



सत्यमेव जयते

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मानव संसाधन विकास मंत्रालय

Government of India

Ministry of Human Resource Development

# NISHTHA

National Initiative for School Heads' and  
Teachers' Holistic Advancement

Leadership Package

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## INTRODUCTION TO THE PACKAGE FOR SCHOOL LEADERSHIP DEVELOPMENT

The Integrated Teacher Training Programme for improving Quality of School Education has been conceptualized as a comprehensive programme for capacity building of teachers, head teachers and system level functionaries of the government elementary education sector, by the Department of School Education and Literacy (SE&L), Ministry of Human Resource and Development (MHRD), Government of India. This nation-wide endeavour has been aptly titled as **NISHTHA** – National Initiative for School Heads’ and Teachers’ Holistic Advancement. As the title suggests, this programme aims at building teacher and head teacher capacities on various aspects of pedagogical and subject expertise and on leading the school as a unit for improving quality education. For the first time, keeping the child at the Centre, **NISHTHA** has designed a holistic capacity building programme including all stakeholders – teachers, head teachers and system level functionaries under one common roof. This would enable the stakeholders to collaboratively think, design and implement positive changes in their school, while at the same time understand mutual expectations and challenges. The programme is of six-day duration, wherein, capacities of teachers would be built on first five days. However, on the fifth day, head teachers of elementary schools along with system level functionaries will be invited for their capacity building for fifth and sixth day. The group of teachers attending the programme for past four days would continue on the fifth day. This feature of the capacity building programme is what makes it unique. The programme would thus offer a learning space for all the stakeholders to sit together, think and collaboratively plan for quality improvement in their schools.

The package for School Leadership Development has been designed with the prime focus of enabling the Head Teachers to take a prominent role in initiating, motivating and driving the change process with in their schools, all with the aim of enhancing various parameters of quality with an added emphasis on student learning.

### Design of the Package

The package for School Leadership Development has been designed as practitioner-centric Modules, covering all key aspects a Head Teacher needs to be familiar with in terms of knowledge, skills and attitudes for enhancing quality in schools. The themes covered in Modules of this package are comprehensive of latest developments in the field of School Education in India. This booklet begins with stating the learning objectives and learning outcomes to be achieved



through the transaction of this package for Head Teachers and system level functionaries. Since the content covered in the package is for two days, this booklet also contains the session details, with time duration for each module. presenting as 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.

## Modules

This package contains five Modules for Head Teachers and system level functionaries. A brief note on each is given below:

**Module 1 on School Leadership:** Concepts and Applications developed by the National Centre for School Leadership, National Institute of Educational Planning and Administration (NIEPA) aims at enhancing knowledge, skills and attitudes of Head Teachers and system level functionaries on School Leadership with a focus on academic supervision and developing a learning culture in schools. 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. The module also 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.

**Module 2 on Pre-school** education developed by NCERT has two sessions namely Preschool Education and Early Literacy and Numeracy. The Module emphasizes on the need for all head teachers and system level functionaries to know the developmentally appropriate practices and pedagogy of pre-school education and pre-schooling processes to ensure that all children develop a strong foundation for lifelong learning and experience smooth transition to primary school. The module talks about significant aspects related with knowledge of first six years of life cycle of children especially in terms of their growth, development and learning needs. This module takes forward the role of the head teacher as an academic leader to not just teachers and children of elementary classes but also to preschool classes by way of supporting teachers for enhancing early numeracy and literacy among preschool children.

**Module 3 on Pre-Vocational Education** in Education developed by NCERT aims at sensitizing the Head Teachers and system level functionaries on vocationalisation of education, with a focus on pre-vocational education from Classes VI to VIII. The recent endeavours by the Government of India in skill development have led to a



renewed interest in vocational education and training (VET), not only at the secondary and higher secondary level, but also at the elementary level of education. This module will prepare the Head Teachers to face the challenge of moulding their students through exposure to vocational education and contributing to the building of a skilled workforce required for the 21st century. Though, vocational education and skill development are basically oriented towards employment opportunities, however, at the elementary level, the focus is on pre-vocational education that is directed towards exposing children to the plethora of choices available in the world of work, inculcating the value of work and dignity of labour and instilling confidence among the children. This is possible only if Teachers, Head Teachers and system level functionaries are oriented towards the significance and various aspects of pre-vocational education.

#### **Module 4 on Gender Dimension in Teaching and Learning**

**Process** developed by NCERT hints at the crucial aspect of gender sensitization in school processes and becoming aware of gender dimensions in classroom and teaching practices. Head teachers and system level functionaries need to think and reflect on how important it is to create a school climate which primarily focuses on democratizing education and on transforming attitudes, beliefs and behavioural patterns of self, teachers and staff on the lines of gender equality. Further, the role of the head teacher and system level functionary becomes all the more important when it comes to reducing gender disparities in enrolment, retention and distributing equitable learning opportunities to all. These and other themes find focus in this Module.

**Module 5 on Initiatives in School Education** developed by NCERT is a comprehensive Module on all the initiatives of Department of SE&L for school education such as Performance Grading Index (PGI), UDISE plus, *Samagra Shiksha*. This Module is an important document for Head Teachers and system level functionaries to understand amongst other aspects, objectives and provisions of *Samagra Shiksha* for improving quality in education. It talks about various initiatives that a head teacher can take in the school such as kitchen garden, promoting reading habits using library books, sports for providing children with experiential learning opportunities, self-defense training, school safety, youth and eco clubs etc. The knowledge of all issues covered in this Module is a must for all head teachers and system level functionaries to bring overall improvement in quality of the education system.



## **Integration of Package with Modules on Capacity Building of Teachers**

This package also includes reference to Modules prepared under NISHTHA for capacity building of teachers. The relevance of these modules is integrated in the conceptualization of academic supervision for School heads and system level functionaries in the Module on School Leadership. These Modules can be accessed on NISHTHA website:

1. Curriculum, Learner- centered Pedagogy, Learning Outcomes and Inclusive Education
2. Developing Personal-Social Qualities and Creating Safe and Healthy School Environment
3. Art Integrated Learning
4. School Based Assessment
5. Information and Communications Technology
6. School Safety
7. Guidance and Counselling
8. Pedagogy of Environmental Studies
9. Pedagogy of Language
10. Pedagogy of Mathematics
11. Pedagogy of Science
12. Pedagogy of Social Science

## **Transaction of the Package**

This package details the common learning objectives and learning outcomes for head teachers and system level functionaries, as contained in the five modules. However, each of the Module has its own learning objectives relevant to the subject dealt with in the Module. This package also has a session designed for two days workshop for teachers, head teachers and system level functionaries, with prime focus on head teachers as the driver of change.



