



सत्यमेव जयते
भारत सरकार

मानव संसाधन विकास मंत्रालय
Government of India
Ministry of Human Resource Development

NISHTHA

National Initiative for School Heads'
and Teachers' Holistic Advancement

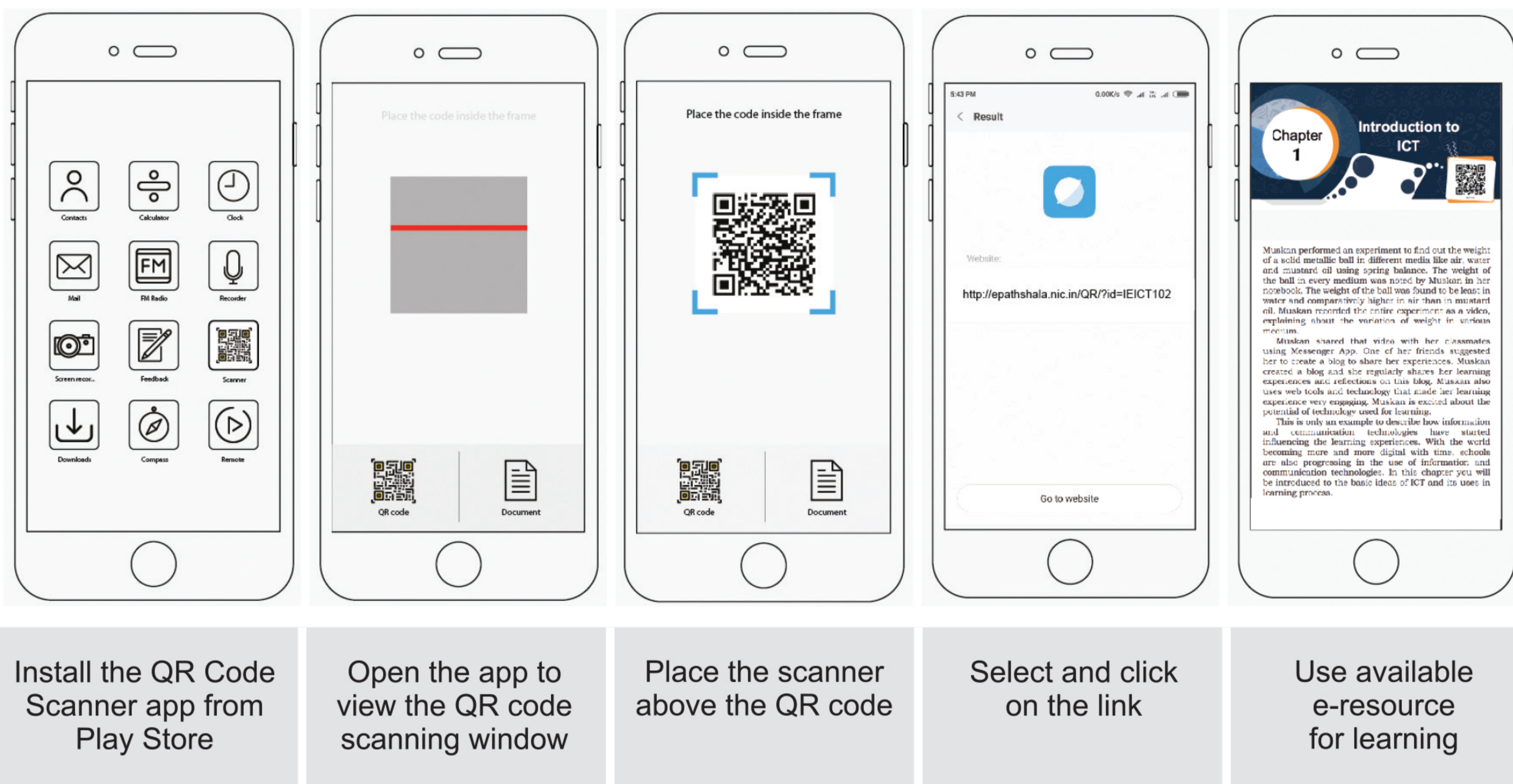
TRAINING PACKAGE ON SCHOOL LEADERSHIP DEVELOPMENT

Leadership Package




Step-by-step guide for users to access e-resources linked to QR Codes

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5. Search for the e-resources from the links that have appeared.

Section — I

Modules

Module 1 — School Leadership:
Concepts and Applications

Module 2 — Pre-school Education

Module 3 — Pre-vocational Education

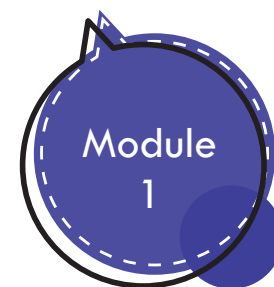
Module 4 — Relevance of Gender Dimensions in
Teaching and Learning Process

Module 5 — Initiatives in School Education

*A sign of a good leader is not how many
followers you have, but how many leaders
you create.*

—Mahatma Gandhi

SCHOOL LEADERSHIP: CONCEPTS AND APPLICATIONS



INTRODUCTION

This module helps build a comprehensive understanding of the concept of leadership in the context of the school and in the context of the education system that the school is located in. This module is essentially developed for elementary head teachers/school heads with the prime objective of developing them as school leaders and effective practitioners who are capable of leading their school towards change and transformation, with the core mandate of improving student learning. However, it has been observed that schools do not operate in isolation. The school as a unit is nested within a cluster, clusters within blocks and blocks within a district in the educational administrative structure of India (with slight variations across the country). The National Centre for School Leadership thus believes that transformative school leadership can only be realised if there exists a conducive and supportive leadership scaffold at cluster, block, and district level. The module exhaustively discusses the concept of leader in action, multiple roles and responsibilities of a school head, academic leadership for improving student learning and creating a learning culture in school. Further, it deals with efforts required by the head teachers and system level functionaries to improve student learning. Towards the end, the module also has a brief note on school development plan for head teachers to envision a transformed school and work towards turning the vision into reality. The module, though designed for head teachers, also addresses the leadership requirements of system level functionaries. Each section presents the concept with implications for system level functionaries.

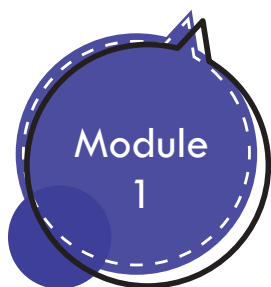


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LEARNING OBJECTIVES OF THE MODULE

Head teachers would be able to—

- understand and develop a perspective on school leadership with a focus on multiple roles and responsibilities of a school leader.
- develop academic leadership for improving student learning and quality improvement in schools.
- gain knowledge, skills, and attitudes to lead the school through building a collaborative learning culture conducive for student learning.



- system level functionaries (CRC/BRC/ABRC/BEO/ABEO/DEO/DPO) would be able to develop a shared vision on leading clusters, blocks, and districts for quality improvement in schools.

LEARNING OUTCOMES FOR LEADERSHIP DEVELOPMENT: KNOWLEDGE, SKILLS AND ATTITUDES FRAMEWORK

Learning outcomes for school heads and system level functionaries can be understood through the grid of knowledge, skills, and attitudes as given below. It is believed that through this module the head teachers and system level functionaries would be able to achieve the following knowledge components, develop correct attitudes and skills to lead academic transformation of their schools, clusters, blocks and districts. In the context of adult learning—

- Knowledge refers to What? A component of understanding a theory and practice.
- Skills refer to How? component of operationalising a theory or a practice.
- Attitudes refer to perspective or an outlook which stems from thinking and belief systems of an individual.

Knowledge	Skills	Attitudes
School Leadership	Vision Building	Taking Initiative
Pedagogical Content knowledge	Collaboration	Positive Outlook
Academic Supervision	Communication	Being Proactive
Team Learning	Academic Supervision	Belief that Every Child can Learn
School Development Plan	Supporting Transformation of Teaching-learning Processes	Belief that Every Child can Progress on the Learning Graph
ICT Initiatives in Education	Planning and Reviewing	

LEADERSHIP: THE CONCEPT

This section explains the concept of leadership in detail, beginning with the importance of self and motivation as important attributes of an effective leader. It urges the head teachers and system level functionaries to reflect on the basic characteristics of a leader that are generic to any situation. As a leader in a school context or in an educational setting, one needs to understand one’s role beyond administration and

management. These and other related concepts are dealt with in the section on Leaders in Action.

Self and Motivation

Understanding self helps you to become aware of your attitudes and capabilities. It enables you to develop confidence and begin a process of thinking-questioning-rethinking on your attitudes and actions to bring about the desired changes, in order to become an effective leader. This process helps in altering your attitude to that of “Yes, I can!” especially when faced with a challenge. This process helps you emerge as a leader for transforming your school. It is only when one is able to bring about a change in self that one can influence others by being a role model and as a problem solver. These attributes are essential for a head teacher as they begin their journey as a school-leader.

