



सत्यमेव जयते

**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
(SCERT)
JAMMU AND KASHMIR**



**School Leadership Academy, SCERT J&K
Divisional Office Jammu
in collaboration with DIET Jammu**

**Induction Training Program For Newly
Promoted L/A Headmasters of Jammu
Division in light of NEP 2020**

Session: 2025-26

Welcome to the Induction Training Programme for Headmasters, a foundational step in equipping educational leaders with the skills, knowledge, and vision necessary to drive academic excellence and holistic school development. As headmasters, you play a critical role in shaping the culture, effectiveness, and future of your institutions. Your leadership sets the tone not only for administrative efficiency but also for academic quality and student well-being.

This training programme is designed to support newly appointed headmasters as they transition into their leadership roles. It provides essential insights into educational policies, school governance, leadership and management strategies, curriculum implementation, inclusive education and community engagement.

By the end of this programme, participants will be better prepared to:

- Lead with confidence and clarity of purpose.
- Foster a positive and inclusive school environment.
- Implement effective teaching and learning practices.
- Build strong teams and engage meaningfully with staff, students, and the community.

This induction marks the beginning of your professional journey as a headmaster, and we are committed to walking alongside you as you grow into this critical role. Let us work together to make our schools vibrant centres of learning and development.



DESIGN OF TRAINING

Induction Training Program For Newly Promoted L/A Headmasters of Jammu Division in light of NEP 2020

DURATION: 3- Days

MODE: Offline

TARGET GROUP: Newly Promoted L/A Headmasters
(282 from across 10 districts of Jammu Division)

VENUE :

Auditorium of Polytechnic College , Vikram Chowk, Jammu

ORGANIZED BY :

School Leadership Academy (SLA) SCERT-J&K Divisional office Jammu

COLLABORATIONS :

DIET JAMMU

COORDINATOR:

Mr. Parshotam Singh, Academic officer

ASSOCIATE COORDINATOR:

Ms. Manisha Chun, Academic officer

INTRODUCTION

This 3-day induction training program, organized by the School Leadership Academy (SLA)-SCERT-J&K in collaboration with DIETs is designed to equip newly promoted L/A-Headmasters with leadership, administrative, and pedagogical skills to implement the transformative reforms as envisaged in National Education Policy (NEP) 2020. The program focuses on five key areas: Leadership & School Management, Pedagogical Innovations, Inclusive Education and NEP 2020 Vision & Implementation. It aligns with the Continuous Professional Development (CPD) requirements of NEP 2020 (para 5.16) and addresses observations from inspection reports.

TRAINING NEED AND OBJECTIVES

1. Rationale for the Training Need

Promoting a teacher to an L/A Headmaster role involves a significant shift from teaching to administrative, leadership, and managerial responsibilities. Most promoted individuals may lack formal training in:

- ❖ Educational leadership
- ❖ School administration
- ❖ Staff management
- ❖ Curriculum implementation
- ❖ Community engagement
- ❖ Handling student and parent issues
- ❖ Digital tools in education management

Without a structured induction program, they may face difficulty adapting to the leadership role, leading to inefficiencies in school management.

2. Key Training Needs Identified

a. Leadership and Management Skills

- Transition from teacher to school leader
- Vision-building and school planning
- Team building and staff motivation

b. Administrative Competence

- Record-keeping and office procedures
- Handling official correspondence and circulars
- Managing budgets and grants (e.g., Samagra Shiksha, SSA)

c. Academic Supervision

- Monitoring lesson planning and teaching quality
- Conducting inspections and class observations
- Implementing NEP 2020 guidelines

d. Legal and Regulatory Framework

- Knowledge of education acts, rules, and service regulations
- Child protection and POSCO guidelines
- RTI handling and grievance redressal mechanisms

e. ICT and Digital Literacy

- Use of digital tools for school administration (e.g., UDISE+, E-office)
- Promoting e-learning among staff and students

f. Communication and Interpersonal Skills

- Effective communication with staff, students, and parents
- Conflict resolution and decision-making
- Conducting meetings and school functions

g. Inclusive and Value-Based Education

- Gender sensitivity, inclusive education practices
- Promoting moral, cultural, and national values

