

Report (February 2013 to March 2014)

One Day Capacity Building Program (CBP) of Teachers for Life Skills, Attitudes, Values, Health and Wellbeing Education

Intensive One Day Capacity Building Programmes (CBP) on Co-Scholastic aspects of Continuous and Comprehensive Education (CCE) have been undertaken by 'Expressions India' across the country in the last six months. The focus has been on reinforcing and enhancing the basic knowledge and the objectives of the three Co-Scholastic areas of CCE namely Life Skills, Attitudes & Values and Health & Physical Education.

The initial CBP Programs were organized in Delhi to stream line of flow the training program and iron out the logistical details. Subsequently, the workshops have been rolled out and resource team from Expressions India carried the program forward to various states and parts of the country including Punjab, Kerala, Andhra Pradesh, Goa, Uttar Pradesh etc. (details in Annexure-1).

The training programme is conducted in seven sessions with the focus on the following content:

	Sessions
Session 1	<ul style="list-style-type: none">• Awareness of RTE & inclusive education• Introduction and Review of Co Scholastic areas of CCE -
Session 2	<ul style="list-style-type: none">• Perspective Building on Life Skills Development and linkage with descriptive indicators from CCE Manual
Session 3	<ul style="list-style-type: none">• Awareness and Familiarization of Attitudes and Values and linkage with descriptive indicators from CCE Manual
Session 4	<ul style="list-style-type: none">• Awareness and Familiarization of Health and Physical Wellbeing and linkage with indicators from CCE Manual
Session 5	<ul style="list-style-type: none">• Awareness about different Tools and Techniques
Session 6	<ul style="list-style-type: none">• Recording and documentation• Awareness of up scaling policy of scholastic grades on the basis of co-scholastic grades
Session 7	<ul style="list-style-type: none">• Wrap up, Summary & Feedback

The training was conducted in a conducive environment with energizers and ice breakers. The information to the teacher participants is transacted through activity based, fun filled, and participatory methodology which facilitated the sensitization of the teachers on the Co-Scholastic content of CCE.

The CBP workshop was highly informative, enriched the participants tremendously and their feedback has been very positive. The overall experience from the CBP workshops has been positive and satisfying at most of the venues. Some of the common observations made by the resource persons after having conducted over 70 workshops in both rural and urban areas are summarized under different heads below:

Content of the Program

- * Resource persons feel that teachers along with the Principals require continued guidance and reinforcement of the methodology in order to appreciate the philosophy and long term goals of CCE. A consistent effort would be required to bring about an attitudinal change in the mind set of institutional heads so that the relevance of Co-Scholastic areas is viewed as important for the

holistic development of the child. The interlinkages between the two have to be appreciated rather than treating the scholastic and the co-scholastic areas as two separate entities.

- * While life skills have been integrated into the curriculum, there is a tendency among the teachers to view them in isolation.
- * Lack of administrative support is the most frequently reported hindrance for not conducting the activities in the school. Teachers also feel that the program is not taken seriously and is put on the back burner due to time constraints.
- * The teachers require more inputs regarding the integration of the three Co-Scholastic areas into the Scholastic areas or Subject teaching, so that the program becomes more integral to the teaching-learning process.
- * The activities suggested for development of the Co-Scholastic areas are not effectively implemented due to large class strength.
- * The over-all objective is to nurture and develop these three co-scholastic areas in our young people and also to quantify and measure these changes from time to time. The nurturance of life skills, attitudes and values calls for unconventional methodology of facilitation, group discussions, debates etc. which is different from the classroom method of transacting the material and requires attitudinal change in the teacher, which is a gradual process.
- * Teachers are more familiar with traditional evaluations mechanisms of question & answer, compositions, essays, using grades, marks etc. There is lack of clarity in using the rubrics for evaluating experiential techniques like role plays, videos, debates, essays, posters, etc.
- * There is significant amount of content that the participants have to be familiarized with. Not only the resource persons work towards concept clarity but also on application, so that the learning can be taken forward to the classroom. It is challenging for adult learners to assimilate all this information in a one day program.
- * The diagnostic and remedial elements of CCE are not being practiced in Co-Scholastic areas.
- * The interactive activities given in the CBSE life skills manual are not understood by the participants as they are not familiar with them and find it difficult to conduct them effectively in the classroom.
- * The resource persons make every effort to deliver the content through the interactive activities designed in the manual so that there is internalization of learning and greater confidence in the teachers while replicating the activities with the students in the classroom. Resource persons are greatly challenged when the participants exceed 50 and when they are from different levels.