However, developing self is a continuous process that is probably life-long. This process includes many aspects where we want to bring about a change related to our behaviour, our thinking or in terms of knowledge or skills. You may want to improve your behaviour while relating with others, create a more positive attitude, expose yourself to different life experiences, and develop professionally through self-reading, learning from other colleagues or attending in-service programmes. These are few of the many ways in which you can develop yourself. The better you become, you are more self-confident to lead your school. Hence at the beginning of this journey, you need to ask this to yourself—

What are the basic attributes that I need to have to become an effective leader?

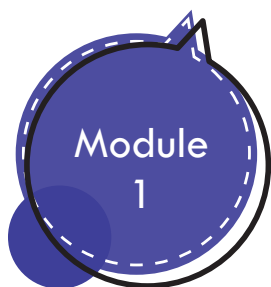
Key Characteristics of a Leader

- One who ‘initiates’ or takes the first step
- Maintains a positive outlook
- Is self-motivated
- Motivates and influences others
- Maintains consistent efforts for bringing change

Do you agree that in order to take up the role of a leader, one needs to ‘take the first step’? Think over the basic attributes of a leader that you can add to the above list. These are the attributes that one needs to exhibit in order to become an effective leader. You may also check the video link provided at the end. What important leadership lessons you learn from this video?

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Check video link in audio-visual resources on Lead India Video



Leaders in Action

There can be two kinds of leaders—leaders by position or leaders who have been appointed or have come to position by virtue of being the senior most staff and leaders by action or leaders who have been chosen for their actions, for their ability to influence people in large numbers, take them along in pursuance of a goal and remain in the hearts forever through their knowledge, skills and most importantly a positive and proactive attitude. These may not be people with any position, it is simply their thoughts and actions that inspire and impress people that they decide to follow them. As a school head/system level functionary, you may be an appointed leader, occupying the position of a head due to your seniority or otherwise. But, are you also a leader by action?

You need to be a leader by action to influence and bring change in the school. Some of the attributes of a leader by action are being self-motivated, influencing others, building interpersonal relationships, creative and critical thinking, decision making, and ability to take everybody along as a team.

Leadership Defined

Leadership in layman's language is understood to be an authority or someone with enough power or influence to head a group of people or organisation.

Let us try to understand the terms 'power', 'authority' and 'influence' and see how these could actually help us define or redefine leadership.

Power is an ability to change the behaviour of other person(s) with manipulation of reward and punishment. There are three kinds of power: (i) coercive power (personal harm) (ii) remunerative power (money) and (iii) normative power (norms, rules, and regulations).

Authority is legitimised power. The government functionaries have the authority which is granted to them by legitimate means. You also have the authority of a leader by position.

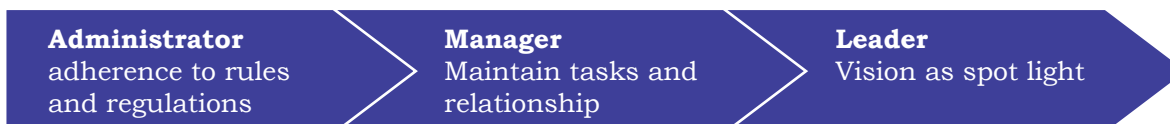
Influence is an ability to change the behaviour of other person(s) without manipulation of reward and punishment or without authority.

The best leadership style is to influence others without authority and create a climate of trust, free from fear of rewards or punishments. The impact of influence is stronger, enduring and lasting. One premise that can be drawn on leadership, apt in all school situations, is "Leadership is an influencing process".

Move beyond Administration to Leadership

While in school you perform different roles—at times like an administrator you look into the organisational responsibilities and at times like head of a company you are managing the different departments within school and those aligned with school. But in this hustle and bustle of events, what you may miss out is thinking and acting like a leader. You may forget to visualise where each of the tasks that you spend time on, takes you and your school in terms of improvement.

There is an inherent difference in the way one works as an administrator, manager or a leader. Examine the figure below and decide where you stand while functioning as a school head/system level functionary in your workplace.



You will see in the figure, as the arena of work widens so does the nature of your functioning. When you work only within the rules and regulations while executing tasks, you tend to exhibit more of administrative tendencies. Your spectrum of work is narrow. This is more pronounced in a highly bureaucratic structure, wherein one does not come out of comfort zone, rather resorts to boundaries set by higher ups. In most cases you wait for instructions, are reactive, and do not depend on your own decision making skills.

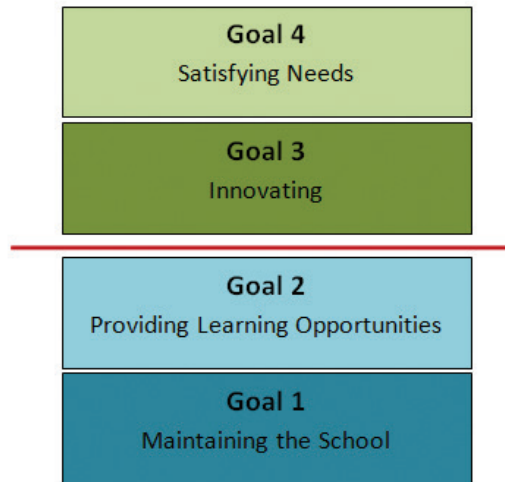
When you use your wisdom to run your school smoothly by supervising various school activities and departments, you are working more as a manager with extended boundaries, slightly beyond the limits of administration. However, the role of a leader is much beyond. A leader—

- 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.

Perhaps as heads of schools, dealing with multiple roles and responsibilities, you would have much more to add to this understanding. Based on this initial discussion, let us reflect on our understanding of school leadership.

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1

A leader is expected to go beyond administration and management to provide leadership by fostering an environment for change. In order to become a leader, you will have to achieve four goals as illustrated in the model proposed by Boles and Davenport (1975).



Source: The Leadership Process in Harold W. Boles and James A. Davenport (1975), Introduction to Educational Leadership, Harper and Row Publishers, New York, p. 158

The figure demonstrates while managing, monitoring, administering your school, you are supposed to achieve four goals in order to become a school leader/system level leader. To the extent you are carrying out school activities like maintaining performance of students and teachers, students' attendance, school results, teachers' regularity and punctuality, professional development for teachers, equipping library with reference material, etc., you may contend that you are achieving Goals 1 and 2.

Those who initiate changes and implement innovations can claim to accomplish Goal 3. Further, those who have attained success in satisfying professional aspirations of teachers and that of the institution (school), to the extent that both become compatible to each other and grow simultaneously, you can be considered to be successful in accomplishing Goal 4.

As long as your efforts are limited to achievement of the first two goals, you are an administrator. To become a leader, you will have to cross the red line. One may say, few can claim to be leaders with attainment of first three goals, most are administrators and very few reach Goal 4. To know more about

Check video link
in audio-visual
resources on Change
Leadership and School
Improvement

‘Change Leadership’, check the video link provided under audio-visual resources.

School Leaders: Multiple Roles and Responsibilities

As a leader of the school, you have multiple roles and responsibilities. The seven expected key roles and accompanying responsibilities of a school leader can be understood from the figure given below.



Perspective on School Leadership

This is an overarching role of a school leader/system level functionary. As a leader, you need to develop an understanding of leadership and its impact on school transformation or transformation of the education unit (cluster/block/district). This role encourages you to build a conceptual understanding of school as a place for promoting growth and development of children and as a ground for continuous experimentation and change. Understanding of this role will help you to dialogue around the leadership challenges of a school head/system level functionary and understand how to overcome the challenges for achieving the transformative agenda. The role helps you emphasise on the centrality of the child, focuses on building a vision for change and transformation that is inclusive and progressive in nature. In this capacity, you as a school leader, can assess the ground realities of the school at present, develop a vision for your school and begin the journey of realising the vision with the aim of holistic development of every child through collaborative and team work. The concept of school

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Check video link in audio-visual resources on School as a Learning Organisation

as a learning organisation comprehensively explains this role in terms of what a school leader need to do for school transformation.

Developing Self

The focus of this role is to develop a positive self-concept with regard to capabilities, attitudes and values in self, teachers, staff and students. In this role, you have to begin self-improvement through reflection and interaction by understanding the critical role of a leader in creating scope and opportunities for continuous learning and development of self and others. In this, the leader would need to first invest in 'self' to demonstrate vibrant leadership. The ability for this can be developed by practicing 'reflection' as a way of self-learning. The belief is that by practicing action-based-reflection, the school leader becomes more empowered to lead the desired change, which develops an attitude of "Yes, I can!" when faced with a challenge and, consequently, transforms the school. Understanding of this role will help you develop the knowledge, skills and confidence to take responsibility for school change. To begin the path of professional self development, check the video link provided under audio-visual resources.

