

SCHOOL LEADERSHIP ACADEMY, NAGALAND SIEMAT, SCERT

REPORT ON THE --- PILOT PROJECT ON CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) MODULE & DIARY FOR SCHOOL HEADS



State Council of
Educational Research
and Training, Nagaland

**School Leadership Academy, Nagaland
SIEMAT, SCERT**

**Report on the Pilot Project on Continuous Professional Development (CPD) Module & Diary for School
Heads**

INTRODUCTION

The School Heads plays a multifarious role for the smooth functioning of schools or any academic institution they play the role of an administrative heads to a pedagogical leader. This Continuous Professional Development Module and Diary for school heads provide a platform to the school heads to maintain a record of the activities carried out in one academic year. This Diary does not only provide provision for maintaining a record of the activities but gives opportunities of reflection on the activities that were carried out. This reflective practice helps an individual to consider their own experiences to gain insight about the whole practice/activities and this helps individual to continually improve the way they work.

A school head in a school system is expected to perform a number of teaching and organizational functions. Some of the teaching functions include planning, designing and implementing teaching-learning activities, carrying out student assessment, organizing different curricular, co-curricular activities, etc. Organizational functions include participation in school administration and management, school development, interaction with community, etc. The knowledge and skills required to perform different teaching and organizational functions are generally acquired by a school head through structured initial teacher education programme. The teaching profession, like any other professional areas always evolves with new knowledge and skills generated through experience, research and

development carried out in the field of education. A school head in the school system needs to be updated with new knowledge and skills emerging out of research. At the same time, a school head's situated knowledge of their practice, the reflections on the practice and ideas about changing practices also need to be shared with other school heads and experts for wider learning, debate and discussion.

The centrality of school leaders in bringing reforms in education has long been recognized by various policy documents, as well as by the reports of various educational commissions and committees. The recently promulgated National Education Policy 2020 asserts that the school heads has to be brought to the centre of fundamental reforms in education.

NEP 2020 Part I Chapter 5 Para 5.16 states that School Principal and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

This new emphasis on professional development of school heads is a welcome thing as it recognizes the complexity of the work of school heads and also supports the idea of school leadership as a profession.

Professional development opportunities are needed for both experienced and novice (beginner) School Heads. Professional development not only provides opportunities for new learning, exploration, growth and development, but also promotes the recognition of hard work that experienced school heads do under demanding conditions. Thus, professional development of school heads can be understood as a lifelong learning process.

RATIONALE

Continuous Professional Development (CPD) is a combination of approaches, ideas and techniques that helps to manage one's own learning and growth. In education CPD is a **planned, continuous and lifelong process** whereby teachers and school heads try to develop their personal and professional qualities and to improve their knowledge, skills and practice leading to their empowerment, improvement and development of their organisation and their students.

CPD is not just about attending training, it can be activities that improve one's profession. It can include doing project work, attending and organizing seminars, informal learning with peers, reading journals and articles, updating knowledge through television and internet, writing articles, reviewing one's work etc.

Continuous Professional Development (CPD) is a method of ensuring that you achieve the right abilities to do your job and maintain or enhance your expertise. It embraces everything that you do to improve your job performance and 'lifelong employability' (Morrison, 2008).

Morrison (1997) rightly has pointed out that attending a course or getting a certificate is not in itself continuing professional development evidence. One should show learning and transfer. How we will use or have used the learning is more important. The activities that may enhance ones professional growth may include face to-face lectures, attending workshops, orientation programmes, roundtables, seminars, conferences, independent study of print and non-print materials, conducting research, consultation with peers and experts, and so on.

School Leadership Academy, SCERT, Nagaland has developed a Module and Diary with suggestive CPD activities covering significant areas of teacher education, tailored to the time and needs of teachers and head teachers. The suggested activities under the 50 hours of CPD programme comprised of various programmes and activities for participants with allotted time for each activity. The focus of the suggested pursuit is to encourage proactive learning and community participation following a bottom-up approach. The blended mode and cafeteria approach suggested in the Diary provided autonomy to school heads to choose programmes/activities according to their time schedule and curricular needs, thus fostering their first-hand experiences and recording the activities undertaken.

The CDP diary was initially implemented as a pilot project in 25 schools located in Kohima district. In order to maintain the authenticity of the project all category of school was considered. Out of 25 schools 20 schools from Government school of which 10 schools from urban area and 10 from rural area and 5 schools from Private owned schools of which 3 from urban area and 2 from rural area.

The Piloting was for one academic year i.e. from February 2022 to November 2022. On 30th November the school heads submitted their CPD Diary to the DEO Kohima for assessment. The DEO office assessed the CPD Diary on the given parameters:

Grade	Remarks	Criteria for the Grades
A	Excellent	➤ The content is highly relevant to professional development ➤ The activities are unique and innovative ➤ Includes opportunities to reflect and practice skills
B	Very Good	➤ The content is moderately relevant to professional development ➤ The activities are insightful and learning was easy ➤ Applicable in the school to a large extent
C	Good	➤ The content is somewhat relevant to professional development ➤ The activities are appropriate but not so unique ➤ Applicable in the school to some extent
D	Average	➤ The content is not relevant to professional development ➤ The activities are relevant to some extent but not practical ➤ Requires improvement to relate successfully
E	Below Average	➤ The content is totally irrelevant to the professional development ➤ The activities did not adhere to agenda and time ➤ The activities will not benefit the school

OBJECTIVES OF THE PILOT PROJECT

- To understand the efficacy of CDP Module and Diary.
- To assess the areas of improvement in the CPD for School Heads.

TARGET

(Number of school heads for the pilot project)

The total number of the school heads for the pilot project was 25. However, only 20 schools (16 Government Schools and 4 Private Schools) reported back with the Diary which was handed to the school heads.

