शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



2-6 June 2025

# Capacity Building Programme on School Leadership Development: Empowering Educational Leaders for Excellence

**Venue:**
SIE, Shiksha Sadan, Port Blair, Andaman & Nicobar Islands

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# Capacity Building Program on School Leadership Development: Empowering Educational Leaders for Excellence

## Date: 2-6 June 2025

## Venue: SIE Shiksha Sadan, A&N Islands

***Report***

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### Day 1: 2nd June 2025

**Inaugural Session**

**Session Time:** 0945-1045 hrs

The State Institute of Education (SIE), Shiksha Sadan, Sri Vijaya Puram in collaboration with National Centre for School Leadership, NIEPA, New Delhi conducted ten days workshop for Vice Principals on 'School Leadership Program' from June 2 to June 13 2025 and also a five-day Capacity Building Program for SIE and DIET Faculty on 'Effective Implementation of NEP 2020 and NCFSE 2023 at Shiksha Sadan, Sri Vijaya Puram. The Program was inaugurated by the Secretary (Education), **Shri L Kumar**, IAS who graced the occasion as Chief Guest. The Secretary (Education) appreciated the initiatives for school leaders and urged all participants to make most of the program and aimed to improve school education. The Director of Education, **Shri Vikram Singh** also graced the inaugural function. **Dr Santwana Mishra**, Associate Professor, NIEPA, and In Charge of the Office of NCSL, NIEPA, New Delhi outlined the objectives of the program and its relevance to school heads. She encouraged the participants to actively engage in the school leadership program, which emphasizes creativity and a strong focus on leadership in schools.



Further, **Smt. Sangeeta Chand**, Principal, State Institute of Education, A& N Islands, welcomed all the participants. The inaugural was attended by NCSL Faculty, NIEPA, New Delhi, particularly **Dr Charu Smita Malik, Dr Shadma Absar, Dr Gyaneshwari Longjam and Dr Tripti Singh** who served as resource persons throughout the workshop. **Shri Gyansheel Dubey**, DDE (HoO), **Shri S Suresh Kumar**, SPO (SMSA), and **Smt. Archana Singh**, DDE (Planning) were also present. The inaugural concluded with a Vote of Thanks by **Smt. Sunita Sharma**, Faculty, SIE, Andaman & Nicobar Islands.

**Session 1:** School Leadership: Concepts and Applications

**Resource Person:** Dr Charu Smita Malik & Dr Tripti Singh

**Session Time:** 1115-1200 hrs

The session on School Leadership for empowering school leaders was an interactive one, beginning with a deep understanding on school leadership covering both generic and contextual dimensions. **Dr Charu Smita Malik** initiated the session on the role of a school leader in conceptualizing and implementing school level changes among the school leaders to effectively manage human, physical and financial resources and develop their capabilities, was at the heart of discussion that followed. Highlighting the importance of competency development that is absolutely critical for adult-practitioners, the session explained the relationship between school leadership and competency development. The school leaders must systematically assess their selves, and identify various competencies that they hold or are yet to develop, such as communication, conflict resolution, growth mindset, resilience, adaptability, team leadership, stress management, to name a few. The participants were asked to rate themselves on various competencies that offered a range of 1 to 5. Henceforth, they were asked to reflect on strategies to improve their competencies where they felt there was a gap, not only in self, but also devise strategies to help teachers and students build these competencies. The school leaders realized that having a strong team of teachers, students and other stakeholders implied that each member was 'competent' with multi-dimensional attributes.





An activity on active listening was carried out by the facilitator. The session continued with understanding 'mindsets', a critical variable for driving positive changes in the school organization. The research by Dr Carol Dweck on mindsets was introduced, that explained differences between 'fixed' mindset and 'growth' mindset. The school leaders found it a useful discussion; articulating how their role as a motivator and a positive change-maker involves facilitating all stakeholders to develop a growth mindset.

Grit, another significant contributor to the overall health and performance of school was taken up next. A TED talk by Dr Angela Lee Duckworth initiated reflections among school leaders, on how grit is an important attribute to persevere and sustain efforts for long-term gains. The participants learnt that a leader motivates and develops growth mindsets and grit in not only adults (stakeholders), but most importantly, students. Students who are gritty and persevere despite failures, sustain longer in the education system and also have higher learning outcomes. Hence, grit is a strong predictor of success, even for students who are low achievers. In fact, learning outcomes is a dynamic outcome of psychological, cognitive and socio-emotional variables.

The role of a school leader was also highlighted as a pedagogical and collaborative leader, leading academic processes and supervision of schooling processes. A pedagogical leader, is aware and competent in pedagogical-content knowledge, ensures teacher professional development in all aspects and builds teacher and student competencies over time. The role of a pedagogical leader as highlighted in the NEP 2020 and PMSHRI documents was explained in detail and the framework on pedagogical competencies by UNESCO (2021) was shared.

**Session 2:** Understanding the Curriculum Framework on School Leadership Development

**Resource Person:** Dr Charu Smita Malik & Dr Tripti Singh

**Session Time:** 1200-1300 hrs

The second session was taken up by **Dr Charu Smita Malik** and **Dr Tripti Singh** on the topic "Understanding the Curriculum Framework on School Leadership Development". The theme of the session was to orient the school leaders on the Curriculum Framework on School Leadership Development in an organization. **Dr Malik** explained in detail the different aspects related to school leadership development. Further, there was a

comprehensive discussion on the seven broad key areas namely i) perspective on school leadership, ii) developing self, iii) transforming teaching-learning process, iv) building and leading teams, v) leading innovations, vi) leading partnerships and vii) leading school administration based on different components required for achieving the goal of developing school leadership in elementary and secondary schools.