Check video link in audio-visual resources on Professional Development Plan

Transforming Teaching-learning Process

The significance of this role is to transform the teaching-learning processes in school as a place for exploration and creativity and making classroom processes more child-centred. This enables the school heads to understand the purpose of education and reflect on issues such as why children should come to school, what should be the teaching learning processes be like in order to welcome and retain students towards completion of the elementary cycle. This role emphasises on the developmental needs of the children and, through various experiential learning activities, tries to develop sensitivity among the school heads to understand the needs of children. It also focuses on developing skills of you, the school head towards important processes related to teaching learning, such as observation of classrooms, providing feedback to teachers and being a coach and a mentor to them. The purpose of this role is to enable you to lead the process of teaching and learning in a way that each child feels unique, important and respected and is motivated to come to school every day to learn new things about oneself and the environment. Check the video link provided under audio-visual resouces for understanding the school and purpose of education.

Check video link in audio-visual resources on School and Purpose of Education

Building and Leading Teams

The school is a unit whose members work together with intense activity towards defined goals. For this to happen effectively, building and leading teams emerges as an important role of the school head. Team work not only helps in better functioning of the school, but also builds each team member's capacities and skills, as a result of exchange of ideas and new ways of approaching problems and challenges. This role addresses the values and skills required to build and sustain effective teams. You may start thinking on how to lead the processes for team formation, collaboration, group dynamics, conflict resolution, effective communication and at the same time create opportunities for professional development of team members.

Leading Innovations

Innovations in any organisation are seen as a potential approach to suitably resolve the problems and bring about change. Not only should innovations be used to solve problems, but should also be seen as spaces to involve all people and encourage inclusive practices in the school. Innovations encourage people to take risks, enjoy thinking and act with conviction. It gives confidence to perform with an attitude of "Yes, I can". Learning by innovating becomes a natural phenomenon in the school. Therefore, it is seen as a significant role of a school leader. It is important to build the culture of innovations in schools for taking the lead to transform schools into learning organisations. Innovations in teaching learning and school processes can make learning joyful, not only for the child, but also for teachers, parents and the community with school transforming itself into a learning organisation. Check the video link under audio-visual resources to know more about innovations.

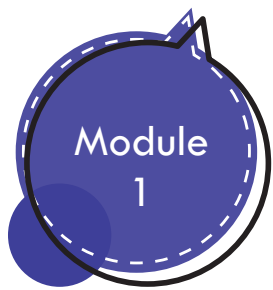
Check video link in audio-visual resources on Knowing More about Innovations

Leading Partnerships

Children from diverse socio-economic background come to school with different experiences. When their social and emotional needs are addressed, they are able to relate to school and learn better. Schools have the opportunity to enrich the lives of their students by engaging with parents and community and other stakeholders to ensure that every child learns. This role helps you in creating and building partnerships with school's local communities involving community members, parents, other school heads and system level functionaries.

Leading School Administration

This role focuses on the administrative and financial aspects of leading a school. It encourages you to understand



administrative rules and guidelines issued by the respective state governments, as well as develop an understanding of school finances, budgeting and utilisation of funds. While leading a school, management of physical and human resources is important and this area explores the various dimensions of effectively dealing with resources. This role of a school leader also becomes significant as it attempts to help you lead school transformation with informed decision-making.

The expected roles of a school leader are thus multiple, however, one of the most significant roles is that of improving teaching-learning processes in the school and ensuring that every child learns. Let us examine the relationship.

Significance of School leadership for Student Learning

School leadership is the second most important factor after teacher quality which impacts student learning (Robinson *et. al.*, 2008). School Leaders can create conditions for teachers to teach effectively such as ensuring adequate staff and resources and a learning culture that allows students to flourish as learners. Principals build teams, translate vision for successful learning of all students, cultivate leadership in others, help teachers upgrade their skills and use data to nurture school improvement. They also motivate teachers to better their teaching practice. School leadership matters the most when schools are operating in challenging circumstances and need to be transformed. In short, successful school leaders engage in building a shared vision, goal setting for teachers and students, improving teaching-learning conditions, achieving results and ensuring student learning.

Effects of School leadership on student learning: Different Conceptual Models

Robinson *et. al.*, 2008 proposed four types of effects of school leadership on student learning after studying a number of research studies. These are: direct effect, mediated effect, reciprocal effect and inverse effect. In this section we discuss the first three effects which are more relevant in our context.

Direct effect: Implies that school leadership is assumed to directly influence student learning (See Figure 1). However, this kind of effect is found more pronounced in cases where the school leader is also teaching a few classes in addition to supporting and mentoring teachers. The school leader creates congenial conditions in the entire school for ensuring effective

teaching-learning processes within the classrooms so that children learn.



Figure 1: Direct effect

Mediated effect: In the indirect or mediated effect, two or more variables apart from school leadership are also considered that influence student learning. For example, School leadership influences student learning through teacher quality (Figure 2). There can be many more ways in which this mediation can take place involving other system leaders such as cluster resource/block resource co-ordinators who provide academic support for improving teacher quality in schools, etc.

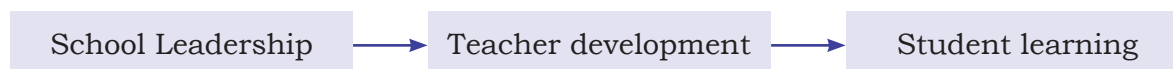


Figure 2: Mediated or indirect effect

Reciprocal Effect: School leadership influences student learning and inturn student learning also influences School Leadership. Refer to the dotted lines in Figure 3 for the reciprocal effect. Due to the efforts of school leadership there are changes in student learning levels. This represents forward arrow. You have already understood this relationship in Figure 1 and 2. In the reciprocal effect, the school leader and teachers are motivated to bring about changes. However, despite making efforts by the school leader, there may still persist differences in learning levels of students and a few children may still be performing lower than their grade competencies. In other words, low students' learning levels can suggest that the efforts of school leaders and teachers are not sufficient enough. This provides a feedback for the school leader and teachers to change their strategies and practices to improve the student learning. This is represented by the backward arrow. Hence, in this case, the relationship between school leadership and student learning is reciprocal in nature.

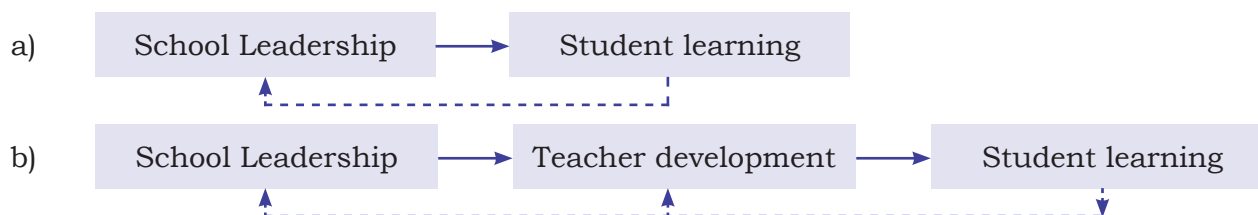
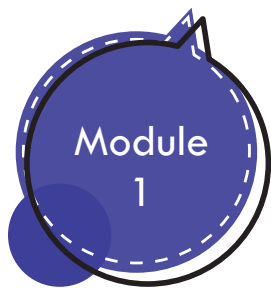


Figure 3: Reciprocal effect



ACADEMIC LEADERSHIP FOR IMPROVING STUDENT LEARNING

Academic leadership refers to the set of knowledge, skills and attitudes that a School Head possesses for transforming teaching-learning process of the school in such a way that it leads to (1) improving student learning and in the process contributes to (2) professional development of teachers. A school head who assumes the role of an academic leader strongly believes that each child is capable of learning and progressing and the teachers can improve their teaching practice, knowledge and skills. An academic leader also supports and supervises teacher practice as well as teaching-learning processes. You are also aware that a head teacher or school head of a primary, upper primary, or an elementary school, also engages in teaching classes. Hence it is important to understand that he/she is both a *teacher and a school leader*. This is an advantage as the head teacher understands the role of a teacher, the challenges a teacher faces while dealing with diverse student population and differential learning needs of students. In addition, as a school head, you will also have to provide academic support and supervision to other teachers in the school for improving the overall teaching practice in *each* classroom and in *all* subjects. To understand your role as an academic leader, you need to comprehensively understand three components:

- Developing a perspective on active learning principles
- Understanding of pedagogical-content knowledge as a school head
- Academic supervision in school

Developing a Perspective on Active Learning Principles

Student learning has to be conducted in a fear free environment. Schools need to be spaces for empowering children to bring out their maximum potential, to develop in them critical thinking skills and an inquiring mind. In this way they can become efficient citizens and are able to contribute meaningfully to the society. How can you bring about a learning environment where children feel safe and secure, develop critical thinking skills and inquiring minds? The answer lies in doing away with rote learning and bringing in a kind of learning where children feel joy to learn. This kind of teaching method where the focus of learning is the child; where the children are not merely listening to lectures but instead are engaged in higher order thinking tasks is called child-centered pedagogy. Unlike in rote learning where teachers provide information, in child-centered teaching

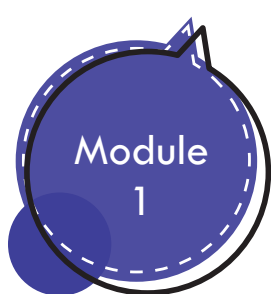
methods, teachers act as facilitators of knowledge, leading the children to discover, process, and apply information.

