

SHORT-TERM LEADERSHIP TRAINING FOR SCHOOL HEADS

REPORT OF DAY 1

Dated: 02/07/2024

The inaugural session began with the arrival and registration of participants and the other dignitaries. The Chief Guest – Shri Ravindra Telang, IAS, ACS, Education Department along with other dignitaries from the Education Department i.e. Secretary cum SPD Samagra Shiksha – Shri Tashi Choppel, Principal Director – Shri Sonam Denzongpa, Additional Director – Shri Lila Dhar Sharma, JD Secondary Education - Smt. Anugrah Rai and other officials from the Education Department were welcomed by offering khadas by Director SCERT immediately followed by the lighting of the ceremonial lamp.

Dr. Rabin Chhetri – Director, SCERT welcomed and thanked the Chief Guest and other distinguished guests along with the participants for their valuable time and presence in the programme. He then provided a brief overview of the 5-days program beginning with a session on perspective on school leadership, transforming teaching learning process, leading innovations and partnerships with stakeholders followed by other pertinent issues concerning the school administration such as Finance and administrative procedure and rules, accounts keeping and budgeting, NEP 2020, Foundational Literacy & Numeracy, CBSE matters including exams and scholarships and school health and wellness programme. The icing on the cake being the morning session on Meditation and Self Reflection from 3rd July 2024 – 6th July 2024 by Shri Ravindra Telang, IAS, ACS, Education Department, Govt. of Sikkim.

Shri Tashi Choppel – Secretary cum SPD Samagra Shiksha in his address spoke about working in close collaboration with various directorates of School Education including the Hon`ble Minister for the betterment of the schools in the state. He expressed his concern over the decreasing enrolment in the Govt. schools and suggested that the School Management Committees may be roped in to improve the schools. He also stressed on the need to undertake a self-analysis so as to ascertain the reasons for the drain of human resources to other departments and find ways and means to retain them in school education. He urged the school heads not to resist change and instead to become the torch bearers for change. He also asked the participants to share their expectations from the department and assured to look into it and work for the betterment of the schools. He also expressed his condolences to the family of the deceased teacher from Gyalshing district who had met with an accident and succumbed to his injuries a few days earlier.

ACS Sir addressed the participants where he stressed on the need for the training programmes as these which he desired to be organized for the past couple of years but due to various constraints of working in a government system it got delayed. He stressed on the need to understand that we are also a part of the system and we as individuals need to put in concerted efforts to bring about changes at our level so as to change the system ultimately. He stressed on the need for change which is constant and yet we resist it. He said that constructive criticism comes only with openness to change in a constructive manner by being receptive to changes and new ideas.

ACS sir sought the feedback of participants with regards to the Education Monitoring and Management Information Systems (EMMIS). He urged the School Heads to ensure the entry of accurate data and that the other sections of the department shouldn't bother the schools for the data already uploaded in EMMIS Portal unless to ascertain its validity. He further interacted with the school heads to know how many schools have been analysing and interpreting the EMMIS data for school improvement. He

suggested that the schools should utilize the data in EMMIS to track the learning outcomes of students, track their academic performance and the correlation between academic performance and attendance in the days to come. He suggested that the schools undertake a SWOT analysis of their respective schools and take a pledge to increase the pass percentage of students to over 90%. He also stressed on putting an end to the blame game that we usually resort to for our failures and work towards school transformation by taking responsibility at the school level as we are also the face of the system vis-à-vis the perpetrators of the system and the victims of the system.

JD SCERT – Dr. Shanti Ram Adhikari proposed the vote of thanks with Mr. Ajay Pokhrel, Nodal Officer, SLA cum co-ordinator of the program/SCERT as the Master of Ceremony for the programme.

POST LUNCH

TECHNICAL SESSION I (2:00 PM – 4:30 PM) dated: 02/07/2024

Dr. Sunam Gyamtso Tenzing

The first technical session “Perspective on School Leadership” was conducted by Dr. Sunam Gyamtso Tenzing – Former Consultant, School Leadership Academy, SCERT Sikkim.

He emphasized on bringing a change in the school system for which one has to work unitedly. A leader should always be co-operative and praise and acknowledge the worthiness of their colleagues rather than pointing out their shortcomings. School Leaders should always remain updated on the recent developments in the field of Education. He further suggested to attain mastery over self by keeping our ego aside with the readiness to accept the change that is inevitable and the only constant and leaders should always believe passionately that they can make a difference.

Activity 1: He began with an activity by asking the participants to share one’s name & its meaning and the motto/vision of the school and deliberated a discussion on the true meaning and significance of our names and whether we have truly lived up to the meaning of our names in the true sense of the word. This was an exercise of self-reflection and an eye-opener for the participants to actually come out with a whole range of new manifestations to one’s name and live up to it. There is a reason behind our name and the motive is to realize the name. One’s name is never intended to be negative; it’s always having a positive energy and that what we need to seek and realize.

Activity 2: Dr. Sunam called upon a volunteer to come up and Sticky Notes with values one hold dear and stick it on the house drawn in the chart paper. The best part is that most participants placed their sticky notes in the foundation of the house signifying and consolidating the need to give importance to the values on which the development of the other parts depend. We need to meditate and ponder upon the values embedded within each of us and build on it our character so that the vicissitudes of life can in no way affect us and that we remain firm on the righteous path throughout our lives. He further related that to how it can be associated with the school setting that of giving priorities to the values thereby creating a pool of righteous men of character that shape a better future of the nation. He also reiterated on how the absence of these values lead to the downfall of a school while in its abundance the school prospers.

LEADING SCHOOL TOWARDS TRANSFORMATION:

Change vs Transformation: Do our schools require transformation? If yes, to what extent? From what to what? Change is cosmetic, transformation is permanent. He shared a story of an iceberg in the Antarctica that floats away with a whole colony of penguins. It's an allegorical story and it's construed that penguins are like human beings who live in colonies. The penguins sense danger in the warning signs shown by nature and do some thinking as to why their iceberg is floating and what is it that's going wrong underneath the iceberg. They look around and beneath the iceberg and find some fissures, cracks and crevices and relate it to the impact of global warming. They then meet the leadership council of the penguins and report of the impending danger and that all is not well and need to do something about it. The leadership council doesn't take it seriously so a group of penguins look out for other safer icebergs and give the report to the leadership council. The scouts put some ice in a bottle and presents it to the leadership council. This bottle eventually in the extreme cold bursts and then only the leadership council gets awakened and they relate it to the breaking of the iceberg. Then they all wake up to the reality and join hands in carrying out remedial measures. The learning/key message of the story may be related to a school setting as well wherein similar issues abound and they tend to get neglected. In the meantime, causing serious repercussions to the school and its functioning. The key message being able to identify the potential threats and hazards, identify problems and concerns and act before it's blown out of proportions so that timely interventions are taken up and the school functioning becomes steady. In this way we can save our planet, we can save our soul, we can save our school.

