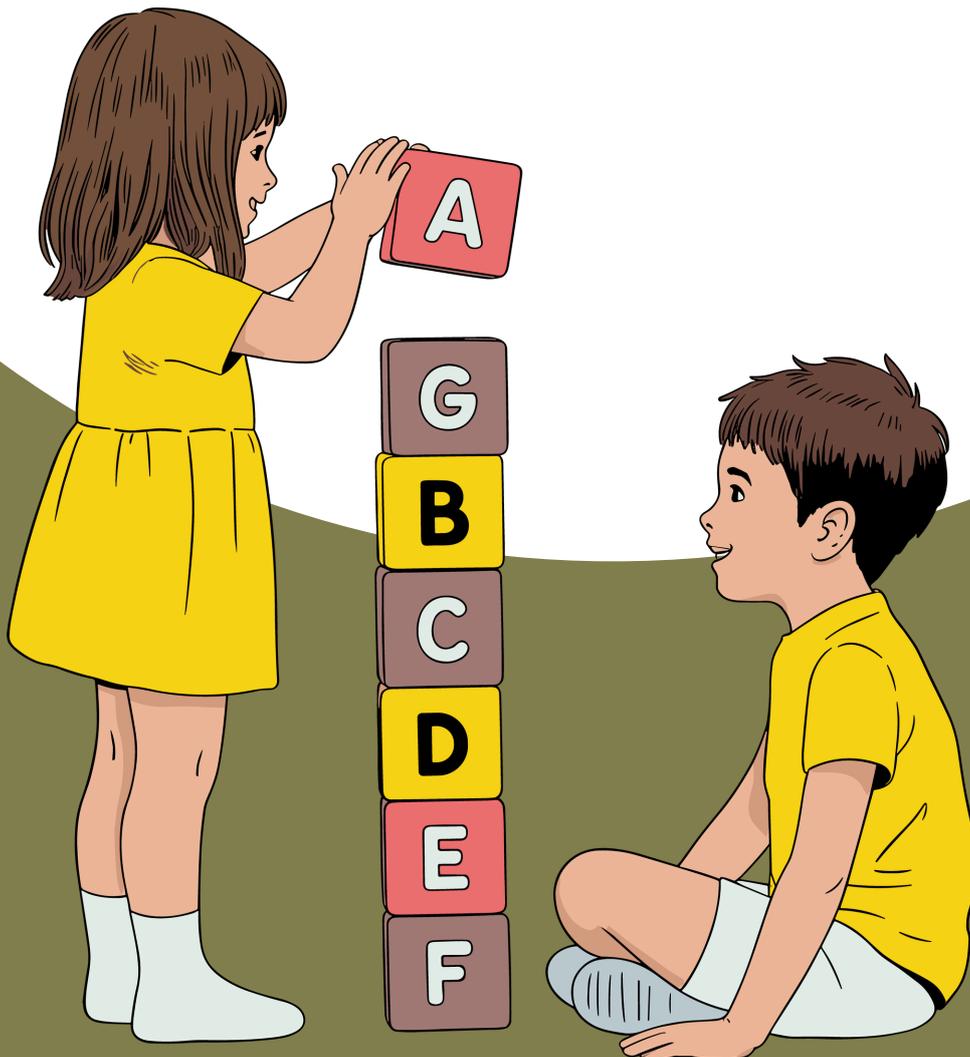# Interactive Module on School Leadership

Developed by
SLA, SCERT Assam
in collaboration with NCSL – NEIPA, New Delhi

Developing and Translating a School Vision into Action:
Developing, Implementing and Reviewing a School Development Plan (SDP) in the schools of Assam

7

ABSTRACT

This interactive module aims to guide school leaders and educators through the reflective and collaborative process of developing a shared school vision, translating it into a School Development Plan (SDP), and establishing mechanisms for periodic review and revision.

Drawing from transformational leadership theory and organizational learning frameworks, this module emphasizes vision-driven school improvement and provides practical tools for reflection, planning, and monitoring. The interactive activities encourage participants to align beliefs, set priorities, and develop sustainable systems for change within their educational institutions.

A school vision provides direction, coherence, and inspiration for educational change. However, a vision achieves meaning only when translated into sustained action. This module explores practical strategies to convert a school's shared vision into a School Development Plan (SDP), and to monitor progress through systematic review and revision cycles. By connecting vision, planning, and reflection, schools can foster a culture of continuous improvement and shared ownership.

