

PROGRESSIVE INITIATIVES OF SCHOOL LEADERS -A BOOKLET

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

(School Leadership Academy)

PORVORIM , GOA 403521



IN COLLABORATION WITH



**National Institute of Educational Planning
and Administration** (Deemed to be University)
National Centre for School Leadership

2022-2023

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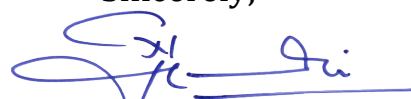
FORWARD

The School Leadership Academy is one of the arms of the State Council of Educational Research and Training department-Government of Goa (SCERT). It gives me great pleasure to present this booklet which captures few best practices of Govt. supported schools. There are many more such initiatives which also need to be brought forth.

In the previous academic year 2021-2022 the initial part was immensely affected by the Covid-19 pandemic thus only the second part of the year could be utilised for actual implementation of the annually planned activities.

Nevertheless School Leadership Academy being the integral part of SCERT, Goa, ventured to document few best practices in the form of case-studies. These case-studies/best practices are a description of the efforts made by School Leaders and their team members during those difficult times when the world was grappling with fear and cluelessness especially in the education sector. These School Leaders and their team members dared to take up the challenges of continuing teaching and learning practices for the sake of their students. Commitment and dedication to their profession is reflected in this booklet. These write-ups depict only a small portion of their great endeavours.

Sincerely,



Shri. Nagaraj Honnekeri
DSCERT, GOA

Date: 31st March 2023.

ENHANCING LEARNING THROUGH INNOVATIVE PRACTICES

Principal: Mrs. Supriya Netravelkar, Purshottam Walawalkar Higher Secondary School, Mapusa, Goa

OVERVIEW

The school is located within the limits of the Mapusa Municipality in Khorlim,



Mapusa,. It is a residential area, approximately 3.5 kms from the Mapusa bus stand. The residents belong to the medium and upper middle class, mainly involved in business with a smaller percentage employed in service. This semi

urban area has people of high social standing and a sound economic background. A large section of students studying in the school come from far off, travelling a distance up to 25 kms, in rare cases.



School Leadership Multiple Roles and Responsibilities

Initiatives taken to nurture the spirit of inquiring and critical thinking among students:

Students of Commerce stream are made to read newspapers and magazines such as Economic Times, Financial Express and India Today. They were initially not regular and hesitant but now do it as a regular exercise. **The challenge was overcome by devoting special reading hours in the school and later at home too.**

Street plays, discussions and debates on topics pertaining to social issues like reservation, gender equality are organized for students of the Arts stream. Students initially were reluctant to voice their opinions, but now have improved to a great extent.

Students of the science stream are motivated to participate in Exhibitions and Seminars organized by other schools, thus forcing them to think and apply concepts beyond the classroom, and develop the power of critical thinking. **This approach works much better by enforcing the concept of learning by doing.**



Students were initially hesitant as they were not used to do activities beyond the classroom but on completion of the above it resulted in a deep sense of satisfaction. Teachers and students responded well after being convinced about the objectives of the exercise. Students are made to give presentations after the concepts are taught by teachers. Guest Speakers who are experts in their

profession are invited to share current trends in the respective fields pertaining to topics in the textbook.

Initiatives in the school to develop responsible citizens:

Over the years the school has developed a standard set of practices to inculcate a spirit of responsibility towards the country. The school thus encourages celebration of National Days of importance, formation of students 'council, cleaning drives, awareness programs, visits to community centres, home for the aged, banks and market places so that students understand the real life situations and acquire skills to deal in such situations.

Developing the School as a Learning Organisation:

A system for maintenance of records of activities and achievements of students and staff is maintained. This enables in drafting of Annual School Magazine at the end of the year. An internal quality management cell is formed to cater to career guidance and capacity building of students.

Encouraging Joyful and Creative Learning in the School:

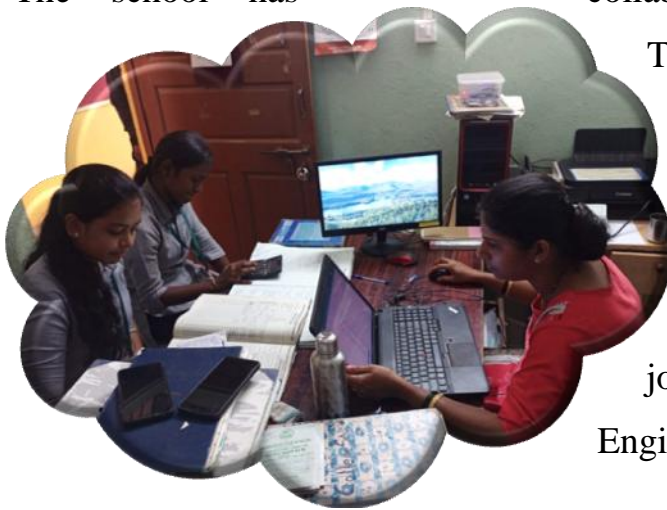
As this is an age of digitalization, the school has adopted a blended learning program where in students have lectures supported by online educational resources. Teachers are encouraged to bring creativity in their teaching-learning methods for example: - dramatization of poems and lessons to make it interesting, allowing special screening of select movies in the school hall so that the same can be linked to their academic or social learning,



educational field trip to places of historical significance, visits to industries to study processes and such others. A small meal is provided to all the students of remedial or those staying back in school for extra classes. Students feel encouraged to stay back and participate enthusiastically in these classes.

Engaging with the Community to enhance learning:

The school has collaborated with a private agency for



Tally course and GST filing course for commerce and Vocational students. It has a tie up with Automobile workshops, garages and auto showrooms for on-the-job training for Vocational (Auto Engineering Technology) students. Tie

up with Banks, small firms and entrepreneurs for on-the-job training for AA, OM and CT (VOCATIONAL) students.



Created opportunities for students in the school encouraging them to explore and experiment. Faculty wise exhibitions where in each stream and vocational course demonstrate model themes and exhibits explaining principles and mechanisms of a given concept. Student seminars on topics of interest bring in added interest and helps develop better understanding of concepts among students.