Category of School:

Sl. No.	Category	No. of School	School heads who reported back
1	Government Higher Secondary school	7	4
2	Government High School	7	6
3	Government Middle School	4	3
4	Government Primary School	2	2
5	Private School	5	5
	Total	24	20

ACTIVITIES FOR 50 HOURS CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

The activities were designed carefully understanding the state context of Nagaland and the Guidelines for 50 hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators, based on National Education Policy 2020 developed by National Council of Educational Research and Training, 2022. Each activity was demarcated with stipulated hours so that while describing their activities the time duration can also be reflected.

Sl. No.	Activity	Time
1	Attending Seminars (online/offline)	3 hours
2	Attending Workshop/Refresher courses/ Trainings	20 hours
3	Meetings with Professional Learning Community (PLC)	4 hours
4	Organizing Seminars/Awareness programmes for students, SMC members, parents, community etc.	5 hours
5	Innovative Practice in schools	10 hours
6	Action Research	8 hours
	Total	50 hours

WORK DONE

Sl. No.	Activity	Date	Outcome
1	Development of CPD Module & Diary by SLA, SCERT Nagaland	July-Sept. 2021	• To conduct a pilot project on CPD and recording of the activities for School Heads
2	One Day Orientation on the Pilot Project on CPD Module and Diary	3 rd Dec. 2021	• Discussed the CPD Module and Diary in detail • Distributed the CPD Module & Diary to the School Heads
3	School Heads initiate activities given in the CPD Module	Feb-Nov 2022	Activities recorded in the CPD Diary
4	18 Days School Leadership Development Programme (SLDP) as part of the CPD Module & Diary on 'Attending Workshops/Refreshers Courses/ Trainings'	26 th July – 13 th August 2022	Trained the 24 school heads on SLDP based on the Module developed by NCSL
5	School Visitation by SLA officials	June-Sept. 2022	Visited 10 schools
6	Submission of CPD Diary to DEO Kohima for Assessment	31 st Nov'2022	Only 20 School Heads submitted CPD Module and Diary to DEO Kohima

EVALUATION BY THE DISTRICT EDUCATION OFFICER/ SUB DIVISIONAL EDUCATION OFFICER

Grades Scored by the Target Group

Sl. No.	Name of participant	Name of school	Management	Total Hrs. covered	Grade by DEO
1	Rose Chishi	Dr. Neilhouzhu Kire GHSS	Government	22 hrs	C
2	Hechulo Semy Rengma	GHSS Tseminyü	Government	27 + 6 days	C
3	Dr. Talisangla	John GHSS	Private	149 hrs	A
4	Lebu Krose	Ruzhukhrie GHSS	Government	62 hrs + 5 months	A
5	Kedanye Thong	TMGHSS	Government	74 hrs + 18 days	D
6	Mary Neilhouvonuo	GHS Jakhama	Government	60 hrs	B
7	Kevitsiano Luho	GHS Kigwema	Government	9 hrs + 8 days	C
8	Patricia Vizo	GHS Rusoma	Government	48 hrs + 7 months	C
9	Visasielie Suhu	GHS SechuZubza	Government	32.5 hrs	D
10	Lhingneiphal Limsong	GHS Chandmari	Government	84 hrs + 2 days	C
11	Y. YanbemoLotha	GHS DikiDihoma	Government	53 hrs + 2 days + 5 months	C
12	KikruneinuLiezietsu	GMS Bayavu	Government	107 hrs	B
13	Kikrulhoulie Khezhie	GMS D Khel	Government	Submitted Blank	
14	Avi-I Kire	GMS Daklane	Government	50.5 hrs +	C
15	VilhulieYalie	GPS Kenuozou	Government	49 hrs + 6 months	D
16	D. Gloria Yanthan	GPS Tsiepfu-Tsiepfhe	Government	2 hrs + 3 days + 6 months	D
17	Fr. T.P James	Don Bosco HSS	Private	75.5 hrs	C
18	MarilaAo	Bethel HSS	Private	41 hrs + 3 months	C
19	Rokokhonuo	Khedi Baptist HSS	Private	81 hrs	C
20	Fr. Innocent Panmei	Christ King HSS	Private	49.5 hrs + 6 days + 1 academic year	C

Details of activities covered by the school heads:

- 1) Attending seminar (online/offline)
- 2) Attending Workshop/Refresher courses/ trainings
- 3) Meetings with Professional Learning Community
- 4) Organizing seminars/awareness programmes for students, SMC members, parents, community etc
- 5) Innovative Practice in schools
- 6) Action Research
- 7) Interactive sessions
- 8) Field trips
- 9) Exhibitions
- 10) Fresher's day
- 11) Picnic

Observation of the DEO/SDEO:

The District Education Officer being the administrative head of the School heads was assigned to evaluate the CPD diary. Detail observations of each activity elaborated in the diary were carefully observed and valuable feedback and grade allocation was done.

According to what each grade specified, observation was highlighted and no additional observation/remark was mentioned by the District Education Officer in the CPD Diary.