LEARNING OBJECTIVES

After completing the module, the School Leaders will be able to:

1 **Understand the conceptual and strategic significance of a school vision.**

2 **Reflect on personal and collective beliefs about the purpose of education.**

3 **Collaboratively formulate or refine their school's vision statement.**

4 **Translate the vision into actionable priorities through an SDP.**

5 **Establish systems for monitoring, reviewing, and revising the vision periodically.**

7.1 INTRODUCTION

For any school-organisation to run successfully, it should have clarity about its future direction and what type of results it wants to achieve for itself and its stakeholders, especially the students. This comes from developing a vision for the school, articulating the mission and converting them into desirable goals to be achieved. Articulation and interpretation of vision varies among and between different stakeholders, even though everyone understands and accepts the vision similarly. Therefore, their actions also vary from one to another towards fulfilling the vision. This is known as shared vision. As everyone has their own personal vision for themselves while working for the school, the actions towards realizing the vision and achieving the goals have diversity, variety, and novelty among stakeholders. Therefore, setting a direction for the school's improvement and student learning is a combination of the vision for the institution, the shared vision of all stakeholders and the personal vision of the school leaders. Setting a direction for the school's improvement and student learning is a dynamic process and mostly depend upon aligning the vision, beliefs, and values, both at an institutional and personal level. It is important for a school to use a collaborative process in creating its vision. The community feels involved, building a sense of belonging and decision making. The process strengthens the development of embedding a shared vision among all members of the school. Therefore, creating a vision involves collaboration and distributed leadership across students, staff and parents of the school. A school's vision is more than a slogan; it represents the collective aspiration of the learning community. Yet, many schools struggle to move from inspirational words to actionable practices.

The challenge lies in translating abstract ideals into practical strategies that influence classroom teaching, student engagement, and community participation. The vision is translated into reality by the actions of the School Leadership.

The School Development Plan (SDP) serves as the operational bridge that connects vision to implementation.

An effective school vision answers three key questions:

What kind of learners do we aspire to develop?

What values and beliefs will guide our work?

What kind of learning environment will support this growth?

A well-articulated vision should be inclusive, future-oriented, and actionable. It should inspire teachers and learners while providing clarity for decision-making. A compelling school vision serves as a moral compass that guides all decisions, policies, and practices within an institution.

It articulates the collective aspirations of a school community and provides a coherent direction for improvement. Without a shared vision, schools risk fragmented initiatives and inconsistent practices (Fullan, 2001).

In today's rapidly changing educational landscape, schools are challenged not only to define what they aspire to become but also to translate their visions into sustainable action plans that can be periodically reviewed and renewed.

Reflective Question:

What does an inspiring and contextually relevant vision look like for your school community?

_____
_____
_____
_____

Keywords: School Vision, Shared School Vision, Descriptors, Actionable-s, School Development Plan, Leadership, Learning Organisation, Reflective Practice, Change Management, School Management and Development Committee (SMDC)

7.2 THEORETICAL AND CONCEPTUAL FRAMEWORK

The development of a school vision is grounded in several theoretical perspectives. Transformational leadership (Leithwood & Jantzi, 2006) emphasizes moral purpose, collaboration, and the ability to inspire others toward a shared goal.

Senge's (1990) concept of a learning organization underscores the value of collective reflection and systemic thinking in sustaining school improvement.

Sergiovanni (2001) and Hargreaves & Fullan (2012) highlight leadership as a shared cultural practice, where values, beliefs, and relationships form the foundation for lasting reform.

Together, these perspectives suggest that a vision is not merely a written statement but a living, evolving representation of a school's identity, purpose, and direction.

7.3 DEVELOPING A SHARED SCHOOL VISION

Developing a school vision requires participation, dialogue, and reflection. The process often begins with individual reflection among teachers and leaders, followed by collaborative discussions that identify shared values and aspirations.

To translate the vision into reality, the principal should build a collective understanding of the school's vision among the stakeholders. Stakeholders have to own the vision for them to be motivated to act upon it. The vision is interpreted and approached in various ways, according to the diverse perspectives of teachers, administrative personnel, parents, SMC members and students. The shared vision is characterized by diversity, variety, novelty, efficacy and effectiveness connected by the common thread of the institution's vision. The variety in interpretation and subsequent action leads to dialogue, discussion, action and reflection among members. This is an on-going process and helps in enriching and strengthening the understanding of the school's vision. Shared vision brings in fresh perspectives and ideas for designing, leading and undertaking curriculum-based activities in the school. It empowers stakeholders and creates the requisite ethos in the school which in turn influences the school's culture, climate, its collaborative and co-operative practices, leading to overall school progress through enhanced student learning. Facilitated workshops help stakeholders articulate what kind of learners they want to develop, the learning environment they wish to create, and the role of the school in the wider community.

7.3.1 Key stages include

1. Reflection and Dialogue: Engaging all stakeholders in envisioning the desired future.
2. Synthesis: Identifying common themes, beliefs, and goals.
3. Drafting the Vision Statement: Translating collective ideas into a concise, inspiring declaration.

