शिक्षा मंत्रालय
MINISTRY OF EDUCATION

Induction cum

Capacity Development

for Newly Promoted/Existing School Heads on School Leadership Development: Empowering Educational Leaders for Implementation of NEP – 2020

14-16 October 2025

A REPORT

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03 Days Induction cum Capacity building Training for newly promoted/existing school heads HM(P) on School Leadership Development: Empowering Educational Leaders for Implementation of NEP – 2020

14-16 October 2025

Report

National Centre for School Leadership

National Institute of Educational Planning and Administration

In collaboration with

Dr. S. Radhakrishnan District Institute of Education and Training Garacharma, South Andaman

03192- 251149
E-Mail –prdiet2012@gmail.com

Dr. S. Radhakrishnan District Institute of Education and Training
Garacharma, South Andaman

03 Days Induction cum Capacity building Training for newly promoted/existing school heads HM(P) on School Leadership Development: Empowering Educational Leaders for Implementation of NEP – 2020

Day 1 – Foundations of School Leadership in the NEP 2020 Era
Theme: *Understanding leadership roles, NEP vision, and orientation*

9.00 am-930am	Inauguration and address by the Chief Guest	Samagra Shiksha & SIE, A&N Islands and NCSL-NIEPA
9.30 am-10.15am	Registration/ Objective of the training Programme	Dr. Gaurab Dhali Smti. Samira Begum
10.15am-10.45am	**TEA BREAK**	
10.45 am -12.15 pm	**Session:1 Understanding the Role of Head Master as Instructional Leader** Moving beyond administration to academic leadership. How to mentor and support teachers for better learning outcomes)	**Dr Gyaneshwari Longjam** Assistant Professor, NCSL **Dr Yogesh Pahariya** Assistant Professor, NCSL
12.15pm-1.30pm	**Session: 2 Well-Being of Children and Teachers: A Leadership Priority** (Promoting emotional and mental health in schools. Building resilience among staff and students.	**Dr Gyaneshwari Longjam** Assistant Professor, NCSL **Dr Yogesh Pahariya** Assistant Professor, NCSL
1.30pm-2.30pm	**LUNCH**	
2.30pm-3.30pm	**Session: 3 Digital Leadership in Schools** (Technology Integration in Primary Schools- Digital classrooms, blended learning, teacher empowerment.)	**Dr Yogesh Pahariya** Assistant Professor, NCSL **Dr Gyaneshwari Longjam** Assistant Professor, NCSL

3.30pm-3.45pm	**TEA BREAK**	
3.45pm-5.00pm	**Session 4: PARAKH Rastriya Sarvekshan 2024 result.** dissemination for the Foundational and Preparatory stage- Discussion and formulation of strategies focusing on low-performing competencies	Dr. Bency Joy Faculty, SIE
Day 2: Technology, Innovation & Community Engagement creating an inclusive ground **Theme: *Empowering Head Masters as change agents for digital education & inclusive leadership***		
9.00am – 10.30am	**Session 1: Leadership for Creating Inclusive and Child-Cantered Schools** (empowering leaders to support children with learning difficulties and diverse needs, while fostering a positive school climate and safe learning environment).	**Dr Yogesh Pahariya** Assistant Professor, NCSL **Dr Gyaneshwari Longjam** Assistant Professor, NCSL
10.30am - 11.00am	**TEA BREAK**	
11.00am-12.30pm	**Session: 2 Leadership in Strengthening Community–School Relationships** (Enhancing student learning and fostering shared responsibility through collaborative leadership)	**Dr Yogesh Pahariya** Assistant Professor, NCSL **Dr Gyaneshwari Longjam** Assistant Professor, NCSL
12.30pm-1.30pm	**Session: 3 Leadership in Promoting Child-Centered & Experiential Pedagogy** (Play, activity, discovery, and competency-driven classrooms.)	**Dr Gyaneshwari Longjam** Assistant Professor, NCSL **Dr Yogesh Pahariya** Assistant Professor, NCSL
1.30pm-2.30pm	**LUNCH**	
2.30pm-3.30pm	**Session: 4 Leadership in Managing Change & Driving Innovation in Schools** *(Developing skills to manage NEP reforms, use school data for planning and improvement, and address learning gaps through timely interventions.".)*	**Dr Gyaneshwari Longjam** Assistant Professor, NCSL **Dr Yogesh Pahariya** Assistant Professor, NCSL
3.30pm-3.45pm	**TEA BREAK**	
3.45pm-5.00pm	**Session :5 Infrastructure management - ensuring the proper maintenance and**	Shri. L.N. Murthy Faculty, DIET