The Master of Ceremony for the session was Ms. Lensong Lepcha – Asst. Professor, SCERT

PICTORIAL GLIMPSE OF DAY 1



INAUGURAL DAY OF THE SHORT-TERM LEADERSHIP TRAINING FOR
SCHOOL HEADS

SESSION ON MEDITATION AND SELF REFLECTION

Shri Ravindra Telang, IAS, ACS Education Department, Govt. of Sikkim

This session purely dealt with the exploration of one's true self by way of meditating and introspecting within oneself. ACS sir explained at length the various aspects involved in meditation and self-reflection and the do's and don'ts thereof. He gave a detailed insight on the various techniques and steps of meditating by focussing on any one thought and holding onto it. He talked about letting go of emotions, listening to the heart as we begin our meditation by taking a thought that there is a source of divine light within us that is encompassing us. And be in that state as far as possible, in due course of time other thoughts take over, we realize that and ignore our thoughts consciously by gently reminding that we are meditating and continue meditating and at the end we try and feel it, recapitulate it and let that condition absorb within ourselves and the surrounding and ultimately throughout the universe.

However, he also shared how some people focus on the breath while others focus on the heart as it is the heart that is the first sign of life and also the last thing to leave a body rendering it lifeless. It was then followed up with a practical session which was really an enriching experience for all the participants. He also facilitated a session wherein he sought feedback from the participants on their experience. It was truly an eyeopener and a very fruitful one that definitely would go a long way to improve the performance of school heads by helping in clearing a cluttered mind.

SESSION ON NEP 2020, NCF AND PEDAGOGICAL LEADERSHIP

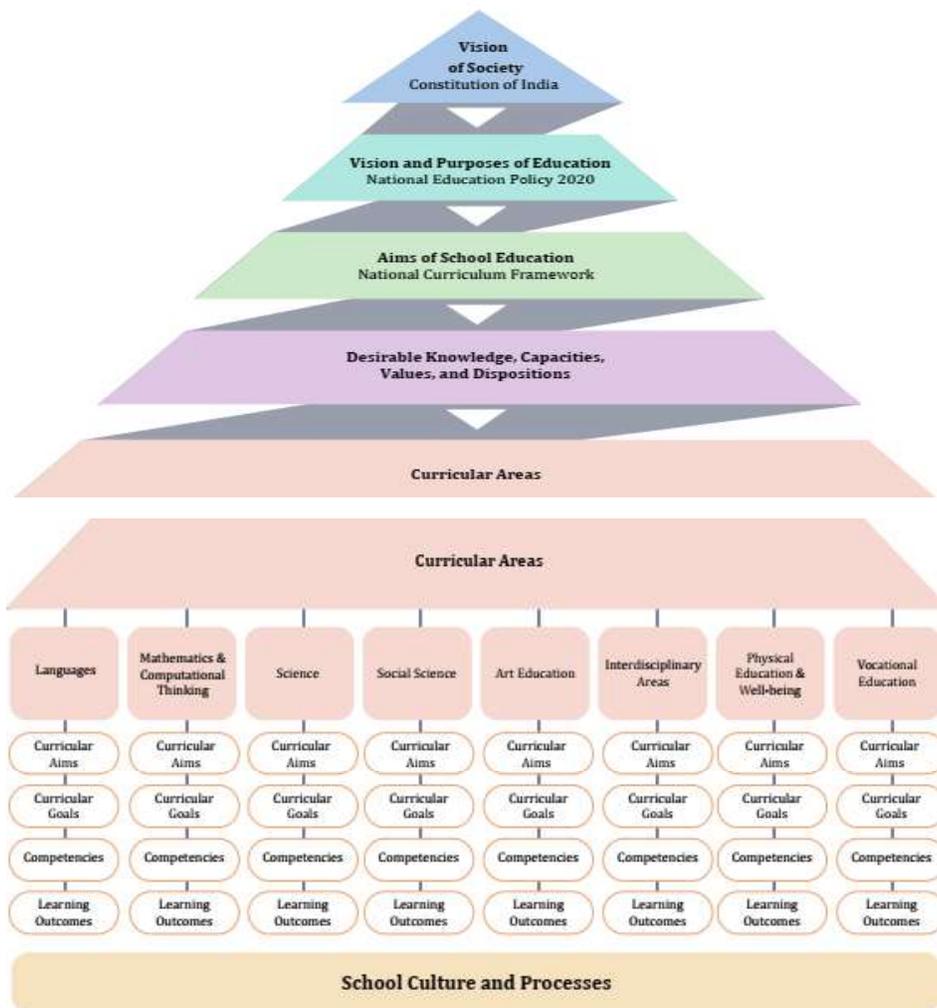
Dr. Rabin Chhetri - Director, SCERT

Dr. Chhetri stressed on the need to assume the role of a pedagogical leader by school principal and undertake the activity of preparing an annual pedagogical plan for the betterment of pedagogical practice in schools. He suggested the use of Action Research to ascertain use of multiple pedagogies to ensure the attainment of learning objectives by students in a joyful and stress-free manner at all levels, develop school specific resources for teaching learning (lesson plans, e-content, Maths & Science kits etc), ensure proper in-house training of teachers, remain up to date with all new ideas and tools, and make efforts to learn from the best practices of other schools. He shared the notification of CBSE dated 9th March 2019 that has clearly spelt out the role of school heads as a pedagogical leader. However, the notification does not prescribe a fixed framework for annual pedagogical plan meaning thereby that autonomy is granted to schools to devise their own contextualised annual pedagogical plan.

He also shared the principals' self-evaluation framework of CBSE covering various aspects as per the Annual Performance Appraisal Report (APAR) that cover about 15 different areas (Academic, Administrative etc) with various action points to assess the performance of school principals. The objective of the framework being introspective focussing towards self-improvement by assessing their strengths and weaknesses.

Dr. Rabin then referred to the NEP 2020 and NCF 2023 by sharing the aims of school education that lead to attainment of various competencies by children at different grades – that of “...Rational thought and independent thinking/autonomy, health and wellbeing, democratic and community participation, economic participation and cultural participation.” He further shared the values, dispositions and capacities that a child has to achieve through education and shared the pyramid showing the bottom-up approach of the vision of the new curriculum framework under the New Education Policy 2020.

He further discussed the Curricular Areas and the scheme of subjects along with those under Inter-Disciplinary Areas with the grade-wise subject-wise aims, goals and competencies that needs to be attained by the child in the sequence of Learning Standards as Curricular Aims at the initial stage to the Curricular Goals, Competencies and Learning Outcomes ultimately in all the 8 subject areas moving from the general to the specific (Curricular Goals-Competencies-Learning Outcomes)



Curricular Aims for each Area, are to be achieved by the ends of each of the **four Stages of schooling** and the aims of all the **eight Curricular Areas** put together should result in the achievement of the broad **Aims of School Education**. **Curricular Goals** are more **specific statements** that give direction to **curriculum development and implementation** in order to achieve the Curricular Aims. They are also specific to a School Stage and a Curricular Area. **Competencies** include specific learning achievements that are observable and can be assessed systematically, are derived from a curricular goal

and expected to be achieved by the end of each stage while **learning outcomes (LOs)** are granular milestones of learning and usually progress in a sequence leading to the attainment of a competency. LOs enable teachers to plan their content LOs enable Teachers to plan their content, pedagogy, and assessments towards achieving specific Competencies. Syllabus and content developers would have to adapt these LOs based on the contexts in which they are applicable. He also discussed the curricular aims of science education at the intermediate level and social science education at the secondary level as exemplars along with their curricular goals and competencies.