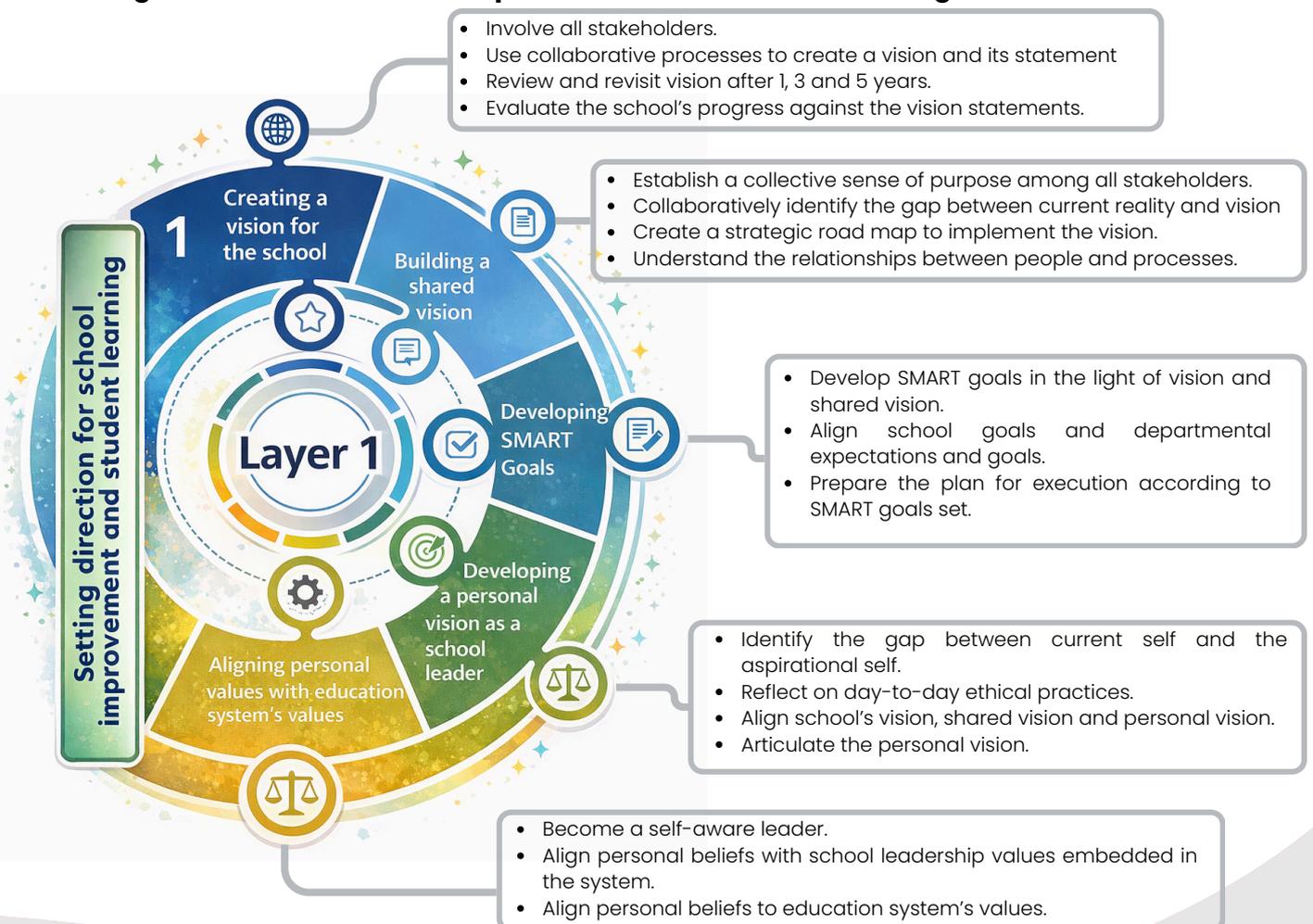## 7.4 TRANSLATING VISION INTO AN SCHOOL DEVELOPMENT PLAN (SDP)

The power of a vision lies in its translation into actionable strategies. A School Development Plan operationalizes the vision by defining specific objectives, measurable targets, and strategies for implementation. It aligns the vision with curriculum goals, teacher professional development, student well-being, and community partnerships.

An effective SDP bridges the gap between aspiration and practice by creating clear pathways for progress. The School Development Plan (SDP) serves as the roadmap for realizing the vision. Each element of the plan must directly link to a part of the school's vision statement.

The process involves:
- Identifying priorities based on vision and school context.
- Setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) Goals.
- Assigning responsibilities and timelines.
- Allocating necessary resources.
- Developing a monitoring framework.

Setting a direction for school improvement and student learning

- Involve all stakeholders.
- Use collaborative processes to create a vision and its statement
- Review and revisit vision after 1, 3 and 5 years.
- Evaluate the school's progress against the vision statements.

