provides space and opportunities to learn how to lead self and others. It is based on the belief of leadership from within. Leadership is about ability, strategy, skills and energy to influence self and others constructively. It is not holding a position, resources and power that exist out there of the individual. Instead, leadership is the process of evolving with the dynamic being of a person through the inter-play of action, reflection and silence. Thus, learning leadership is about practicing action, reflection and silence, thereby, articulating the being in terms of competencies, trust and responsibilities. Moreover, leadership learning is a process of cultivating strengths (knowledge, ability and skills), values and style of learning/working of self and others to achieve the goals effectively. In fact, leadership is the act of knowing, articulating and presentation of self at individual and/or collective level.

Purposes:

- 1) To create a curricular space and opportunity for knowing the self (strength, value and learning style)
- 2) To facilitate students to identify their learning needs and action plans to articulate their agency to lead.
- 3) To enable the students to develop their self through practising action, reflection and silence.

- 4) To cultivate disposition, abilities, strategy, skill, energy and agency to be, to learn, to know and to work together.
- 5) To develop culture of leadership in the school so that students can lead in their area of study and other engagement.
- 6) To cultivate democratic disposition, strategy, skills and agency among students for being learning and working together with equality, mutual respect and empowering reciprocity in the school and in future as citizen in democratic world.
- 7) To empower students to think, critic and assert their voices in the matter that influence them.
- 8) To cultivate school as a democratic form of learning organisation and thereby ownership of students.

F) Career Planning:

Career is the action path along which a person ascent toward higher order of thought, experience and achievement. It is distinct from a job which serves instrumental needs, like money or service or any material entity. Whereas, career caters the intrinsic as well as instrumental needs. Career also differs from hobby which is primarily related to intrinsic needs hence, career oscillates between job and hobby. Career is generally, considered as set of action or roles or a position in the system which we wish to relate. Nevertheless, from another perspective, career is related more with purpose of life than holding position, setting and evolving with purpose in life is career. Here, career implies multiple paths of becoming somebody in the life.

What is Career counselling?

Career is the necessary path in student's life. It connects them to purpose and action plan to achieve them. Career provides trajectory for unfolding life along the purposeful actions or engagement. Career also facilitates connection with people, society, World of work and even environment. It sets locus of actions that facilitate achieving multiple goods. It gives intrinsic worth to people.

Purposes:

1. To cultivate students' self-awareness in terms of strengths (knowledge, ability and skills), values and styles of learning/working, aspiration and orientation towards purpose or a kind of action/works/assignments.
2. To support students with the matrices of action/tasks and also helping them to find one to one correspondence between their strength values/interests and the options available in the environment.
3. To facilitate students to make resolution of what they wish to do or what they wish to become in their life.
4. To support students to make action plan of the career resolution and practise it.
5. To facilitate students to take feedback and re-articulate and reconnect it.

G) Interaction Circle or group seating:

Interaction circle is relatively an informal space where in students, teachers, parents and HOS/Principal sit together in a big circle. This is also an opportunity in which connect between people is established and/or fuelled in relation to their mutual purposes. This facilitates students, teachers, parents and principal to share their strengths, values, style of learning/ working, needs and aspiration and thereby cultivate their self-awareness and group awareness that is required for being learning and working together.

The Context:

Limited international space for sharing among students, teachers, parents and Head of the School. Limited informal and non-hierarchized relationship between key stake-holders, parents, students-teachers and HOS for sharing their strength, values, styles and expectations. Educating the mind without educating the is no education at all-Aristotle.

Limited space and opportunity for posing and solving problem together.

Purposes:

1. To create space and opportunity for interaction, sharing and knowing our self in term of strength, values, styles and expectation.
2. To cultivate self-awareness and group awareness for empowering reciprocity in learning and working together.
3. To achieve alignment between concerns and expectations among prime stake-holders, i.e, students, parents, teachers and HOS.
4. To identify learning needs and action in order to facilitate development of self and other as active team members.
5. To facilitate problem-posing and problem solving together.