SESSION ON FOUNDATIONAL LITERACY AND NUMERACY (FLN)

Tshering Lhamu Bhutia – Joint Director, SCERT

JD madam highlighted on the difference between the earlier National Education Policies and the NEP 2020 and talked about the NIPUN Bharat Mission and FLN and the basic competencies to be attained by the child in different stages. She also shared the vision and mission of the NIPUN BHARAT Mission and discussed the various guidelines – that of developing of a vibrant curricular framework, engaging learning materials, defined and measurable learning outcomes, teacher capacity building and assessment techniques.

She also discussed the roles of various stakeholders involved in the mission including MOE, State Govt. NCERT/SCERT, DIETS, BRCCs/CRCCs, Schools, Parents, teachers, SMCs, NGOs among others and highlighted the role of a school head as a pedagogical leader and the dispositions and qualities of school heads to lead as pedagogical leader, create an enabling learning environment, enable one's school and become a NIPUN School. These dispositions included adaptability, compassion, curious, democratic, open mindedness, patience, attentive, confident, creative, humble, life-long learners, mindfulness. She further encouraged the school heads to delight and be curious and concerned about teacher's development giving them room to innovate in the teaching-learning process.

She then shared the way forward with:

1. **Interventions in place** that include:

- Vidya Pravesh Module followed by Training of Teachers
- Preschool Curriculum & Training of Teachers
- FLN Module & Capacity building of DRPs followed by Training of Teachers

2. **Development of Handbook on Assessment for the Foundational Stage**

3. **Second Phase of Intervention – Surveys, Monitoring, Field Interventions such as Interactions with Schools & Support** and Development of Framework for Monitoring and mapping of Good/Innovative Practices in schools.

She also shared the administrative guidelines in the form of instructional time table for the foundational stage and Vidya Pravesh implementation circular of March 2023-2024.

SESSION ON SPECIAL NUMERACY PROGRAMME

Mr. Rajiv Phillip – Lecturer SCERT

Mr. Rajiv Phillip in his session gave a brief overview of the Special Numeracy Programme (SNP) that is currently underway in many of the schools across all the districts with as many as 33 State Resource Groups from 33 Blocks, 106 clusters with 02 schools from each cluster as a mentor school that comes to a total of 212 schools across Sikkim. He raised the concern regarding frequent change of mentors and their irregularity in attending the monthly workshops and apprised the heads of schools that a lot of time and resources have been spent on creating a pool of resource persons and that the same trained teachers should be deputed for the training/workshops for at-least 2-3 years so as to achieve significant results in the field of numeracy. He also had an interactive session with the school heads to know their feedback regarding the Special Numeracy Programme and requested them to provide support to the nodal teachers in successful implementation of the programme by encouraging them to attend the monthly workshops, motivating and encouraging them by providing all possible support and help to ultimately overcome the mathematics phobia currently grappling the children in the schools.

POST LUNCH SESSION ON TRANSFORMING TEACHING LEARNING PROCESS:

1. *Ms. Archana Gurung – JD Edn. Dept*
2. *Dr. Saroja Pradhan – Principal Sir TNSSS Gangtok*
3. *Mr. Sharad Paudyal – Principal Bojoghari SSS*

SESSION BY SHARAD POUDYAL – Principal, GSSS Bojoghari

He began by sharing a video on “school chhale hum” and related to the school settings in Sikkim. He related various instances of the school to the purpose of education and how we can engage the child in simple tasks of their interest to quench their curiosity for knowledge. He then posed several thought-provoking questions as:

- Why do we send our children to school?
- Are schools following the factory model of schooling or have we gone beyond?
- Why are we so obsessed about our children scoring well in exams?
- How are non-academic skills important for success in school and career as against academic skills?
- Why are children in school happier when the final bell rings in the evening?

He gave an example of how Ramanujan - the famous mathematician was labelled as a failure by the ‘system’ and why didn’t the educational institute realize his calibre despite his failure in physiology and all other subjects. The key message being that learning is not just limited to academic excellence nor does it happen only in the classroom/school setting. It can be attained even by someone poor in academics and even beyond the classroom/school setting.

He also shared a video on flexible classrooms by visualizing a classroom beyond the four walls and the joy of learning that is manifested in the children when learning spaces are made exciting for

children. He consolidated the concept of flexible classrooms by posing a question whether teaching-learning only take place in classrooms. He shared photographs of activities carried out in a govt. school in Sikkim beyond the classrooms where teaching-learning were happening in a joyful environment.

Session by Dr. Saroja Pradhan – Principal, Sir TNSSS Gangtok

She highlighted the purpose of school- what is the role of schools? why do schools exist? schools exist or the role of school is to create a structured environment to help students learn and acquire knowledge and skills. A school is considered good not because of the co-curricular, extracurricular activities but rather mainly because of the performance in academics. Dr. Saroja stressed on the role of an academic leader that of having a meaningful conversation with teachers, building strong and trust worthy relationship, working to cultivate trust, to provide leadership, direction and co-ordination, supervise teachers and keep track of student performance, set smart goals, be a coach and a mentor. Her discussion revolved around the reasons for transforming the teaching learning process. She also discussed about the meaning of joyful and active learning during the course of her interaction with joyful and active learning basically involving play way method

Dr. Pradhan shared a video on “Young Historians” where children were made an active participant and constructor of knowledge themselves and made to analyse the different items provided by the teacher and come up with a hypothetical situation as part of a history lesson.

It included innovative methods of teaching, gaining interest of the children and role of teacher to elicit higher order thinking skills among children.

Session on Strengthening Feedback between parents and teachers & Professional Development of Teachers by:

Ms. Archana Gurung - JD Education Department, Govt. of Sikkim

This session revolved around leadership behaviour for engaging parents and she listed various qualities that are required for engaging parents such as strategic, empathy, enrolling, negotiating, clear thinking, problem solving, outward looking, ethical etc. She started with a stretching activity for breaking the monotony and emphasized that school doesn't exist in isolation – there are SMCs, NGOs, CSOs, elected representatives etc who want the schools to perform better and as a school head one has to be a visionary and align the goals of the school with the vision and mission of the school only then will the school progress and achieve transformation. School head has to be strategic and plan for ways and means to engage the parents in a variety of ways. PTMs are becoming a one-way conversation with no dialogue as such the turn-out of parents are low. PTMs may be used as a platform for informing parents about the policies and activities of the school along with positive feedback of their child. Once they become aware then they will shoulder the responsibility of the child and turn outs improve. Empathy plays a very important role here by making them feel welcome at school by listening to them and being non-judgemental. Lack of communication is the main reason for the non-involvement hence it needs to be addressed at the earliest. Negotiate with them in a healthy manner: e.g. to deal with the case of

late comers which when inquired was due to the responsibility of cutting fodder in the morning. Hence, the school head had to negotiate to persuade the parents to make their children do the chores in the evening itself so that the children reach school on time.