Evaluation

- Though it was found that the clarity about the evaluation is a little better than last year, however lack of time makes evaluation a tedious process for the teachers. They often report that there are too many descriptive indicators to score.
- Most schools use observation as the prominent technique for assessment of co-scholastic area with little or no proper recording. Teachers find the assessment in Co-Scholastic areas a superfluous and tedious exercise and there is a tendency for evaluations to be subjective. Despite conducting the life skills enhancing activities and collecting worksheets, the conversion to scores remains subjective.
- Teachers need more training in the area of practicing the Technique and the Methodology for documenting the evidences and there is confusion regarding portfolio and anecdotal records.
- Due to time constraints and laboriousness of the task, it is often only the Class Teacher who is grading the students, which is not in accordance with the CBSE guidelines.
- Often teachers report that intangibles like values cannot really be graded.

- Principals & teachers report that they are collecting evidences just for showing it to the CBSE. They feel it is practically not possible to produce and maintain evidences like videos and pictures for all the activities the way CBSE desires.
- The Anecdotal records are misinterpreted by the schools, they are written for every student, whereas the explanation clearly says it is to be written for significant behavior and not for any day to day or normal actions. The format given is not being followed and it is dealt differently by different schools.
- Senior teachers have expressed great apprehension about using of co-scholastic grades for up scaling scholastic grades.

Case Vignette- Sahodaya School Cluster - Report of the resource person

The Sahodaya cluster of schools are trying to implement the Co -Scholastic aspects of CCE in the true spirit. The participants were very interactive and willing to share their classroom experiences. Many principals attended the workshop with their teachers, from teachers' perspective this was very encouraging. Both the parties felt that this would go a long way in improving the understanding and implementation of the Co-Scholastic aspects of CCE. These schools are allocating time for Life Skills activities in their school calendar. In their interaction, the principals shared ideas regarding integration of co- scholastic aspects into regular assignments and projects. The main issue here also remains of evidences of co- scholastic areas. The other difficulty shared was of assessment of values on the basis of the descriptors. The participants need to build up familiarity with the Values Kit and Life- Skills manuals.

Case Vignette: Urban School Scenario - Report of the resource person

The participants were from all three levels; primary, secondary and senior secondary. The sessions were transacted as per the needs of the participating group. It is a good practice to have the capacity building programme for the whole teaching and other staff, across levels, so that awareness is created for everyone, and implementation takes place in a graded manner. The resource persons felt encouraged by the general response of the participants.

The participants felt handicapped about the process of collection of evidences and subjectivity of assessment despite the descriptors.

Keeping in mind the feedback from teachers, principals, school administrators, resource persons over the last six months, the following suggestions are being forwarded to improve the utility and effectiveness of the One Day Capacity Building Program (CBP) of Teachers for Life Skills, Attitudes, Values, Health and Wellbeing Education.

Recommendations for Program

- A summary of one page can be prepared for schools which will broadly enlist the salient features and objectives of the CCE because despite the schools recognizing and acknowledging the need for the program and in spite of the program being implemented for the past 4 years, schools often compromise on the spirit of the endeavor. This will promote more effective and genuine participation of the school community.
- The need was expressed by some participants for the availability of the summary in Hindi as well.
- A standardized template for writing the observations of the student can be given to the schools.
- A profile page for each student of the class can be a document of great benefit which can be discussed in our training programs. A standardized format can be prepared for student profile for the schools to use.