	continuous development of school facilities(covering safety , technology , eco-friendly practices, expansion and sustainable growth for better practices)	
Day 3: Leadership for Change **Theme: *Empowering Head Masters as change agents for education***		
09.00am-10.30am	**Session 1: Nipun interventions** Carried out by the UT as mandated in NEP 2020	Dr. Bency Joy Faculty, SIE
10.30am - 11.00am	**TEA BREAK**	
11.00am-12.30pm	**Session: 2 Holistic Progress Card:** Implementation of HPC in the foundational and Preparatory stage.	Smti. B. Divya Kumari Faculty, DIET
12.30pm-1.30pm	**Session: 3 Strengthening Foundational Literacy and Numeracy (FLN): the core leader ship responsibility** • UT initiated FLN initiative- ANKURAN. • Reading Fest- Readopia	Smti. T Vanitha Faculty, SIE
1.30pm-2.30pm	**LUNCH**	
2.30pm-3.30pm	**Session: 4 Learning Outcome-Based Assessment (Pahal + Tasks)** Tools for tracking progress, remedial measures	Shri. Srinivas Faculty, SIE
3.30pm-4.00pm	**TEA BREAK**	
4.00pm-5.00pm	**Valedictory & Feedback** (Post test, Feedback, Certificate distribution, participant reflections, closing remarks.)	

HoD Training:

Shri. Pavan S Pyati
Principal
DIET

Co-ordinators:

1. Dr. Gaurab Dhali
2. Smti. Samira Begum

Detailed Report

Day 1: 14th October 2025: Inaugural Session

The day started with the Registration of the participants. After the registration Smt. Samira Begum DIET Lecturer welcomed the participants and the Chief Guest Shri Gyan Sheel Dubey DD Academics DEO, South Andaman- Head of Office. She also welcomed the Resource Persons from NCSL, NIEPA New Delhi, Dr Gyaneshwari Longjam Assistant Professor, NCSL, NIEPA and Dr Yogesh Pahariya, Assistant Professor, NCSL, NIEPA. She encouraged all the participants to utilize this opportunity to build themselves for a better perspective. She emphasized on the need to understand Leadership roles in alignment to NEP 2020 vision and focus on the orientation to enhance quality of schools and improve learning outcomes of the students in Andaman and Nicobar Islands. Thew Inaugural address was given by Dr Saraswati Devi Lecturer Hindi. Samira invited the Chief Guest Shri Gyan Sheel Dubey DD Academics DEO, South Andaman- Head of Office for the inaugural address. He welcomed all the participants and Resource Persons and encouraged the participants to look forward to develop self as well as the students. Dr Gaurab Dhali then gave a brief on the objectives of the training highlighting key points.