She shared how impact of school and parents on students' learning is more in the age group of 7-11 years but as they reach the 16 years age group it's the effect of schools that predominate and the need to set up smart targets and smart goals with an acronym for SMART being specific, measurable, attainable, relevant and time bound in a structured manner in sync with the vision of the school.

Professional Development of Teachers as Reflective Practitioners: She discussed how selection of teacher for trainings are to be done and how sharing the content of the training after being trained should be encouraged and ensure the delivery of concepts/skills/ideas acquired through training at the classroom level. She stressed on reflective practice by resetting our priorities and analysing what worked and what didn't work leading to self-assessment, consider the changes to be brought and practise and teach again. The process of reflection is a cycle that needs to be repeated as in the order: Teach, self- assess the effect your teaching has had on learning, consider new ways of teaching which can improve the quality of learning, try these ideas in practice and repeat the process.

Observation and Feedback: she shared how it's very important for the professional development of teachers involving the following steps: **Coach and not evaluate, acknowledge teacher's good practices and keep the child learning at the centre of the teaching learning process.** She discussed about the various tools that could be used for observation and feedback **as peer observation and classroom observation by the school head for giving constructive feedback. Some tools in the form of a questionnaire/checklist may as well be resorted to.** The teacher may be informed beforehand regarding the classroom observation and start giving feedback on a positive note focussing on the children's learning. She suggested that descriptive and action related **feedback be given as a coach/mentor** and whenever negative feedback is to be given, it should be timely by immediately calling the teacher in private and talk to them in a descriptive manner for instance, 'you could have made better use of time if materials had been distributed earlier'. She suggested that a rationale be provided as to how the teachers technique affect student's learning allowing them to narrate their part of the story and the reason for adopting a particular method/pedagogy of teaching followed by the teacher and allowing the teacher to understand the reason for the feedback and clarify again if need be.

PICTORIAL GLIMPSE OF DAY 2



SHORT-TERM LEADERSHIP TRAINING FOR SCHOOL HEADS – DAY 2

Ms. Ranju Pradhan was the Master of Ceremony of the programme.

Session on Meditation and Self Reflection

Shri R. Telang, IAS, ACS, Edn. Dept. Govt. of Sikkim

Shri R. Telang greeted the participants and shared a video on YouTube on Heartfulness practice along with the link heartspots.heartfulness.org for guidance online. He also shared a video on “Guided Practice” videos for the benefit of participants.

According to him, today’s session was dedicated to ‘cleaning’ – a purely active exercise as opposed to meditation. We understand the physical cleaning of the body, but how do we clean the consciousness of the day’s accumulations. It builds a heaviness as every thought and action leave residues that guide our thinking. Two different persons perspective of observation of the same objects differ significantly. What we see at times is not what we want to see but it’s guided by our subconsciousness to see what we see. The experience of this world is therefore not a material experience but an experience of the past that interferes at the subconscious level. So, the subconscious holds the key to all our likes and dislikes, experiences in life. Some people have repeatedly same experiences which they ascribe to destiny. These repetitions make our life same and burdensome leading to monotony.

The impressions of the subconsciousness, our thoughts are guided by our own will, at times education tries to do so by broadening the outlook. The children learn easily while to teach the adults are challenging. The neurons that fire together will wire together meaning they will make you think in the same line and we become neurologically rigid as adults as we are unable to come out of the loop like a prison in our own mind. We create our own hell by creating impressions in the subconsciousness. Prejudice prevails because people generalize one experience they had and apply these generalisations e.g. ‘a bearded man is a thief’. Mind is a protective mechanism but in the same process everything that’s protective becomes a prison. e.g. parents protecting the children where the children feel imprisoned and want to break free. Everything that exceeds a limit is harmful. Same things apply to our thoughts as well.

Neuroplasticity – a branch of science encourages us to try learning a new language or acquire a new habit. As we grow old, we become rigidly involved in the prison of our habits. To be able to break free is what is meditation and self-reflection. A technique evolved from contemplation and sages realized that our back have some energy centres that help us in cleaning. Instincts are sourced from the medulla oblongata in the brain then came the intelligence that took over the instincts. The pre-frontal cortex - a new and unexplored part of the brain and its potentials remain unexplored as importance is given more to Intelligence Quotient (IQ) which dominate our lives whereas Emotional Quotient (EQ) and Social Quotient (SQ) equally play a very important role to shape our personality.

A person who doesn’t learn from past mistakes/experiences is a fool while a wise person can learn from others mistakes. Cleaning in meditation will help in removing the obstacles in the process of meditation. This was then followed by a practical exercise on cleaning for 10 mins and 20 mins of meditation session. During the cleaning process one is active but while meditating one is passive. Cleaning may lead to discomfort but once it’s done it leads to freshness and make you feel lighter. Avoid pin pointing impressions that we expect to cleanse, let it go generally without you forcing it. And whatever has left you is definitely bad and the best time to meditate is ideally in morning (brahma-

muhr) i.e. at dawn while cleaning task should be done in the evening after the day's work is over. Meditation is kind of absorption with the self-conscious, a sort of samadhi state. This was again followed by an interaction with the participants and experience sharing.

SESSION ON LEADING INNOVATIONS

Mr. Prahlad Sharma – Principal, GSSS Lingee, Namchi District

Mr. Santosh Chhetri – Principal, GSSS Dikchu, Gangtok District

The session covered the following sub topics:

- ❖ Looking beyond the normative framework
- ❖ Building a culture of innovation in the school
- ❖ Rewards and Recognition for new ideas and actions
- ❖ Identifying and documenting innovations in schools
- ❖ Reimagining schools: Classroom level/School Level Activities/Innovation at School Level

Mr. Prahlad Sharma talked about the **meaning of innovation and the need for innovation** – for problem solving, joyful learning, doing things differently, bringing positive change and creating future leadership. He said that we tend to **resist change** that impedes innovation. Therefore, **looking beyond the normative framework** with an open mind set is essential for innovation to take place. He carried out an **activity on mindset** to elucidate the concept of innovation. The key message being the need to simplify things as leaders to overcome daily problems and solve it without complicating things as many problems have very simple solutions, we only need to look at it with a different lens.

This was followed by 03 rounds of another activity on **thinking out of the box** i.e. uses of a water bottle wherein the participants were asked to list the multiple uses of an empty plastic water bottle. The key learning being when clear instructions were given with a specified time limit, the participants were able to list a greater number of uses of an empty plastic water bottle.

Mr. Sharma also talked about **how to innovate** – individual, in a team by encouraging others or by participating with students and teachers. He also laid emphasis on **recognition of innovation and its proper documentation** in the form of record files, Facebook Page uploads, YouTube, video documentaries, share it with SCERT/NCERT etc.

Session by Mr. Santosh Chhetri – Principal, GSSS Dikchu, Gangtok District

Leading Innovation: Building a Culture of Innovation in Schools: - He talked about **creating a culture of innovation in schools** for which a nurturing environment must be created where innovators are encouraged, recognized and rewarded. He stressed on creating a culture of innovation in school through collaboration, ideation, implementation and value creation.