- Profile of a student can be a document with two components. One component is where the teacher fills in certain details of the student profile and the other component where the student himself/herself shares certain details on already designed format to complete the profile.
- A certain emphasis on rural contextualization of the content would make this program more appealing for the schools in the rural areas.
- The use of the Value kits and the Life Skills manual developed by the CBSE should be made mandatory for the schools as it will lead to better understanding, uniformity in implementation and better documentation. The access to CBSE value kits and the Life Skills Manuals is still patchy in schools.
- The CBSE should ask the teachers who are attending the training program to conduct the similar training for other teachers, parents, and administrative staff as well in their own school.
- Cluster area could be formed and a team of teachers who have attended the training program can organize the training for the teachers in different schools.
- It was also observed at the venues that the Principals are also lacking in their understanding of the CCE – 2A and 2D areas. An advocacy for Principals can be conducted to familiarize them with the facts about the implementation of Co Scholastic areas of CCE. The Advocacy at the administration level such as, Vice Principals, Departmental Heads will help in building better understanding of recording and documentation aspects and eventually fair implementation of the program.
- Specific time should be allotted for conducting the suggested activities and necessary support should be given to the teachers by their respective Heads and the administrative staff for genuine implementation of the program.
- If possible workshop for parents should be organized by each school through agencies identified by the CBSE.
- Organizing workshops for teachers should be made compulsory by the CBSE for each school through any of the empanelled agencies.
- If the participating groups of teachers in the CBP training are teaching at the same grade level (primary/middle/high school) then the facts and suggestions can be tailored to their specific situation and it would increase the relevance of the material for the participants.
- It is strongly felt that an Orientation for the resource persons from all the empanelled agencies can be conducted by the CBSE official responsible for CCE. This would ensure updated information transfer to the participants. As a follow up meeting of all the Resource persons from all the agencies can be facilitated by CBSE so that they can exchange their experiences during the trainings and ensure that uniformity and the sanctity of the planned schedule is maintained.

Recommendation for the One Day Capacity Building Workshop

- Consideration should be given to either increasing the length of the training or reducing the activities that eat into the training time like-elaborate inauguration, paper work etc.
- The Resource Persons need to be updated regularly about the CBSE circulars concerning changes in the CCE pattern.
- It should be ascertained and intimated to the schools that they should not send participants who have already attended training programs with other empanelled agencies as it appears that the content differs. So it is suggested that the content and the days schedule along with the PPT to be used in the training programs and the handouts that are to be given to the participants all need to be approved and standardized by the CBSE.
- The feedback form should not require name of the participant.

Details of One Day Capacity Building Program (CBP) of Teachers for Life Skills, Attitudes, Values, Health and Wellbeing Education from February 2013 to March 2014

S. No.	Date	Name of the School	No. of Participants
1.	22.2.2013	Dev Samaj School, Nehru Nagar, Delhi	30
2.	07.03.2013	DPS, Ghaziabad Vasundhara, Uttar Pradesh	33
3.	12.03.2013	DPS, Faridabad, Haryana	36
4.	19.03.2013	Birla Vidya Niketan, New Delhi	50
5.	21.03.2013	Manav Rachna School, Faridabad, Haryana	47
6.	26.03.2013	The Indian School, Andrews Ganj, New Delhi	50
7.	01.04.2013	DPS, Indirapuram, Ghaziabad, Uttar Pradesh	25
8.	08.04.2013	Sree Sarad Vidyalaya, Cochin, Kerala	346
9.	08.04.2013	Sree Sarad Vidyalaya, Cochin, Kerala	
10.	08.04.2013	Sree Sarad Vidyalaya, Cochin, Kerala	
11.	09.04.2013	Bharti Public School, New Delhi	24
12.	10.04.2013	Jyothis Central School, Thiruvanthampuram, Kerala	660
13.	10.04.2013	Jyothis Central School, Thiruvanthampuram, Kerala	
14.	10.04.2013	Jyothis Central School, Thiruvanthampuram, Kerala	
15.	10.04.2013	Jyothis Central School, Thiruvanthampuram, Kerala	
16.	10.04.2013	Jyothis Central School, Thiruvanthampuram, Kerala	
17.	13.04.2013	Sagar Public School, Bhopal, Madhya Pradesh	43
18.	14.04.2013	World Way International School, Bhopal	54
19.	15.04.2013	Rayat International School, Ropar, Punjab	35
20.	16.04.2013	Manav Mangal Smart School, Mohali, Punjab	47
21.	16.04.2013	Mount Abu Public School, New Delhi	52
22.	17.04.2013	Bal Bharti Public School, Ludhiana, Punjab	56
23.	18.04.2013	DAV Public School, Chandigarh, Punjab	58
24.	20.04.2013	Apeejay School, Kolkata, West Bengal	72
25.	25.04.2013	Kennedy High The Global School, Hyderabad, Andhra Pradesh	81
26.	26.04.2013	Sanghamitra School, Hyderabad, Andhra Pradesh	53
27.	26.04.2013	BCM Arya Model School, Ludhiana, Punjab	40
28.	27.04.2013	Bramrishi Mission Sr. Sec. School, Abohar, Punjab	65
29.	29.04.2013	Navrachna School, Vadodara, Gujrat	56
30.	30.04.2013	Navrachna School, Vadodara, Gujrat	45
31.	4.05.2013	Salwan Public School (Afternoon), New Delhi	45
32.	7.05.2013	SLS DAV Public School, Mausam Vihar, New Delhi	58