Creating spaces for community involvement in the school:

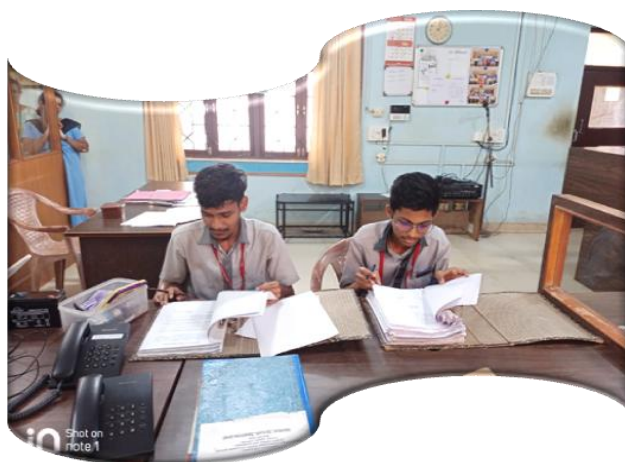
We have developed systems to encourage collaboration with community members. Our staff members donated a sum of ₹8600 for 5 years towards Jeevan Anand Sauntha, an NGO set up to help destitute students in Mapusa. This huge service is in association with other NGO's and members of the community. Headmaster appealed to small workshop industries and private entrepreneurs to support and provide financial assistance for development of projects for display at exhibition organised in the school. The response from ex-students and other such philanthropists is tremendous and largely encouraging.

Encouraging parent involvement in school management:

Parents are invited to participate in small activities and events organised in school. Systems are created in the school which engages parents / community members to enhance student learning. Resource persons and professionals from the community are invited under the Internal Quality Management Cell to share inputs pertaining to a participation course / career. The positive outcome is that students are able to gain practical knowledge and this helps in better decision making with respect to choice of careers.

Enhancing the Effectiveness of Classroom Processes:

Teachers are encouraged to use power point presentations, videos, audios which are used during teaching. For remedial and extra classes Google



classroom and Google meet is also used. Diksha portal is updated where in our teachers upload recorded lectures for imparting education online. Google forms are used for quick assessments of lessons. Recording of lectures (Videos) chapter wise were developed by 8 teachers which was telecasted on Prudent TV.

Teachers create online quizzes by using Kahoot, Quizlet and Mentimeter. They have created class wise WhatsApp group to post notifications, schedules, study material and home assignments. Live streaming of celebration of Independence Day 2021 via a YouTube Channel was done. The challenges to ensure the above were many. Poor connectivity, owning a cell phone, purchasing data packs etc. But today with practice, training and assistance both students and teachers are comfortable to use the same. Concept based teaching and sharing of testing material / mock test after a chapter is complete. The above exercise has resulted in great improvement in students' performance at examination.

Promoting Teacher Leadership:

The School Head conducts sessions for teachers to build their capacities. In addition to this, the senior most of teachers of each course / faculty communicates the time table, working schedule, discipline and the students' aid programs. Hence each student gets better individual attention. Fair chance and opportunity is given to all senior teachers to co-ordinate internal and public exams conducted in the school.



Enriching teaching-learning process: Looking beyond the classroom:

Home visits by teachers to students with a brief interaction with parents helped to resolve a number of challenges faced by students. Initially teachers were not comfortable with the home visit schedule as it involved extra working hours, but after seeing the benefit and improvement in students, it is now a regular practice.

Leading School Administration:

As a leader of the school there are some practices adopted for ensuring transparency and professional ethics in school administration. A very approachable environment is maintained where in staff members can inquire and resolve their doubts/ queries pertaining to any matter. Work is equally distributed to the best extent possible. Timely reminders and notification is served to that staff who defaults in their duty. Monthly staff meetings wherein staff members share their challenges and a plan to resolve the same is worked out. Interaction with members of the Management is also done to discuss and plan larger issues. A healthy work environment is maintained. All circulars, orders and notification are posted on the staff WhatsApp group and hence are notified at an instance. Circulars and orders pertaining to administrative work are posted on the group with reference to office section. School Head and staff are deputed to participate all seminars/workshops ensuring knowledge and application of school education Acts and Rules.

For safety and security of learners, a security guard is always present at the main entrance. Most classrooms, corridors and staircases are under CCTV surveillance. Constitution of ICC and POCSO Cell is formed to cater to related issues of staff and students. The POCSO Cell also organised self defence programme for girls. Awareness programme and informative talks are arranged

by the ICC and the Counselling Cell for all students and staff members. In one instance a complaint was lodged to the Mapusa police station, for an individual who harassed students on the way to school. The school counsellor provides excellent assistance to students at all times.

CONCLUSION

Each academic year brings in new vigour and enthusiasm. Some teachers retire while some students pass out from the school. The scenario is always changing and so are the situational facts and figures. New administrative rules and policies are introduced each year. So considering this entire changing environment, the school Head and team members continuously keep updating themselves and systems so that the learning takes place in the best possible manner.

SAFETY AND SECURITY OF LEARNERS

HEADMASTER: VARSHA S GAONKAR: SHREE MALLIKARJUN HIGH SCHOOL, CANACONA, GOA

OVERVIEW OF THE SCHOOL

SHREE MALLIKARJUN HIGH SCHOOL is proud of its place in the history of being the centre of progressive education in Canacona taluka, as well as in whole of Goa. From 1922 this wonderful temple of learning spread its protective wings over all who have been here. This year our institution has completed 100 years. The students are mainly from fisher folk, tribal and migrant population, potters and artisan communities. Most of our students are 1st generation learners.

- 30% Fisher folk.
- 30% Migrants daily wage work.
- 20% Service.
- 10% Traditional occupation. Agriculture, potters, artisans.
- 10% Business.

PLANNED INTERVENTION

Recently it was in the news that abduction / kidnapping of school going children was taking place in Goa. Since it was a serious concern, the school authorities along with PTA immediately called a meeting and informed the parents regarding the same. The main agenda was to create a safe environment for the

children starting from their homes to the schools and back. This included safety from any kind of abuse, violence, psycho social issue, disaster: natural and manmade. There were a series of awareness sessions conducted to help students understand different types of abuses.

Every child learns these safety rules



Don't talk to strangers



Cross the streets with adult supervision



Never play with fire



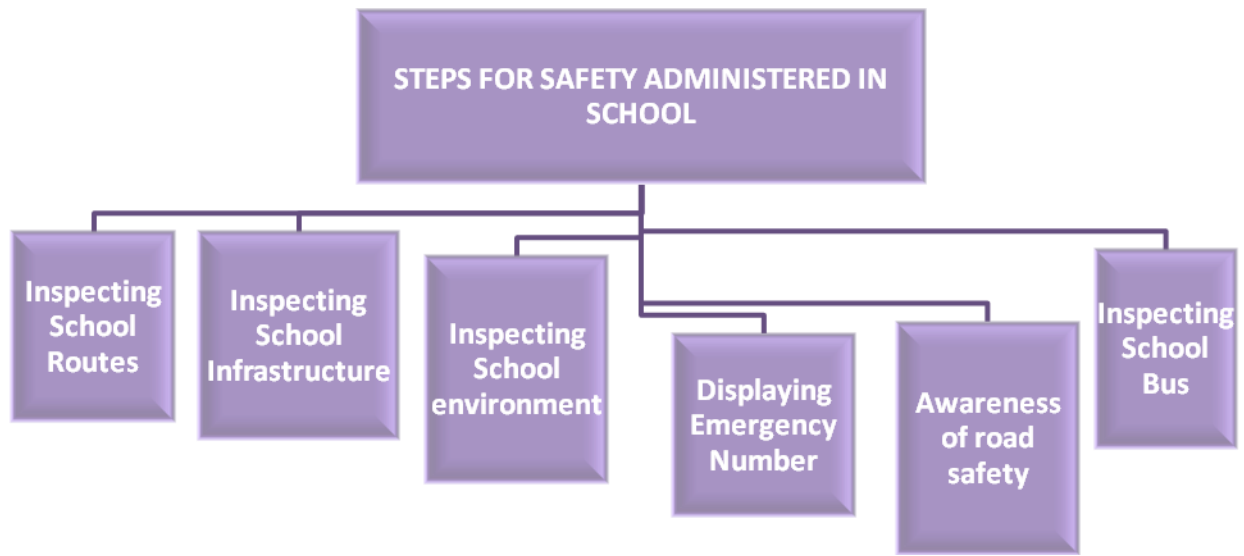
Be safety concious while playing on groups or away from home