H) Masti ki Pathsala:

Adult dominated and tightly structured socio-education space which constrains agency of children and young to feel meaningful while recreating as per their wish and spirit. Limited curricular space to do with spontaneity of likes or dislikes or preference of self and peers. Limited socio-cultural space and opportunity to discover and presentation of self in relation with other (person, society and nature). Mechanical pursuit of negotiating leisure.

What is Masti ki pathshala:

Masti ki pathsala is a curricular space which aims to facilitate children and young to discover self and/or in relation with their peers. It is not a pedagogic space. Instead it is relatively unstructured space of mindful engagement in order to re-create some meaning values and artefacts under the spontaneity of the situation. It is a kind of leisure time which is available amidst structured academic lines in the school. It facilitates fearless, stress free and mindful being and doing to embrace, energy, happiness and hope in becoming some-body in and beyond school.

Purposes:

1. To create informal and un-structured socio-cultural space to re-create some meaning, values and artefacts which fill children and young with happiness and hope.

2. To facilitate children and youth to discover self through re-creating something meaningful in the leisure time.
3. To facilitate students to poeticise mind fullness and learn to capture any entity i.e., idea, object and behaviour in its totality.
4. To felicitate students to practice action, reflection and silence for discovering self in the relationship with others.
5. To facilitate students to practice articulating and presenting self in presence and spontaneity in order to negotiate leisure time.
6. To facilitate students to become fearless, stress free, mindful, creature in their being and doing and thereby embrace energy, happiness and hope in the late in and beyond school.

H) Katha Manch and Theatre in Education:

Context: Limited self awareness, group awareness and system awareness. Limited understanding of ways of articulating and presenting self through ideas, stories and actions. Limited ability of communication. Mechanical and lecture dominated pedagogic process. Alienation, indifferent, passivity and rigidity among students and teachers.

What: Katha Manch and theatre in education are a curricular space and opportunity to cultivate self-awareness, group awareness, and system awareness. It provides opportunity to learn how to articulate and present self through ideas, stories and actions. It is a pedagogic space which facilitates to construct stories and/or improvise the stories of text-books and also presentation (or performance) of the same. It also facilitates visualisation and use of elements and/or styles of theatre in pedagogic process and in education.

Purposes:

1. To cultivate interest, ability and agency in re-making and/or improvising stories from and/or beyond text-books.

2. To facilitate to develop confidence, interest, and ability to present the stories through the elements and process of theatre.
3. To develop self-awareness, group awareness, system awareness and awareness about environment or nature through theatre or performance of play.
4. To learn how to apply elements and styles of theatre in pedagogic process for effective learning teaching of the content of the text-book or lives.
5. To internalise practice of performance, (action) reflection and silence for constructing insight. Knowledge, skills and experience through theatre.
6. To facilitate knowing, articulation and presentation of self through the process of theatre.

I) Class pedagogic Team meet

Classroom processes of the school have been conceptualised in a variety of ways from different perspectives and distinct concerns. Nevertheless, class room & its processes are its central axis along which school unfolds its daily life.

However, classroom is a space which is enacted with plural regime of subject experts and activities performers. Class pedagogic Team meet is a space and opportunity where teachers of various subjects teaching in the same class interact, share and team how to align with each other for facilitating, active learning (process learning and product learning empowered being of students. This space aims to facilitate being, learning and working together for classroom policy, classroom management collaborative teaching, group learning, inculcating habit of learning cycle, i.e., home-school-home and before-class-after, cultivating agency of each child and ensuring each child excel as per her/his strength, value and aspiration.

Besides it facilitates in co-constructing learners' profile and also to develop inclusive pedagogic policy which suits all student having varying pace and style of learning. It would also facilitate the community of poetics within classroom. It focuses more on psychological and relational aspects of agency of students as well as teachers.