## Facilitators for Transaction of this Package

The Capacity building Workshops for the Integrated Teacher Training Programme (NISHTHA) are to be held at two levels: the first level is Capacity Building of State Resource Groups by the National Resource Group Members. State resource groups will be constituted at the State/UT level. The state resource groups will consist of Key Resource Persons (KRPs) and State Resource persons of Leadership Programme (SRLP). At the second level, state resource groups will build capacities of teachers, head teachers and system level functionaries across the country. Within the state resource groups, KRPs would build capacities of teachers and SRLPs would build capacities of head teachers and system level functionaries. Hence, the facilitators of capacity building programmes for head teachers and system level functionaries are both **National Resource Group (NRG)** members and **State Resource persons of Leadership Programme (SRLPs)**.

## Notes for the Facilitator

The facilitators need to go through this package thoroughly to understand the intent and content of School Leadership Development for Improving Quality in School Education. It is suggested that as a first step, the facilitators read through each of the Modules and prepare notes so that while transacting the **Session Design**, all aspects of the Modules are covered during the sessions. The **Session Details** has activities which only provide a starting point to discuss on the issues detailed out in the Modules. The facilitator has the flexibility to pick and choose from the activities given in the Session Details or those given in the respective Modules. In fact, activities in the session details are also taken from the Modules.

It is important that the Key Resource Persons provide web links of Modules prepared for **NISHTHA** (for teachers and head teachers) to all the Head Teachers, Teachers and System level functionaries who attend the capacity building/training programmes. This would enable the head teachers, teachers and system level functionaries to download the modules and read them at their own pace. These modules are self-instructional materials which head teachers and system level functionaries can read for further clarity and implementation in schools.

## Head Teachers and System level functionaries

Head Teachers refer to designated position of head at the elementary level (primary/upper primary/composite) or senior most teachers in charge of the school. Head Teacher can thus be a regular functionary or an in-charge. System level functionaries refer to all the educational



functionaries in position at the cluster/block and district level for elementary education. The terms used in the package are only indicative as functionaries in various States/UTs may be called by different names. Terms used in the package:

### Important Web Links

Ministry of Human Resource and Development, GoI: <https://mhrd.gov.in/>

NISHTHA: <https://itpd.ncert.gov.in/>

National Council for Educational Research and Training (NCERT): <http://www.ncert.nic.in/>

National Institute of Educational Planning and Administration (NIEPA): <http://niepa.ac.in/New/>

National Centre for School Leadership (NCSL) at NIEPA: <http://ncsl.niepa.ac.in/>

Online Programme on School Leadership and Management (NCSL): <http://pslm.niepa.ac.in/>





## **Learning Objectives and Learning Outcomes for School Heads and System Level Functionaries on School Leadership for Quality Improvement**

The following are the learning objectives and learning outcomes for the entire package:

### **Learning Objectives (School Heads)**

Head Teachers would be able to:

1. Understand and develop a perspective on school leadership with a focus on academic leadership for improving student learning and quality in schools
2. Gain knowledge, skills and attitudes to lead the school through building a collaborative learning culture for student learning
3. Understand and develop a perspective on the need and importance of pre-school education
4. Gain knowledge, skills and attitudes related to pedagogical and assessment needs of pre-school education
5. Identify existing gender biased attitudes and behaviours in self and among teachers and students
6. Develop gender sensitive pedagogical processes in teaching and learning process
7. Understand and develop a perspective on purpose of work experiences and pre-vocational education programmes with specific reference to Samagra Shiksha
8. Get awareness about the recent initiatives of the DoSE&L for



school education such as PGI, UDISE+, etc. for implementation in the schools.

9. Understand the objectives and provisions under Samagra Shiksha for improving quality of school education
10. Support the teachers in exploring various e-content, tools, software, hardware related to ICT for teaching, learning and assessment of respective subjects

### **Learning Objectives (System Functionaries)**

System functionaries (CRC/BRC/BEO/ABEO/DEO/DPO) would be able to:

1. Develop a shared vision on leading clusters, blocks and districts for school based assessment and quality improvement in schools
2. Gain perspective and skills for providing academic support and supervision for improving student learning and for improving quality in schools through planning and implementation of Samagra Shiksha and its various components such as pre-school, pre-vocational, gender sensitization, school safety etc

### **Learning Outcomes for School Heads and System level functionaries**

General 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 the transaction of this package, 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? component of understanding a theory and practice
- Skills refer to How? component of operationalizing 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 Leadership for Improving Student Learning	Communication	Being Proactive
School Based Assessment	Academic support and supervision	Belief that every child can learn and every teacher can develop his knowledge, skills and attitudes
Pre-School Education	Supporting transformation of teaching-learning processes	Gender Sensitivity and fair treatment
Pre-Vocational Education	Planning and reviewing	Belief in work based learning and experience as equal to academics
Initiatives in School Education ( <i>Samagra Shiksha</i> )		



## Session Design for Capacity Building of School Heads and System level functionaries

Day 5		
Themes	Time Slot	Duration
<b>Module 1: School Leadership: Concepts and Applications</b>		
Leadership: The Concept	1000-1100hrs	60 min
<i>Energizer</i>	<i>1100-1115hrs</i>	<i>15 min</i>
Academic Leadership for Improving Student Learning	1115-1300hrs	115 min
<i>Lunch Break</i>	<i>1300-1400hrs</i>	
Creating a Learning Culture in School	1400-1515hrs	75 min
<i>Energizer</i>	<i>1515-1530hrs</i>	<i>15 min</i>
<b>Module 2: Pre-School education</b>		
Pre-school education	1530-1730hrs	120 min
Debrief of the Day	1730-1800hrs	30 min
Day 6		
Themes	Time Slot	Duration
<b>Module 3: Pre-Vocational Education in Schools</b>		
Pre-vocational education	0930-1100hrs	90 min
<i>Energizer</i>	<i>1100-1115hrs</i>	<i>15 min</i>
<b>Module 4: Relevance of Gender Dimensions in Teaching and Learning Process</b>		
Gender in Teaching and Learning Process	1115-1315hrs	90 min
<i>Lunch Break</i>	<i>1315-1400hrs</i>	
<b>Module 5: Initiatives in School Education</b>		
Initiatives in School Education	1400-1500hrs	60 min
<i>Energizer</i>	<i>1500-1515hrs</i>	<i>15 min</i>
<b>Consolidation- Leadership for School Based Assessment (SBA) and Quality Improvement in Schools</b>		
Leadership for SBA and Quality Improvement	1515-1645hrs	90 min
<b>Closing of the Workshop</b>	<b>1645-1715hrs</b>	<b>30 min</b>



