



GOVERNMENT SR SEC SCHOOL BAMBOOFLAT ANDAMAN & NICOBAR ISLANDS



NATIONAL CONFERENCE ON LEADERSHIP FOR QUALITY IMPROVEMENT IN SCHOOL

"LEADER IS ONE WHO
KNOWS THE WAY
GOES THE WAY
AND SHOWS THE WAY"

INTRODUCTION

Govt. Sr Sec school Bambooflat is situated at South Andaman in A & N Islands having classes from Pre-primary to Class-XII with a strength of 752 students with the mission



“TO PROVIDE HOLISTIC LEARNING ENVIRONMENT TO THE STUDENTS, EXTEND ALL POSSIBLE OPPORTUNITIES TO DEVELOP THEIR SKILLS AND TO MAKE EACH AND EVERY STUDENT MENTALLY SOUND AND PHYSICALLY FIT SO THAT THEY CAN FACE THE CHALLENGES OF LIFE”

MORNING ASSEMBLY

Apart from common practices the following activities are also introduced ...

1

■ FITNESS ACTIVITIES

2

■ MORAL TEACHINGS

3

■ HAPPY BIRTHDAY GREETINGS

4

■ NATIONAL ANTHEM WITH DRUM BEATS

5

■ PATRIOTIC SONGS



BEAUTIFICATION

With the helping hands of some staff, active SMC members and kind hearted person, the following works are being carried out for the beautification of school building and campus

Eco-garden

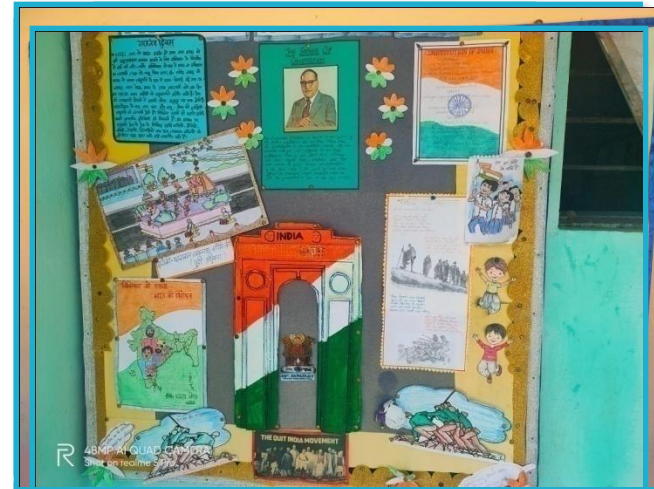
Painting of School Building

Educational Charts & pictures

8 steps for handwash

Charts related to School informations

Wall magazines in different occasions



INCULCATE GOOD HABITS AMONG STUDENTS

With a vision to make every student a good citizen, tried to the best of my level to inculcate the following habits among them

Regular exercise to keep fit

Be punctual and regular

Respect parents, teachers and elders

Always keep surrounding clean

Wash hands before and after each meal

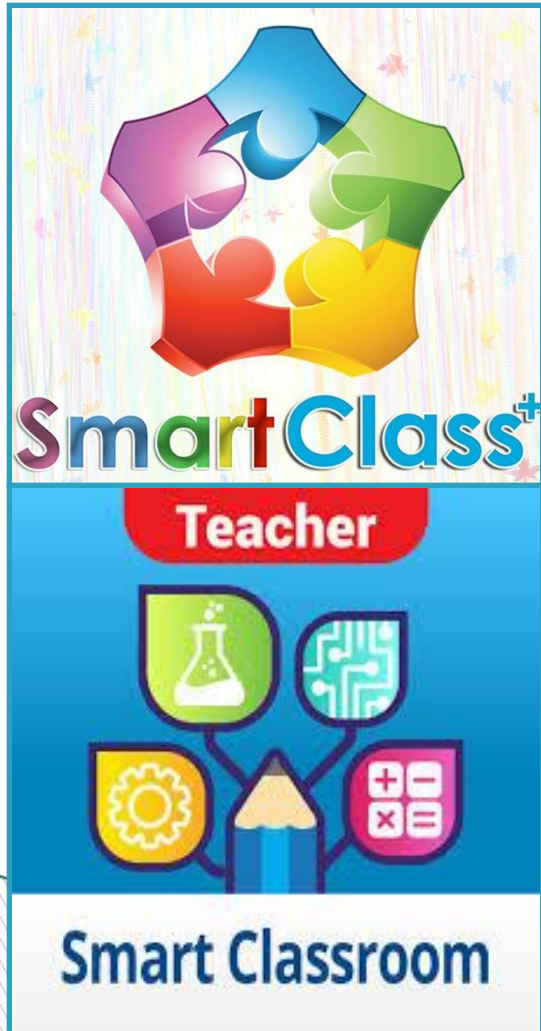
Brush teeth twice a day

Extend helping hands to the needy people



SMART CLASS

To make the class more effective and interesting, smart class is also being used by the teachers. Register is also being maintained for proper record.

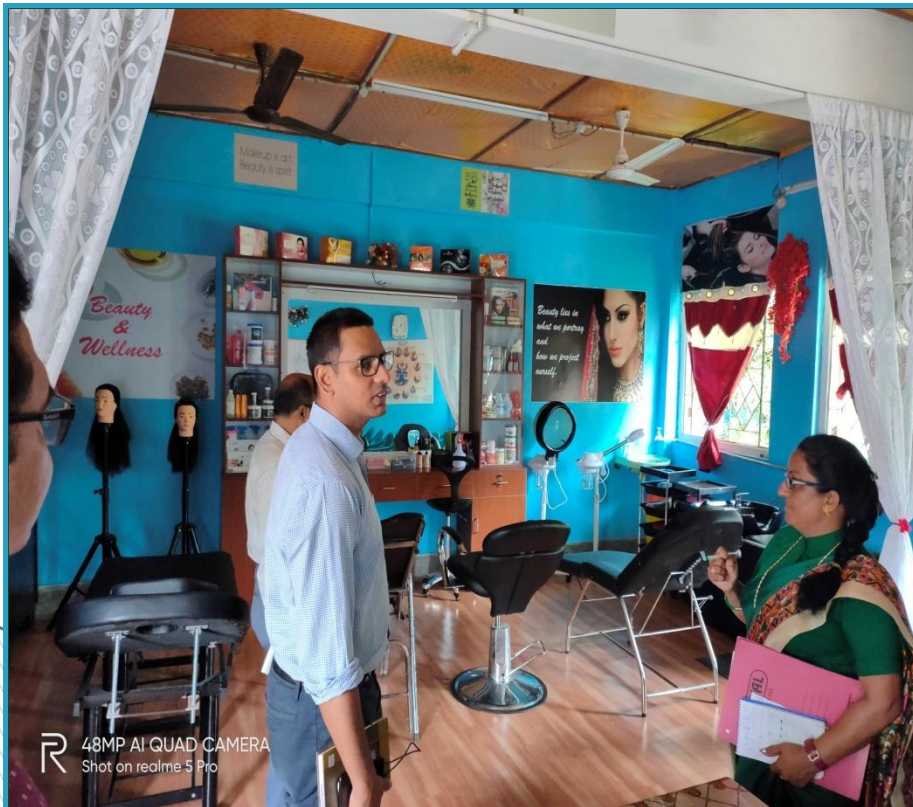


SKILL EDUCATION

Skill education was also introduced in Class –IX and X

□ SECURITY

□ BEAUTY & WELLNESS



CO-CURRICULAR ACTIVITIES

Apart from teaching co-curricular activities are also being the part of our daily school activities.

Students of different stages won several prizes in school, zonal and state level competitions



MEETINGS

To keep an eye on the students. To watch their behavioural changes closely and to keep them in discipline, meetings were conducted in different stages in regular intervals.

Meeting with Monitors

Meeting with Staff

Meeting with higher classes

Meeting with Girl Students

Meeting with Boy Students

Meeting with SMC
members/PRIs/Parents



SUPERVISION / INSPECTION /OBSERVATION

To monitor the teachers activity and to give them advices/suggestions for better result, supervision /inspection / observation is also being carried out in regular interval. Students performance is also being monitored.



SCHOOL RESULT

The following steps are taken to improve the result



Remedial classes for weak students



Counseling of students in regular intervals



Meeting with parents and SMC members



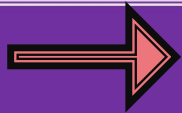
Use technologies to develop lessons



Spare extra time for hard areas



Subject-wise teachers committee formed

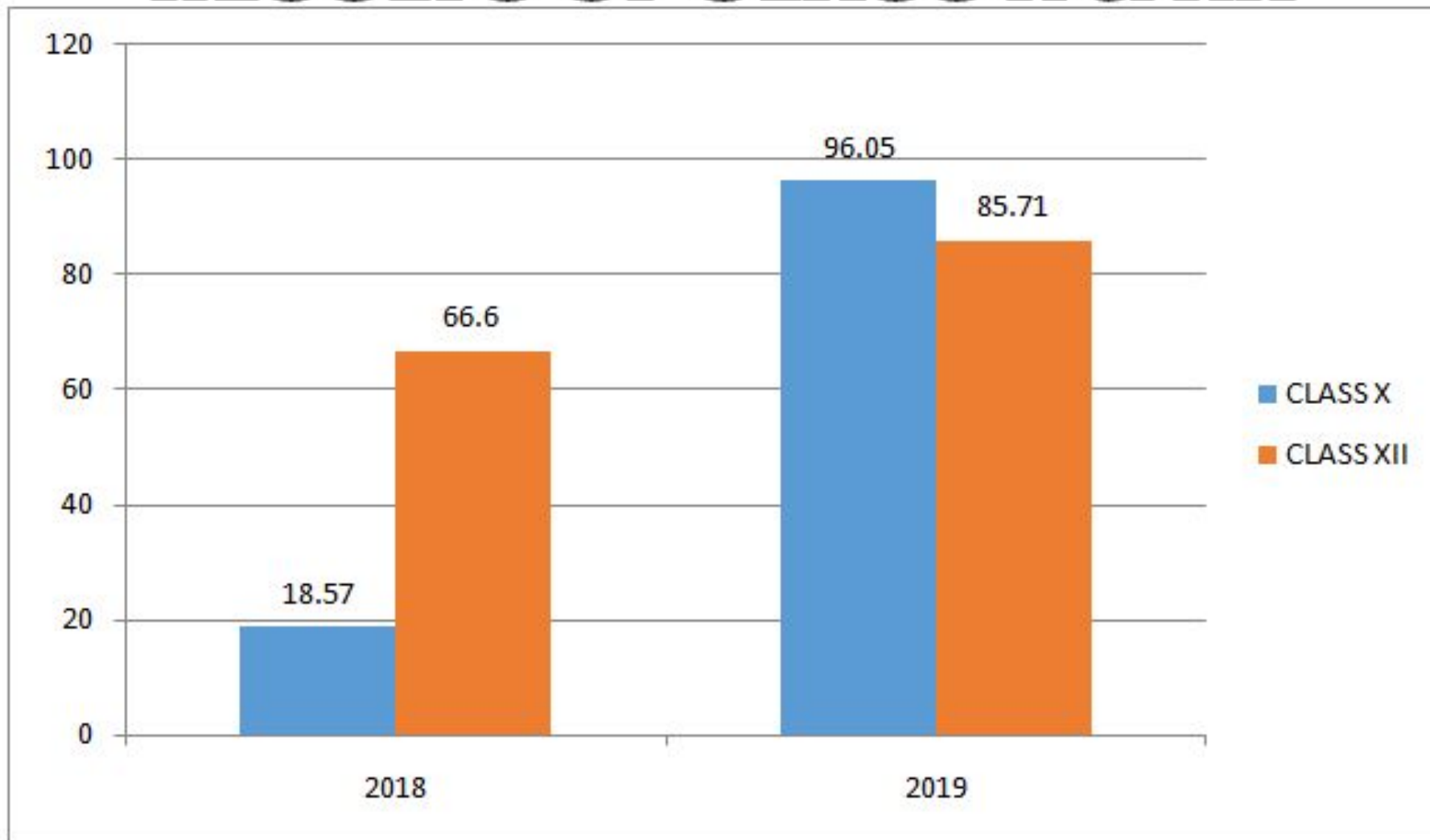


Conduct test in regular interval



Learning outcomes are set before teaching the lessons

RESULTS OF CLASS X & XII



INCLUSIVE EDUCATION FOR CWSN



WORLD DISABLED DAY
UNDER SMSA
ON 3RD DEC 2019
ORGANIZED BY
BLOCK RESOURCE CENTRE, WIMBERLYGUNJ



48MP AI QUAD CAMERA
Shot on realme 5 Pro



48MP AI QUAD CAMERA
Shot on realme 5 Pro

The Only
DISABILITY
In Life
Is A BAD
ATTITUDE.

The Frank Quotes

CHILD RIGHTS

The following facilities provided to the students.

Awareness Programmes

Counseling & Guidance

Adolescence education

Emergency Number displayed

POCSO Box



IMPORTANT TELEPHONE NUMBERS	
Police Control Room	100/03192258411
Ambulance Service	102/03192258004
Fire Service	101/03192232101
Child Helpline	1098
Women Helpline	1091
Disaster Management	1070/03192233089
State Transport Service	266348
DEO, Wimberlygunj	03192255256/03192255257
Principal, GSSS, Bambooflat	03192255752
Incharge, Disaster Management GSSS, Bambooflat	9476032976



BETTER SERVICE & COORDINATION

- ❖ Easy access to Hol
- ❖ Spare extra time
- ❖ Can share views over phone
- ❖ Better coordination with PRIs, SMCs and different agencies
- ❖ No room for any kind of complaint
- ❖ Timely submission of required data /information
- ❖ Responsibilities assigned to teachers as per their interest and capabilities

CONCLUSION

Education Secretary, Director of Education, Director of Art & Culture, officers from education department, officials from Disaster management etc. visited and appreciated the school.

MOTIVE

Try to provide such an environment so that students

“RUN TO SCHOOL , WALK TO HOME”

GREEN SCHOOL PROGRAMME

**ZILLA PARISHAD HIGH SCHOOL VEMPADU
VISA KHAPATNAM**

A SMALL IDEA CAN CHANGE THE WORLD

We, the school Vempadu, are nature lovers and invite suggestions from our students regularly and follow them to make our planet green. We believe small brains with more ideas and try to implement them in our school. The under mentioned are a few of them.

BUCKET AND MUG SYSTEM



Bucket and mug system helps to reduce water wastage. Tap system allows a student to use more than two litres of water to clean their plate. But with mug only half liter of water is more than sufficient. We can save upto one and a half litre water with each student. We got 540 students and we are saving around 540×220 i.e., 356400 litres of water per year.

DIVERSION OF WASTE WATER



The waste water from the water filter is properly diverted to a tank constructed in the washroom complex and is used in the toilets as well as to water the plants. We don't let even a single drop of water to be wasted.

SINK PITS



The sink pit helps in improving the ground water level. The students use the sink pits provided near the water to pour the waste water after cleaning their plates. The students are environmental friendly and follow the ways that help the Nature.



INCULCATING THE IDEA OF GROWING FORESTS

We are maintaining two plots with hundred trees in each. We named them Dhanvanthari Van (with medicinal trees) and Bishnoy Van (with trees generally found in forests). The students feel as if they were moving through a forest while watering those trees.

DHANVANTHARI VAN



BISHNOY VAN



MAINTAINING KITCHEN GARDENS

Students maintain kitchen gardens in the place provided in the school. They use low cost and no cost material like sticks and old sarees to fence their plots. They play the role of competitive farmers and feel proud with the yield. They use their leisure time for gardening and



GARBAGE – MANURE PITS

MANURE PIT WITH GARBAGE



TRANSFORMED INTO A NURSERY



We maintain garbage – manure pits in the school. Waste food material and the litter including other biodegradable waste are put in these pits and is later used as natural manure for our kitchen gardens and trees. Sometimes these pits play the role of nurseries with seedlings and baby plants.

MANURE USED IN KITCHEN GARDEN



RAIN WATER HARVESTING TECHNIQUES



We built rock pit dams to cut and block the flow of rain water to increase ground water levels. These are built at every space provided between the classroom blocks so that the rain water from the roofs is collected and blocked until it is sunk. We do our best to increase the ground water level.



DISPERSING SEED BALLS



We disperse seed balls over the hills around the village. Students enjoy the work of making the seed balls with mud cow dung and a variety of seeds that grow even without any attention. We started the programme with dispersing seeds and later continued it with preparing seed balls to provide initial support for seed germination and dispersed them.



DISTRIBUTING SEED VINAYAKA IDOLS



We distributed seed Vinayaka idols on the occasion of Vinayakachavithi to students and the villagers suggesting them to let the idol be dipped and drained in their own gardens. We got the result with in an year. Now the students are more enthusiastic to take away the seed Vinayaka idols.

PROVIDING FEED AND WATER TO BIRDS



We provide feed and water to the birds and squirrels. We hang the feed and water in coconut bowls to the trees in our school. We help the birds and they help in natural dispersal of seeds. Drastic change in the temperatures effect the birds. Why they be the victims of our sins? We help them over come the bad effect of climatic changes.

WELCOME WITH PLANTS

We welcome our guests with plants instead of bouquets. We plant those in our school garden by their hands in their name. We also gift plants on special occasions. They feel very happy to see the trees planted by them on their next visit. We take care of the plants as they grow into big trees.



SAY NO TO PLASTIC BAGS



We reduced the use of plastic bags. Instead of polythene bags we use only cloth bags. We promote this idea through pamphlets and signature capture campaigns.

Mr. NAGESWARA RAO (R.J.D., VSP)

WASTE MANAGEMENT

We use separate dustbins for biodegradables and plastic waste (used pens). Biodegradables are shifted to the manure pits and the plastic waste is used in craft works.



GREEN THE SCHOOL



We can proudly say that ours is a Green School. We all love the nature and conduct all our programs under the green roof. We take every opportunity to plant more and more trees in and around the school.



REDMI NOTE 8 PRO
AI QUAD CAMERA

Article in the newspaper about the school and its greenery.

వేంపాడు ఉన్నత పాఠశాలకు జాతీయ స్థాయి గ్రీన్ స్కూల్ అవార్డు

నక్సపల్లి, ఫిబ్రవరి 6: నక్సపల్లి మండలం వేంపాడు జిల్లా పరిషత్ ఉన్నత పాఠశాలకు మరోసారి జాతీయ స్థాయిలో గ్రీన్ స్కూల్ అవార్డు లభించిందని హెచ్ఎం రాచకొండ శ్రీనివాసరావు చెప్పారు. ఉపాధ్యాయుడు యర్రా శ్రీనివాసరావు సెంటర్ వర్ ప్రెస్ అండ్ ఎన్విరాన్మెంట్ డైరెక్టర్ జనరల్ సునీతా నారాయణ్ నుంచి అవార్డు స్వీకరించి నట్టు చెప్పారు. ఈ పోటీలో 1700 పాఠశాలలు దేశ వ్యాప్తంగా పాల్గొంటే విశాఖ జిల్లా నుంచి వేంపాడు హైస్కూల్కు మాత్రమే వరుసగా రెండో సంవత్సరం ఈ పురస్కారం లభించినట్లుగా ప్రెస్ వర్గావరణ రంగులో విశేష కృషి చేస్తున్న న్యూ డిల్లీలోని సీఎస్ఈ (సెంటర్ వర్ ప్రెస్ అండ్ ఎన్విరాన్మెంట్) సంస్థ ప్రతి ఏటా పాఠశాలల మధ్య ఈ పోటీ నిర్వహిస్తోందని, పర్యావరణ సమతుల్యతకు వేంపాడు హైస్కూల్ కొంతకాలం నుంచి విశేషంగా కృషి చేస్తున్నందుకు ఈ గుర్తింపు లభించిందని ఆయన తెలిపారు. గత ఏడాది కూడా ఈ పురస్కారం వచ్చిన స్కూలు. కాగా, డీఈవో లింగేశ్వరరాజ్, పాఠశాల కమిటీ ప్రెస్టర్ నరసింహ మూర్తి తదితరులు హెచ్ఎం శ్రీనివాసరావును అభినందించారు.



పురస్కారం అందుకుంటున్న టీచర్

పాఠశాల

వేంపాడు హైస్కూల్లో యెండ్లపేడ వనం

పాఠశాల ఆవరణలో పురుగుల అడవిని మొక్కలు

వేంపాడు (నక్సపల్లి), జూలై 29: ఈ పాఠశాలకు బదిలీపై వచ్చిన ప్రతి టీచర్ కర్మినిగా రెండు మొక్కలు నాటి, వాటి సంరక్షణ వర్గాలు చేపట్టాలన్నది ఎప్పటి నుండో పెట్టుకున్న నిబంధన. ఈ ప్రాంతంలో ఎక్కడా కనిపించని మొక్కలు, చెట్లు... వేపాడ స్కూల్ ఆవరణలో కనిపించడం విశేషం మహాగిరి, కడంబ, పారిజాతం, మారీడు, నేరడు, వేప, రావి, మేడి, లోడి మొక్కలను నాటి, సంరక్షిస్తున్నారు. ఇవిగాక ఒక్క నెమ్రోని నివారణకు తయారైవే వారిల మొక్కలు, శక్తిని, చక్రని ఆర్గ్యూమెంట్ మట్టి విడిచిపెట్టే మొక్కలు, టీడీ, మగ్గర్ వాగులను నియంత్రించే చెట్ల చెట్లను పాఠశాల మైదానం చుట్టూ పెంచుతున్నారు. నింజావరణ సంవత్సరం మొక్కల 20 వరకు పెంచుతున్నామని మల్లీ విడిచిపెట్టే మొక్కల ఆకులను నేరుగా తినవచ్చని, శరీరానికి కేలరీలు లభిస్తుందని ప్రధానపాఠశాయుడు రాచకొండ శ్రీనివాసరావు వెలుతున్నారు. హైస్కూల్లో దాదాపు 800లకుపైగా ఎల రకాల మొక్కలు, చెట్లు వున్నాయి. కొద్దింది సగ్గరిల నుంచి గేకరించామని, మరి కొద్దింది ఉపాధ్యాయులు, విద్యార్థులు తమ సొంత సొమ్మతో కొనుగోలు చేసి నాటారని ఆయన చెప్పారు.

పచ్చదనంతోనే కాలుష్య నివారణ

వర్షదనం వచ్చే రోజు వరితల్ల వారధిగా పెద్దమొక్కలు కాలుష్యం జెడద కూడా తగ్గుతుంది. మొక్కల పెంచడం వల్ల కలిగే ప్రయోజనాలను ఆలోచించి నుంచి వివిధస్థాయిల మొక్కల పెంచడం కులలో ఉపాధ్యాయులతోపాటు విద్యార్థులచేతనూ రాస్తూ ముందు చేస్తున్నాం. కొంత గూడూ ఎక్కువ మొక్కల పెంచు ఆలోచన గత రోజుననే మొక్కలపై గాలి లభిస్తుంది.

- రాచకొండ శ్రీనివాసరావు, హెచ్ఎం



పచ్చదనానికి పురస్కారం

వేంపాడు హైస్కూల్లో కైమిత ఫేజీ అవార్డు-2019

వరుసగా రెండోసారి జాతీయ అవార్డు

హైస్కూల్లో అయిదేడ మొక్కల పెంచడం

విద్యార్థులు, ఉపాధ్యాయులు ఉమ్మడి కృషి

వేంపాడు (నక్సపల్లి), ఫిబ్రవరి 9: నక్సపల్లిలో వేంపాడు హైస్కూల్లో ఎమ్మెల్యేలతో కలిసి సాగుతూ ఉన్నందుకు విద్యార్థులకు పరిశ్రమలైన గాలిని అందించాల్సిన ద్వితీయ యేటా హెచ్ఎం రాచకొండ శ్రీనివాసరావు చేసిన కృషికి వరుసగా రెండోసారి జాతీయ స్థాయిలో అవార్డు లభించింది. నక్సపల్లి మండలం వేంపాడు జిల్లాలోనే ఉన్న పాఠశాలకు మరోసారి అయిదేడ గుర్తింపు లభించింది. విద్యార్థుల పరిశ్రమ, పాఠశాల, మొక్కల పెంచడం అంశానికి సంబంధించి కేవలం 1700 పాఠశాలలు పాల్గొన్నాయి. అందులో జిల్లా నుంచి వేంపాడు హైస్కూల్కు మాత్రమే జాతీయ పురస్కారం లభించింది. రెండు రోజుల క్రితం న్యూఢిల్లీని వెళ్లిన కైమిత ఫేజీ అవార్డు-2019 ఈ పాఠశాలకు దక్కింది. 2018లో కూడా ఇదే జాతీయ అవార్డు వేంపాడు హైస్కూల్కు దక్కింది.