Be safety concious at home



Be safety concious while going to school



Conclusion:

We were encouraged with a positive response from the stake holders and the school team was able to enforce the following:

- Formed a Child Protection Committee
- Designated CPC member to update the school’s child protection committee regularly
- Installed broadcasting system and close circuit on the cameras in the campus
- A list of staff mobile phone numbers are prominently displayed on the notice board
- The security personnel are strictly instructed to know at all times that is on the premises, especially visitors.
- Educated teaching and non teaching staff and students on the emergency procedure.



Initiatives for Overall School Development to Enhance Learning

HEADMASTER: MRS. SAYAD BIBI ARIFA M, DYANJYOTI HIGH SCHOOL, KARAPUR, BICHOLIM TALUKA

BACKGROUND INFORMATION OF THE SCHOOL:

Dnyanjyoti High School is located in rural area of Karapur village in Bicholim Taluka North Goa under the Karapur Sarvan Village Panchayat. This village is surrounded by different people belonging to different religions, like Hindu and Muslim with all communities like OBC, ST and SC. Daily wage workers, farmers, services are in private sector.



SOCIO-ECONOMIC BACKGROUND OF SCHOOL COMMUNITY:

This school is a Government aided school established in 1981 and run by Shri Shantadurga Dnyanjyoti Mandal, Karapur, Sankhali- Goa. There are all the facilities available from Std V to Std X e.g better learning facility, Library, Computer lab, and Science Laboratory, playground, a transport facility and with well-qualified



teachers.

Initiatives Taken To Apply Technology In Teaching Learning Processes In The Classrooms:

Most educationists around the world have been striving hard to attain the goals of quality education. To make use of latest technology, I being the Headmistress have taken initiative to have at least one smart class in the school and so I put up the request to our SMC (School Management Committee) Chairman. Through his request we received **Smart Classroom** sponsored by ACGL, Honda Sattari- Goa under CSR project in the year (2020-21). Since then all our teachers started utilising smart classroom for teaching.



New ICT syllabus (Robotic and Coding) is introduced in our school from the year (2020-21) as per training given to computer teachers

from the Directorate of Education. Five students were selected to receive knowledge of advanced elective curriculum (ICT) from the government.



Leadership practices to enhance community participation through school management committee:



Community participation in education helps to identify issues and problems in school education. School is a part of community and community supports school to give quality education to every student for the development of society.

So we invited all the parents in the year (2021-22) for the formation of School Management Committee and at the same time informed them about provision of concession given to CWSN students. We ensure the participation of the Block Resource Co-ordinator of SSA as well. In this way we encouraged four of our students to study at their pace and enrolled them to appear for the Goa Board exam.



This year we formed SMDC (School Management Development Committee) in our school and explained to them about NEP 2020. We also initiated the selection of P.T.A executives and explained in detail about NEP 2020 in the presence of our School Managing Committee.

Leading Effective School Complex activities: Our School leads three Govt. Primary Schools in the school complex system. We undertake activities (competitions) for primary level and upper- primary level separately. Our school students won few prizes in these competitions.



Our teachers attended an Online Workshop on Nine Point Programme organised by Taluka School Complex in the year (2021-22).

We encourage our students to participate in various competitive exams organised by SCERT-Goa such as

the National Talent Search Exam, Science Talent Search Exam and Goa Talent Search Exam.

As overall development of every child is essential we ensure visits to the Goa Science Centre. Our students secured 1st place & 3rdPlace under Senior category in **“SCIENCE PHOTO BOOTH COMPETITION”** organised by Children Right’s in Goa in collaboartion with SCERT and NCSTC on 6th Febuary 2022.



Our students attended the career guidance session orgained by smart club, mayem, Bicholim Taluka Goa for Std X students.

To encourage students to be motivated with extracurricular activities, we have started with growing a Kitchen Garden in our school campus. We also conduct Poshan-Mah activities and day wise Swachata Pakwada activities.

Conclusion:

As the Head of the School, I encourage and motivate my team members and students to participate in all workshops organised by SCERT-Goa, DOE and SSA and all activities organised for schools.



INITIATIVES OF SCHOOL HEAD TO LEAD LEARNING IN THE SCHOOL

Headmaster: ESMERELDA MENDES E FERNANDES, HOLY SPIRIT INSTITUTE SCHOOL OLD MARGAO, SALCETE TALUKA.

INTRODUCTION:

Holy Spirit Institute is located adjacent to the famous Holy Spirit Church at Old Market Margao. The architectural landscape of the area is defined by narrow lanes, open gardens, religious establishments and palatial mansions belonging to the elite residence of the city. Many of them have retired from active service. Old Market is an important junction for travellers visiting the State of Goa. The School caters to the all round development of its students and receives a majority of first generation learners from poor socio economic background. The parents of the wards are menial labourers, plumbers, drivers etc. They have issues with regards to their family. Some of the students have single parents and due to their poor economic background they suffer from malnutrition, undernourishment and health related problems.

Practices adopted in our school to make learning a joyful and creative experience for the Teacher and the Learner.

1. PowerPoint lessons are given by the teachers / presentations of Videos to make the lessons effective.
2. Peer teaching is done in the class
3. Academically weaker students are paired with students who are better.
4. Solving of puzzles, group discussion on certain topics are also held. Besides projects in science and teaching aids are done in groups and individually as well.