OBJECTIVES

- ❖ Enhance leadership and administrative skills for effective school management.
- ❖ Equip Headmasters with strategies for competency-based and experiential learning.
- ❖ Promote inclusive education practices for equitable access.
- ❖ Train Headmasters in holistic assessment methods.
- ❖ Provide a comprehensive understanding of NEP 2020 objectives and actionable steps.

SIGNIFICANCE

The program organised by SLA-SCERT-J&K in collaboration with DIET Jammu addresses the need to build capacity among newly promoted Headmasters to lead schools effectively under NEP-2020. By focusing on leadership, pedagogy, and inclusivity, it aims to create a cadre of school leaders capable of driving systemic change and improving learning outcomes in Jammu and Kashmir's educational sector.

EXPECTED OUTCOMES

- ❖ Strengthened leadership and management capabilities.
- ❖ Improved implementation of NEP-2020 pedagogical and assessment reforms.
- ❖ Enhanced inclusivity in schools, ensuring equitable education.
- ❖ Development of actionable school development plans (SDPs).

PARTICIPANTS

- ❖ The 3-Day Induction Training Programme for Newly Promoted L/A Headmasters is being attended by 282 participants from across all 10 districts of Jammu Division.
- ❖ These participants are instrumental in driving the change towards education at the ground level. This diverse group of administrators is representing the efforts of each district to enhance the quality of education for all students, especially those with special needs.

RESOURCE PERSONS

The Sessions are expected to be formulated keeping the interactive nature of the Training program in consideration. All resource Persons are expected to involve participants in activities like Self reflections, Panel Discussions and insight taking.

As part of the preparatory phase for the Capacity Building Program, it is required to orient the school heads to think and reflect on certain aspects of their own school so as to enable them to get in tune with the school leadership development program.

RESOURCE PERSONS

Ms. Monika Bhandari (JKAS)

CAO

Directorate of School Education, Jammu

Mr. Dheeraj Jandial (JKAS)

District Treasury Officer,
Udhampur

Dr. J. N. Baliya

Department of Educational Studies
Central University of Jammu, Jammu (J&K)

Dr. Mohd Zubair

Dean
Faculty of Education
Cluster University of Jammu

Dr. Rohnika Sharma

Director, CRC Jammu (Samba)
Deptt. of Empowerment of Persons with Disability MoSJ&E, GoI

Dr. Rajinder Kour

Associate Professor
Coordinator B.Ed, M.Ed
Government College of Education, Jammu.

Dr. Kunal Anand

Principal
Delhi Public School, Udhampur

Mr. Manisha Chun

Academic officer
SCERT J&K, Divisional Office Jammu

Mr. Parshotam Singh

Academic officer
SCERT J&K, Divisional Office Jammu

Ms Manu Vasudeva

Academic officer
SCERT J&K, Divisional Office Jammu

PROGRAM SCHEDULE

The training is structured to cover the seven key areas through interactive sessions. The training will cover six key areas from the School Leadership Development Program of NIEPA (SLD), contextualized for Secondary-level administrators. Each day focuses on building leadership skills for school transformation through interactive sessions, activities, and practical applications.