Dr Gyaneshwari Longjam, NCSL NIEPA thanked the DIET Andaman and for the opportunity to collaborate. She said NCSL NIEPA under the able leadership and guidance of Prof Shashikala Wanjari, Honorable Vice Chancellor NIEPA and Head of NCSL is glad to be part of this 3 Day capacity building workshop which will help to lead effective schools in Andaman and Nicobar Islands. Dr Yogesh Pahariya, Assistant Professor NCSL NIEPA further added the importance to understand leadership from the vision of NEP 2020 and encourage all participants to look forward to the sessions. J Govind Raju, DIET Faculty gave the Vote of Thanks. The Inaugural came to an end followed by a short tea break

Session 1: Understanding the Role of Head Master as Instructional Leader

Resource Person: Dr Gyaneshwari Longjam Assistant Professor, NCSL Dr Yogesh Pahariya
Time: 10.45 am to 12.15 pm



The session on Understanding the Role of Head Master as Instructional Leader was an interactive one beginning with a deep understanding on school leadership covering both generic and contextual dimensions. Further, the role of a school leader was to move beyond administrative to academic leadership and how to help in conceptualizing and implementing school level changes. The session emphasized on how to mentor and support teachers for better learning outcomes.

A Video from Lead India Campaign titled 'The Tree' was shown twice and there was debrief and reflection on the video. The was collective reflection and learnings were drawn from the video. Each participant was given chance to respond and share their reflection and how to find solutions as a school leader.

The participants were asked to note down the various roles of School leaders. A mind map was drawn with inputs from the participants about the multiple roles and responsibilities. As the participants responded on their multiple roles, some categories were diagrammatically represented and leading to the next slide on the ppt showing the 7 key areas of the curriculum framework.





A short reflective exercise was done where the participants were given a question and each were asked to ponder upon the problem and how to find solutions to the issue

arising in the school and what actions will be taken by them if each was in the same situation.

The key messages were emphasised at the end of the session. Debrief was given. Leadership is all about initiating, being team leader, supporting, creating opportunities, building on strengths and being open- minded to new learning. Leadership by action and influence. Leadership is second only to classroom teaching. Leadership occupies a pivotal role in school transformation.

Session: 2 Well-Being of Children and Teachers: A Leadership Priority

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Resource Persons: Dr Gyaneshwari Longjam Assistant Professor, NCSL Dr Yogesh Pahariya

Time: 12.15 pm to 1.30 pm

The session was introduced by Dr Gyaneshwari. An activity was conducted “Let's Play BINGO!” A card was distributed to all the participants. When the timer started, participants went around the group to find the person who matches the trait on their card. Each participant should introduce themselves and have the person sign the appropriate square. It is important to ensure that the same person does not sign more than two squares and to avoid signing your own boxes. Once a participant completes all boxes, they should shout out "BINGO!" Conclusion: The objective of this activity was to promote interaction and alignment among participants, fostering rapport-building. The idea behind this game is that it provides a small window for individuals to learn about one another in a fun and engaging manner. The game serves as an opportunity to pause and reflect on what just occurred. Participants are encouraged to consider whether they understand their behaviour patterns and if they can gain insights about themselves through this game. One of the participants Mr Wilfred won the BINGO game.

Moving forward with the session, Dr Gyaneshwari briefed that mental health encompasses our emotional, psychological, and social well-being, influencing how we think, feel, and act, as well as how we handle stress and make choices. Role of Self is very important in having a strong well-being as everything starts with self. As a school head it is very essential that you have a right approach, right thinking and a good mental health, and to promote the same in your school is your responsibility. Here self-care, importance of I cannot be overlooked. Mental health has been addressed in the para 2.7 and 4.26 of NEP 2020. Then we have provisions of the Mental Healthcare Act 2017 for children and adolescents emphasized the importance of safeguarding the mental well-being and rights of young individuals. National Mental Health Policy 2014, recommends incorporating mental health education into school curricula to foster early awareness and intervention. This holistic approach to mental health ensures that children and adolescents not only receive the care they need but are also educated about mental health from an early age, helping them navigate challenges. She highlighted the importance of having a good mental

well-being for school leaders in promoting emotional and mental health in schools and the need to build resilience among staff and students.

