

Migration and Schools: An illusion or an opportunity?

A module on the Leadership Perspectives in Jammu and Kashmir by

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Learning Outcome

1. To understand the problems in mainstreaming the urban slum children.
2. To sensitise & mobilise on RTE 2009 provisions for Urban Slum children.
3. To devise practioner centric models of mainstreaming urban slum children.
4. To develop the pedagogical leadership plan for urban slum children.

Introduction

It is how we start stories. How we tell children what happened “Once upon a time.”

Nearly two decades ago, in the Rambagh area of the city, on the right side of the street, when you take a swift turn towards Baghaat, parallel to the metrological department, there was once a slum colony of immigrants who knew the craft of vase making. On her commute one day, a teacher noticed a group of children sitting around vases, some collecting water in worn-out buckets. Bleached hair. Naked kids. ‘Oh! I want to help.’ She went to her job; the school she was posted at and asked the HOI if she could visit the colony for an hour on school days and maybe teach the children a few thing. Maybe a, “Hi! My name is Aslam!” (source: primary, Rehana Qussar).

A quick guess for the reply. You’re right. She wasn’t allowed.

A timeline flashes forward 8 years. One day, the teacher, who was now the in-charge of a primary school in Zadibal, noticed some boys polishing shoes outside the school’s meshed perimeter. The children of the school used to play games in the compound during the break, around 11 a.m. every day, and the boys sitting outside peered through the grilled boundaries. There was no indulgence, only piqued interest. A look of awe-inspiring longing.

So, what did the in-charge do? Ah! Easy. She moved her chair closer to the corner where the boys sat, eventually striking up a conversation one day.

“Hey! You want to come inside?”

Accepting a few migrant children into the school came with a slew of requirements. One: squeaky-clean uniforms. For them, school began at 9 a.m. and ended at 11 a.m. The kids would bring their shoe polishing boxes with them and exchange them for a pair of uniforms that the HOI would hang behind the doors of the two classrooms before the boys went home. It's now referred to as "school readiness." With time, the children learned to write their names. "Ma'am, I came here with my brother and his wife," one of the boys said one day. I won't be able to study here. "I need to make money." Helpless, but assuring. "Sure," the incharge replied.

A plan. Devised and in action. The in-charge went to the high school in the same compound and asked the teachers to assist the children with their work practices. How so, you ask? By asking them to allow the children to mend their shoes in exchange for a small fee. It was all she could do to keep the kids from skipping school (source: primary, Rehana Qussar).

While we understand the need within a teacher to do their best, to give their absolute all in assisting children, to ensure they have something to count on in the long run, what is important is that we see the children's backgrounds. No, the multiplex picture, not the smaller one. The grandiose, big picture. A small built up to the background about the slum and migrated populace of the country and the state.

Quick facts and numbers you need to know!

Let's start by asking ourselves how much we know about the big picture. And just how big is the 'big' picture? Contextualising the situation, according to statistics, more people live in cities than in rural areas around the world today, and most developing countries, such as India, are expected to become more urbanised in the coming decades.

When we speak of urbanisation, one of the major accompany is the increase in urban poverty. Poverty, in cities, is now growing at a faster rate than in rural areas, and according to UNFPA, the rise in the number of people living in poverty in cities has come to one billion, which means that the regions are now typically associated with overcrowded, polluted, dangerous, and lack basic services such as clean water and sanitation. According to the most recent global report on human settlement, slums are home to 43 per cent of the urban population in developing countries like India.

In 2011, India, which has roughly 11% of the world's urban population (according to World Bank data), reached a significant demographic milestone. For the first time since independence, urban areas experienced a greater absolute population increase (91 million) than rural areas (90.6 million). The country's urban population is growing faster than the rural population,

Figure 1Source: Rehana Qussar, primary

and 600

million people are expected to live in cities by 2030. One of our primary goals is to comprehend the impact of these large numbers on the small brains and living conditions of children. The poor living conditions in these slums pose a significant disadvantage for urban deprived children who live in dangerous environments and deal with adult issues daily.