5. Students are encouraged to take part in the School Assemblies that are conducted house wise.
6. Students are trained by teachers to take part in the dance, art and craft, wealth out of waste competitions elocution, Poetry Writing and Recitation, Fancy Dress, video making on topics assigned, Music, singing drawing painting etc which are organized by the School, Department of Education , SCERT and other organizations . They also participate in the Inter School Competitions.
7. During the Work Education period the students are engaged in learning to prepare articles using wealth out of waste like doormats, tablemats, vases, creative articles/ show pieces, pen stands etc.
8. During the Celebration of various festivals, the students prepare creative cards, lanterns, stars, buntings' decorations to decorate their classrooms and School.
9. Kitchen Garden is encouraged and vermin-composting preparing organic waste is undertaken. Students use it for the vegetable garden and also for potted plants. Each class takes care of one pot and at the end of the year a prize is given for the class that takes good care of the plant depending on its growth.
10. Students also undertake weeding of the area allotted to them for kitchen gardening.



11. Creative games, sports is encouraged and they learn to cooperate with one another through the games and team spirit.

12. Assignments are given on the topics selected by teachers. Both individual and group assignments are encouraged. Charts on important topics are displayed in the classrooms.

13. Flower making classes are conducted to develop an aesthetic sense in the students besides art classes

14. Robotics workshop, classes were conducted by the Don Bosco Institute of technical Education where students learn to assemble parts and develop Robots.



15. Outdoor learning games in subjects like science, English is undertaken. Describing the things they see in nature, classification of Natural Resources and manmade resources etc.

16. Career Guidance talks, seminars etc. are conducted to educate the students about different career options available to the students.

Systems created in the schools which engage parents, community members to enhance student learning.

1. We have the P.T.A.(Parents Teachers Association) General Body meetings where parents take part in the same.They are briefed by the Head of the Institution about the activities carried out in School both Academic and Non-academic.

2. Whenever any developmental work carried is out to develop the infrastructure of the School the School Management Committee is informed about the same and discussions are held where in their opinion is also taken into consideration.
3. The opinion of the parents is taken with regards to the problems, of their wards and measures to improve their behavior etc.
4. A Suggestion box is kept in the School to attend to the problems of the student. Parents can meet the Head of the Institution and teachers once a month or take appointment with the teachers if they have any problem or discuss about the progress of their wards.
5. For the General Body Meeting Resource persons are invited for e.g.Counsellors, Educationists, Doctors to explain to the parents about the issues that concerns the parents and the students e.g. 'SubstanceAbuse.etc. which the parents need to know to check their wards and if the parents are involved in the same how it affects the child's education and behavior. Besides Sessions on Nutrition, Cyber Safety etc.
6. Online meetings to educate parents and students on child sexual abuse etc. Recently we had the Session conducted by Arpan N.G.O in collaboration with the Sarva Samagra Shiksha for the Heads of institutions and teachers of South Goa.
7. Remedial teaching is introduced to help students with learning difficulties to come up to the minimum achievement level.

Performing Multiple Roles as a Leader for effective School Administration and Development.

- 1.** Motivational talks for Teachers are organized on how to be effective leaders and work in collaboration with one another.
- 2.** Rules are made so that there is accountability while discharging the duties for the staff. They are read at the meetings, discussed, approved and then enforced after they are agreed upon with the members that they are implemented for developing professional ethics in School.
- 3.** Whenever expenditure is done for any activity the budget is prepared, discussed and the members approve of the same. The Committee in charge of the activity works together and submits their plan to their head of the institution on the format provided.
- 4.** A book of records is kept by the head of the Institution to record the duties if not performed by the Staff members they are called and informed about the areas they need to improve.
- 5.** Self Evaluation Sheets are given to the teachers to evaluate their own performance and then suggestions for improvement are given to the concerned staff.
- 6.** Stock Verification Committees are formed for the purpose of keeping records and taking stock of the dead stock. Whenever purchases are made from the maintenance grant, donation etc. they are recorded and all the members are informed about the same during the staff meeting.
- 7.** Teachers in charge of conducting activities are given the budget for each activity then after discussing with the head; they buy the prizes and produce bills. The committee decides what prizes should be brought for the activities.

Leadership Practices to Enhance Community Participation through School Management Committee (SMC).

1. We involve the Parents and the students in the education process although we have difficulties with the help of the staff members. We can overcome the challenges by hard work and dedication by keeping focused on the goal to develop an all round personality of the child. The Community members are involved in our programs are held and cleanliness drives in collaboration with the municipality are held to involve the community to work for the betterment of the School and Society.
2. We organized the Women's Day and felicitated Dr.Ira Almeida for her contribution during the Covid Pandemic.
3. We organized a Plastic Free Drive with the collaboration of the Margao Municipal Council , the ADEI of Salcete retired on superannuation Mr. Francis Fernandes, Deputy Director of Education Mr. Uday Gaunker, Mr. Lyndon Pereira Chairperson Margao Municipal Council, Ward Representative and Councilor Mr. Victorin, besides the Manager Rev. Fr. Amandio Valadares, Asst to the Parish Priest Fr. Franky Fernandes and some local people took part. We distributed cloth bags in the market area and in the neighborhood of the students to create awareness about the harmful effects of single use plastic.
4. Grandparents Day was celebrated



with the grandparents. A special program was organised for them.

5. For the staff and the parents we organized a nutritional food preparation competition. For the staff it was nutritional drinks and food. For the Mothers it was preparation of sweet dish that had nutritional value on the occasion of celebration of nutrition week.
6. Cleanliness Drive was conducted at Monte Hill with the help of staff. The Margao Municipal Council members and locals.
7. Participated in Rallies to create awareness on Elections, National Unity Day World Elders Day.etc.
8. On the occasion of the Celebration of Poshan Maahe Nutrition Week our staff members contributed and prepared food for the children of an orphanage at Verna.
9. Vanmahotsav was celebrated in collaboration with the Forest Department, we distributed the flowering and Fruit bearing saplings to the students which were given by the Forest Department to the students after a program held to commemorate the same. Besides we had a poster making competition for the students of class 5th to 10th.



Conclusion:

Teachers, students and parents are always encouraged to work in an interdependent manner. This has always helped the school improve on various aspects. The parents and the members of the community were happy as they

saw that they too were involved in the various activities conducted by the school.

They actively took part at first they were a bit reluctant to make time and come for the meetings but later on cooperated. We won their confidence by organizing motivational talks , meetings, discussions, personal and telephonic interactions send messages on the class groups, online meetings etc, thus built a rapport with the parents and community members.

The parents and the guardians of the children share their problems and difficulties and we try to find the best way to address these challenges. I am a very positive person and I can communicate and relate to people easily understand them and empathize with people. These qualities help me to carry on with the mission and vision of the School. This is very much evident in the activities that I carried out in the school both Curricular and Co-Curricular aspects, besides, developed the infrastructure of the school with the help of the Management. We have renovated the sports room, repaired the benches and desks, painted the school building, class rooms etc. Repairs of the Washrooms, installation of projectors, white boards, wall boards, fans in the classrooms was under taken in the last two years. Cleanliness and beautification of the school campus was undertaken with the help of the P.T.A and members of the staff. Kitchen Gardening was undertaken by the staff and students. We had organized a Personality Development course for the students. We have also sought the support of our former students to help us in our endeavours. The P.T.A appreciated the efforts of the Management and Staff who work tirelessly for improving learning environment in various ways.