FINDINGS

1. It is found that the CPD Module & Diary can be a tool to record and report activities undertaken in a school.
2. There are 6 activity allocated along with the stipulated time duration in the diary to be filled by the school heads. However, it was found that some of the school heads lack clarity of knowledge in allocating the activity.
3. It is seen that most of the participant's activities included programmes that are usually carried out/implemented in the schools annually.
4. It is found that the school heads engaged themselves in trainings, workshops, seminars etc. to enhance their professional development.
5. Innovative practices were reported in the Diary with photographic evidence. Some of the activities are:
 - i) Organic garden in the school
 - ii) Low cost bag making
 - iii) bamboo spoon, cup carvings, basket making
 - iv) Visit to museum as avenues of learning for students
 - v) Imparting of ancestral knowledge
 - vi) Repairing of school desks and benches by the students
 - vii) Beautification of school premises etc.
6. The school heads also carried out action researches which included topics such as:
 - i) Implementation of TLM in classroom teaching
 - ii) Out of school children, irregular students and slow learners in the school
 - iii) Recreational activities for better performance

- iv) Basic mental ability and reasoning
 - v) Reading problems among students of class 6 to 9 and adoptive measures
 - vi) Reading difficulties in students
 - vii) Teaching mathematics using ICT
 - viii) Initiative of using smart classroom
 - ix) Poor command over English language
 - x) Overcrowded classrooms
 - xi) Consumption of tobacco products by school students
 - xii) Students speaking vernaculars in the school campus
 - xiii) Tracking students with bad habits etc.
7. It is observed that most of the schools are organized and has good support from the community.
 8. It was found that Parent-teacher meetings and staff meetings were held regularly.
 9. Resource persons from outside the schools were also invited to participate in the school programmes.
 10. Several awareness programmes were conducted in the school in collaboration with various state departments.
 11. It is observed that many of the schools heads enjoyed recording of their work as many of them submitted their CPD Diary with relevant photos of their work and explained their activities in detail.
 12. With strict monitoring and supervision by concerned authority, CPD Module & Diary can promote professional development among the school heads.

LIMITATIONS

1. Out of the 25 identified school heads only 20 completed the project.
2. There were some school heads that had indifferent attitude toward enhancing their professional development.
3. Although the school heads engage in most of the suggested activities indicated in the CPD Module & Diary, some school heads had poor skills in recording and reporting of activities.
4. Some school heads lacked motivation to initiate new modes for improving teaching learning in the school.
5. Few school heads were unable to cover 50 hours of Continuous Professional Development.
6. Considering the number of training/ workshop/ seminar that are conducted in one academic year through various institution like SCERT, Samagra Shiksha, Nagaland Board of Education and other Public Health department, most of the School Heads failed to maintain records in the diary.
7. Schools who could not participate and complete the project were:
 - i) GHSS, Chiechama
 - ii) GHSS, Jotsoma
 - iii) GHS, New Market
 - iv) GMS, Chandmari Lower
 - v) Bayavü Hr. Sec. School

RECOMMENDATIONS

The activities given in the CPD Module & Diary are activities which are carried out in the most schools in the State:

1. It is recommended that this CPD Module & Diary for school heads be implemented in all schools in Nagaland as a continuous practice every year.
2. It is also recommended that the CPD Module & Diary can be used as a reference for awarding schools heads on Teachers' Day and for promotion and posting.
3. The activities given in the CPD Module and Diary can be modified as per the requirement of the State.

CONCLUSION

The professional development of teachers is a lifelong learning process, which starts from initial teacher education phase and continues till their retirement. It means Continuous Professional Development includes the consciously planned activities which will aid in the teaching career of a teacher or school heads to update the existing knowledge or new learning through online and offline mode.

The CPD Module and Diary is an initiative to provide support for professional development to the school heads, so that they achieve the right abilities to do their job and enhance their expertise. It embraces everything that they need to do to improve job performance and 'lifelong learning'. The activities incorporated in the diary enhance their professional growth which includes lectures, attending and conducting orientation programmes, workshops, seminars, conferences, conducting research, consultation with peers and experts and so on.

An index of overall participation and reporting was compiled by assigning a grade to each head teacher by the District Education Officer, Kohima according to the activities recorded in the Diary provided to them. As observed, most school heads have covered a high average hours in their Continuous Professional Development. However, there is still a need for high level of participation in order to exercise their own professional judgments by identifying and taking part in development activities which they feel are most beneficial to them.

GOVERNMENT OF NAGALAND
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
NAGALAND :: KOHIMA

Continuous Professional Development *Module and Diary for School Heads*



Name: _____

Year: _____

Module for 50 Hours Continuous Professional Development for School Heads

Continuous Professional Development (CPD) is a combination of approaches, ideas and techniques that helps to manage one's own learning and growth. In education CPD is a **planned, continuous and lifelong process** whereby teachers and school heads try to develop their personal and professional qualities and to improve their knowledge, skills and practice leading to their empowerment, improvement and development of their organisation and their students.

CPD is not just about attending training courses, it can be activities that improves one's profession. It can include doing project work, attending and organizing seminars, informal learning with peers, reading journals and articles, updating knowledge through Television and Internet, writing articles, reviewing one's work etc.

The National Education Policy 2020 envisions an education systems rooted in Indian ethos that contributes directly to transforming India, sustainably into and equitable and vibrant knowledge society by providing high quality education to all and thereby making India a Global knowledge supper power.

One of the main focuses of NEP 2020 is providing continuous opportunities for self improvement and to learn the latest innovations and advances in their professions. Every Educator will be offered platforms in multiple modes so that they may share ideas and best practices through Continuous Professional Development (CPD). CPD is the ongoing process of developing, maintaining and documenting one's professional skills. These skills may be gained formally, through courses or training, or informally, on the job or by watching others.

School principals and school complex leaders will have modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they may share best practices with each other. School leaders will be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency based education.

With this perspective, the School Leadership Academy, Nagaland has developed a module for the **Continuous Professional Development (CPD)** of school heads and a Diary to record the activities for the State.