- **Slums: The underbelly in Kashmir**

When we talk about Jammu and Kashmir, slums have witnessed a substantial increase in urban population owing to the natural growth factor and the inability of migrants to

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us 2019, there are 65 million slum households in India, which constitute more than

35.2% of the urban households living in the country. Among the total slum population in Kashmir, 52%(census 2019) reside in Srinagar. This means that more than half of the city's population lives in slums. These slum settlements are characterised by poor housing conditions, social services, basic amenities, health outcomes, insecurity and unstable incomes and livelihoods. The residents of these slums and those living on the streets are forced to survive in vulnerable conditions and are deprived of their basic entitlements. This is especially true for children who live in slums. They are not only denied access to the most basic services, but are also not recognised as an important segment by urban planners and developers.

If there is one thing we as teachers can do, is that we can make lives a bit easy for these children by indulging them in education and securing a future for them. Subsequently, when we speak of methods for mainstreaming out-of-school children, three major classifications of strategies come to mind. Enrolment drives, universalizing physical access, and plans for other out-of-school children. Now, some children in extremely difficult circumstances, children who migrate with their families, and street and other homeless children are in extreme situations and cannot be enrolled in regular schools. For such cases, Samagra Shiksha Abhiyan allows for the implementation of a variety of flexible alternative programmes to meet the needs of specific groups of out-of-school children. There are ways and as per records, it is now the government's responsibility to ensure not only enrolment but also attendance and completion of elementary school for urban deprived children. In this regard, a mainstreaming programme is being implemented throughout India and specific strategies for mainstreaming these children are being developed.

Now, despite all efforts, many children of both sexes drop out or do not return to school after being mainstreamed. Some questions regarding this come to mind.

What are the causes of this schism?

Is this problem of a similar nature or does it have different roots?

The situation is still unclear so should it be thoroughly investigated?

The answers to these questions differ. A study was conducted to investigate the enrolment, attendance, and dropout patterns of students from an urban deprived poor

community, taking into account specific issues such as the school environment and teacher attitudes toward children in determining dropout rates in children after mainstreaming. This investigation resulted in a new slew of questions that were justified by the need:

1. To study the attendance pattern of the urban deprived children.
2. To study the dropout pattern of the urban deprived children.
3. To devise a proper methodology to identify the socio-psychological and economic problems.
4. To understand the causes of becoming out-of-school again, the objectives include:
 - To examine family environment of the dropouts and other urban deprived children.
 - To analyse school environment of the dropouts and other urban deprived children
 - To examine teachers' attitude towards urban deprived children as perceived by the dropouts and other students.
 - To explore perceived causes of not going to school as perceived by students.
 - To examine the role of different variables in determining the dropout.

When it comes to government plans for right to education and strategies for urban deprived children, the Samagra Shiksha Abhiyan takes the lead in letting us know where we stand.

Provisions for Urban Deprived Children under Samagra Shiksha Abhiyan

Every child has the right to an education. Even though currently in Kashmir, more children are enrolled in school than ever before, the duty-bearers obligated to realise this right for every child are collectively failing to improve learning, and this failure is deep and broad, with serious consequences. The national plan of action, recognising the principle of universalism, emphasises the importance of ensuring that all children have equal access to their rights. This necessitates unique initiatives that prioritise equity and result in faster progress for underprivileged children. There are large groups of children who require assistance and inclusion ineffective policies. These include hard-to-reach urban children who

are routinely denied opportunities to live healthy and creative lives. The following are the provisions made by *Samagra Shiksha Abhiyan* for Urban Deprived Children:

1. **Schools**

- Provision of free school textbooks to girls & boys of the disadvantaged urban children.
- Special schools like mobile schools, back to school camp, short term schools at the construction sites and facilities for girls, like residential schools, shelter home and toilets.

2. **Grants**

- Provision for maintenance of schools running in the rented private buildings.
- Drinking water & toilets for the new schools in the urban areas.

3. **Out of School Children**

- Provision for seasonal hostels/residential camps to retain children in the sending areas during the period of migration.
- Worksites schools at the location where migrant families are engaged.
- Residential AIE interventions, such as Bridge courses, remedial courses, Back to school camps with a focus on mainstreaming out of school children.

What's your definition of a good leader?

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What is this module about?

This module is about the leadership roles upheld by various individuals in justifying the fundamental right to education for urban deprived children in the state of Kashmir. Before we look at the framework, we must first understand what the role entails.

Leadership has been portrayed as the convergence of information, abilities, character credits, and character attributes that convince others to pursue a shared objective; it is shown by early childhood educators in each job inside the calling. As well as having mastery in explicit regions,—for example, seeing how children create and pick up, working with families, or regulating staff—early childhood education leaders need to comprehend the youth framework itself and how strategy shapes the nature of administrations accessible to kids and families. To begin with, assess one's current understanding of the early care and education system, reflect on changes in one's knowledge regularly, and determine how that understanding and knowledge can continue to develop.