All the key areas are closely knit with a view to building a holistic perspective on school transformation and the critical role of the school leader in achieving this role. The framework considers the school as a learning organization that proactively nurtures children and facilities all round growth and development. The curriculum centers on its ability to develop a positive self-concept among school heads and encourage them to become reflective practitioners guided by the values of equality and non-discrimination.

**Session 3:** Perspective on School Leadership

**Resource Person:** Dr Charu Smita Malik, Dr Gyaneshwari Longjam & Dr Tripti Singh

**Session Time:** 1400-1500 hrs

The post lunch session was taken up by **Dr Charu Smita Malik** and **Dr Tripti Singh** on the topic "Perspective on School Leadership". The theme of the session was to capacitate the participants with a view of building perspective on school leadership. She reflected upon developing an understanding upon leadership and its impact upon school transformation. **Dr Charu** reflected upon bringing a conceptual understanding of school as a learning organization and as a place for promoting growth and development of children and also as a ground for continuous experimentation and change. She focused upon building a vision for change and transformation of school.





Further, after developing a deep understanding upon 'perspective on school leadership', the participants were engrossed in an activity in which all the participants were asked to

build a definition of their perspective on school leadership for their schools. All the school leaders gave a thought upon school leadership, transformation and put forward a visionary definition which was a reflection of their school leadership development.

**Session 4:** Developing Self

**Resource Person:** Dr Charu Smita Malik, Dr Gyaneshwari Longjam & Dr Tripti Singh

**Session Time:** 1500-1545 hrs

**Dr Charu Malik** introduced the session with an introduction to the second key area- 'Developing Self' which circulated around 'self-reflection' and acts as a disclosure tool to develop self-awareness and relationship building that not only push participants to begin a process of self- discovery but also to identify their strengths, feelings, emotions, etc. and provided a space for them to initiate thinking on the potential inherent in the process of sharing information and receiving feedback from others in order to build deeper and more meaningful relationships. It therefore formed an important base for self-discovery of the participants in order to lead oneself.



All the participants got an insight about 'developing self' and an activity was conducted in this regard, namely 'Johari Window' which divides personal awareness into four types- open, hidden, blind and unknown. The lines dividing these four window panes are like window shades- they can move as an interaction progress. All the participants got engaged in knowing themselves more deeply and on self-reflection.

**Session 5:** Developing Self

**Resource Person:** Dr Charu Smita Malik, Dr Gyaneshwari Longjam & Dr Tripti Singh

**Session Time:** 1600-1700 hrs

After a short tea break from 1545 – 1600 hrs, the session continued. Presentation was an interactive one where participants were able to give their inputs.

**Dr Charu Smita Malik** led an activity titled "What are the visions you want to see happening in the future?" Participants were asked to reflect on their individual gaps, visions, strengths, and challenges, and document these on paper. The activity explored different aspects of the self through the following categories:

- Open
- Blind
- Hidden
- Unknown

Participants actively engaged in this activity, discussing their open and blind areas. They expressed positivity about the qualities they see in themselves and openly discussed their blind spots, which were highlighted by others. Participants reflected on how they are perceived by their surroundings and how they perceive themselves. Feedback included observations such as: they don't always listen, they take small things too critically, and they should focus on listening before responding. While they are good speakers, they were seen as less attentive listeners. Decisions are often made more with the head than with the heart.

Participants received feedback about their blind areas from their colleagues and peers. They also discussed the "unknown" area, using the example of destiny as something that is unknown to both oneself and others. This led to a discussion of the Johari Window and how it fosters self-awareness. The Johari Window teaches us to recognize and expand our open area as we become more aware of our blind, hidden, and unknown areas. As the open area increases, trust among people grows—especially as a leader. In personal relationships, this leads to stronger bonds. This activity was crucial for team-building and strengthening interpersonal relationships.

**Dr Malik** also discussed that individuals who seldom speak or share about themselves can be seen as challenging, as they don't communicate openly, and such individuals often don't last long in organizations. They either leave voluntarily or are replaced. This activity helped build trust among participants and also improved personal relationships.

However, if someone's open area is excessively wide, it can indicate that the person may not be entirely trustworthy, because there are always blind, hidden, and unknown areas. This concept also helps with team-building. The Johari Window model is applicable not only to staff but also to students. If repeated, this activity can foster trust and openness within teams or groups.

When we explore our open area, we gain insights into both our strengths and weaknesses. Team members can then recognize each other's strengths, and leaders can step in to help address any gaps. Regarding the blind area, it's important to act quickly on feedback. For leaders, this process can carry risks, but it's crucial for growth. The hidden area reflects a person's mindset, while the unknown area relates to future plans and vision.

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## Day 2: 3rd June 2025

**Session 6:** Leadership Attributes

**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

**Session Time:** 0930-1115 hrs

The session on the day 2 of the workshop was led by **Dr Shadma Absar** and **Dr Tripti Singh**. **Dr Shadma** highlighted the importance of role modelling and understanding of one's own self as School Leader. School Leaders must have understanding of their own self, and knowledge of the attributes one must possess as a school leader. She discussed

a few attributes with participants, and a small activity was conducted wherein participants were asked to list down the attributes they possess as a school leader. The participants were given ten minutes to enlist the attributes they have in them and a few of them also shared their attributes. **Dr Absar** then talked about a few more interesting attributes that a school leader must have like Empathy, Self-awareness, GRIT, Emotional Intelligence, Self-Motivation etc. She shared a lot of examples wherein a school Leader displays these attributes.