Date	Session	Objective	Resource Persons	Chair Person	Moderator
2 nd july	Inaugural session/ Introduction and Program outline				Ms Manu Vasudeva Academic officer Ms. Shamim Nazki Academic officer
	Pedagogical Leadership	Understand personal leadership styles and areas for improvement. Leading teaching-learning process to enhance student's learning outcomes.	Prof. J. N. Baliya (11:45 AM – 1:00 PM)	Sh. Gurdev Kumar (JKAS) Joint Director Directorate of School Education Jammu	Ms Manisha Chun Academic officer
	Understanding school leadership perspective	Recognize the multifaceted roles of school leaders, with an emphasis on child-centric leadership. Identify challenges and opportunities in school leadership at the Secondary level. Foster a culture of continuous self-improvement.	Ms. Manisha Chun and Mr. Parshotam Singh (2:00 PM – 3:00 PM)	Dr. Atul Hans Principal IDRS Jammu	Ms Bindia Balwal Academic officer
	National Education Policy (NEP) 2020	To orient school leaders about the vision of the policy.	Ms Manu Vasudeva (3:15 PM – 4:30 PM)	Ms. Arti Gupta Assistant professor	Ms Bindia Balwal Academic officer

3rd July	Creating Positive School Culture	Identify key elements of positive school culture Identify practical strategies to build and sustain positive school culture.	Dr. Rajinder Kour (10:00 AM – 11:15 AM)	Ms. Shailesh Kumari Associate Professor	Dr. Rohini Sharma Sr. Academic officer
	GeM Portal	To equip L/A Headmasters with the latest procuring methodology.	Sh. Dheeraj Jandial (11:45 AM – 1:00 PM)	Dr Neeraj Jandial Associate professor	Mr. Rakesh Chobber Academic officer
	Community engagement/ Partnerships	Strengthen relationships with parents and communities. Enhance community involvement in school development.	Prof. Zubair kales (2:00 PM – 3:00 PM)	Dr Neeraj Jandial Associate professor	Ms. Monika Sharma Academic Officer
	School Development/ Improvement Plan (SDP)	To create actionable school development plans.	Dr. Kunal Anand (3:15 PM – 4:30 PM)	Sh. V. K. Bhat Associate professor	Ms. Monika Sharma Academic Officer
4th July	Inclusion and Equity	To aware school leaders about inclusion and equity as envisaged in NEP-2020.	Dr. Rohnika Sharma (10:00 AM – 11:15 AM)	Dr. Sanjeevni Assistant professor	Dr. Rohini Sharma Sr. Academic officer
	GFR & Leave Rules	To enhance administrative capacities regarding GFR & Leave Rules.	Ms. Monika Bhandari (11:45 AM – 1:00 PM)	Mr. Lochan Dass Retired Director Accounts and Treasuries	Mr. Surash Gouria Sr. Academic Officer
	Feedback and Way Forward				
	Valedictory		3:00 PM onwards		Ms. Manisha Chun Academic officer Ms Manu vasudeva Academic officer

Each day of the Training program shall begin with the reflections from the Participants on the **"Yesterday's Key takeaways"**

TITLE: PEDAGOGICAL LEADERSHIP

Session Objectives:

- To develop competency based approach of Teaching-Learning process.
- To suggest latest pedagogical practices for improving learning outcomes.
- To understand different aspects involved in enhancing a conducive learning environment

In an era of rapidly evolving educational paradigms, it is imperative for educators and leaders to stay abreast of innovative approaches that promote a holistic and effective teaching and learning process. The pedagogical leadership is a response to the changing dynamics of education, emphasizing the development of competencies, embracing the latest pedagogical practices. Also aims to develop Competency-Based Approach of Teaching-Learning (T-L) Process, which provide insights into designing curriculum and instructional strategies that focus on developing specific competencies among students. Pedagogical leadership emphasises on training school leaders on assessing and tracking student progress based on identified competencies. It also emphasize the role of school leaders in fostering a culture of continuous improvement in teaching and learning practices. These objectives collectively aim to empower school leaders with the knowledge and skills necessary to implement a competency-based approach to teaching and learning, incorporate the latest pedagogical practices, and create a conducive learning environment for students at the elementary and secondary levels. The session focussed on Annual Pedagogical Plan (APP), which will facilitate a deeper understanding of the complexities involved in educational leadership and equip participants with practical strategies to enhance learning outcomes in their respective schools.