It is a temporary space created for peer learning among teachers in the month of June (last week) for pedagogic preparedness and in respect of actualizing active learning, empowered being mid-year two-day workshop/seminar for educated becoming teachers:

This is an all group socio-academic space and opportunity for sharing, deliberating and revising the action plan & strategy for goals stipulated in possibilities action plan 2020.

It also facilitates collective reflection, article review and articulation of pedagogic policies/planning & strategies to achieve the objectives of active learning, empowered being & emancipated becoming of children and adult.

It is in house deliberation which aims to facilitate cultivation of self awareness and group awareness as well as cultivation effective communication and sharing feedback constructively.

It provides space & opportunity for reflecting exercising critical consciousness, problem posing and solving, for actualizing the purpose and goals of community model of learning organisation.

This opportunity will focus on the local issues & search ways of pedagogic leadership through innovation, but experts in education, school and pedagogy may be invited to strength the process of pedagogic preparedness in the school.

J) Intra-and-inter Faculty meeting

A school consists of many zones of study which one popularly known as faculties, like maths, language, science, social science, arts and culture, Theatre, sports, yoga and physical education, generally there are more than one teacher in a faculty who have varying competencies in the subject.

The intra faculty meet aims at creating space and opportunity for sharing and cross learning between same faculties. It aims at cultivating community of practices among experts of the same faculty.

It will facilitate enrichment of pedagogical knowledge of the subject. It would help in both identifying the threshold concepts, troublesome concepts, technical words, terms and system of

thinking and the solution of them. It would also facilitate to co-create the pedagogic policy of the subject. It would help peer learning, team teaching and popularization of subject.

It will provide space for meta-thinking and critical collaboration action referent for problems posing & solving with innovation.

K) Collective Extempore and Pedagogic Reflection

It is a socio-academic platform aimed at developing spontaneity in thinking, reflection and feeling, articulation and expression. It also facilitates group awareness and system awareness through spontaneous reflection, articulation and expression. This aims at facilitate to extend the circle of sharing and learning of teachers. Teachers of neighborhood schools also participate in this occasion. This would facilitate culture of being sharing ad cross learning together among teachers of the neighborhood schools.

L) Self appraisal Monthly Journal of Teachers:

It is a tool of being reflective on the pedagogic and other actions which have been taken to facilitate active learning and around development of students. It is not work report which has been prepared for monitoring of superior or other, instead, it is space and opportunity for becoming reflective and mindful at individual level on pedagogic process and pedagogic planning what have underwent during the months. This is reflective journal which gets embodied through reflective responses on own thought, action and practices. It provides space and opportunity, for meta-thinking on goals, action plan and practices of school pedagogy. It is a projector to review the viability and effectiveness of pedagogic policy, planning and practices and re-articulating them for achieving the purposes and goals of schooling. The individual teacher has to respect on her/his thought and action for identifying learning needs, re-articulating of strategies and also the kind of support required from peers, principal and system. It provides opportunity to take feedback on agenda, process, strategy and style of learning teaching and also on other activities which remained issues and possibilities in the months finally; it helps teachers in documenting their experiences and learning during the month.

M) Self-reflective Journal (weekly)

It is a question-based tool for reflection and cultivating feedbacks on the agency of the pedagogic practitioner at the individual or collective level. The five questions, i.e. (i) What I did in terms of agenda/policy/planning/process. (ii) What got created? (iii) What was my being or doing that worked. (iv) What was my being or doing that did not work and (V) What I am going to do differently, facilitate teachers to cultivate feedbacks through their own reflection on their own thought's actions, planning or agency. This facilitates them to evolve as reflective practitioners and dynamic learners from their own experiences. This enables teachers to review and assess the practices at individual level or collective level, i.e., class pedagogic team/faculty/grade level and also revise/re-articulate the plan, strategy and action for achieving the underlined purposes of schooling.