## SESSION DETAILS



## Day 5-

Day 5 begins with understanding the concept of School Leadership that includes attributes needed for becoming a 'Leader in Action' and developing a perspective on important roles and responsibilities of a school head at the elementary level. The multiple roles and responsibilities of a school head are understood in the backdrop of the National Curriculum Framework on School Leadership Development (NIEPA 2015) in alignment with the actual roles practiced at the ground level. It is established that one of the most significant roles of a school head is of an 'academic leader' in the context of quality improvement in schools. Within this framework, the sessions aim at building leadership capacities of school heads on providing academic support and supervision that strengthen school based assessment. Lastly, the session gives a broad framework of how a school head can create a learning culture in school where aspects such as reflective practice and team learning for improving student learning are emphasized. The next set of sessions are designed on Pre-School Education, which has emerged as a critical component of Samagra Shiksha emphasizing on the role of school head in coaching teachers of pre-school classes on pedagogical processes of age group of 4-6 years. The school head's role is to lead the integration of pre-school with primary classes. The sessions also focus on how the school head can coach teachers on developing perspective, knowledge and skills for enhancing early literacy and early numeracy skills among pre-school children. The Day 5 ends with debrief and major learnings of the day.

Session	Session Name	Time (Mins.)
1	School Leadership: Leadership: The Concept	60
2	Concepts and Academic Leadership for Improving Student Learning	115
3	Creating a Learning Culture in School	75
4	Pre-School Education	120
5	Debrief of the Day	30

# MODULE 1: SCHOOL LEADERSHIP: CONCEPTS AND APPLICATIONS



## Leadership: The Concept-

	Session 1	
	Activities	Time (Mins.)
1	Leaders in Action: My School My Initiative	45
2	School Leader: Multiple Roles and Responsibilities	15

### Activity 1: Leaders in Action: My School My Initiative

**Method:** Large group discussion-individual reflection- large group discussion

**Suggested Steps:**

- Introduce the session by sharing examples of individuals who have been leaders even when they had no leadership position (These examples should include cases from schools in your state or neighbourhood with which participants can identify with).
- Share case studies (given in **Module 1 on School Leadership**) of Head Teachers such as **Mr. Chhewang Urigol**, HM, Govt. Primary School, Himachal Pradesh and **Ms. Ragini Surve**, HM, Zila Parishad Govt. Primary School, Ratnagiri, Maharashtra.  
(Both the Head Teachers have shown exemplary leadership practices, initiating transformation of their schools through infrastructure development, creating learning opportunities for children, strengthening teaching-learning processes and excelling in all round development of children)
- Distribute a template to the participants and ask them to write at least four bullet points in each column

Key Challenges in Your School	Your Initiatives for Change
Things that worked for your School and Learning from it	Things that did not work for your school and Learning from it



- Every participant should do this exercise individually.
- The facilitator can distribute A4 size plain sheets and insist on participants writing their name, school name and complete address on the sheet.
- After making quick notes, the facilitators can ask the participants to share in the large group.
- The facilitator collects the write-ups from all the participants.

### Reflective Questions for Head Teachers

1. What are the characteristics of an effective leader?
2. How can you develop yourself as a 'Leader in Action'?
3. How can a leader's role be understood as beyond the role of an administrator and a manager?
4. Why is leadership regarded as a process of influence than merely exercising power and/or authority?

### Reflective Questions for System level functionaries

#### CRC/BRC/ABRC/BEO/ABEO/DEO

How do you see yourself as a 'leader' of the cluster/block/district of schools?

What leadership qualities you think you must have as a CRC/BRC/ABRC/BEO/ABEO/DEO?

### Notes for the facilitator

The facilitator debriefs while sharing important learnings and some of the best practices that had emerged out of the discussion. The facilitator at a later stage is expected to read through each sheet and collate some of the best practices ideally as a power-point presentation to be shared with all participants for exchange of learning before they leave. Good initiatives shared by the participants should be recognized and those who have not been able to share anything significant should be encouraged to learn, try with the aim of improving their schools.

#### Key Messages

- ✓ Leadership is in Action not merely by Position
- ✓ True Leadership is about converting your challenges into opportunities and carving a new story of change
- ✓ Leadership is in taking everyone along towards a well-designed goal or a larger vision



## Activity 2: School Leader: Multiple Roles and Responsibilities

**Method:** Large group discussion

**Suggested Steps:**

- The facilitator will link the initiatives of the school heads in different domains with multiple roles of the school heads.
- Highlighting on each of the domains the facilitator must connect this with the National Curriculum Framework on School Leadership Development and its seven key areas.
- The facilitator can elaborate on the significance of each key area/role for change and overall school development.
- Emphasis of the facilitator should be on School leader as ‘Leader of Learning’ thereby reiterating the role of school head in improving teaching-learning process.





## Reflective Questions for Head Teachers

- How do you spend most of your day? Leading? Supervising? Administering? Or any other?
- Which of the given roles do you think impacts student learning the most?
- Do you think efficient management of time doing different roles would help you lead your school better?
- What is your role as a school leader for improving student learning and learning outcomes?

## Reflective Questions for System level functionaries

### CRC/BRC/ABRC/BEO/ABEO/DEO

As an academic support/administrative officer in the educational context of elementary schools, which of your role is most significant?

As an 'academic leader', what top three strategies will you incorporate in your role execution to improve student learning and learning outcomes?

### Key Messages

- ✓ School development is beyond utilization of funds and infrastructural development.
- ✓ Leadership is about prioritizing from amongst different roles and responsibilities
- ✓ Leading Schools is about Leading teaching learning processes through academic supervision and through development of a learning culture to improve quality in schools

## ACADEMIC LEADERSHIP FOR IMPROVING STUDENT LEARNING

	Session 2	
	Activities	Time (Mins.)
1	Developing a perspective on active learning principles	30
2	Understanding of pedagogical-content knowledge as a School Head	30
3	Academic Supervision in Schools	50



## Activity 1: Developing a perspective on active learning principles

**Method:** Large group discussion

### **Suggested Steps:**

- The facilitator shows the video on 'Young Historians' to large group. The video source is provided in the Module.
- The facilitator begins a discussion on various aspects of teaching-learning process as shown in the video. He/she asks the participants a few reflective questions
- The role of the facilitator is to derive principles of active learning emerging from the video.
- After the characteristics of active learning are collated and listed on the white board, the facilitator can show the table as given in **Section 5.1 (Module 1)**. The table shows a shift from passive learning to active learning from the perspective of child-centred pedagogy.

### Reflective Questions for Head Teachers

1. What do you understand from the video?
2. What role of the teacher is reflected in this method of teaching?
3. How was the teaching-learning process designed by the teacher to transact the method of constructing history?
4. How much of teacher talk was noticed in comparison to student talk?
5. What skills and attitudes were acquired by the children during the teaching-learning process as shown in the video?
6. What cognitive needs of children are being met through this particular teaching method?
7. As a head teacher, have you ever demonstrated child-centred pedagogical techniques to your teachers?
8. In what ways do you inspire your teachers to try innovative methods of teaching learning processes in your school?