By the end of this session, participants will be able to:

1. Define pedagogical leadership and its significance in improving learning outcomes.
2. Understand key roles and responsibilities of a pedagogical leader.
3. Identify strategies to foster a positive, learner-centred school culture.
4. Develop an action plan to strengthen pedagogical leadership in their own context.

TITLE: UNDERSTANDING SCHOOL LEADERSHIP PERSPECTIVE

SCERT J&K, Divisional Office Jammu has been engaged in building leadership capacities of school leaders, teacher leaders and educational administrators to transform the government education system. Leadership development of school leaders has been seen as a continuously evolving journey focussing on building knowledge, skills and attitudes in school practitioners over a period of time. This is so because the process of change is a long and arduous one, requiring continuous efforts and patience of all stakeholders involved in transforming the school. The National Education Policy 2020 has also mandated 50 hours or more of continuous professional development opportunities for school leaders annually.

The concept of educational or school leadership gained prominence in the mid-20th century as schools faced growing demands for improved student achievement, reform, and accountability. In response to these expectations, researchers and practitioners began exploring ways to revitalize the school system through effective leadership. School leaders were seen as key to driving change, fostering a proactive environment, and restoring faith in education.

As school environments evolved, leaders faced new challenges, including diverse student populations, changing educational needs, and the need for instructional excellence. Studies on school effectiveness initially highlighted teachers' roles, but the shift toward school improvement underscored the critical importance of school leadership.

Today, school leaders are recognized as pivotal in creating a conducive learning environment, developing teachers, and translating the school's vision into reality. They are responsible for leading learning, promoting quality teaching, and ensuring high levels of achievement for all

students. For these reasons, the focus of research and practice shifted the role of principals from being merely an administrator and a manager to one of leading the schooling process for ensuring student learning by undertaking the following but not limited to:

- taking initiatives and risks
- thinking out-of-the-box
- managing resources
- creating a culture for change networking with people
- building relationships with teachers and staff
- communicating effectively
- inspiring and providing intellectual stimulation.

Following domains of School Leadership will also be discussed in the session :

- Scholastic and Pedagogical Leadership
- Collaborative Leadership
- Systems for ongoing Quality and Change management

TITLE :NATIONAL EDUCATION POLICY (NEP) 2020

Session Objectives:

1.Understand the Vision and key principles : Explain the vision, guiding principles, and the need for a new education policy in India.

2. Identify major reforms : Identify and describe the major reforms proposed at various stages - School Education, Higher Education, Teacher Education, and Vocational Education.

3.Recognize structural changes: Outline the new 5+3+3+4 curricular and pedagogical structure and its implications for curriculum, assessment, and pedagogy.

4. Discuss implementation Strategies : Reflect on potential challenges in implementing NEP 2020 in their own institution and explore solutions and best practices.

5. Reflect on challenges and opportunities : Reflect on potential challenges in implementing NEP 2020 in their own institution and explore solutions and best practices.

6.Discuss Foundational Literacy and Numeracy

7. Deliberate on integration of vocational education at all levels.

Key Highlights of NEP 2020

- Vision and guiding principles.
- Major reforms in school education:
- Foundational Literacy and Numeracy (FLN).
- New curricular and pedagogical structure (5+3+3+4)
- Integration of vocational education at all levels.
- Holistic and multidisciplinary education.
- Emphasis on experiential learning, critical thinking, and competency-based education.
- Assessment reforms: shift from summative to formative.

Group Activity: Divide participants into small groups.

Each group discusses:

- Which NEP recommendations are most relevant for your school context?
- What changes are needed in teaching, assessment, and leadership practices?

Closing & Takeaways

Recap key insights.

- Encourage continued professional development (link to NEP's CPD mandate).
- Share additional resources or links for deeper understanding.
- Encourage participants to form NEP implementation committees in their schools.
- Schedule periodic review meetings to track progress.
- Recommend online NEP 2020 courses or webinars for deeper learning.