Dr Yogesh then gave the questionnaire on the World Health Organization-Five Well-Being Index (WHO-5). The participants were asked to rate themselves on the scale and those it was debriefed that a percentage score below 50 (or a raw score below 13) has been suggested as a cut-off for poor mental well-being and as an indication for further assessment for the possible presence of a mental health condition (e.g., depressive disorder) The participants enjoyed the rating of the questionnaire and reflected on their state of mental well-being.

A Video from NCERT will be shown to the participants

https://youtu.be/QTdVC6tk4Fo?si=EAEvONfST5b9i-ft English

https://www.youtube.com/watch?v=hqRZ6GiaXsI Hindi

Then the participants were asked to have a look at the slide showing the Emotional Wheel created by psychologist Robert Plutchik. They were asked to identify the various emotions in the wheel. An emotion wheel is a diagram or illustration that shows levels of emotions to help kids identify and understand their own or other people's emotions. The Emotions and Feelings Wheel is a helpful tool that can assist participants in identifying and understanding their emotions. By learning to name and categorize what they feel, individuals can improve their emotional regulation and develop greater empathy for themselves and others.

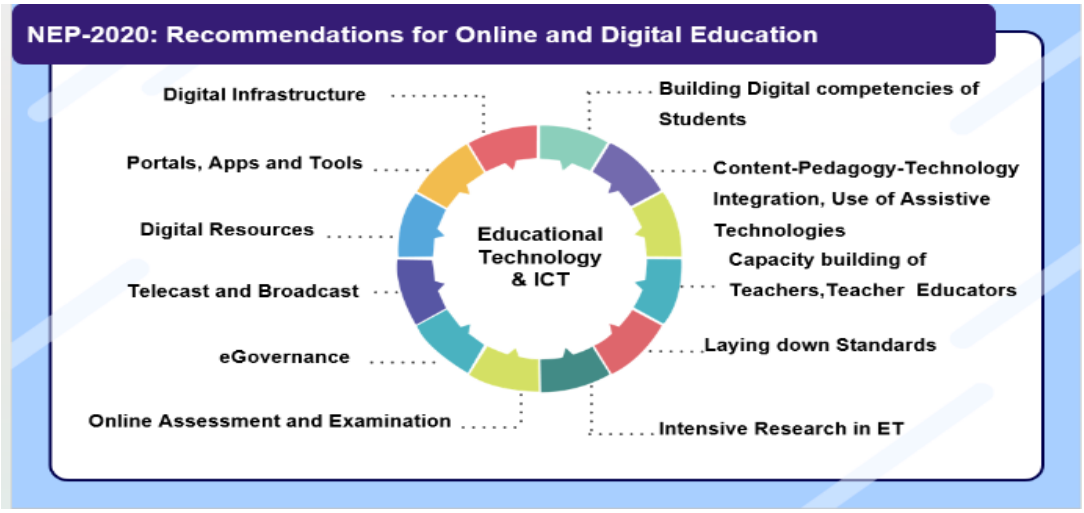
The session ended with Debrief and key messages: School leaders need to promote student and staff mental health to create supportive learning environments, as their actions directly impact school culture and student well-being.

Session: 3 Digital Leadership in Schools

Resource Persons: Dr Yogesh Pahariya and Dr Gyaneshwari Longjam Assistant Professor, NCSL

Time: 2.30 om to 3.30 pm

The 3rd session of the day was on Digital Leadership in Schools.Dr Yogesh took the lead and introduced the topic through PowerPoint slides. He emphasized that In today's dynamic educational landscape, effective school leadership is widely recognized as a key driver for improved student outcomes, teacher performance, and institutional development. As there is a need for building the capacity of school leaders and educational administrators, there is an increasing need for systematic documentation, monitoring, and evaluation of leadership development programs. Central to this effort is the establishment of well-structured, accessible, and sustainable database that can capture relevant information on leadership initiatives, participants, outcomes, and long-term impacts.