- Establish a collective sense of purpose among all stakeholders.
- Collaboratively identify the gap between current reality and vision
- Create a strategic road map to implement the vision.
- Understand the relationships between people and processes.

- Develop SMART goals in the light of vision and shared vision.
- Align school goals and departmental expectations and goals.
- Prepare the plan for execution according to SMART goals set.

- Identify the gap between current self and the aspirational self.
- Reflect on day-to-day ethical practices.
- Align school's vision, shared vision and personal vision.
- Articulate the personal vision.

- Become a self-aware leader.
- Align personal beliefs with school leadership values embedded in the system.
- Align personal beliefs to education system's values.

Core components of vision-based SDPs include:

- Strategic Goals/Objectives: Derived directly from the vision statement.
- Action Plans/Key Strategies and Activities: Concrete steps with timelines, responsibilities, and resources.
- Monitoring Indicators/Indicators of Success: Tools and metrics to assess progress.
- Resource allocation and roles.
- Capacity Building: Professional learning aligned with the vision.

Please scan the QR code below to access the video link for a better understanding of the School Development Plan.

After observing the video, try to answer the following questions

1. **What makes a school effective?**

_____
_____
_____
_____

2. **What is SDP?**

_____
_____
_____
_____

3. **Is SDP only for infrastructure development?**

Answer – Yes / No (Put a tick)

4. **Write key issues of School Development Plan.**

_____
_____
_____
_____
_____
_____

5. **Write some characteristics of effective School Development Plan.**

_____
_____
_____
_____
_____
_____

6. **Write the leadership qualities required for effective implementation of SDP.**

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7. **What is a learning organization?**

Try to answer the following MCQs for better understanding of School Development Plan.

1 **What is the primary purpose of a School Development Plan (SDP)?**

(a) To complete government formalities

(b) To improve school infrastructure only

(c) To reduce teacher workload

(d) To plan systematic improvement of the school

2 **Which of the following should be the starting point of an SDP?**

(a) Budget allocation

(b) Examination results

(c) School need assessment

(d) Government circulars

3 **Which Statement is correct?**

(a) An effective SDP should be prepared only by the Head Teacher

(b) An effective SDP should be copied from another school

(c) An effective SDP should be developed with stakeholder participation

(d) An effective SDP should be changed every month

4 **Why monitoring of an SDP is needed?**

(a) It mainly helps to find faults in teachers

(b) It mainly helps to check whether plans are working

(c) It mainly helps to increase paperwork

(d) It mainly helps to delay implementation

5 **Which of the following is an example of a SMART goal?**

a) Improve teaching quality

b) Make students better

c) Increase Grade V reading proficiency by 20% in one year

d) Conduct more classes

6 **A school development plan should be reviewed:**

a) Once in five years only

b) Only when problems arise

c) After transfer of School Head

d) Periodically to track progress and make improvement

7 **Which stakeholder plays a key role in ensuring community ownership of SDP?**

a) Block Education Officer only

b) Inspector of Schools

c) School Management and Development Committee (SMDC)

d) Private agencies

8 **Which data is most useful for preparing an effective SDP?**

a) Teacher opinions only

b) Previous SDP file

c) Budget Sanction letter

d) Student attendance and learning outcomes

9 **An SDP goal is considered realistic when it is:**

a) Very ambitious

b) Easily achievable

c) Based on available resources and school context

d) Suggested by higher authorities

10 **Which of the following actions best reflects teacher involvement in SDP?**

a) Signing the SDP document

b) Implementing classroom-level action plans

c) Attending meetings only

d) Waiting for instructions

11 **Monitoring indicators in SDP should be:**

a) General statements

b) Clear and observable

c) Difficult to measure

d) Confidential

12 **Which is the best example of stakeholder participation?**

   (a) When SDP is prepared by Head Teacher alone

   (b) When Teachers and Parents contribute ideas and decisions

   (c) When SDP is copied from another school

   (d) When SDP is prepared after approval

13 **When an SDP becomes a "living document"?**

   (a) When it is properly bound

   (b) When it is filed in office records

   (c) Used for planning, action, and review

   (d) Printed annually

14 **Which of the following best supports sustainability of SDP initiatives?**

   (a) Short-term activities

   (b) Dependence on one person

   (c) Capacity building of teachers and school heads

   (d) External funding only

The following steps maybe utilised to develop the Holistic Development Plan with the involvement of SMCs.

Steps to Develop the
Annual Holistic Development Plan

STEP 1 Where are we now as a school?

STEP 2 What do we need to do in the coming year?

STEP 3 How will we achieve what we want to do? Who is responsible?

STEP 4 What is the timeline for implementation?