TITLE: CREATING POSITIVE SCHOOL CULTURE

Introduction

Welcome & icebreaker: Quick pair-share — *"Describe your best team experience ever (inside or outside school) and what made it great."*

- Brief overview of objectives and agenda.

Understanding Teams and Culture

Mini-presentation & group discussion:

- What is a 'team' vs. a 'group'?
- Key characteristics of effective teams (trust, clear roles, shared purpose, accountability, communication).
- What is 'school culture'? Visible vs. invisible aspects.
- Connection between team health and overall school culture.

Strategies to Foster Positive School Culture

Discussion & Brainstorm:

- What does a positive culture look like daily?
- How can teams model and reinforce core values?

Strategies:

- ✧ Celebrate small wins.
- ✧ Positive reinforcement and recognition.
- ✧ Open communication channels.
- ✧ Consistent expectations and shared vision.
- ✧ Conflict resolution norms.

By the end of the session, participants will:

- ❖ Understand the key elements of effective team dynamics.
- ❖ Learn strategies to foster trust, collaboration, and shared goals.
- ❖ Identify practical ways to build and sustain a positive school culture.

TITLE: INTRODUCTION AND EFFECTIVE USE OF THE GEM PORTAL

The GEM Portal (short for Government e-Marketplace) is an online platform launched by the Government of India to facilitate procurement of goods and services by various government departments, organizations, and public sector units (PSUs).

Objective of GEM Portal

To streamline public procurement, enhance transparency, and make the process efficient and cost-effective.

Who Can Use It?

Buyers:

- Central/State Government ministries and departments
- Public Sector Undertakings (PSUs)
- Autonomous bodies, local governments, etc.

Sellers:

- ✧ Manufacturers
- ✧ Service providers
- ✧ MSMEs, startups
- ✧ Authorized resellers and dealers

Process Overview

- **Registration:** Buyers and sellers register with necessary documents and verifications.
- **Product/Service Listing:** Sellers list their offerings with specifications and pricing.
- **Procurement Process:** Buyers place orders directly or use e-bidding/auction mechanisms.
- **Payment & Delivery:** Digital invoicing and online payments post-delivery & verification.

Benefits

- Improved compliance and audit trail
- Reduced paperwork
- Better pricing through competition

Buyer Workflow on GEM

Live Demonstration or Screenshots:

- How to register as a buyer (eligibility, documents needed).
- How to log in and update profile.
- How to search for products/services: Filters, categories, comparing sellers.
- Placing an order: Cart, bid, RA (reverse auction), direct purchase.
- Approvals and payment process.
- Tracking orders and vendor ratings.

Suggested Activity:

- Participants follow along or try searching for a sample product on demo account if possible.

Compliance and Best Practices

Discussion:

- Procurement guidelines & limits.
- Do's and Don'ts on GEM.
- Common mistakes to avoid.

Action Planning

Reflection:

- What purchases can your school/office shift to GEM immediately?
- Any support needed from administration or colleagues?

By the end of this session, participants will be able to:

1. Explain the purpose and benefits of using the GEM Portal.
2. Navigate the GEM Portal dashboard and key features.
3. Understand the process for buyer registration and product/service search.
4. Initiate requisitions, place orders, and manage purchases online.
5. Follow best practices and compliance requirements on GEM.

TITLE: SCHOOL DEVELOPMENT/ IMPROVEMENT PLAN (SDP)

INTRODUCTION

The School Development/ Improvement Plan (SDP) outlines a strategic framework aimed at enhancing the educational outcome and overall effectiveness of School. Grounded in a comprehensive needs assessment, the plan identifies key areas for improvement, including student achievement, teaching quality, infrastructure, and stakeholder engagement.

By setting Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals, the SDP seeks to implement targeted interventions that address identified challenges. The plan emphasizes collaborative efforts among educators, administrators, parents, and the community to foster an inclusive and supportive learning environment.

Continuous monitoring and evaluation mechanisms are integrated to assess progress and inform necessary adjustments, ensuring the plan remains responsive to the evolving needs of the school community. Through this structured approach, the SDP aspires to drive sustainable improvements, promote equity, and prepare students for academic and personal success.