Grit and Empathy were discussed in detail, online tools were shared with the participants so that they can assess their Empathy Levels, Self-motivation and GRIT. The participants found them interesting as they were able to understand the importance of these attributes and agreed that they are very relevant for them.




**Session 7:** Leadership and Well being

**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

**Session Time:** 1130-1300 hrs

The second session of the day was focused on understanding the relationship between school leadership and wellbeing of school heads, teachers, students and other stakeholders. The session led by **Dr Shadma** focused majorly on acknowledging the fact that the school leaders must focus on developing a culture of Wellbeing in their schools. It was also emphasised that the school leaders must focus on their own Wellbeing too. She discussed the following model in detail and discussed that being self-aware has many facets, and so as to understand oneself one should lay emphasis on all the facets. Later, she said that a school head must also focus that the teachers in her school also take care of their wellbeing, a school leader must also ensure the wellbeing of teachers. The reason that emerged from the discussion was that the high workplace wellbeing leads to positive school cultures, leading to student wellbeing and ultimately impacts the learning outcomes of the children.




**Dr Tripti** then took the session forward and discussed Wellbeing, different types of wellbeing. She emphasised the importance of wellbeing in the context of school education, and how student wellbeing can be enhanced through different measures. She also pointed out how student wellbeing leads to improved student outcomes. The session concluded with the discussion on understanding the role of school leader in improving student wellbeing.



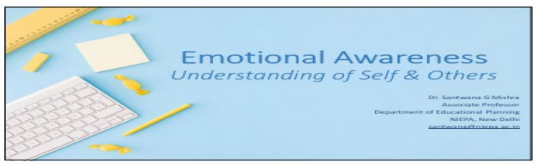

**Session 8:** Emotional Intelligence: Empowering Self and Others

**Resource Person:** Dr Santwana G Mishra & Dr Tripti Singh

**Session Time:** 1400-1530 hrs

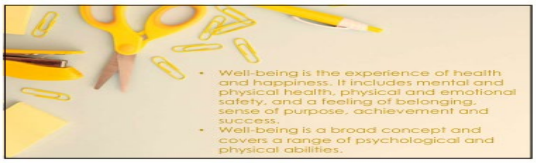
The post lunch session was taken up by **Dr Santwana Mishra** and **Dr Tripti Singh** on the topic "Emotional Intelligence: Empowering Self and Others". The theme of the session was to capacitate the participants on developing Emotional Intelligence as a tool to empower self and others in an organization. She explained in detail the following aspects related to well-being and how it is a broad concept and covers a wide range of psychological and physical abilities. Further there was discussion on the factors affecting well-being. Like Substance abuse, social media, Intensified expectations, Changing family structures, Political climate, etc. She discussed about the increasing social anxiety in the

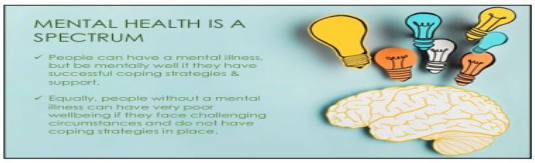
society these days due to decreased social interaction. She also talked about how to work towards a better 'you' in the long run. PowerPoint Presentation was an interactive one where participants were able to give their inputs.










**Session 9:** Emotional Intelligence: Empowering Self and Others

**Resource Person:** Dr Santwana G Mishra & Dr Tripti Singh

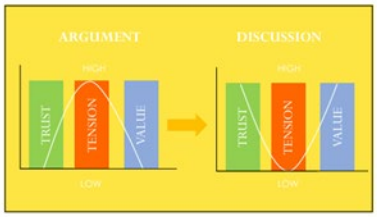
**Session Time:** 1545-1700 hrs

After a short tea break 15.30 to 15.45, the session continued.

At the end there was a group activity on Emotional Intelligence Test - Developed by Prof. N.K. Chadha and Dr. Dalip Singh. The Questionnaire consisted of 15 items. The tool was to test the level of emotional intelligence of the participants. There were 15 questions and a response sheet was given at the end of the questions. all participants were given out a questionnaire and to select the option which they felt closest to their mental well-being. After the questionnaire was completed, the answers were shown on the screen and the participants were asked to match their scores. After everyone had marked their response sheet, the scoring key was shown on the screen and the participants were asked to evaluate their scores.

















After the group activity, **Dr Santwana** also discussed techniques to develop Emotional Intelligence. She emphasized the importance of Emotional Literacy, turning emotions to energy, showing respect for others by choosing people and taking responsibility. She also sought out strategies to promote Emotional Intelligence. highlighting how such can significantly support. The participants were encouraged to reflect on the need of raising awareness of the emotional intelligence in today's current times Furthermore, the session participants were encouraged to reflect on the beneficial particularly initiative of the school education ecosystem. She informed the group that Emotional Intelligence also refers to one's ability to manage and regulate the emotions in a healthy and balanced manner to achieve personal and professional goals.

At the end she suggested nine strategies to promote Emotional Intelligence and techniques to develop Emotional Intelligence like turning emotions to energy, focusing on emotional literacy, showing respect for others and taking responsibility. The session ended on a high note and participants were energized to work on improving their EI.