33.	11.5.2013	Tagore International School, Vasant Vihar, New Delhi	75
34.	14.5.2013	Army Public School, Dhaula Kuan, New Delhi	52
35.	15.5.2013	DPS, Gurgaon, Haryana	53
36.	25.5.2013	St. George Central School, Anchal, Kerala	33
37.	26.5.2013	Sree Chithira Thirunal Residential Central School, Trivandrum, Tamil Nadu	62
38.	27.5.2013	Saraswathy Vidyaniketan Sr. Sec. School, Kodakara, Chennai, Tamil Nadu	60
39.	28.5.2013	St. Mary's Residential Central School, Thiruvananthapuram, Kerala	27
40.	5.6.2013	R N Podar School, Mumbai, Maharashtra	75
41.	6.6.2013	Vasavi Public School, Hyderabad, Andhra Pradesh	64
42.	6.6.2013	Shiv Joti Public School, Jalandhar, Punjab	73
43.	9.6.2013	Sainik School, Tamil Nadu	42
44.	10.6.2013	Navodaya Leadership Institute, Dadri Dist. G B Nagar, Uttar Pradesh	27
45.	12.6.2013	The Kings School, Goa	57
46.	13.6.2013	The Kings School, Goa	60
47.	14.6.2013	Navodaya Leadership Institute, Goa	40
48.	19.6.2013	Navodaya Leadership Institute, Rangareddy, Andhra Pradesh	23
49.	21.6.2013	Navodaya Leadership Institute, Guntur, Andhra Pradesh	14
50.	25.6.2013	Navodaya Leadership Institute, Chandigarh, Punjab	35
51.	27.6.2013	Ryan International School, Greater Noida, Uttar Pradesh	80
52.	27.6.2013	DAV East of Kailash, New Delhi	44
53.	28.6.2013	Pragyan School, Greater Noida, Uttar Pradesh	61
54.	29.6.2013	DAV Sahibabad, Uttar Pradesh	83
55.	29.6.2013	Bosco Public School, New Delhi	48
56.	29.6.2013	Bal Bharti Public School, Bahadurgarh, Haryana	30
57.	02.7.2013	Bhartiya Vidya Bhavan, KG Marg, New Delhi	86
58.	11.7.2013	Navodaya Leadership Institute, Dadri Dist. G B Nagar, Uttar Pradesh	35
59.	13.7.2013	Bawa-Lalvani Public School, Kapurthala, Punjab	40
60.	13.7.2013	Sai International School, Bhubaneswar, Odisha	56
61.	14.7.2013	Sai International School, Bhubaneswar, Odisha	19
62.	14.7.2013	Navodaya Leadership Institute, Rangareddy, Andhra Pradesh	25

63.	17.7.2013	Navodaya Leadership Institute, Chandigarh, Punjab	37
64.	19.7.2013	DAV Public School, Amritsar, Punjab	62
65.	25.7.2013	Navodaya Leadership Institute, Guntur, Andhra Pradesh	25
66.	28.7.2013	Navodaya Leadership Institute, Goa	27
67.	09.8.2013	BCM School, Dugri, Road, Ludhiana, Punjab	50
68.	17.08.2013	Lotus Valley School, Gurgaon, Haryana	56
69.	17.08.2013	Venkateshwar Global School, Rohini, New Delhi	48
70.	17.08.2013	Vani Vidyalaya School, Chennai, Tamil Nadu	40
71.	19.08.2013	New Public School, Chandigarh, Punjab	50
72.	24.08.2013	Eklavya School, Jalandhar, Punjab	37
73.	24.08.2013	Montessori Cambridge School, Pathankot, Punjab	80
74.	31.08.2013	DPS Mathura Road, New Delhi	62
75.	31.08.2013	Bal Bharati Public School, Rohini, New Delhi	30
76.	02.09.2013	Army Public School, Bangalore	81
77.	04.09.2013	Sishya School, Hosur	62
78.	06.09.2013	PSG Public School, Coimbatore	122
79.	07.09.2013	Amrita Vidyalayam Sr Sec School 4/9, Amman Nagar, Nesapakkam, Chennai	44
80.	07.09.2013	The Indian Hights School, Dwarka	56
81.	08.09.2013	Dalhousie Public School, Dalhousie	72
82.	08.09.2013	Guru Nanak Public School, Dalhousie	
83.	14.09.2013	Cambridge International School, Amritsar	51
84.	14.09.2013	Delhi Public School, R K Puram, New Delhi - Group I	91
85.	17.09.2013	Delhi Public School, R K Puram, New Delhi - Group II	105
86.	17.09.2013	Bhavan's SL Public School Amritsar	55
87.	19.09.2013	DPS, East of Kailash	76
88.	21.09.2013	The Aditya Birla Public School, Gulbarga, Karnataka	45
89.	24.09.2013	DPS, Vasant Vihar, New Delhi	94
90.	25.09.2013	Ambience Public School, Safdarjung Enclave	86
91.	28.09.2013	DPS, Sushant Lok	45
92.	28.09.2013	Army Public School, Pithoragarh	45
93.	28.09.2013	Sri Guru Harkrishan Public School, Sec - 38, Chandigarh	57
94.	28.09.2013	D.A.V. Public School, Velachery, Chennai - 42.	67
95.	04.10.2013	Carmel Convent School, Chandigarh	47
96.	19.10.2013	L.M. Dadha Sr. Sec School, Chennai	43
97.	26.10.2013	DAV Public School, Thermal Colony Panipat	61
98.	26.10.2013	DPS Ranipur, Haridwar Uttarakhand	65