He elaborated on the use of ICT in India and its policy directions where NEP 2020 talks about the thrust of technological interventions in school education. He emphasized on the recommendations for online and digital education. And the various major digital initiatives like PMeVidya, DIKSHA, ePathshala, NISHTHA, SWAYAM,ICT Curriculum, etc. She emphasized the importance of leveraging technology to ensure equitable access to quality education, promote lifelong learning and bridge the digital divide. To bridge the digital divide, we must address the significant linguistic diversity that exists across the country. Ensuring equity requires developing digital content in the native languages spoken by children at the last mile. It needs to be looked at how an equitable infrastructure need to be built across India especially in rural areas and geographically difficult areas.

Dr Gyaneshwari mentioned about the integration of Technology in Primary Schools-Digital classrooms, in the form of blended learning and teacher empowerment. She explained some of the technological thrust areas like teaching and learning, effective

evaluation, expanding access to education, increasing access for students overcoming language barriers, supporting teacher preparation and professional development, and streamlining educational management and administration.



Dr Yogesh explained about the Augmented Reality (AR) and having Experiential Lab to encourage experiential learning. He discussed how NCSL collaborates with CIET-NCERT to encourage school leaders across the country to highlight the best practices and initiatives of the school leaders across the country. There is game based learning which can be a great experiential learning for the students. And emphasized the importance of dissemination through educational Apps. He ended the session by highlighting the potential of technology and how it has to be used for teaching, learning and assessment which are the three primary work which an educational system does. The need to enhancing educational access is also one of the major concerns of NEP 2020. Portals, apps, ICT tools can be utilised so that content is disseminated seamlessly using various technology mediums.

Session 4: PARAKH Rastriya Sarvekshan 2024

Resource Person: The Session was taken by the Andaman Diet faculty team.

Time: 3.45 pm to 5.00 pm

DAY 2: 15 October 2025

Day 2 Session 1: Leadership in Managing Change and Driving Innovation in Schools

The first session of the second day was intended to empower heads of schools with strategic views and utilizable tools for steering educational reforms, particularly in the context of the National Education Policy (NEP) 2020. It focuses on managing change and driving innovation in schools. The session was facilitated by Dr. Yogesh Pahariya and Dr. Gyaneshwari Longjam jointly, and explored how school heads can transform themselves from ordinary administrators to changemakers and innovators.



The session highlighted the necessity of adaptive leadership, data-driven decision making, and combining innovative practices to achieve the vision of NEP 2020. It aimed at developing capacities of school heads for managing educational change, making effective use of data, and bridging learning gaps through timely and strategic interventions.

The session addressed a number of key topics aimed at building the leadership abilities of school heads to lead transformation and innovation within their schools.

1. **Changing School Leadership Role:** The session began with the discussion on how school principals need to shift from administrative management to strategic leadership, with the role of inspiring change and innovation. The audience resonated with NEP 2020's vision of learner-centric, inclusive, and competency-based education systems. Important reforms like Foundational Literacy and Numeracy (FLN), Early Childhood Care and Education (ECCE), PRASHAST, DIKSHA, NISHTHA, and professional development programs were deliberated, emphasizing how crucial leadership is to drive these reforms into action at the school level.
2. **Changing with Innovation:** By experiential learning through simple seat-shifting and arm-crossing activities, members learned how small changes can bring discomfort to their lives. The activity acted as a metaphor for handling change at school level, showcasing how individuals resist new approaches in spite of their advantage. The debrief highlighted that educational leaders need to develop staff in terms of adaptability, flexibility, and openness in order to build a culture of innovation, so that they can transform their school.
3. **Creating a Culture of Data in Schools:** The session highlighted the value of utilizing school-level data to make informed choices and ongoing improvement.

The participants learned how to analyze performance data, attendance data, and assessment results to drive both institutional planning and tailored learning. UDISE+ was examined as a tool for tracking disparities, deployment of teachers, and dropouts. The participants were advised to explore the UDISE+ portal to have an idea of datasets available on schools. A video (https://www.youtube.com/watch?si=k_u3YkwJPYesxY8&v=2cnxAZNgGVI&feature=youtu.be) was also used a case study to show how a strong culture of data improves school accountability and efficiency.