PLAN

1. School Vision, Mission & Values

Vision:

"Empowering learners to achieve their full potential in a caring and inclusive environment."

Mission:

- To raise academic standards for all.
- To promote equality, wellbeing, and personal development.
- To prepare learners for life beyond school.

Core Values:

Respect | Responsibility | Resilience | Collaboration | Integrity

2. Context & Self-Evaluation Summary

- **Number of Pupils:** (e.g. 480 pupils, ages 4–11)
- **Ofsted Rating:** (e.g. Good – 2023)
- **Key Strengths:**
 - ✧ Strong relationships and safeguarding culture.
 - ✧ Consistently good teaching and behaviour.

Key Challenges:

- Gaps in attainment for disadvantaged pupils.
- Need for improved attendance and punctuality.
- Embedding digital learning strategies.

3. Strategic Priorities (2025–2026)

No.	Strategic Priority	Description
1	Improve Attainment & Progress	Boost core subject outcomes across all key stages.
2	Enhance Inclusive & SEND Provision	Close achievement gaps and build inclusive practices.
3	Strengthen Teaching & Learning	Embed high-quality, evidence-based teaching across the school.
4	Promote Wellbeing, Behaviour & Attendance	Improve attendance and promote positive wellbeing.
5	Develop Digital Literacy & Curriculum Innovation	Integrate digital tools and 21st-century skills.

4. Action Plan (by Priority Area)

Priority 1: Improve Attainment & Progress

Objective: Raise attainment in Reading, Writing, and Maths by at least 10%.

Lead: Deputy Head / Subject Leaders

Key Actions:

- Use regular formative assessments to identify gaps.
- Implement targeted interventions (phonics catch-up, tutoring).
- Raise expectations in marking and feedback.

Success Criteria:

- 80% of students meet/exceed age-related expectations.
- Reduced attainment gap between pupil premium and non-PP pupils.

Monitoring:

- Pupil progress reviews, lesson observations, data drops.

Priority 2: Inclusive & SEND Provision

- **Objective:** Ensure all pupils receive support matched to their needs.
- **Lead:** SENDCo / Inclusion Lead
- **Key Actions:**
 - Review and update IEPs and EHCPs.
 - Provide CPD on adaptive teaching and differentiation.
 - Engage parents in support planning.
- **Success Criteria:**
 - 100% of SEND pupils make expected progress.
 - Positive pupil and parent feedback.
- **Monitoring:** Termly SEN reviews, learning walks.

5. Monitoring & Evaluation Framework

6. Staff CPD Plan

- Focused CPD aligned with strategic priorities.
- Coaching and mentoring for teaching staff.
- SEN, safeguarding, and digital skills development.

7. Communication & Stakeholder Engagement

- SDP summary shared with all staff and governors.
- Parent-friendly version shared via newsletter/website.
- Student council engaged in improvement dialogue.

8. Resource & Budget Alignment

TITLE: COMMUNITY ENGAGEMENT/ PARTNERSHIPS

The framework outlines a strategic approach to embedding community engagement and partnerships within school settings, aiming to enrich student learning and well-being. Rooted in Asset-Based Community Development (ABCD), this model emphasizes leveraging local strengths such as families and civic groups to form reciprocal, trust-based relationships.

Aim

To build strong, purposeful relationships with parents, carers, local organizations, and wider stakeholders to enrich the school experience and improve outcomes for all pupils.

Strategic Objectives

Strengthen communication and collaboration with parents and carers.

Develop sustainable partnerships with local businesses, charities, and services.

Increase community use of school facilities and events.

Enrich curriculum delivery through external experts and partnerships.

Foster a school culture of openness, inclusion, and service.