99.	26.10.2013	St. Anne's School, Sector 32, Chandigarh	62
100	16.11.2013	J M International School, Pathankot	40
101	16.11.2013	New Era Public School, Mayapuri Road Mayapuri, New Delhi	46
102	16.11.2013	Shree Ghanshyam Academy-Bhuj-kutch, Gujarat	38
103	22.11.2013	Greenfields School, Safdarjung Enclave	46
104	30.11.2013	Army Public School, Dehu Road	39
105	30.11.2013	Amrita Vidyalam, Kerala	30
106	14.12.2013	BVM Public School, Najafgarh, New Delhi.	40
107	14.12.2013	Sathya Vidyalaya (CBSE), Pillaiyarkulam, Srivilliputhur	50
108	21.12.2013	Dewan Public School, Meerut	57
109	26.12.2013	Amrita Vidyalayam, Kolkata	41
110	03.01.2014	Jain Bharati Mrigavati Vidyalaya, G.T. Karnal Road, Delhi	48
111	08.01.2014	Manav Rachna International School, Sec - 14, Faridabad	34
112	11.01.2014	Navy Children School, Kochi	41
113	11.01.2014	Shri Ram Ashram Public School, Amritsar	75
114	14.01.2014	Amrita Vidyalayam, Ottapalam	33
115	25.01.2014	ITL Public School, Sec -9, Dwarka	71
116	25.01.2014	Amrita Vidyalayam, Davangere, Karnataka	51
117	7.02.2014	Amrita Vidyalayam, Durgapur	38
118	8.02.2014	Dewan Public School, Meerut	70
119	22.02.2014	Amrita Vidyalayam, Bangalore	100
120	31.03.2014	St. Michaels School, Ranchi, Jharkhand	54
121	13.03.2014	Lok Puram Public School, Majiwade, Thane (W).	35

Total No. of workshops = 121

Total No. of Participants = 6830

Report on the Five Day CBSE Effective School Management & Leadership Program (Five Day Training Program for Heads of Institutions)

Expressions India has successfully implemented & completed 4 CBSE Effective School Management & Leadership Programs held from May to December 2013.

It was very encouraging to note the leaders and heads of the institutions from various esteemed schools of Delhi, NCR, Haryana, Jalandhar, Madhya Pradesh, Chittorgarh, Andhra Pradesh, Meerut & Ajman U.A.E, share their valuable experiences, anecdotes during the process of training which made it more effective & an interactive one. It was felt that the training program enabled to establish action plans, new goals and ideas during the sessions in align with the progressive educational reforms.