4. **Learning Gaps and Inclusion:** An example of PRASHAST App was shared to participants as evidence-based approaches for learning difficulty and disability identification and support. It is a useful tool to detect and intervene early.
5. **Breaking Down Resistance to Change:** The session ended with a discussion of the video Resistance to Change (https://www.youtube.com/watch?si=KtA4VkbfgeAayBr-&v=wU3bTkqHoXc&feature=youtu.be). Participants reviewed psychological and institutional resistance to change and explored leadership approaches to overcome them-like establishing trust, articulating vision, and involving all stakeholders in change processes.

Lastly, the session provided several important outputs and takeaways that capture its influence and effectiveness. There was a clear indication of heightened awareness among school heads of their changing leadership roles under NEP 2020. The participants gained a better perspective on how to employ tools such as UDISE+ and the PRASHAST App for data-driven school development planning and inclusive practices. The session provoked reflective thinking since participants discussed personal experiences of managing change and were able to identify methods of nurturing innovation in schools. The experiential exercise was highly effective in enabling them to connect to the issues and possibilities involved in change, further impressing the need to be adaptable.



In the debrief session, resource speakers led thoughtful discussions on change, evidence-based decision-making, innovation at the school, and the necessity of assisting teachers and learners during transitions. Consequently, numerous school heads indicated a firm intent to embrace more adaptive, inclusive, and innovation-driven leadership styles. The interactive setting

of the session also encouraged peer-to-peer learning, with attendees acknowledging the importance of developing safe and open spaces that support staff and students to own and drive change.

Day 2 Session 2: Leadership for Creating Inclusive and Child-Centered Schools.

Dr. Yogesh Pahariya initiated the session by placing the discussion in the transformative vision of NEP 2020, highlighting the fact that the policy transcends the purpose of mere access to education- and moving towards an inclusive and equitable ecosystem. The sessions acknowledged the diversity in classrooms including all Socio-Economically Disadvantaged Groups (SEDGs). It explains how NEP is aligned with the Right to Education Act, Sustainable Development Goal 4, and international commitments to inclusive education. The participants were reminded that inclusion is not a special programme but an all-school approach through pedagogy, infrastructure, attitudes, and community engagement. The school head as an important agent of this change was emphasized.

Two participatory exercises were carried out during the session to bring the principles of equity and inclusion to life for the participants and various barriers to inclusion.



The first exercise, "Equality vs Equity and Access vs Inclusion Simulation," involved school leaders in a simple but effective activity that illustrated the difference between treating all people the same and being fair with different needs. The participants were formed into groups and requested to do an activity like throwing a ball into a basket set at a specific distance. During the first round, everyone was placed under the same conditions, symbolizing equality, while during the second round, changes like varying distances, taking off blindfolds, or allowing additional opportunities were made to symbolize equity. The subsequent discussion enabled participants to relate this experience to actual school contexts where students start from uneven bases, highlighting that leadership choices have to factor in contextual disadvantage even if this equates to unequal treatment in order to facilitate genuine inclusion.

The second exercise, “Barriers to Inclusion,” invited the participants to map and examine actual barriers encountered in their schools. In groups, they brainstormed and recorded examples within five major categories-policy or staff bias, inaccessible premises, language and cultural mismatches, poverty, and curriculum inflexibility. As a result of reflective mapping, participants brought out local issues like absence of ramps for disabled children, language differences in classrooms, and gender-driven dropout rates. The ensuing discussion facilitated by the group allowed them to associate these obstacles with leadership accountabilities and organizational strategies to support equity and inclusion. Both exercises were facilitated through short video segments on equity and inclusive practices, which made the session very experiential and interactive and ensured that participants learned the concepts through active engagement and introspection.



