

**Rajni Rawal**

**Government Girls Senior Secondary School No-1**

**Tagore Garden, New Delhi**

Email id: rajnirawal@gmail.com

---

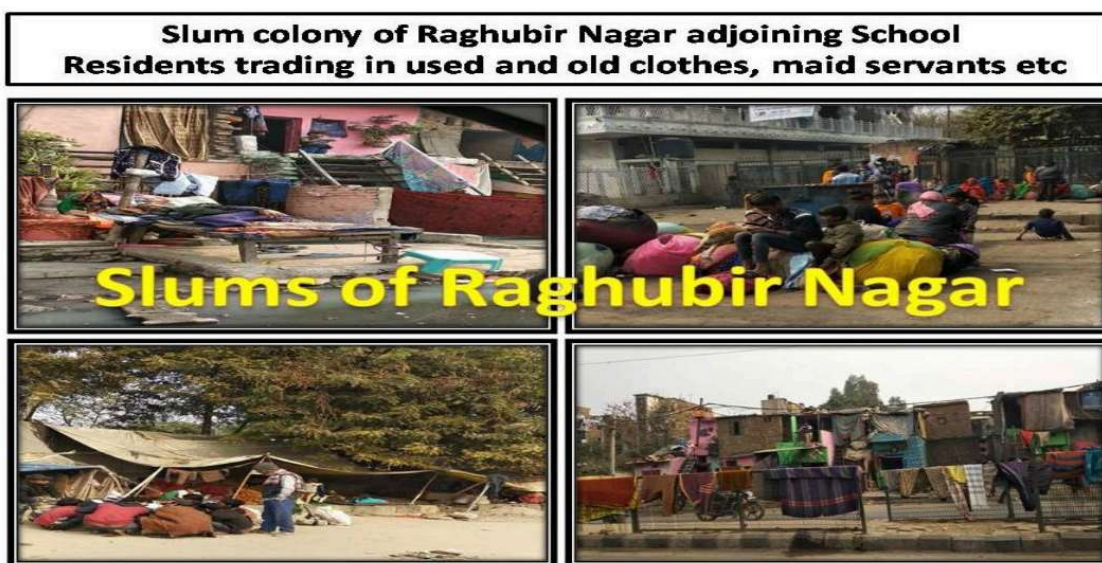
### **Abstract**

Students in this school are mostly first generations learners with both parents working at lower level of jobs. Children are forced to support their parents to earn livelihood. Absenteeism was a major problem as girls supported their parents in economic activities. Poor health and hygiene was another cause of concern. Activities such as logical and thoughtful division of work were done among teachers; ensuring of discipline in following various rules and practices which were formulated after consultation with teachers; providing opportunities for professional development; building a culture of collaboration by supporting other teachers and letting them mentor another teacher who is struggling with a particular topic. The school head also conducted regular faculty meetings—senior most teachers acted as team leader to facilitate planning sessions and discussions about topics.

---

### **Socio-cultural Context of the School**

Government Girls Senior Secondary School, No-1, Tagore Garden, New Delhi is in Zone 15 of the administrative/educational division of Directorate of Education, Government of NCT Delhi. It is located 500 meters away from Tagore Garden Metro Station. The School is located near Raghubir Nagar which is one of the biggest slum colonies of Delhi where mostly very low income group of people engaged in the trade of used and old clothes reside in very small/tiny houses which do not even have washroom/toilet facility. The colony is very densely populated. The residents are mostly from Vaghela community who has migrated from Gujarat. They are economically very poor.



**[DRAFT]**

### **Challenges for the School**

Students are first generations learners with both parents working at lower level of jobs. Children are forced to support their parents in their jobs to earn their livelihood. Absenteeism was a major problem as girls support their parents in earning their livelihood. Poor health and hygiene was another cause of concern.