STEP 5 What will the impact look like?

Source : Scan the QR Code

SDP MODEL COMPONENTS

- School Vision Statement
- Mission Statement
- Core Values

SCHOOL VISION, MISSION AND CORE VALUES

- Enhancing Foundational Literacy & Numeracy
- Improving Teaching-Learning Practices

PRIORITY AREAS FOR SCHOOL IMPROVEMENT

1 **2** **3** **4** **5**

SCHOOL PROFILE

- Name of the School
- Address
- UDISE Code
- Type of School (Primary / UP / Secondary / Senior Secondary)
- Management (Govt / Provincialised / Aided / Private)
- Year of Establishment
- Student Strength (by class and gender)
- Teaching Staff (qualifications, experience)
- Non-teaching Staff (qualifications, experience)
- Infrastructure Status
- Community Background

BASELINE DATA AND NEED ASSESSMENT

- Academic performance Analysis
- School processes Audit
- Infrastructure and Resource Audit
- Stakeholder feedback
- SWOT Analysis

GOALS, OBJECTIVES AND TARGETS FOR EACH PRIORITY AREA

- Specific Goal
- SMART Objectives
- Annual Targets

A practical template linking Vision, Goals, Actions, and Indicators may be utilised to develop the Holistic Development Plan is shown below.

Format of Action Plan

Priority area/ Vision component	Goal/ Objective	Current status	Activities / Action steps	Timeline	Approximate budget for the action/ work	Sources of budget	Resources needed	Responsible person(s)	Indicators of Success/ Monitoring Indicators

| Priority area/ Vision component	Goal/ Objective	Current status	Activities/Action steps	Timeline	Approximate budget for the action/work	Sources of budget	Resources needed	Responsible person(s)	Indicators of Success/ Monitoring Indicators
FLN	Goal: Improve foundational literacy in Grade 1-3. Objective: 80% of students in Grade 1-3 will achieve grade level reading proficiency by March, 2026.	Poor in FLN	Daily 45 minute reading programme	June-March, 2026.			Worksheet, story books	FLN Co-ordinator, teachers	80% students read grade-level text.
Inclusive Learning	Ensure equitable learning for all students		Introduce differentiated teaching strategies; train teachers on inclusive practices.						Lesson plans reflect inclusion; participation data shows improvement.
Community Engagement	Strengthen parental and community involvement		Organize monthly meetings and workshops.						Attendance records and stakeholder feedback.

Reflective Questions

● **How do our school's daily practices reflect the stated vision?**

● **In what ways does the development plan promote our long-term aspirations?**

● **What resources and partnerships are needed to actualize our vision?**

Summary
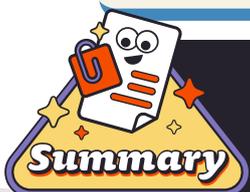
The School Development Plan (SDP) is a strategic document that outlines how the school will achieve its vision through measurable goals, time-bound actions, and shared responsibilities.

The SDP translates long-term aspirations into short- and medium-term priorities across areas such as teaching and learning, leadership, infrastructure, inclusion, and community engagement.

7.4.1 Implementing the School Development Plan

Implementation is the heart of translating vision into practice. Each action step should have a responsible person, timeline, and success indicators.
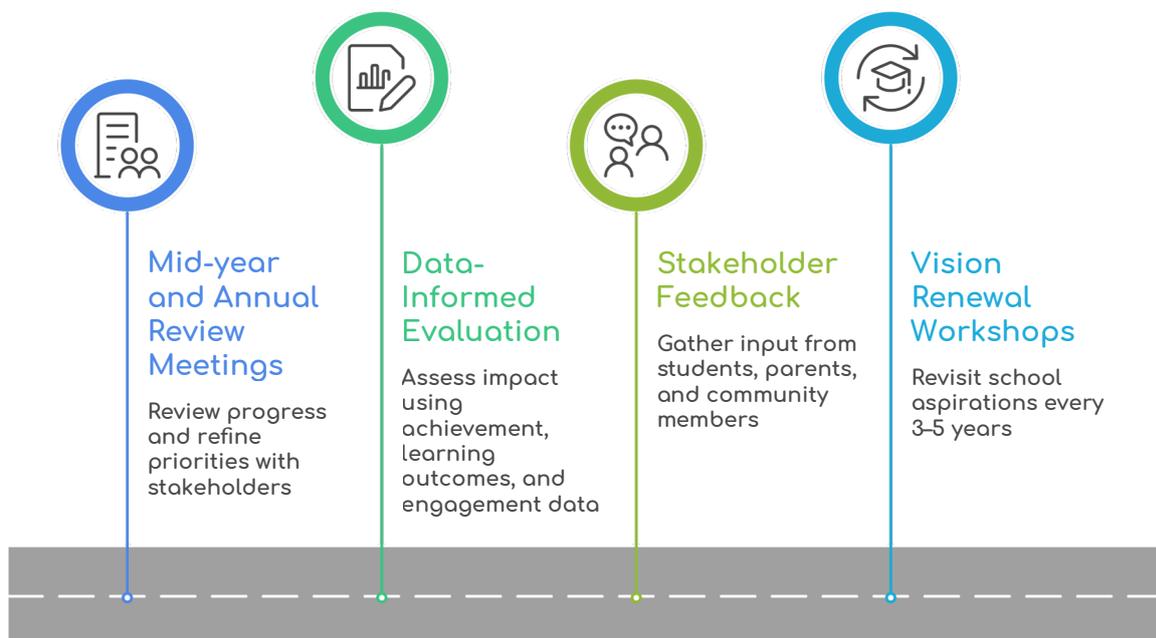
Leadership should ensure collaboration and capacity-building among staff. Regular team meetings, professional learning communities, and tracking systems help maintain focus.