## Day 3: 5$^{4h}$ June 2025

**Session 10:** Group Activity: Understanding the Context of Senior Secondary Schools (SGOC Analysis)

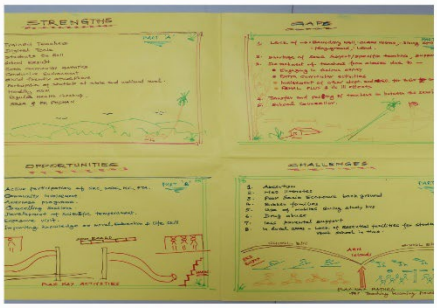
**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

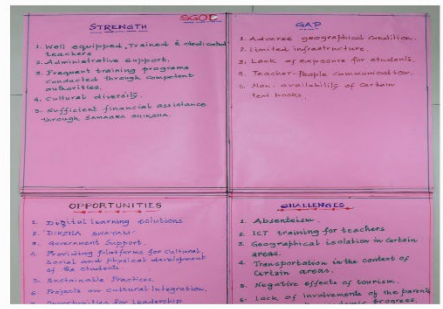
**Session Time:** 0930-1115 hrs

**Dr Shadma Absar** led the session by giving a brief understanding on School Education and School System by setting the context of Senior Secondary Schools. All the participants were divided into different groups and were asked to write in detail about their Strengths, gaps, Opportunities and Challenges of the School System in Andaman & Nicobar Islands. Participants sat in groups and wrote their SGOCs on chart papers. Some of the strengths observed amongst groups were- having trained teachers, efficient use of digital tools, sufficient financial assistance, etc. Certain Gaps were seen such as- poor infrastructure, lack of subject teachers, non-availability of certain textbooks, etc. Further, Opportunities like areas of community involvement, guidance & counselling, exposure visits, ample provisions for games and sports, etc. Some of the Challenges included poor transportation, lack of parental support, absenteeism, geographical isolation in some

areas, etc. However, there are many SGOCs which can be seen from the chart papers submitted by all the groups.







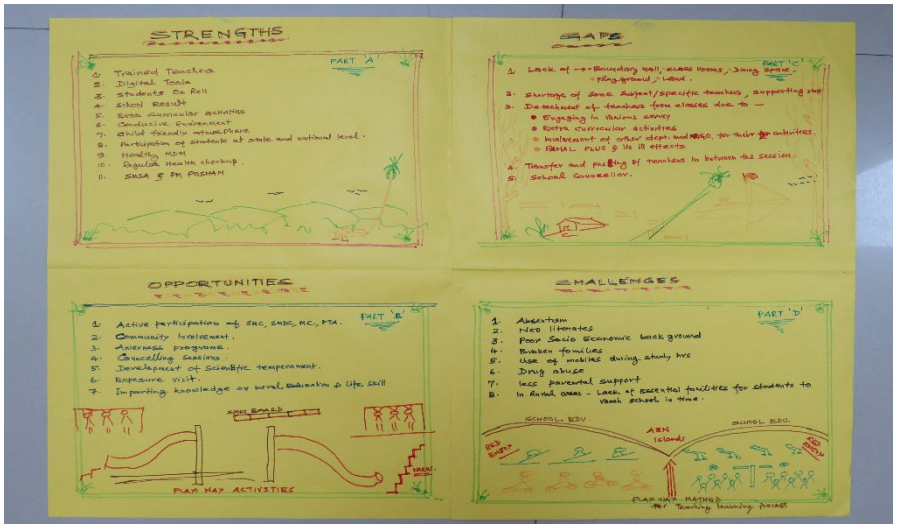

Further, the Director of Education, **Shri Vikram Singh** also visited and had a look at the detailed presentation of the participants during the session. He suggested to have a hands-on experience on the digital initiatives in school education which was taken on the fourth day.

**Session 11:** Group Activity: Understanding the Context of Senior Secondary Schools (SGOC Analysis)

**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

**Session Time:** 1130-1300 hrs

The session continued after having a short tea break from 1115- 1130 hrs, in which participants presented their SGOC Analysis in groups. It was a comprehensive presentation by the groups and they shared in detail all the Strengths, Gaps, Opportunities and Challenges about School System in context of Senior Secondary Schools particularly.