Mr. Chhetri further highlighted the **strategies to create a culture of innovation** by way of embracing curiosity, cultivating a growth mindset, providing open ended challenges, integrating technology, encouraging risk taking, celebrating diversity, provide autonomy, problem solving, leading by example and having a vision.

SESSION ON LEADING PARTNERSHIP

Mr. Shekhar Chhetri – Principal, GSSS Kitam, Namchi District

This session revolved around the **definition and role of stakeholders**. Stakeholders as Parents, teachers, children, community, administrative authorities, SMC, teacher, parents etc.

Benefits of partnership: He spoke about the components of effective partnership and emphasized on the **need to build partnership** with an aim to:

- Bring changes in education system
- School based planning and management
- Accommodate diversity
- Address socio-emotional needs
- Enrich the lives of children

He further summed up the **benefits of partnership** as stakeholders taking ownership of the school by being supportive to children, instilling confidence to help children learn, improve attendance, monitoring and accountability of the school, help mobilize financial, human and material resources, adapt education to cater to the needs, problems, aspirations of the weaker sections, stimulate initiative.

He summed up by sharing a number of photographs as evidences of building **partnership with the stakeholders for school transformation** from GSSS Kitam.



SESSION ON LEADING PARTNERSHIPS

Ms. Bandana Chhetri – Principal DIET Namchi

Her talk revolved around **perceptions of different stakeholders** – school heads and parents: parents not considered to be able to contribute towards the school, schools not willing to partner with parents, parents are unaware of the best practices prevalent in the school. School and parents together require good communication skills that allow parents and teachers to plan, set goals, solve problems and establish the relationship that they need in order to have a good partnership for which PTM is a must.

Benefits to students: studies show that students perform better when parents and school staff are equal partners. **PLCs need to be formed** and Vidhya Pravesh, SNP, FLN are also a kind of PLC for betterment of teaching-learning process. She also shared her insights on the **working of Group Dynamics** and posed questions to the participants seeking their feedback on it as well.

POST LUNCH SESSION

It began with the sharing of key take aways of yesterday's session by representatives of Namchi District, namely – Ms. Udshoni Khatiwara – Principal, GSSS Namthang & Ms. Priya Lama – Headmistress GSS Kamrang.

Session on CBSE Matters

Mr. Liladhar Sharma, Addnl. Director, Directorate of Exams and Scholarships, Edn. Dept.

He talked about the various guidelines of CBSE and highlighted the various issues faced by the schools as follows:

- **Affiliation renewal status of various schools** which are either lapsed or pending
- **Issue of upgradation of Schools** (at any levels) without the consent and written permission of the Education Department
- **Issues of registration of students in class IX** especially **wrong entry of subject codes** of students till the last moment, **errors in second language codes, wrong entry of vocational subject code** etc. He suggested that before uploading the oasis data, a print-out may be taken and cross checked asking a couple of teachers to verify the details before final upload.
- **Case of registering students of nearby private schools in the government schools of Sikkim.**
- **Error in uploading of internal assessment marks.** He suggested that while entering the marks too it should be cross checked by taking a print out and delegating the task to other teachers as well so that chances of errors are minimized along with sharing of accountability.
- **CBSE Practical Exam Duty:** CBSE suggests cross duty among the govt. schools and private schools' but govt. school's teachers hesitate to go to the private schools for the practical duty. He further urged the school heads to motivate and encourage the teachers to accept the responsibility and adhere to the schedule provided by the Exam cell.

- **CBSE question papers:** He requested that the duty of collecting CBSE question papers be assigned to a reliable and responsible person and if possible, to the same person every year.
- **Centre Superintendents:** Centre Superintendents who have their wards appearing in the examination should be informed at least 03 months in advance so that an assistant superintendent may be appointed by the department on time. However, HOIs leave shall not be entertained and the overall charge of smooth conduct of CBSE Exams lies upon the HOIs themselves.
- **Errors in castes, sub-castes, name, parents name etc:** He suggested that a meeting with the parents of Class IX before registration so that the surname, caste etc may be verified and corrected at the school level upon cross verification in collaboration with the PRIs. However, he strictly discouraged the correction in birth certificates/date of birth. Correction only in terms of school's documents should be done.
- **A group discussion was also held especially to discuss the upcoming Safal Mock Test for classes 5-8 by the CBSE affiliated schools of Sikkim.** However, the discussion didn't reach to a fruitful conclusion as the matter pertains to **lack of digital infrastructure in govt. schools** across the state requiring policy decisions by the state govt. Therefore, Director SCERT suggested that a written representation may be made to the Hon'ble Minister, Edn. Dept, ACS, Edn. Dept, Secretary School Education cum SPD Samagra Shiksha during the Valedictory session on 06/07/2024 and come out with an amicable solution of the problem that is basically on the part of the School/Department and not the CBSE.

SESSION ON Continuous Professional Development (CPD)

Dr. Shanti Ram Adhikari – J.D. SCERT

Dr. Shanti Ram Adhikari highlighted the need to keep ourselves updated owing to the changing times, with changing demands, with changing roles and responsibilities of school heads and teachers in modern time and the nature of job. He informed the participants of the mandate of NEP 2020 regarding 50 hours of CPD that a school head and teacher are expected to undergo in a calendar year with about 58 suggested areas for CPD with 28 specific areas and 30 general areas. Of the 50 hours of CPD, 25 hours of CPD needs to be done by calling external resource persons and remaining 25 hours should be in the form of in-house training programmes within the school/school cluster using local resource persons. He also informed about the various online training platforms available for the school heads and teachers such as: National Mentoring Mission (NMM) Portal, Swayam Portal, CIET-NCERT, NISTHA (FLN & ECCE), DIKSHA portal, and Manodarpan – Mental Health and Wellness.

All training programmes, seminars, workshops carried out by NERIE, NCERT, SCERT and DIETS all fall under the ambit of CPD. The services of all SRGs/KRPs of Special Numeracy Programme, Vidhya Pravesh, FLN etc may as well be utilised as Resource Persons besides drawing them from nearby universities and colleges may be carried out in the school by giving some flexibility to the teachers to choose from a mix and match list of generic and specific areas.

SESSION ON SCHOOL HEALTH AND WELL BEING

Ms. Ranju Pradhan – Assistant Professor, SCERT

Dr. N.T. Lepcha - Assistant Professor, SCERT

Madam Ranju Pradhan began her session by discussing about the status of School Health and Wellness Programme in Sikkim with reference to the Provision of NCF-2023 to health and well-being in general as: “A society with individuals who are healthy, knowledgeable and with capacities, values, and dispositions to participate effectively and meaningfully in a community, culturally vibrant, and democratic knowledge society”. She informed the participants that the NCF-SE has given due place to Health and Well Being education in the curricular area and its is one of the subjects that may be opted by the students.

Her interacted with the school heads with regards to preparedness of schools to address the issue of School Health and Well Being in terms of the infrastructure, capacity of teachers as first responders, resources, collaboration and any initiatives being taken for Health and Well Being. e.g. of CWC by Namthang SSS, Namchi district.