The diverse sectors of the Early Childhood Care And Education make it difficult for leaders to collaborate across a wide range of services and policies. Early childhood education services do not exist in confinement, and leaders are faced with the additional challenge of comprehending the wide range of issues that affect the field, developing skills to collaborate across disciplines and interest groups, and improving the quality of early care and education services that influence children's and families' life opportunities.

School leadership, which is now a global education policy priority, has resulted in increased school autonomy and a greater focus on schooling, necessitating a rethinking of the role of school leaders. Professionalizing school leadership, supporting current school leaders, and making school leadership an appealing career for future candidates all have room for improvement. The current in-charges are getting older, and there is a severe shortage of qualified candidates to replace them when they retire.

- **Leadership beyond the school borders —**

Collaboration with other schools or communities around them is a new role that has emerged in recent years to add to the repertoire of tasks that school leaders must handle. We have many examples of these roles from the valley as well. In the

Kashmir region, schools and their leaders are improving collaboration by forming networks, sharing resources, and collaborating. Furthermore, school leaders are becoming more broadly involved in activities outside of their schools, reaching out to their immediate surroundings and articulating links between the school and the outside world.

These broader engagements shift leadership away from the people in the school leaders' own buildings and toward the welfare of all young people in the city, town, or region. They, too, are concerned with the advancement of the profession and its work in general – but in ways that allow them to access learning and support from others in order to provide reciprocal benefits to leaders' own communities. This articulation and coordination of effort and energy across individuals and institutions, as well as among common purposes and improvement goals, is what Hopkins (2008) refers to as system leadership, "a systemic approach that integrates the classroom, school, and system levels in the pursuit of enhancing student achievement" (Hopkins, 2008) It refers to considering the system as a whole as the foundation for change management and requires interrelationships and interdependence between different levels of the system.

- **By registering with PSLM, HOIs from Kashmir take a step toward leadership roles.**

There is a distinct difference between working as an administrator, manager, or leader. While in school, one takes on various roles—at times as an



administrator, one investigates organisational responsibilities, and at other times as the head of the school, one manages the various duties within school and those affiliated with school. However, in the midst of all of these activities, it is easy to lose sight of the importance of thinking and acting like a leader. It is easy to lose sight of where each task that one devotes time to will lead them and their school in terms of improvement. Keeping this in mind, many HOIs from across the union territory are signing up with PSLM to learn more about full-fledged leadership roles that can be implemented both inside and outside of the school.

According to PSLM, the role of a leader extends far beyond just administration. A leader—

- Develops a shared vision and translates vision into practice with well-developed and nurtured teams.



- Creates an environment that promotes collaborative human relations, building and leading teams, supporting team efforts.
- Inspires through actions and motivates through providing a supportive culture.

A leader is expected to go beyond administration and management in order to provide leadership by fostering a change-friendly environment. To become a leader, one must accomplish four objectives, as illustrated in the model proposed by Boles and Davenport (1975).

How it works—

Expectations for schools and school leaders are changing as the state strives to adapt its educational systems to the needs of modern society. The valley of Kashmir has moved toward centralization, giving schools varying degrees of autonomy in making conclusions and holding them more accountable for their outcomes. Where schools are under pressure to use more evidence-based teaching practices to improve prevailing student performance while serving a more diverse student population, the result of these trends has led to school leadership in a UT like Jammu & Kashmir being increasingly defined by a demanding set of roles, including financial and human resource management, as well as learning leadership.

When we talk about state problems, there are concerns that the principal role, as it was conceived for past needs, is no longer fitting in a territory like Kashmir. In-charges in many

regions of the state have heavy workloads; many are retiring, and it is becoming more difficult to replace them. And because of overburdened roles, insufficient preparation and training, and inadequate support and rewards, potential candidates often hesitate to work in the field.