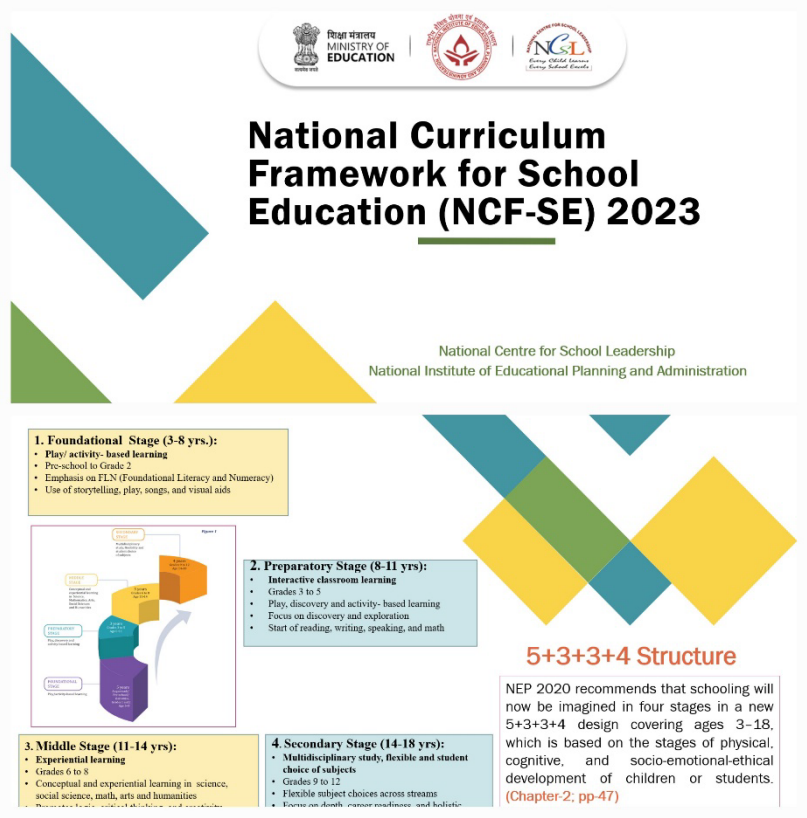

**Dr Absar** ended with a glimpse of all the SGOCs presented together in which participants learnt from each other and were confident about their Strengths and Opportunities for which they will work dedicatedly in near future. And, they

promised to work upon their Gaps and Challenges.

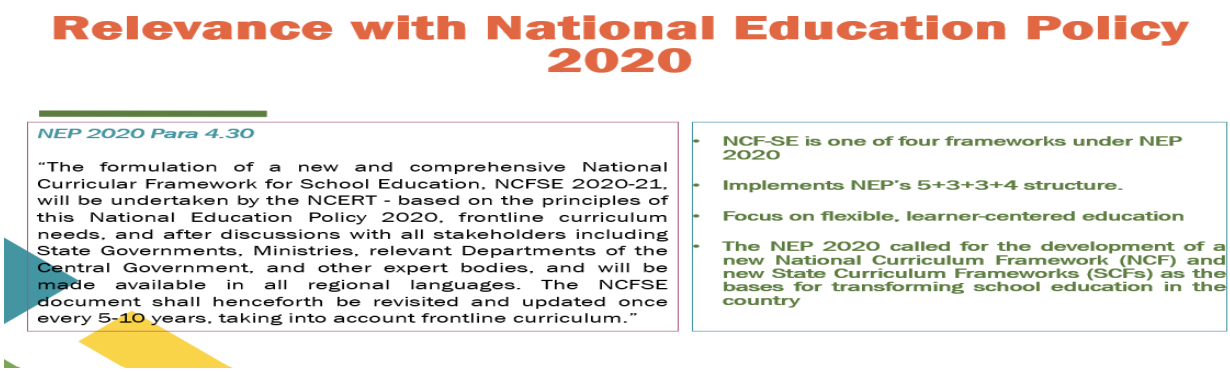
**Session 12 & Session 13:** National Curriculum Framework on School Education 2023: Key Features

**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

**Session Time:** 1400-1530 hrs and 1545-1700 hrs




The sessions post-lunch was facilitated by **Dr. Shadma Absar** and **Dr. Tripti Singh** on orientation upon the National Curriculum Framework on School Education 2023. The first session on **NCF-SE 2023** was centred around understanding the foundational elements within the NCF, ranging from curricular goals, to key thematic areas and competency-based education.



Through the proceedings of an interactive session, **Dr Shadma Absar** explained in detail the various components of a competency, that are, knowledge, skills, attitudes and values. These domains need to be kept in mind while one is assessing student competencies. The session emphasized the approach to learning standards as explained in the NCF, where we need to first articulate the aims of education; henceforth, arrive at curricular aims from the larger aims of education; derive the competencies that are required progressively at every stage and thereafter ascertain the learning outcomes.

## Part-B- Cross Cutting Themes

- Chapter 1 on **Rootedness in India and Indian Knowledge Systems** discusses how character building occurs through the development of values that can be learned from the rich heritage of knowledge that emerged and developed in the country and its relevance to current aims of education. India's ancient wisdom, its unique Guru-Shishya tradition, the schools and practices of thought in various fields, and its modern thinking find a place in NCF.
- Chapter 2 on **Values and Dispositions** foregrounds the importance and the challenge of teaching values and dispositions in schools and shows how it has been pragmatically and creatively approached in the curriculum.
- Chapter 3 on **Learning about and Caring for the Environment** discusses environmental literacy for students, sustainable practices, positive regard and respect for the natural environment, and other such capacities that will be taught in multiple ways in multiple areas of the curriculum.
- Chapter 4 on **Inclusion in Schools** lays out the innumerable ways in which this NCF urges the schooling system to encompass the learning needs of students of varied abilities and from varied walks of life ensuring no child gets left behind.
- Chapter 5 on **Guidance and Counselling** in Schools lays the foundational ideas for setting up support systems within schools that will deal with offering curricular and psycho-social advice, enabling all students to flourish and achieve their fullest potential.
- Chapter 6 on **Educational Technology** in Schools lays out ways in which Information and Communication Technology (ICT) can enhance educational processes and learning in schools through digital literacy and empowerment.