Key Components of the Framework:

➤ **Asset Mapping and Leveraging Local Strengths:**

Asset Mapping and Leveraging Local Strengths focuses on identifying and mobilizing existing community assets rather than concentrating on deficiencies. By recognizing the skills, talents, and resources within the community, schools can foster a sense of ownership and empowerment among stakeholders. This approach has been shown to improve community well-being and create sustainable development initiatives.

➤ **Shared Vision and Goals:**

Successful partnerships thrive when schools and community entities share a common agenda and aligned goals. Establishing shared measurement systems promotes transparency and accountability, ensuring that all parties are working towards the same outcomes.

➤ **Mutually Reinforcing Activities:**

Each partner contributes based on their expertise, engaging in activities that complement and support one another. This collaborative approach ensures that efforts are synergistic, maximizing the impact on student learning and well-being.

➤ **Continuous Communication and Formal Governance:**

Effective collaboration relies on open, two-way communication channels and formal governance structures. Regular dialogue fosters trust, facilitates problem-solving, and allows for the continuous refinement of strategies to meet evolving needs.

➤ **Backbone Support Structure:**

A robust support structure, often in the form of a designated coordinator or team, is essential for sustaining partnerships over the long term. This backbone facilitates planning, data sharing, evaluation, and stakeholder coordination, ensuring that the partnership remains focused and effective.

Benefits of Implementing the Framework:

When effectively implemented, this model yields measurable benefits, including:

- **Improved Academic Outcomes:** Enhanced student performance through integrated support systems and enriched learning opportunities.
- **Enhanced Attendance:** Increased student engagement and attendance rates due to a more supportive and responsive educational environment.
- **Social-Emotional Support:** Access to comprehensive services addressing students' mental health and emotional well-being.
- **Expanded Access to Services:** Broader availability of health, social services, and experiential learning opportunities through community partnerships.
- **Strengthened Community Cohesion:** Fostering a sense of shared ownership and collaboration among stakeholders, leading to more cohesive and resilient communities.

KEY ACTIONS

Host regular parent forums and workshops (literacy, digital safety, wellbeing).

Launch improved two-way communication tools (e.g. school app, newsletters, WhatsApp groups).

Partner with local businesses for mentorships, STEM days, and work experience.

Collaborate with local charities for outreach and enrichment activities.

Offer evening/weekend community classes (adult learning, parenting courses).

Invite professionals into lessons and assemblies (e.g. artists, scientists, alumni).

Encourage pupil involvement in community service and volunteering projects.

TITLE: INCLUSION AND EQUITY

Objective: To equip headmasters and educational leaders with strategies to promote inclusive and equitable learning environments, ensuring all students feel valued, supported, and empowered to succeed.

Session Outline:

1. Introduction

- Defining inclusion and equity in education
- Importance of creating a welcoming and inclusive school culture

2. Understanding Diversity and Barriers

- Recognizing diverse student needs (cultural, linguistic, socio-economic, ability-based)
- Identifying potential barriers to inclusion (bias, stereotypes, systemic inequities)

3. Strategies for Inclusive Practices

- Culturally responsive teaching
- Differentiated instruction
- Universal Design for Learning (UDL)
- Addressing microaggressions and bias

4. Equity-Focused Leadership

- Leading with empathy and understanding
- Data-driven decision-making to address disparities
- Community engagement and partnerships

5. Action Planning

- Developing a personal action plan to promote inclusion and equity in their schools
- Sharing ideas and resources

6. Conclusion

- Recap of key takeaways
- Encouragement to continue the conversation and work toward creating more inclusive and equitable schools

TITLE: GFR AND LEAVE RULES

GFR

Objective: To familiarize headmasters and school administrators with the General Financial Rules (GFR) applicable to government schools, ensuring compliance and effective financial management.