## Reflective Questions for System level functionaries

### CRC/BRC/ABRC/BEO/ABEO/DEO

How will you communicate to head teachers/teachers the significance of using active learning principles in classroom processes?

#### Key Messages

- ✓ Using Active learning principles in teaching learning process contributes to joyful learning
- ✓ It has a positive influence on development of knowledge, skills and personal-social qualities of children
- ✓ Active learning principles integrated in teaching learning process enhance student learning and can be used as an effective tool for assessment

## Activity 2: Understanding of pedagogical-content knowledge as a School Head

**Method:** Large group discussion – group activity- large group discussion

### Suggested Steps:

- The facilitator sets the context of the session by referring to the role of the head teacher as a facilitator for transforming teaching-learning process to improve student learning.
- The facilitator asks the participants to share their understanding of how students learn, what is meant by learning outcomes and school based assessment. The responses are then concretized by the facilitator who provides conceptual clarity on these concepts (refer to Section 5.2 in Module 1).
- Next, the facilitator links the concept of learning outcomes and assessment strategies with the understanding that these can be actualized only when teaching-learning processes are based on active learning principles along with a deep understanding of PCK (pedagogical-content knowledge) in the teachers and the head teacher (as the head teacher is also involved in subject teaching)
- The facilitator gives a brief understanding of the concept of PCK (pedagogical –content knowledge) which is a combination of conceptual mapping on how to teach a particular subject,



knowledge of instructional strategies and illustrations to be used for that particular subject as well as a deep understanding of students' prior knowledge and differential learning needs.

- The head teachers need to be oriented on the need for them to have a basic knowledge of subject specific PCK, as it would help them to become better academic supervisors.
- The group activity begins with making small groups of teachers, head teachers and system level functionaries. There can be 7 groups – Group 1: Discussion on School Based Assessment, Group 2: Learning Outcomes, Group 3: Pedagogy of Science, Group 4: Pedagogy of Languages, Group 5: Pedagogy of Mathematics, Group 6: Pedagogy of Social Science and Group 7: Pedagogy of Environmental Studies. In the groups, subject specific teachers can sit along with head teachers and system level functionaries
- As a next step, the teachers brief the school heads on learnings derived from the Module/Theme assigned to their particular group. It can be noted that the capacities of teachers have already been built on the modules assigned to the groups above.
- During large group sharing, the head teacher representatives from each group share with all:
  - how the head teacher (s) would use this new acquired knowledge from small group discussion for academic supervision of teachers in that particular subject or
  - how an understanding of learning outcomes and school based assessment would help the head teacher (s) to supervise teaching-learning processes in their schools for improving student learning (groups that were assigned to discuss on learning outcomes and school based assessment)

## Reflective Questions for System level functionaries

### CRC/BRC/ABRC/BEO/ABEO/DEO

How aware are you with respect to pedagogical-content knowledge as used in elementary classes? (You would require it during school/classroom observation in your cluster/block/district)

How will you access and expand your knowledge on various issues/concepts related to Curriculum, Learner-centred pedagogy, inclusion, school based assessment, assessment in learning/for learning?



## Notes for the Facilitator

- The facilitator can refer to the capacity building of teachers on various modules (pedagogy of different subjects) during the Integrated Teacher Training Programme-NISHTHA. Both generic and specific modules can be accessed through web link: <https://itpd.ncert.gov.in/>.
- This process has been conducted to bring the school heads and teachers on the same platform with respect to teaching-learning process specific to subjects as well as their understanding of learning outcomes and school based assessment.
- Read Section 5.2 (Module 1) on understanding of pedagogical-content knowledge

### Key Messages

- ✓ As a Head Teacher, it is important for you to understand the basics of pedagogical-content knowledge related to different subject domains of Classes I to VIII (if you are a primary head teacher, then classes I to V).
- ✓ For becoming an academic leader/ supervisor, the school head needs to have an understanding of pedagogical-content knowledge related to different subject domains

## Activity 3: Academic Supervision in Schools

**Method:** Group activity- large group sharing and discussion

### Suggested Steps:

- The facilitator sets the context of the session by giving a brief introduction to the concept of academic supervision, functions of an academic supervisor and also the techniques of academic supervision (refer to Section 5.3 in Module 1).
- Group activity - the facilitator can continue with the same groups as the session before.
- This time, the head teachers lead the group process.
- The head teacher (s) and teachers in a group have to design a weekly schedule titled **Academic Supervision of a Head Teacher** for a school with primary/upper primary classes or having classes 1 to 8. An example is given below as a table.
- In the weekly schedule, the participants have to mention the **when, what and how** of academic supervision. **when**- when would the head teacher visit a particular class for observation, **what** – what would the head teacher observe in terms of teaching-learning process and **how**- how the head teacher would interact with students to gauge their understanding during or after the class





or how would the head teacher provide feedback to teacher (s) on the teaching-learning processes after the class.

- The school heads would then share their action plans in the large group.
- In the weekly schedule, the school heads can also allocate one or two days for peer learning among teachers.

### Reflective Questions for Head Teachers

1. How would you observe the classrooms for examining the teaching-learning processes?
2. How would you observe the teacher in the classroom in terms of his/her pedagogical- content knowledge? Are the teachers applying the lessons learnt from this training in the classrooms?
3. To what extent are the teachers employing active learning principles during classroom processes?
4. What are the methods of student assessment designed by the teacher for learner assessment during and after classroom processes?

	Frequency	What will I observe? (generic observation as well as subject specific)	How will I assess the learning of students?	How will I provide feedback to teachers? (different strategies)



## Reflective Questions for System level functionaries

<b>CRC/BRC/ABRC/BEO/ABEO/DEO</b>
What is your role as an academic supervisor in your cluster/block/district?
How will you motivate the head teachers and teachers in your cluster/block/district to use school based assessment for improving student learning?

### Notes for the Facilitator

The facilitator must also link this session with multiple roles and responsibilities of a school head to emphasize on the fact that a school head needs to equally work on other roles such as developing self/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 focussing 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 focussed 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 in to 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.