రాచకొండ శ్రీనివాసరావు, హెచ్ఎం

పచ్చదనంతోనే కాలుష్య నివారణ

వర్షదనం వచ్చే రోజు వరితల్ల వారధిగా పెద్దమొక్కలు కాలుష్యం జెడద కూడా తగ్గుతుంది. మొక్కల పెంచడం వల్ల కలిగే ప్రయోజనాలను ఆలోచించి నుంచి వివిధస్థాయిల మొక్కల పెంచడం కులలో ఉపాధ్యాయులతోపాటు విద్యార్థులచేతనూ రాస్తూ ముందు చేస్తున్నాం. కొంత గూడూ ఎక్కువ మొక్కల పెంచు ఆలోచన గత రోజుననే మొక్కలపై గాలి లభిస్తుంది.

- రాచకొండ శ్రీనివాసరావు, హెచ్ఎం

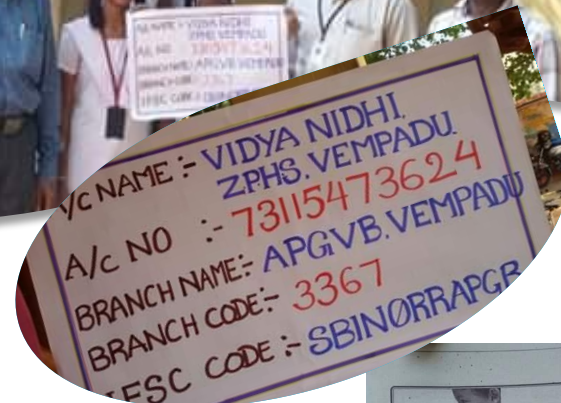
BEEJ BANDH – BOND WITH SEEDS



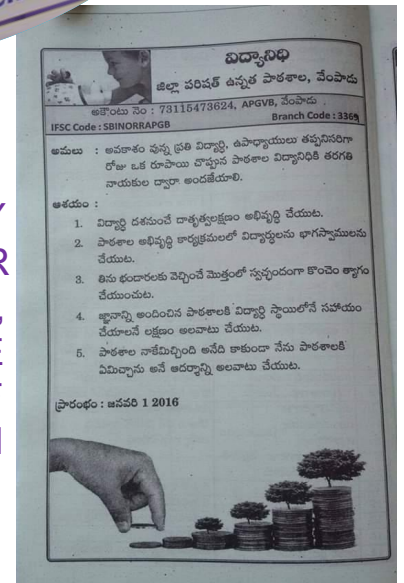
We made rakhies with seeds of different trees like gulmohar, shuili etc. Our students tied rakhies to the trees and made a bond with them on the occasion of rakshabandhan.



VIDYANIDHI



WE STARTED VIDYANIDHI PROGRAMME TO IMPROVE GENEROSITY IN STUDENTS IN 2016. IN THIS PROGRAMME STUDENTS OFFER VOLUNTERLY ONE RUPEE A DAY. IT IS VOLUNTARY FOR STUDENTS AND MANDOTARY FOR TEACHERS. PUBLIC CONTRIBUTION IS ENCOURAGING. ON 22ND MARCH, 2017 IT CROSSED ONE LAKH RUPEES. WITH THE HELP OF VIDYANIDHI WE FULFILL OUR SCHOOL NEEDS WHICH ARE PRIMARY INSTEAD OF DEPENDING ON GOVT FUNDS . IT GAVE US FINANCIAL INDEPENDENCE IN SOME ASPECTS.



**THE
END..NO...NO....**

IT'S NEVER ENDING PROCESS

A horizontal orange glow effect, resembling a lens flare or a light trail, positioned below the text "IT'S NEVER ENDING PROCESS".

THANK
YOU

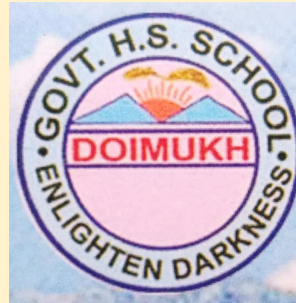
-The Team ZPHS,Vempadu

SCHOOL LEADERSHIP FOR IMPROVING STUDENT LEARNING AND LEARNING OUTCOMES

By

MRS. MOKIR KAMKI

PRINCIPAL



**GOVERNMENT HIGHER SECONDARY SCHOOL, DOIMUKH
ARUNACHAL PRADEH, INDIA**

INTRODUCTION:

- School was established in 1948.
- This institution has three academic streams viz. Science, Commerce & Humanity.
- Area of School Land is 55,451 sq. m. & located at around 25 km from the state capital Itanagar.
- Majority of the students hailing mainly from the major tribal community namely *Nyishi* and their socio- cultural status is moderate.
- Mostly, Children from middle, lower middle class and poor families study in this institution.
- Community members maintain cordial relation with the institution and provide their whole hearted support.
- The teachers are well qualified, dedicated and hard working.

School leadership:

- ◆ Involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.
- ◆ The key element of school leadership includes the Prioritization of teaching and learning activities and regular assessment in a consistent manner.

Major challenges faced by the school authority:

- Overcrowded classrooms at Higher Secondary stage
- Poor results in the Board examination is another serious cause of concern

Leading Initiatives undertaken:

- ✓ School team strive hard to make the students to sit in the class till the classes are running.
- ✓ Work in close coordination to meet up the challenges
- ✓ Attendances in morning assembly taken frequently.
- ✓ To ensure discipline - dress and other codal formalities have been observed frequently.
- ✓ To ensure the better learning, subject teachers are asked to assign homework and make the necessary remedial measures.

....Contd..

- ✓ **Periodic tests are conducted to ensure the learning and timely completion of courses by the teachers.**
- ✓ **Teaching-learning process carried out with integration of Art Education and ICT for more clarity of concepts.**
- ✓ **Students are motivated to participate in different activities like Swachh Bharat Abhiyan, Plastic Free movement, tobacco eradication movement etc.**
- ✓ **Scientific activities like Science Seminar, National Children Science Congress etc. has been conducted at school & district level in the school.**

Figure 1 presented below shows that cordial relation and mutual trust among stake holders is essentially required to improve teaching –learning condition.

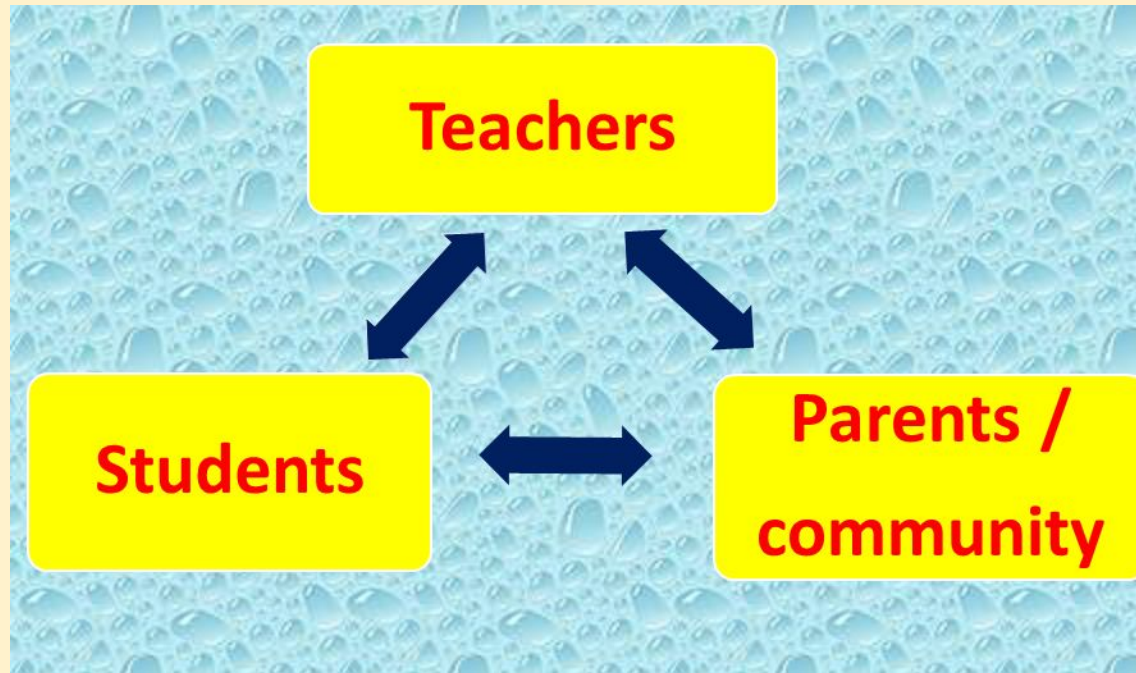


Fig. 1. Teaching – Learning condition

Figure 2 shows the pictorial representation of school leadership which helps to understand the better learning outcomes

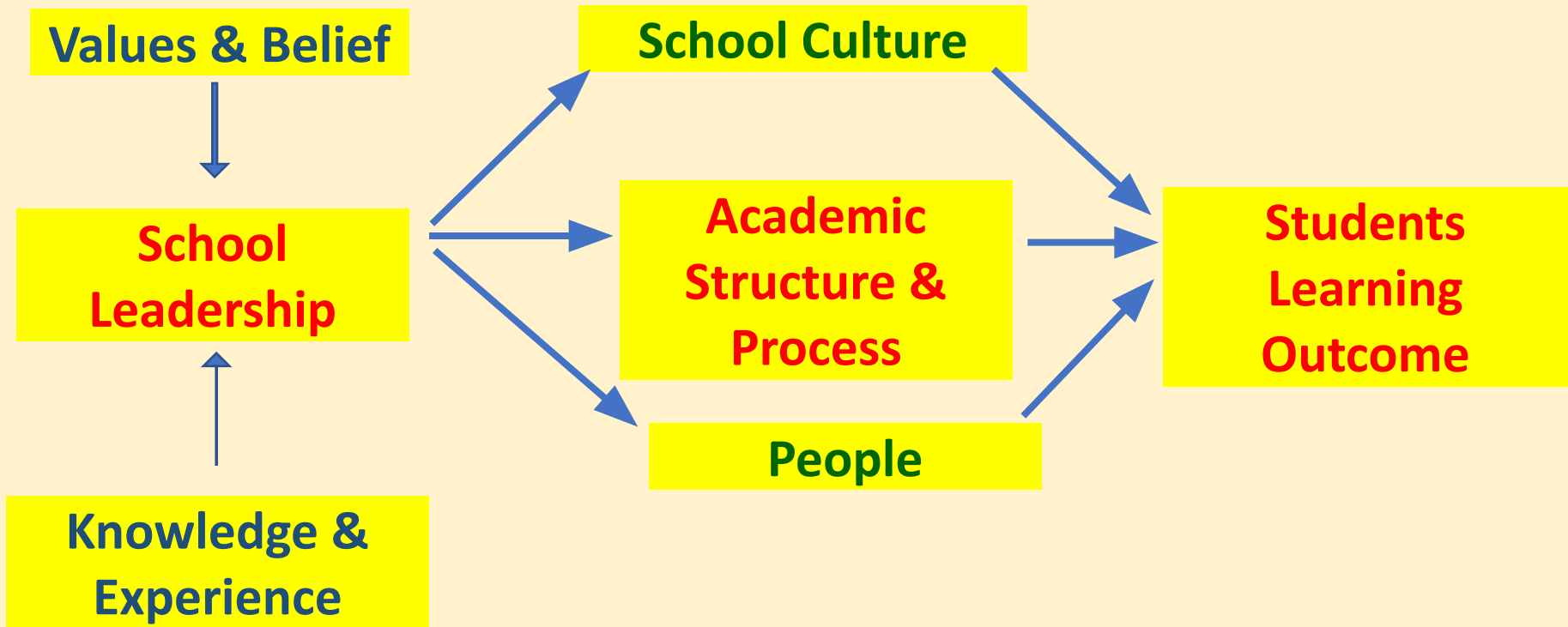


Fig. 2. Pictorial representation of School Leadership

Changes Observed in School Culture:

- Teachers attended their duties regularly**
- Integrate ICT in their teaching –learning process.**
- Variety of activities organized using art education to make learning more interesting.**
- Teachers assess the performance of learners frequently.**
- Conduct of SMC, Staff & PTA meetings to provide support to the school authority in smooth running of the school activities.**
- Organization of other activities like games and sports, literary & cultural activities *etc.* inspires learners and provide an opportunities to develop their inherent talents.**

...Contd...

- Attendance percentage of students increased significantly.
- The performance of learners increased due to periodic tests conducted by teachers.
- Parental support increased in ensuring attendance of their wards in the school.
- Students actively participate in different district & state level programs and earned laurels for the institution.

Learning Outcomes :

- Due to change in school culture, adaptation of better academic process and support of parents better learning has been taking place.
- In the light of aforesaid facts, it can be concluded that the challenges faced by the school authority would be solved and ensure the better results in future board examinations.

PHOTOGRAPHIC GLIMPSES



Main School Gate



Morning Assembly



SMC Members



PTA meeting



ICT enabled Class



Painting by Student



SDO cum Chairman, SMC



Best Student Award



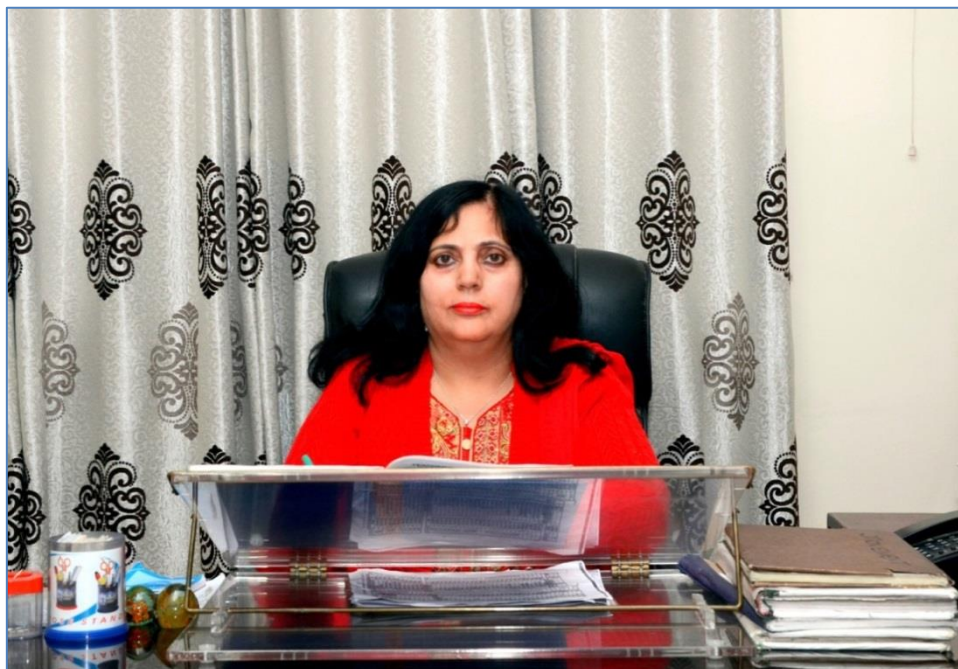
**100% Attendance
Award**



**Students in EDUSAT
Program**

Thank You

CELEBRATING SCHOOL LEADERSHIP
AN INITIATIVE IN IMPROVING SCHOOL QUALITY
SUBMISSION OF CASE STUDY



Theme:-“School Leadership for improving student learning and learning outcomes”

Name of the School Principal	<i>Mrs. Ranjna Khosla</i>
Designation	<i>PRINCIPAL</i>
Date of Joining	<i>02 Sept. 1988</i>
Date of Retirement	<i>31 Dec. 2020</i>
Cadre	<i>U.T. Chandigarh</i>
School Name & Address	<i>Govt. Model Sr. Sec. School, Sector 32-C, Chandigarh</i>
School Email-Id	<i>gmsss32-chd@nic.in</i>
Mobile No.	<i>8283837677</i>
School Website:	<i>gmsss32.co.in</i>

Section 2-Brief Introduction about School

Our school was established in the year 1979. Educational Institutes like State Council of Education Research and Training, Regional Institute of English, S.D. College are just at a walking distance from the school. Our school is one of the top two schools in Chandigarh, to start Artificial Intelligence as skill subject in class 9th from session 2019-20 onwards to make students AI ready. Information Technology, Medical Diagnostics, Fashion Designing, Textile Designing, Design and Apparel are the other vocational streams taught in school, which enable students to learn and gain mastery in their respective subjects. The school works on a double shift system. It also has a well-equipped Nursery for the tiny tots. It has extensive playgrounds, well equipped laboratories and well stocked library holding nearly 7600 books in all three languages on variety of subjects. The latest books for science and mathematics are special attraction of the library. The staff is computer savvy and computer education is also imparted to the students. With the changing system of education we have adopted the continuous and Comprehensive Evaluation System of Education from classes 1 to 10. The students are regularly monitored through various activities in co-scholastic areas clubs, co-curricular activities, sports etc. The school sports students bring honours in all sports. The school is affiliated to the Central board of Secondary Education. It provides instructions in Humanities, Science (Medical & Non-medical), Commerce and the vocational courses. Well-equipped laboratories of each stream have been provided by the department, where students learn by doing. Parent Teacher Meetings and Orientation Programmes are held at regular intervals for all classes to maintain a regular interaction between Parents and Teachers. Area of school campus (i) In sq. meters 150 x 175 meter (ii) Built up area (sq. meters) 18720 sq. feet (iii) Other facilities:- a) Dance Room b) Music Room c) Health and Medical Check-up d) Mid-day Meal Room.

Our school caters to all sorts of communities ranging from upper to lower class students. Majority of the students come from lower middle class. Their parents are mainly Rickshaw-pullers, labourers, daily wage helpers, with few small scale businessmen, ITBP soldiers and few Government officials. Student comes from different strata of society having different cultures, traditions and mother tongue. It has very positive impact on students' learning outcome on the whole. They share their experience by the celebration of their festivals, the variety of food that they eat, specific clothes worn and different festivals. Mostly, all of the

festivals are celebrated either in the classroom or in the morning assembly during the school hours, children depicted their talent during the celebration of the various festival events and functions. All national festivals too are celebrated in the school. Various activities are carried out in the school to celebrate unity in diversity and spread the message of saving environment by celebration of world environment day, anti-crackers week. The list of activities conducted in school during the session are attached herewith appropriate evidence.

List of Activities conducted:-

1. World Environment Day Celebration.
2. Martyrs Day (30th Jan.)
3. Republic Day (26th Jan.)
4. Independence Day (15th August)
5. Talent Hunt (Rangoli , Mehndi ,Poetry ,Singing)
6. Anti-cracker week (23/10/19 to 28/10/19), Pledge, Essay, Rally, Debate.
7. Vigilance Awareness Week (23/10/19 to 28/10/19) Painting, Pledge, Rally, Drawing, Slogan Writing, Declamation.
8. National unity day (31st Oct) Quiz, Rally, Drawing, Pledge.
9. Library Week (Declamation, Hasya - Kavi Sammelan)
10. Guru Nanak Dev's Birth Anniversary Celebration (Essay-Writing, Declamation, Painting, Quiz)
11. Swachhta Abhiyan, Pakhwada (15-Day Schedule)
12. Beti Bachao Beti Padhao (every month- Rally, Essay- Writing, Poetry, Skit, Painting)
13. Ek Bharat Shresth Bharat

14. Bhasha Sangam(feeling of oneness and unity), Learning of Languages.

15. Vishav Hindi Diwas (Poetry, Essay-Writing, Elocution, Debate, Quiz)

16. Teachers Day (05th September)

17. Children's Day (14th November)

Section 3 - Important Challenges taken-up

Challenge-1: TO DEVELOP APPROPRIATE STRATEGIES TO IMPROVE THE PERFORMANCE OF STUDENTS IN THE CLASSROOM.

1. Positive Relationship between the teacher and the taught improves performance.
2. Offering rewards off and on.
3. Focus on achievement.
4. Providing of regular assignments, evaluating and discussing in the class with all.
5. Offer support to weak students and keep belief in them.
6. Maintain eye contact with students to make them stay attentive.
7. Be patient and understanding.
8. Update the parents with the latest information about their wards performance, improvement and weaknesses through Parent Teacher Meetings.

STRATEGIES ADOPTED FOR MOTIVATING STUDENTS TO LEARN.

Teachers become a role model for student's interest:

- Deliver presentations with energy and enthusiasm.
- Display motivation and passion to motivate students.

Get to know your students:

Display a strong interest in students' learning and a faith in their abilities.

Use examples freely.

- **This helps** many students to clear the concept and encourages them to study with interest.
- This strategy prepares students for future opportunities.

Use variety of student-active teaching activities.

- These activities directly engage students and give them opportunities to achieve a level of mastery.
- Cooperative learning activities are particularly effective as they also provide positive social pressure.

Set realistic performance goals.

- This helps students to set their own reasonable goal by encouraging them. Design assignments that are appropriately challenging in view of the experience and aptitude of the class.

Place appropriate emphasis on testing and grading.

- Tests should be a means of showing what students have mastered, not what they have not.
- Give everyone the opportunity to achieve the highest standard and grades.

Be free with praise and constructive in criticism.

- Refrain yourself from giving Negative comments. Teachers should pertain to particular performances, not the performer.
- Offer non-judgmental feedback on students' work and stimulate advancement.

Introduction of Collective Responsibility Culture

- Both research and my experience as Principal convinced me that to improve performance and provide good results not only instruction but classroom observations are also important.
- All teachers have an ability of becoming more effective when he or she works with other teachers collectively to improve student learning performance.
- It is also important to monitor, inspect and discuss the performance of the class and weak students regularly which has been done by me regularly as a Principal.
- Positive Attitude and positive peer pressure is a good evidence of better results. When teachers saw that students in a classroom consistently perform better on team-developed assessments, they put that into practice and it led to better results.

A culture of collective responsibility for better outcome was taken up as a challenge by me and my team. It helped us to raise the results to 98.3%.

- Continuous observations and feedback provided to the team members who implemented new strategies as part of their research helped them to focus on the expansion of their strategies in that area. I have made use of evaluation as a catalyst to strengthen the team process. Evaluations were fair and well documented, pointing out their strengths and weaknesses.
- I tried to spend time with not only teachers but also students. Frequent visits to the classrooms were made to gather information about the difficulties of the students, their strategies to improve and discussing the problems if any. Doing this gave an insight to the teacher of what actually goes on in a classroom than a principal who makes few visits. I have always provided a free hand to my teachers and offered suggestions for improvement if they are not being met.

Developer, Implementer, and Evaluator of School Programs

- Interaction and discussion with Secondary as well as Senior Secondary teachers to frame the strategies to improve the results of the school.
- Starting of Remedial Classes on regular basis of weak students to promote confidence in them and love for the subject.
- Regular weekly short tests to be conducted, evaluated and result discussed with the Principal and parents monthly.

Involvement of Parents for promotion of better School Outcomes/Results

- Offer suggestions about strategies that parents can use to support student learning at home.
- Communicate with parents about student progress through report cards, grading practices and student activities.
- Communicate with parents by phone during and after school informing them about their wards progress.
- Parent Teacher Meeting is held regularly. Parents can meet the Principal or teacher concerned on every Saturday with prior information.

Challenge-2: Improvement of LSRW skills in primary classes

Role of the Principal:-

Reading, a skill relevant and necessary in every field of academic study and in almost all other aspects of life is somewhere different from other school subjects. So, as an administrator I provide the structure, framework and support for all language skills. Language is essential for communication as well as for knowledge acquisition.

Primary classes develop strong foundation in a learner's personality. So, I plan to develop and implement strategies to redesign the structure of student language literacy skills.

ACTION PLAN

Interaction-cum-discussion with my primary section team – As per my observation and regular class inspection I prepared a Seven Star Formula and it was implemented by the teachers.

- Teachers need to be active and enthusiastic to keep the classroom lively and full of interesting activities to keep the children's interest intact.
- An input rich environment should be created to make English learning enjoyable. Teacher Learning Material (TLM) must be applicable to real teaching not separately.
- Class libraries and personal dictionaries should be developed to promote the habit of reading.
- Teacher should develop their own skills, knowledge and literature based approach to the teaching of language skills.

- Warm up activities must be in the beginning and re-capitulation at the end of every lesson.
- Homework should be used to identify the learning deficiencies among the children and to bridge a gap.
- Periods for reading and speaking should be in the time table and two different plans must be followed for classes 1-2 and for classes 3-5.

IMPLEMENTATION

My team made the strategies and planned various activities to develop LSRW skills among students. Following my instructions they prepared two separate plans for classes 1-2 and classes 3-5.