The session also emphasized the “Role of School Leaders in Building an Inclusive School” focused on leadership as the prime mover of change. School administrators were urged to focus on:

- Embodying inclusive conduct by being respectful, empathetic, and fair.
- Revisit and modify policies to eliminate covert biases discussed in session.
- Staff train and sensitize for inclusive pedagogy.
- Engage parents and communities by appreciating linguistic and cultural diversity.
- Foster student voice through councils and participatory mechanisms.

The concluding part of the presentation provided solutions to promote inclusion, introducing pragmatic models such as Universal Design for Learning (UDL) to meet the varied learning needs of students through various modes of representation, engagement, and expression. Other solutions such as inclusive admissions and discipline policies, culturally responsive teaching, and peer mentoring or buddy programs, all stressing that inclusion is not an added program but a manner of schooling the entire school environment.

The presentation ended with a definitive call to action-urging school leaders to model inclusive values, reframe school culture, and advocate the NEP 2020 vision within their schools. Use of case examples, organized slides, and reflective questions produced an integrated learning experience that blended orientation on policy, conceptual understanding, and practical leadership strategies.

Day 2 Session 3: Leadership in Promoting Child-Centered & Experiential Pedagogy

The session opened with a question: "What kind of teaching do children really like to have in a classroom?" Members remembered what it was like when they attended school, explaining that learning is real when children are engaged- when classes incorporate play, exploration, and discussion instead of lecture and rote memorization.

The session presented the fundamental concept of child-centered learning, focusing on the fact that the learner has to be central to the process. This process appreciates children's questioning, experience, and viewpoints. In a facilitated discussion, the participants scrutinized how active learning pedagogy-grounded in activities, projects, fieldwork, and discovery-allows children to develop their own meaning.





This session revolved around different key themes, which includes:

- **Child-Centered Learning:** Recognizing that every child learns uniquely, and instruction should cater to their interests, rate, and requirements.
- **Active Learning Pedagogy:** Acknowledging the potential of learning through doing, experimentation, collaboration, and reflection.
- **Role of the Teacher:** Transitioning from being a 'knowledge-giver' to a facilitator, mentor, and co-learner who offers chances for exploration and dialogue.
- **Innovation in Teaching:** Facilitating teachers to incorporate play, projects, and real-life scenarios into classwork so that learning is engaging and meaningful.
- **Inspiring Teachers:** Participants shared leadership strategies including appreciation, best practices sharing, and providing platforms for teachers to share their innovations.
- **Barriers to Active Learning:** Participants highlighted constraints such as large classes, inflexible timetables, examination pressures, and limited resources, yet acknowledging that leadership vision and collaboration can mitigate many of these challenges.

Interactive Activity: Preparing and Presenting the Lesson Plan

In order to make the session experiential, nine groups were formed with the task of preparing an interactive, creative lesson plan based on the principles of play- and activity-based learning. The idea was to put into practice the ideas discussed and show how learning outcomes can be realized through effective pedagogical approaches instead of conventional practices.

Every group picked a topic from various subject fields and school levels, incorporating NEP 2020's focus on competency-based learning. Involvement included the incorporation of the following elements:

- Games, role plays, or simulations to present concepts.
- Incorporate ways in which students can employ their faculties/senses (sight, hearing, smell, taste, and touch) to understand lesson.
- Discovery and exploration activities where students ask questions and discover answers.
- Employing art, storytelling, or local situation to relate lessons to children's everyday experiences.
- Reflection elements like drawing, writing, or group discussion for reinforcement.

After group preparation, each of the nine groups made presentations before the entire audience. The presentations were highly creative-anything from science experiments and social studies projects to math games and language storytelling sessions. The mood was high, with participants sharing ideas, making up props, and debating the applicability of experiential learning.

The resource speakers gave helpful feedback after every presentation, indicating how these plans could be better developed to have definite learning outcomes, formative assessment mechanisms, and inclusive participation. The activity not only consolidated learning but also increased participants' confidence in using innovative approaches in their respective schools.