INITIATIVES TAKEN TO NURTURE POTENTIAL LEARNING SKILLS

PRINCIPAL: Sr. Marinelle A.C. CARMEL HIGHER SECONDARY SCHOOL, NUVEM

Nestled in the lush green hills of Nuvem, located in Salcete taluka of the South



Goa district, lies Carmel Higher Secondary School, a haven for young women across the state of Goa seeking an all-round

education founded on a value-based system. The Higher Secondary School is located in the Carmel College Educational Campus, away from the hustle and bustle of the city. The well-tended gardens and beautiful trees create a verdant oasis for birds and butterflies, and provide the students with a tranquil environment that is conducive to learning. Since it was established in 1975 as an off shoot of Carmel College, the Higher Secondary School has been catering to the learners all over Goa, but more specifically to those in the neighbouring villages, many of whom are first generation learners belonging to the tribal communities of Goa and those hailing from low socio-economic households. The doors of the institution are open to all, especially to the underprivileged looking for a launching pad into a bright future.

Heads of schools play a pivotal role in steering the institution towards growth and success. For this purpose, there are several initiatives undertaken by me, as the Head of Carmel Higher Secondary School, keeping with the vision and mission of our institution.

Initiatives taken to nurture the spirit of inquiry and critical thinking and opportunities created for students in the school encouraging them to explore and experiment:

The teaching-learning process has been given a face-lift in recent years as the world is becoming increasingly globalised, technological and dynamic. It has been a challenge to keep students engaged with traditional chalk board and text book methods of teaching because of this ever changing world where information is not static and limited. There is a growing importance for students to be logical, critical, analytical and creative members, and for teachers to be facilitators, not merely dispensers of knowledge.

Recently we have been moving towards a more student-centred approach to teaching, where students are more actively involved in their learning. I encourage my staff to give students opportunities to generate questions and investigate these questions themselves to build new understanding or to develop a solution. I strongly believe in the idea of showing students where to look, but not telling them what to see. Exploration and simple research is encouraged through platforms within the school as well as outside. Students are emboldened to present papers, participate in debates, and create models to be displayed in exhibitions based on science and language. This is because genuine and consistent learning comes from doing things yourself, and applying what you have learnt.

The major challenge here was the lack of intrinsic motivation in students to take on such experiential learning projects. Teachers were hence instructed to start small by encouraging the culture of dissent in class, where students could critically analyse arguments put forward by teachers, and express logical

thoughts with substantial reasoning and concrete evidence. They would also be inspired to ask questions and answer each other's questions after a period of research and discovery. Thus learning itself would be the reward, with teachers facilitating the inquiry process.

Practises adopted in school to make learning a joyful and creative experience for Teachers and Learners:

When COVID-19 took the classroom online, I realised that while the teaching content is important, it is probably less important than how we teach it. If students and teachers do not view the teaching-learning process as a joyful and meaningful experience, there exists no motivation to pursue classroom activities. Understanding is rooted deeper in the long term memory if it is coupled with positive emotions.

One way I have tried to achieve this is ensuring that creative activities are well spaced throughout every month. The team is encouraged to organise projects for students that capture their creativity and motivate them to take the lead in their learning process. The **Annual Talent Fiesta** is another platform initiated to incorporate academic learning with various forms of art. Thus students who struggle with purely academic work are given an opportunity to view learning as a fun experience rather than a burden.

A **Book Club** was also launched to change the outlook of students towards reading and language, as fun, interactive, and community based activities add a more dynamic and joyful element to the seemingly dull activity of reading. Every Department is also scheduled to have activities and exhibitions

celebrating their subject, and students from all the streams are permitted to participate in the activities and learn about things beyond their area of study.

Leadership Practises implemented in the school to develop responsible citizens:

Our children are the future of the nation. As educators we do not only have a duty towards the academic development of our students, but also in generating responsible citizens that add value to the nation and world at large. The world is facing many issues like climate change, gender discrimination, corruption, poverty, communal violence, prejudice and other personal behavioural problems, and the trajectory of the future depends on how we mould our students to be sensitive to these issues.

At Carmel Higher Secondary School, we pride ourselves in shaping young women to be model citizens through various leadership practises. The Student Council aids the School Head in being a communicative link between staff and students, thereby understanding the workings of democratic representation and functioning. Various Leadership Training sessions are conducted for both students and faculty members to generate effective leaders with skills of team building. Mentoring programs are also set in place at the classroom level, where peer mentors help the mentees in weak areas, to develop self-confidence, set goals, and improve communication. A challenge encountered during this program was mentees and mentors having unrealistic expectations of each other. As the head I would set mentoring objectives and attainable goals for everyone after a mutual deliberation.

The NSS and YRC along with other school clubs like the Consumer Club, (Clubs) appoint student leaders, and act as a training ground for young leaders of society. Students are also encouraged to be pioneers of change by doing volunteer work that aids the community and locality they live in. Cleanliness drives on beaches and surrounding villages, road safety demonstrations on public roads, aiding the traffic police and the fire department through volunteer work, are some such activities that I encourage the staff and students to participate in. Apart from this, awareness programs and activities are conducted in the school to incite discussions on major social and environmental issues via creative writing articles, debates, classroom discussions etc. Working models on water harvesting projects and other projects to safeguard the environment like a school garden and vermin compost pit, cultural programs using music, dance and drama to convey societal problems and solutions, all help to foster deeper knowledge and understanding. It is an eye-opener to students towards the problems and concerns of the real world, and motivates them to be of service to society.

Leadership practises to enhance community participation through school management committee:

The management committee of Carmel Higher Secondary School encourages its staff and students to develop a spirit of empathy towards those who are physically and economically less fortunate by lending a helping hand and being of service to them. The Carmel Outreach Programme and Service Learning Programme are two instruments that we use to reach out to the community at large. The programmes have been contributory towards the aid of various groups of people. Food Rations are provided to the elderly and needy within the Nuvem, community as well as in other neighbouring places. Several projects have been undertaken to provide aid to senior citizens, the infirm, those in

financial crisis, as well as school drop-outs who are registered at NIOS by the school management. The medical needs of the domestic help are also looked into and taken care of, and students belonging to tribal communities are provided lodging at the hostel and given opportunities to study in order to further themselves.

Initiatives of networking with industries for promoting skill based education:

The Vocational Stream at Carmel Higher Secondary School is encouraged to connect with industries, companies and other professional services to promote skill based learning amongst the students. Students obtain a strong foundation in theoretical and practical knowledge in the classroom setting, and then apply the same in professional settings that come with real life challenges.