When it comes to a framework that can assist future leaders in comprehending the importance of leadership roles in schools and communities, the following are the key points to remember and learn. These enhancements in education systems around the world are centred on school administration. There are three well-known primary approach switches that, when combined, can help to improve administration practices:

1. (Re)define school leadership responsibilities

According to research, if school leaders are given the authority to make important decisions, they can improve school and student performance. However, unless autonomy is well supported, it will not automatically result in improvements. Moreover, the core responsibilities of school leaders must be clearly defined and delimited. Responsibility for school leadership should be defined by an understanding of the practices that are most likely to improve teaching and learning. Policymakers should:

- **Provide higher degrees of autonomy with appropriate support—**

Time, accommodation, and approval are required for school leaders to concentrate on the practices that are most likely to improve student learning. Greater levels of autonomy should be combined with new distributed leadership models, new types of accountability, and school leadership training and development..

- **Redefine school leadership responsibilities for improved student learning —**

The roles and responsibilities associated with improved learning outcomes must be at the core of school leadership practice, according to policymakers and practitioners. According to this study, school leadership must focus on four major domains of responsibility in order to improve student outcomes:

- *Developing, evaluating, and supporting teacher quality:* School leaders must be able to adapt the teaching programme to local needs, encourage

teacher collaboration, and engage in teacher monitoring, evaluation, and professional development.

– *Goal-setting, assessment, and accountability*: Policymakers must ensure that school leaders have the authority to set strategic direction and that their capacity to develop school plans and goals, as well as monitor progress and improve practice, is maximised.

– *Strategic financial and human resource management*: Providing financial management training to school leaders, establishing the role of a financial manager within the leadership team, or providing financial support services to schools are all ways policymakers can improve the financial management skills of school leadership teams. Furthermore, school leaders should have the ability to influence teacher recruitment decisions in order to improve the fit between candidates and the needs of their schools.

– *Collaboration with other schools*: This new dimension of leadership must be recognised as a distinct role for school administrators. It has the potential to benefit entire school systems rather than just a single school's students. However, school leaders must develop their skills in order to become involved in issues outside of their school.

- **Create school leadership frameworks for better policy and practice:**

School leadership frameworks can help provide guidance on the main characteristics, tasks, and responsibilities of effective school leaders, as well as signal the important character of school leadership as learning leadership. They can serve as a foundation for consistent school leader recruitment, training, and evaluation. Frameworks should clearly define the major domains of responsibility for school leaders and allow for local and school-level criteria to be contextualised. They should be developed in collaboration with the profession.

2. Distribute school leadership

Because of the increased responsibilities and accountability of school leadership, there is a need for leadership distribution both within and across schools. School boards are also faced

with a slew of new responsibilities. While many educators believe that middle-management responsibilities are critical for effective school leadership, these practices are uncommon and often unclear, and those who are involved are not always recognised for their contributions. Policymakers must broaden the definition of school leadership and adjust policies and working conditions to reflect this.

- **Encourage distribution of leadership—**

Management and succession planning can be strengthened by distributing leadership. Distributing leadership across different people and organisational structures can help schools meet today's challenges and improve their effectiveness. This can be done formally through team structures and other bodies, or informally through the formation of ad hoc groups based on expertise and current needs.

- **Support distribution of leadership—**

The concept of leadership teams needs to be reinforced in national frameworks, incentive mechanisms to reward participation and performance in these teams need to be developed, and leadership training and development should be extended to middle-level management and potential future leaders in the school. Finally, policymakers should consider changing accountability mechanisms to align with distributed leadership structures.

- **Support school boards in their tasks—**

Corroborations suggest that effective school boards can help their schools succeed. Clarifying the roles and responsibilities of school boards, as well as ensuring consistency between their objectives and the skills and experience of board members, are critical for this to happen. Policymakers can help by establishing guidelines for better recruitment and selection processes, as well as supporting structures to ensure active participation in school boards, including opportunities for skill development.

3. Develop skills for effective school leadership

School leaders require specialised training to respond to expanded roles and responsibilities, according to country practices and evidence from various sources. Strategies should

emphasise the development and reinforcement of skills related to improving school outcomes (as listed above) while also allowing for contextualization.

- **Treat leadership development as a continuum**

Leadership development encompasses more than just a few activities or interventions. Throughout all stages and contexts of leadership practice, it necessitates a combination of formal and informal processes. This entails providing consistent support for the school leadership career at each of the following stages:

- Encourage initial leadership training: Whether or not initial training is mandatory or optional is a matter of national governance structures. Governments can create national programmes, work with local governments, and create incentives to encourage school leaders to participate. In countries where the position is not tenured, a trade-off must be found to make investing time in professional development worthwhile for principals. It's also important to make an effort to find the right candidates.