The Activities for the 50 hours Continuous Professional Development (CPD) of school heads are:

Sl. No.	Activity	Time
1	Attending Seminars (online/offline)	3hours
2	Attending Workshop/Refresher courses/ Trainings	20 hours
3	Meetings with Professional Learning Community (PLC)	4 hours
4	Organizing Seminars/Awareness programmes for students, SMC members, parents, community etc.	5 hours
5	Innovative Practice in schools	10 hours
6	Action Research	9 hours

1. Attending Seminars (online/offline) – 3 Hours

Meaning of Seminar:

- A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. (Wikipedia)
- Seminar is an instructional technique of higher learning which involves paper reading on a theme and followed by the group discussion of the theme.

Types of Seminars:

- Mini Seminar – A seminar organized to discuss a topic in class is known as mini seminar
- Main Seminar – Such seminars are organized in departmental level or institutional level.
- National Seminar – it is organized by an association at national level
- International Seminar – Seminars organized by international organizations like UNESCO etc.

Benefits of Attending Seminar:

- i) Improves Communication - Seminars help in becoming better listener, present one's arguments and ideas clearly and be open to others' points of view. Group discussions and activities improves interpersonal skills, such as dealing with conflicting opinions among group members and working together to accomplish assignments or tasks.
- ii) Seminars give intensive exposure to a topic through presentations and discussions led by multiple experts.
- iii) Seminars also provide the opportunity to meet other people who share same interests.
- iv) Attending Seminars renews motivation to pursue one's goals and rekindles enthusiasm. This can lead to higher productivity and fulfillment of professional and academic goals.

How to go about:

- i) Attend online or offline seminar covering 3 hours in a year.
- ii) The 3 hours duration should be on the actual hours spent attending seminars
- iii) The details of the seminar should be recorded in the CPD Diary along with pictures

2. Attending Workshop/Refresher courses/ Trainings – 20 Hours***Meaning of Workshop/Refresher courses/ Trainings:***

- Workshop - A meeting of people to discuss and/or perform practical work in a subject or activity.
- Refresher courses – A refresher course is a training course in which people improve their knowledge or skills and learn about new developments that are related to their job.
- Trainings - Training is teaching, or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. (Wikipedia)

Benefits of Workshop/Refresher courses/ Trainings:

- i) Opportunity to learn from experts
- ii) Develops leadership skills
- iii) Enhances cooperation and collaboration
- iv) Builds long-term memory
- v) Reduces mistakes and improves productivity
- vi) Identifies knowledge gaps and training needs
- vii) Improves students achievements

viii) Helps in keeping in touch with new developments in the field

How to go about:

- i) Attend Workshop/Refresher courses/ Trainings online or offline.
- ii) The Workshop/Refresher courses/ Trainings should be organized by a recognized institute/department.
- iii) A school head can choose to attend 1 long term training or 2 - 3 short term trainings covering 20 hours in a year.
- iv) The details of the training should be recorded in the CPD Diary along with pictures.

3. Meetings with Professional Learning Community (PLC) – 4 Hours

Meaning of Professional Learning Community (PLC):

Professional Learning Community is a team of educators who shares ideas to enhance their profession, teaching practices and enhance students' learning. It can be school heads of a cluster/block, district etc., teachers of same school, teachers teaching the same grade or same subject etc.

Professional learning communities tend serve to two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. Professional learning communities often function as a form of action research—i.e., as a way to continually question, re-evaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. Participation in meetings may be entirely voluntary, and in some schools only a small percentage of the faculty will elect to participate, or it may be a school-wide requirement that all faculty members participate. In professional learning communities, teams are often built around shared roles or responsibilities. Teachers, for example, will discuss and reflect on their instructional techniques, lesson designs, and assessment practices, while administrators may address leadership questions, strategies, and issues.

While the specific activities and goals of a professional learning community may vary widely from school to school, the following are a few examples of common activities that may take place in meetings:

- **Discussing teacher work:** Participants collectively review lesson plans or assessments that have been used in a class, and then offer critical feedback and recommendations for improvement.
- **Discussing student work:** Participants look at examples of student work turned in for a class, and then offer recommendations on how lessons or teaching approaches may be modified to improve the quality of student work.

- **Discussing school management:** Participants analyze how the school heads manage their own schools like management of teachers, available teaching learning materials and other resources and collaboratively develop proactive strategies to help manage schools efficiently.
- **Discussing professional literature:** Participants select a text to read, such as a research study or an article about a specialized instructional technique, and then engage in a structured conversation about the text and how it can help inform or improve their leadership skills.

Benefits of Professional Learning Community (PLC):

- Improves teaching learning
- Builds stronger relationships
- Helps the teaching community to stay updated on new research and emerging technologies in education
- Helps school heads and teachers reflect on ideas

How to go about:

- i) The school heads should attend the following types of meetings at least 3 to 4 times in a year covering 4 hours.
 - Meetings of school heads of your cluster/block/district.
 - Teachers meeting in the school.
 - Meeting with parents/guardians and SMC members.
- ii) The agenda of the meeting should be on how to improve learning experiences of children, how to have stronger parents and community involvement in the school system, how to improve the education system etc.
- iii) The details of the meetings should be recorded in the CPD Diary along with pictures.

4. Organizing Seminars/Awareness programmes for students, SMC members, parents, community etc. – 5 Hours

Meaning of Seminar:

Seminar is an instructional technique of higher learning which involves paper reading on a theme and followed by the group discussion of the theme.

Meaning of Awareness Programme:

Awareness programs means community-wide or audience-specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration. (*Law insider*)

Benefits of Seminar/Awareness Programmes:

- Helps the participants to understand their roles and responsibilities.

- Awareness campaigns help to achieve long-term lasting behavioural changes.
- It helps develop alliances between the stakeholders in education system.
- It increases public knowledge about the changes in the education system and other social issues.