One of the components of child-centered pedagogy is active learning that makes teaching-learning processes joyful and meaningful. As a school leader, you need to have an in-depth understanding of active learning principles that are generic and can be employed in teaching-learning process across subject domains. You may check out the video link under audio-visual resources and derive active learning principles from the video.

Check video link in audio-visual resources on Young Historians

After making a note of your learning from the video, see the table below to understand the difference between passive and active learning. Reflect on how you can coach your teachers to use active learning principles in classroom teaching-learning process.

Passive Learning	Active Learning
Teachers are engaged with generalised theories of children and learning	Teachers understand the social, cultural and political contexts in which learners grow and develop. They engage with learners in real life situations along with theoretical enquiry.
Knowledge treated as external to the learner and something to be acquired	Knowledge generated in the shared context of teaching, learning, personal and social experiences through critical enquiry.
Little opportunity for reflection and self-study	Teachers engage children in deeper discussions and reflection. Students encouraged identifying and articulating issues for self-study and critical enquiry. Students maintain reflective journals on their observations, reflections, including conflicts.
Students work individually on assignments, in-house tests, field work and practice teaching	Students are encouraged to work in teams, interact with each other and undertake projects across diverse subject domains. Group presentations are encouraged.
No “space” to address students’ assumptions about social realities, the learner and the process of learning	Learning “spaces” provided to examine students’ own position in society and their assumptions as part of classroom discourse.
No “space” to examine students’ conceptions of subject-knowledge	Structured “space” provided to revisit, examine and challenge (mis)conceptions of knowledge.
Encourage rote learning	Discourage rote learning, makes learning a joyful and participatory activity, organises learner-centred, activity-based, participatory learning experiences—play, projects, discussion, dialogue, observation, visits, integrate academic learning with productive work.



Does not lead to value education	Promotes peace values - democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction
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Source: NCfTE (2009) http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf

Understanding of Pedagogical-Content Knowledge as a School Head

The previous sub-section oriented you on active learning principles of teaching-learning process, which can be categorised as generic principles of pedagogy. Here, in this section you would learn more about the concept of pedagogical-content knowledge, learning outcomes and school-based assessment. These three components would help you give the knowledge and skill base required for establishing yourself as an academic leader and conduct effective supervisions. Let us understand that PCK (pedagogical-content knowledge) in simple terms is a combination of pedagogical principles that are specific to subject matter of a particular discipline (subject domain). However, the understanding of PCK is not limited to this and includes a deeper understanding of the context of the teacher, the diversity and background of students and differential learning needs of children so that teaching-learning processes can be designed to benefit learning progression of each child.

General pedagogical knowledge

This includes knowledge of learning environments and instructional strategies, classroom management, knowledge of learners and how do children construct knowledge (for example, active learning principles).

Subject-matter knowledge

This includes knowledge of content related to the subject or the discipline.

Pedagogical-content knowledge

Simply understood, it relates to a conceptual map of how to teach a particular subject; knowledge of instructional strategies and illustrations (examples used to build a concept or explain a phenomenon) for that particular subject; knowledge of students' understanding and potential misunderstandings in that subject, questioning by the teacher for clearing potential misunderstandings of students' knowledge and building conceptual clarity, keeping the diversity of students in mind while teaching-learning, etc. In addition, this framework also calls for having a thorough understanding of students' diverse

cultural, social and linguistic backgrounds, interests, learning needs and the strategies, techniques and tools which are required to create and sustain a positive learning environment in school and classrooms.

To know more about pedagogical-content knowledge regarding different subjects, you may access modules prepared by NCERT on different subject areas at <https://itpd.ncert.gov.in/>.

Check video link
in audio-visual
resources on
Pedagogical-Content
Knowledge

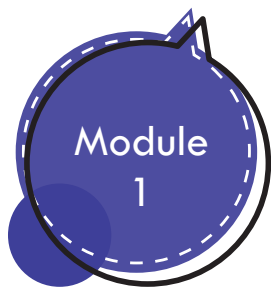
Pedagogical-content Knowledge of Subjects

- Pedagogy of Environmental Studies
- Pedagogy of Science
- Pedagogy of Mathematics
- Pedagogy of Social Science
- Pedagogy of Languages

As a school leader, you need to have a basic understanding of PCK of different subject domains to be able to supervise the teaching-learning processes of your school. It is possible that at the elementary level (primary/upper primary), you have a small school with limited number of teachers. In such a case, you might be spending more time teaching classes along with your teachers. Hence, a deeper understanding of subject domains is as important for you as the teachers. In the modules listed above, you would find that for each subject, grade-wise, learning outcomes have been defined. Transforming teaching-learning processes in your schools also entails that students learn and that the learning is progressive. However, we need to move beyond grades and marks to assess if the students are actually gaining knowledge, skills and competencies that are subject specific as well as across subject domains. For this, let us understand the concepts of Learning Outcomes and School Based Assessment.

What are Learning Outcomes?

Moving away from rote memorisation methods, competency (learning outcomes) based assessment has been emphasised. To make teachers and the whole system to understand what children will achieve after going through a process of learning across the year in a particular class in terms of knowledge, skills and change in social-personal qualities and attitudes, the NCERT has come up with Learning Outcomes. Learning Outcomes are statements that tell about the knowledge or skills children need to gain by the end of a particular class or course and these are supported by the pedagogies which teachers need to implement for enhancing learning. They are the process-based



statements which provide the check points that are measurable in a qualitative or quantitative manner to assess the progress of a child on the scale of holistic development.

Two learning outcomes for Environmental Studies as examples are given below—

- Learner describes the need of food for people of different age groups, animals and birds, availability of food and water, and use of water at home and surroundings.
- Learner describes roles of family members, family influences (traits/features/habits/practices), need for living together through oral/written/other ways.

In order to attain the above learning outcomes, the learners have to be provided with opportunities to work in pairs, groups, individually and are to be encouraged to observe and explore the immediate surroundings; record and express them in oral/written/drawings/gestures. Children need to be allowed to discuss with elders and visit different places, collect information from them on the topic of their choice and discuss the findings in the groups. The learning outcomes at the elementary stage are meant to provide effective learning opportunities to all the students including children with special needs (CWSN) and those belonging to disadvantaged groups. These have been developed for the curricular areas—Environment Studies, Science, Mathematics, Social Sciences, and Language. These learning outcomes are linked with the curricular expectations and pedagogical processes. The provisions for children belonging to disadvantaged groups include the following—

- Ensure their participation in the learning process and help them progress like other children. Avoid comparing children.
- Modifying the curriculum and learning environment to suit individual needs.
- Provision of adopted activities in different content areas.
- Accessible text and materials to suit age and levels of learning.
- Appropriate management of classrooms, e.g., management of noise, glare, etc.
- Provision of additional support by using Information and Communication Technology (ICT), video or digitised formats.
- Mobility aids (wheel chair, crutches, white cane), hearing aids, optical or non-optical aids, educational aids (Taylor frame, abacus, etc.).
- Sensitising other children about the strengths and weaknesses of CWSN.

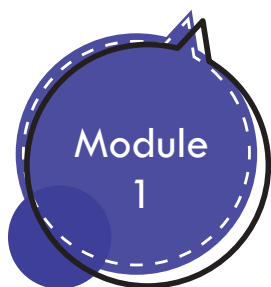
- Additional time and selecting suitable mode(s) for the successful completion of assessments.
- Respect for home language and relating to socio-cultural milieu (e.g., traditions and customary practices, etc.).
— Excerpt taken from Module 1, *Curriculum, Learner-Centered Pedagogy, Learning Outcomes and Inclusive Education* (pg.9-10), NCERT for NISHTHA

Learning outcomes are thus class-wise process based small goals that are “measurable in a qualitative or quantitative manner to assess the progress of the child as per the expected holistic learning for the overall development of the child.” The teachers are expected to use “contextual resources and appropriate learning processes” while designing lesson plans and encouraged to “provide a variety of learning situations/opportunities as per the need of different learners in an inclusive classroom.” However, the learning outcomes that are spelt subject-wise for a class are not to be understood in isolation, rather taken as a whole for holistic understanding of the child. Similarly, learning outcomes defined in each curricular area are built on each other across curricular areas and stages.