### CREATING A LEARNING CULTURE IN SCHOOLS

	<b>Session 3</b>	
	<b>Activities</b>	<b>Time (Mins.)</b>
1	Teachers and Head Teachers as Reflective Practitioners	30
2	Team Learning for Improving Student Learning Outcomes	45





## Activity 1: Teachers and Head Teachers as Reflective Practitioners

**Method:** Large group discussion followed by individual activity

### **Suggested Steps:**

- The facilitator shows the graphic given in the Module (refer Section 6.1 in Module 1) showing two sides of how a teacher approaches her professional practice.
- The facilitator asks the participants to reflect in the larger group on what they understand from the graphic. The participants share their observations and attempt to understand the difference between two schools of thought: one which believes that 'knowledge' is given and needs to be merely transacted from the teacher to the student and the second, which believes in providing opportunities in classroom to facilitate children in generating their own understanding based on experience, which can then be supported or modified by the teacher.
- Keeping this graphic in mind, the facilitator asks the teachers/head teachers to reflect on their teaching practice.
- At this point, the facilitator shares the importance of 'reflection' as a strategy/tool through which participants can critically examine their own practice, be it engaging in reflection on a class taught by a teacher (refer to Section 6.1 in Module 1).
- As an individual activity, the participants have to critically examine their teaching practice during the last class they taught.
- Head teachers can also reflect on their teaching practice, since they take classes in primary/upper primary classes. Or else, head teachers can reflect on any event related to their school: for example, a head teacher is dealing with a particular challenge of dealing with community members who create roadblocks in smooth functioning of the school. The head teacher can reflect on the strategies that did not work in bringing in co-operation of the community or which new strategies can be devised as an alternative to effectively influence the community.
- The facilitator has to emphasize that 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.



## Reflective Questions for Head Teachers

- What do you understand by reflection?
- Have you ever engaged in reflection? How did it help you in the school context?
- How will you make reflective practice central to teaching-learning processes in your schools?
- As a head teacher, how would you motivate your teachers in engaging in reflective practice?
- As a head teacher, how will you integrate reflection in improving your leadership practices?

## Reflective Questions for System level functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO
How often do you reflect on the purpose of your role?
How will you use reflection as a tool for improving your professional practice as a CRC/BRC/ABRC/BEO/ABEO/DEO?

## Notes for the Facilitator

Emphasize the fact that reflective practice is an integral component of creating a vibrant culture in school

### Key Messages

- ✓ Reflection is an important tool for examining one's own belief systems, attitudes, levels of knowledge and skills with a view to modify or upgrade
- ✓ School Heads and Teachers engaging in reflective practice can significantly improve the learning culture of schools

## Activity2: Team Learning for Improving Student Learning Outcomes

**Method:** Large group discussion followed by individual activity

### Suggested Steps:

- The facilitator plans to conduct a mock staff meeting based on the theme of academic transformation of the school. He/she asks 10-12 participants to volunteer for a role play on conducting a staff meeting. The facilitator role plays as the head teacher of an elementary school and the participants role play as class teachers of different primary/upper primary classes.
- As a pre-role play exercise, the facilitator asks the participants (who have volunteered to role play as the class teachers) to create hypothetical data on 1) new/innovative teaching-learning

practice employed by them in classroom, 2) assessment strategies used for student learning (both assessment in learning and for learning) and 3) learning outcomes of 5 students (from diverse socio-economic background) at two intervals of recording.

- The facilitator may give 15 minutes for preparation. The remaining participants can help the participants of role play in preparation.
- After 15 minutes, the facilitator can conduct a mock staff meeting.
- The meeting begins with the facilitator (who role plays as the head teacher) sharing the shared vision of the school which is to improve student learning and asks the staff to share their views regarding the vision.
- Next, the facilitator asks the staff to share one by one their innovations in teaching-learning process, assessment strategies used and also show tabular data on how learning outcomes of students have progressed in two intervals. It is possible that a few staff express challenges in improving student learning which can be shared with the entire group and collective problem solving can be attempted.
- The facilitator has to make the staff meeting creative and focussed on peer sharing on teaching practices, different methods of student assessment and strategies for improving student learning or specifically learning outcomes.
- The facilitator has to emphasize that staff meeting is a learning ground for all staff – 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.
- This is a great opportunity where the facilitator, in his/her capacity as the head teacher, can also demonstrate any new teaching-learning method or show a video of innovations focused on improving learning experiences of children etc.
- The meeting ends with a follow up plan where it is mutually decided to meet after 15-20 days to assess the follow up plans with regard to improvements in teaching practice, assessment strategies and enhanced student learning. Follow up plans need to be articulated for each class teacher individually as well for review in the next meeting.

## Reflective Questions for Head Teachers

1. As a head teacher what is your plan to improve student learning and learning outcomes in your school?
2. How will you collaborate with teachers of your school to improve upon teaching learning processes and strategies for assessment that enhance student learning?



3. How will you track students' progress on learning outcomes?
4. What other methods you can employ in improving student learning in your school? (hint: professional development of teachers, strengthening school-community relations, learning from neighbourhood schools, taking students for exposure /nature visits, providing learning opportunities for children for experimentation, inter-school visits, encouraging creativity and innovation among teachers and students etc.)

## Reflective Questions for System level functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO
What is your role as a CRC/BRC/ABRC/BEO/ABEO/DEO to ensure that teachers and head teachers of your cluster/block/district are working towards improving student learning?
How can you use available platforms/forums/meetings at cluster/block/district level to communicate a strong vision for improving student learning?
What will be your strategy to facilitate sharing of best practices among teachers and head teachers at your cluster/block/district level

### Notes for the Facilitator

Emphasize the fact that building a shared vision and providing opportunities for team learning creating a vibrant learning culture in school. The Module 1 (refer to Section 6.2) has also spelt out guiding steps for conducting effective staff meetings.

### Key Messages

- ✓ A head teacher has to facilitate a conducive learning culture in school
- ✓ Staff meeting can act as a learning space for both the head teacher and teachers to plan for academic supervision and improving student learning

## MODULE 2: PRE-SCHOOL EDUCATION

	Session 4	
	Activities	Time (Mins.)
1	Leading Pre-School Education as prime responsibility of Head Teacher of Primary/Elementary School	60
2	Leading Planning and Conduct of Early Literacy and Numeracy activities for Pre-School education	60



## Activity 1: Leading Pre-School Education as prime responsibility of Head Teacher of Primary/Elementary School

**Method:** Large Group Discussion- group activity-large group discussion followed by sample reading

### **Suggested Steps:**

- The facilitator asks the head teachers and teachers to reflect on Reflective Questions 1-3.
- While receiving responses, the facilitator skilfully integrates content on what is pre-school education and why it is important
- Next, the facilitator asks the participants to sit in groups of 6 and poses the question on how do young children learn?
- The groups discuss possible activities and pedagogical practices for ***physical and motor development, socio-emotional development, creative art and expression, language development and early literacy, environmental awareness and mathematical reasoning.***
- While the groups share their activities on different domains in the large group, the facilitator, lists on the board 'factors that must be kept in mind for designing activities for holistic development of pre-school children'
- The facilitator also delivers brief content on the importance and method of assessment for pre-school children.
- Next, the facilitator asks the head teachers Reflective Questions 4-6. While the participants share key strategies for building linkages between pre-school and primary, the facilitator notes them on the blackboard and links the responses with the figure given on page 8 in the Module. The facilitator projects the figure for everyone to see and consolidate.
- The facilitator shares a **Sample of Day's Schedule in Pre-School** as provided in the Module.
- The head teachers/teachers and system level functionaries read through the sample. In case hard copies are unavailable, the facilitator can project the sample on the monitor.
- If time permits, the facilitator can divide the participants in to groups and ask them to develop a brief sample of a day's schedule in pre-school based on other themes.