She along with Dr. N.T. Lepcha shared several recommendations and strategies to improve Health and well Being in schools and shared several documents and resource materials such as the training module on School Health and Well Being, operational guidelines on School Health Programme under Ayushman Bharat as well as the School Health Programme training and resource material. Ms. Pradhan also interacted with the participants on the current issues and challenges of schools in terms of the School Health and Well Being and health ambassadors and their roles along with the package services that are carried out in the schools such as health screening, provision of services – IFA and Albendazole tablets by teachers, provision of sanitary napkins, age-appropriate vaccination, electronic health records of each child, imparting skills of emergency care as in first aid kit and many more. She also shared the various agencies with which the SHWP collaborates as Tata Institute of Social Sciences (TISS) Mumbai, SSACS, NIMHANS Bangalore, ARPAN Foundation, Sikkim Inspires, Birds & Bees talk. She also informed the gathering about the block adoption programme (Sumbuk Block) where special interventions are carried out for mental health which has had significant impact on reducing the instances of suicides as reported by school heads of Sumbuk and Rabitar under Namchi District. The session was wrapped up with what the participants expected of SCERT and possibility to adopt new blocks for similar interventions in the days to come together with Director SCERT offering khadas to the panel of Resource Persons and thanked them for their time and effort.

Master of Ceremony (Day 3): Ms. Nikita Gurung – Faculty SCERT

SESSION ON MEDITATION AND SELF REFLECTION

Shri R. Telang, IAS, ACS, Education Dept. Govt. of Sikkim

The session began with a brief recap of the previous day's session i.e. sleep is very essential to be able to meditate. In fact, there are 03 basic elements to healthy living – diet, exercise and sleep. He said that the most critical and important aspect of our existence is the spiritual being. He shared a joke being circulated about different body parts fighting amongst themselves as to who is the most important body part whilst the soul slowly slipped away leaving behind every other part lifeless meaning that we tend to ignore spiritual being as the most important aspect of our lives and try to be recompensate it through various pursuits that we engage in, in our lives. Its only when we start pursuing these pursuits and are not satisfied that leads to the realisation about the spiritual existence and then resort to charities. As lord Buddha rightly talked about the swinging pendulum of life as we go from one extreme to another extreme of our pursuits. There's no stopping and we tend to ignore the deeper philosophies of life and its deeper meanings. Meditation is an unending process and there is no limit. Its an ongoing journey that never ends. One should never try to judge the correctness of one's meditation as satisfaction is only a state of mind which is ephemeral. Meditation as a technique is good but if it remains only a technique it's not what is desired of meditation. It has to go beyond the technique.

He talked about dreams and posed questions as, 'if I'm asleep then who dreams'? which proves that there are multiple levels of existence - physical is changing constantly but spiritual existence is eternal and remains the same throughout our existence. He shared a video on comparison of the importance of the self in the scheme of things and how they go into oblivion when viewed at from a broader spiritual perspective. The lens of looking at things need to be revisited.

The small world that we have built, are so deeply engrossed, hardly leaves us with the consciousness of how privileged we are to be residing in this earth. If we do not have the humility and gratitude and kind of realisation that we are seeking is infinite, how can we seek it ourselves as a small particle of dust in the universe/milky way. We are extremely insignificant in this magnanimous creation. Only through the realisation of one's insignificance will we be able to achieve what we aim and aspire i.e. spiritual existence and meditation.

If meditation does not generate love, it will only boost one's ego. Therefore, we have to melt ourselves, melt our heart, create that feeling of love and devotion in our heart, only then the aims of meditation can be achieved. It is important to connect our meditation to a higher purpose and everything else should surround that higher purpose, only then, will the work we do always be aligned to that higher purpose and it will be likened to worship. If we connect all our thoughts and acts to that higher purpose than it will always be right as it is connecting with the source of one's existence. We will be fully involved in it and there will be no distraction.

He said that 'Inner connect' is all about humility, that feeling of insignificance in the hierarchy of creation. When we retire at night, we must realize this. It's like enlivening the fire which is always within the self, one is always in a state of puja/worship. This is the entire spectrum of practicing Inner connect through qualities such as humility, gratitude and the feeling of nothingness and introspect if one is able to empty oneself of all the feelings, desires, etc. This was then followed by a practical

session on meditation. ACS Sir thanked for having given the opportunity and expressed his willingness to help any-one who would be interested in the mindfulness program.

SESSION ON ADMINISTRATIVE PROCEDURES, SIKKIM GOVT. LEAVE AND CONDUCT RULES, RTE & RTI, POCSO

Shri Bhim Thatal – Special Secretary cum Director Higher Education

Shri. Bhim Thatal began the session with an activity on following up of simple instructions, He discussed the importance of communication and various communication problems such as interpretation of sentence, gestures and gave example of the instance of a pilot who comes out of the cockpit to meet his friend Jack, and says, “hi Jack” which sounded like hijack and the flight was greeted by a sea of police personnel. He stressed on sending efficient and fewer messages, minimize distractions, and develop communication skills and conventional communication procedures as noting, notice writing, letter writing, announcements, visuals & hoardings, advertisements including supportive communication that requires active listening and responding effectively to someone else’s statements.

He also threw some light on factors that lead to bad communication such as delayed communication, vague communication, duplicity of communication, self-complacent communication, rumour mongering etc. He also highlighted the rights and responsibilities in the workplace such as the right to be treated with respect, the right to have and express one’s opinions, right to ask for what you need and want in order to be effective, right to set reasonable limits

His talks revolved around the development of soft skills as listening and responding, being non-judgemental, seek to understand first then to be understood, concentrate on what is being said, use clarifying questions and statements, avoid expressions of approval or disapproval, ways of responding, avoid giving outright advice, remember, give subtle signals that you are listening, ask questions sparingly, never appear to interview the person, address the content of what you hear without judging, focus on responding to what the person is really saying or asking were other skills that he highlighted that needs to be acquired as a school leader.

Shri Thatal also spoke about **Noting – types, definition and need and quantum of noting, parts of noting** as note sheet portion, correspondence portion, appendix to note, appendix to correspondence among others. He explained about **docketing** i.e. making entries in note portion of a file about serial no assigned to each item of receipt or issue for its identification, section diary no., guidelines to noting: concise and to the point, simple and direct style of writing, **structure of a note** as background of the note, where are we now, suggestions with how to overcome, problem analysis as to why this situation, bring out all possible issues, **subject wise classification** and number assigned to a file (home dept), **record file**: 03 types of records, class A record, Class B record, Class C Files based on the importance of the file. Certificate of destruction needs to be approved to do away with the Class C files that are ephemeral. He had a fruitful interaction with the participants by citing various instances and relating them with examples to the Right to Information Act, Right to Education Act and Sikkim Govt Service and Conduct Rules.