The head teachers can access the detailed document on Learning Outcomes at Elementary Stage prepared by NCERT at <http://ncert.nic.in/>. Learning outcomes grade-wise and subject-wise are also provided in the list of modules shared earlier. The document on Learning Outcomes at the Elementary Stage includes learning outcomes mentioned distinctively for each class in languages (Hindi, English, Urdu), mathematics, environmental studies, science and social science up to the elementary stage. The document is meant for all the stakeholders, especially for the parents/guardians, teachers, SMC and community members.

What is School Based Assessment?

School based assessment is an assessment embedded in the teaching and learning process within the broader educational philosophy of ‘assessment for and assessment in learning’. School based assessment is assessment of school students by school teachers in schools. This is a common practice of sharing the performance of children in at the end of the year in different subjects. The grades (based on marks) do not give any information on what the strengths or gaps in learning are; why the gaps and how to address the gaps in learning. We need to realise that when children’s progress is shared with them in terms of marks or grades without explaining about



their strengths and weaknesses, it labels them, such as A graders, B graders and so on. Moreover, frequent, external and centralised examinations may also be frightening especially for young children.

Assessment: what, why and how?

The prime objective of assessment is to decipher the learning needs of children to allow them to build on their strengths, and support them to overcome the gaps in learning, if any. To understand the 'Why, What and How' of Assessment, let us have a look at—

- What are the criteria of assessment?
- What purpose does it serve?

This sub-section elaborates on the criteria, i.e., the learning outcomes, key features of the assessment and its purpose with details on how we can observe children's learning and development using classroom and school based assessment strategies.

Learning Outcomes: the Criteria of Assessment

Assessment of learning, not just requires understanding of what kind of learning is desired but also the criteria against which it could be assessed. Most often, the stakeholders conducting the macro or school based assessment are not clear about it as teachers consider textbooks to be the complete curriculum and assess children using questions given in the unit end exercises whereas the examination and achievement surveys use some MCQs without a clear rationale about the competencies being assessed and the learning behind each of them. The subject wise learning outcomes, for each class, not only apprise different stakeholders, at district/state/national level, of the criteria of assessment but also enable those at the school level, i.e., teachers, students, parents/guardians, School Management Committee (SMC) members, community and the state functionaries to be responsible and alert towards their role besides directing their efforts towards ensuring quality education. So, the learning outcomes defined explicitly can guide and ensure the responsibility and accountability of different stakeholders for the accomplishment of expectations in different curricular areas.

Purpose of Assessment: Assessment for Learning

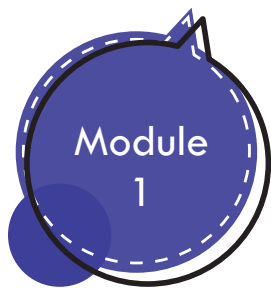
- Assessment is integral to teaching-learning and occurs continuously during the learning. In order to be holistic and free from biases or distortion, it needs to be multiple

evidence based which requires tapping different sources to collect information using a range of activities that the child participates in both inside and outside the classroom on different aspects of learning, i.e., knowledge, performance, skills, interests, attitude and motivation. This helps teachers not only to understand the learning gaps of each child but also to reflect, review and modify their teaching learning as per the need and learning styles of students. It involves students as partners in planning, transaction and assessment of the teaching learning process and, thus, involves both giving and receiving feedback by the students and teachers.

- This requires providing opportunities and space to students to critically assess, reflect and analyse their own work during the teaching learning process and identify their strengths and gaps. They may be encouraged to assess themselves and reflect on peer and group work. Assessment as learning enhances child's confidence and helps develop abilities for lifelong learning. It also occurs during teaching learning.
- It is used to benchmark students' learning against criteria (Process Skills/Learning Indicators and Learning Outcomes) based on identified curricular aims and objectives. To provide comprehensive information regarding the extent of student learning vis-à-vis curricular objectives on all aspects of curriculum, including performance in different subject areas, skills, interests, attitudes and motivation in a holistic manner without segregating into compartments of scholastic and non scholastic areas.
- Teachers map the students' progress on processes of learning based on evidence collected using information from individual/ group/self or peer assessment. A profile for each child may be maintained which can be used to compile the progress of child in comparison to her/his previous performance. The teacher may record these observations (in her/his diary/log book/comments written on child's notebooks/worksheets/projects, etc.), as and when required, for her/him to monitor the learning progress of each child. It needs to be used meaningfully to help children improve their learning and progress.

— Excerpts taken from the Module 4, *School Based Assessment*, NCERT for NISHTHA

You have read and understood the concept of pedagogical-content knowledge, learning outcomes and assessment for learning. Improving student learning or improving student



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learning outcomes cannot be achieved unless teaching-learning processes in the school are designed based on child-centered pedagogy, active learning principles and a deeper understanding of pedagogical-content knowledge of different subjects. As a school leader, it is your most important role to understand and coach self and teachers on the fundamentals of teaching learning processes.

As a school head you need to equally work on other roles such as developing self or others, leading professional development of teachers, team building, creating a culture of innovations and building partnerships with parents and the community to achieve a holistic transformation in teaching-learning process. Only focusing on classroom process may not yield results unless development of teachers and students is designed holistically. For example, an effective school team (teachers, non-teaching staff, head teachers and members of school management committee) that works with a focused vision on inculcating personal-social qualities or improving student learning can have huge impact on overall development of children. Strategies such as integrating community resources into teaching-learning processes can provide better learning experiences for children. Similarly, collaboration of school with parents can significantly improve student learning. Encouraging a culture of innovations in the school can motivate teachers and students to think of new and creative ideas for enhancement of learning, experimentation or exploration.

Academic Supervision in School

As a school leader, you have been oriented on active learning and have developed a basic understanding of what is pedagogical-content knowledge with respect to learning outcomes and assessment for learning, the next role of an academic leader is to

- first, incorporate these newly acquired principles in your teaching practice, and
- second, to coach teachers on how they can integrate the knowledge and practice of these principles in classroom processes for improving student learning.

The role of an academic leader is academic supervision which can be defined as the effort to stimulate, co-ordinate and guide the continued growth of the teachers in school, both individually and collectively. The school leader as an academic supervisor supports in clearly defining goals for teachers and facilitating opportunities for them. An academic supervisor

also works with parents and teachers to keep abreast with the community's needs in order to help provide students with a meaningful educational experience that will benefit them in various career paths.

It is very important to understand what supervision stands for

- Academic guidance
- Academic dialogue with teachers and fellow colleagues
- Feedback to teachers
- Supporting teachers in reflection
- Help in reviewing progress
- Provide on-site practical assistance

The supervisory relationship between the school head and the teacher

This is a professional, academic relationship where both learner (teacher) and supervisor (head teacher) aim to develop a relationship based on mutual trust and respect for each other. It is not about one being superior to another, rather both become learners in the process of improving their teaching practice for the aim of improving student learning and overall development of children.

Functions of an Academic Supervisor

- *Planning and Organising*—Supervisor's basic role is to collaboratively plan the daily work schedule of teachers along with them.
- *Provision of conducive environment*—A supervisor plays an important role in the physical setting of the school and in arranging the physical resources at the right place. This involves providing proper sitting place, ventilation, lighting, water facilities, etc. In addition, the supervisor along with teachers also supports the provision of teaching learning material.
- *Leadership and Guidance*—A supervisor is the leader of teachers. She/he leads the teachers and influences them to work their best. She/he also guides the teachers by fixing achievable goals and targets by facilitating them with instructions and guidelines to achieve those goals and targets.
- *Motivation*—A supervisor motivates teachers.
- *Introducing new teaching methods*—The supervisor has to be updated on latest knowledge and skills of teaching-learning

Check video link in audio-visual resources on Observation, Feedback and Supervision

process and continuously share them with teachers. This results in high morale of teachers, satisfying working conditions, improving human relations and improvement in student learning.

- *Checking*—Checking progress is an important function performed by supervisor. This involves checking the actual performance of teachers against collaboratively set goals and checking learning progression of children.

Techniques for Academic Supervision—How to Supervise?

You may check the video link under audio-visual resources to understand the process of Observation, Feedback and Supervision in detail.

There are two techniques given below which can help you, a school leader, to effectively carry out academic supervision.

Ask-Describe-Ask: An effective technique for feedback leading to better teaching practice

The Ask-Describe-Ask approach takes the supervisor from an authoritative role to a democratic role wherein the observer/supervisor (head teacher) and the observer (teacher) are co-learners in the process. There is a common agreement between the two on the future targets and the plan for improvement. This approach is non-threatening and leads towards developing a rapport and trust with the supervisor which eventually facilitates learning conversations. You may read more about this process in the web link http://pslm.niepa.ac.in/pluginfile.php/554/mod_book/chapter/102/Ask-Describe-Ask%20model.pdf (also attached in List of Audio-Visual Resources, Case Studies and Reading Resource). Brief steps of this model are given below. This model is a learning conversation between the head teacher/supervisor and the teacher after the academic supervisor has observed the classroom of the teacher.