Session Outline:

1. Introduction

- Overview of GFR and its importance in government schools
- Applicability and relevance to school administrators

2. Key Provisions of GFR

- Financial management and accountability
- Budgeting and expenditure
- Procurement and tendering procedures
- Store management and inventory control
- Audit and accounts

3. Financial Procedures and Documentation

- Bill preparation and payment procedures
- Record-keeping and maintenance of financial registers
- Internal controls and checks

4. Roles and Responsibilities

- Headmaster's role in financial management
- Responsibilities of other staff members
- Accountability and transparency

5. Common Issues and Best Practices

- Addressing common challenges and pitfalls
- Implementing effective financial management practices

6. Conclusion

- Recap of key takeaways
- Importance of adhering to GFR for transparency and accountability

LEAVE RULES

Objective: To familiarize headmasters and school administrators with the leave rules and regulations applicable to government schools, ensuring compliance and effective management of staff absences.

Session Outline:

1. Introduction

- Overview of leave rules and their importance in government schools
- Applicability and relevance to school administrators and staff

2. Types of Leave

- Earned Leave (EL)
- Casual Leave (CL)
- Medical Leave/Sick Leave
- Maternity/Paternity Leave
- Other types of leave (e.g., study leave, special leave)

➤ 3. Leave Rules and Procedures

- Eligibility criteria and entitlement
- Application and approval process
- Leave carry-forward and encashment rules
- Leave records and documentation

4. Best Practices for Leave Management

- Effective tracking and monitoring of leave
- Ensuring continuity of teaching-learning processes
- Managing staff absences and workload distribution

5. Conclusion

- Recap of key takeaways
- Importance of adhering to leave rules for maintaining transparency and accountability

FEEDBACK MEASURES

Feedback is a critical component of the training process as it helps evaluate the effectiveness of the program and provides valuable insights for future improvements. The following feedback measures will be adopted to ensure that the objectives of the training are met and that participants have a meaningful experience:

1. Pre-Training Survey:

A pre-training survey will be conducted to assess participants' baseline knowledge on leadership education. This will help in tailoring the training sessions to address knowledge gaps and ensure that the content aligns with the participants' needs.

2. Feedback Form:

At the end of the programme, participants will fill out a brief feedback form. This will capture:

- Participants' overall satisfaction with the day's sessions.
- Relevance and clarity of the presented content.
- Suggestions for improvement or any areas needing further clarification.
- Engagement levels and any challenges faced during the day's learning.

3. Post-Training Evaluation:

Upon completion of the training, participants will be asked to complete a comprehensive feedback questionnaire. This will include both quantitative and qualitative questions on:

- Effectiveness of the training sessions in enhancing knowledge and skills related to leadership
- How well the content was delivered by the resource persons.
- The usefulness of the materials and resources provided during the training.
- Participants' confidence in implementing the strategies in their respective schools.
- Suggestions for future training topics or improvements in the training process.

4. Focus Group Discussion (FGD):

A Focus Group Discussion (FGD) will be conducted on the final day of the training to obtain in depth insights from a select group of participants. The FGD will cover:

- The challenges and successes faced by participants in applying leadership concepts in their schools.
- The impact of the training on their professional roles and responsibilities
- Suggestions for strengthening inclusivity practices at the institutional level.

5. Action Plan for Continuous Improvement:

Based on the feedback received, an action plan will be created to implement improvements in future training programs. This will include addressing any gaps identified by participants, enhancing the delivery method, and incorporating suggestions for additional resources or topics.

CERTIFICATION

Certificate of Participation

At the conclusion of the 3-Day Training Programme for newly promoted L/A Headmasters of Jammu Division, a Certificate of Participation will be awarded to all participants who successfully complete the program.

Eligibility Criteria for Certification:

To be eligible for the Certificate of Participation, the following criteria must be met:

- **Full attendance:** Participants must attend all the sessions of the training from 2nd July to 4th July 2025.
- **Active engagement:** Participants must actively engage in the activities, discussions, and group exercises throughout the training.
- **Completion of all feedback and evaluation forms:** Participants must submit the daily feedback and post-training evaluation forms.
- **Demonstration of acquired knowledge:** Participants must actively contribute to group discussions and demonstrate understanding of the key concepts.



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