## Reflective Questions for Head Teachers

1. What is pre-school education?
2. Why do you think pre-school is smart investment?
3. What relevance does pre-school have in the new scheme of Samagra Shiksha?
4. As a head teacher/system level functionary, why do you think linkage between pre-school and primary education is important?
5. What would you do as a leader of the school to bring teachers of pre-school and primary on a common platform for peer sharing and learning?
6. What can be the key strategies (5-6) for building strong linkages between pre-school and primary classes?

## Reflective Questions for System level functionaries

### CRC/BRC/ABRC/BEO/ABEO/DEO

How will you ensure that strong linkages are developed between pre-school and primary education in your cluster/block/district?

## Notes for the Facilitator

The facilitator needs to read the Module on Pre-School Education thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the Module to reinforce the intent of the Module.

### Key Messages

- ✓ School Leaders need to orient teachers of pre-school on developmentally appropriate practices for holistic development and building strong foundations for lifelong learning of children
- ✓ System level functionaries need to support the head teacher and teachers in this endeavour and see to it that pre-school is effectively linked with primary education in their cluster/block/district





## Activity 2: Leading Planning and Conduct of Early Literacy and Numeracy activities for Pre-School education

**Method:** Large Group Discussion- group activity-large group discussion followed by sample reading

### Suggested Steps:

- The facilitator sets the context of this activity by summarising the key points of the earlier section. He/she can then initiate a discussion on Reflective Questions 1-3.
- The participants respond to questions, and taking cue from the Module, the facilitator leads the large group discussion on understanding pedagogical processes of pre-school, beginning with early literacy. The facilitator elaborates on **development of oral language, print awareness for early literacy and writing, phonological awareness and bonding with books** as the key processes for developing early literacy among children. For each of the above processes, the facilitator needs to cover all points as mentioned in the Module. Emphasis on phonological awareness.
- Next, the facilitator asks the participants reflective questions 4-5.
- Group Activity- the facilitator divides the participants in two groups, one group (mix of head teachers, teachers and system level functionaries) works on creating a list of different pedagogical strategies/opportunities for enhancing early literacy and the second group (mix of head teachers/teachers/system level functionaries) works on the same for enhancing early numeracy.
- After the groups have brainstormed, the facilitator asks the first group to present. He/she can add on the list of strategies/opportunities for enhancing early literacy from the Module (pg 15). While the second group presents, the facilitator adds to the list of strategies/opportunities for enhancing early literacy from the Module (pg 17).
- The facilitator, in particular, explains examples of some activities for early numeracy (pg 17-18) in detail. These are **classification, compare and seriation, patterning, sequential thinking and problem solving skills**.
- At the end, the facilitator discusses how to assess children's progress in early literacy and early numeracy (pg 15-16 and pg 17).



## Reflective Questions for Head Teachers

1. What do you understand by pedagogy of pre-school education?
2. What are the two ways in which learning can be enhanced for pre-school children? (hint: early literacy and early numeracy)
3. What are the specific activities that can be organised for developing early literacy skills for pre-school children?
4. How is development of early numeracy linked with daily life among children of pre-school?
5. What kind of learning opportunities we can provide to build on early numeracy skills for pre-school children?

## Reflective Questions for System level functionaries

### CRC/BRC/ABRC/BEO/ABEO/DEO

During supervision visits in your cluster/block/district, what will you observe in terms of learning opportunities being provided to pre-school children for enhancement of early literacy and early numeracy? How will you support teachers?

## Notes for the Facilitator

The facilitator needs to read the Module on Pre-School Education thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the Module to reinforce the intent of the Module.

### Key Messages

- ✓ Appropriate learning opportunities relevant to pedagogical processes of pre-school need to be provided to children at preschool stage
- ✓ The head teachers and teachers need to collaboratively develop strategies for enhancing early literacy and early numeracy skills for pre-school children that would help in smooth transition and linkages with primary schools.



## DEBRIEF OF THE DAY

	<b>Session 5</b>	
	<b>Activity</b>	<b>Time (Mins.)</b>
1	Debrief of the Day	30

### Activity : Debrief of the Day

**Method:** Large Group Discussion

#### Suggested Steps:

- The facilitator arranges the participants in a circle or a semi-circle seating format.
- He/she asks the participants to sit comfortably and relax for a few seconds
- The facilitator asks the following questions:
  1. How do you feel at the end of the day? (stress on feeling)
  2. What did you learn from today's workshop?
  3. What are the top three aspects that you would begin to work with on return to school/unit (cluster/block/district)?
  4. What will you do tomorrow to make this workshop a better experience for yourself and others?

### Notes for the Facilitator

The first question is very important. Usually participants' answer to this question is in terms of what they learnt. Ask them instead, how they are feeling at the end of the day- let responses come – tired, encouraged, motivated, sad, refreshed etc. The facilitator must ensure that maximum numbers of participants respond. Sharing of feelings will help the participants relax; would be a feedback on the day long workshop and will also help them feel connected with the programme. The facilitator can seek answers for the remaining questions and close the day.



## DAY 6

The Day 6 begins with capacity building of school heads and system level key functionaries on pre-vocational in schools. The sessions are designed to orient the school heads and system level functionaries on implementing pre-vocational education in upper primary classes. Pre-vocational education has been conceptualized in Samagra Shiksha as the integration of work based activities with teaching-learning processes rather than a separate add on to the existing scheme of studies of education from Class VI-VIII. Other than this, the Module gives a comprehensive understanding on vocational education and skill based development in the Indian context. The next session is focused on identifying and questioning gender stereotyping in classroom and school processes. This and the following session orients the school heads and system level functionaries on supporting teachers in promoting gender sensitivity through teaching of different subjects. The next session is important for school heads and system level functionaries to orient themselves with the objectives and norms of various initiatives by the Department of School Education and Literacy (DoSE&L), MHRD in school education. The last session helps school heads to consolidate the learnings of the two days workshop under the initiative NISHTHA. The learnings drawn from two days become the base for school-based planning to improve quality and student learning.