How to go about:

- i) Organize one or two seminar/awareness programme covering 4 hours in a year with at least 30 participants.
- ii) The 4 hours should be the actual time of the seminar/awareness programme and not time spent organizing logistics for the programme.
- iii) The topic for the seminar/awareness programme should be related to education and social issues.
E.g.: 1) Seminar for class-9 & 10 students on 'Adult Education'
2) Awareness programme on the duties and functions of SMC members.
3) Seminar on the 'Importance of parent's involvement in students' learning' for parents and students
- iv) The details of the seminar/awareness programme should be recorded in the CPD Diary along with pictures.

5. Innovative Practice in schools - 10 Hours

Meaning of Innovation/Innovative Practice:

Innovation is a purposeful organized and risk-taking change introduced into any work organization or school system to ensure efficiency and increased productivity. It is the introduction of new ideas, methods, strategies and techniques for doing things into the school system for the purpose of improving both internal and external efficiency of the system. The injection of innovations into school administration is in response to the technological development resulting in creative and innovative practices all over the globe. Innovation therefore, is the economic application of ideas, technology and processes in new way to gain competitive advantage which could be in form of improved productivity, job performance, services and commitment. Innovation can be adopted or adapted. Innovation is a process in which new programmes or practices are put in place or injected into the operation of a system to replace old or ineffective ones.

Four types of innovations can be identified in research literature, which are applicable in school management. These include:

1. Service Innovation: This involves the introduction of a new service that greatly improves the management practices in schools. For example, the introduction of e-payment for the workers and online payment of school charges by students in higher institutions.
2. Process Innovation: This is the implementation of a new or improved service delivery. The process innovation in school is intended to reduce unit cost of service delivery and to improve or increase quality. Typical example of process innovation in school management include the use of new teaching methods, computer-based examination, use of ICT tools in teaching and learning etc.

3. **Marketing Innovation:** Marketing innovation involves the implementation of a new marketing method involving significant changes in product design or product promotion or pricing.
4. **Organizational innovation:** This involves implementing a new organizational method in the school business management practices. This type of innovation is intended to increase workforce satisfaction and good human relations by reducing administrative bottle-necks. The ultimate aim is to increase productivity, commitment and involvement among employees.

In education, innovation can appear as a new pedagogic theory, methodological approach, teaching technique, instructional tool, learning process or institutional structure that, when implemented, produces a significant change in teaching and learning, which leads to better student learning. So, innovations in education are intended to raise productivity and efficiency of learning and/or improve learning quality. For example, Khan's Academy and MOOCs have opened new, practically unlimited opportunities for massive, more efficient learning.

Innovation can be directed toward progress in one, several, or all aspects of the educational system: theory and practice, curriculum, teaching and learning, policy, technology, institutions and administration, institutional culture, and teacher education. It can be applied in any aspect of education that can make a positive impact on learning and learners. In a similar way, educational innovation concerns all stakeholders: the learner, parents, teacher, educational administrators, researchers, and policy makers and requires their active involvement and support. When considering the learners, we think of studying cognitive processes taking place in the brain during learning – identifying and developing abilities, skills, and competencies. These include improving attitudes, dispositions, behaviours, motivation, self-assessment, self-efficacy, autonomy, as well as communication, collaboration, engagement, and learning productivity.

Benefits of Innovation in Schools:

1. Innovation in education encourages students and teachers to research, explore, and use all the tools to uncover something new.
2. Use of technology in classroom is an innovation which promotes a new way of thinking, thereby helping students develop their creativity and problem solving skills. Also, the use of e-mails, facsimiles, mobile phones for calls, discussions and text messages enhances effective communication and make communication faster than using letter writing and memos.
3. Innovations in schools encourage students to develop different Life Skills, thereby inculcating innovation and unleashing the creativity of students.
4. Innovation in planning ensures quality in the management of the school and provides a focus in the operation of the school.
5. By being innovative the school head can optimally stimulate and encourage their subordinates to support them and work together for the growth and development of the school.

How to go about:

- The school head can initiate innovative practice in the school where the school head should be involved for 10 hours in a year.
- Record the initiation and implementation of the innovative practice in writing, along with pictures and video document it to share with other school heads.
- The details of the innovative practice should be recorded in the CPD diary along with pictures

6. Action Research – 8 Hours

Meaning of Action Research:

There are many ways to conduct research. Each of these ways is used in various professional fields, including psychology, sociology, social work, medicine, nursing, education and so on. However, the field of education often uses **action research**, an interactive method of collecting information that's used to explore topics of teaching, curriculum development and student behavior in the classroom.

Action Research is a method of systematic enquiry that teachers or school heads undertake as researchers of their own practice. The enquiry involved in Action Research is often visualized as a cyclical process, as shown below.



Let's take a closer look at the cycle of action research. As you can see, the process first starts with identifying a problem. Then, you must devise a plan and implement the plan. This is the part of the process where the action is taking place. After you implement the plan, you will observe how the process is working or not working. After you've had time to observe the situation, the entire process of action research is reflected upon. Perhaps the whole process will start over again! This is action research!

Types of Action Research:

- **Individual action research** involves working independently on a project, such as an elementary school teacher conducting her own, in-class research project with her students.
- **Collaborative action research** involves a group of teachers or researchers working together to explore a problem that might be present beyond a single classroom, perhaps at the departmental level or an entire grade level.
- **School-wide action research** generally focuses on issues present throughout an entire school or across the district. Teams of staff members would work together using school-wide action research. As you can see, action research can be used in many educational settings.

Methods of Action Research:

There are many methods to conducting action research. Some of the methods include:

- Observing individuals or groups
- Using audio and video tape recording
- Using structured or semi-structured interviews
- Taking field notes
- Using or taking photography
- Distributing surveys or questionnaires

Researchers can use more than one of the methods above to assist them in collecting rich and meaningful data.