CLASSES(1-2) : FOCUS ON LISTENING AND SPEAKING SKILLS

In order to make the student friendly with the language and making their tongue familiar with the pronunciation and accent various activities were framed:

1. Recitation of an English rhyme at the start of the day.
2. Prayer before food in both the languages i.e. Hindi and English alternatively.
3. Daily routine based on general instructions to be practiced in the class and the habit of 'PLEASE' and 'THANK YOU' to be inculcated with the repetition of sentences in class like:-
 - Please Shut the door
 - Please open the window
 - Please come here
 - Go there, please
 - Open the book, please
 - Make a row
4. Poem recitation competitions.
5. Picture reading activities which will broaden their imagination.
6. Flash cards and placards display.
7. Speaking short sentences like:-
 - I want to have my food.

- I am not feeling well.
- It's my birthday today.
- Can I go to washroom?
- He is my best friend.

8. Using the classrooms as Teacher Learning Material (TLM) painted under 'BaLA' project.

9. Different type of word games as word "antakshri", etc.

10. Use of multimedia room for rhymes and listening to short stories through CDs.

11. Spell Bee

CLASSES(3-5) : FOCUS ON READING AND WRITING SKILLS

Focus is extended on reading and writing skills via listening and speaking, Following two way strategy plan i.e. reading and writing activities.

Reading Activities:-

1. Choral reading
2. Pair reading
3. Silent reading
4. Picture reading
5. Story reading
6. Word cards
7. Word charts
8. Posters
9. Drilling of difficult words
10. Newspaper reading
11. Dictionary games

Writing Activities:

1. Dictation
2. Word games
3. Handwriting tasks
4. Sentence making
5. Picture composition
6. Writing short notes
7. Short paragraph writing
8. Comprehension
9. Vocabulary games
10. Group Reading

Apart from these activities to check the fluency, accuracy and understanding of the students Creative Speaking, Role Play and Dramatization etc. are also taken up side by side in order to enhance the LSRW skills among the students.

OUTSTANDING RESULTS

CLASSES(1-2):-

At present, students of primary classes are able to-

1. Talk about themselves, their family and friends
2. Talk about their surroundings.
3. Follow simple instructions.
4. Converse in simple short sentences.
5. Enjoy given tasks like rhymes, storytelling etc.

CLASSES (3-5):-

1. Narrate their experiences.
2. Exchange their ideas by relating them with their surroundings.
3. Carry out brief conversation with their partners, teachers and in groups.
4. Enjoy reading a book or newspaper
5. Write a short description of a person, place or thing.
6. Write a short composition based on pictures.
7. Take part in role play and dramatization.

Students have developed the ability to understand and use English for expressing themselves and understand instructions, directions, requests, questions etc.

CONCLUSION

Various teams from Chandigarh Education Department visited our school from time to time and they found our student level at language competency quite satisfactory. Members of the team interacted with the students, examined their listening and reading skills and praised them as well as the efforts of the teachers.

A visit of School Management Committee was arranged to observe the language skills of the students. They were pleased and satisfied to see the children reading newspaper and textbooks with great confidence and fluency.

Section 4 – Outcome of the Acceptance of the Challenges

The outlook of the students has changed. They have become more confident. They advise their parents and even make efforts to share their experiences with their parents. They have become more responsible towards their community. NSS students have been donating books, toys, and clothes etc., contributed by the school students to the people of the adopted village Faidan from time to time. Some students even help their peer group to overcome the difficulties in studies.

Section 5 – My Journey and School Transformation

Effective leadership begins with the development of a school-wide vision of commitment to high standards and the success of all students. I as Principal help to spell out that vision and get all others on board with it.

Through the journey of my tenure as Principal, I as a school leader have tried to bring changes in, various fields. Starting with the improvement of the results of the board classes, Improvement in all the skills, I have tried to promote the foundational values like work culture, spirit of public service, inculcating discipline, dedication & determination in students through various activities. Professional attitude, in the vocational streams has been my target and have tried to inculcate this among the students. Efforts have been made for the placement in the vocational courses by inviting companies.

Unique and different learning environment in the stream of Science, Commerce, vocational, has been provided by imparting knowledge, skills, hands on practical training and industry exposure, through on the job training. A strong value system by grooming the students as competent, dynamic and socially awakened citizens is created.

Besides improving results of the school our school also has been bestowed with many prestigious awards namely, Swach Vidyalaya Puraskar twice under the sub category of “behavior change and capacity building” and “100% operational and maintenance of school”, certificate awarded for Health Promoting School Accreditation Standards under Gold category. We are also one of the “lead collaborators of Hub of Learning”, mentoring six schools. Various activities collectively are conducted. Our school was inspected by the NGO “Ek Step” deputed by MHRD to see the implementation of Creative and Critical Thinking (CCT).

I have also been honoured with State Award by honorable Sh. V.P. Singh Badnore, Governor Punjab and Administrator of U.T. Chandigarh, on Teacher’s Day, 5th Sept 2018 at function held at Tagore Theater Chandigarh. **I have also been honoured by Shri. Manoj Parida, Adviser**, U.T. Chandigarh, for Excellent Results of Class 10th and 12th, and for being among the top 5 Best Performing Schools of Chandigarh.

I have also attended national conferences from time to time to represent the Education Department Chandigarh. Recently I attended the national conference for 90 years existence of CBSE and silver jubilee of National Annual Conference of Sahodaya School Complexes.

The Chandigarh education department has appointed me as the member of the inspection committee for mentoring, supervision and inspection of Government schools of two clusters on regular basis. Besides the I have also been mentor of two schools: - GHS-32, and GMMS-46 Chandigarh to observe classroom environment. I have also been appointed as the nodal officer for centralized examination to be conducted by Education Department Chandigarh. I have been made Incharge of the committee for procurement of text books (Social Studies) by Samgra Shiksha, UT, Chandigarh for the academic session 2020-21. Adult education center is also been run in our school to educate men and women. I have also been designated as **convener** for coordination of **handbook of EVS** for teachers for Class III-V, in 2018 to improve quality of education and also received appreciation certificate for the same.

Attention has also been paid to the improve the school infrastructure, car parking lot has been made, science and technology park has also been established, herbal garden has been improved, kitchen garden has been set up. Maintenance of the school building has been regularly made. My mission of the school is to provide quality education.

Section 6 -Evidences:-



LSRW Skill Activities



LSRW Skill Activities



LSRW Skill Activities



LSRW Skill Activities



LSRW Skill Activities



LSRW Skill Activities



LSRW Skill Activities



LSRW Skill Activities



LSRW Skill Activities



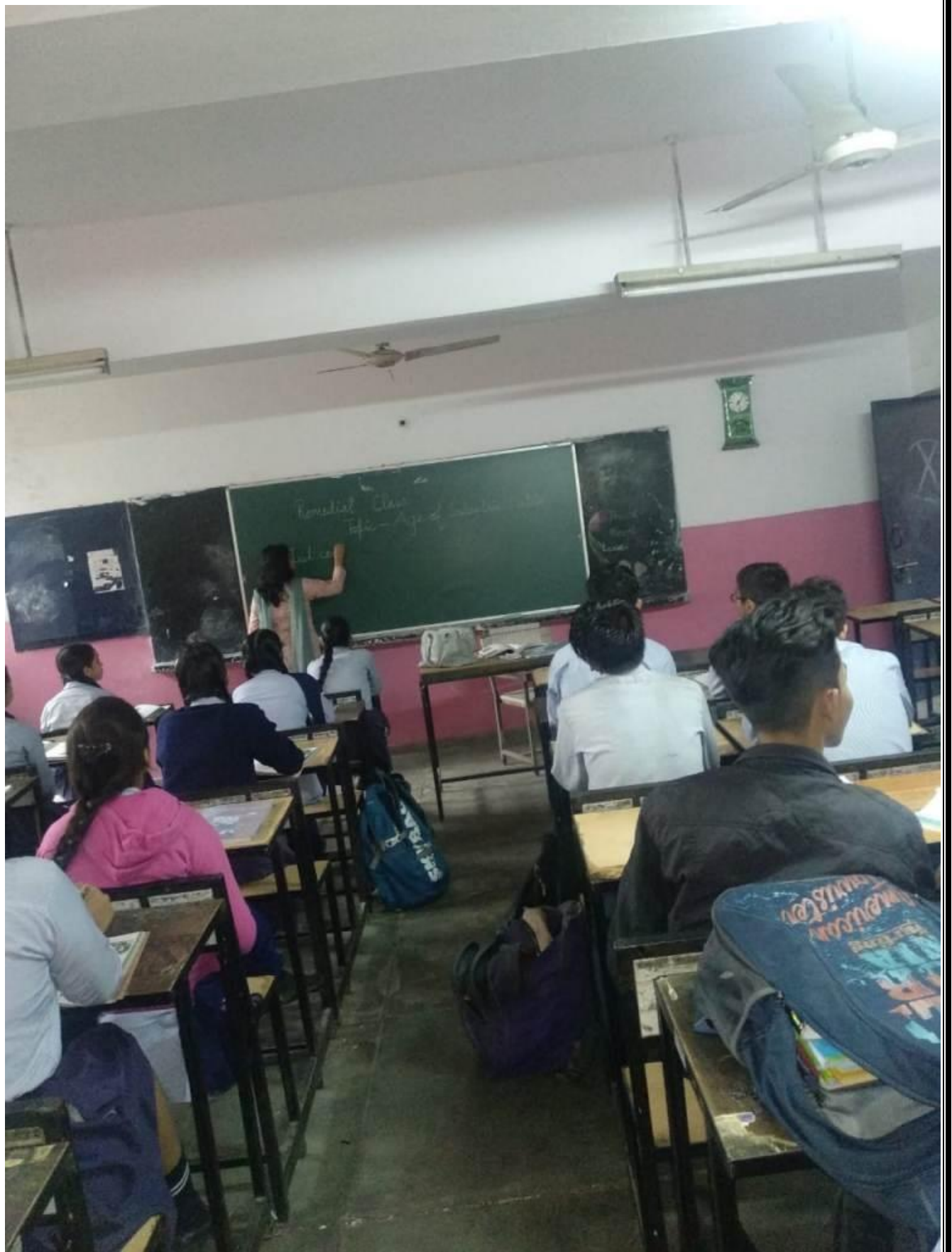
LSRW Skill Activities



LSRW Skill Activities



Reading Activity



Remedial Class



Remedial Class

DIRECTORATE SCHOOL EDUCATION
CHANDIGARH ADMINISTRATION

(School-III Branch)
Additional Deluxe Building, 3rd Floor, Sector-9,
Chandigarh

Memo No.DSE-UT-S11-11(61)16

Dated: 14.12.16

To
The District Education officer,
Chandigarh Administration.

Subject:- Regarding regular conduct of Parents teacher Meeting..

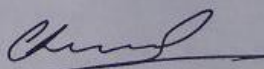
It has been observed by the department that the schools are not conducting/ holding Parents teacher Meeting (PTMs) on regular basis. As such, you are directed to instruct the schools that the PTMs are conducted on regular basis as per following schedule:

1. 1st Meeting: Last Saturday of April (if holiday then the next working Saturday)
2. 2nd Meeting: Last Saturday of July (if holiday then the next working Saturday)
3. 3rd Meeting: Last Saturday of September(if holiday then the next working Saturday)
4. 4th Meeting: Last working day of December
5. 5th Meeting: First Saturday of February(if holiday then the next working Saturday)
6. 6th Meeting: Last working day of March.

Further, all the schools may be directed to hold the meetings of SMC on these days also. The schools will document these meetings by keeping complete record of suggestions received in the meetings and action taken thereof. The records of these meetings are to be kept by the schools in the form of photographs/ videography (with mobile phones).

The cluster head will submit the cluster level consolidated report of these meetings to the DEO after three days of conduct of each meeting.

All the inspecting officers i.e. Dy. Directors, Assistant Directors, DEO, Dy. DEO and Subject Experts will visit the schools during the PTMs to take 1st hand feedback and ensure that the PTMs are held regularly and in a proper manner.


Dy: Director School Education,
Chandigarh Administration

OFFICE OF THE DISTRICT EDUCATION OFFICER, CHANDIGARH ADMINISTRATION

Endst. No. DEO/UT/PA/2016/26435-36

Dated: 16/12/16

A copy is forwarded to the following :

1. The Director School Education Chandigarh Administration w.r.t. letter no. DSE-UT-S11-11(61)16 dated 14.12.16 for information please.
2. The Heads of all the Govt. Schools in UT, Chandigarh with the directions to comply with the instructions of the Department.

Regular PTMs are held on last working day of Month

Annual Result of Class 10th Session 2018-19 (Revised)

S. No.	Name of the School	Appeared	Passed	Failed	Compartment	Pass % (2018-19)	Last Year Pass % (2017-18)	Difference
1	GMSSS SEC-32 C	96	96	NIL	Nil	98.96 %	74.74 %	24.22%

Annual Result of Class 10th Session 2017-18 (Revised)

S. No.	Name of the School	Appeared	Passed	Failed	Compartment	Pass % (2017-18)	Last Year Pass % (2016-17)	Difference
1	GMSSS SEC-32 C	95	88	2	5	92.63 %	100%	-7.37%

Annual Result of Class 12th Session 2018-19 (Overall)

S. No.	Name of the School	Appeared	Passed	Failed	Compartment	Pass % (2018-19)	Last Year Pass % (2017-18)	Difference
1	GMSSS SEC-32 C	358	345	NIL	13	96.36	92.67	3.69

Annual Result of Class 12th Session 2017-18 (Revised)

S. No.	Name of the School	Appeared	Passed	Failed	Compartment	Pass % (2017-18)	Last Year Pass % (2016-17)	Difference
1	GMSSS SEC-32 C	382	369	9	4	96.60 %	95.79 %	0.81



Honored with State Award by Honorable Sh. V.P. Singh Badnore, Governor Punjab, On Teachers Day, 5th September 2018 at function held in Tagore Theater, Chandigarh



Mrs. Ranjna Khosla, Principal GMSSS 32 being honoured by Shri. VP Singh Badnore, Punjab Governor and U.T. Administrator with State Award, awarded by Education Department Chandigarh on 5th Sept 2018



Mrs. Ranjna Khosla, Principal GMSSS 32 being honoured by Shri. B.L. Sharma, Education Secretary, U.T. Chandigarh, Shri Rupinderjit Singh Brar, Director School Education, U.T. Chandigarh on 8 -May-2019, on account of outstanding Result in CBSE Board Examination-2019, for both Class XII and X



Mrs. Ranjna Khosla, Principal GMSSS 32 being honoured by Shri. Manoj Parida, Adviser, U.T. Chandigarh on 17-May-2019, for Excellent Results of Class 10th and 12th, and for being among the top 5 Best Performing Schools of Chandigarh



**OUR SCHOOL GOT STATE LEVEL SWACHH VIDYALAYA
AWARD (FIRST POSITION) AMONG ALL THE GOVT AND
GOVT AIDED SCHOOLS OF CHANDIGARH.**



Received Swachh Vidyalaya Puraskar from Honouarable Member of Parliament, Chandigarh Ms. Kiron Kher, on 12th september 2018



Worthy Principal Madam receiving award from Administrator Chandigarh, Sh. VP Singh Badnore and MP Chandigarh , Ms. Kiran Kher for Self Defense Training to girl students of the School in 2017

B.L. SHARMA
IAS



सत्यमेव जयते

28
SECRETARY EDUCATION
CHANDIGARH ADMINISTRATION
U.T., SECRETARIAT, SECTOR 9
CHANDIGARH - 160009
TEL. NO. 0172-2747275/2749132
E-MAIL: secretaryeducationut@gmail.com

D.O. NO. PA/ES/139
DATED: 16.07.18

Dear Ranjana ji

Commitment, diligence and devotion to duty are pre-requisites for any notable performance in life. It is a matter of immense pleasure for me to note that the pass percentage of your school in respect of class 12th was 92.67 %, which is a remarkable achievement on your part. This achievement is attributable to your utmost sincerity, hard-work and devotion to duty. Principals like you are responsible for the pride and glory of this UT in the field of education. Your performance is commendable. I place on record my heartiest appreciation for this outstanding achievement. I am sure you will work with all the more zeal and enthusiasm in order to improve upon your performance during the current academic year.

With regards

B.L. Sharma
(B.L. Sharma)

Ms. Ranjana Khosla, Principal,
Govt. Model Sr. Sec. School,
Sector - 32, Chandigarh.

Copy to:

The Director, School Education, U.T., Chandigarh with the request to place a copy of this commendation letter in the personal file of the officer.



Department of Education

Chandigarh Administration

Appreciation Certificate

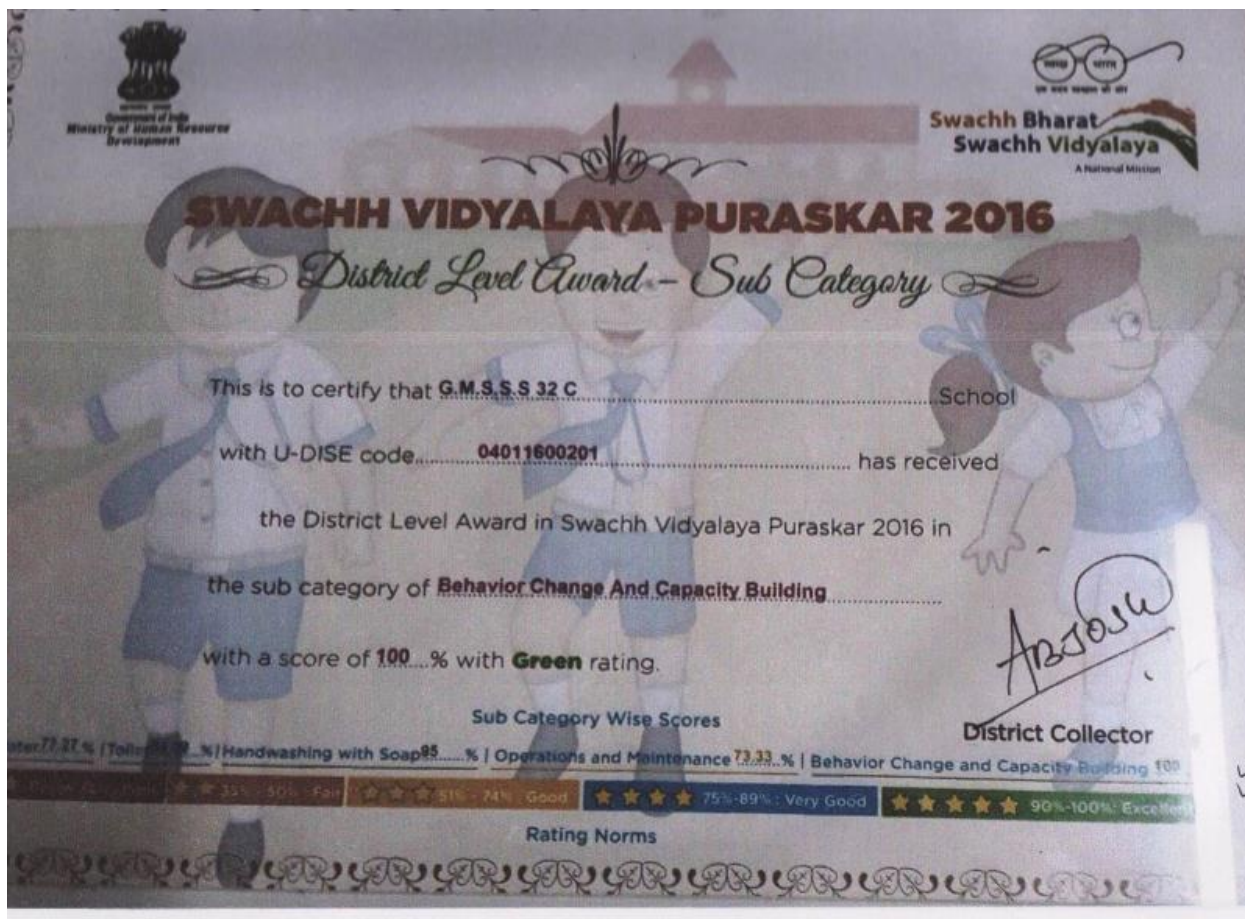


Education Department, Samagra Shiksha, UT Chandigarh appreciates the invaluable contribution of Ms. Ranjana Khosla (Principal) of GRSSS-32 For Coordination during development of Teacher's Handbook on learning outcomes for Primary classes in the subjects of EVS

Your contribution in developing these assessment tools will surely upgrade the learning level of the students by ensuring active student participation and effective monitoring of teaching processes and learning outcomes in the Govt. schools of UT, Chandigarh.

I hope and trust that you will continue to extend your valuable contribution towards the improvement in quality education in all such endeavours in future.

B.L. SHARMA, IAS
SECRETARY EDUCATION



33



32

hospitals heads honoured

WVS SERVICE

MAY 8

Rotary Club
with Paras Hos-
signature proj-
Heartline to
heart surgery
n.

which was
club in 1999,
721 children
resident AP
press confer-
arh.

chairman,
es, com-
b's efforts

CHANDIGARH, MAY 8

The UT Education Department today honoured school heads of 10 government schools who showed remarkable performance in the CBSE Classes X and XII exams, the results of which were announced recently.

The school principals who were felicitated for Class X results include Priti Garg of GMSSS-23 (100 per cent), Bindu Arora of GMSSS-33 (99.25 per cent), Neetu Sand-

hu of GMSSS-16 (99.07 per cent), Ranjana Khosla of GMSSS-32 (98.96 per cent) and Raj Bala of GMSSS-18 (98.65 per cent).

For Class XII, Sunita Rani of GSSS, Mauli Jagran, Rajesh Kumar of GMSSS, Manimajra Housing Complex, Neeta Sandhu of GMSSS-16, Raj Bala of GGMSSS-18 and Ranjana Khosla of GMSSS-32 were honoured for bagging top five positions, respectively. — TNS

गहरा माहौल | 1550 मी

पिछले साल जब चंडीगढ़ के गवर्नमेंट स्कूलों के 10वीं क्लास का रिजल्ट माइन 48.51 परसेंट पर सिमटा तो न केवल टीचर्स के काम बल्कि यूटी एजुकेशन डिपार्टमेंट की भी खूब आलोचना हुई। हर तरफ इस बात पर चर्चा हो रही थी कि बढ़िया इन्फ्रस्ट्रक्चर और सुविधाओं के होते हुए कैसे रिजल्ट इतना खराब रहा। इसके बाद रिजल्ट को इम्प्रूव करने की कमान खुद एजुकेशन सेक्रेटरी बीएल शर्मा ने संभाली। उन्होंने ऐसे कई कदम उठाए जिससे रिजल्ट को बेहतर किया जा सके। एक तरफ एजुकेशन डिपार्टमेंट काम कर रहा था तो दूसरी तरफ टीचर्स और बच्चों ने भी अपने रिजल्ट को बेहतर बनाने की ठान ली थी। और वे आखिरकार इसमें सफल भी हुए।

• स्टैटिस्टिक्स...

अपीयर	10587
पास	7969
फेल	371
कंपाईमेंट	2247
पास परसेंटेज 2018-19	75.27%
पास परसेंटेज 2017-18	48.51%

• इन 5 गवर्नमेंट स्कूलों का रिजल्ट पिछले साल के मुकाबले सबसे बेहतर...

स्कूल	पास परसेंटेज 2018-19	पास परसेंटेज 2017-18	इतना बेहतर
जीएमएस-52	89.53	27.53	62.18
जीएमएस डब्लुमाजरा	90.00	28.30	61.70
जीएमएस भनास	78.97	19.79	59.18
जीएमएस-29बी	86.05	27.69	58.35
जीएमएस-32	89.22	33.64	55.57
जीएमएस-46	80.00	25.32	54.68
जीएमएसएमएस-35सेक्टर	60.00	7.94	52.06
जीएमएस मलोया कलोनी	92.38	41.12	51.26
जीएमएस-45	73.43	22.33	51.10
जीएमएस-11	65.05	15.09	49.95

• ये प्रिंसिपल हुए सम्मानित, क्योंकि इनके स्कूल का रिजल्ट रहा 99 परसेंट से ऊपर...

• प्रीति गर्ग
गवर्नमेंट
मॉडल सीनियर
सेकेंडरी स्कूल,
सेक्टर 23

• राजेश कुमार
गवर्नमेंट
मॉडल सीनियर
सेकेंडरी स्कूल,
मनीमाजरा

• रेनुका चोसला
गवर्नमेंट
मॉडल सीनियर
सेकेंडरी स्कूल,
सेक्टर 32

• सुनीता
गवर्नमेंट
मॉडल सीनियर
सेकेंडरी स्कूल,
मौली जागरी

• बिंदु अरोड़ा
गवर्नमेंट
मॉडल सीनियर
सेकेंडरी स्कूल,
सेक्टर 33

• नीता संधू
गवर्नमेंट
मॉडल सीनियर
सेकेंडरी स्कूल,
सेक्टर 16

• बेहतर रिजल्ट के लिए प्रिंसिपल्स को किया सम्मानित, करवाया लंच...