Tracking Change through Periodic Review and Reflection
Sustaining a school vision requires systematic monitoring and reflection. Periodic reviews help determine whether the school's actions remain aligned with its vision and whether emerging challenges require adjustments.

Regular feedback cycles, data analysis, and reflective discussions allow leaders and teachers to identify successes, gaps, and evolving priorities.
This cyclical process ensures that the vision remains relevant and adaptive to changing educational contexts.

Effective Tracking Mechanisms

Mid-year and Annual Review Meetings

Review progress and refine priorities with stakeholders

Data-Informed Evaluation

Assess impact using achievement, learning outcomes, and engagement data

Stakeholder Feedback

Gather input from students, parents, and community members

Vision Renewal Workshops

Revisit school aspirations every 3–5 years

Thought-Provoking Question:

How can evidence and reflection together inform the evolution of our school vision?

Reflective Questions

Is our vision still relevant and inspiring?

_____

_____

_____

_____

Do all stakeholders understand and connect with it?

_____

_____

_____

_____

Are SDP goals aligned with our vision?

_____

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_____

_____

Do classroom practices reflect our core values?

_____

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_____

_____

How often do we collaboratively review progress?

_____

_____

_____

_____

What evidence shows improvement in learning or engagement?

_____

_____

_____

_____

What needs revision in the next cycle?

_____

_____

_____

_____

Sustaining and Revising the Vision

- Embed it in school rituals and communications.
- Use it as a reference for major decisions.
- Involve stakeholders in periodic renewal.
- Celebrate achievements and reflect regularly.

Translating School Vision through the School Development Plan

This case study illustrates how Missamari Higher Secondary School transformed its aspirational vision into actionable outcomes through a structured School Development Plan (SDP).

It highlights the leadership processes, staff collaboration, and systematic review mechanisms that enabled the school to align daily practices with its long-term educational goals.

1 Background of Missamari Higher Secondary School

Missamari Higher Secondary School, a provincialized co-educational institution located in a rural area of Sonitpur district, Assam. It serves 1438 students from Grades 1 to 12. Out of 1438 students, 891 are girls and 547 are boys.

The school faced several challenges: large enrolment, high PTR, persisting vacancy of teachers, decrease in pass percentage, demotivated teachers, fund stagnancy (free education), exhaustive work load, declining student motivation, and limited parental engagement. The new principal, appointed in 2017, initiated a collaborative process to redefine the school's direction and purpose.

2 The School Vision

After multiple workshops and consultations with teachers, parents, and students, the school formulated its vision statement:
"Transforming the School into a Centre of Excellence for Learning and for Creating Beautiful Minds with Wisdom and Happiness."
This vision aimed to create a holistic learning culture that valued both academic excellence and character development.

3 Translating Vision into the School Development Plan (SDP)

To operationalize the vision, the School Management and Development Committee (SMDC), Parents, Guardian, Stake Holders, PRI Members, Donors, Teaching Staff, Union Body and Mothers Group designed a three-year SDP in a general meeting held on 14th October, 2017 with specific goals aligned to teaching quality, student engagement, and community participation. A resolution was taken for keeping doors open for further amendment as a when required. The plan was submitted in the Department of Secondary Education, Assam and may be downloaded from the School

www.missamarihs.in

The SDP served as a living document guiding priorities, resource allocation, and professional development.

Vision Component/ Focus Area	Goal/Objective	Key Strategies / Action Steps	Monitoring Indicators/Indicators of Success
Teaching and Learning	Improve academic outcomes in core subjects by 20% within three years	Peer observation, subject-based mentoring, and integration of ICT tools.	Assessment data, student feedback, and lesson observations.
Student Engagement	Increase participation in co-curricular activities by 30%	Introduce student clubs, leadership programs, and annual exhibitions.	Participation records, surveys, and event reports.
Community Engagement	Strengthen parental and community involvement	Organize monthly meeting, quarterly parent forums and volunteer opportunities in school activities and projects.	Attendance records parent satisfaction surveys and stakeholder feedback.