I joined this school as a Principal, in September 2010. School was in a disintegrated state and I struggled with many problems right from infrastructure problems to poor discipline among teachers and students as well as poor academic results. Absenteeism, Poor health and hygiene of students were other issues faced

### **Challenges Faced**

- To improve the school infrastructure to provide hygienic and motivating environment for effective and efficient teaching learning in the school
- To create leaders of tomorrow – aiming at the holistic development of students and transformation of teachers.
- To achieve success in the scholastic and co scholastic areas to give recognition to the school at State and National Level

### **Status of infrastructure**

The building of the school was in a dilapidated condition. There were wide cracks in the pillars supporting the building. Black boards in all the classrooms had patches and were broken. Content written with chalk was not visible. Although there was supply of water from Delhi Jal Board but the number of taps were not sufficient for students. There was no water purifier in the school. Only one toilet block (always stinking) was there in the school premises for 1300 students.

Classrooms had cobwebs. Students used to sit on *daris* as the number of desks was not able to support the number of students studying in the school. Plaster of the roofs of the rooms was falling. Science lab, Home Science lab and Vocational room (photos of this lab attached) had patches of seepage on the roof as well as the walls. School premises were full of malba. Library books were outdated and were less in number.

[DRAFT]



### **Efforts Initiated or the Process of Transformation**

Herzberg a management guru, who propounded “Hygiene Motivation Factor Theory”, said that Infrastructure and environment play an important role in working of an organisation. Absence of these lead to dissatisfaction among teachers and students.

Priority was therefore given to improve the infrastructure and other facilities which were in a very poor condition when I joined the school.

#### **Focused and intense efforts were made to improve infrastructure**

I had to do lot of running around and liaison with the Caretaking Branch of DoE HQ, PWD-higher officials and the Local MLA. Support of SMC members, Parents and RWA were also solicited. Superintendent Engineer of PWD was contacted

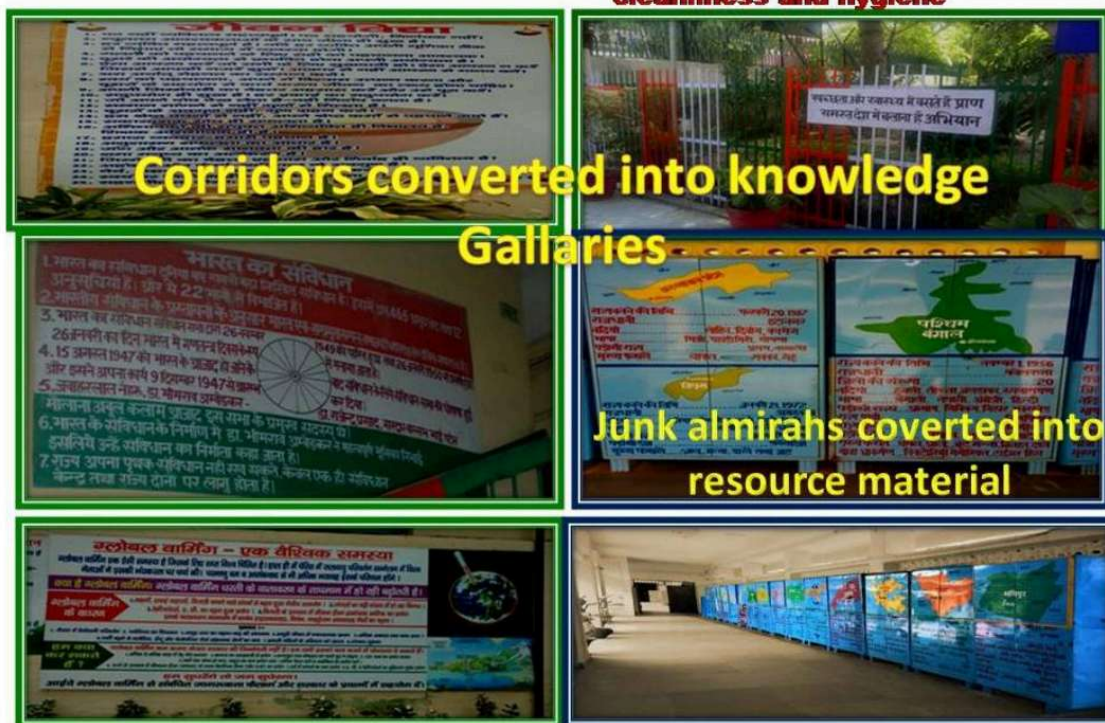
He visited the school personally and assured all help. Constant persuasion and follow up with these agencies finally bore fruit.