POST LUNCH SESSION

Sharing of Key Take-aways of yesterday's session by Gangtok District:

Ms. Tshering Doma Bhutia – Principal, GSSS Sang, Gangtok District

Mr. Roshan Dahal – GSSS Luing, Gangtok District

SESSION ON FINANCE, BUDGET AND ACCOUNTS

Shri. B.B. Subba – Director, Finance and Accounts

Shri B.B. Subba spoke on the basic principles of govt. finance and accounting where he highlighted the basic features of govt. accounting such as: budget – mandate & foundation along with various articles that make provisions for budgeting without which the govt. expenses cannot be incurred. E.g. Art. 204 (3). He gave a basic idea about the budget, its types, what is it and why it is prepared and how and who prepares the budget. Budget gives us direction to spend our resources and requires 04 kinds of majority, effective and special majority, simple (51% or more than the member present in the House) and absolute majority (More than 50 percent). He shared about the classification of govt. fund as Consolidated Fund, Contingency Fund (corpus fund, and Public Account (GPF, CPF, GIS) and the types of budgets namely Balance Budget, Surplus Budget, Deficit Budget.

He also shared his insights about various budgetary processes and important points to be remembered as Budget Books, estimates of receipts, demand for grants and said that an expenditure budget is an estimated authorisation to spend money, not liquid money in itself, just as all receipts will be realised at one go, not all budget fund will be available at one go for incurring expenditures.

He spoke about audit, its meaning and necessity – accountability, transparency and who is authorised to carry out an audit of govt. accounts. He shared that the CAG: the Constitutional Auditor under the various articles and provisions of the constitution govern audit of govt. accounts. Accountant General (AG) is the state representative of CAG in the states who submit 03 reports with the legislature. He also informed he participants about the various State Financial Rules (SFR) and its provisions such as SFR 18 – demand for information by audit, SFR 19 – cannot withhold information against audit etc. He suggested that the audit objections must be attended to as per SFR 47 & 48 and Legislative Review is conducted by the Public Accounts Committee (PAC) and Estimates Committee (EC). PAC reports are given after scrutiny of the accounts followed by an Action Taken Report (ATR) on what kind of action has been taken and it is reviewed again.

He talked about Incurring Expenditure and Record Keeping – the Budget provision/source of fund, administrative approval, financial sanction, drawal and disbursement, record keeping, rendering and reporting (SoE, AC, UC etc) Audit, RTI requests servicing, legislative scrutiny and also about the rule books that govern govt. expenditure namely; The Constitution of India, Sikkim Financial Rules (SFR) 1979 etc. He also shared about what the SFR say? Who can sanction govt. expenditure? Cabinet, CM, Chief Secy, HOD/Secy, Head of Office only have powers to sanction govt. expenditure. He also mentioned about govt. procedures for govt. receipts and payments: SFR 25 & 26 for making payment into govt. account through BR/Challan. His deliberations included references to different provisions of SFR as SFR 27: General principles of govt. contracts, SFR 28: Money to be drawn for immediate disbursement, SFR 29: Money to be drawn by presentation of bills, SFR 49: Maintenance of Cash Book, SFR 50: Revenue and Receipts etc.

He suggested the following to the school heads:

- ❖ Stock Register entry must be done for all transactions – items bought in the school and get it checked and scrutinized at least 02 times a year.
- ❖ Open a ledger component wise and maintain it e.g. smart class
- ❖ Purchase through agencies as per SFR norms and provisions
- ❖ Destruction of office records
- ❖ Reporting of loss to govt. property
- ❖ SAR to be maintained up to 20 years`

He also informed everyone that RTI Act has an over-riding effect over any rules including SFR and that it takes precedence over all other rules.

The day's session got over at 5:30 Pm and Mr. Basu Dev Adhikari was the Master of Ceremony for the day.

PICTORIAL GLIMPSE OF DAY 4



REPORT ON DAY 5

DATED: 06/07/2024

The final day of the Short-Term Leadership Training of School Heads began with the sharing of key take-aways by participant's representative of **Pakyong District** (Mr. Hom Nath Sharma -Principal GSSS Chujachen), **Soreng District** (Mr. D.M. Pradhan – Principal GSSS Kaluk) and **Gyalshing District** (Mr. Tara Pd. Dahal, Principal GSSS Tashiding).

SESSION ON SCHOLARSHIP SCHEMES OFFERED BY THE DEPARTMENT

Shri Sonam Denzongpa, Principal Director, Education Department, Govt. of Sikkim

The first technical session of the day was on different scholarship schemes & quota seats offered by the department which was taken up by Shri Sonam Denzongpa – Principal Director, Education Department, Govt. of Sikkim.

He discussed about the different quota seats governed by notified reservation policy of the state govt. vis-à-vis merit of the students in the qualifying examination. He also informed the participants about various mandate and social category reservations and the number of seats reserved under each social category. He spoke about the procedure for registration for availing quota seats and that online application is mandatory. He informed about various conventional and professional courses in various listed universities and colleges across the country based on the Central Universities Entrance Test (CUET) scores along with number of seats available in various courses as NIT, Medical seats, Para Medical (Allied Courses), Allied Health and Professional courses besides BSc. Conventional courses, B.Tech. and Bachelor in Architecture.

He also threw some light on matters as CSAB NUET, PM Poshan and the automated monitoring system (AMS), Health report on PM Poshan portal besides the use of PFMS under PM Poshan Scheme where the schools have to register as Implementing Agency (IA) and use the zero-balance account of Canara Bank.

He also spoke on the various scholarship schemes under the education department such as the Post Metric Scholarship for local candidates, Merit Scholarship for students securing over 80% marks in Class XII examination with ₹10,000/- as reimbursement for purchase of learning materials, General Scholarship for all local candidates securing between 60% - 80% marks for those with parental income combined is less than ₹10,000/-, APATAN Fellowship Scheme for research in local languages, scholars pursuing PhD courses in Nepali, Bhutia, Lepcha with grants of ₹100000/- for within the state, ₹200000/- for out of the state and ₹300000/- for out of the country. Besides these schemes, he also mentioned about Pragati Scholarship for girl child, Swanath Scholarship for orphans, Saksham Scholarship for the Specially-Abled and Ishan Uday as scholarship under NEC.

He talked about the upcoming Residential Model Schools coming up in Pakyong district at Soureni near Assam Lingzey w.e.f 2025 academic session and that all the meritorious students of the state selected under the Hon'ble Chief Minister's Meritorious Scheme (HCMMS) would be sent to this Model Residential School. The advertisements for appointment of staff would soon be taken up by the department.

He encouraged the school heads to practice organic farming in whatever little open space available in the schools and also as verandah/terrace (kitchen) garden to grow fresh organic vegetables for use in MDMs. However, he urged the school heads to prioritize academic performance of schools over all other activities and assured to address the issues of school heads pertaining to CBSE provided that the schools too should have followed the SOPs/guidelines/instructions sent by CBSE from time to time.

SESSION ON SHARING OF GOOD PRACTICES OF SCHOOLS

1. Presentation on School Good Practices: A case study of Hee Upper Kengbari Junior High School, Gyalshing District, Sikkim

HM Hee Upper Kengbari JHS (Estd:1985) - Mr. Niren Kr. Tamang gave a presentation on the various good practices of Hee Upper Kengbari JHS sharing its almost surreal story of closure of the school to its reopening and upgradation within a span of 02 years from PS to JHS thereby raising the enrolment of the school from zero to a whopping 88 students with the collective efforts of the school and other stakeholders as parents, SMC, Panchayats, and the community at large. He also spoke about the challenges faced by the school and how they overcome these challenges to take the school to its present position with the help of activities taken up by the school as welcoming students, word of the day, conducting evening school assembly, English speaking skills, smart dress codes, individual attention, regular home assignments and assessments besides conduct of special activities as Freshers Welcome, Graduation Day, Annual Day, Mother's Day, Bhasa Diwas, Bhanu Jayanti and commemorating several other national and international days of importance. Apart from these, other special camps as winter English classes, summer camps, dance classes and celebrations were some of the activities of engagement of the students and channelising them towards shaping a wholesome personality.