No. of Programs conducted: 05

Details of the Programs:

Program	Venue	Date	No. of participants	CBSE Observer
1	Birla Institute of Management Technology (BIMTECH), Greater Noida, U.P.	28 th May - 1 st June 2013	19	Ms. Nidhi Sirohi Principal Kothari International School, Noida
2	National Science Centre, Pragati Maidan, New Delhi	18 th - 22 nd June 2013	16	Ms. Monika Mehan Principal DAV Public School Khera Khurd Delhi
3	National Science Centre, Pragati Maidan, New Delhi	30 th July - 3 rd August 2013	14	Ms. Manleen Ahluwalia Principal Indian Public School New Delhi.
4	National Science Centre, Pragati Maidan, New Delhi	22 nd - 26 th October 2013	16	Ms. Rashmi Sethi - Former Education Officer CBSE
5	President Hotel, 27, Police Line Road, Jalandhar, Punjab, India	3 rd - 7 th December 2013	14	

List of Resource Persons:

S. No.	Name	Designation
1.	Dr. H. Chaturvedi	Director, BIMTECH, Greater Noida
2.	Dr. G. Balasubramanian	Former Director (Academics), CBSE
3.	Ms. Ameeta Mulla Wattal	Principal, Springdales School, Pusa Road New Delhi
4.	Prof. N.N. Sharma	Faculty, BIMTECH, Greater Noida
5.	Prof. Sunil Sangra	Faculty, BIMTECH, Greater Noida
6.	Dr. Rajeev Seth	Sr. Consultant Pediatrician.
7.	Mr. Rajesh Bhardwaj	Managing Director and CEO, Blu Vane Group.
8.	Ms. Kalpana Kapoor	National Resource Person, School Development Programs, New Delhi
9.	Prof. Manosi Choudhary	Faculty, BIMTECH, Greater Noida
10.	Prof. Sangeeta Shukla	Faculty, BIMTECH, Greater Noida.
11.	Mr. Rakesh Jindal (FCA)	Financial Management Expert
12.	Dr. D. R. Saini	Principal, Delhi Public School, R. K. Puram, New Delhi.
13.	Dr. Gaurav Muradia	Principal, Sanskar School, Ghaziabad.
14.	Ms. Anita Makkar	Principal, DAV Public School, Sec 14, Gurgaon
15.	Ms. Nidhi Sirohi	Kothari International School, Noida
16.	Ms. Poonam Chaubey	Principal, Greater Valley School, Greater Noida
17.	Ms. Anita Malhotra	Principal, Lotus Valley International School, Gurgaon
18.	Ms. Vanita Sehgal	Headmistress, Delhi Public School, R. K. Puram, New Delhi.
19.	Dr. Neerja Chadha	Professor (Child Development), School of Continuing Education, IGNOU.
20.	Mr. Upinder Singh	Chief Communicating Officer, Aarech Marketing Pvt Ltd
21.	Mr. Sajjan Kumar	Specialist School Safety and Health Promotion.
22.	Dr. Divya Prasad	Sr. Consultant Psychologist and National Resource Person, Expressions India
23.	Ms. Usha Anand	Sr. Resource Person & Academic Advisor, Expressions India
24.	Ms. Manleen Ahluwalia	National Resource Faculty, School Development Programs, New Delhi.
25.	Ms. Nivedita Roy	Manager - Faculty Coordination, Expressions India
26.	Ms. Geeta Mehrotra	National Resource Person, Expressions India
27.	Dr. Nivedita Ganguly	Counselor, DAV Public School, Sresthya Vihar, New Delhi.
28.	Dr. Pooja Jaitly	Child & Adolescent Psychologists, Moolchand Medcity and Academic Coordinator Expressions India.
29.	Ms. Astha Sharma	Child & Adolescent Psychologists, Moolchand Medcity and Academic Coordinator Expressions India.
30.	Mrs. Veena Oberoi	President, AISCAP (Association of Indian School Counselor Allied Professionals)
31.	Ms. Preeti Puri	Council Member, AISCAP (Association of Indian School Counselor Allied Professionals)
32.	Ms. Saroj Sharma	Council Member, AISCAP (Association of Indian School Counselor Allied Professionals)

List of Sessions: (Annexure 1)

1. Vision Beyond: A Mission and Emerging Paradigm of School Leadership.
2. The National Curriculum Framework 2005 and Child Rights-Perspective for the Future.
3. Accreditation and Quality Enhancement of Schools (SQAA).
4. Film Review: Video on Child Rights.
5. Leadership Roles, Styles and Competencies.
6. Understanding my Leadership Style.
7. Legal and Policy Issues in Educational Leadership and Protection of Children from Sexual Offences Act, 2012 (POCSO) -Right To Education Act (RTE) and Cyber Laws/Safety
8. Developing Emotional Quotient in Schools.
9. Gender Sensitivity.
10. Capacity Building for Leadership in Life Skills, Attitudes and Values.
11. Health Promoting Schools.
12. Integration of Visual and Performing Arts.
13. Instructional Leadership.
14. Team Building.
15. Mentoring of Schools for Implementing CCE.
16. Understanding Inclusive Educational Leadership: Global Trends and Regional Practices.
17. Vision Building: Schools for the Future and Strategic Goal Setting.
18. -Role of Leaders, Conflict Management, Effective Communication.
19. Time Management.
20. CBSE Initiatives and Action Research.
21. Family Partnership.
22. Behavioural and Emotional Problems in Children >Signs and Symptoms, Management and Mainstreaming
23. Financial Management with Reference to Budget and Accountancy -Use of IT in Record Keeping and Documentation
24. Information and Communication Technology in Education.