रिजल्ट बेहतर हुआ तो यूटी एजुकेशन डिपार्टमेंट ने शहर के 93 गवर्नमेंट स्कूलों के प्रिंसिपल्स व हेड्स को लंच करवाया। बुधवार को होटल शिवालिख व्यू सेक्टर 17 में यह लंच करवाया गया। इस दौरान उन प्रिंसिपल्स को भी सम्मानित किया गया जिनका ओवरऑल रिजल्ट बेहतरीन रहा। एजुकेशन सेक्रेटरी बीएल शर्मा, डायरेक्टर स्कूल एजुकेशन आरएस बराड़, डिप्टी डायरेक्टर सरोज मित्तल और डिस्ट्रिक्ट एजुकेशन ऑफिसर अनुजीत कौर ने मिलकर टीचर्स को सम्मानित किया।

• लगातार कवरज...



मुझे बहुत खुशी है कि हम रिजल्ट को 26 परसेंट तक बढ़ा सके। यह हमारे लिए गर्व की बात है। इस रिजल्ट को हासिल करने के लिए कई स्टेप्स उठाए गए। तब जाकर यह हासिल कर पाए।
— बीएल शर्मा, एजुकेशन सेक्रेटरी

टॉप गवर्नमेंट स्कूलों का पछाड़त हुए
चेरीफेरी का स्कूल टॉप पर रहा। जोन
के पांच राज्यों हरियाणा, पंजाब,
हिमाचल प्रदेश, जम्मू-कश्मीर एवं
चंडीगढ़ में पिछले साल के मुकाबले
रिजल्ट बेहतर रहा है। लड़कियों की
ओवरऑल पास परसेंटेज 92.00
परसेंट है, जबकि लड़कों की
84.22%।

• टॉप 5 गवर्नमेंट स्कूल...

जीएसएसएस मौलीजागरां	100%
जीएमएसएसएस एमएचसी	99.53%
जीएमएसएसएस-16	98.70%
जीजीएमएसएसएस-18	96.79%
जीएमएसएसएस-32	96.37%



Received **Appreciation Certificate** for acting as Nodal Officer for coordination of **handbook of EVS** for teachers for class-III to V, to improve quality of education



Government Model Sr. Sec School, Sec 47D
U.T., Chandigarh Phone: 0172 2678056

To

The Principal
Govt. Model Sr. Sec School
Sec-32, Chandigarh

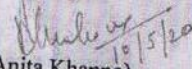
Memo No- GMSSS-47/19/ 464
Dated Chandigarh, the 10/5/19

Sub: - **Hubs of Learning.**

Refer to the subject cited above.

Our School is grouped under your esteemed guidance for HOL (Hubs of Learning) created by CBSE. In this context we look forward for your call for the same.

With Regards


(Anita Khanna)
Principal

GMSSS-47D

info kkr <info.kkr@amatir.org>, shaminderverma@yahoo.co.in,
asmodern1@gmail.com, shashibathla@gmail.com,
mlps2008ynr@rediffmail.com, sfc moga <sfc.moga@gmail.com>, sfc moga
<sfc.moga@gmail.com>

प्रधानाचार्य / Principal

जैसा कि आपने केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा गठित हब ऑफ लर्निंग के तहत प्रमुख सहयोगी प्रधानाचार्यों/प्रिंसिपलों के उन्मुखीकरण के लिए कार्यक्रम (अनुस्थापन कार्यक्रम) में भाग लेने के लिए पंजीकृत किया है।
As you have registered for participation in the programme for orientation of the lead collaborator Principals under Hub of Learning constituted by CBSE.

हमें आपकी प्रतिभागिता की पुष्टि करते हुए हमें प्रसन्नता का अनुभव हो रहा है। 30 मई, 2019 को अनिवार्य रूप से कार्यक्रम में अपनी उपस्थिति दर्ज कराएँ।
We are glad to confirm your participation. Kindly do make your presence in the programme compulsorily on 30th May, 2019.

Programme	Orientation sessions for the principals of the lead collaborator schools
Venue	Moti Ram Arya Senior Sec Model School, Sector 27 A, Chandigarh-160027, Ph : 0172- 2651058, Email : mrashool@yahoo.com , Affiliation/School No: 2630015/04851
Date	30 May, 2019
Fee	NIL
Reporting Time	09:00 AM
Arrangement / Seat	Only for Registered / Selected Principals
Click here to view List of selected Principals for Orientation programme	

किसी प्रकार की असुविधा से बचने के लिए कृपया केवल वही प्रिंसिपल/प्रधानाचार्य आएं जिन्होंने ऑनलाइन माध्यम से आवेदन किया है व उनकी प्रतिभागिता की पुष्टि कर दी गई है।
Only the principals who have already applied through online registration form and have received the confirmation mail should come to avoid any inconvenience.

यदि किसी कारणवश आप कार्यक्रम में उपस्थित नहीं हो रहे तो कृपया cbse.coepanchkula@gmail.com या सम्बंधित विद्यालय/स्थल की ईमेल आईडी पर अवश्य सूचित करें ताकि रिक्तसीट अन्य प्रतिभागी को आवंटित कर दी जाए।
Please email to cbse.coepanchkula@gmail.com or venue school's email id, if you are not coming to the venue due to any reason so that seat will be allotted to another participant.

अनुस्थापन कार्यक्रम संबंधित किसी भी प्रकार की जानकारी हेतु 0172-2521528 पर फोन करें व सहायक ईमेल आईडी cbse.coepanchkula@gmail.com पर ईमेल करें।

FOR ANY INFORMATION RELATED TO ORIENTATION PROGRAMME CALL ON 0172-2521528 AND Help desk Email cbse.coepanchkula@gmail.com.

क्षेत्रीय कार्यालय / Regional Office

केंद्रीय माध्यमिक शिक्षा बोर्ड (सी.बी.एस.ई.), पंचकुला /
Central Board of Secondary Education (CBSE), Panchkula
मानव संसाधन विकास मंत्रालय, भारत सरकार, नई दिल्ली /

16.5.17
11:45am
55

The District Education Officer,
Chandigarh Administration.

To

1. The Principal, Gurukul Global School, Manimajra, UT, Chd.
2. The Principal, Chitkara International School, Sector-25, Chd.
3. The Principal, Delhi Public School, Sector-40, Chd.
4. The Principal, St. John's High School, Sector-26, Chd.
5. The Principal, Saupin's School, Sector-32, Chd.

Memo No. DEO/UT/E5/2017/ 11009-13
Dated Chandigarh, the 15.5.17

Subject: "Partnership between Schools" Programme- Regarding.

This is to inform that MHRD's Department of School Education and Literacy is focusing on the programme i.e. 'Partnership of schools'. This programme aims at linking school located in rural/peripheral areas with Private/Aided schools in urban or semi urban areas, so as to promote interaction amongst the students and sharing of experiences.

Objectives of the programmes

- To bring all students on one common platform.
- Enable both the partner schools to adopt best practices from each other.
- Share experiences and learn jointly from them.
- Develop the spirit of comradeship.
- Get an exposure to the strength and weaknesses of self and others.
- Provide opportunities to the teaching fraternity to adopt better and more effective practices.
- Develop a sense of interdependence and understanding towards each other.
- Recognize gaps and make efforts to bridge them.
- Strengthen school management and administrative capabilities.
- Install a spirit of sharing, caring and togetherness.

Keeping in view, the importance of this programme, Education Department Chandigarh has decided to initiate it in five Govt. Schools as per the following details:

S.No.	Name of the school	School selected for Partnership	Remarks
1.	GSSS-MMI	Gurukul Global School, Manimajra	
2.	GMSSS-Dhanas	Chitkara International School, Sector-25, Chd.	To be continued as previous session
3.	GMSSS-38(W)	Delhi Public School, Sector-40, Chd.	
4.	GMSSS-26 TM	St. John's High School - 26	Principals of both the schools may prepare the programme for partnership
5.	GMSSS-32, Chd.	Saupin's School-32 Ranjana Khosla 2676004	

The following suggestive list of activities can be undertaken by the schools under this programme:-

- Sports.
 - Classroom teaching learning.
 - Face to Face meet
 - Participation in celebration of local festivals.
 - Life skills inputs.
 - Citizenship.
 - Craft, Music.
- 8283837677
177 16.5.17
g/...

**Directorate of School Education,
Chandigarh Administration
(School-II Branch)
Additional Deluxe Building, 1st Floor, Sector-9,
Chandigarh -160009.**

No. 2267-DSE-UT-S5-11(07)09-II

Dated:-

ORDER

The following officers/ officials are nominated to represent UT, Chandigarh for three days workshop on Administration and Management of School Education in Union Territories of India from 22-23 July, 2019 at National Institute of Education Planning and Administration, 17-B, Sri Aribondo Marg, New Delhi.

1. Mr. Harbir Singh, Dy. District Education Officer, UT, Chandigarh.
2. Principal, Govt. Model Sr. Sec. School Sector-32, Chandigarh.

TA/DA of the programme will be born by NIEPA as per the rules of the institution. Boarding and lodging arrangements for the participants have been made in the NIEPA guest house which is located in the Campus of NCERT

Dated, Chandigarh, the
8th July, 2019

Rubinderjit Singh Brar, PCS
Director School Education,
Chandigarh Administration.


Endst No. Even

Dated:- 12-07-2019

A copy is forwarded to the following:-

1. Professor Kumar Suresh, Head, Deptt of Edn Admin, NIEPA, 17-B, Sri Aurobindo Marg, New Delhi w.r.t. letter No. NIEPA/DEA/RS/SF- Workshop/2019-2020 dated 24/07/2019
2. Mr. Harbir Singh, Dy. District Education Officer, UT, Chandigarh. The copy of NIEPA letter dated 24.06.2019 enclosed for ready reference.
3. The Principal, Govt. Model Senior Secondary School Sector-32, UT, Chandigarh. The copy of NIEPA letter dated 24.06.2019 enclosed for ready reference.

DA/as above


Registrar Education (S)
For Director School Education,
Chandigarh Administration


10/7/19

ACM India K-12 CS Education Initiative

Certificate of Participation

This is to certify that Ranjana
has participated and successfully contributed to the
CSPATHSHALA Workshop

Location: Chandigarh
Date: 15 July 2017


Vipul Shah
Head, CSPATHSHALA Initiative

 **IndieCo**
digital

 **Easy Website in a box**
www.easywebsiteinabox.com

 **ICSI**
International Council for Service Industry
Representing Service Industry
(Govt. + Corporate + MSME's Business Interface)
www.icsiindia.in

 **ITFT College**
CARPE DIEM
NEW CHANDIGARH-INDIA
www.itft.edu.in

Certificate of Participation

Presented to
Dr. / Ms. / Mr. RANJANA KHOSLA
Govt. Model Sr. Sec. School, sector-32, Chandigarh
for Participation in

 **Innovative Workshop**
(Chandigarh - Mohali - Panchkula) on
**DIGITAL INDIA - HIGHWAY FOR
TRANSFORMING EDUCATION-III**
Digital Education - Digital Learning - Digital Marketing
Saturday, 22nd July 2017, Chandigarh




Nick Thompson
Director, IndieCo Marketing, Australia


Gurmail Dhaliwal
Director, IndieCo Digital UK


Dr. Gulshan Sharma
DG - ICSI


Dr. AC Vaid
DG - ITFT College





Book Bank established to donate books to needy students





38 students of GMSSS32 performed theater in Tagore Theater organised by Chandigarh Natak Sahitya Kala Academy in May 2019



Presented Tableau on the celebration of Republic Day Parade 2019 on the theme of "Beti Bachao, Beti Padhao".



A one of its kind Talent Hunt Competition was organized at a large scale by GMSSS-32, whereby 200 students participated in the field of Dance, Painting, Singing, Music, Poetry Recitation, Mehndi and Rangoli Designs and Composition. Sixty Eight students won prizes in various faculties



4TH INTERNATIONAL HUMANITY OLYMPIAD-2018
EXAM OF EXCELLENCE IN VALUES OF HUMANITY, MORALITY & ETHICS

ORGANISED BY



Certificate of Appreciation

(World Equanimity Day, 7th September 2018)

This Certificate of Appreciation is awarded to

Government Model Senior Secondary

School, Sector - 32-C, Chandigarh

for the successful participation of its students
in

4TH INTERNATIONAL HUMANITY OLYMPIAD - 2018

Making leaders of tomorrow better human beings today

Jaya Chhaya

Senior Coordinator

Rashmi Gaur
Managing Trustee

2019-6-14 13:40



Classical Dance Event Organised in School in 2018



Swachhtha Activities Week



Trekking Expedition



Trekking Expedition



Science and Maths Resources 'Mela' cum Exhibition organized in the school premises in the month of January 2019



Tree Plantation Drive, during Environment Day Celebration



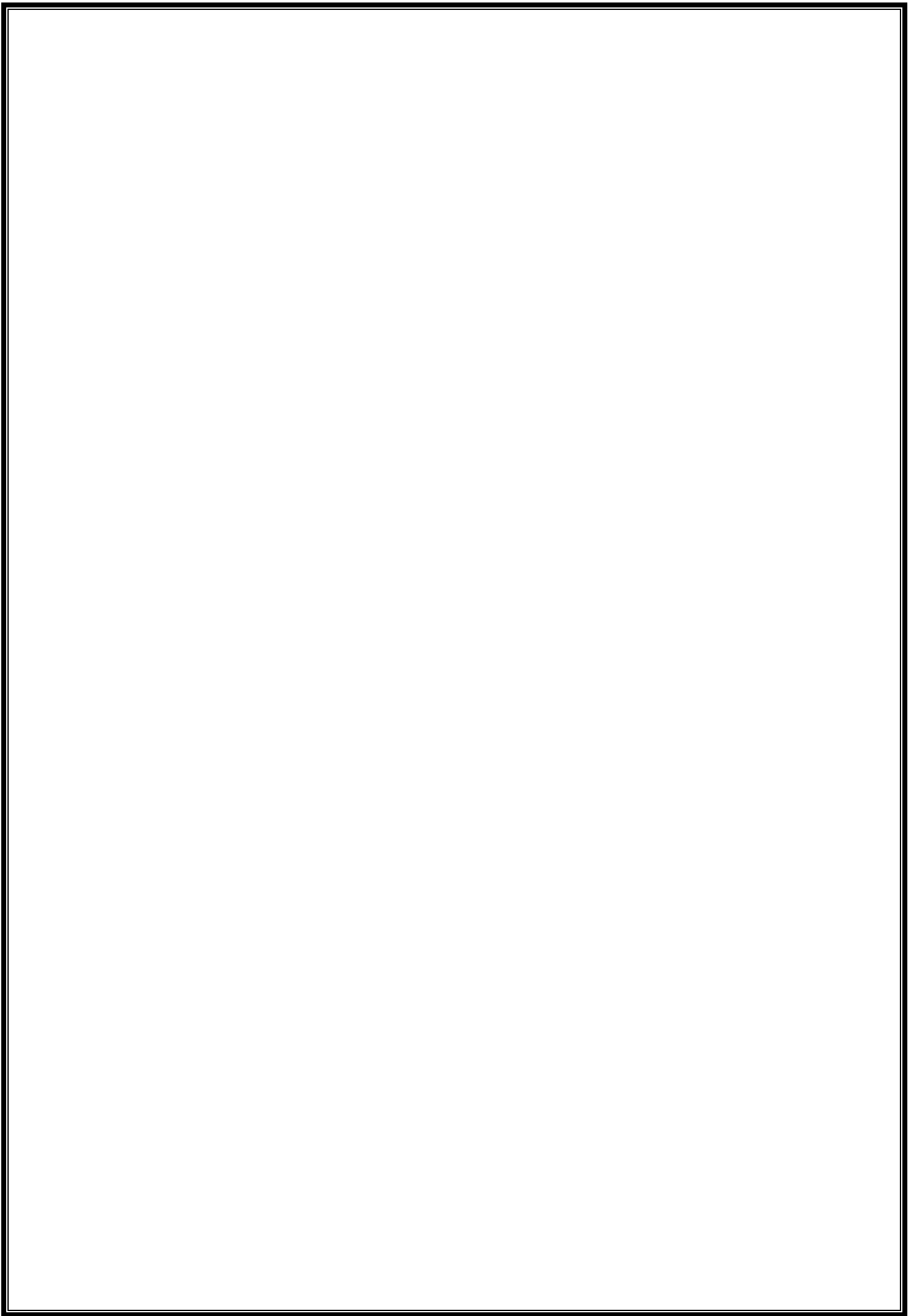
Science and Technology Park Established in School



Traffic Awareness Camp held at school campus, students participated in various games held for creating awareness about traffic sign-posts



NSS VOLUNTEER OF GMSSS-32 HELPING ELDERLY AND DISABLED DURING VOTING DAY ON 19TH MAY 2019



दुष्यंत कुमार साहू (प्रधान पाठक)

शास माध्य शाला सेमरा बी संकुल केंद्र दोनर, पोस्ट - बारना,
विकासखंड धमतरी, तह- धमतरी , जिला- धमतरी, छत्तीसगढ़
शाला का डाइस कोड -**22133007502**

EMAIL ID- dushyantsahudmt@gmail.com
mo-7697510997



कुल छात्र -	कक्षा	बालक	कन्या	योग
	6 से 8वी	33	29	62

कुल शिक्षक 04



सफलता की कहानी

शाला का संदर्भ

शास माध्यमिक शाला सेमरा बी छत्तीसगढ़ के धमतरी जिला के अंतरगत जिला मुख्यालय से 25 किमी की दुरी पर महानदी के तट पर स्थित है । इस विद्यालय में अनुजाति, जनजाति एवं पिछड़ा वर्ग के सामान्यत गरीब बच्चे पढ़ते हैं। साधन संपन्न घरों के बच्चे गाँव से 12 से 25 किमी दूर कुरुद एवं धमतरी के निजी स्कूलों में पढ़ते हैं। पर विद्यालय में कोई काम करवाना हो तो उन्हीं साधन संपन्न लोगो से मिलकर करवाना पढ़ता है गांव की जनसंख्या लगभग १५६४ के आसपास है । हमारे विद्यालय परिसर में दो विद्यालय संचालित है। प्राथमिक विद्यालय एवं माध्यमिक विद्यालय में एक खेल का मैदान है, जिसका साझा उपयोग किया जाता है ।

सामाजिक आर्थिक -

इस गाव में सभी जाती और समुदाय के लोग रहते हैं । सभी ग्राम वासियों का व्यवहार सहयोगात्मक है। यहाँ अनुसूचित जाती के सतनामी समाज को लोगो की भी प्रयाप्त संख्या है। अतः अन्य त्योहारों के साथ साथ घासीदास जयन्ती भी धूमधाम से मनाते हैं। यहाँ लोगो का जीवन यापन धान की खेती और भिन्डी टमाटर की खेती पर निर्भर है। बड़े किसान बहुत थोड़े लोग हैं। शेष खेतिहर मजदुर हैं। जमीन दो फसली है। साल में दो बार खेती होती है। नदी किनारे के गाव होने के कारण केवट लोगो की संख्या प्रयाप्त है। इसके अलावा तेली , मरार, धोबी , कुर्मी , कुम्हार, रावत, आदि जाती के लोग भी निवास करते हैं ।

मेरी पदस्थापना इस विद्यालय में अक्टुबर सन 2010 से है, जब मैं वह गया उस समय वह एक अत्यंत साधारण विद्यालय था भौतिक संसाधन हो चाहे

शैक्षिक स्तर एकदम न्यून था। पर मैंने पाया कि यहा आगे बढ़ने की अपार सम्भावनाये है। क्योकि गाव दो फसली है। मजदुर वर्ग के लोगो के लिए काम की कमी नहीं है ।

चुनौतिया -

1. शाला में भौतिक सुविधाओं का नितांत अभाव था। पर्याप्त मात्रा में टाटपट्टी भी नहीं था। एक भी शौचालय उपयोग के लायक नहीं था। बच्चों को टायलेट के लिए नाला जाना पड़ता था जो कि विद्यालय से 1/2 किमी. दूर था।
2. शाला परिसर में पेड़ पौधे भी नहीं थे।
3. मध्यान्ह भोजन के लिए बच्चों के पास थाली भी नहीं था।
4. विद्यार्थियों का शैक्षिक स्तर बेहद कमजोर था।
5. नामांकन के बाद उनका ठहराव एक बड़ी समस्या थी।

बदलाव की शुरुवात

शाला प्रबंधन समिति की पहली बैठक थी, मेरे जाने के बाद तब मुझे उस विद्यालय में आये मात्र १० दिन ही हुए थे। एक पंच ने सवाल उठाया “ गुरुजी आप देखते नहीं है। बच्चे नाला के तरफ घुमते रहते है “ मैंने कहा “ एक दो बच्चे चले जाते होंगे। हमने पता कराने की बात कही स्टाफ में पता करने पर पता चला कि प्राथमिक और माध्यमिक विद्यालय मिलाकर उस वक्त लगभग ३०० बच्चे पढ़ते थे, जिसके लिए एक भी शौचालय उपयोग के लायक नहीं था। भोजन के बाद बच्चे शौच के लिए नाला जाते थे। नाला विद्यालय से आधा किलोमीटर दूर था। यह बात हमने सरपंच को बताई जो कि एक महिला सरपंच थी, धीरे धीरे पांच साल में उन्होंने प्राथमिक और माध्यमिक शाला के लिए कुल आठ शौचालय

बनवाए । फिर भी समस्या दूर नहीं हुई, क्योंकि शौचालय में पानी की व्यवस्था नहीं थी। अब हमें शौचालय, हाथ धोने तथा रसोई के लिए निरंतर जल की व्यवस्था करना था।

एक थी दुखिन दीदी -

एक दिन मुझे मंदिर उद्घाटन का निमंत्रण मिला, पता चला कि गाव में एक महिला ने मंदिर बनवाई है। हमने सोचा कि जो मंदिर बनवा सकती है, वो स्कूल के लिए भी कुछ कर सकती है । उससे संपर्क कर उसे बताया गया कि स्कूल भी एक मंदिर है, जहा जाग्रत देवता रहते है। वो महिला थी दुखिन दीदी यादव जो कि, गाव में चाय नाश्ता का होटल चलाने वाली एक परित्यक्ता महिला थी, उनका कोई बाल बच्चा नहीं था, विवाहों उपरांत परित्यक्ता जीवन की पीड़ा को उसने गाव के बच्चो के बीच भुलाने की युक्ति खोज ली।



यही कारण है कि, उन्होंने एक एक पैसा जोड़कर विद्यालय को अभी तक रुपए 50,000 (पचास हजार) यह सोच कर दे दी कि, स्कूल में दिया गया दान हजारों यज्ञों से बड़ा है। सबसे पहले उन्होंने विद्यालय को रु 20,000 (बीस हजार) दिए। जिससे सत्र 2012-13 में विद्यालय में मोटर पंप पाइपलाइन बिछाकर निरंतर जल की व्यवस्था की गई, जिसमें लगभग रुपए 45000(पैंतालीस हजार) खर्च आया था। शेष राशि जन सहयोग से पूरा किया गया। इसी प्रकार सरस्वती प्रतिमा की स्थापना के लिए रुपए 2000 (दो हजार) तथा शुद्ध जल (वाटर फिल्टर) के लिए रुपए 8000 (आठ हजार) विद्यालय को प्रदान किये थे । विद्यालय के लिए समर्पित दुखीन दीदी अब हमारे बीच नहीं रही ।

दिनांक 25 जून 2018 को उनका देहावसान हो गया पर उनका नाम हमारे बीच हमेशा अमर रहेगा । बाद में पता चला कि उन्होंने विद्यालय के नाम एक बचत खाता भी खोला था । अभी 04 दिस. 2019 को उनके भतीजे संतोष यादव ने उनके बचत खाते में जमा राशी रु 19889 (उन्नीस हजार आठ सौ नवासी) का धनादेस विद्यालय को सौंपे है । जिससे विद्यालय के लिए प्रोजेक्टर क्रय किया गया है ।