1. Ask the teacher to first assess her own teaching practice during the classroom
 - What were his/her teaching goals?
 - What went well and what could have gone better?

We do this because it— starts a dialogue, ensures that the teacher is heard first, builds the trust of the teacher with the supervisor (that this is for her /his own learning and progress).
2. Describe what you observed as a supervisor during the classroom observation.
 - Give descriptive information to the teacher on what you observed in the classroom.
 - Give feedback on the teacher's self-assessment.

- Use phrases like “I observed....” Or “The following evidence is....” to create a description of what you saw.
 - Avoid use of judgmental language.
 - This will help build the trust with the teachers on their own learning and progression from the feedback.
3. Ask about understanding and strategies for improvement from the teacher—
- What is our learning and what could the teacher do differently next time?
 - Give your own suggestions if appropriate but remember that your role as an academic supervisor is to help the teacher to learn and change even when you are absent.
 - Identify next steps and commit to monitoring improvement together.

Learning Rounds

Learning rounds involves teachers and school leaders observing teaching practice as a group in a series of classroom observations. The purpose is to develop effective system-wide improvements in teaching-learning across a school or schools.

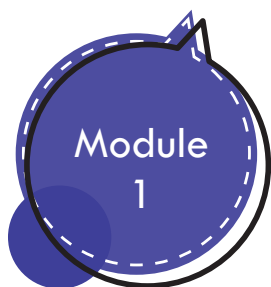
The observation is always done around a focus area in teaching-learning. This focus area is usually identified as being problematic and something that the school finds difficulty in addressing effectively. For instance,

- difference in learning pace of children in a particular subject
- a concern that few children are not having their learning needs effectively met
- the use of higher and lower order questions by teachers

All focus areas must be identifiable by classroom observation. Teams of observers (teachers and school heads) can spend around 30-minutes around the chosen theme.

During the afternoon, discussions are held around the findings. Observers use descriptive language to build up a shared understanding of what they saw around the chosen theme. They then use this lens to develop ‘next steps’ to improve teaching-learning in both their own practice and/or across the school. Staff within a school and/or observers from outside a school can use learning rounds in ways given below.

- A group of teachers using learning rounds to develop their own professional learning.
- A group of teachers and school leaders using Learning Rounds to develop whole school improvement in student learning



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- A group of experts from outside the school using Learning Rounds to support a school's improvement process (such as system level functionaries/DIET/SCERT faculty)
- A group of head teachers from several schools indulging in learning rounds in a specific school

The heart of the Learning Rounds process is that everyone is learning in a joint enquiry. The expectation is not that the group will solve a particular problem, but that the observers will come away with a clearer picture and new ideas about next steps in addressing the issue.

CREATING A LEARNING CULTURE IN SCHOOL

A learning culture in school can be defined as an environment that supports an open mindset, an independent quest for knowledge and embraces shared learning directed toward the mission and goals of the school. A school with a vibrant learning culture encourages continuous learning amongst the head teacher, teachers and the students. However, the first step for building a learning culture has to be taken by you, the school leader. Your approach to learning, to sharing, to seeking feedback and improvement can act as a role model that motivates others behaviours and supports a learning environment. These are essential for developing a culture where the team learns from each other and from sources that are beyond the school. You may do the following:

- Provide opportunities for professional development of teachers
- Give recognition to learning and those who engage in learning
- Give and get feedback
- Promote change and innovation
- Develop knowledge and information sharing into a formal process.

In this section, you would know more about the process of reflection and team learning as two effective components for creating a learning culture in your school.

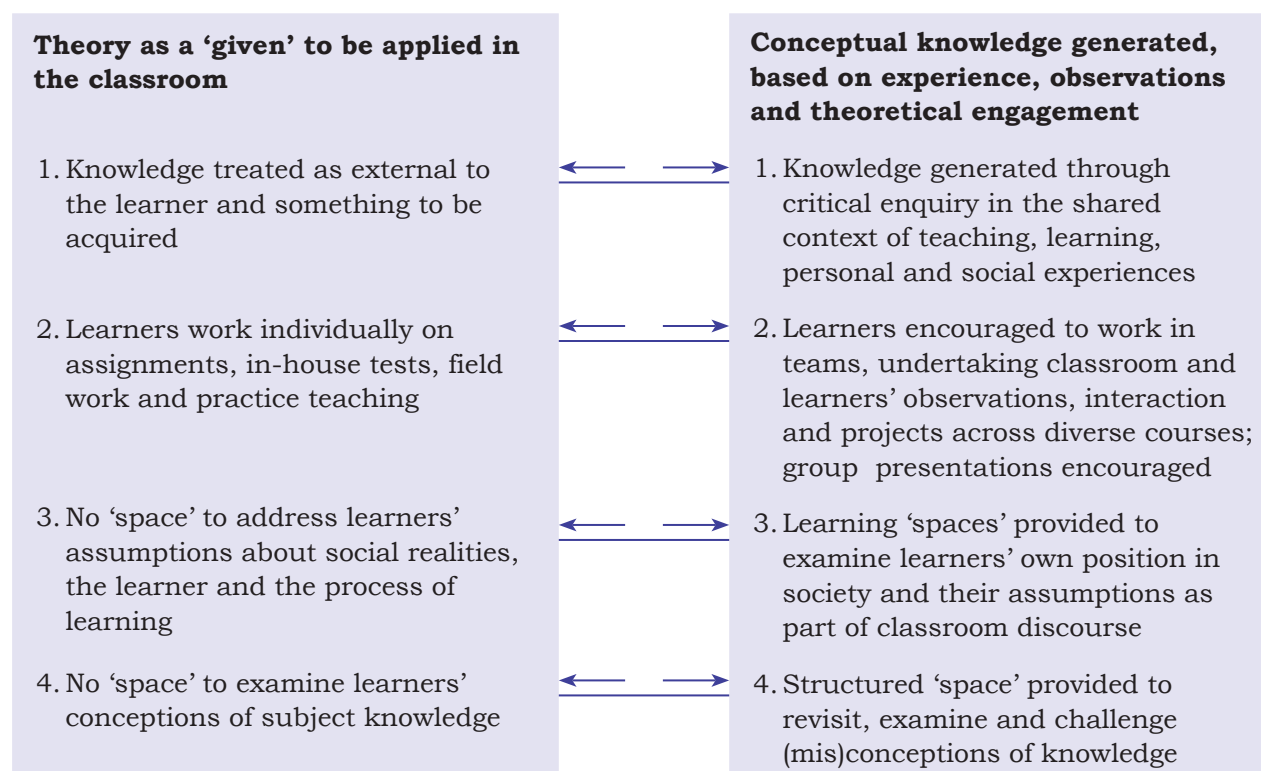
Teachers and Head Teachers as Reflective Practitioners

Reflection can be understood as a process of self-examination and self-evaluation that head teachers and teachers must regularly engage in to interpret and improve their professional practices. Reflection is an important strategy/tool through which you can critically examine your own practice. Individuals

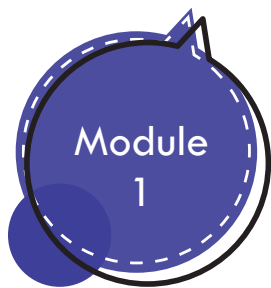
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Resources on
Teachers as Reflective
Practitioners

who practice reflection in their professional capacity are called reflective practitioners. A teacher can use reflection as a technique for examination of her teaching practice during or after the classroom process, in which case the teacher needs to reflect on what was the assumption regarding transaction of the subject, how was the lesson plan designed—was the focus more on lecture teaching or different learning opportunities were designed depending on differential learning needs of children, assumptions/biases for children—what did the teacher think during the class—are the students capable of learning or not, etc.?

Engaging in continuous reflection can help one improve one’s teaching or leadership practice as the process of self-examination opens doors for new insights and creative solutions for approaching old problems, challenges or traditional ways of doing things. Reflection can be an important tool for critically examining one’s belief systems and mental attitudes. Below is a Frame of Reference that you may find useful for understanding how teaching-learning processes in your school need to proceed from left to right as depicted in the graphic. This is a graphic that can help you in beginning the process of reflection on your own practice.



Source: NCFTE (2009) http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf



Team Learning for Improving Student Learning Outcomes

The staff in any school can be seen as an example of an already existing team that is together, dealing with all the issues concerning a school. A staff meeting is a regular feature in school processes and generally takes place bimonthly or at least once in a month. As a school leader, you can lead the process of academic transformation through the staff meeting. It is important that we learn to conduct agenda-based and learning oriented staff meetings and make them a platform for discussing blocks in school improvement. You may discuss issues such as 1) new/innovative teaching-learning practice employed by teachers in classroom, 2) assessment strategies used for student learning (both assessment in learning and for learning) and 3) learning outcomes of students. The staff meeting is a learning ground for all teachers – to share with each other challenges related to teaching practice, diverse issues of students, discussing learning needs of different children and also sharing new practices that focuses on enhancing student learning. Staff meeting can also be used as a space for creating reflective dialogue among staff.