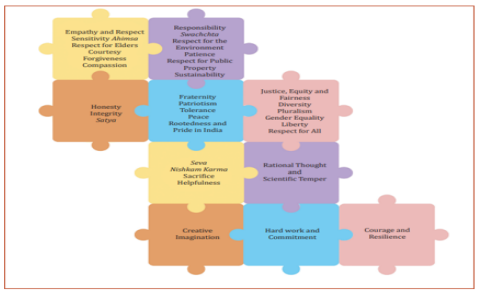
The session continued with a detailed discussion on cross-cutting themes identified by the NCFSE which are Rootedness in India and Indian Knowledge Systems, Values and Dispositions, learning about caring for the environment, inclusion in schools, guidance and counselling and educational technology. Thereafter **Dr. Tripti Singh** led the large group interactions on what the participants thought constituted school culture and school processes, to create the necessary condition to achieve the curricular aims as outlined in school-based curriculum.

## Part D- School Culture and School Processes

This part discusses the kind of ethos schools need to create that is essential to achieve the Aims of Education envisaged in this NCF. Developing and maintaining such a culture and ethos needs conscious and deliberate effort. The result of such efforts is an immersive experience for students and this experience should enable a positive learning environment as well as result in acquiring desirable values and dispositions.

Chapter 1 on School Culture outlines ways in which a school can cultivate a rich, vibrant, and shared life of learning for all its members.

Chapter 2 on School Processes discusses various aspects of administrative and academic functioning that schools can consider to become effective in achieving their organisational and educational goals.



## Day 4: 5th June 2025

**Session 14:** Digital Initiatives in School Education

**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

**Session Time:** 0930-1115 hrs

The day 4 of the workshop was dedicated entirely to equip the participants with the Digital Initiatives in School Education. In the first session **Dr Shadma Absar** along **Dr Tripti Singh** apprised the participants with the recent Digital initiatives in the area of school education, which included **DIKSHA, PMeVIDYA Channels, NISHTHA, SWAYAM, e-PGPATHSHALA, PRASHAST, e-JAADUI PITARA, Rashtriya e-Pustakalya** etc.



**Dr Shadma** then acquainted participants about using these digital resources in their school and how using these digital mediums enhance the classroom effectiveness and in turn influence the Learning Outcomes of children. The participants were also demonstrated different applications of Microsoft Office, and were encouraged to use these applications to enhance their effectiveness as school leaders.

**Session 15:** Hands-on exercise on Digital Initiatives in School Education

**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

**Session Time:** 1130-1300 hrs

In this session the participants were given access to desktops and laptops and were asked to explore the various applications and digital initiatives discussed in the first session. The session was facilitated by **Dr Shadma Absar** and **Dr Tripti Singh**. Initially the participants were a bit reluctant to use these applications, but then with constant support and motivation by the facilitators they were able to understand the different applications, portals and initiatives. **Dr Tripti Singh** engaged with the participants and helped them with the hands-on session. At the end of the session the participants were happy to know all these initiatives and were able to acknowledge the relevance of these applications and portals for improving teaching learning in their schools. They were also encouraged to develop the capacities of the teachers in their school and motivate them to use these initiatives for improving learning and teaching, and develop themselves professionally.

**Session 16:** Group Activity on Inclusion of Digital Pedagogy in Teaching-Learning Processes

**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

**Session Time:** 1400-1530 hrs

These sessions were mainly hands on in which participants were requested to work in eight groups and choose a topic of any subject across any level of school education. They were instructed to develop a lesson using digital resources discussed during the first session. **Dr Shadma** and **Dr Tripti** helped and guided the participants in developing their power point presentations.



**Session 17:** Group Presentation on Inclusion of Digital Pedagogy in Teaching-Learning Processes

**Resource Person:** Dr Shadma Absar & Dr Tripti Singh

**Session Time:** 1545-1700 hrs

In this session, participants presented the lessons developed during group work. They used different platforms and incorporated various links in their presentations. The presentations were very interactive and interesting. The participants used audio, video, text, game based, story based digital resources and delivered their presentations in an interactive and captivating manner. At the end of the session the participants were confident and positive about the use of various digital tools and mediums in teaching learning processes. They were very positive and agreed that they were able to overcome their apprehensions in using digital mediums.

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## Day 5: 6th June 2025

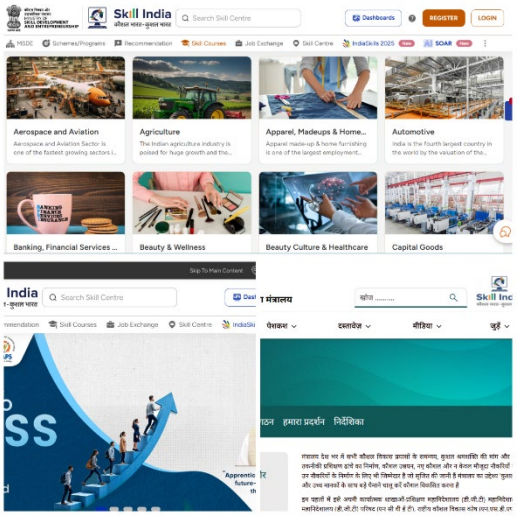
**Session 18:** Leading Skills and Vocational Education in Government Schools

**Resource Person:** Dr Tripti Singh & Dr Gyaneshwari Longjam

**Session Time:** 0930-1115 hrs

The first session of the day was on the theme Leading Skills and Vocational Education in Government Schools. The facilitators of the session were **Dr Tripti Singh** and **Dr Gyaneshwari Longjam**. The expected outcomes of the session were to allow the participants to get an understanding of Leading Skills and Vocational Education in Government Schools.