- Organise induction programmes: Induction programmes are especially useful for preparing and shaping initial school leadership practices, as well as providing important networks for principals to share concerns and discuss challenges. These programmes should provide a mix of theoretical and practical knowledge, as well as self-study opportunities.

- Ensure in-service training to cover need and context: In-service programmes for school leaders must be viewed in the context of prior learning opportunities. Basic in-service programmes should encourage the development of leadership skills where there are no other initial requirements. Principals and leadership teams should receive in-service training on a regular basis so that they can keep up with new developments and update their skills. Principals and leadership teams can benefit from informal development through networks (virtual or real).

- **Ensure consistency of provision by different institutions**

School leadership training is available from a variety of sources, but the training must be more consistent. National school leadership institutions in some countries have raised awareness and improved leadership development opportunities. It is critical to have clear standards and ensure a focus on quality in other countries where there are many providers but no national orientations. To monitor and regulate programme quality, many governments have standards, evaluations, and other mechanisms in place.

- **Ensure appropriate variety for effective training**

The content, design, and methods of effective programmes have been identified by a large body of knowledge backed up by practise. Curricular coherence, experience in real-world situations, cohort grouping, mentoring, coaching, peer learning, and structures for collaborative activity between the programme and schools are all mentioned.

- **Make school leadership an attractive profession**

The challenge is to improve the quality of current leadership while also developing long-term leadership. The heavy workload of principals, as well as the fact that the job does not appear to be adequately remunerated or supported, appear to deter potential applicants. Uncertain recruitment procedures and principal career development prospects may also put off prospective candidates. The following are some strategies for attracting, recruiting, and supporting high-performing school leaders:

- 1. Acknowledge the role of professional organisations of school leaders—**

Professional school leadership organisations provide a forum for dialogue, knowledge sharing, and dissemination of best practices among professionals and between professionals and policymakers. Workforce reform is unlikely to succeed unless school leaders, through their representative organisations, are actively involved in its development and implementation.

2. Provide options and support for career development —

Providing opportunities for school leaders to advance their careers can help avoid principal burnout and make school leadership a more appealing career choice. There are numerous ways to make the profession more mobile and flexible, allowing school leaders to move between schools as well as between leadership and teaching and other fields. Alternatives to lifetime contracts, such as renewable fixed-term contracts, and opportunities for principals to advance to new positions in educational administration, leadership of groups or federations of schools, and consultant leadership roles, are examples of current country practice.

- **Devise Techniques**

To rope the street and migratory children:

1. Close vicinity
2. Flexible timings.
3. Less expensive
4. Age specific skills

Implementation examples from the valley of Kashmir—

Some HOIs from the valley carried out a series of activities to provide policymakers with information and analysis to assist them in developing and implementing school leadership policies that lead to improved teaching and learning. Certain methods as follows were use:

Methodology:

These were the various methods used by various teachers/leaders throughout the valley to assist urban deprived children in gaining their right to an education.

Method 1: One of the HOIs at a Mashli Mohalla middle school once took it upon herself to bring the children of poor urban families to her school. She discovered the housings of urban deprived children in one of the sheikh colonies, but



despite repeated attempts, the families refused to allow their children to attend school. The HOI decided one fine morning that the school would conduct outdoor classes for the next month, and as a result, she would take her students, by foot, to the Badamvari park, where they conducted classes, every day. The reason for this was that on the way to Badamvari park, there were urban deprived colonies, and she reasoned that if families saw the schoolchildren walking through the area, studying, and having fun in the park, they would allow their children to join them.

Output: The efforts persuaded the families, and nearly 40-50 students from the colony enrolled in the school.

Method 2: Another HOI from Panthachowk middle school observed a group



Figure 3 Source: Rehana Qussar, primary

of children cleaning car shades during signal breaks at the Nowgam crossroads. She began by persuading them to enrol in school. Every day, she would inform the children about what was going on at her school and with the students in order to pique their interest. One day, she decided to meet the families of these children and went to the Golpora area of the city, where there is a large slum area, with a group of teachers from her school. A colony in extremely adverse conditions housed nearly 400 urban-deprived people. The neighbourhood



Figure 2 source: Rehana Qussar, primary



was densely populated with a large number of children. The HOI tried to persuade various

families, but none of them seemed to agree because the children were their source of income, which they were unwilling to give up. One woman informed the HOI about a woman who wanted to enrol her children, so the HOI shared her contact information with the woman and invited her to visit the school. Following the incident, a mother brought her two children to the school and enrolled them. The HOI discussed a few issues with the parent and asked for her assistance in enrolling the rest of the family's children in the school. The lady was in agreement.