1- वृक्षारोपण -

पर्यावरण संरक्षण के लिए हमारे विद्यालय में वृहद स्तर पर वृक्षारोपण किया गया है। इसका प्रारम्भ हमारे शिक्षक साथियों के द्वारा स्वयं दस नग ट्री गार्ड की व्यवस्था करके किया गया। फिर लोग जुड़ते गये। वर्तमान में 200 से अधिक पेड़ पौधे लगे हैं। जिसके लिए 55 नग ट्री गार्ड की व्यवस्था है। शेष के लिए कटीले तार की व्यवस्था की गई है। जिसका देखभाल विद्यालय के शिक्षक बच्चे एवं शाला प्रबंधन समिति के द्वारा किया जा रहा है। इससे बच्चों में पर्यावरण के प्रति जागरूकता बढ़ी है। हमारे विद्यालय (प्राथमिक विभाग) के एक शिक्षक श्री उमेश



चंद्राकर इसके प्रभारी है । वे दसहरा हो या दीपावली या गर्मी का अवकाश हो हमेशा पेड़ों में पानी डालने के लिए नियमित विद्यालय आते हैं । मेरी जिम्मेदारी सिर्फ नए पौधे , खाद पानी पाइप आदि की व्यवस्था करना है । जो पौधे लगे हैं । उसका विवरण निम्नानुसार है -

क्र	पौधों का नाम	संख्या
1	अशोक	55
2	कटहल	30
3	मुनगा	02
4	बोहार	03
5	आँवला	06
6	अमरुद	10
7	नींबू	11
8	गुलाब	08
9	गरुड	01
10	गुडहल	09
11	गिलोय	03

12	करौंदा	02
13	क्रिसमस ट्री	06
14	चम्पा	01
15	विद्यापत्ति	01
16	पाम	25
17	सुपाडी	05
18	सल्फी	02
19	आम	06
20	चीकू	06
21	बादाम	04
22	अमलतास	01
23	शमी	01
24	पारिजात	02
25	शहतूत	02
26	रूद्राक्ष	01

2. मध्यान्ह भोजन के लिए थाली गिलास - शुरू में कई बच्चें मध्यान्ह भोजन में भोजन ग्रहण नहीं करते थे। कारण पता करने पर पता चला कि, विद्यालय में थाली की व्यवस्था नहीं है। अतः सर्वप्रथम दोनो विद्यालय के लिए शाला प्रबंधन समिति के सहयोग से 250 नग थाली एवं 150 नग गिलास की व्यवस्था की गई। अब सभी बच्चे विद्यालय में मध्यान्ह भोजन ग्रहण करते हैं ।



3- विज्ञान कार्नेर - विद्यालय में जनसहयोग से पुस्तकालय एवं विज्ञान कार्नेर बनाये गये हैं। इसके लिए दीवाल पर कांच वाली आलमारी बनाए गये हैं। जहा पर विज्ञान एवं सामाजिक विज्ञान के मॉडल एवं प्रायोगिक सामग्री सुव्यवस्थित रखे गये हैं। जिनका शिक्षण कार्य को सुगम बनाने के लिए उपयोग किया जाता है। जो बच्चों के लिए सर्वसुलभ है। अत्याधुनिक माइक्रोस्कोप भी उपलब्ध है ।



4- समर कैम्प - यहाँ परीक्षा के बाद समर कैम्प का आयोजन किया जाता है। जहा शिक्षकों के द्वारा बच्चों को पेपर आर्ट (कागज के फूल, मौखौटे निर्माण) आदि सिखाये जाते है। कौशल विकास के तहत बच्चे अपने घरों को सजाने की सामग्री बनाना सिखते है ।



5- शिक्षण में नई तकनीक - विद्यालय में शिक्षकों के द्वारा एवं शाला प्रबंधन समिति के सहयोग से स्मार्ट टी.वी. एवं प्रोजेक्टर की व्यवस्था की गई है । जिसमें यू-ट्यूब से शिक्षण सामग्री प्राप्त कर समय समय पर बच्चों को उसकी जानकारी दी जाती है।



6- सांस्कृतिक कार्यक्रम - इस विद्यालय में प्रत्येक राष्ट्रीय पर्व गणतंत्र दिवस, स्वतंत्रता दिवस, माता उन्मुखीकरण, स्वच्छता अभियान, के अवसर पर बच्चों के द्वारा सांस्कृतिक कार्यक्रम प्रस्तुत किये जाते हैं। कार्यक्रम के लिए साड़ी, शामियाना, माईक की व्यवस्था जनसहयोग से किया गया है। विभिन्न महिला स्व सहायता समूह के द्वारा साड़ी एवं अन्य सामग्री प्रदान किये गये हैं ।



7- खेलकूद - शारीरिक शिक्षा के रूप में नियमित रूप से बच्चों को खेलकूद करवाए जाते हैं। व्यायाम एवं योग कक्षाओं का आयोजन भी किया जाता है। सत्र 2014-15 संकुल स्तरीय बाल क्रीडा प्रतियोगिता में हमारे बच्चों का प्रदर्शन इस प्रकार रहा है -

सामूहिक खेल	परिणाम
कन्या खो खो	प्रथम
कन्या कब्बड्डी	प्रथम
बालक खो खो	प्रथम
बालक कब्बड्डी	द्वितीय
कन्या रिलेरेस	द्वितीय



व्यक्तिगत खेल	
गोला फेक (कन्या)	द्वितीय
बालक 100 मी. दौड़	द्वितीय

8- स्काउट एवं गाइड- इस विद्यालय में स्काउट एवं गाइड की स्थापना की गई है। जनसहयोग से स्काउट एवं गाइड के लिए 06-06 नग गणवेश की व्यवस्था की गई है। यहां के विद्यार्थी समय-समय पर विकासखण्ड द्वारा आयोजित स्काउट गाइड कैम्प में भाग लेते हैं। जिसका विवरण इस प्रकार है।



सत्र	कैम्प स्थान	सोपान	भाग लेने वाले स्काउट	भाग लेने वाले गाइड
2013-14	मथुराडीह	द्वितीय	06	06
2014-15	रूद्री	तृतीय	02	04
2015-16	दोनर	द्वितीय	04	04
2016-17	सेमरा बी	द्वितीय	03	03

9- शाला सुरक्षा -1.जन सहयोग से रेतभरी बाल्टी एवं अग्निशमन यंत्र की व्यवस्था की गई है। 2. नशा मुक्त पोस्टर - शाला से 100 मीटर की परीधि में मद्यपान, धूम्रपान निषेध के पोस्टर लगाये गये हैं। 3. पाक्सों बाक्स लगाये गये हैं। गुडटच बेडटच की जानकारी के पोस्टर लगाये गये हैं। 4. बालिकाओं के सेनेटरी नेपकीन की व्यवस्था है। विद्यालय में महिला शिक्षिकाओं के द्वारा प्रतिमाह

बालिकाओं को विशेष आवश्यकता के सम्बन्ध में जानकारी प्रदान की जाती है। 5.
वाटर फिल्टर- जन सहयोग से विद्यालय में वाटर फिल्टर की व्यवस्था की गई है।



10- सरस्वती प्रतिमा - सत्र 2016-17 में विद्यालय में जन सहयोग से माँ सरस्वती की प्रस्तर प्रतिमा की स्थापना की गई है। जिसमें विद्यालय में उच्च नैतिक वातावरण बना रहे। प्रतिवर्ष विद्यालय में बसंत पंचमी के अवसर पर सरस्वती पूजन का आयोजन किया जाता है ।



11- बीमार बच्चों के लिए बिस्तर - यहाँ पर ऐसे बच्चें भी पढतें है जो कि, अचानक स्वास्थ्य खराब हो जाने पर अपने घर नहीं जा पाते क्योंकि उनके मातापिता काम पर गये होते हैं। घर पर कोई नहीं होता ऐसे बच्चों के लिए विद्यालय में ही एक बेड की व्यवस्था की गई है।



शाला में बीमार बच्चे के लिए बेड

शाला में भारत की फसलों के बीजों का संग्रह

12- कामगारों का अवलोकन - हमारे विद्यालय में विद्यार्थियों को कामगारों का अवलोकन के लिए उनके कार्य स्थल का भ्रमण कराया जाता है। गत वर्ष ईट भटठे का भ्रमण करवाया गया था ईट भट्ठों में काम करने वालों के कई बच्चे हमारे विद्यालय में पढते हैं। शाला के विद्यार्थियों को अपने बीच पाकर उन्हें भी बड़ी खुशी हुई। बच्चों ने कामगारों से प्रश्न पूक्षकर उनके जीवन के बारे में जानकारी प्राप्त की जैसे-

1. वे दिनभर में कितना ईट बना लेते हैं।
2. प्रतिदिन कितनी कमाई कर लेते हैं।
3. क्या मजदूरी समय पर मिलती है।
4. यहाँ पर काम करते समय क्या-क्या समस्याए आती हैं।



शाला के बच्चों द्वारा ईट भटठे का अवलोकन

परिणाम

अब हमारे विद्यालय के विद्यार्थी भी विभिन्न प्रतियोगी परीक्षाओं में चयन होने लगे हैं। राष्ट्रीय साधन सह प्रावीण्य परीक्षा में सफल होने वाले विद्यार्थियों का विवरण इस प्रकार का है-

क्र	नाम	पिता	जाति	वर्ग	सत्र
1	कु. योगिता	प्रहला जांगडे	सतनामी	अनु जाति	2013-14
2	धर्मेन्द्र कुमार	बोधन लाल	तेली	पिछडा वर्ग	2013-14
3	राहुल कुमार	लोमस सिंह	राजपूत	सामान्य	2014-15
4	कु रश्मि	शेष कुमार	तेली	पिछडा वर्ग	2014-15
5	कु पायल	जन्नू राम	कंवर	जनजाति	2014-15
6	कु गायत्री	बुधारू राम	राउत	पिछडा वर्ग	2014-15
7	कु योगेश्वरी	सुखम राम	गोंड	अनु जनजाति	2017-18
8	नीतेश्वरी	ओंकार	सतनामी	अनु जाति	2018-19

संकुल स्तरीय प्रावीण्य परीक्षा-हमारे संकुल में प्रतिवर्ष संकुल स्तरीय 5वीं एवं 8वीं के विद्यार्थियों का प्रावीण्य परीक्षा का आयोजन किया जाता है जिसमें भी हमारे विद्यार्थियों का प्रदर्शन अच्छा रहता है।

प्रयास विद्यालय में चयन - माध्यमिक शाला सेमरा बी से पढकर निकलने वाले विद्यार्थियों का प्रदर्शन उच्च कक्षाओं में भी अच्छा रहता है। कक्षा 10वीं के राहुल कुमार राजपूत ने सत्र 2016-17 में 95 प्रतिशत अंकों से परीक्षा उत्तीर्ण की है साथ ही प्रयास विद्यालय रायपुर के लिए भी उनका चयन हुआ था। इसी प्रकार से कई अन्य विद्यार्थी भी दसवी, बारहवी की परीक्षा अच्छे अंको से उत्तीर्ण कर रहे हैं।

प्रतिभा सम्मान - वार्षिक अर्धवार्षिक मूल्यांकन के समय अच्छा प्रदर्शन करने वाले विद्यार्थियों को शाला प्रबंधन समिति के पदाधिकारियों के द्वारा समारोह पूर्वक सम्मान करवाया जाता है।

शिक्षक सम्मान - शाला प्रबंधन समिति के द्वारा प्रतिवर्ष शिक्षक दिवस के अवसर पर विद्यालय के सभी शिक्षको का श्रीफल एवं शाल भेटकर सम्मान किया जाता है। जिससे हम सभी शिक्षक साथियों को विद्यालय के प्रति लगन से काम करने की प्रेरणा मिलती रहती है ।

नल जल, वाटर फ़िल्टर, वृक्षारोपण आदि गतिविधियों के अवलोकन के लिए १४ अगस्त २०१६ को माननीय कलेक्टर धमतरी एवं जिला शिक्षा अधिकारी महोदय धमतरी का शासकीय माध्यमिक शाला सेमरा बी में गरिमामयी आगमन हुआ था ।

भविष्य की योजनाए-

1. आधुनिक तकनीक स्मार्ट टी.वी. प्रोजेक्टर, कम्प्युटर आदि का प्रयोग कर विभिन्न प्रतियोगी परीक्षाओं राष्ट्रीय प्रतिभा खोज परीक्षा, जवाहर उत्कर्ष योजना तथा प्रयास विद्यालय की तैयारी करवा कर अधिक से अधिक बच्चों का चयन करवाना।

2. बहुउपयोगी बड़े हाल बनवाने के लिए प्रयास करना। जिसका विविध उपयोग किया जा सके जैसे - योग कक्षा का संचालन, भाषण गीत आदि बाल सभा का आयोजन प्रोजेक्टर के माध्यम से फिल्म प्रदर्शन आदि कार्यक्रम का आयोजन किया जा सकें।

3. पोषण वाटिका का निर्माण - विद्यालय में उपलब्ध जमीन में ड्रिप सिंचाई की व्यवस्था कर सब्जी बाड़ी लगाना। जिससे बच्चो को मध्यान्ह भोजन में ताज़ी हरी सब्जी मिल सकेगा । इस सम्बन्ध में सरपंच महोदया से सहमती मिल चुकी है। उन्होंने भी पंचायत विभाग के सहयोग से ये काम पूर्ण करने की बात कही है

शिक्षक की उपलब्धि -

1. मुख्यमंत्री शिक्षा गौरव अलंकरण पुरस्कार 2017 - शिक्षक को उनके अनुकरणीय अध्यापन, उल्लेखनीय लोक सेवा तथा उत्कृष्ट कार्य निष्पादन हेतु शिक्षा गौरव अलंकरण पुरस्कार के अंतर्गत “ज्ञानदीप” शिक्षक पुरस्कार से जिला स्तर पर सन् 2017 में सम्मानित किया गया। समान स्वरूप सात हजार रुपये नगद एवं प्रशस्ति पत्र प्रदान किया गया।

2. मुख्य मंत्री शिक्ष गौरव अलंकरण पुरस्कार 2019- शिक्षा गौरव अलंकरण पुरस्कार के अंतर्गत सन् 2019 में शिक्षक दिवस के अवसर पर “श्रेष्ठ शिक्षक” पुरस्कार से जिला स्तर पर सम्मानित किया गया । सम्मान स्वरूप एक हजार रूपयें नगद एवं प्रशस्ति पत्र प्रदान किया गया।



स्कूल लीडर के रूप में स्वयं की भूमिका -

अच्छे शैक्षिक वातावरण के लिए मैं एक दुकानदार की तरह सोचता हूँ। जिसप्रकार एक दुकानदार के लिए ग्राहक भगवान होता है। उसी प्रकार हमारे (शिक्षक) लिए बच्चें भगवान होते हैं। इसलिए मेरी कोशिश होती है कि बच्चों को विद्यालय में घर से भी ज्यादा आनंदपूर्ण वातावरण मिले। हमारे विद्यालय में देर से आने वाले या लम्बी अनुपस्थिति के बाद आने वाले बच्चें का भी गुलाल लगाकर स्वागत किया जाता है। जैसे भी हों बच्चे प्रतिदिन विद्यालय तक आए तो सही। मैं यह भी नहीं चाहता कि, सभी शिक्षक मेरा अनुकरण करे, अपितु वे अपनी रुचि के अनुरूप काम करें और सभी शिक्षक अपने क्षेत्र में लीडर बनें। इसी कारण हमारे यहाँ जिस शिक्षक की रुचि खेलकूद में है, वे बच्चों को खेलकूद सिखाते हैं। जिनकी बागवानी में रुचि है वे पेड़ पौधों को देखते हैं। जिनकी रुचि सांस्कृतिक कार्यक्रम में है। वे बच्चों को नृत्य संगीत सिखाते हैं। मैं बस सहयोग करता हूँ ।

”सम्मान दो सम्मान लो” मेरी कोशिश होती है कि सबको सम्मान दूँ । खासकर शाला प्रबंधन के सदस्यों का। क्योंकि वे अपना काम छोड़कर हमें अपना अमूल्य समय प्रदान करते हैं।

”शुचिता ” प्रत्येक क्षेत्र में पवित्रता आवश्यक है। इसीकारण हमारे विद्यालय के कक्षा कमरे में विद्यार्थियों के साथ साथ शिक्षक भी जूते चप्पल निकाल कर प्रवेश करते हैं। दोपहर में भोजन के समय सभी शिक्षक अपना टिफिन स्वयं साफ करते हैं।

आभार

हमारे विद्यालय के समस्त शिक्षक साथियों शाला प्रबंधन समिति के सदस्यगण, ग्राम पंचायत के पदाधिकारियों एवं समस्त ग्रामवासियों का हम तहेदिल से अत्यंत आभारी हैं । जिनके सहयोग से शाला विकास का यह कार्य संपन्न हो सका है।

इनोवेशन का नाम



नर्मदा बिडवा पंचायत शिक्षण समिति संस्थापित
गोरा न.यो.पु.व. प्राथमिक शाळा
ता-नांदोड जि-नर्मदा
शाळा सं.ता.०२/५/१९९९

चलो

स्वाछिंम गुजरात डिजिटली-२०१०

, बचपन को

विकसित करें !



इनोवेशन टीचर का नाम :-

श्री शांतिलाल के. भोई

प्रधान शिक्षक

गोरा (नपुव) प्राथमिक विद्यालय

ता: गरुड़ेश्वर जिला: नर्मदा

राज्य: गुजरात पिन 393155

संपर्क: - 9737914679, 9409114679

प्रश्न बॉक्स के बारे में बताते हुए, श्री एस.के.भोई



प्रायश्चित्त बॉक्स के बारे में बताते हुए, श्री एस.के.भोई



यह बच्चों का अतीत है, भविष्य हमारे हाथ है ।

આ છે બાળપણનો ભૂતકાળ, ભવિષ્ય આપણા હાથે

સામાજિક જનતા વિદ્યાથી આના શારીરિક બાજુ ઉપરાંત માનસિક બાજુ સજીવ કરવાની પણ તાલીમ અવિરલ્ય છે

‘ભાર વિનાનું ભણતર’ સૂત્ર સાકાર કરવાનો સમય

૦૧-૧૨-૨૦૧૬

બાળકો અને સ્ત્રીઓની જાતીય સતામણી વિષય પર આજ સેમિનાર ગુજરાતમાં છેલ્લા ૬ વર્ષમાં બાળકોની જાતીય સતામણીના ૧૪૧૬ કેસ નોંધાયા

ભરૂચમાં સ્કૂલવર્ષી રિસાચાલકે ત્રણ વર્ષની બાળકીને અડપલાં કર્યા

ભોજ બનનાર વિદ્યાર્થીનીનું બાળકીને વગમાં ફેરવી દાખલ થઈ તો ક્લાસની બહાર ઉભી રાખી

વિદ્યાર્થીનીની છોડતી કરનાર શિક્ષકને આગેતારા શામીન ના મળ્યા

મો. ૬ના વિદ્યાર્થીની જાતિય સતામણી કરતા પુરુષન વાલીએ ડરથી પાડ્યો

સરકારની સમસ્ય ગેલેસી બોલેલમાં ગેરવર્તીય રસોડામાંથી જીવાતોવાળું કઠોળ મળ્યું પાણીના આરઓ ફિલ્ટર ચાલતા નથી

અંકલેશ્વરની માડવા ગામની કન્યાશાળામાં બાળાઓ પાસે મજૂરી કરાવાય છે

બાળપણની મુંઝવણો મૂરખાતી જિંદગીઓ

૦૧-૧૨-૨૦૧૬

કોઈના કહેરી રસોળો સંકેતિત કરશે સ્કૂલમાં ભણવાના કેટલાક પ્રવાનો શિક્ષકો પણ ટપુસને ક્લાસરોલ સાથે સંકળાયેલા છે

જાતીયતા સીધા કરશે પાઠ્ય સાધ્ય ગુરુગંધની શાળામાં બે ભુવકાંઓના મોઢે સેલેટાઇપ મારનાર શિક્ષિકા સરેન્ગ

મિલકત કમીટીની બેઠકે કોઈના કહેરી રસોળો સંકેતિત કરશે સ્કૂલમાં ભણવાના કેટલાક પ્રવાનો શિક્ષકો પણ ટપુસને ક્લાસરોલ સાથે સંકળાયેલા છે

માફી પત્રક અને કો. પરત આપવા માટે બાળ આયોજનો આદેશ

દુર્ઘટના બાદ ભગવું એ આપણી બદલીસ્મ

૦૧-૧૨-૨૦૧૬

બોરના પુરીના બાળાઓ માટેની હોલવાઈનનો પ્રારંભ વાંચવા બેસીએ છે તો ફેસબુક, વોટસએપ અને સિરિયલ યાદ આવી જાય છે

૧૫ દિવસમાં હોલવાઈન પર ૧૦૦૦ જેટલા વાલીઓ અને વિદ્યાર્થીઓએ પરીશાને લગતી મુંઝવણો અને ગાઈડન્સ માંગ્યું

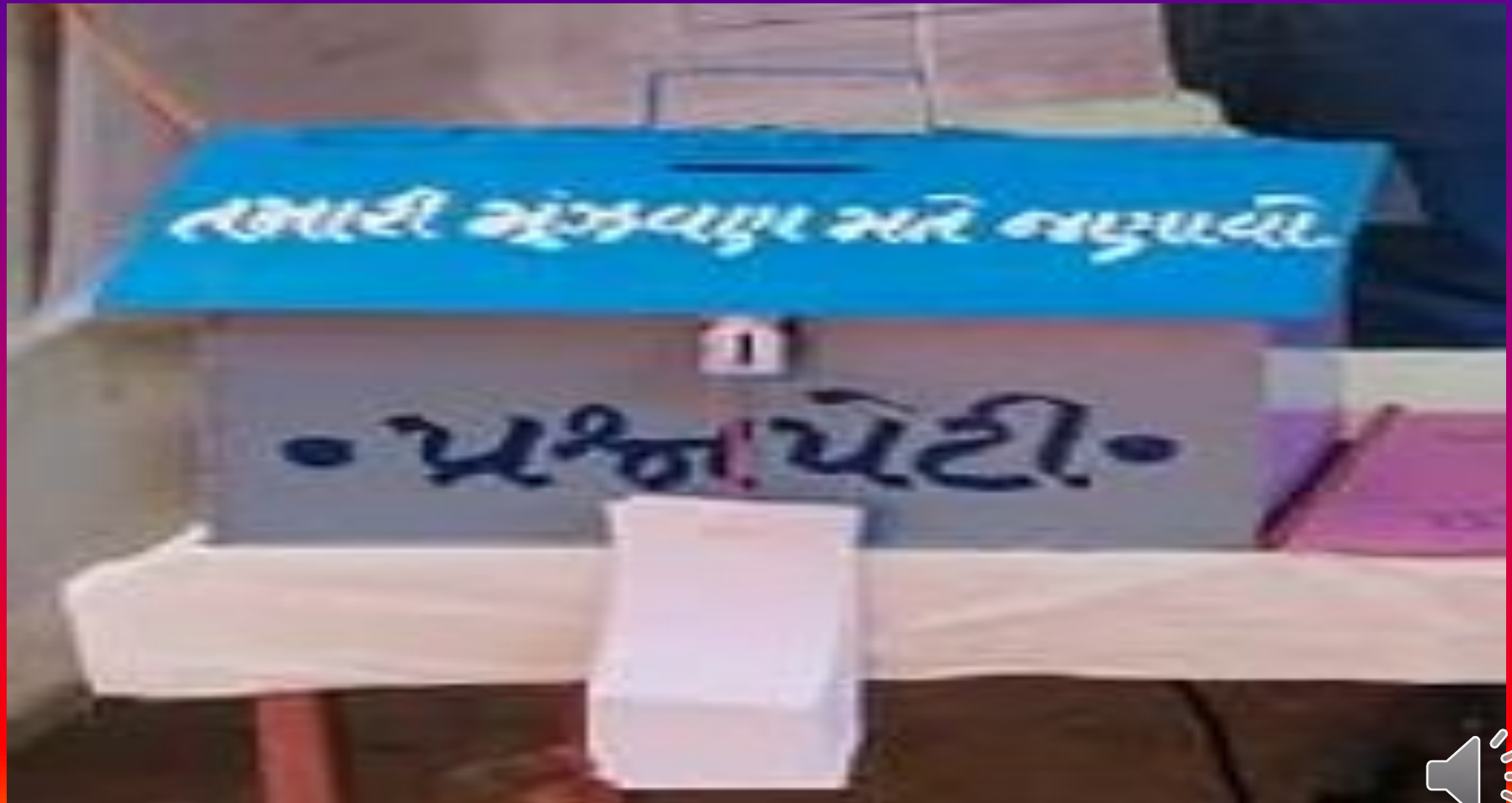
વિદ્યાર્થીઓ કેવા પ્રશ્નો પૂછે છે

મો. ૬ કેસોના કાલે કલિયાદ કરવાની રીતન આવી અધ્યાપકો ક્લાસમાં શરીરને સ્પર્શ કરી કેરતા હતા કે, “

મી રૂ અને અમે દેખ લાઈ જાયદા....