The session was intended for the discussions on various themes to be integrated in the teaching-learning on Leadership for implementing skills-based and vocational education in Government schools. Further all participants introduced themselves with their work profile and the vocational trade running in their respective schools.




The facilitators also shared about the expectations of the Ministry about what types of skill may be included by School Heads for the enhancement of employability of students in future. She also shared that NCSL has tried to gather the expectations of all the stakeholders pertaining to the theme, so that better output can be produced by the Centre. She shared about the various jobs available in the MSDE website. They also emphasized on the upcoming worlds skill competition.

Some videos were also shown during the session to encourage and inspire the participants. Some of the links are:

Video on Your skill is your honor (Hunar hain toh kadar hain )

https://www.youtube.com/watch?v=BQ71KUPSBO4

https://www.youtube.com/hashtag/isupportskillindia (MSDE Skill India)

https://www.campaignindia.in/video/urban-company-pushes-for-dignity-of-labour/492798 (Urban Clap Advt)

https://www.youtube.com/watch?v=KbR2sicUvYw #ISupportSkillIndia: Chalo Kaam Karein Song By MSDE

https://www.youtube.com/watch?v=cffzQpGJgCM WorldSkills Kazan 2019 where Indian Youth performed amazingly well in the competition held

**Dr Gyaneshwari** shared that till today society is not accepting Vocational Education as valuable subject but at the same time there is other section of the society where people are getting education up to 10-12 class and then they are trained in one job role and become expert like carpenter or hair dresser. She added that most of the industries are facing the problem of lack of skilled manpower. At the same time in our country, parents don't want to send their children for vocational training because of the issue of prestige, So, there is a need to change the thinking and mindset of the society. Principals and Vocational trainers can do role modeling to change the perception of society regarding the significance of skilling and vocational streams.







**Dr Tripti Singh** elaborated the outline and the benefits of implementing Skills and Vocational Education in Schools and discussed its integration in to the broader educational ecosystem. She also threw some light on Pradhan Mantri Kaushal Vikas Yojana (PMKVY) which is the flagship scheme of the MSDE implemented by National Skill Development Corporation (NSDC). The objective of this Skill Certification scheme is to enable Indian youth to take up industry relevant skill training that will help them in securing a better livelihood. Ministry is focusing on increasing the apprenticeship.

The facilitators explained that Schools provide an environment for systematic teaching-learning to the learners for acquiring knowledge, skills, and attitude required to meet the varied aspirational needs and educational goals. Vocationalization of education can be seen as an instrument for providing diversification of educational opportunities, enhancing individual's employability, and enabling individual to pursue higher education. They also explained Vocational education in the light of NEP-2020.



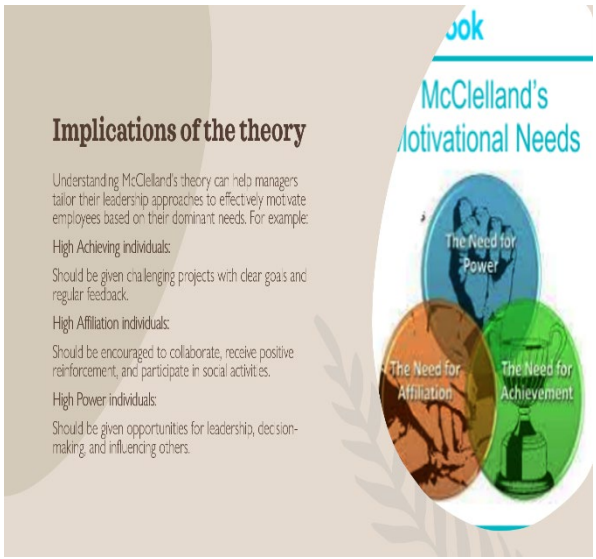
Towards the end of the session a small activity was conducted where the participants listed the various recommendations pertaining to their schools that can be done and which they had focused in their respective schools. Their gestures showed the confidence of their experience and their genuine efforts. The session dispersed for a short tea break.

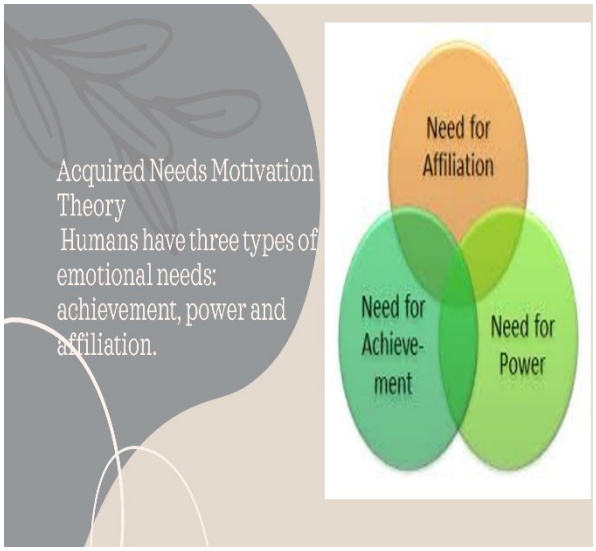
**Session 19:** Leadership and Motivation: Transforming School Ecosystem