Benefits of Action Research:

Action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. Sure, there are all types of methods of teaching in the classroom, but action research works very well because the cycle offers opportunity for continued reflection. In all professional fields, the goal of action research is to improve processes. Action research is also beneficial in areas of teaching practice that need to be explored or settings in which continued improvement is the focus.

How to go about:

- The school head can initiate action research in the school where the school head should be involved for 8 hours in a year.
- Document the action research and prepare a proper write up.
- An abstract of the action research should be recorded in the CPD diary.

Example of how an Action Research is to be conducted:

Imagine that you are interested in examining a specific problem that occurs in school. For this activity, you need to identify a problem (e.g., students are littering the school premises), devise a plan (develop an intervention for teachers to motivate the students to practice cleanliness), implement the plan (have the teachers conduct the intervention for two quarters), observe the outcome (circulate surveys questioning how the students rate their changed behaviour), and reflect on the process (note whether the intervention was successful or not, and discuss possible areas of improvement). After writing down the five steps on paper, reflect on the process and how effective you think that action research was.

Continuous Professional Development (CPD) Diary



Name: _____

Year: _____

DETAILS OF THE SCHOOL HEAD

1. Name in full : DR. TALISANGLA
2. Name of the School : JOHN GHSS VISWEMA
3. District : KOHIMA
4. Year of Retirement : 2043
5. SDEO Circle : KOHIMA

DETAILS OF THE SCHOOL

1. Category of the School : Higher Secondary School ☒ High School ☐ Middle School ☐ Primary School ☐
2. School Management : Private ☐ Government ☒
3. No. of Teaching Staff : 24
4. No. of Non-Teaching Staff : 16
5. No. of Students enrolled for the Academic year 2022 : 88

50 Hours Continuous Professional Development (CPD) Diary for School Heads

1. Attending Seminars (online/offline) – 3 Hrs.

Sl. No.	Type of Seminar Online/Offline	Date & Duration (in Hrs.)	Topic	Speaker/ Organization	Website/Programme ID (for online seminar)	Brief Reflection
E.g.	Online	25/08/2021 2 hrs.	Leadership & School	John SLA, Nagaland	www.slanagaland.in.org	
1.	offline	03/12/2021 3 hours	Orientation on CPD Module for School Heads.	Director, SCERT/ Thebi Joseph R.A SCERT		SLANagaland SCERT Youtube channel was launched on this day. CPD in reference to NEP 2020 was discussed. CPD Module was handed over to all attendees.
2.	Online	07.06.2022 2 hrs	Covid-19 Response	NBSE	Zoom Meeting Id: 83172992042	To understand the Post Covid situation and organise plans to overcome the hurdles in a phased manner.

Sl. No.	Type of Seminar Online/Offline	Date & Duration (in Hrs.)	Topic	Speaker/ Organization	Website/Programme ID (for online seminar)	Brief Reflection
3	Online	24.05.2022 2 hrs	School Leadership	NBSE	Zoom Meeting Id: 81771611778	Design and Develop formats to monitor, evaluate and coach the internal teams to achieve the vision of the school.
4	Online	10.05.2022 2 hrs	Student-Centred plan	NBSE	Zoom Meeting Id: 88905495673	Focus and promote an active student-centred instruction plan.
5	Online Offline	04/11/2022 1 hr	NAS Report 2021	SCERT	Google Meet meet.google.com/ mgw-omkx-oox	Dissemination and Understanding of NAS report 2021 for Kohima district.

Picture Gallery for Seminar

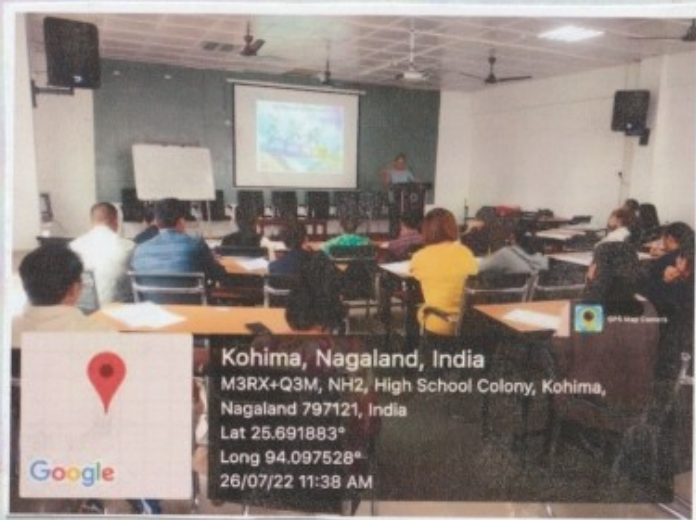


2. Attending Workshop/Refresher courses/ Trainings – 20 Hrs.

Sl. No.	Name & Type of Activity (Workshop/Refresher courses/ Trainings)	Date & Duration (in Hrs.)	Organizer	Website/Programme ID (for online seminar)	Brief Reflection
E.g.	Name: One month School Leadership Development Programme	01/08/2021 – 31/08/2021 75 hrs.	School Leadership Academy, Nagaland		
1.	18 Days School Leadership Development Programme	26/07/2022 – 17/08/2022 50 hours	SCHOOL LEADERSHIP ACADEMY, NAGALAND	Offline/ SIEMAT Hall.	It was a good learning opportunity to sit down and learn from the competent resource persons.
2.	One Month School Leadership Training for the Heads of Secondary and Higher Secondary Institutions (Govt. & Private).	08.04.2022 to 07/06/2022 20 hours	NBSE	Online & Offline Programme Id : 088905495673 (Zoom Meeting) ② Meeting Id : 89280353944	The training comprised of 6(six) modules, with one module planned every fortnightly in a dual-mode of offline/online sessions. The aim of the modules was to design and implement a pre-in-service program for Heads of Institutions post Covid-19 pandemic in an urgent need to transform schools into productive institutions.