अपनी उलझन मुझे बताइए ।



अपनी गलती मुझे बताओ :-



मेरी उलझन को सुलझाओ



डरो मत अपनी उलझन खुलकर बताए



बालसंसद



विद्यालय परिवार



स्कुल प्रबंधन समिति



बच्चों का प्रायश्चित : उनकी भाषा में

प्रायश्चित બોધની ચિઠ્ઠી

હું ગઈકાલે શાળામાં જમ્યાથી એવું કારણ
પછલા હું જુડુ બોલ્યો તેજુ હુમ પાડે છે

તડવી ભાવિકા

મે બેન નુ કહેલું તેજુ માન્યું એટલે મને દુખ પાડે છે.

તડવી ફેવલબેન

કે: માટેના મે કીલેલ જાણની પશ્ચિમ યોશી કરી બાદી હતી માટેના
મેને મજા કરો હું કુંડું બોલ્યો

તડવી લેલવજાઈ

बच्चों के भ्रम की स्थिति : उनके स्तर पर

બાળપણની ભૂંઝવણ....

મને ઝુકાડારના દાખલા નવી શ્વકડના

કેમલના બેન

દાદાદેવ મને હુન્દી વિષયે લખવામાં આજસ
આવે છે.

તડવી ભાવિકા

મને મેડાસરવાળા શબ્દોમાં તક્લીફ પડે છે.

સેજલ

મને બધાની વચ્ચે બોલવા માં સરમ આવે છે.

તડવી જતીન કાવતંડુ

THANK YOU

-Introduction-

- **Name-Dev Raj Dhiman**
- **Designation-Headmaster**
- **Name of school-Govt.High School Jasai**
- **Address-Govt.High School Jasai P.O. Jansooh Tehsil
Nadaun District-Hamirpur HP 177041**
- **Mob.No-9418059361, 8219485026**
- **E-mail- dhimandevraj361@gmail.com**
- **Theme of case study-Enhancement of quality education
through innovations at school level.**

About Govt.High School Jasai-A school is a medium of learning for children and is often regarded as a place of worship for the students.Govt.High School Jasai was established in the year 2000 and upgraded from Govt.Middle school to High school in the year 2015.Our school located in Rural area.It is located in Educational block Galore of District Hmairpur Himachal Pradesh.



Our school comes under Jasai panchayat.32 K.M. towards west from district Headquarters Hamirpur,23 K.M from Nadaun and 160 K.M from state capital Shimla.

Location- 31.29' N Latitude,76.37' E Longitude

Students of nearby villages such as Jasai,Tehli,Tialu,Manjra,Daula kwal and Samjal are studying in this school.People of different castes and religions live in these villages and our school provides education to their child without any discrimination.Main occupation of people of these villages is agriculture and labour.culture and social background play an important role in Education.If Education is unsuccessful in bringing about enhancement and well being than it is considered to be of no utility.Education is considered to be the most powerful instrument in bringing about changes within an individual. It is necessary that parents and community should work together to promote health,well being and learning of all students. If we actively involve parents and engage community resources,they are able to respond more effectively to the school related needs of students.As most of the Parents of our students are belong to the labour class so it is somehow difficult for them to play an active participation. But whenever they have time they are eager to

participate in activities of the school such as Beti Bachao Beti Padhao abhiyan, Swachhta abhiyan, Van Mahotsav, Cultural activities, School Disaster Management Plan, School Development Plan etc. we try to ensure the active participation of community and parents in the school. They are now also aware that girl's education transform lives and future of the whole communities. So they now try to educate their girl child also. The people of nearby villages are now well aware about the importance of Education and they are very conscious about the all round development of their child.

-Challenges and strategies implemented-

The **NCF- 2005** has recommended five guiding principles for curricular development-

- 1-Connecting knowledge to life outside school.
- 2- Ensuring that learning shifts from rote methods.
- 3-Enriching curriculum so that it goes beyond text.
- 4-Making examination more flexible and integrating them with class room life.
- 5- Nurture an overriding identity informed by caring concern within polity of the country.

Keeping in view these guiding principles we started our journey to implement innovations in our school.

1-Personality development of students through active and inquiry based learning-

In this competitive world ,personality plays a major role in dealing with the external challenges.in addition to the regular education ,it is important to have a holistic development of students which will definitely leverage their first steps towards this competitive world. The effectiveness of personality development lies on the confidence with which students embark their pathway to success.It is one of the major challenge that I have noticed in our school that our students who belongs to rural background somehow lagging behind and intrinsic confidence of these students is far low .They cannot express themselves easily.To build up their self-confidence level we introduced-

- 1-Peer group learning method
- 2-Preparation of mind map by students
- 3-Student's presentation in the classroom

1-Peer group learning method introduced in our school. It is a situation where peers support each other in learning process. In this process

students learn from each other by sharing ideas, knowledge and experience.

2-Mind map is a graphical way to represent ideas and concepts. It is a visual tool that helps structuring information, helping the students to better analyze and enhances their creative thinking and enables them to become more productive and efficient.

3-Presentation by the students on various topics introduced in our school .A student's presentation in the classroom becomes an important element in delivering positive learning experiences. Presentation skills helps the students to present in the classroom what they have learned.it is the way they can explain more deeply and study the topic.

2-Connect subject matter with real life experience or surrounding environment-

We have a challenge that how to connect subject matter with the surrounding environment and provide real life experience to the students because the real life experience provides important opportunities for students to actively involved in learning. The surrounding environment can help students in learning process because it can provide direct and real examples to students so as to facilitate students in understanding the material being taught.

It emphasizes co-operative learning with others, critical thinking and discussion, and a focus on action strategies with real world application

It offers opportunities for rich, hands-on, real world and authentic learning across the curriculum. This relevance to student's lives engages and inspiring them more than traditional pedagogy and develop their faculty of observation. For this we have introduced in our school

Project based learning (Field visit)

It develops the child's ability to work with his or his peers, building teamwork and group skills. It allows the teacher to learn more about the child as a person. Project based learning not only provides opportunities for students to collaborates or drive their own learning, but it also teaches

them skills such as problem solving and helps to develop additional skills integral to their future ,such as critical thinking and time management.

Project work is a series of activities that allows the students, do research and act by themselves using their abilities, interest, personal experience and aptitudes. The teacher will give ideas about project work, advice about the topic and how to manage the data collection process and planning.

Field visit is one of the most fantastic ways for students to learn through real life .There is no better way to learn something than to see or do it for yourself .It provides opportunities to every students to explore the possibilities of enhancing their inbuilt capacities through exposure By this the students will develop a sense of enjoyment and feel the subject closer without the pressure of doing exercise. We have taken our school students to various field visits such as Local Village Panchayat, Drinking Water Supply System (Water Pump House), nearby grocery shop and Ayurvedic Dispensary where students learns various classroom concepts. It definitely becomes a necessary part of our students' life simply because it gives them ample opportunity to learn from their own experiences.

Herbal garden-it reflects the long lasting tradition of conserving and using plants/ products for health care and cooking .Making a herbal garden is an opportunity to grow herbs for use, while spreading knowledge of their importance and traditional uses.

Herbal garden in GHS Jasai- The school has herbal garden which has medicinal plants .This garden enables the students to learn medicinal values of plants .Herbal garden is of immense value to educate the children about the ancient treasure of Indian ayurvedic way of treatment. We have planted about 32 types' precious medicinal plants known for their invaluable medicinal values. This innovative venture also throws light on the importance of plants in the sustenance of a safe and green world.

List of plants (Herbal garden –GHS Jasai)

रुद्राक्ष	कचूर	मग	रात रानी	आंबला
मुस्की कपूर	छोटी ईलायची	एलोवेरा	पुदीना	हरड
बेहड़ा	बड़ी ईलायची	लेमन ग्रास	बकरबेल	काली मिर्च
कपूर तुलसी	तेज पत्ता	चमेली	हडजोड़	चन्दन
खजूर	नीम	कत्तुंदी	पथरचट	
सुनणा	कालमेघ	अश्वगंधा	करी पत्ता	
हींग	सर्पगंधा	घुमारी	खैर	

Vermicompost Pit- It is also important to inculcate good habits of cleanliness, healthful living among children and essential knowledge regarding the personal and social hygiene. The first step in managing our school's rubbish we have set up different dustbins for the different kind of waste. Our students avoid sending waste to a landfill. It causes environmental problems, such as unpleasant smells and contaminants and toxins leeching into water and the air. So we and our students using other ways of disposing of waste, such as recycling, reusing and composting.

Our school has a vermicomposting unit. The main objective of this unit is to enable the students to learn 4R of waste management i.e. Refuse, Reduce, Reuse and Recycle. Vermicomposting refers to organic Manure produced by the use of earth worms, which generally live in soil, eat biomass and excrete it in digested form.

Why is vermi composte important- Vermicomposte is strictly organic .vermi-compost is used as an organic fertilizer in agriculture gardens. Vermin-compost enrich the soil, creates an ecologically safe system of food production and raise land productivity.by using vermin-compost in gardens, harmful chemicals and pesticides are no longer needed in the cultivation of crops.

Students also learn-

- 1-Instead of disposing of food scraps, yard wastes and other organics, the material can be vermin-composed.
- 2-This method of recycling converts organic materials that have traditionally been viewed as waste into a valuable soil amendment for plants and crops.
- 3-When vermin-compost is added to soil, it boost the nutrients available to plants and enhances soil structure and drainage.

- 4-Vermicompost has also been shown to increase plant growth and suppress plant disease and insect pest attacks
- 5-vermi compost is an eco-friendly bio fertilizer
- 6-vermicompost increase water retention capacity.

3- Introduce Practical based learning (Practical for classes 6th To 8th) and child centered method of teaching-

Practical Work-By practical work we mean tasks in which students observe or manipulate real objects or material or they witness teachers demonstration. Practical activities have huge significance in the learning process. They engage students, helping them to develop important skills, understand the process of scientific investigation and develop a broad understanding of scientific concept. In addition to class 9th and 10th we have introduced practical work from class 6th to 8th especially in maths and science so that pupils can get practical knowledge and understand the concept in better way.

Practical work can-

- 1-Motivate pupils by stimulating interest and enjoyment
- 2-Enhance the learning of scientific knowledge.
- 3-Develop scientific attitudes such as open mindedness and objectivity.

Open textbook test- an open book test is an assessment method designed in a way that allows students to refer either class notes or textbooks while answering question. It appears to be less stress in studying and by open book test students would be able to navigate through the book i.e. they know where to find the information and encourage independent study of a section of the book and responsibility of learning. It is also important for the tapping of potential of every student without discrimination.

Multiple choice question-Multiple choice or objective response is a form of an objective assessment in which respondents are asked to select only correct answers from the choices offered. In our school at the end of each chapter a MCQ test has conducted by the teacher. One of the most obvious pros of this form of test is that the actual answer is visible. In many cases a student may very well know the answer to a question but they are unable to recall it due to issues with memory or feeling pressurized. Seeing the answer could well trigger the memory to enable a correct answer to be given.

Activity corner- Activity corners have been made in each class of GHS Jasai. Everything of children's use has been kept in this box. This box contains educational material such as dictionary, maps, scrap book, sketch pens, cello-tape, scissor, candle, science practical related material etc.

4-Increase the learning level of weak students or slow learners –

Every individual is unique with different IQ levels. Some students have the capability of grabbing fast and memorize for long .others have less picking capacity. Academically weak students show natural physical growth however they could not perform well in reading, writing. Weak students could not develop understanding of different topics. Gradually they lose interest of study and develop a sense of delaying, excusing and blaming. So weak students become a product of poor self-confidence and poor self-image. It becomes so much difficult to identify the reason of poor academic performance. On the other side since, weak students do not create self interest in study; they do not want to perform academic activities.

For this in our school we introduced Remedial teaching for weak students.

Remedial Teaching –Remedial teaching is core teaching methodology to empower academically weak students. It is a unique way to provide intensive guidance, support and assistance to the academically weak students. It is integration of observation, interpretation and execution of method, material and motivation according to the level of learner. By doing this we help the weak students to learn most common and easiest things

in the beginning of the session we identify such students and to help those students to perform better in all academic activities is a time taking process, requires patience, persistence and consistent desires to work for longer and long time.

We help weak students to learn most common and easiest things i.e. spelling of simple word, read word and sentences.

We help weak students to learn basic mathematics skills i.e. addition, subtraction, multiplication and division.

Base line results –Maths Held in May-2019

S.No	Name	class	Level					
			Nothing	Digit	addition	subtraction	multiplication	divide
1	Palak	6 th	-	√	-	-	-	-
2	Amit	6 th	-	-	√	-	-	-
3	Rahul	6 th	-	√	-	-	-	-
4	Rita	6 th	-	-	√	-	-	-
5	Bandana	6 th	-	-	√	-	-	-
6	Sanjeev	7 th	-	-	√	-	-	-
7	Dikshit	7 th	-	-	√	-	-	-

End line results -Maths Held in Jan.-2020

S.No	Name	class	Level					
			Nothing	Digit	addition	subtraction	multiplication	divide
1	Palak	6 th	-	√	√	√	-	-
2	Amit	6 th	-	√	√	√	√	√
3	Rahul	6 th	-	√	√	√	√	-
4	Rita	6 th	-	√	√	√	√	√
5	Bandana	6 th	-	√	√	√	-	-
6	Sanjeev	7 th	-	√	√	√	√	√
7	Dikshit	7 th	-	√	√	√	√	√

Base line results –Hindi Held in May-2019

S.No	Name	class	Level					
			Nothing	letter	Word	sentence	Reading Paragraph	Reading story
1	Palak	6 th	√	-	-	-	-	-
2	Amit	6 th	-	-	√	-	-	-
3	Rahul	6 th	-	√	-	-	-	-
4	Rita	6 th	-	√	-	-	-	-
5	Bandana	6 th	-	√	-	-	-	-
6	Sanjeev	7 th	√	-	-	-	-	-
7	Dikshit	7 th	√	-	-	-	-	-

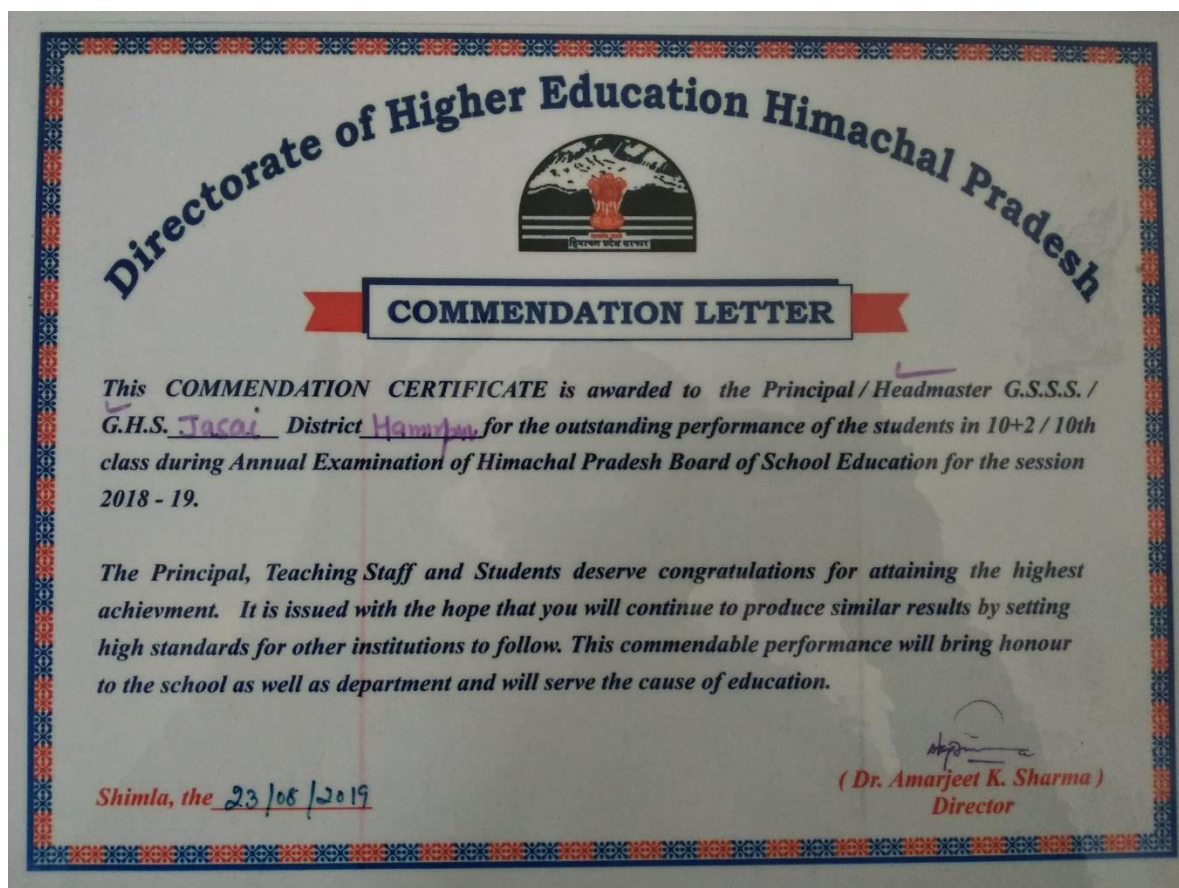
End line results –Hindi Held in Jan.-2020

S.No	Name	class	Level					
			Nothing	letter	Word	sentence	Reading Paragraph	Reading story
1	Palak	6 th	-	√	√	√	√	-
2	Amit	6 th	-	√	√	√	√	√
3	Rahul	6 th	-	√	√	√	√	-
4	Rita	6 th	-	√	√	√	√	√
5	Bandana	6 th	-	√	√	√	√	√
6	Sanjeev	7 th	-	√	√	√	√	-
7	Dikshit	7 th	-	√	√	√	√	-

Our achievements-

Commendation letter for outstanding performance of students in 10th class board exam held in March -2019 from Directorate of Higher Education –Shimla-

Our school has awarded with a commendation letter for outstanding performance of students in 10th class board exam held in March-2019. This commendable performance of our students bring honour to our school.



2nd prize at block level in school sanitation contest under swachh bharat mission –our school has got the second position at block level in school sanitation contest under swachh bharat mission and school sanitation reward scheme. On the eve of Republic day Rural development department of Himachal Pradesh awarded the school with the cash prize of Rs.-10000/- and with a certificate.

स्वच्छता से स्वास्थ्य



स्वास्थ्य से समृद्धि

ग्रामीण विकास विभाग हिमाचल प्रदेश
Rural Development Department Himachal Pradesh



एक कदम स्वच्छता की ओर

स्वच्छ भारत मिशन
Swachh Bharat Mission

प्रमाण पत्र

सहर्ष प्रमाणित किया जाता है कि श्री० उ० पा० जसाई

ग्राम पंचायत जसाई ब्लॉक नादीन

जिला हमीरपुर (हि०प्र०) को वर्ष 2018-19 में ग्रामीण विकास विभाग,
हिमाचल प्रदेश द्वारा राज्य स्कूल स्वच्छता पुरस्कार योजना के अंतर्गत
खण्ड स्तरीय द्वितीय पुरस्कार प्रदान कर सम्मानित किया गया ।

दिनांक 22.01.2020

उपायुक्त एवं मुख्य कार्यकारी अधिकारी,
जिला ग्रामीण विकास अभिकरण,
जिला हमीरपुर हिमाचल प्रदेश

Saksham National Competition 2019-To ensure that our students are well equipped with knowledge to face any challenge. Our students participated in various competitions such as Saksham National Competition -2019. In this competition certificate of appreciation presented to our school by Petroleum Conservation Research Association. Our two students were selected for district level competition and got first position and also won cash prize of Rs.3000/-each.



Our two students were selected this year for under-14 state tournament. One in volleyball and one in short-put.

Our students participated in various online quiz competitions from time to time. In this year our students participated in online competition conducted by ISRO.

Also we have focused sessions on special topics including Disaster management, basic life support, Health and hygiene for girls and Career counseling.

School head as a Team Leader-

As a head of the school my role is to provide leadership, direction and co-ordination within the school. My focus is to develop and maintain effective educational programs within our school and to promote the improvement of teaching and learning through implementations of various innovations.

One of major factor that is most important to implement these innovations is time management. The weekly schedule of these activities is prepared at the beginning of each new week. It was the major factor that can affects our innovative work. Every Saturday after half time and 4th Saturday i.e. bag free day as declared by H.P. Govt. we decided to utilize this time to implement these innovative ideas in our school. Otherwise it was impossible to implement these innovations in our school because every teacher has under pressure to complete their syllabus well in time and give better result otherwise H.P. Govt. decided to stop increment of those teachers and heads whose result is below 30%-40% of board result. In H.P the entire exam conducted under CCTV and mobile jammer. But by proper time management we are able to implement these innovations and got success by improving the learning level of our students and providing them something new. By enhancing quality education through innovations and by improving the learning level of my students I feel satisfied myself but this is not the end yet there is a lot of to do.

I as a team leader play a key role in the delivery of quality instruction. The responsibilities of our team to include educational strategies that support effective learning for all students and serve as a facilitators, guide and supporter of quality instructional practices.