Guiding steps for conducting effective staff meetings

- Clarify the purpose of staff meeting.
- Set an agenda for the meeting in discussion with staff.
- Fix the total time and plan your time for each agenda item accordingly around it.
- Leading the staff meeting around the agenda–demonstration by the leader, sharing views and evidences collected by all members, arriving at evidence-based decisions.
- Fix responsibilities during the meeting itself and set targets and accountability.
- Ensure participation of all members in the meeting
- Keep regular follow-up of the agenda and review decisions at the meetings.

SCHOOL DEVELOPMENT PLAN

The school development plan (SDP) has a vision, goals, targets and strategies to attain the desired outcomes decided by the school in a specified duration. It is more an in-house activity carried out by in-school teaching and non teaching staff along with community, parents and other stakeholders, with school head as the leader to set targets and chalk out details on how and when these can be achieved. The basic idea is to provide direction to school for its development.

It may be noted, that the objectives identified for the school development plan are in measurable terms, so that when the goals and objectives of SDP are implemented and completed, the school should be in a position to state that such measurable achievement has been made out of the school development plan of the school.

Vision as a Spot Light

Vision is the first step to provide direction to the school for development. While vision is a broader canvas from where the development plan begins, the entire SDP is much more an in-depth exercise taken up at the school level, to plan and guide implementation. While developing the vision, you must keep the following in mind—

- Vision statement must reflect a futuristic intent
- Vision must be value driven, for example, you may want to develop students with the belief that *all can learn*
- At the same time vision must communicate a direction which is achievable in a time frame
- Vision must have a specified time frame, usually 3 or 5 years
- The school development plan is a roadmap that sets out the changes an institution needs to make and also tell when these changes will be made.

Three Stages of Preparation of a School Development Plan (SDP)

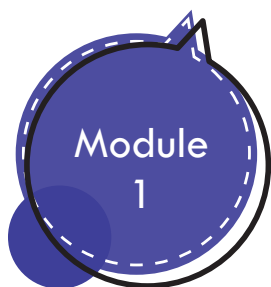
Preparation of a school-based development plan can be divided into three stages:

1. The planning stage
2. The implementation stage and
3. The monitoring and evaluation stage

Step 1: Formation of Committees/Teams

The teams are formed to share the responsibilities for preparation and implementation of the school development plan. This activity also enables teachers and staff to work in teams and utilise their potentials and talents that enhances their sense of belongingness to the school. This will bring them closer to the school and its development. For each school, at least formation of four teams seems to be a workable proposition. Identify the following teams:

1. Planning Team
2. Action Team



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3. Leadership Team

4. Appraisal Team

Step 2: Baseline Information

The planning process involves the need to understand the school, school data enrolment, future enrolment requirement, teachers and their requirements, understanding community (demography), school facilities, the staff, community and stake holders who will be involved in the school planning process. The school staff needs to introspect what they have, what they want and how to obtain it through this exercise of school development plan. Each school draws its own road map for improvement based on its specific requirements.

Step 3: Vision Building

The vision and the collected base line data can be of much use to navigate direction for preparation of the school-based development plan. For vision building you have to review your current role and your expectations towards your role. You have to articulate on self vision and organisational vision e.g. 'where you would like to see yourself in the next 3 years (self- vision)' and 'how would you like to see your organisation in the next 3 years (organisational vision),' etc. Next, develop the vision statement along with the help of your stakeholders. It has to be a collective exercise.

Process to be followed in the formulation of vision statement—

- Keep your vision visible.
- Use one sentence or a concise paragraph.
- Write everything in the present tense, as if you already have accomplished it.
- This creates the right frame of mind and a confidence about future.

Step 4: Set Priorities

Select the major priorities for your school keeping the vision in mind. In a way, you must have developed a vision statement based on the context-specific needs of your school. Organise the various priorities in such a fashion, that it provides you with a clear indication on what will you do in a particular year for three consecutive years, so that the vision is achieved in a time period of three years. Describe what activities can be taken up for each month and on whom the responsibility should rest for priorities separately. Examples are—

- Identify, assess, and develop the learning needs of all children

- Develop teacher's subject knowledge and skills for teaching practice
- Make the teaching-learning process joyful and a learning experience for all students and teachers

Step 5: Goals/Targets

Goals come next after you have developed the vision of your school along with your stakeholders. If your vision statement has been made for three years, it would be useful to have three annual goals that align with the vision. This means that each year, you have to achieve the goal set through target setting. These goals will also align with the priorities that you have set. Targets are short-term, measurable deadlines that can be of three, six or nine months' duration. In a year, you can set two to three targets to achieve the annual goal. Strategies are the action points which will help you in meeting targets.

Step 6: Monitoring and Evaluation Mechanism

Once the SDP is ready, it is time for implementation and timely monitoring. The monitoring team would help in keeping a track of targets goals. You can evaluate the progress of SDP half-yearly or annually.

Reflective Questions

- How do you see your role as leader in the formulation and implementation of the SDP?
- Reflect on where your school stands today in terms of its strengths and weaknesses? What two priority areas you would like to improve in your school and why?
- How many stages are there in the preparation of school development plan?

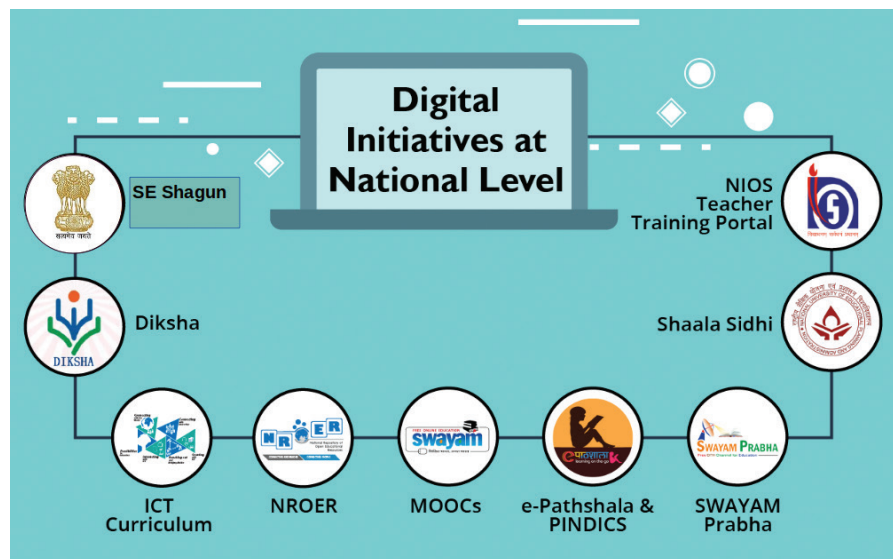
ICT INITIATIVES IN SCHOOL EDUCATION

Every school teacher and head teachers/principals have different strengths and abilities. They also use these abilities to take up, plan, implement, address and resolve class-room management and general problems and issues encountered on day to day basis. However the class size, nature of content, teacher taught ratio, availability of resources in field, language and geographical diversity etc. tend to pose challenges before teaching community and educational administrators. It is the need of the hour to ensure and enable every teacher and head teacher to provide academic leadership, innovate, solve daily problems and ultimately contribute for school effectiveness. In view of the above backdrop, Information and Communication

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Technologies (ICTs) can play a crucial role to enhance teaching-learning environment.

As per UNESCO, ICT refers to a diverse set of technological tools and resources to create, store, retrieve, manipulate, send and receive digital information. ICT has a potential to enable a person to get connected with the world, connect with each other, create with ICT, interact with ICT and also to use all the possibilities in education to reach out and bridge the divide that exists in the society. To make use of the potentials of ICT, one should understand what and how the ICT can be utilised. Some of the important ICT initiatives/activities undertaken in the recent past in school education sector under the aegis of the MHRD-GoI are discussed here.



- Initiatives like National Repository of Open Educational Resources (NROER), ePathshala (Web portal and Mobile Apps), and *DIKSHA* provides access to Open Educational Resources (OERs) in the form of images, audios, videos, interactives, graphics, animations, digital books, digital maps, timelines, etc. To promote life-long learning and continuous professional development, initiatives like MOOCs on *SWAYAM* and ICT curriculum provides series of courses in online as well as blended mode. A 24x7 DTH TV channel under *SWAYAM Prabha* is an initiative to reach mass community even where internet connectivity is a challenge.
- *Shala Gunvatta (Shagun)* provides space for educators to share their best practices that also enable online monitoring.