Details of the Sessions:

A. Methodology adopted by the Resource Persons :

- PPT
- Interactive
- Activities
- Videos
- Handouts
- Group Work and presentation
- Live Case Study-performance by group of students to illustrate the process of Formative Assessment
- Stories
- Fables
- Film Extracts
- Ice Breaker
- Case Studies

Highlight : Interweaving of sessions, cross-curricular connections between the sessions, linkages and a cohesive approach. Focus on quality processes in schools.

DAY 1

Introductions

Expectations

Objective Setting

Ice-Breakers

Session 1: Vision Beyond; A Mission and Emerging Paradigm of School Leadership

Key Focus Areas:

- The changing scenario across the world
- The Impact of School Leaders on all stakeholders
- The importance of being a part of the global community
- Focus on Eternal Values
- 21st Century Learner

Session 2: NCF 2005 and Child Rights

Key Focus Areas:

- Child Rights –The Articles
- NCF 2005 – The History, Summary of the chapters, Implications, CBSE Policies

Session 3: Accreditation and Quality Enhancement in Schools (SQAA)

Key Focus Areas:

- CBSE Website
- Guidelines for Schools
- Process
- Understanding the 7 Domains and their Weightages
- Implication of the statements

Session 4: Film Review: Video on Child Rights

Key Focus Areas:

- Analysis of the Video
- Implication of Child Rights in Schools –examples from participants

Session 5: Leadership, Styles and Competencies

Key Focus Areas:

- The Changing Role of a Leader
- Leadership Styles
- Change Management
- What's My Style

Some Glimpses of CBSE 5 Day Leadership Program

BIMTECH
BILKA INSTITUTION
BILKA INSTITUTE OF MANAGEMENT & TECHNOLOGY

Expressive India
An Skill & School Reform Program

CBSE
5 Day TRAINING PROGRAM
ON
**EFFECTIVE SCHOOL
MANAGEMENT AND
LEADERSHIP**

Venue:
MDP Hall, 2nd Floor
28th May - 1st June 2013



Program Delegates with Honourable Chairman, CBSE, Shri. Vineet Joshi



BIMTECH
BILKA INSTITUTION
BILKA INSTITUTE OF MANAGEMENT & TECHNOLOGY

Expressive India
An Skill & School Reform Program

CBSE
5 Day TRAINING PROGRAM
ON
**EFFECTIVE SCHOOL
MANAGEMENT AND
LEADERSHIP**

Venue:
MDP Hall, 2nd Floor
28th May - 1st June 2013

“Leadership and learning are indispensable to each other.”

-John F. Kennedy

DAY 2

Session 1: Legal and Policy issues in Educational leadership

Key Focus Areas:

- POCSO
- RTE
- Cyber Laws and Safety

Session 2: Developing Emotional Quotient in Schools

Key Focus Areas:

- Connect with Legal and Policy Issues
- Role of School management, Principal and Staff
- Plan of Action in Schools to ensure Safety and Security of Students

Session 3: Gender Sensitivity

Key Focus Areas:

- Definitions of gender stereotypes, gender bias, gender discrimination, gender roles, gender mainstreaming
- Difference between sex and gender
- Strategies in Schools to promote gender sensitivity
- Gender Sensitivity Checklist in Schools – CBSE

Session 4: Capacity Building for Leadership and Life Skills, Attitudes and Values

Key Focus Areas:

- Focus on Co-Scholastic Domains – CCE
- Understanding of Life Skills and Attitudes
- Value Education (CBSE Value Education Kit)
- Integration of Life Skills, Values and Attitudes in Schools

Session 5: Health Promoting Schools

Key Focus Areas:

- Web Chart from SHP Manual on A Health Promoting School
- Focus on Physical, Mental, Spiritual, Intellectual and Emotional Health
- Integration in schools

CBSE Effective School Management & Leadership Five Day Training Program for Heads of Institutions