GSSS RAKKAR DHARAMSHALA DISTT KANGRA HP 176057

(gsss.rakkar.dharamshala@gmail.com)



2002 MIDDLE SCHOOL



2014 HIGH SCHOOL



2016 SENIOR SECONDARY



UDISE CODE : 02020606302

HPBOSE School Code : -2359

DDO Code : 233

Tan No. : PTLG17839D

SCHOLARSHIP Code : 5048

E-mail : gsss.rakkar.dharamshala@gmail.com

INFRASTRUCTURE



GSSS RAKKAR DHARAMSHALA



NEWLY TILED FLOOR



HAND WASHING AND DRINKING WATER POINTS



GSSS RAKKAR DHARAMSHALA VIEW



NEWLY CONSTRUCTED AND DECORATED GATE



COMPUTER LAB



WALL PAINTINGS



RESULT (DRAWING)

YEAR	TOTAL NO OF STUDENTS APPEARED	STUDENTS PASS	STUDENTS FAIL	PASS %	BOARD PASS %	DIFFERENCE	STUDENTS PASS WITH MORE THAN 75-100%	REMARKS
2017	30	29	01	96.68	94%	+2	8	When Drawing teacher was there
2018	20	14	06	70%	91%	-21	0	When drawing teacher was retired
2019	27	27	00	100	94.82	+5	18	When I personally take the class

NEWS CLIPPINGS

विज्ञान प्रतियोगिता में छाया रकड़ स्कूल

धर्मशाला। राजकीय वरिष्ठ माध्यमिक पाठशाला रकड़ धर्मशाला के छात्र-छात्राओं ने एक बार फिर ब्लॉक स्तरीय विज्ञान दिवस व गणित ओलंपियाड में बेहतरीन प्रदर्शन करके स्कूल का नाम रोशन किया है। टंग नरवाणा में विज्ञान दिवस व गणित ओलंपियाड आयोजित किया गया। इसमें रकड़ स्कूल के विद्यार्थियों ने क्रमशः पहला व तीसरा स्थान प्राप्त किया। विज्ञान प्रतियोगिता वर्ग में स्कूल के छात्र सुनिल कुमार व सीमा देवी ने तीसरा स्थान प्राप्त किया। वहीं विज्ञान विषय पर आधारित पोस्टर मेकिंग प्रतियोगिता के फिनाल वर्ग में स्कूल के छात्र अर्जुन सिंह ने पहला स्थान प्राप्त किया। इस पर विद्यालय के प्रधानाचार्य अश्वनी भट्ट व विद्यालय प्रबंधन समिति के अध्यक्ष रूप लाल ने सादे समारोह में विजेताओं को विशेष रूप से सम्मानित भी किया गया। इस अवसर पर स्कूल स्टाफ से श्रेष्ठ कश्यप व दुर्गेश नदिनी भी विशेष रूप से उपस्थित रहे।

दिव्य हिमाचल Sat, 02 March 2019



न्यूज जयरी

रकड़ स्कूल का बैडमिंटन में उत्कृष्ट प्रदर्शन

धर्मशाला। रावमापा रकड़ धर्मशाला के विद्यार्थियों ने जोनल स्तरीय अंडर-14 खेलकूद प्रतियोगिता की बैडमिंटन स्पर्धा में शानदार प्रदर्शन किया। शिक्षा खंड धर्मशाला की स्मैहड़ में हुई प्रतियोगिता की बैडमिंटन स्पर्धा में रकड़ स्कूल ने व्यक्तिगत और टीम मुकाबलों में सर्वश्रेष्ठ प्रदर्शन किया। इसमें स्कूल के अभिनव, कशिश भट्ट, अनुज, सुशमा, सीमा और अनामिका ने भाग लिया। इसमें कशिश भट्ट, अभिनव, सुषमा और सीमा का चयन जिला स्तर के लिए हुआ है। सभी विद्यार्थियों को प्रधानाचार्य अश्वनी भट्ट ने सम्मानित किया। प्रधानाचार्य और एसएमसी प्रधान रूपलाल ने विजेता खिलाड़ियों और स्कूल की शारीरिक शिक्षिका पूजा शर्मा को बधाई दी।

रकड़ स्कूल ने चिल्ड्रन साइंस व कला उत्सव में किया बेहतर प्रदर्शन



धर्मशाला : पाठशाला रकड़ के विद्यार्थी अध्यापकों सहित चित्र में। (नवीन)

धर्मशाला, 6 अक्टूबर (नवीन): राजकीय वरिष्ठ माध्यमिक पाठशाला रकड़ धर्मशाला के विद्यार्थियों ने चिल्ड्रन साइंस कांग्रेस व जिला स्तरीय

कला उत्सव में बेहतरीन प्रदर्शन किया है। पाठशाला के विद्यार्थियों ने जहां डाईट धर्मशाला में आयोजित की गई जिला स्तरीय कला उत्सव प्रतियोगिता

में द्वितीय स्थान हासिल किया था, वहीं ब्लॉक व क्लस्टर स्तरीय प्रतियोगिताओं में पहला स्थान हासिल करके लोक नृत्य में अपनी धाक जमाई थी। इसी प्रकार गत दिवस सम्पन्न हुई ब्लॉक स्तरीय चिल्ड्रन साइंस कांग्रेस में भी पाठशाला के मेधावियों ने विज्ञान प्रश्नोत्तरी के ग्रामीण वर्ग में दूसरा स्थान हासिल किया है। पाठशाला में आगमन पर विजेता बच्चों व अध्यापकों को सम्मानित किया गया। इस अवसर पर प्रधानाचार्य अश्वनी भट्ट, पाठशाला स्टॉफ से वंदना शर्मा व त्रिलोक शर्मा सहित अन्य अध्यापक मौजूद रहे।

रकड़ स्कूल में बैग फ्री-डे मनाया



धर्मशाला। राजकीय वरिष्ठ माध्यमिक पाठशाला रकड़ धर्मशाला में सरकार और शिक्षा विभाग के निर्देशानुसार बैग फ्री-डे मनाया गया। सभी विद्यार्थियों को बिना स्कूल बैग व बस्ते के पाठशाला में बुलाया गया था। विद्यार्थियों को सारा दिन अलग-अलग प्रकार की गतिविधियों में व्यस्त रखा गया। वहीं, जमा एक व जमा दो के विद्यार्थियों ने देश की संसद की कार्यवाही को प्रदर्शित करती युवा संसद का आयोजन किया, जिसमें बच्चों ने सत्ता व विपक्ष की भूमिका निभाते हुए संसद की कार्यवाही किस तरह से संचालित की जाती है, उसका प्रदर्शन किया।

बैग फ्री डे पर रकड़ स्कूल में टूर्नामेंट

धर्मशाला - राजकीय वरिष्ठ माध्यमिक पाठशाला रकड़ में सरकार व शिक्षा विभाग के निर्देशानुसार बैग फ्री डे मनाया गया। इस दिन पाठशाला के सभी विद्यार्थियों को बिना स्कूल बैग के पाठशाला में बुलाया गया था। इस दिन विद्यार्थियों को सारा दिन अलग-अलग प्रकार की गतिविधियों में व्यस्त रखा गया। सर्वप्रथम बच्चों को सामूहिक पीटी व ड्रिल करवाई गई, जिसके उपरान्त बच्चों को योगासनों का अभ्यास करवाया गया। इसके उपरान्त पाठशाला के विद्यार्थियों द्वारा अंतर सदन बैडमिंटन प्रतियोगिता आयोजित की गई।

जाब केसरी
ई-पेपर

Sat, 07 October 2017

epaper.punjabkesari.in/c/22718569



दिव्य हिमाचल

Sun, 27 May 2018

epaper.divyahimachal.com/



रक्कड़ में आपदा से निपटने के लिए टिप्स



धर्मशाला - राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़ धर्मशाला कांगड़ा में विश्व आपदा प्रबंधन दिवस का आयोजन किया गया। दिवस पर पाठशाला के विद्यार्थियों को आपदाओं से बचाव हेतु प्रक्रियाओं का अभ्यास करवाया गया। प्राकृतिक आपदाओं जैसे आग व भूकंप से बचाव हेतु मॉकड्रिल का अभ्यास किया गया। इसके लिए स्कूल के बच्चों को भूकंप आने की स्थिति में किस प्रकार बचाव के उपाय अपनाने चाहिए, का अभ्यास करवाया गया।



कांगड़ा : राजकीय वरिष्ठ माध्यमिक पाठशाला कन्या धर्मशाला की छात्राएं अध्यापकों सहित सामूहिक चित्र में।

न्यू कांगड़ा स्कूल में मनाया कला उत्सव

लोकनृत्य में रक्कड़ व संगीत में गर्ल्स स्कूल धर्मशाला अव्वल

कांगड़ा, 12 सितम्बर (कालड़ा): राजकीय वरिष्ठ माध्यमिक पाठशाला न्यू कांगड़ा में कला उत्सव 2017 धूमधाम से मनाया गया। राष्ट्रीय माध्यमिक शिक्षा अभियान के तत्वावधान में यह कार्यक्रम जोनल स्तर पर आयोजित किया गया जिसमें धर्मशाला, नगरोटा बगवां, कांगड़ा और रैत ब्लॉकों के विभिन्न स्कूलों के विद्यार्थियों ने भाग लिया। कार्यक्रम की जानकारी देते हुए बी.आर.सी.सी.

अप्पर प्राइमरी आरती चौधरी ने बताया कि उत्सव में लोकनृत्य, दृश्य कला, संगीत और थिएटर से संबंधित प्रतियोगिताएं आयोजित की गईं, जिनमें 150 के लगभग विद्यार्थियों ने भाग लिया। कार्यक्रम के मुख्यातिथि ब्लॉक परियोजना अधिकारी बलवंत सिंह जबकि डाईट धर्मशाला से प्रवक्ता गौरव शर्मा और मंजू धीमान प्रभारी की हैसियत से उपस्थित रहे। आरती ने बताया लोकनृत्य वर्ग में ब्लॉक धर्मशाला से रक्कड़ स्कूल प्रथम, रैत ब्लॉक से कल्याड़ा स्कूल द्वितीय, संगीत वर्ग में गर्ल्स स्कूल धर्मशाला प्रथम व रैत ब्लॉक से कल्याड़ा

स्कूल द्वितीय रहे। विजुअल आर्ट (दृश्य कला) वर्ग में ब्लॉक धर्मशाला से राजकीय उच्च विद्यालय कोतवाली बाजार प्रथम, ब्लॉक कांगड़ा से राजकीय उच्च विद्यालय कोहला द्वितीय, जबकि थिएटर वर्ग में ब्लॉक कांगड़ा से गाहलियां स्कूल प्रथम और धर्मशाला ब्लॉक से चतेहर स्कूल द्वितीय रहा। मुख्यातिथि व ब्लॉक परियोजना अधिकारी बलवंत सिंह ने विजयी विद्यार्थियों को पुरस्कार देकर सम्मानित किया। इस अवसर पर बी.आर.सी. प्राइमरी राम चंद व सहायक लेखा चंचल कालरा विशेष रूप से उपस्थित रहे।

लोक नृत्य में रक्कड़ की छात्राएं अव्वल



धर्मशाला। राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़ की छात्राओं ने ब्लॉक स्तरीय लोक नृत्य कला उत्सव प्रतियोगिता में प्रथम स्थान हासिल किया है। स्कूल प्रबंधन समिति के अध्यक्ष रूप लाल ने छात्राओं व पीजीटी अध्यापिका लता रानी को बधाई दी। इस प्रतियोगिता में धर्मशाला ब्लॉक के 20 से ज्यादा स्कूलों के विद्यार्थियों ने भाग लिया। रक्कड़ स्कूल की छात्राओं ने गढ़ी लोक नृत्य प्रस्तुत कर प्रथम स्थान हासिल किया है और जोन स्तरीय प्रतियोगिता के लिए चयन हुआ है। यह स्पर्धा वरिष्ठ माध्यमिक पाठशाला कांगड़ा में 12 सितंबर को होगी।





धर्मशाला। राजकीय वरिष्ठ माध्यमिक स्कूल रकड़ धर्मशाला के दो विद्यार्थियों के मेधावी छात्रवृत्ति योजना के तहत चयन होने पर स्कूल प्रबंधन ने खुशी जाहिर की है। वर्ष 2018-19 के लिए प्रदेश स्तर पर आयोजित होने वाली इस छात्रवृत्ति प्रतियोगिता में धर्मशाला ब्लॉक से केवल चार विद्यार्थियों का चयन इस छात्रवृत्ति के लिए हुआ जिसमें से दो विद्यार्थी केवल रकड़ स्कूल से ही हैं। पिछले वर्ष भी विद्यालय के दो विद्यार्थियों ने इस छात्रवृत्ति को जीता था, जबकि इस वर्ष विमल सेन व नंदनी देवी ने इस छात्रवृत्ति को हासिल करके स्कूल का मान बढ़ाया है। इस उपलब्धि पर स्कूल प्रधानाचार्य अश्वनी भट्ट व विद्यालय प्रबंधन समिति के अध्यक्ष रूप लाल ने विजेता विद्यार्थियों को शुभकामनाएं दी हैं।

रकड़ स्कूल के मेधावी छात्र नवाजे

हिमाचल दस्तक ब्यूरो। धर्मशाला प्रिंसिपल ने वार्षिक गतिविधियों की रिपोर्ट प्रस्तुत की। बच्चों द्वारा नरेश के दुष्प्रभावों को लेकर एक नाटिका प्रस्तुत की। इसके उपरान्त पहाड़ी नाट्य ने तो मुख्यातिथी व अभिभावकों को भी झूमने पर किया गया, जिसमें केसीसी बैंक के चेयरमैन डा. राजीव भारद्वाज ने बतौर मुख्यातिथी शिरकत की। स्कूल प्रिंसिपल अश्वनी भट्ट ने मुख्यातिथी को स्मृति चिन्ह भेंट कर उनका स्वागत किया। इस दौरान बच्चों ने आकर्षक सांस्कृतिक कार्यक्रमों से खूब समां बांधा। स्कूल प्रबंधन के साराहना करते हुए बच्चों के बेहतर भविष्य की कामना की। इस दौरान स्कूल के मेधावी बच्चों को मुख्यातिथी द्वारा सम्मानित किया गया।

विज्ञान दिवस में चमके रावमापा रकड़ के विद्यार्थी

धर्मशाला (राकेश भारद्वाज) : रावमापा रकड़ धर्मशाला के छात्र-छात्राओं ने एक बार फिर ब्लाक स्तरीय विज्ञान दिवस व गणित ओलंपियाड में बेहतरीन प्रदर्शन करके पाठशाला का नाम रोशन किया है। बीते दिन रावमापा टंग नरवाणा में विज्ञान दिवस व गणित ओलंपियाड आयोजित किया गया। इसमें रकड़ पाठशाला के विद्यार्थियों ने पहला व तीसरा स्थान प्राप्त किया। विज्ञान प्रतियोगिता में जहां पाठशाला के छात्र सुनिल कुमार व सीमा देवी ने तीसरा स्थान प्राप्त किया वहीं विज्ञान विषय पर आधारित पोस्टर मैकिंग में अर्जुन सिंह ने पहला स्थान प्राप्त किया।

दैनिक सवेरा Sat, 02 March 2019
dainiksaveratimes.epapr.in/c/372



स्वच्छता पखवाड़ा मनाया

धर्मशाला। राजकीय वरिष्ठ माध्यमिक स्कूल रकड़ (धर्मशाला) में स्वच्छता पखवाड़े का आयोजन किया गया। इस दौरान स्कूल स्टाफ और विद्यार्थियों ने स्कूल प्रांगण व आसपास में साफ-सफाई के कई कार्यक्रमों का आयोजन किया। पखवाड़े की शुरुआत में कक्षाओं, आसपास के रास्तों व गलियों की सफाई की गई। पानी के स्रोतों की भी साफ-सफाई की गई। स्कूल के प्रिंसिपल अश्वनी भट्ट ने इस दौरान बच्चों को निजी जीवन में भी स्वच्छता अपनाने को प्रेरित किया। प्रधानमंत्री द्वारा शुरू किए गए स्वच्छ भारत अभियान को घर-घर तक लेकर जाने का अपील की। स्वच्छता पखवाड़े के समापन अवसर पर स्कूल स्टाफ सदस्य वंदना शर्मा, लता रानी, अंजू चंदेल, चंद्रकांत शर्मा, त्रिलोक कुमार, अनुराधा, श्रेष्ठ कश्यप, अजय कुमार, पूजा शर्मा, प्रोमिला शर्मा, नंदिनी व पूनम पटनिया भी मौजूद रहे।

साक्षी भाषण प्रतियोगिता में दूसरे स्थान पर



धर्मशाला : राजकीय वरिष्ठ माध्यमिक पाठशाला रकड़ की छात्रा साक्षी देवी प्रधानाचार्य के साथ। (ब्यूरो)

धर्मशाला, 22 नवम्बर (ब्यूरो): राजकीय वरिष्ठ माध्यमिक पाठशाला रकड़ की छात्रा साक्षी देवी ने जिला स्तरीय भाषण प्रतियोगिता में द्वितीय स्थान प्राप्त करके पाठशाला का मान बढ़ाया है। जिला कांगड़ा की 14 वर्ष से कम आयु वर्ग की खेलकूद व सांस्कृतिक प्रतियोगिता जोकि राजकीय वरिष्ठ माध्यमिक पाठशाला धर्मशाला में चल रही है। भाषण प्रतियोगिता के वर्ग में कुमारी साक्षी ने स्वच्छ भारत के लिए हमारा प्रयास विषय पर अपने विचार प्रस्तुत किए, जिसके आधार पर उसने बड़े कम अंतर से दूसरा स्थान प्राप्त किया। साक्षी की इस उपलब्धि पर पाठशाला के प्रधानाचार्य अश्वनी भट्ट ने साक्षी को व उन्हें तैयार करवाने वाली अध्यापिका अनुराधा को प्रातःकालीन सभा में बधाई दी। उन्होंने विजेता प्रतिभागी को सम्मानित किया।

पंजाब केसरी
ई-पेपर

Thu, 23 November 2017
epaper.punjabkesari.in//c/23936532





धर्मशाला के रक्कड़ वरिष्ठ माध्यमिक विद्यालय में आयोजित नृत्य प्रतियोगिता में प्रथम स्थान हासिल करने वाली छात्राएं प्रस्तुति देते हुए।

लोक नृत्य में रक्कड़ स्कूल ने झटका पहला स्थान

धर्मशाला। राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़ की छात्राओं ने ब्लॉक स्तरीय लोक नृत्य कला उत्सव प्रतियोगिता में प्रथम स्थान हासिल किया है। छात्राओं की इस उपलब्धि के लिए स्कूल के प्रधानाचार्य अश्वनी भट्ट और एसएमसी प्रधान रूपलाल ने छात्राओं और कार्यक्रम को तैयार करवाने की लिए

पीजीटी अध्यापिका लता रानी को बधाई दी। कन्या विद्यालय धर्मशाला में हुई इस प्रतियोगिता में धर्मशाला ब्लॉक की 20 से ज्यादा पाठशालाओं की छात्राओं ने भाग लिया। इसमें रक्कड़ स्कूल का चयन जोन स्तरीय प्रतियोगिता के लिए हुआ है। कांगड़ा में 12 को होने वाली प्रतियोगिता में चयनित छात्राएं भाग लेंगी। ब्यूरो

खेलकूद प्रतियोगिता के विजेता खिलाड़ी सम्मानित



धर्मशाला में खंडस्तरीय अंडर-14 खेलकूद प्रतियोगिता में पुरस्कार हासिल करने वाले रक्कड़ स्कूल के विद्यार्थी प्रधानाचार्य के साथ • जागरण

जागरण संवाददाता, धर्मशाला : राजकीय वरिष्ठ माध्यमिक पाठशाला रमेहड़ में हुई खंडस्तरीय अंडर-14 खेलकूद प्रतियोगिता की वेडमिंटन स्पर्धा में राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़ (धर्मशाला) की टीम विजेता रही।

बेहतर प्रदर्शन पर चार खिलाड़ियों का जिलास्तरीय प्रतियोगिता के लिए चयन हुआ है। स्कूल पहुंचने पर

खिलाड़ियों को मंगलवार को स्कूल प्रशासन ने सम्मानित किया। प्रधानाचार्य अश्वनी भट्ट ने बताया कि जिलास्तरीय प्रतियोगिता के लिए सीमा, सुषमा, पायल व निकिता का चयन हुआ है। इस मौके पर प्रशिक्षक पूजा शर्मा, सुरेंद्र समियाल, लता रानी, अनुपमा चौधरी, चंद्रकांत शर्मा, त्रिलोक शर्मा, अनुपम शर्मा, दुर्गेश नंदिनी, स्नेह लता, पूनम कटोच व अजय शर्मा मौजूद रहे।

लोक नृत्य में छाई रक्कड़ स्कूल की छात्राएं



धर्मशाला - राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़ धर्मशाला की छात्राओं ने ब्लॉक स्तरीय लोक नृत्य कला उत्सव प्रतियोगिता में प्रथम स्थान हासिल किया है। छात्राओं द्वारा प्राप्त की गई इस उपलब्धि पर स्कूल के प्रधानाचार्य अश्वनी भट्ट व विद्यालय प्रबंधन समिति के अध्यक्ष रूप लाल ने छात्राओं व कार्यक्रम को तैयार करवाने की लिए पीजीटी अध्यापिका लता रानी को बधाई दी। कन्या विद्यालय धर्मशाला में आयोजित इस प्रतियोगिता में धर्मशाला ब्लॉक के 20 से ज्यादा स्कूलों ने भाग लिया। रक्कड़ विद्यालय की छात्राओं ने पारंपरिक गद्दी लोक नृत्य प्रस्तुत करके प्रथम स्थान हासिल किया। इसके साथ ही स्कूल का चयन जोन स्तरीय प्रतियोगिता के लिए भी कर लिया गया है, जो कि वरिष्ठ माध्यमिक पाठशाला कांगड़ा में 12 सितंबर को होगी। इसके बाद राज्य स्तरीय प्रतियोगिता के लिए चयन किया जाएगा व फिर राष्ट्रीय स्तर पर प्रतियोगिता आयोजित की जाएगी



पंजाब केसरी ई-पेपर Sat, 26 January 2019 <https://epaper.punjabkesari.in/c/361>

चिल्ड्रन साइंस स्पर्धा में रक्कड़ का दबदबा



हिमाचल दस्तक ब्यूरो। धर्मशाला

राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़ धर्मशाला के विद्यार्थियों ने चिल्ड्रन साइंस कांग्रेस व जिला स्तरीय कला उत्सव में सफलता प्राप्त करके पाठशाला का नाम रोशन किया है।

गत दिवस संपन्न हुई ब्लॉक स्तरीय चिल्ड्रन साइंस कांग्रेस में भी पाठशाला के मेधावियों ने विज्ञान प्रश्नोत्तरी के ग्रामीण वर्ग में बड़े थोड़े से अंतर से चूकते हुए दूसरा स्थान हासिल किया है। नृत्य प्रतियोगिता में पाठशाला की छात्राओं सोनिका, मोना, वैशाली, अंकिता, शिवानी, मिनाक्षी व मिया, जबकि विज्ञान प्रश्नोत्तरी प्रतियोगिता में पाठशाला का प्रतिनिधित्व सुनिल कुमार,

अनामिका, उदित कुमार व आंचल देवी ने किया। प्रतियोगिता की लोक नृत्य श्रेणी की तैयारी में पीजीटी लता रानी व विज्ञान प्रश्नोत्तरी की तैयारी विज्ञान स्नातक अध्यापिका दुर्गेश नंदिनी द्वारा करवाई गई प्रधानाचार्य अश्वनी भट्ट ने विभिन्न प्रतियोगिताओं में बच्चों के बेहतर प्रदर्शन के लिए बच्चों व उनके तैयार करवाने वाले अध्यापकों को मुबारकबाद दी।

इस अवसर पर पाठशाला स्टाफ से बंदना शर्मा, त्रिलोक शर्मा, चंद्रकांत शर्मा, अंजू वाला चंदेल लता रानी, अनुपमा, दुर्गेश नंदिनी श्रेष्ठ कश्यप, पूजा शर्मा, प्रोमिल शर्मा, अजय शर्मा, उषा रानी कुष्णा देवी व सावित्री देवी भी उपस्थित रही।

दिव्य हिमाचल Mon, 11 September 2017 epaper.divyahimachal.com/c/22037545

के लिए चयन हुआ है।

हिंदी सुलेख में पायल का दबदबा

धर्मशाला - राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़ धर्मशाला में हिंदी पखवाड़े का आयोजन किया गया। इस दौरान पाठशाला में हिंदी भाषा के संवर्धन से संबंधित अनेक कार्यक्रम आयोजित किए गए। पाठशाला में इस दौरान अंतर सदन हिंदी भाषा ज्ञान प्रतियोगिता का आयोजन किया गया। इसमें विक्रम बतरा सदन की सोनिका, शायनी, आंचल व विनय की टीम ने पहला स्थान हासिल किया। इसके उपरांत पाठशाला में आयोजित हिंदी सुलेख प्रतियोगिता में नौवीं कक्षा से पायल ने प्रथम, दसवी कक्षा से प्रिया व वैशाली ने प्रथम, जमा एक से उदित व श्रद्धा तथा जमा दो से वंदना व अंकिता ने प्रथम स्थान संयुक्त रूप से प्राप्त किए। इसी प्रतियोगिता के कनिष्ठ वर्ग में छठी कक्षा से नंदिनी व चंदन, सातवीं से अर्जुन व सूर्याश व आठवीं से आदित्य व सचिन कुमार ने प्रथम व द्वितीय स्थान हासिल किया।

दिव्य हिमाचल Sat, 29 September 2018 epaper.divyahimachal.com/c/



Mon, 12 June 2017
 epaper.punjabkesari.in//c/19736633

वसिल किया।

Mon, 12 June 2017
epaper.punjabkesari.in//c/19736633

आ में दूसरे स्थान पर



Three men are standing together, smiling. The man on the left is wearing a red and black striped sweater and light-colored trousers. The man in the middle is wearing a dark jacket over a patterned shirt and jeans. The man on the right is wearing a green and white striped sweater and dark trousers. They are standing in front of a backdrop that includes a banner with the text 'a good today'.