- As exposure to technology increases, threads of safety in the cyber world also persist. It is the responsibility of the policy makers, curriculum developers, school administrators and teachers to be aware of the cyber safety measures, cyber netiquettes, cyber laws, etc., and also to create awareness among the students.
- Recent initiative of training nearly 41 lakh teachers in a phased manner is supported by a Learning Management System (LMS) that is accessible at (<https://itpd.ncert.gov.in/>). This portal will enable capturing the progress and implementation of the integrated teacher training programmes. ICT plays an important role in capturing and analysing the data of the several resource groups as well as the teachers being trained. It also provides space for sharing of best practices by states and UTs.

Case Studies

Name of the School Head: Chhewang Urigol, Government Primary School, Khar, Lahaul Spiti Himachal Pradesh

Located in the remotest village of Khar (Lahaul Spiti, Himachal Pradesh), the Government Primary School has performed substantially well. The school is located in a backward region which is not well connected to the mainland. Extreme geographical conditions did not deter the school head, Chhewang Urigol in pursuing his dreams of establishing a school which is no less than the ones located in the cities. The school is well equipped and well maintained. It is a small school with two teachers. The school has fully functional library, a teaching-learning material (TLM) corner, activity room, kitchen, Toilets and play ground. The classrooms are well ventilated and have regular supply of electricity. It is interesting to note that the school is using solar lights which are environmental friendly. Using such technologies also encourages the young generation to understand the environment, instilling in them a reasoning power to contribute towards a more sustainable environment. All these initiatives were taken by the school head, who turned around the school in to a well-functioning unit.

Chhewang along with the support of the villagers has also managed to build a TV room. This room is specifically used



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Activity Room

to make students learn through multimedia and not through traditional ways of rote learning. The students are exposed to moral stories and poems. Apart from this, the students are also shown and made aware about everyday news. This room also



Playground



Kitchen

has a computer, on which the students are made to learn and practice the basics of operating and using a computer. The library has been established with the support of other teachers who have contributed books. The students study in the library usually after the lunch. To make the learning experience fun, classrooms have been painted with pictures and quotes. The school has well maintained separate washrooms for summers and winters which help the students to carry on with their studies even in the harsh weather.



Teaching-Learning Material and Activity Room



Classroom

The school also has a play ground which was restructured on the initiative of the school head. Chhewang also plans to build a greenhouse in the school in the near future which will allow students to have healthy and organic food. There is a fully functional and well equipped kitchen serving nutritious food to the students. It is interesting to note that the school is functioning to not only develop cognitive abilities but is also looking after providing proper nutrition to the students.

Despite all the oddities the school has managed to get their students enrolled in Jawahar Navodaya Vidyalaya (NVS) and this is because the students are good in mathematics, according to Chhewang. He has personally coached students for entrance of NVS.

S.No	Year	Number of students qualified for Jawahar Navodaya Vidyalaya
1.	2009-2010	04
2.	2010-2011	02
3.	2011-2012	01
5.	2013-2014	02
6.	2014-2015	01
7.	2015-2016	01
8.	2016-2017	01
9.	2017-2018	02



School heads like Chhewang serve as a good example for society who through his persistent efforts has built a school from the scratch. It was his awakening to modern education which not merely relied on rote learning and textual understanding but also on becoming aware of one's surroundings and developing critical faculties. This is what is reflected in his vision of this school. Chhewang Urigol attended the National Conference on Leadership Pathways for School Improvement, 22-24 January 2019, organised by National Centre for School Leadership, NIEPA.

22-24 January 2019, organised by National Centre for School Leadership, NIEPA.

Name of the School Head: Ragini Ramchandra Surve, Zilla Parishad Aadarsha School Niwali Chiplun Ratnagiri, Maharashtra

Zilla Parishad Aadarsha School, Niwali, Chiplun located in district Ratnagiri, Maharashtra serves as one of the exemplary primary schools in India. The school head has been a dynamic influence of the school. Instead of following the traditional rote learning process, the school head Ragini Ramchandra Surve has introduced innovative teaching and learning processes in primary classes. But this would not have been possible without the support of her colleagues who personally visited schools in block Kumthe of Maharashtra. One of the interesting outcomes of this visit was the introduction of the academic staff to the activity-based teaching. This technique of teaching proved to be extremely beneficial as it encouraged students to give better results academically and also improved their cognitive levels. Before introducing this technique the school head had organised a meeting with other stakeholders and introduced this concept to them. Interestingly all the stakeholders showed a lot of enthusiasm and helped the school to transform and adopt activity-based teaching techniques. They helped in designing the floors of the school making them more colourful.

In the school, activity based techniques in teaching-learning processes focus on the following:

- Through the medium of drama, story and plays, the students are made to learn new concepts. The students are asked to enact and perform plays on concepts/themes from the syllabus.



- Students are given three words from which they have to make a new story. This enables the students to think creatively and express themselves. This activity enables students to develop a critical mind.
- Students are grouped according to their age and are encouraged to write poems using simple words but having a rhyming scheme.
- The students are given a word and they in turn have to think of other words relating to the given words. This enables them to sharpen their vocabulary.
- One of the exercises also involves giving students Marathi alphabets, encouraging them to develop new words. This is another experiment at improving their vocabulary.
- Enhancing mathematical reasoning:
 - Students prepare numbers from given digits
 - Arrange numbers in ascending and descending order
 - Expansion of numbers
 - Identify even and odd numbers.
 - Tell value of places
 - Add, subtract, multiply and divide numbers
 - Throw dices on numbers and read them.
- For improving English of students, they are encouraged to perform (drama and poetry) in English.
- Students are also encouraged to present their artistic abilities, therefore exhibitions showcasing their craft and art skills is organised.

Module 1



It is interesting to note the keen involvement of parents in teaching-learning processes which further encourage the children to pursue their dreams. The school has received appreciation from the education officers and the education Committee of the Zilla Parishad. The DIET Officers have also appreciated the efforts taken by the school heads in bringing about a transformation. New experiments and innovations in teaching-learning processes have enabled not only students but also the teachers to grow cognitively. Below is the image showing educational officer addressing students.



The students now find it easier to grasp difficult concepts. For instance, let's say number 29 is taught by using two bundles of ten sticks each and 9 individual sticks arranged in such a manner that forms 29. Through the medium of various educational equipments the learning process has been made easier.



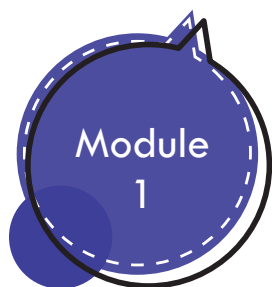
Image: Students learning numbers

In addition, the school head has worked upon improving school infrastructure and also strengthened school management.

School Head being felicitated for her tireless efforts

Ragini R Surve attended the National Conference on Leadership Pathways for School Improvement, 22-24 January 2019, organised by National Centre for School Leadership, NIEPA.





Module

1

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Audio-visual Resources

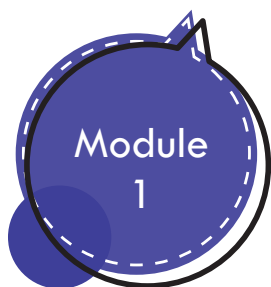
Section	Name of the Video	Weblink
4.1: Self and Motivation	Lead India Video	https://www.youtube.com/watch?v=JR8i9p3pcPg&feature=youtu.be
4.2: Leaders in Action	Change Leadership and School Improvement: Role of School Head	https://www.youtube.com/watch?v=hSfg6ON8iqQ&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=4&t=0s
4.3: Multiple Roles and Responsibilities	Developing School as a Learning Organisation	https://www.youtube.com/watch?v=1NJEI6VXEQg&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=11&t=0s
	Professional Development Plan	https://www.youtube.com/watch?v=QEhOF16dqU&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=9&t=0s
	School and Purpose of Education	https://www.youtube.com/watch?v=Q9zbADOKd0E&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=13&t=0s
	Knowing more about Innovations	https://www.youtube.com/watch?v=-VdNE3z13Ws&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=8&t=0s
5.1: Developing a Perspective on Active Learning Principles	Young Historians	https://youtu.be/p9VAM8yv2Ng
5.2: Understanding of Pedagogical-Content Knowledge as a School Head	Pedagogical-Content Knowledge	https://www.youtube.com/watch?v=eE9U-WEhjmQ

5.3: Academic Supervision in School	Observation, Feedback and Supervision	https://www.youtube.com/watch?v=GoC-5lIGCTw&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=10&t=0s
6.1: Teachers as Reflective Practitioners	Teachers as Reflective Practitioners	https://www.youtube.com/watch?v=9fihPN41RaE

These videos can be accessed on “NCERT official” Youtube Channel

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Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad, confused and helpless
You need not feel "bad" because it's not your fault



POCSO e-box available at NCPDR@gov.in



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If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...

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They change lives!!!



CHILDLINE 1098 - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development



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