Sl. No.	Name & Type of Activity (Workshop/Refresher courses/ Trainings)	Date & Duration (in Hrs.)	Organization	Website/Programme ID (for online seminar)	Brief Reflection
3.	One day school Mentor- ship Training for Principals of Higher Secondary Schools of Kohima District.	27.04.2022 (3 hours)	NBSE	Offline NBSE Conference Hall.	This training was planned to equip the Principals/ heads to mentor the other heads and teachers for effective management of the school.
4	Capacity Building Training for SMCs/SMDCs	07.11.2022 (5 hours)	Department of School Education	Offline (GHS Tokoma) venue	Orientation and capacity Building for SMCs/SMDCs for the 2nd Batch of 942 schools under PIG (NECTAR) was done.

Picture Gallery for Workshop/Refresher courses/ Trainings



3. Meetings with Professional Learning Community (PLC) – 4 Hrs.

Sl. No.	Type of Meeting	Date & Duration	Agenda of the Meeting	Brief Reflection
E.g.	School Teachers Meeting	09/08/2021 1 Hr.	How to motivate children to actively participate in classroom activities.	
1	School Leadership Core Group Meeting	29.11.2022 1 hr.	To discuss onward activities for school Leadership Academy.	To actively motivate school heads to upload innovative ideas on SLA youtube channel to motivate and learn from one another.
2.	Meeting with school heads.	23.09.2022 1 hr.	To discuss details on IAF for HSLC & HSSLC	New online system of applying for HSLC & HSSLC Exams was deliberated upon.
3.	School Teachers Meeting	08.02.2022 1 hr.	Teachers' accountability to improve teaching/learning was discussed. To maintain teacher's diary. To continue the Remedial Teaching till the 25 th Feb. 2022.	Teacher's role to motivate students was discussed. Enrolment drive was also decided to be undertaken by all stakeholders.

Sl. No.	Type of Meeting	Date & Duration	Agenda of the Meeting	Brief Reflection
4.	Meeting with hostel wardens and cooks	08.08.2022 1 hr.	1. Wardens to represent parents in the PTMs. 2. To maintain daily hostel time-table 3. Warm meals to be served. 4. Weekend outing to be allowed only once a month.	It was a good opportunity for all wardens and cooks to discuss about the well-being of the hostelless under our care and protection.
5.	SMDL MEETING	22/02/2022 1 hr.	- School Development Plan 2022-23. - E-learning classrooms to be set up - To focus on core academics for the year 2022.	The several needs of the children/students were discussed. Some immediate needs were addressed. motivate one another and seek community involvement for the welfare of the students.
6.	PTM (class 8-10)	22/07/2022 2 hrs	- Needs of the students was discussed. - Performance in the Hirdan Exam	As common denominators in the student's life, Parents/Teachers all sat together to deliberate on how to improve/maximise the students interest & capabilities
7.	PTM (class 11-12)	10/11/2022 2 hrs	- Collaborative assessment of the student's performance in the mid-term exams was done. - Discussions held for the welfare of the students.	Important topics on gaming addiction, harmful effects of tobacco was also discussed. Student's Achievements were also lauded and appreciated.

Picture Gallery for Meetings with Professional Learning Community (PLC)



4. Organizing Seminars/Awareness programme for students, SMC members, parents, community etc. – 5 Hrs.

Sl. No.	Type of Activity (Seminars/Awareness programme)	Date & Duration	Topic	Target Group	No. of Participants	Brief Reflection
E.g.	Awareness Programme	21/08/2021 2 Hrs.	Awareness programme on Duties and Functions of SMC Members	SMC members, parents and teachers	30	
1	Awareness Programme	05/05/2022 2 hrs.	Childline 1098 introduced at school under the aegis of the Ministry of Women and Child Development, Govt. of India.	Children, teachers, parents	88	Childline 1098 is 24/7 toll free emergency outreach for children in need of care and protection linking them to services for their long term care and rehabilitation.
2.	Seminars	26/05/22 3 hours	Seminar on Career Guidance and Employability Skills Development	Students	88	The Department of Youth Resources and Sports along with the Youth Net had a programme on Career Guidance and Employability Skills Development

Sl. No.	Type of Activity (Seminars/Awareness programme)	Date & Duration	Topic	Target Group	No. of Participants	Brief Reflection
3.	Health Awareness Programme	31/05/22 3 hrs	Health check-up was done by Dr. Katila Longchar. Medical officers	Students	80	The RSK team from CHO Koma visited the school for health-check-up and awareness programme. The students were screened first and medicines were provided and cases dealt with accordingly. Reading glasses were also provided for free for needy students.
4.	Cultural Seminars	18/07/22 2 hrs	Rich Cultural Seminars on Promotion of Music. Speakers - 1. Ketaka Vitsa 2. Zholgo Pucho	Teachers/Students	130	The need to preserve our rich cultural traditions and music was emphasized by the speakers. It was a great learning experience for all staffs and students alike.
5.	Awareness	25/05/22 2 hrs	Self-Defence for Girls -	Girls student		The basic self-defence skills were taught.

Picture Gallery for Organizing Seminars/Awareness programme for students, SMC members, parents, community etc.