N) Pedagogic gossip:

Gossip is very natural and informal ways of sharing and communication among two or more individuals. Gossip plays many roles in any group or in an organization. In a way, it shapes the culture of group or even organization at least in implicit manner. Gossips of staffroom and other places shape the belief, values and attitude of the participants. In fact, the gossip influences the ways, and to the extent any policy, program or action being implemented in an organization. The gossip in staff room determines the fate of policy or program offered by administrator or planner as the pedagogic policy, plan or program is interpreted as per the beliefs, values and orientation of the staff. Thus, the content (object/theme/issues), language and tradition of small talk (informal or implicit talk) determine the nature and quality of gossip. If the objects/theme/issues of gossip are education then the nature of gossip is pedagogic. But, on many times the story, myths and events become the object of gossip. Besides, the choice of words and narration shape the positive or negative nature of gossip. The linguistic culture in the informal sphere of the organisation shapes the intention of the participants and thereby the quality and direction of gossips. In some cases, gossips may be used to re-defined (or magnified) the problems or issues. In other instances, it may be invested in re-framing the issues and cultivating alternatives as

possibilities or solutions to them. The pedagogic gossip aims to anchor small, informal and implicit talks, i.e. gossip along the objects of education and also along pedagogic perspective which is responsive in searching possibility rather reactive in terms of framing or magnifying the issues or coercive.

Hence, pedagogic gossip aims to cultivate a constructive culture of gossip which invest in framing the issues and cultivating multiple alternative for promoting constructive outlook and community of practices in the school. It will help in utilizing leisure time for cultivating others and attitude which facilitate alignment between person needs and organizational needs.

It discourages to choose non-academic or non-profession, issues/themes for gossips. It will also facilitate evaluation of hidden curriculum which will facilitate active learning empowered being and emancipated becoming of teachers as well as students. Finally, it would contribute in creating constructive discursive space for being, learning and working together with empowering reciprocity. It helps teachers to extend their circle of awareness about their own thoughts, stories and narratives.

O) Critical Action Research:

Research is one of the important aspects of teaching. A teacher proves or dis-prove truth through systematic study of the phenomena, at hand. S(he) uses inductive-deductive approach/strategy to formulate and prove hypothesis and thereby to offer new knowledge. While engorging in the field, teachers collect, analyses and interpret data for posing and/or solving the problems/issues encountered by them. But this remains implicit and less obvious. Since the topics of teacher's research are largely from the domain of action.

Critical Action Research creates space and opportunities for making researchers more explicit and formal. However, Critical Action Research is more than merely being critical in the action research. A critical action researcher studies between and beyond the data to illuminate the issues in the light of deep-seated structural inequality and discourse of hegemony. Unlike, positivist action research, it does not infer merely from apparent aspect of the issue, but digs out beneath the apparent to understand the issue and find its solution from depth. Critical action research helps

teachers in solving problem in more authentic ways. It will also facilitate teachers to act as an agent of social change by offering authentic alternative to the problems. Moreover, it also emancipates teacher's agency in terms of 'concretisation' in which teacher examines her/his own thought action and practices of humanising his pedagogic practices. It also creates a culture of research and learning among teachers.

Expectation from co-ordinator/convenor/anchor/leaders/In-charges:

1. To understand the pedagogic-administrative framework, school policy, purposes, goals and action plan of learning organisation.
2. To understand the purposes and objective of the work/process/project/programme/activities which are assigned for leading/co-ordination/convene/anchor/manage/plan/administered/implement.
3. To conduct critical action research to search alternatives that enhance active participation of stake holders in the program or activities.
4. To orient students' fellow teachers, parents and SMC members about the purpose, process, strategy and importance of the activities or program.
5. To promote direct and clear taking and giving feedback & about the program and encourage effective communication among participants.
6. To monitor the implementation of program or activities for searching the kind of support participants require for effective facilitation.
7. To maintain necessary records for ensuring consistency in communication and feedback.
8. To take manage lead and anchor the program/activities/process through initiative and innovation.
9. To Co-ordinate or align with other team leaders/Anchors/co-ordinators/convenors.
10. To ensure clear and direct communication with pedagogic planning and resource team (PPRT) with own initiative and co-operate with the leadership of PPRT.