Pillars were repaired, plasters of the walls and roofs were done again, the building got was whitewashed, and green blackboards were installed. 8 toilet blocks each having 5 seats was constructed in the school premises. Caretaking Branch provided sufficient number of desks to the school.



**Walls mirror of Knowledge**

**Enclosure full of rust was painted in Tricolour with messages of cleanliness and hygiene**



**Corridors converted into knowledge Galleries**

**Junk almirahs converted into resource material**

A Committee consisting of Principal and three teachers was constituted. They visited the World book fair and Quality books like encyclopedias, ‘Tell Me Why’ series were purchased for the library. Good quality chemicals and other educational models were bought for the school labs.

**Providing motivational infrastructure**-Very old almirahs were lying in the school, which were having dents and scratches, standing with the help of bricks. These were repaired and got painted in blue colour and geographical, cultural and tourist information was written on them which were useful for class VI to X in Social Science. **A new concept AALA** was developed and implemented (photos enclosed)

A well like structure full of mosquitoes and insects was covered and converted into an **Herbal Garden called CHARAK VATIKA**. The plants grown in this garden were used for teaching Science at Secondary level and Beauty and Wellness trade at Senior Secondary Level. Rusted enclosures surrounding the Herbal Garden were painted in tricolour with messages of cleanliness and hygiene.

A Kitchen Garden was also developed in the school after getting 12 trolleys of malba (debris) removed.

A Rain Water Harvesting unit in the school premises, which was non-functional, was got repaired and fixed with persistent follow-up with PWD.

**[DRAFT]**

Corridors were decorated with educative boards, making the school learning environment congenial and meaningful. (Photos enclosed)

CCTV cameras were installed to ensure discipline and adequate supervision.

Four big size water coolers cum purifiers were installed in the school to provide purified and cool water to the students.

Wooden desks were replaced with latest aluminum desks.

**Administrative reforms**--All Audit paras relating to the previous 2001 audit were got resolved and removed after taking corrective action and due approvals. Another school audit was done on October 2016. It was a matter of pride and honour that Auditors appreciated the maintenance of accounts especially VKS fund and PWF with Income and Expenditure account. When I left the school in MAY 2017 on transfer to DOE, no audit para was pending. It was a clean slate for my successor.

Office records including service books of staff were properly bound, covered and maintained. Pending bills relating to my predecessor were paid. Pension cases were dealt well in time.

**Creating Leaders of Tomorrow (students) by transformation in school environment and education pedagogy**

Nai Talim propounded by Gandhiji is the inspiration behind the metamorphosis in teaching pedagogy

From—only lecture method and reading method of teaching which does not guarantee mental presence and understanding leading to short term retention.

To--Learning by Doing based on actual experience ensuring mental presence and understanding leading to long term retention of the topics taught.

Taking inspiration from the above, different pedagogies were developed and adopted—giving positive impact on learning and assessment and Efforts were made to nurture the creative and entrepreneurial abilities of students

Use of Herbal plants grown in the school garden (Already discussed)

Retail Melas were organized annually to make students understand the Dignity of Labour and create the ability of Critical thinking and Decision making.

Practical examination of Home Science was restructured into Master Chef Competition

Technology aided projects developed by me while working as PGT (Commerce) were also used in teaching Business Studies and Accountancy in Class 11<sup>th</sup> and 12<sup>th</sup>-. These projects are available on website of INTEL India and INTEL USA.



[DRAFT]

### Meaningful and Joyful learning

Summer Camps with curriculum related activities were organised in a joyful manner.

Development of Education Bank containing PPTs were prepared by students under the guidance of teachers and after searching the information by them from net.

Every year Maths Week was organised where students showcased different mathematical educational games, puzzles and Sudoku prepared by them.

In order to address to the problem of Absenteeism due to health reasons, SARVE SANTU NIRAMAYA CAMPS/DAYS were organized where myself, staff and invited Doctors, interacted with parents with suggested remedies. This helped to reduce the problem of Absenteeism to a considerable extent.