Session	Session Name	Time (Mins.)
1	Pre-Vocational Education in Schools	90
2	Gender Dimensions in Teaching and Learning Process	90
3	Initiatives in School Education	60
4	Consolidation: Leadership for School Based Assessment and Quality Improvement in Schools	90
5	Closing of the Workshop	30

## MODULE 3: PRE-VOCATIONAL EDUCATION IN SCHOOLS

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Leadership  
Package

	Session 1	
	Activities	Time (Mins.)
1	Developing an understanding of work experience <u>programme</u> and pre-vocational education	60
2	Implementing pre-vocational education in upper primary/elementary schools	30

### Activity 1 : Developing an understanding of work experience programme and pre-vocational education

**Method:** Think-pair-share

#### Suggested Steps:

- The facilitator poses a few Reflective Questions given below to participants (head teachers, teachers and system level functionaries).
- The participants take note of their answers to the questions posed.
- After 15 minutes, the facilitator asks the participant(s) to pair with other participant(s) and reach a consensus on a convincing response or generate many responses.
- Pair sharing leads to sharing of ideas in the larger group.
- The facilitator while taking responses in large group leads them to understand the context of pre-vocational and vocational education, through topics covered in the Module - ***historical perspectives on work based education in India, skill development, integrating vocational skills with general education, pre-vocational education from Class VI-VIII under Samagra Shiksha and*** other related topics.

### Reflective Questions for Head Teachers

1. What are the major recommendations on work based education made by the various Education Commissions in India?
2. What do you understand by work experience programme in schools?
3. Give your responses for/against –what is the need for work experience programmes in schools?
4. What have been the limitations of work based experience in schools?
5. How work experience programme is different from pre-vocational education?



## Notes for the Facilitator

The facilitator needs to read the Module on Pre-Vocational Education in Schools thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the Module to reinforce the intent of the Module.

### Activity 2 : Leading pre-vocational education in upper primary/elementary schools

**Method:** : Group Activity – large group sharing

#### Suggested Steps:

- The facilitator sets the context of pre-vocational education in Classes VI-VIII under Samagra Shiksha to connect skill based activities with the general academic subjects, like science, language, social science, etc.
- The participants (head teachers, teachers and system level functionaries) are divided into groups. Each group is asked to design work-based activities for children in each of the subject. These activities should lead to the exploration of the basic skill requirement for productive work in the world of work.
- The facilitator can suggest the groups to use various techniques while designing work-based activities relevant to the subject they have undertaken, such as hands-on learning, problem solving, team based projects, projects requiring multiple forms of expression and requiring cross-domain knowledge and skills.
- After the groups have designed work- based activities, the facilitator asks each of the groups to present in large group.
- Towards the end, the facilitator gives broader knowledge of themes such as ***vocational education, vocational courses/ curriculum, roles and functions of a vocational teacher and opportunities for children if they choose vocational education*** in future from the Module.

## Reflective Questions for System level functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO
What is your role as a CRC/BRC/ABRC/BEO/ABEO/DEO to ensure that pre-vocational opportunities are integrated in school processes of your cluster/block/district?
What support will you provide to head teacher and teachers of your cluster/block/district?



## Notes for the Facilitator

The facilitator needs to read the Module on **Pre-Vocational Education in Schools** thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the Module to reinforce the intent of the Module.

### Key Messages

- ✓ The idea behind pre-vocational education is to integrate work based activities with teaching-learning process rather than a separate add on to the existing scheme of studies of education from Class VI-VIII
- ✓ Leading pre-vocational education in primary and upper primary classes is a must for all head teachers and for system level functionaries to ensure in their unit

## MODULE 4: GENDER DIMENSIONS IN TEACHING AND LEARNING PROCESS

	Session 2	
	Activities	Time (Mins.)
1	Leading discussion on gender stereotypes for enabling equality in treatment and learning processes	60
2	Leading gender sensitivity in teaching-learning processes in school	30

### Activity 1 : Leading discussion on gender stereotypes for enabling equality in treatment and learning processes

**Method:** Large group Reflection

#### Suggested Steps:

- The facilitator introduces the theme of the **Module on Relevance of Gender Dimensions in Teaching and Learning Process** and asks the participants Reflective Questions 1-3.
- Building on responses of the participants, the facilitator asks them to do an activity. He/she shows the participants the following table and asks participants to classify characteristics with either Male or Female:



Characteristics	Male	Female
Dependant		
Powerful		
Competent		
Emotional		
Decision Makers		
Housekeeper		
Leaders		
Fearful		
Brave		
Dominant		
Timid		
Gossip		

- This list is not exhaustive and you can add more examples. This activity helps to recognize stereotypical characteristics associated with men and women.
- The facilitator addresses the issue of ‘stereotypical gender association with characteristics’ as given in the table based on responses from the participants, with questions such as, eg: Why do you think characteristic X is found more in females and not in males? He/she reasons out with participants.
- Towards the end, the facilitator brings in the role of the head teacher and teacher in identifying gender stereotypes prevalent in classroom and school processes. He/she asks the head teachers and system level functionaries Reflective Question 4 and consolidates the activity based on responses.

### Reflective Questions for Head Teachers

1. What is the difference between sex and gender?
2. What do you understand by gender stereotypes?
3. To what extent, treatment meted out to different genders based on ‘sex’ or based on differences in attitudes and dispositions?
4. As a head teacher, reflect on behaviours and actions of your ‘self’ and teachers- have you ever identified behaviours and actions of self and others that are gender biased? What did you do?



## Notes for the Facilitator

The facilitator needs to read the Module on **Gender Dimensions in Teaching and Learning Processes** thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the Module to reinforce the intent of the Module.

### Key Messages

- ✓ It is important to identify and critically examine gender stereotypes in behaviours and actions of all stakeholders including self
- ✓ Role of the school head is to challenge gender stereotyping in classroom and school processes and model effective behaviours for bringing gender equality

## Activity 2 : Leading gender sensitivity in teaching-learning processes in school

**Method:** Large group Reflection

### Suggested Steps:

- The facilitator builds on the previous discussion. In this section, the facilitator has to lead an activity where participants (head teachers, teachers and system level functionaries) work in groups on gender sensitivity through teaching of language, teaching of mathematics, teaching of science and teaching of social science.
- The facilitator makes four groups of participants (head teachers, teachers and system level functionaries). In the Module, activities have been given under each of the subject areas. The facilitator can adapt these activities for adult participants (head teachers/teachers and system level functionaries) and give each group a task to examine current practices in teaching of the subject from the lens of gender equality and come up with 3-4 strategies of how teaching in these subjects can be made more gender sensitive. The school heads can present these strategies which they collaboratively design with teachers and system level functionaries.
- The facilitator can take help of the Reflective Questions given below for progression of this section.





## Reflective Questions for Head Teachers

1. How can one identify that a particular gender is being disfavoured or discriminated against in both oral conversations and transaction of the written text (subjects)?
2. How will you address such concerns in classroom and school processes?
3. How gender-responsive are the textbooks used by you?
4. How will you and your teachers design classroom processes/ activities that are gender inclusive?