Taking a number of trips to the area on a regular basis, the HOI, along with a group of teachers and the area personnel, began lobbying the ladies of the household and gradually tried to persuade them to allow their children to join the school.

Output: On Mother's Day of that year, 18 students from impoverished urban families enrolled in the school.

According to the definition of school leaders, guiding the activities, effective school leadership may not reside solely in formal positions, but may instead be distributed across a number of individuals in the school and the community. HOI's, second in-charge, leadership teams, school governing boards, and other school or community level professional or non-professional personnel can all play a role in advancing the goal of learning-centered education.

Activity

a. Framing Questions

By framing questions, identify some of the major themes in this competency and leadership framework. They serve as a starting point for you. Try to come up with new methods and approaches, and as you explore this competency, add your own framing questions for issues you want to look into further. (20 questions)

Example:

- How do you develop a vision with those in your program and participate in setting the vision for the profession?
- How do you become a catalyst to influence systems change?

Dispositions

Keep these dispositions in mind as you explore the Framing Questions. You will achieve the Desired Outcomes for Practitioners and Children if you mindfully adopt these dispositions.

- Believes in, values, and is committed to advocacy for high-quality early care and education experiences for all children, support for families, and professional stature of educators.
- Believes in, values, and is committed to leadership development that empowers, encourages, cultivates, and supports others to become agents of change.
- Believes in, values, and is committed to working with others who have diverse perspectives, both within and outside the early care and education profession, to share expertise, resolve conflict, negotiate cultural differences, and develop common goals.
- Believes in, values, and is committed to facilitating dialogue to reach a vision of the early care and education system that is shared and supported by the early childhood community.
- Believes in and engages in self-reflection about personal leadership skills and identifies areas for continuous improvement (Whitebook and Austin 2009).

- b. Propose a set of methods that could be used to assist in the enrollment of urban deprived children in schools.

General questions:

1. How would you describe your role and position in the leadership project?
2. What is your particular field of expertise and what goal will you work for after the completion of this module?
3. *The aspect we are interested in, is Psychological Well-Being. We divide it in three smaller categories:*

- *Feeling of security for urban deprived children*
- *Public participation and empowerment*
- *Community and residential stability*

- a. Based on our definition of psychological well-being, how important are these aspects in this project?
- b. How is this vision communicated among the different stakeholders?
- c. How would you make ensure that the partakers would agree with the project goals and decisions?

Link- <https://drive.google.com/drive/folders/1P0nBefLMujmnNgAPhGy7rmvESRrLF5d->

Resources and works cited—

1. *Improving School Leadership, VOLUME 1: POLICY AND PRACTICE* by Beatriz Pont, Deborah Nusche, Hunter Moorman.
2. *Samagra Shiksha Abhiyan: Strategies of URBAN DEPRIVED CHILDREN.*
3. *Forgotten voices, The world of urban children in India-* Save the children.
4. *School leadership: concepts and applications—* NISHTA
5. *Primary sources are stated with the information.*
6. *Picture credits are stated as captions.*

Tentative Schedule

S. no	Date	Time	Event	Official
1.		10:00 – 10:15 am	Registration	

2.		10:20 – 11:30 am	- Concept Note and activity- “What’s your definition of a good leader?” - “Quick facts, and numbers you need to know”	
3.		11:30 – 11:45 am	Tea	
4.		11:45 – 1:15 pm	- Slums: The underbelly in Kashmir - Provisions for Urban Deprived Children under Samagra Shiksha Abhiyan	
5.		1:15 – 2:00 pm	Lunch	
6.		2:00 – 4:30 pm	- What the module is about - Leadership beyond the school borders - Registrations with PSLM	
7.		10:00 –11:40 am	- How leadership can be implemented in schools.	
8.		11:40 – 11: 50 am	Tea	
9.		11: 50 – 1: 40 pm	Implementation examples from the valley of Kashmir	
10.		1: 40 – 2:10 pm	Lunch	
11.		2:10 – 3: 45 pm	Activity (Answering questions, framing questions, dispositions)	
12.		3:45 – 3:50 pm	Tea	
13.		3:50 pm – 4:00 pm	Reportuer Report	
14.		4:00 – 4:30 pm	Valedictory session	