5. Innovative Practice in schools - 10 Hrs.

Sl. No.	Type of innovative practice initiated	Duration	Brief description of innovative/best practice
E.g.	Rain water harvesting	10 hrs for 4 months (May, June, July & August)	In collaborating with the teachers and students of class 9 & 10, we constructed 4 water storage tanks using bamboos and mica in the school. The rain water was collected from the roof of the school building by constructing a pipe-like structure. During the dry season, this stored water was used for different purpose in the school..... (elaborate)
	Organic Garden KEY AREA 5: LEADING INNOVATIONS	30 hrs for 6 months. (Jan/Feb - Only / August)	The concept of cultivating an organic kitchen garden is not a new concept by any means. But this time we decided to bring some innovations to it by cultivating only locally available seeds/saplings that are suitable to the climate and eco-system of our particular area. The entire gardening/ farming process is done by the students under the guidance of all teaching/ non-teaching staffs. The students/ staffs clean and clear an empty plot of land and till the soil using basic tools like spades, hoes, machetes, etc. All weeds and stones are removed and the earth/soil is tilled finely. Then, local organic seeds are sown according to suitable seasons. Eg garlic, potato, onions, maize/ corn, etc.

Sl. No.	Type of innovative practice initiated	Duration	Brief description of innovative/best practice
			The planted vegetables were successfully harvested. All the different crops gave a good harvest. There was also a constant supply of nutritious fresh vegetables in the school kitchen for the whole staff to make use of during special occasions. More importantly, it added to the Mid-Day meal for the children. A sense of belongingness was also developed among the children when they were doing collaborative work at school with the hands-on approach of the concept of the Organic Farming. It, therefore, was a successful venture / project in so many ways. Through this activity the students as well as all staff learnt about dignity of labour and collaborative teaching/learning at school which in turn unifies all stakeholders in the education process as a whole.

Picture Gallery for Innovative Practice in schools



6. Action Research – 8 Hrs.

Sl. No.	Topic	Duration	Abstract of the Action Research
E.g.	'Students Littering School Premises	8 Hrs. (Covering 3 months)	How to write an abstract? An abstract summarizes, usually in one paragraph of 300 words or less, the major aspects of the entire paper in a prescribed sequence that includes: 1) the overall purpose of the study and the research problem(s) you investigated; 2) the basic design of the study; 3) major findings or trends found as a result of your analysis; and, 4) a brief summary of your interpretations and conclusions. Use the active voice when possible, but note that much of your abstract may require passive sentence constructions. Regardless, write your abstract using concise, but complete, sentences. Get to the point quickly and always use the past tense because you are reporting on a study that has been completed.
	Poor Command over English Language	10 hrs (Covering 2 months)	Abstract: The study of the Action Research aimed to investigate and probe on the problem of poor command over English language of class 9 students of John GHS viswema. A systematic enquiry was conducted why the children in secondary section were unable to understand basic concepts taught in English especially of other subjects. This English being the medium of instruction in the school, it is therefore of utmost importance that students should be well equipped with the language skills to grasp effectively the concepts in the other core subjects taught. The study views the interplay between class 9 students and the way learners and teachers

Sl. No.	Topic	Duration	Abstract of the Action Research
			use language learning strategies in a complex and open real-life system. Methods like observation, taking field notes and distributing survey or questionnaires were used in the research process. Teachers role in fostering strategic instructions was observed. Teaching and learning practices as per the action plan/objective of the language learning lesson was also analysed. Field notes were maintained by the researcher to get the detailed descriptions and accounts of events in the research context in a relatively factual and objective style. This includes reports of own verbal information, physical settings, group structures and records of interactions. Among the several findings, some important were noted down. Findings revealed that the use of mother tongue even in an English language class is one of the main setbacks. Besides, lack of opportunity in the class, lack of use of TLM, lack of activities in the class, etc are some of the causes of the problem. The performance of the students after intervention process improved to some extent. Positive attitude to learning also increased drastically. Engagement in meaningful activities improved. It was also observed that most teachers are qualified to teach the content of the English subject but many of them are not qualified to teach it as a language. So a practical solution offered is massive orientation/workshops/trainings needed for teaching English as a language.

GUIDELINES FOR DEO/SDEO FOR ASSESSMENT

1. Out of the six (6) activities given, a School Head should complete a minimum of four (4) activities.
2. The total time spent on the activities should not be less than 50 hours.
3. Innovative practices should be highlighted and reported to State Leadership Academy, SCERT, Nagaland for documentation and to share as best practices at the National level.
4. Honest and sincere assessment is highly appreciated.



Source, Assessment - Stock Illustration

GRADE SHEET
(To be filled by the DEO/SDEO)

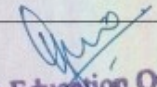
Grade	Remarks	Criteria for the Grades
A	Excellent	➤ The content is highly relevant to professional development ➤ The activities are unique and innovative ➤ Includes many opportunities to reflect and practice skills in the school
B	Very Good	➤ The content is moderately relevant to professional development ➤ The activities are insightful and learning was easy ➤ Applicable in the school to a large extent
C	Good	➤ The content is somewhat relevant to professional development ➤ The activities are appropriate but not so unique ➤ Applicable in the school to some extent
D	Average	➤ The content is marginally relevant to professional development ➤ The activities are relevant to some extent but not practical ➤ Requires improvement to relate successfully
E	Below Average	➤ The content is totally irrelevant to the professional development ➤ The activities did not adhere to the objectives of CPD ➤ The activities will not benefit the school

Grade Allotted A

Based on the Grade, observation/comment by the DEO/SDEO

The activities and contents are highly relevant which is incorporated with unique, innovative and practical skill in school. All these opportunities and activities can be practised in the schools for the overall development, both professionally and academically.

Name of the DEO/SDEO: Smt. Dziesetunuo
District: Kohima


 District Education Officer
 Kohima, Nagaland
 Signature with seal
 Date: 16/12/2022