HM Niren Kr. Tamang also highlighted the professional work culture and enabling environment of the school where there are monthly staff meetings, accommodating teacher's ideas, regular review of students' progress, engaging stakeholders for school transformation and above all HM, teachers and SMC members also enrolled their children in the same school.

2. Showcasing of Video Documentary on school good practices of Ramidham Primary School, Soreng District, Sikkim:

The co-ordinator of School Leadership Academy – Mr. Ajay Pokhrel facilitated the showcasing of a video documentary on school good practices of Ramidham Pry. School on behalf of the Ramidham School Family. The video documentary showcased a wide spectrum of activities undertaken by the school to engage their students such as activity based teaching learning, engaging children in a wide range of activities as hands-on activities under the Special Numeracy Programme & Jolly Phonics, chess, badminton, declamation, rhymes, story-telling and yoga. The school had also participated in numerous Yoga Olympiads in the state and won laurels for the school. Besides, a small mathematical garden had also been established in the school campus to imbibe the mathematical concepts of shapes and seriation, number concepts among others even though it had constraints of space. The school compound was maintained well and was very neat and tidy. It truly portrayed a high degree of involvement of School (HM & Staff), the SMC, community and parents in larger interest of the school.

Ms. Nikita Gurung – Faculty SCERT was the Master of Ceremony for the session.

VALEDICTORY SESSION – 2:00 PM – 4:00 PM

Chief Guest: *Shri Raju Basnett, Hon'ble Minister, Education Department, Sports and Youth & Law and Parliamentary Affairs Govt. of Sikkim*

The session was also graced by the following officials from Education Department, Govt. of Sikkim: Shri Tashi Choppel – Secretary, Shri Sonam Denzongpa – Principal Director, Shri B.B. Subba – Director, Finance and Accounts, Shri Bhim Thatal - Special Secretary cum Director Higher Education, Dr. Rabin Chhetri – Director SCERT, Joint Directors SCERT, A.D. and coordinator Secondary Education.

WELCOME ADDRESS – DR. RABIN CHHETRI, DIRECTOR SCERT

The session began with Dr. Rabin Chhetri welcoming the Chief Guest and other guests by offering of Khadas followed by his welcome address. Director SCERT expressed his gratitude to the Hon'ble Minister of Education for accepting the invitation and sparing time out from his busy schedule. He also welcomed all the other dignitaries from the Education Department for their presence and gave a brief overview of the Short-Term Leadership Programme and the various aspects covered day-wise under different technical sessions. He also apprised the Hon'ble Minister and the other distinguished officials of the department about the success story of Hee Upper Kengbari – a Junior High School in Gyalshing District of Sikkim right from its closure to the eroding impact it has had on the other mushrooming private schools in its catchment area and the rise of enrolment from none to 88 in 02 years and ultimately its upgradation to a Junior High School.

REPORT OF THE PROGRAMME – MR. AJAY POKHREL, PROGRAMME COORDINATOR

This was then followed by a comprehensive report of the entire five days of the training by Mr. Ajay Pokhrel - co-ordinator of the programme. The day-wise brief of different sessions was given along with the resource persons involved in its transaction. The best part of the programme being the session on Meditation and Self Reflection conducted by the Shri Ravindra Telang, IAS, ACS, Education Department, Govt. of Sikkim for a period of 03 days – 2nd day of the training through the 4th day with him personally being present for the sessions from 9:30 – 11:00 AM every day. Besides, sharing of Video Documentary on good practices in schools of Hee Upper Kengbari JHS from Gyalshing District and Ramidham PS from Soreng District was also reported.

FEEDBACK BY PARTICIPANTS

This was then followed by sharing of feedback by the participants: while Mr. Johna Targain – HM Mickhola SS and Ms. Udshoni Khatiwara – Principal Namthang SSS gave general feedback on the training programme, Mr. Durga Mani Pradhan and Mr. Roshan Dahal apprised the Hon'ble Minister of Education Department and other dignitaries about the various issues of school heads.

ADDRESS BY SHRI TASHI CHOPPEL - SECRETARY, EDUCATION DEPT.

Shri Tashi Choppel – Secretary Education Department addressed the gathering and said that he would work in close collaboration with Education Department officials and assured the school heads to look into the grievances of school heads and try to resolve the issues in due course of time.

ADDRESS BY CHIEF GUEST – SHRI RAJU BASNETT, HON'BLE MINISTER EDUCATION DEPT, SPORTS AND YOUTH & LAW AND PARLIAMENTARY AFFAIRS, GOVT. OF SIKKIM

Shri Raju Basnett – Hon'ble Minister, Education Department, Sports and Youth & Law and Parliamentary Affairs in his address spoke about the importance of the programme and the crucial role played by school heads. He stressed that ultimately all our activities boil down to the teaching-learning happening in the schools. He highlighted the difference between managers and leaders. According to him, anyone can manage but when it comes to leadership, not all managers are good leaders. He said that we need to be good leaders and not just managers. He stressed that the government is committed towards welfare of the students and has been providing quality education in the state through the provision of free educational opportunities to aspiring students across all levels.

He also spoke about the distortions and eroding of values that has led to the emergence of a wide variety of ill practices as substance abuse etc. He urged the school heads to be role models, a mentor, a guide to the students and mentor and counsel them to be future ready as citizens of the state and country. He also urged the school heads to be motivated always for building the future by shaping these young minds in the desired direction. He also raised the issue of career progression and assured to work in close coordination with the Education Department, HCM and the Cabinet to address the issues. He urged the school heads to be highly motivated in the discharge of their duties. He expressed happiness to know about the success story of Hee Upper Kengbari JHS and assured to give the desired direction to the Education system in close coordination with all the stakeholders.

**OFFERING KHADAS AND DISTRIBUTION OF CERTIFICATES TO RPs &
PARTICIPANTS**

The Chief Guest offered khadas and gave away certificates to the Resource Persons & the participants. He then joined others for a group photo session.

**VOTE OF THANKS – SHRI SONAM DENZONGPA, PRINCIPAL DIRECTOR
EDUCATION DEPARTMENT**

The Vote of Thanks was proposed by Shri Sonam Denzongpa – Principal Director, Education Department who thanked the Chief Guest and all other dignitaries for their valuable time and presence in the programme. He further thanked all the Resource Persons, participants and all other officials of the Education Department including SCERT who contributed in making the programme a success.

Mr. Ajay Pokhrel – Coordinator of the Programme cum Nodal Officer, School Leadership Academy SCERT Sikkim was the Master of Ceremony for the valedictory session. The programme came to a close at 4 PM.

PICTORIAL GLIMPSE OF DAY 5



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