### Role as Head of School (Principal)—to be the leader of Teachers

According to Killions, “Teachers are in a best position to make critical decisions about issues related to teaching and learning. More over they are able to implement changes in a comprehensive and continuous manner.”

I took Teachers along and they became partners in the management of the school. In addition, I was successful in drawing positive support from SMC (School Management Committee) and Parents.

**[DRAFT]**

### **For Increasing effectiveness and efficiency by optimum utilization of Human resources of school**

I have approbation for Henry Fayol's Principles of Management who emphasized that motivated Human Resource is an asset to the organisation.

### **Efforts Initiated or the Process of Transformation**

#### **Following practices were adopted during my tenure as Principal of the school**

- Logical and thoughtful division of work—in-charge of various stocks—as per the capability of the teachers.
- Ensuring discipline in following various rules and practices which were formulated after consultation with the teachers. Obeying of discipline starts from Principal to students.
- Providing opportunity for professional development and let them share what they have learnt with others.
- Built a culture of collaboration by supporting other teachers and let them mentor another teacher who is struggling with a particular topic.
- Let them try innovative ideas. Give them time to research and be innovative.
- Regular Faculty meetings –senior most teachers acting as team leader to facilitate planning sessions and discussions about topics, students having behavioral problems as it helps in identifying problems and brainstorming solutions. I myself trained them as how to write Teacher's Diaries to be instrumental in planning the sessions, teaching in the class as well as assessment of students.
- Impartial and attitude of equality towards every teacher. Work done was given due recognition.
- Regular staff meeting to communicate the office orders, instructions of the Directorate as well as to understand and solve problems raised by teachers in the meetings.
- Timely payment of dues to the teachers and non monetary incentive to motivate them.

### **Visible Results of Transformation**

#### **Academic achievements during my tenure (From Sept 2010- May 2017)**

- Overall pass percentage in class 12 rose from 81.6% to 98.8% during my tenure and was awarded Certificate of Excellence by Hon. Education Minister, Sh Manish Sisodia.
- A concept of "Scholar Batch & Blazer" was introduced in the school for the students who secured more than 80% marks. The Impact was so encouraging that number of students scoring more than 80% rose from 5 in SA-1 exam to 33 in SA-2 and to 124 in next SA-1.

[DRAFT]

- One student “Suman” was the topper in Vocational stream in Delhi State and was recipient of scholarship of Rs.1,00,000 from CBSE. She received certificate of appreciation from Hon’ble Prime Minister Shri Narendra Modi and Education Minister Smt. Smriti Irani.
- One student “Preeti” was selected as best vocational student at National level by NCERT in 2012.
- Manpreet Kaur stood *FIRST* in Punjabi Language among all Govt. Schools of Delhi and received “Young Talent Award” from Punjabi Academy
- POSOCO Award for securing perfect 10 in class X and ranking in CBSE of Rs.9000 each to 3 students.
- CBSE merit Certificates to students for scoring more than 95% in Hindi, Accountancy and Political Science.
- SUPW activities of the school were selected for state level science exhibition – the ultimate level for such activities.
- State level participation in Kala Utsav.

**Sarve Santu Niramaya camps/days** - Interaction with parents regarding health issues like stress, menstruation and Diabetes with suggested remedies. This helped to reduce the problem of Absenteeism .