Day 2 Session 4: Leadership in Strengthening Community–School Relationships

The Leadership in Strengthening Community-School Relations session addressed learning how working collaboratively between schools and communities strengthens student learning as well as builds a culture of shared responsibility. The resource persons started by stressing the point that the school does not exist alone-it is an integral part of a living social community. NEP 2020 reflects the importance of community involvement as being at the core of school development, social inclusion, and all-around children's development.

The discussion emphasized that community-school partnerships facilitate trust, accountability, and ownership. Parents, local leaders, and community members contribute important knowledge, experiences, and resources that can enhance the learning environment. When communities view schools as spaces for shared effort,

education is a collective responsibility instead of solely the responsibility of teachers or administrators.

Activity: Role Play on Community-School Interaction

In order to involve participants in the session, participants were given an interactive role-play task to mimic actual interaction between community members and school leaders. The participants were grouped into two teams - one for school leaders and the other for the community.

Both groups were directed to think back and respond to the question:

“What are your expectations from the other group?”

Members were invited to write down their views sincerely, their hopes, concerns, frustrations, and assumptions. All the groups noted their answers on chart papers that had been given to them.

In the role play, the school administrators issued expectations like increased parental participation, frequent attendance of school meetings, and community cooperation towards facilitating better infrastructure and discipline. The community group had expectations of openness, respect, and significant involvement in school decision-making. They brought up issues regarding communication breaches, the necessity for child protection, and the want for more enjoyable, pertinent learning activities for the children.

Once both groups finished speaking, a list of shared expectations was created, revealing areas of convergence and divergence. The exercise enabled participants to internalize feelings, see things from different perspectives, and understand the significance of empathy in leadership.

During the debriefing session, the participants discussed how such facilitated discussions can be implemented in their respective schools in order to establish trust and collaboration. Several came to the understanding that there is a lack of community participation due to not being interested but because there was limited communication and no shared venue for discussion. The activity showed that listening and collaborative problem-solving can change community participation into real partnership.



The key takeaways were:

- Leadership should transcend administrative responsibilities and act as a bridge between school and society.
- Create awareness among the community about school and improving their participation in school activities.
- School authorities should be sensitive to community needs and their values.
- Clear and regular communication creates shared responsibility for student success.
- Community involvement builds social capital and adds richness to learning by linking classroom learning to local contexts.
- Simple mechanisms such as role plays, listening circles, and community meetings can make relationships humane and melt stereotypes.

Day 2 Session 5: PARAKH Rastriya Sarvekshan 2024 result. dissemination for the Foundational and Preparatory stage- Discussion and formulation of strategies focusing on low-performing competencies was facilitated by Dr. Bency Joy, Faculty, State Institute of Education (SIE), Andaman & Nicobar Islands.

Day 3 (Leadership for Change) of the programme began with the theme '**Empowering Head Masters as Change Agents for Education.'**

Day 3 Session 1: NIPUN Interventions carried out by the UT as mandated in NEP 2020 was facilitated by Dr. Bency Joy, Faculty, State Institute of Education (SIE), Andaman & Nicobar Islands.

Day 3 Session 2: Holistic Progress card: Implementation of HPC in the Foundational and Preparatory Stage was facilitated by Dr. Bency Joy, Faculty, State Institute of Education (SIE), Andaman & Nicobar Islands.

Day 3 Session 3: Strengthening Foundational Literacy and Numeracy (FLN): the Core Leadership Responsibility was facilitated by Smt. T Vanitha, Faculty, State Institute of Education (SIE), Andaman & Nicobar Islands.

Day 3 Session 4: Learning Outcome-Based Assessment (Pahal+Tasks): Tools for Tracking Progress and Remedial Measures was facilitated by Shri. Srinivas, Faculty, State Institute of Education (SIE), Andaman & Nicobar Islands.

Day 3 Valedictory & Feedback Session