## Reflective Questions for System level functionaries

### CRC/BRC/ABRC/BEO/ABEO/DEO

Reflect on your own professional practice as a 'gender sensitive' functionary. How can you become more gender sensitive in your role as a CRC/BRC/ABRC/BEO/ABEO/DEO?

What aspects related to 'gender equality' would you observe and supervise in your next visit to school/classroom of your cluster/block/district?

## Notes for the Facilitator

The facilitator needs to read the Module on **Gender Dimensions in Teaching and Learning Processes** thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the Module to reinforce the intent of the Module.

### Key Messages

- ✓ School Heads and system level functionaries need to support teachers to make classroom teaching-learning processes more gender sensitive and use relevant examples during transaction of subjects
- ✓ It is important to realize that gender is a socially and culturally constructed concept, separate from 'sex' of a person.
- ✓ Gender sensitivity refers to being aware for concerns of all three – women, men and transgender and to see that none of the categories of gender are discriminated against



## MODULE 5: INITIATIVES IN SCHOOL EDUCATION

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	Session 3	
	Activity	Time (Mins.)
1	Capacity Building of Head Teachers and System level functionaries on Initiatives in School Education by MHRD	60

### Activity 1: Capacity Building of Head Teachers and System level functionaries on Initiatives in School Education by Ministry of Human Resource Development (MHRD)

**Method:** Sharing in Large group- Individual Noting- developing action plan for implementation

#### **Suggested Steps:**

- The facilitator begins the discussion in large group by asking the participants (head teachers, teachers and system level functionaries) to briefly reflect on what they already know about schemes and initiatives of MHRD in the field of School Education for quality improvement.
- Building on the responses, the facilitator introduces broad initiatives of Department of School Education and Literacy, MHRD, such as Samagra Shiksha, Performance Grading Index (PGI), UDISE+, Shagunotsav, National Achievement Survey (NAS). This may be completed in 10-15 minutes.
- Next, the facilitator asks the participants to do individual noting on each of the different components of schemes/initiatives as he/she discusses each in detail.
- The facilitator can distribute white A4 sheets to participants and ask them to make a draft template, for example, the table given below. The participants are free to add more rows/columns as per information shared.
- The facilitator details, the objectives, processes, norms, grants etc for each of the initiative and initiative wise components as given in the Module. The participants note in the table that they can take with them to schools/units (cluster/block/district) and place it in their office for implementation.

Initiative	Components	Objectives of the Component/Initiative	Norms/Grant
<u>Samagra Shiksha</u>	Pre-School		
	Library Grant		
	Sports Grant		
	Inclusive education		
	KGBVs		
	Self-Defense Training		
	School Safety		
	<u>Rangotsav</u>		
	Operation Digital Board		
	School based Assessment		
	Youth Clubs		
	Eco Clubs		
	Transport and escort facility		
	Free uniforms and textbooks		
	Strengthening of Block and Cluster Resource Centres		
	SMCs		
	Logo of <u>Samagra Shiksha</u>		
UDISE+			
Performance Grading Index			
<u>Shagunotsav</u>			
National Award to Teachers			
<u>Swachh Vidyalaya Puraskar</u>			
Mid-day Meal: New Approaches			
Best Practices in States/UTs: <u>Samagra Shiksha</u>			

- Next, the facilitator, ask the participants to make an individual action plan as to how each will implement the initiatives/ component in their school/unit (cluster/block/district). After the participants have written a brief action plan, the facilitator can ask few participants to share in the large group.



## Reflective Questions for System level functionaries

### CRC/BRC/ABRC/BEO/ABEO/DEO

How would you ensure that Initiatives in School Education are implemented successfully in your cluster/block/district?

## Notes for the Facilitator

The facilitator needs to read the Module on **Initiatives in School Education** thoroughly and prepares detailed notes on each component before taking the session.

### Key Messages

- ✓ A comprehensive knowledge of key initiatives of the DoSE&L, MHRD is critical for both school heads and system level functionaries to understand the scope and coverage of quality issues in school education
- ✓ School Heads and system level functionaries need to create action plans based on Initiatives in School Education and ensure its effective implementation in schools/units (cluster/block/district)

## CONSOLIDATION: LEADERSHIP FOR SCHOOL BASED ASSESSMENT AND QUALITY IMPROVEMENT IN SCHOOLS

	Session 4	
	Activities	Time (Mins.)
1	Consolidation: Leadership for School Based Assessment and Quality Improvement – Creating an Action Plan	90



## Activity 1: Consolidation: Leadership for School Based Assessment and Quality Improvement – Creating an Action Plan

**Method:** Group activity – large group sharing

### **Suggested Steps:**

- The facilitator asks the participants to sit in five groups.
- Each group is asked to discuss the key learnings from the five modules: ***school leadership, pre-school education, pre-vocational education, gender dimensions in teaching and learning process and initiatives in school education.***
- After brief discussion in small groups, group representatives (head teachers) share in the large group. The head teachers who share in the large group have to present the key learning from the perspective of a school leader – how as a school leader, he/she will lead school processes towards academic improvement, integration of pre-school in to primary, provision of pre-vocational opportunities to children, becoming gender sensitive and implementing various initiatives of school education.
- The facilitator also asks representatives of system level functionaries to share their learnings with the large group focussing on how they would act as support to head teachers and teachers in realizing this vision of quality improvement.
- The facilitator creates separate groups of head teachers and system level functionaries. There can be four to five groups of head teachers and groups of system level functionaries according to their area of operation (separate group for cluster level, block level and district level functionaries).
- The groups discuss and create an action plan for school development with a view to integrate interventions for school based assessment and different components of quality improvement. Groups of system level functionaries make cluster development plan, block development plan and district development plan respectively.
- While creating the school/cluster/block/district development plans, the focus must be on creating a vision, developing goals and strategies for achieving quality improvement in respective schools/educational units.
  - Towards the end, the facilitator can take a copy of the plans created by head teachers and system level functionaries for record and sharing with NISHTHA.



## Notes for the Facilitator

A brief note on school development plan is given in the Module 1 (refer Section 7). The facilitator needs to read the section before attempting this session.

### Closing of the Workshop

	<b>Session 5</b>	
	<b>Activity</b>	<b>Time (Mins.)</b>
	Closing	30

#### Activity 1: : Closing of the Workshop

**Method:** : Individual feedback and Closing

**Suggested Steps:**

- The facilitator arranges the participants in a circle or a semi-circle seating format.
- He/she asks the participants to sit comfortably and relax for a few seconds
- The facilitator can ask the participants to provide feedback on the workshop and give suggestions for further improvement.
- The organizing authority leads the closing ceremony.



# MODULES