**EMPOWERING PUPILS' VOICE –**  
Developing leadership skills  
Investiture ceremony



**Concern for Community**





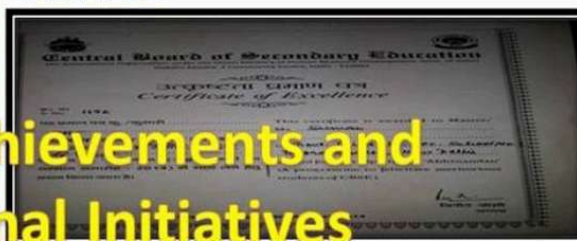
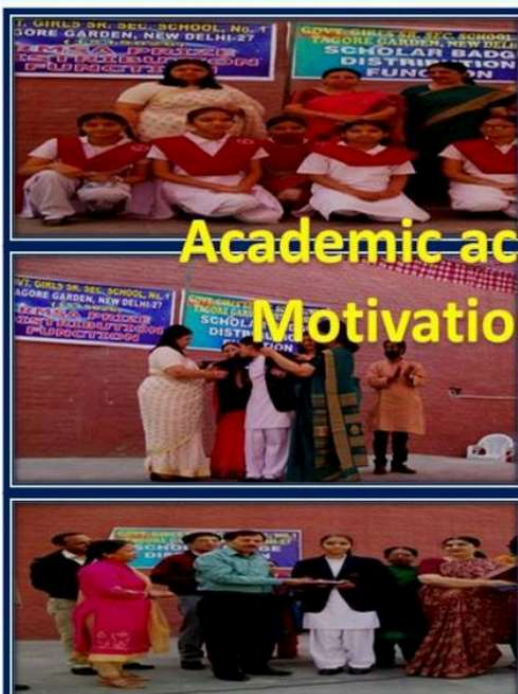
[DRAFT]

### Achievements during my tenure as Principal (From Sept 2010 to May 2017) - Raising the School to National level

- Metro model in the “Transport and Communication” category was prepared by a team of 4 teachers under the stewardship of Mrs. Rajni Rawal (Principal). This model and its write up had been selected for National level Science Exhibition.

**A concept of “Scholar Batch & Blazer” was introduced in the school for the students who secured more than 80% marks.**

**Academic achievement-Certificate of Excellence from Hon’ble PM Sh Narendra Modi, Education Minister Mrs Smriti Irani , and CBSE to Suman/Topper of Vocational Stream in Class XII and she was recipient of scholarship of Rs.1,00,000 from CBSE**

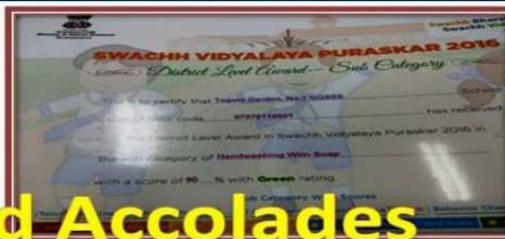


**POSOCO Award for securing perfect 10 in class X and ranking in CBSE**



- School selected as “Best Vocational Institute” at National Level by NCERT, in 2012.
- Recipient of ‘Green Delhi School Award 2013’ in the category of “Best Manager in Energy”. This school is the only Govt. School from Directorate of Education, NCT of Delhi, having received the award.

**Certificate of Excellence and Swachh Vidyalaya Puraskar 2016  
Presented by Delhi Education Minister Sh Manish Sisodia and  
Green School Award from Delhi Transport Minister Sh Ramakant Goswami**



## Awards and Accolades

**At Cambridge University, UK**



**Metro model in the "Transport and Communication" category was prepared by a team of 4 teachers under the stewardship of Mrs. Rajni Rawal (Principal). Metro model selected and displayed at NATIONAL SCIENCE EXHIBITION, PATNA**

**School was declared as Best Vocational Institute 2010-2011 at National Level by NCERT and Best Vocational Student at National Level**



## Accomplishments and Awards





[DRAFT]

- Swatchh Vidyalaya Puruskar From Government of Delhi
- School represented Directorate of Education in International Trade Fair from 2012 to 2014 for three consecutive years organised with a Theme – Skilling India.
- School represented in the Government Achievement and Schemes Expo 2013.

**Colorful opening of  
International Trade Fair  
2012 with the theme–  
Skilling India**



**VISIT BY DELEGATION FROM BOTSWANA**  
**Delegation members, AddL Director/  
CBSE and DDE/ VOC appreciating  
teaching pedagogy of integration of the  
Herbal Garden with curriculum.**



**A newsletter for vocational activities**



- Delegation from Botswana visited the school along with officials of DOE and CBSE. School was considered to be the best in Vocational Education.
- POSOCO Award at National level to six students.

**Concern for community**

- As a part of HINDUSTAN TIMES community development initiative - YOU READ, THEY LEARN OUR SCHOOL HAS DONATED 3800 BOOKS and is in top 15 donors at National Level.
- For value inculcation, Senior citizens from RWA were invited to celebrate festivals like Lohri with students and staff and share their valuable experiences.