Missamari H.S. School, Sonitpur, Assam

Sharing Meeting with Community and other Stake Holders at Various Stages for Preparation of School Development Plan (SDP)

4 Implementation of the SDP

Implementation began with an orientation workshop for teachers and stakeholders. The principal emphasized distributed leadership, forming task teams for each focus area.

Regular review meetings ensured accountability and ownership. Teachers developed micro-plans linking classroom practices with SDP goals, while students participated in school improvement committees.

5 Tracking Change and Periodic Review

Progress was reviewed quarterly using both quantitative (test scores, attendance, participation rates) and qualitative (feedback, reflection logs) data.

The SMDC used a "traffic light" monitoring tool to rate progress on each goal—green for achieved, yellow for ongoing, and red for delayed.

Adjustments were made through annual revision workshops where evidence guided decisions.

6 Outcomes and Impact

Within three years, Missamari Higher Secondary School observed measurable improvements:

- Increase in student performance in core subjects.
- Enhanced teacher collaboration through peer learning.
- Greater student leadership and participation in clubs and school events.
- Improved school-community relationships and transparency.

Most importantly, the shared vision became embedded in the school culture—visible in classrooms, assemblies, and communication materials.

As per Plan perspective targeted for the period from: 2017 to 2025 envisaged in the School Development Plan [SDP] and the analysis may be seen as below against various major areas mentioned of Missamari Higher Secondary School, Sonitpur, Assam

Focus Area		2017–2020	2020–2023	2023–2025
Enrolment		1147 – 1465	1465 – 1494	1494 – 1503
Girls Enrolment		612 – 864	864 – 871	871 – 892
Results	HSLC	42.85% – 59.41%	59.41% – 58.4%	58.4% – 71.84%
	HS	80.15% – 91.3%	91.3% – 95.5%	95.5% – 98%
Fund from communities in terms of kinds: viz. School Main Gate:		RCC School Main Gate started construction	RCC School Main Gate construction completed	Approx. Amount involved for RCC School Main Gate Rs.5.2 Lac
Flag Post		Concrete, Granite & Steel Railing Flag Post started construction	Construction completed	Approx. Amount involved for Flag Post Rs.3.4 Lac
School Open Auditorium Funded by 4 lac from MLA & 7 lac from the SMDC, Principal, Teachers and Employees		Construction under progress	Construction completed	Approx. Amount involved Rs.11 Lac
School Heritage Funded of Rs.1.2 lac by Prasanta Boro,President SMDC and rest fund from Dr.Kanak Ch.Bordoloi,Principal and Abdul Rejek, Senior Asstt.			Construction started and completed.	Amount involved Rs.1.72 Lac
Ceiling Fans: Donated by Communities and Teachers & Employees.			40 Nos.	Approx. Amount involved Rs.66 thousand
Digital Literacy: Smart Class Room & Mini Google Centre		Funded by : Dr.Kanak Ch.Bordoloi,Principal and Abdul Rejek, Senior Asstt.	Completed	Approx. Amount involved Rs.1.12 Lac

7.5 LESSONS LEARNED

1 A vision must be co-created to ensure ownership.

2 Translating vision requires practical, measurable goals in the SDP.

3 Continuous monitoring builds accountability and momentum.

4 Leadership must promote reflection and flexibility to adjust strategies.

5 Celebrating small wins reinforces commitment to the vision.

Reflective Questions

How can school leaders balance aspirational vision with realistic goals?

What strategies ensure all staff understand and internalize the vision?

How can evidence be effectively used in periodic review meetings?

What practices can sustain enthusiasm for the SDP over time?

How can student and community voices be included in the revision process?

7.6 CONCLUSION

The case of Missamari Higher Secondary School demonstrates that when a vision is meaningfully translated into a School Development Plan, it transforms from words on paper to lived practice.

Through collaboration, review, and reflection, schools can build sustainable pathways to improvement while nurturing a shared sense of purpose and achievement.

A meaningful vision shapes school culture and drives improvement. Translating it into a School Development Plan and reviewing it regularly ensures that the vision becomes a living, evolving force.

Sustainable progress depends on leadership that promotes reflection, collaboration, and shared purpose.

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- Hargreaves, A., & Fink, D. (2006). Sustainable leadership. San Francisco: Jossey-Bass.
- "Malaya", School magazine of Missamari H. S. School.