The concerned Department teams up with textile units, boutiques, shops, and other such workplaces so that students are given a space to polish their skills in production, pricing, quality control, planning, packaging, and managerial skills on a larger scale. Annual exhibitions are held, and field trips are organised that help students explore new ideas with regards to garment designing as well as innovative layouts of commercial spaces and set-ups.

The Computer Technique Department provides on the job trainings to students at printing presses as well as other IT based companies in Titan. Workshops and trainings are brought to the school by professionals, like a 3D Printing workshop which was organised with the help of local community leaders.

The Office Management Department also conducts on the job trainings at Government offices. Students spend time at various departments in the Mathany Saldanha Administrative Complex as well the Educational Zonal Office in

South Goa. Thus, students attain the experience of applying their education to possible career choices in the real world, beyond the realm of the chalk board and text books.

CONCLUSION:

It must be acknowledged that while the captain is vital in steering the ship along its journey, it is a task that is virtually impossible without a cooperative crew on deck and below as well. Initiating certain practises to enhance the functioning and prolificacy of the institution was viable mainly because of a staff that shared the same vision, and responded to the suggestions and ideas proposed by the Head. However, it is undeniable that the dearth of certain resources, like time and funds, do sometimes hinder the achievement of particular goals and practices. While the challenges are innumerable, what has helped Carmel Higher Secondary move forward is the willingness to work towards improvement at every level, no matter how seemingly small the task may be. As the Principal, acknowledging and appreciating the work of my staff and students through verbal praise and other incentives of such nature help to boost the morale. Having an atmosphere of open communication with the other stakeholders, and a sense of accountability towards them, has also helped sail across rough patches. Most of the initiatives and activities mentioned above were made possible because of my ability to delegate work among my staff members, and have unshakeable confidence in their ability to execute them with creativity and passion. Taking tough decisions while dealing with hurdles and experimental practises, as well as being fuelled by a sense of positivity and courage to try new things are what helps me be the best leader I can be for the staff, students and parents that are placed under my wing.

INTEGRATED APPROACH (ACADEMIC & NON ACADEMIC ACTIVITIES) TO ENHANCE LEARNING

PRINCIPAL : Fr. Pedro Rodrigues S.J, Loyola Higher Secondary school, Margao Goa

OVERVIEW:

Loyola Higher Secondary School is an institution of repute located in the town of Margao in Goa. Despite its urban location it has a peaceful environment that is conducive to teaching and learning. It is surrounded by schools and other institutions making the town a mini education hub. The presence of town



police station is just at a stone throws distance which lends immense security to the institution. Residential complexes also occupy space in the surroundings. Most of the urban residences are gainfully employed in white collared jobs. The employees of our institution come from varied

socio-economic backgrounds and so do the students. It caters to every section of the society irrespective of caste, class, creed and other social divides. On the whole the staff and students come from economically strong backgrounds.

LEADERSHIP FOR HOLISTIC DEVELOPMENT OF THE CHILD

Students Council: Student councils are a great way for students to take on leadership roles, promote the voice of the student body, solve problems and impact his or her community. Once an election is announced, students perform a critical assessment about his or her own abilities and skills and decide whether

he or she would like to serve on the student council. This is an excellent critical self-reflection that can really help students measure the roles that best fit them or even identify personal weaknesses they would like to shore up.

In addition to boosting confidence, student councils improve communication skills. When a student chooses to run for student council, he or she must be able to speak publicly. Once elected, these individuals must also be comfortable speaking openly with other student officers - including problem solving and accepting feedback. Student councils promote a sense of personal responsibility among our students. Students running for student council are taking on leadership roles on behalf of the entire student body - he or she must then promote and uphold the values of the entire student body.

Meaningful morning assemblies: Morning assembly based on a different theme each day is an important part of our school culture. It helps to strengthen our bond with the students and gives a good start to the day. Each assembly each day promotes a positive and healthy school culture that binds everyone together. Seniors and juniors get an opportunity to interact with each other and build bridges between them. Assemblies improve the tone of the institution and help to impart and promote discipline among students as it's a good platform to acquaint students with the rules and ideals of our institution. Newspaper reading is an integral part of our assembly and this keeps students abreast with the latest happenings and current issues that affect us.

Celebration of National days: To promote a spirit of patriotism and nationalism our institution ensures those national days like the Republic Day,



Independence Day and Goa Liberation Day are celebrated with great pomp and fervor. The flag is duly hoisted and this is followed by a cultural programme that includes folk dances, folk songs and skits. Students are also acquainted with the lives of freedom fighters in order to inspire them towards similar acts of sacrifice for the progress of our country.



Celebration of festivals: to promote the spirit of secularism and respect for the diversity of our nation the different festivals across regions and religions find place for celebration in our country. Students from different communities join in for the celebration of all festivals. This has helped to strengthen bonds of humanity and respect for the human being irrespective of his/her socio-religious, cultural or regional



leanings. Prejudices have broken down.

Sports and games: Healthy minds belong to healthy bodies. To ensure the

overall health of the child be it mental, emotional or physical indulging in sports and games is imperative. Therefore our institution lays much emphasis on sports and games. Students are given an opportunity to participate in indoor and outdoor games. Suitable opportunity is given for participation in sports tournaments at the taluka, district, state and national levels. This helps build confidence, will power and mental toughness in the young sportsmen/sportswomen. Walkathons, Marathons and cycle marathons are organised in the course of the academic year to inculcate in students the habit of fitness.



Cleanliness drives:

Cleanliness not only promotes health but also helps in building character. Maintaining cleanliness is an essential part of healthy living. To help students realize the value of

cleanliness, cleanliness drives and beach cleaning are organized on a regular basis. It also helps students play their role in the Swachh Bharat Abhiyaan programme started by the Prime Minister. The saying “Cleanliness is next to Godliness” is taken very seriously by our institution.

Social service: The institution places great emphasis on helping students realize their social responsibility. Regular visits to orphanages and old age homes are organized. Students voluntarily donate groceries and other food items. Song and dance items are put up for entertainment. Students leave the place feeling enriched for having added joy to the inmates.

Field trips: Since classroom learning does not lend itself to practical experiences, field trips are organized to compensate for the same. Every subject department organizes field trips in their respective subject. History tours outside the state are organized annually providing a wholesome experience.

CONCLUSION:

Many such activities are organized to assist the holistic development of the child. With these activities we can assess the learning outcomes such as the student is able to communicate effectively or the students overall performance in academic subjects and non academic activities has increased. Many such outcomes can be measured and validated as the holistic development of the student.