**Leadership
is the
capacity to
translate
vision into
reality.**

- *Warren Bennis*

Expressions India

CBSE Empanelled Agency



**18th - 22nd
June 2013**

**at
National
Science Centre,
New Delhi**



DAY 3

Session 1: Integration of Visual and Performing Arts

Key Focus Areas:

- Live Case Study – Performance by students of classes VI and VII on the topic-Digestive System
- Planning of the Activity-Lesson Plan
- Implementation challenges
- Transaction
- Rubrics
- Integration of scholastic and co-scholastic elements of CCE
- Focus on the Spirit of Formative Assessment

Session 2: Instructional Leadership

Key Focus Areas:

- Heads as Instructional Leaders
- Elements of Instructional Leadership-understanding of the basis of curriculum and its bifurcation, planning for the Terms and inbuilt Assessments, Formative Assessments as a part of learning teaching, pedagogy-Bloom's Taxonomy, Multiple Intelligences, facets of Thinking, Dimensions of Learning and their integration into Learning Teaching, Worksheets, Assignments, Questioning, Projects etc especially with respect to CCE
- Staff Development Programs and Capacity Building
- Motivation and Walking the Walk

Session 3: Team Building

Key Focus Areas:

- Importance of Teams in schools
- Elements of a Team
- Formation of a Team
- Understanding the diversity in a Team and maximising it
- Appreciation of Teams and collaborative effort
- Examples of Teams in schools

Session 4: Mentoring of Schools for Implementing CCE

Key Focus Areas:

- Focus on elements of Formative Assessment
- Identifying Key Words
- Analysing Classroom Scenarios
- Integrated approach to Projects
- Discussion on challenges in implementation of CCE

Session 5: Understanding Inclusive Educational leadership; Global Trends and Regional Practices

Key Focus Areas:

- Meaning of Inclusive Education
- Examples of Inclusive Educational Practices in Schools
- Challenges
- Curriculum, pedagogy and assessment practices in Inclusive Schools



DAY 4

Session 1 : Vision Building : Schools for the Future, Strategic Goal Setting

Key Focus Areas:

- Understanding Vision and Mission
- Need to have a Vision
- An overview of School improvement Plan
- Target and goal setting
- Focus Areas on Vision with respect to- overall ethos, culture and climate of the school, students, staff, parents, community, management, technology, responsibility and accountability, changing paradigms
- Implementation of the Vision through a Mission statement, process centric approach

Session 2: Role of Leaders: Conflict Management; Effective Communication

Key Focus Areas:

- Understanding conflict
- Understanding people in managing conflicts
- Interpersonal skills
- Issue vs personality
- Role of Communication in managing conflict
- Verbal and non verbal cues

Session 3: Time Management

Key Focus Areas:

- The Clock and the Compass view
- Managing time through understanding of the four quadrants

Session 4: CBSE Initiatives

Key Focus Areas:

- Examinations
- Gender Sensitivity
- Value Education Kit
- School Health Manuals
- Accreditation
- Heritage and Culture
- CBSE i
- Vocational Courses
- Trainings across the country
- Introduction of foreign languages
- School Sanitation

Session 5: Action Research

Key Focus Areas:

Session 6: School and Family Partnerships

Key Focus Areas:

- School, parent and student bonding
- Impact of partnership on each of the stakeholder
- Advantages
- Initiatives by school, family and students to promote partnerships

DAY 5

Session 1: Behavioural and Emotional Problems in Children; signs and symptoms; management and mainstreaming

Key Focus Areas:

- Identification
- Causes and effects
- Management
- School initiatives
- Mainstreaming
- Orientations

Session 2: Financial Management with reference to Budget and Accountancy; use of IT in Record keeping and Documentation

Key Focus Areas:

- Income and Expenditure
- Heads in a Budget
- Balance Sheet
- Mandatory requirements
- Use of IT in record keeping
- Documentation-ledger, leave records, stocks, purchase etc
- ERP

Session 3: Information and Communication Technology in Education

Key Focus Areas:

- Evolution of ICT over a period of time
- Usage by schools
- Usage vs Investment
- Judicious use
- Areas of ICT integration in schools
- ICT only as a tool or a skill

Session 4:

- **Debriefing**
- **Valedictory**
- **Certification**



CBSE Effective School Management & Leadership Program

(Three Day Training Program for Heads of Institutions)

Organized by

Expressions India

The National Life Skills, Values Education & School Wellness Program