7.8 OTHER RESOURCES

- School Heads as Academic Leaders (https://www.youtube.com/watch?v=NZ8NOLIz EU)
- Differences between goals, objectives, learning outcomes by Oakland University (https://www.youtube.com/watch?v=g Xm5I1jYKQ)
- Smart Goals; Power point presentation by the Department of Education, Ohio University (http://www.huronhs.com/Downloads/smart-goals.pdf)
- SMART Goals in Education (https://www.youtube.com/watch?v=aOnN1iVGMO4)
- Visioning for Education by Gijubhai Badheka (https://www.youtube.com/watch?v=RcJp5UnsnGs)
- How to Write a Vision Statement by HelpYourNGO.com (https://www.youtube.com/watch?v=J84eG8KiO_I)
- How to write a vision statement by Bernd Geroop (https://www.youtube.com/watch?v=6KPtvVcU7nSs)
- School Mission Statements, 2020 Guide + 6 Writing Tips by Maria Kampen (https://www.prodigygame.com/main-cn/blog/school-mission-statements)
- Developing a Vision and a Mission of How to Help Your School Thrive without Breaking the Bank by John G. Gabriel and Paul C. Farmer (http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx)

- Vision of Mahavir Singh Phogat for his daughters who became international gold medalists in wrestling.(https://www.youtube.com/watch?v=rUkDM_mRIIk)
- Arvind Gupta on Turning Trash into Toys …. I am a toy maker (https://www.youtube.com/watch?v=KnCqR2yUXoU)
- How to develop your Personal Vision Statement: A Step-by-Step Guide to Charting Your Future with Purpose and Passion by LINDYNORRIS.COM (http://static1.squarespace.com/static/5765dcb1be659449f97fcbf5/t/5770b309579fb313164a7a37/1467003657818/LINDYNORRIS.COM+-+How+to+Develop+a+Personal+Vision+Statement.pdf)
- How to Create an Inspiring Personal Vision Statement by Scott Jeffrey (https://scottjeffrey.com/personal-vision-statement/)
- Shared Vision by Peter Senge (https://www.youtube.com/watch?v=IyESvprvRb)
- Tedx video talk by Atishi (https://www.youtube.com/watch?v=GwDmZCN0Ib4)
- Missamari H.S.School (https://youtu.be/zXd9PJ6Witc?si=hqbZpETdbodQTAlx)
- A Glimpse into Missamari H.S.School (https://youtu.be/0BaHHS3ZZzA?si=oA0kVxOXrWX8S4m0)
- Discussion on Dropout Prevention (https://youtu.be/h02ycsWgVDo?si=9v8lsr6r1q9QdYHB)
- Skill Development & Entrepreneurship (https://youtu.be/JHNe2RxEyHI?si=swdv0DfZ2WGh6I6H)
- Free Eye Checkup camp for Students of Missamari H.S.School (https://youtu.be/AEVZJfPP40Y?si=IeC2H9N3ufNT-Bu0)
- Mental Health Awareness at Missamari H.S.School (https://youtu.be/AEVZJfPP40Y?si=IeC2H9N3ufNT-Bu0)
- Social Cleanliness (https://youtube.com/source/dOe_9jG0o9s/shorts?si=pvuAzxGXzZim_aRB)
- Saptadhara Song and Ma Ami Xodiale…(https://youtu.be/uAgHDKb-AZE?si=fp4UlS6YkZ2tomNk)
- Exposure and Field Study Trip (https://youtu.be/kI6GFG9y_Ro?si=EiLYKEn9Q2YV_XS8)
- Celebration of Basanta Utsav(https://youtu.be/Z-GYPt48DEg?si=w1JKYlGCiMgBkm38)
- Sharing Meeting with Stakeholders (https://youtu.be/gPCnDQm5usc?si=cZ7BE3ybf-sH8BEd)

Correct Answers (MCQ)

Q.No	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Answer	d	c	c	b	c	d	c	d	c	b	b	b	c	c

AUTHOR PROFILE

Dr. Anup Hazarika

Dr. Anup Hazarika has more than 22 years of teaching experience in School and TEIs. He served as a State Consultant (TT & Pedagogy) in SSA, Assam for 5 years.He presently serves as a Senior Lecturer at the DIET, Kamrup(M).

He obtained MSc(Physics), MEd, MPhil and PhD degrees.He has to his credit 9 research papers published in journals of national and international repute.He has conducted many workshops, training programs for students as well as professionals. He has been a State Resource Group member for leadership training in Assam since 2016. And actively engaged in giving leadership training to School Heads of Assam from Elementary to Higher Secondary level and in the development of various modules related to the training programs of KRPs and RPs since 2016.He has contributed to the development of bilingual Science textbooks for class VI and VII as per NEP 2020.Many of his articles on various topics have been published in reputed assamese magazines and newspapers like Prantik, Natun Padatik, Priyo Sakhi, Amar Axom, Pratidin etc.