LEADERSHIP INITIATIVES TO DEVELOP RESPONSIBLE CITIZENS OF INDIA

Headmaster: Mr. Prakash Sagvekar, Mata Secondary School, Vasco, Mormugao taluka.

BACKGROUND INFORMATION OF THE SCHOOL

Mata Secondary School is located next to Vasco railway station bridge, Baina, in Mormugao block of South Goa district of Goa. It is the only school in Vasco which provides education in English and Marathi language. The medium of instruction is Marathi at primary level and English at the secondary level. It is being managed by private aided organization. The foundation stone for Mata School was laid down by a visionary of the 20th century Shri Yeshwantraoji D. Chowgule. Along with the cooperation of other institutes such as Mormugao Port Trust Railways and other eminent personalities of Vasco, he provided learning opportunities for the children of the area by opening the chain of schools. Presently the school is administered by the Chowgule Education Association which was established in the year 1965 and has been registered under the Directorate of Education, Government of Goa, Panaji from 10th June 1969. Now the school has a dynamic and young Chairman Shri Jagdeep Y. Chowgule, whose admirable foresight, visionary outlook and untiring efforts have given great boost to the institution.

As Baina is basically populated by the migrant labours of North and East India, the majority of its students 'population belongs to economically weaker sections. The parents of our school students mostly work as daily wage labourers in factories or at construction sites and are into fishing occupation.

INITIATIVES BY THE HEAD OF THE SCHOOL

1) Leadership practices implemented in the school to develop responsible citizens.

As we are very well aware that, in addition to preparing students academically and developing their skills, school also has a responsibility to make the future generation responsible citizens. Hence the following tasks were taken up by the school:

1. Firstly students are taught on '**Road Safety Rules**'. Tr. Nilesh Naik had attended training organized by SCERT Goa on Enhancement of Civic Engagement. He was trained on Road Safety Measures. He has made models of road safety measures and trained the students about the utility of these measures.



2. The second program taken up as an initiative to make the children responsible citizens was **to educate them about segregation of dry waste and wet waste**. Posters were made as guided by the committee in charge of and information was given to the students what waste segregation is, its importance and its benefits and also what can be our contribution to it, to

make the earth a better place to live in. This program was further taken up at community level in the form of **Waste Management Awareness**. The students were given an opportunity to play the role of responsible citizens by disseminating the knowledge gained about



waste segregation to the local neighbouring areas. Under the guidance of the Headmaster they played an active role of responsible citizens by educating the people to segregate their domestic waste into dry and wet waste. They gained appreciation for this awareness from many people.

3. In school there is a system to collect the dry **waste**. The students of the school bring the empty milk packets from their homes which is collected and given to the Garbage Plant at Sada, Vasco, for recycling. The Headmaster's aim for this drive was to take a step towards making the students responsible citizens with the mindset of contributing towards a protective and healthy ecosystem.

II) Initiatives taken towards child protection system to build a safe and secure environment at school.

Schools are entrusted with the responsibility of creating citizens of tomorrow. A safe and secure



environment is a prerequisite for effective teaching and learning.

The following were some of the steps taken towards providing a safe and secure environment in school.

1. **CCTV installation** was the first step taken for the safety of the students in the school premises, under the leadership of Mr. Subhash Shirodkar, the retired Headmaster of the school. CCTVs are installed at the school entrance, in corridors, in front of washrooms and in a few classes so that if any child goes missing by chance, the students' whereabouts in school could be traced through these cameras that are installed.

2. **A talk on 'Safe Touch, Unsafe Touch '(Child safety)** was conducted on 20th August 2022. The goal was to make the students aware about the difference between the right and the wrong

touch due to the alarming increase in child sexual abuse incidents and to teach them to learn to deal with it if they ever come across such a situation, either be it at home, school or anywhere else. It might look small, but this awareness with an aim



to provide safe and secure environment is the key to avoid child abuse which might affect the whole life of a child if he/she unfortunately becomes a target. Under the guidance of the Headmaster Mr. Prakash Sagvekar, students also became a part of a rally on Child Abuse organized by El Shaddai Charitable Trust. This rally exposed them to the knowledge of different types of abuses and to whom they should report about it.

3. Recently on 19th November, 2022, a talk was organized by the Headmaster for the parents on **Positive Parenting** and how to react to the complaining behavior of their children. Miss Ankita Pednekar gave useful tips to the parents on how they can play a vital role in keeping their

children mentally healthy. Once when the children are assured that their parents are always available for them to listen to grievances with a positive attitude, they will feel safe and secure. This in turn will also affect the personality and behavior of the children at school. A school is said to be a child's second home. The Headmaster makes sure that the teachers of Mata Secondary School also take utmost care to provide a positive environment in the school wherein the child feels free to discuss their worries with the teachers.

CONCLUSION:

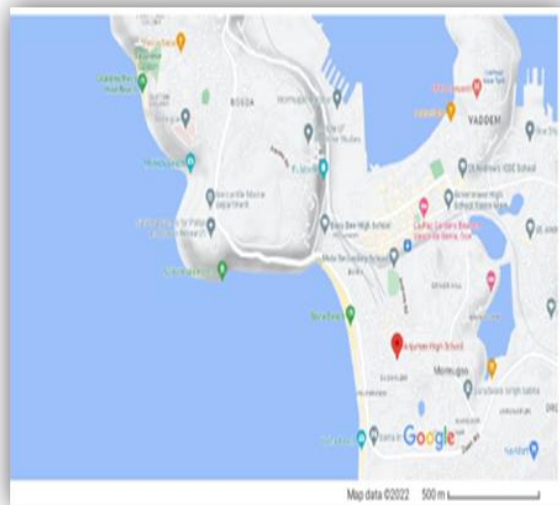
In School there are many such activities that are promoted by the Directorate of Education in Goa. The Heads of Schools are encouraged to conduct these activities so that the participation of students helps them in their overall development along with knowledge enhancement.

TEACHING LEARNING INITIATIVES AND BEST PRACTICES

Hamdard Education Society's
ANJUMAN HIMAYATUL ISLAM HIGH SCHOOL
Islampura, Baina, Vasco-Da-Gama, Goa

Headmaster: M.P. Dabholkar

Anjuman Himayatul Islam High School is an English medium school managed by the Hamdard Education Society. It is registered with Directorate of Education, Government of Goa and is recognised by the Goa Board of Secondary and Higher Secondary Education, Alto-Betim, Goa. It is a



Government aided Co-education Minority institution admitting children belonging to all the communities. The school aims to inculcate good manners and strong character in the students. The school brings about all-round development of the students through various curricular and co-curricular activities. The team of trained staff led by the Headmaster are competent, confident and are committed to their duties.

