

CASE STUDY

THE AHILYA BAL JYOTI VIDYALAY MAHESHWAR, MADHYA PRADESH



Presented by

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LEADERSHIP FOR SCHOOL CHANGE

- Change is inevitable, dynamic and necessary
- Change is not to be managed but to be led by the school leadership
- Change requires leadership to connect with people



LEADERSHIP

MANAGING CHANGE



Focus :

1. Changing the way people think and talk about change
2. Change every time an opportunity arises unlike a bulb which we change after it fuses
3. There has to be a sense of urgency which is caused through crisis or vision for the future
4. Use any resistance as a friend and not as an adversary
5. Go first : inspire people by adapting and building a culture of change by being open to change yourself and inspire people by setting an example

WHAT IS CHANGE ?

- Procedural change
- Technological change
- Structural and cultural change
- Process changed to reach the same goal
- No real systemic change
- Changes in roles ,relationships and responsibilities leading to overall change so that desired results are enhanced but done in an organized and structured manner



PROFILE

The Ahilya School



- Established 30 years ago affiliated to the state board, nursery to 8 grade
- Essentially started as a palna for women weavers and later ,was established as a school with financial support from donors
- Today it has 245 students and 18 staff
- A co-ed school with students belonging to families of weavers, boatmen, fishermen, labour

THE NEED FOR CHANGE

- Demographic change
- Economic change with many moving away from weaving
- Change in aspirations of stake holders
- Increasing pressure for spoken English and other parameters of ‘perceived quality education’
- Mushrooming of schools around the town affiliated to CBSE and up to class 12 not necessarily implying need for change, rather for reflection

SENSE OF URGENCY

- A survey recognized discrepancies between staff perception and reality
- The expectations that no longer what the school had been doing so far is completely relevant
- Involvement of the parent community in the education of their children
- Need to understand the aspirations of all stakeholders
- Up gradation and training of teachers
- Eliminate sources of complacency and revisit and invent new incentives
- Revisit the vision and mission to ascertain relevance
- Make a check list of what should be continued and what needs to be changed



STEPS TOWARDS CHANGE

- Creating a climate for change
- Creating a mission for action to realize the vision and get all to agree on a set of compelling beliefs about the school, abilities of students to learn, purpose of the school and role of the family
- Reorganizing the staff by re-examining roles , responsibilities and aligning them to the mission
- Actively working on building shared responsibility and delegating and empowering the staff with authority and autonomy
- Creating a system of accountability and rewards for performance and results
- Restructuring school calendar, introducing, house system, remediation for improvement of learning, empowering students, introduction of activities that were inclusive
- Designing a students and family support by introduction of PTMS
- Revisiting salaries of the staff to motivate them
- Improvement in infrastructure
- Making staff meetings a regular feature and team building exercises and programs



WHAT REMAINED UNCHANGED

- Basic ethos , values and philosophy of the school to serve the underserved and under privileged with quality education at a low cost.
- Gender equality especially seen in sports wherein all games be it volleyball, kabadi, kho kho or athletics, all teams comprise of boys and girls
- One section school for every level
- Each section not exceeding 23 students to a teacher
- Incentives to meritorious children by awarding the Holkar award right upto college
- Curriculum to which is integral yoga, weaving , art and sports
- Curriculum designed to prepare children well for entry into higher education institutions
- Connect with the living heritage that the school is inherently a part of through the sacred river music festival held at the fort each year, visits to the organic farm. which is a source of the mid day meals at the school
- Creation of a culture of sensitivity, compassion, support, and respect for all communities and religions , in the context of the town



अहिल्या बाल ज्योति विद्यालय, महेश्वर.

दैनिक उपस्थिति जानकारी पत्रक

कक्षा	दर्ज संख्या	उपस्थित	अनुपस्थित	प्रतिशत	अध्यापिका
नर्सरी	22	15	07	68%	P. B. B. B.
के. जी. 1	23	20	03	87%	B.
के. जी. 2	22	18	04	81%	M. K. K.
कक्षा. 1	23	16	07	70%	B. B.
कक्षा. 2	22	17	05	77%	
कक्षा. 3	23	20	03	87%	
कक्षा. 4	22	19	03	86%	R.
कक्षा. 5	22	18	04	82%	
कक्षा. 6	18	13	05	72%	B. B. B.
कक्षा. 7	19	16	03	84%	
कक्षा. 8	18	16	02	89%	
योग					
महायोग					



- Continuing Palna despite the reducing numbers due to changing social fabric
- Keeping the fee low
- Admissions on first cum first basis irrespective to caste, religion, gender, occupation of parents
- Upholding secular tradition and respect for all , given the complex canvas of the community steeped in diversity of class, caste and religions
- Progressive education despite challenges both financial and otherwise



THE AHILYA BAL JYOTI SCHOOL REMAINS A HAPPY LEARNING SPACE !





“If a school is a vibrant,innovative,child-centred place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal’s leadership as the key to success.”

- Ronald S. Barth