[DRAFT]

### **Contribution of the Principal Mrs Rajni Rawal as a Leader in the activities of Directorate of Education, Government of NCT Delhi**

- Recognizing my efforts to make my school as a Model School, I was deputed by Directorate of Education to attend “School Leadership Programme for Principals at Cambridge University, UK in June 2016.
- I was the leader of various inspection teams and was the resource person for Commerce teachers’ seminar.
- Our School was the venue for many activities of Directorate of Education, viz.,
  - Preparation of support material of Business Studies and Accountancy for class XI and XII from 2010 to 2017, under the leadership of Principal Mrs Rajni Rawal.
  - Preparation of value based questions and multi-disciplinary questions for these subjects for class XI and XII, under the leadership of Principal Mrs Rajni Rawal.
  - Development of sample papers, CCE papers, pre-board question papers, and final examination question paper under the leadership of Principal Mrs Rajni Rawal.

### **Further Strategies to Improve School**

After a successful and satisfying tenure as a PGT/Principal /DDE, at Directorate of Education, Govt. of NCT Delhi, I have decided to continue my journey as an Educationist and researcher. Innovation and experiments in Education has become my passion and I am now doing my bit to give back to the society through imparting of knowledge through innovative methods and life skills to the student /teacher fraternity. I am attempting Educational Transformation and rise in the Happiness Index in schools through:

I have started an Educational Channel on YouTube “**RAJNINNOVATES**”, through which I am working for enrichment of subject knowledge of students and teachers for Business Studies and Accountancy, learning by doing, idea of stress free examination and taking examination as ‘Utsav’, helping and guiding School HOS – how to make efficient and best possible use of school resources and convert it into a model school, Jugaad Innovation, propagate Gandhiji’s idea of NAI TALEEM etc. These videos have received an overwhelming response from students/teachers/School Administrators. A list of such YouTube Videos published by me so far is as follows:

- <http://www.youtube.com/watch?v=7V4Y718Q82s&t=8s> ---Innovation in school management.
- <http://youtu.be/U0H0avJYDFQ> ---Innovation in teaching pedagogy
- <https://youtu.be/ZTQqTkrLXCA> --Class 11 and 12 project work in Business Studies—A visit to a Departmental store
- <https://youtu.be/reGXBqUyzBY> -- Application of Fayol’s Principles of Management in a hospital.
- <https://youtu.be/mH4TdZ1HJ50--> CBSE Sample paper analysis of Business Studies.

**[DRAFT]**

- <https://youtu.be/O0bBZXz-ugg>-----Guru Mantra to prepare for Board Exams
- <https://youtu.be/DfAtZa8HCNQ>-- Ultimate question bank of Business Studies
- [https://youtu.be/H5RDgJeM6\\_k](https://youtu.be/H5RDgJeM6_k)-- Case study relating to Fayol's Principles of management.

Working as a Teacher Educator/Resource Person with SCERT New Delhi, DIET New Delhi, where I am regularly training newly appointed/newly promoted teachers of Delhi Govt. Schools in the subjects of Business Studies and Accountancy. Here also I am imparting the ideas of Innovative methods of teaching, discarding rote learning and promoting learning by doing and NAI TALEEM.

I am also associated with NCERT and contributing in the development of Accountancy Dictionary as well as Business Studies book for class 12.

I am also visiting Delhi Government Schools and guiding students how to prepare for exams and to score good marks.

**School Leader and Transformation**

- Self transformation—I am now a better individual with improved understanding of how my behavior impacts on others.
- A better ability to empathize and understand why others behave as they do
- An understanding of how to manage myself and others under pressure
- Increased emotional intelligence, focus and direction
- An increased ability to develop and support others
- Ability to recognize that instead of coercive, authority-centered treatment teachers as well as students need and appreciate leaders who will be able to motivate and inspire them to perform well.
- Ability to create a culture where everyone can have ideas and feel that they are valued

*A word of encouragement from a teacher to a child can change a life. A word of encouragement from spouse can save a marriage. A word of encouragement from a leader can inspire a person to reach his/her potential ---John C. Maxwell*