SOCIO-ECONOMIC BACKGROUND:

The school community comprises of people mostly belonging to lower income group pursuing different occupations such as fishing, domestic helpers, casual labourer'scobblers, masons, plumbers, painters, construction workers, anganwadi workers, security guards, industrial workers, contract labours, sailors etc. Some people are businessmen, chefs, government employees, social

workers, expatriate employees, etc. Mostly the people are migrants settled in Goa with diverse cultures, abiding different faiths and use different native/first languages.

ACTIVITIES IN THE SCHOOL:

The school aims to bring about all-round holistic development of the students with emphasis on need based, skill based curriculum by providing a safe, inclusive and collaborative learning environment. Interactive/collaborative processes such as interactive demonstrations, role play, display of students' work, group projects, debating on subject specific topics are applied in the classroom. To make learning joyful, audio visual aids are used; games are incorporated in the lessons. Lessons/poems are delivered using music and rhythm. Debating, drawing, painting, sports and other co-curricular activities are promoted among the students.

With the aim to encourage the students to explore, experiment and enhance student learning, various activities such as knowledge fest, annual school exhibition, publication of school magazine, excursions, school complex activities are conducted regularly. Activities such as knowledge fest and publication of school magazine are conducted by networking with private philanthropies and through corporate social responsibility. School complex activities such as quiz, model making, wealth out of waste, one minute talk, teachers' interaction with students of other schools are taken up regularly so as to enhance effective learning.

To effectively manage and disseminate information, technology management system/ software such as Google classroom, Google meet, zoom and WhatsApp are used effectively.

To enable informed decision making with regard to school improvement relevant data base of students and teachers is maintained and updated regularly. To provide safe and secure environment to the child, anti-tobacco committee, disaster anagement committee etc. are formed. School Evacuation plan has been designed and assembly point is notified and informed to all stake holders. The management has tried its best to provide a safe and secure infrastructure with necessary safety devices installed.

To inculcate leadership qualities among the students house system is implemented in the school and student council is formed. School leaders are elected by the students who are responsible for the discipline during the school hours. The school morning assembly is conducted by student's class wise in different languages on different days. Students are motivated to present news, thoughts, short articles, poems, skits etc. with the aim to inculcate/ improve leadership, language and oratory skills.

Remedial teaching is implemented zealously in a planned manner. Student adoption scheme has been implemented under which teachers adopt needy students. School Management and Development Committee, School Management Committee, Parent Teacher Association, Ex-student's Association are the systems developed to encourage collaboration with community members so as to engage parents, community members to enhance student learning.

To enhance community participation through School Management Committee, the members are motivated to participate in various school development activities such as cleanness drives, rallies, competitions for the children, sports events, students counselling, setting up of stalls/ canteen in the school premises for children on special days, volunteering for functions.

NSQF subject sectors such as electronic and retail have been started for the students under which networking with industries for skill based education is implemented. The school enthusiastically participates in the programs initiated by central and state government such as Diksha, Vidhya Samiksha, digital bhavishya, NSQF, CARE etc.

CHALLENGES FACED:

Parents support is limited as most of the parents are migrants and belong to low income group. As such, they are in need to be more committed to fulfil financial obligations/ needs and have less time for their children.

To improve the parenting skills, counselling sessions are held for the parents at regular intervals. Awards for the parents have been initiated to motivate them. These measures have improved the level of support by the parents.

Pandemic Covid-19 was the biggest challenge as the teaching- learning process was hampered. The challenges such as student's attention, monitoring students, assessment, low attendance, loss of interest, conduct of various programmes and celebrations, progress card distribution etc. we're faced.

Technological innovations helped in overcoming these challenges. The teachers were trained to use the technologies/ software's/ apps available for educational purposes. The teachers used online video conferencing software/ tools such as Google meet, Zoom etc. for teaching learning process. The teachers trained the students to use the software/tools by guiding them with the help of videos and stepwise instructions. The teachers used innovative ideas along with the use of technology to make teaching learning process more interesting and effective. Some teachers developed innovative tools and techniques to counter the

problems faced by them while teaching. Students were allocated tasks and were asked to send the proof of completion of the same in the form of videos/ images through WhatsApp, Google classroom etc. Teachers took extra-ordinary efforts to create videos of lessons sometimes even by staying awake late at night. Innovative ways of assessment were used such as conducting test/s via google forms/ sending time bound question paper online and monitoring the students remotely with the help of technology, conceptual open book tests which the students were asked to submit within a notified timeframe etc. Results were posted online by securing them with individual passwords. Online meetings were conducted with parents to inform them about their children progress/ issues regarding their ward, educate/ guide them about how to take care of the physical and mental wellbeing of all at home during the pandemic. Students having issues such as not having devices or having internet issues were sent worksheets and the parents were requested to submit within a given timeframe. Our school was among the first to successfully celebrate the national days and other important events by live streaming the events using the different tools and innovative techniques. The students and parents joined these programmes enthusiastically.

POST COVID CHALLENGES:

It was found that after the classes resumed physically post-Covid-19, students had various issues such as lack of concentration/ attention deficit, absenteeism, Financial issues etc.

HOW WE OVERCAME THE POST COVID CHALLENGES:

Yoga was promoted to improve the concentration; more of visual aids were used to create interest among the students, Students were given short tasks and motivated to complete in a given time frame. Appreciation played an important

role in building up the children's confidence. Continuous and regular counselling sessions for students and parents are being held to overcome the issues faced post Covid-19. The students are being supported to overcome their financial difficulties by providing those books, uniform, shoes, and other stationary through management / school funds and through individual / corporate philanthropist. The deserving students are being helped to get scholarships through private as well as government entities.

The students wait enthusiastically for awards such as Star of Anjuman, Best boy, Best Girl, Best sports man, Best sports woman, Most disciplined student, which are awarded annually with the aim to motivate the students. The awards were presented even during pandemic.

Leadership, team management skills and support from all stakeholders helped in overcoming the challenges faced.

CONCLUSION:

The efforts taken over the years have brought considerable improvements in administrative as well as teaching learning process. The various initiatives taken have helped in building confidence, creativity and interest among the students. Parents are coming forward to support and contribute in the teaching learning process. The reputation of the school has improved considerably and the school is being recognised as one of the best schools in the taluka. Students enthusiastically participate in different events organised by government and non-government organisations and have won many awards/prizes at taluka/ district/ state/ national level. Many of our students have taken up professions such as doctor, scientists, engineers, social workers, technocrats and some have gained high positions in the administrative services. Our students have carved a niche through their expertise and dedication in the profession/ occupation they are engaged in. Teachers actively participate in the various government

initiatives and have contributed as resource persons, B.O.S. members, content creators/editors for 'Diksha', moderators, examiners, supervisors etc. Some of the teachers have been awarded by various organisations at state/ national level and have won accolades in various competitions.

The exemplary leadership, support of the management along with largely well experienced dedicated and devoted staff is the strength of the institution and a blessing in disguise.