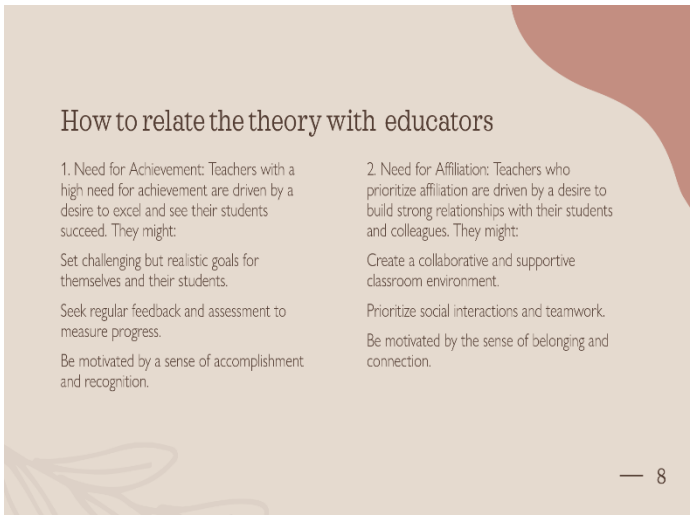
**Resource Person:** Dr Gyaneshwari Longjam & Dr Tripti Singh

**Session Time:** 1130- 1300 hrs

The session started after a short tea break from 1115- 1130 hrs. It initiated with a brief discussion about 'Leadership and Motivation' and facilitated by **Dr Gyaneshwari Longjam** & **Dr Tripti Singh**. McClelland's theory of motivation was well explained by **Dr Longjam** and she further explained the complete framework for understanding how different people are motivated, suggesting that achievement, affiliation, and power are key driving forces, and these needs are learned over time.



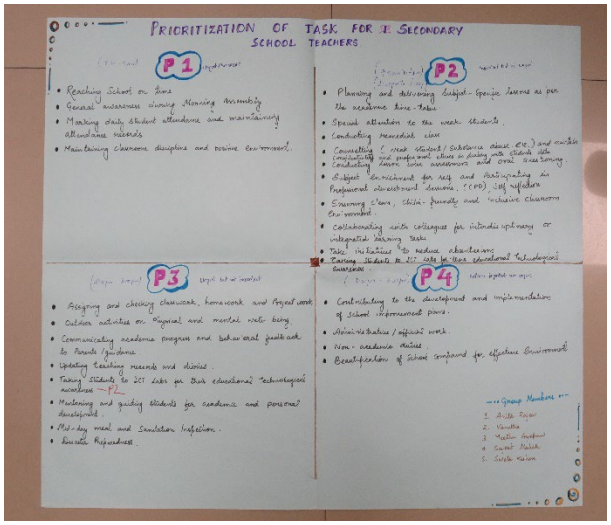

It was also discussed that humans have three types of emotional needs: achievement, power and affiliation. The different types of needs were explained like i) Learned Needs: McClelland believed that these needs are not innate but are learned through social experiences and cultural influences, ii) Dominant Needs: Individuals typically have one dominant need that influences their motivation and behavior, although they may also have a mix of all three and iii) Impact on workplace: Understanding these needs can help managers tailor tasks, feedback, and leadership opportunities to motivate employees effectively. **Dr Tripti** explained how to relate motivation theory with educators and how to implement the theory in real life scenarios in the school system.

**Session 20:** Time-Task Management

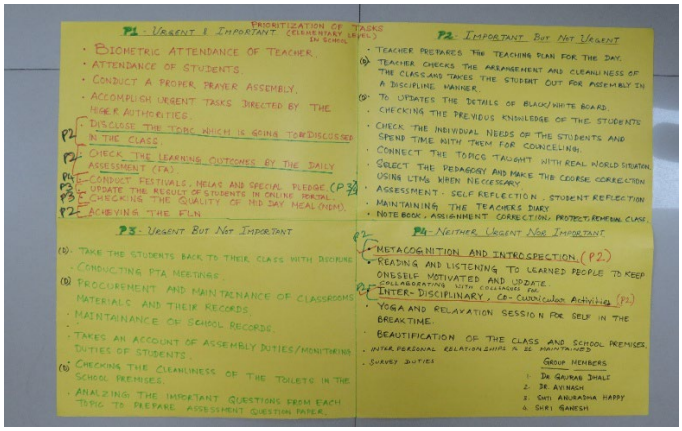
**Resource Person:** Dr Charu Smita Malik

**Session Time:** 1400- 1530 hrs

The session on Time-Task Management as an essential Leadership competency was taken up by Dr Charu Malik. The participants were oriented on the important concept of time-task management, a technique popularized by the Management Guru Stephen Covey in his book the Seven Habits of Highly Successful People. The session was based on group work and 4 groups worked on the technique. They were asked to first list down all the important works carried out by a principal in a week (average) in an A4 sheet. After that, they were asked to brainstorm and identify which tasks were to be done by the principal and which of them could be delegated to teachers. Post identification, the participants had to fill up the 4 quadrants in a chart paper, titled, P1, P2, P3 and P4. The four quadrants represented tasks that were Urgent and Important, Important but not Urgent, Urgent and not important, Neither Urgent nor Important. The groups then presented their findings and the resource person debriefed on the concept of time-task management.









**Valedictory Session**

**Session Time:** 1545-1700 hrs

Ms. Sangeeta Chand, Director, SIE gave a brief on the Workshop Proceedings and thanked the Resource Persons from NIEPA. There was a short feedback session from the participants. It was followed by certificate distribution. The vote of thanks was given by the organizing team of the State Institute of Education, Shiksha Sadan, A&N Islands.






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