मिक पाठशाला रकड़ की छात्रा

वर्षिष्ठ माध्यमिक पाठशाला एक्कड़ की विद्येविगिता नै द्वितीय स्थान प्राप्त करके 14 वीं वर्ष से कम आयु वर्ग की खेलकूद परिषद् माध्यमिक पाठशाला धर्मशाला में जारी साथी नै स्वच्छ भारत के लिए हमारा नैसर्गक आभाष पर उसनै बड़े कम अंतर अल्पविष्टि पर पाठशाला के प्रधानाचार्य करवाने वाली अध्यापिका अनुसुधा को ता प्रतिभागी को सम्मानित किया।

2017
sari.in//c/23936532


INDEX

इ धर्मशाला में
का आयोजन
के बच्चों ने भाग
त की गई। वरिष्ठ
नियाने तृतीय,
तरा सदन की
वर्ग में कल्पना
की सुषमा ने दूसरा
। प्रधानाचार्य
यों की भी लिखाई
नवंबर पर
र्मा, अंजु बाला
तुराधा, प्रेमिला
नी व पूनम

chal.com// 

[illegible]

धर्मशाला, 7 मई (साहिल) : रावमापा रक्कड़ धर्मशाला ने अपना वार्षिक खेलकूद व गतिविधि कैलेंडर जारी कर दिया है। कैलेंडर को जारी करते हुए प्रधानाचार्य अश्वनी भट्ट ने हर्ष जताते हुए कहा कि कैलेंडर के जारी होने से पाठशाला में वर्ष भर सभी गतिविधियों के लिए पर्याप्त समय मिल पाएगा। गौरतलब है कि प्रदेश शिक्षा विभाग ने प्रदेश की पाठशालाओं में परीक्षाओं से लेकर अन्य सभी गतिविधियों के लिए समय निर्धारित कर रखा है। वार्षिक कैलेंडर के निर्माण के अभाव में कई बार इन गतिविधियों के समय का पता नहीं चल पाता है इसलिए कैलेंडर के निर्माण से, पहले से ही हर गतिविधि का समय पाठशाला प्रबंधन को मालूम रहता है जिस कारण अंतिम समय में कोई हड़बड़ी नहीं होती। कैलेंडर के निर्माण से अब हर गतिविधि की जानकारी पाठशाला स्टाफ, विद्यार्थियों व उनके अभिभावकों को पहले से मालूम हो जाएगी जिस वजह से उन्हें तैयारी करने में सुविधा होगी। साथ ही साथ अब कोई भी गतिविधि छूट भी नहीं जाएगी। कैलेंडर जारी करने की इस अवसर पर पाठशाला स्टाफ से वन्दना शर्मा, त्रिलोक शर्मा, अंजू वाला चंदेल, चंद्रकांत शर्मा, लता रानी कपूर, अनुराधा, उषा शर्मा, श्रेष्ठा कश्यप, प्रोमिला शर्मा, पूनम पट्टाणिया, पूजा शर्मा, दुर्गेशा नंदिनी व कृष्णा देवी भी उपस्थित रहे।

Mon, 08 May 2017

धर्मशाला। राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़, धर्मशाला की छात्राओं ने कलस्टर स्तरीय कला उत्सव में लोक नृत्य प्रतियोगिता में प्रथम स्थान हासिल किया। रावमापा घन्यारा में हुई एक दिवसीय प्रतियोगिता में घन्यारा कलस्टर के दर्जनभर विद्यालयों ने हिस्सा लिया। प्रतियोगिता के विजेताओं और अध्यापिका अनुराधा और अंजली को विद्यालय प्रबंधन समिति के अध्यक्ष रूप लाल और प्रधानाचार्य अश्वनी भट्ट ने बधाई दी।

चित्रकला में आरती और अर्जुन प्रथम
धर्मशाला। राजकीय वरिष्ठ माध्यमिक पाठशाला रक्कड़ (धर्मशाला) में पृथ्वी दिवस मनाया गया। इस अवसर पर स्कूली बच्चों के लिए चित्रकला प्रतियोगिता आयोजित की गई। प्रतियोगिता के वरिष्ठ वर्ग में कल्पना चावला सदन की आरती ने प्रथम, बिक्रम बतरा सदन के अक्षित ने द्वितीय, कनिष्ठ वर्ग में स्वामीनाथन सदन के अर्जुन ने पहला और आकाश ने दूसरा स्थान हासिल किया। प्रधानाचार्य अश्वनी भट्ट ने विजेता प्रतिभागियों को सम्मानित किया। साथ ही पृथ्वी के महत्व की जानकारी दी। इस मौके पर स्कूल स्टाफ लता रानी कपूर, अनुराधा चौधरी, अंजू वाला चंदेल, त्रिलोक शर्मा, चंद्रकांत शर्मा, अनुराधा, ऊषा शर्मा, श्रेष्ठा कश्यप, दुर्गेश नंदिनी, पूनम कटोच, पूजा शर्मा, कृष्णा देवी और सावित्री देवी आदि मौजूद रही।



रावमापा रक्कड़ (धर्मशाला) में पृथ्वी दिवस पर आयोजित चित्रकला प्रतियोगिता के प्रतिभागी बच्चे।



न्यू कांगड़ा स्कूल में मंगलवार को कला उत्सव-2017 के विजेता छात्रों अध्यापकों के साथ • जड़रुण

[illegible]

धर्मशाला- राजकीय वरिष्ठ माध्यमिक पाठशाला रकड़ धर्मशाला व छात्राओं ने क्लस्टर स्तरीय कला उत्सव में लोक नृत्य प्रतियोगिता में प्रथम स्थान हासिल किया। राजकीय वरिष्ठ माध्यमिक पाठशाला घन्यारा में आयोजित इस एक दिवसीय प्रतियोगिता में घन्यारा कला के दर्जन भर विद्यालयों ने हिस्सा लिया। प्रतियोगिता में रकड़ की छात्राओं ने बेहतरीन प्रस्तुतियों से सबका मन मोह कर प्रथम स्थान हासिल करने के साथ खंड स्तरीय कला उत्सव प्रतियोगिता जिसका आयोजन धर्मशाला में घन्यारा क्लस्टर का प्रतिनिधित्व भी करेगा।

दिव्य हिमाचल Sat, 24 September 20
epaper.divyahimachal





स्वच्छता रैली निकालते हुए स्कूली छात्र व अध्यापक वर्ग।

दैनिक सवेरा
 काली में जलने की बी. राखी
 काग्रस में शामल। कया।

Fri, 05 May 2017
 dainiksaveratimes.epapr.in/c/18



धर्मशाला (राकेश भारद्वाज) : राजकीय वरिष्ठ माध्यमिक स्कूल स्वकड़ धर्मशाला के दो विद्यार्थियों के मेधावी छात्रवृत्ति योजना के तहत चयन होने पर स्कूल प्रबंधन ने खुशी जाहिर की है। वर्ष 2018-19 के लिए प्रदेश स्तर पर आयोजित होने वाली इस छात्रवृत्ति प्रतियोगिता में धर्मशाला ब्लाक से केवल चार विद्यार्थियों का चयन इस छात्रवृत्ति के लिए हुआ जिसमें से दो विद्यार्थी केवल स्वकड़ स्कूल से ही हैं। पिछले वर्ष भी विद्यालय के दो विद्यार्थियों ने इस छात्रवृत्ति को जीता था, जबकि इस वर्ष विमल सेन व नंदनी देवी ने इस छात्रवृत्ति को हासिल करके स्कूल का मान बढ़ाया है। इस उपलब्धि पर स्कूल प्रधानाचार्य अश्वनी भट्ट व विद्यालय प्रबंधन समिति के अध्यक्ष रूप लाल ने विजेता विद्यार्थियों को शुभकामनाएं दीं।


 Thu, 25 April 2019
 dainiksaveratimes.epapr.in/c/3882
 



SESSION 2019-20

APRIL	MAY	JUNE	JULY
<ul style="list-style-type: none"> Admission Class 6th to +2 Quarterly Establishment Statement Distribution of Free Text Books Observation of Earth Day on 22 April Mock Drill on Disaster Management Formation of Houses/Time table General House of SMC 	<ul style="list-style-type: none"> Inter House Comptt. (Hindi/Eng. Calligraphy) FA-I and Monthly Test From 6th to 10th World Anti Tobacco Day on 31st May Selection of Teams for Sports and Other Activities 	<ul style="list-style-type: none"> Collection of Scholarship Forms Inter House Comptt. (Group Song) World Environment Day - 5th June FA 2 and Monthly Test From Class 6th to 10th World Yog Diwas - 21st June Monsoon Break w.e.f. 26th June to 31st July 	<ul style="list-style-type: none"> Submission of Quarterly Establishment Statement TDS Statement for First Quarter Feeding of Online Scholarship
AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
<ul style="list-style-type: none"> Demand for Additional Budget Celebration of Independence Day 15th August Zonal Tournament Under - 19 	<ul style="list-style-type: none"> Submission of Acrs of Teachers SA-I From 6th to 8th Distt. Sports Tournament Budget Estimate for the Next year General House Meeting of SMC Teachers Day - 5th Sep. Celebration of Hindi Day on 14th Sep. Monthly Class test 6th to 10th Online Feeding of Examination Forms Inter House Quiz Comptt. 	<ul style="list-style-type: none"> 3rd Quarterly Establishment Statement Children Science Congress Celebration of Gandhi Jayanti- 02nd Oct. TDS Statement 2nd Quarter International Disaster Reduction Day 13th Oct. Monthly Class Test From Class 6th to +2. 	<ul style="list-style-type: none"> Children Science Conference State Level Diwali Break (27th Oct to 01 Nov.) Children Day Celebration - 14th Nov. Inter House Sports Meet FA - III Form 6th to 8th Class Test 6th to X
DECEMBER	JANUARY	FEBRUARY	MARCH
<ul style="list-style-type: none"> World Aids Day 1st Dec. II Terminal Examination - 9th to +2 World Human Rights Day - 10th Dec. Inter House Debate Comptt. Celebration of Annual Prize Distribution Function Demand of Additional Budget 	<ul style="list-style-type: none"> 4th Quarterly Establishment Statement Winttr Break (7th Jan - 16th Jan) Celebration/ Participation in Republic on 26th Jan. TDS Statement for Third Quarter FA 4 (6th to 8th) and Monthly Class Test (9th to 10th) Martyr's Day - 30th Jan. 	<ul style="list-style-type: none"> Revision of Syllabys Issue of Roll No.s Filling of Income Tax Form - 16 National Science Day - 28 Feb. Board Practical and Inter Exam Practical 	<ul style="list-style-type: none"> Physical Verification of Stores/ Lab/Library Completion of Financial Transactions General House Meet of SMC Annual Examination Declaration of Annual Result on 31st March





**A J JOHN MEMORIAL H SS
CHATANKOTTUNADA
KOZHIKODE ,KERALA**

Case study for NCSL -NIEPA

Theme for the case study :

‘LEADING TEAMS FOR QUALITY IMPROVEMENT’

Section 1:

Name	: MOOSA T.T
Designation	: HEAD MASTER
Name of the school	: AJ JOHN MEMORIAL HSS Chatankottunada Chatankottunada P.O,Kavilumpara,Kozhikode ,Kerala,673513
Mobile No	: 9497839128.
E mail	: ttmoosa@gmail.com
Tenure	: April 2015 till date.

Section 2 :

A J John Memorial HSS Chathankottunada is located at the eastern hilly homeland of Kozhikode District in Kerala. It is 35 km away from the nearest Vadakara railway station and 60 km from Kannur airport. The school lies at the foot of a small hill surrounded by beautiful greeneries, mountains, valleys and streams. The school was started in 1962 by MCBS Christian community to provide education to the young kids in and around the area. Most of these kids hail from a poor financial background. Their parents are farmers and agricultural labours but having a spirit of utilising all the resources to attain fair and free education to their young ones. The school has been providing well composed learning experiences to ensure that all students have the opportunity to achieve their maximum potential and grow into a modest citizen for the past 60 years.

It was by the wholehearted support of the community, which consist of all religions, sects and departments especially school PTA, SM C, Alumni Association, Local self government bodies, political parties, old teachers and well wishers of the school, we could achieve the present glory and well established infrastructure of the school.

Our staff consist of 38 teachers, 5 non teachers, 2 noon feeding workers and 2 IT lab assistants. Our present strength is 987 students come from a distance of 10 kms in and around the school.

In Kerala the public education system is very active introducing new technologies, new methods, novel experiments and establishing new Hi-tech class rooms with multimedia facilities as part of protecting public education and raising its standard to the world class. Our school is equipped with all the 27 class rooms having ICT facilities.

It was in our school we introduced the facility to provide warm drinking water in all the class rooms, which is well managed by the students everyday.

Animal welfare club

Children in our school are exposed to the thrill and rigours of rearing animal and fowls at home; Thanks to the ambitious programme launched by the state department of animal husbandry. In our school a 21 member club was formed and club activities were initiated to trigger the interest in animal care and love towards fellow beings among children. 15 goats were distributed to the children interested in rearing them. The students and parents can pocket the returns from the animals. The programme is being monitored by the department and club in charges. It was a good experience to the children and they plan to visit dairy farms and cattle fields in the coming years.

ISRO Gold Medallist.

In 2017 our school began to catch the attention of the public when **Fiza Parveen Parveen** of Class X A won English essay competition and made her hilly homeland proud by bagging the GSLV Gold Medal for the Best of the Best Essay in English, conducted by Vikram Sarabhai Space Centre, Thumba, lead centre of ISRO, on the occasion of space science and technology week during 4-10 Oct. Essay on the theme "Discovering a New Earth" was conducted in Hindi and Malayalam for high school students of Kerala. A total of 1,143 contestants participated.

Students Police Cadet.

Since 2015 this school was granted with students police cadet unit which enhance the students to grow a well trained citizen who obey the rules of the land and contribute to the discipline of the school. They also conduct many public programmes like keeping the campus and neighbourhood of the school plastic free, anti drug programmes and introduce the natural farming culture to the society.

JRC, Scouts and Guides, little kites also are the voluntary organisations which helps the school to keep in touch with the community programmes. Little kites handle all the cyber and I T related programs in the school.

Academic Excellence

I strongly believe that all institutions will be honoured and rated based on academic excellence. It was one of our unfulfilled dream to achieve 100 % success in the 10th class SSLC result. Keeping in mind to attain the maximum output under my leadership as the present headmaster I clearly executed the school development plan and guided the teachers to achieve maximum result. To my wonder for this very first time in the history of our school we attained 100% victory in **SSLC Examination March 2017** with 60 % of the students achieving distinction grades. Till now we have been carrying the same reputation. It was the first instance I could take my school to quality improvement leading my team. 13 and 8 students in class 8 won NMMS (the national means and merit scholarship) and 8 and 3 students in class 7 won USS (upper school scholarships) in 2017 and 2018 respectively.

Sports and Games

We have a well built play ground, basket ball court and a volleyball court in the campus. In sports we were lacking the tools and equipments to give proper practice for the kids. In order to compensate this lacking under the leadership of the headmaster a committee was formed to avail financial help from Kerala Sports Council, district Panchayath and sports promoters in the village. Detailed plan was submitted to the authorities and we could avail financial aid of almost 1 lakh. New tools and sports goods were purchased and children were given usual practice in the morning and evening hours. Slowly we could attain remarkable progress in sub-district, district and state level sports meet. Many student got admission in sports school in Kerala. We have formed a volleyball academy in the leadership of Sri. Tom Joseph the former Indian volleyball captain who is one of our alumni.

In the lime light of Atal Tinkering Lab

It was in 2017 the central gov. decided to grant ATL (Atal Tinkering Lab) in 500 village school in India under NITI Ayog which foster the STEM education and innovation skills of talented student on the basis of screening and challenge round competitions. We had to present 2 scientific issues in our locality and find solutions for the problem. Our topic were the problems faced by rubber tappers in the area and waste plastic management in the village. 3 students and 2 teachers were thrilled by the venture and participated in the challenge round competition held at Usmania university, Hyderabad and won the 256th rank (Registration No 0d0 077220) at national level. A glorious occasion our school ranked 3rd among the state public schools and made our entry into the national education scenario. **The formal inauguration of the ATL was done on 19th January 2018 by the Honourable M.P of Vadakara Sri. Mullapally Ramachandran.** All the students from class 6 to 12 could be benefited with these laboratory. The second instance I, as the team leader, could lead my team to attain maximum quality to my institution and work as hub school in the area. ATL Provides the young

aspirants opportunity to learn the basics of robotics, animations, 3D designing, use different sensors, develop innovative skills with hands on experience, sky watch and locate the heavenly objects and prototype their own devices and models. It is easy for our children to find a right path in future gaining moral and material education provided along with latest trends and STEM education. Now our students have the chances to present their innovative skill at science platforms of modern science.

State teachers award comes to A.J. John memorial HSS .

our team work and the appreciation of the spirit and commitment of the teachers was raised to its zenith when one of our colleagues Mr. Sugunan P.K, HST Hindi won the best teacher award in the state during the academic year 2018. We were proudly witnessing his hard work and dedication. He was honoured by the Educational Minister of Kerala Dr. C. Raveendranath at VJT Hall in Trivandrum. The award made the school shine in the midst of names and fames.

Role of our institution to overcome the flood calamities in Kerala.

Kerala has been experiencing severe floods last 2 years due to unusually high rainfall during the monsoon season. It was the worst flood in Kerala in nearly a century. Heavy manpower loss and putting almost all the people in miseries and great loss. It was a time all the civilians deposit of their religion, politics, status and position came hand in hand and engaged in relief works. Our school in the leadership of various clubs like SPC, JRC, Scout and Guide and Little kites collected food materials, school stationary, household utensils at their maximum and supplied the most effected areas in Waynad district. Our school was a relief camp for more than 50 families in and around our school providing all the facilities to the inmates.

The school enters into some kind of philanthropic and relief activities such as helping the bed ridden and differently abled students and those in and around the school. The school established a palliative club, visit and nurse the patients monthly or when needed, providing them mental and financial helps with the help of generous hands.

The school has a large number of students belonged to the tribal community with low attendance and dropouts being common. The school turned to form groups of voluntary groups from SPC, JRC, Scout and Guides and with the help of community police visit their houses and take measures to bring them into the classroom. We provide free conveyance under Gotra Saradhi Scheme to these students to attract them to school. Tribal arts are also promoted in the school. by conducting screening test at the start of the education years, students empowerment and enrichment programs are also conducted in the morning and evening hours and regular remedial classes also are given to uplift them into normal levels.

we believe in the saying that “without craftsmanship inspiration is a mere reed shaken in the wind”. So at the very early levels we find out the craft skills of the students and train them to top grades in the sub district, district and state work experience fair. Many of the students namely Shaniya P Shaju, Amala Mary Kattakayam, Meera Alfi Bose and Anna Dennis won 1st A grade in clay modelling, doll making, thread pattern and budding layering and grafting respectively at state level.

Our school is situated near to the western ghats, the mountain forest area where different flora and fauna grow abundantly along with various wild animals. To take the students close to the nature and its resources every year we conduct trucking to the nearby forest and hilltops.

The school take the leadership to conduct rain walk “mazhyatra” organised every year by the students community in the locality. The major environmental initiative in the area which help the students to reinvent the nature and also experience rain.

CLASS ROOM LIBRARY PROJECT

The most prestigious project conducted in the school in 2018 was complete classroom library project. The school main library has a collection of more than 10,000 books, besides we have established classroom library to guide the children into the exciting world of reading. We planned to put up classroom libraries for easy access of high quality, interesting and valuable books providing the children early opportunities to enter into to general reading and supplementary reading.

Putting up of Class Room Library was a great task needed manpower, finance, collective jobs, community supports and finally instil in students the significance of reading.

The first task was collecting books at different levels with a requirement of more than 100 books in each class library. With the help of PTA members and local body members of different areas 18 local P T A committees were formed. Orientation and awareness programmes were conducted in the house yards of student in different locality under the president-ship of the local agent. A general collection of books and donations were held and on the occasion and 200 to 300 books were collected from each centres. The headmaster described the scheme, benefits and the call of the time to get back the students into the world of reading. Some kind of Art forms also presented in the meeting.

By the end of the day after conducting 18 meetings in different localities we could collect more than 2000 books through this project. The entire program was led by the students group. The second task was to find a shelf to keep the book in the classroom which costed almost 1 lakh. We formed different fund raising programmes and with the help of well wishers and old students “changathikoottam” we could find out the amount pertaining to in a short time. Now we have well furnished classroom library in all the 27 classrooms.

In each class a librarian was selected and put in charge of the library. A stock register and issue register were kept in all the class libraries where issue of the books and stocks are clearly recorded.

To promote reading habits of the student programs like review writing, debates, criticism are being conducted at classroom levels in the presence of the class teachers. New books are also collected through different means and contributed to the classroom libraries.

ONE BOOK IN MY BAG

Miss. Jeza Mehak a class 5 grade introduced the most innovative project in helping the student to keep continues reading by ‘**name one book in my bag**’. The student who join this project should keep an extra book in their bag to make additional reading. Thus the members have already read more than 100 books so far.

Many rural schools in our neighbourhood now practices the classroom library project and one book in my bag project in their schools.

LAST WORD

I Believe, all the educational activities must go hand in hand with in right personality of each individual in order to perceive and form a role model and complete human being. It is hard to get a group of individuals to work together smoothly. But if you posses emotional intelligence and provides a clear vision to the team and delegate the duties according to their skills and ability we can attain growth and success at sky high.

Theme

Leading Changes in self
and others for improving
school culture



Name of the Head - Bindu K. P.
Designation - Headmistress
Address - Govt. J.B.L.P School, Peroor
Peroor P. O.
Kottayam
Kerala – 686637
Mobile No. - 9895972600
E-mail - govt.jblps5@gmail.com
binduashok8@gmail.com

June 2016 – June 2018
Head teacher of an Upper Primary School

- No Infrastructural facilities were there. Only 40 students were there from Class I – VII
- With the help of Govt. NGO's, LSG and well wishers A.C Computer Lab, Library containing 3000 books, Science Lab, Mathematics Lab, Tiled Classrooms and a School Bus availed there.
- Got best school award and the enrolment increased.

July 2018 onwards – Govt. J.B.L.P School, Peroor

Achievements – Smart Classrooms, Children's Park,
Fully equipped Pre Primary, Best School Award

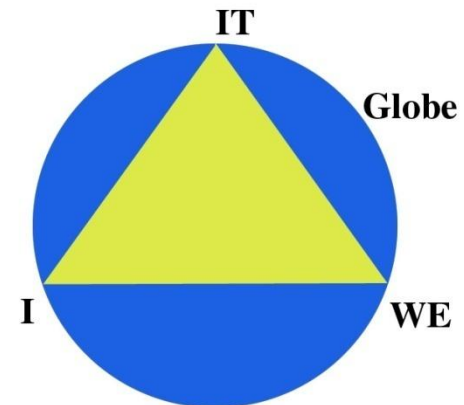
Challenges that faced by the school head:

- 1) Indifferent behaviour of the students
- 2) Negative attitude of the teachers
- 3) Difficulty in attracting the parents to school

STRATEGIES TO OVERCOME THESE DIFFICULTIES

Theme

My School – The Centre of
Total Growth



- I, WE, IT and Globe are the four systematic elements always present in all contact of interactive human life ie, in all group process.

DYNAMIC BALANCING

These 4 factors which are connected to one another and equal in worth. That means we require to balance those elements.

DECIDED TO CONDUCT WORKSHOP FOR

- Students
- Teachers
- Parents
- Grand Parents

WHILE FORMULATING WORKSHOP THEMES ARE IMPORTANT THEMES

- Have power
- TASK becomes a theme when it is personalized and localized.

DIFFERENCE BETWEEN SUBJECT AND THEME

“It was a beautiful morning by the river scene in Paris. There stood an old man with a tin cup in hand and a board hanging from his shoulders. The board carried these words. **PLEASE HELP THE BLIND.** The collection was not good.

A young person came up, reversed the board and wrote. **IT IS SPRING TIME IN PARIS AND I CANNOT SEE THE BEAUTY OF PARIS.** Soon there was change in people’s response. There was a tremendous improvement in the collection.”

WORKSHOP THEMES FOR STUDENTS

- a) Self awareness – Who am I? How did I become who am I today?
- b) Turning obstacles into stepping stones and out growing limitations.
- c) Ability to radiate positive energy even in difficult circumstances.
- d) Self confidence, and becoming aware of personal strength.
- e) Let's know and grow.

SOME FEEDBACK FROM STUDENTS

Suraj : I like this seating arrangement. Everyone is equal here.

Maya : We can see each and every person face to face. No first person or last person is here

Saran : We are sampujyar (respected persons)

Athira: Zero is the contribution of Indian's. Zero is like this shape. Zero has great value. So we are valuable persons.

Soumya: I decided to change my attitude and I won't waste time by seeing TV and operating computer.

WORKSHOP FOR TEACHERS

The sub themes are :

- 1) Let us know each other well
- 2) Knowing you is knowing me. (Perfect sharing) Sharing points are:
 - a) Let us remember a person who influenced me in childhood
 - b) Share one joyful experience in their childhood
 - c) My best friend in school/college level. Why?
 - d) My teacher who influenced me a lot. Why? What message did you get from him?
 - e) Why did I choose this profession – by chance/by choice
 - f) An unforgettable experience in my teaching life.
 - g) Which is the quality in me that my students can imitate?
 - h) A change in my classroom or a student as a result of my influence in teaching.

Every person gets a chance to share their ideas with 9 different persons.
Listening capacity and intimacy with colleague will be improved.

Next theme is based on the paradigm shift

- a) Teacher student paradigm
- b) Trainers - Trainee paradigm
- c) Facilitator – Participant paradigm

What 'teaching means for me'? (Open sharing in plenum)

Knowing our students : Internal traits and external traits

How can I communicate better with our students.

After the workshop a drastic change occurred from the part of teachers. 90% of the teachers changed their attitude.

FEED BACK FROM THE TEACHERS

- I will try to understand the backgrounds of my students.
- My listening capacity improved.
- This workshop is a turning point in my life.
- The workshop gave an insight to me.
- The mind is totally free.
- My family problems will be solved.

For attracting the parents to school I initiated to start a small industry for the mothers – **Agarbathi Making**. Now they are engaged to **umbrella making** also. They are getting a small income from this. Their presence is an asset to the school for all activities.

I conducted workshops for parents and grand parents.

Grand parents play major role in the character formation of the children. The workshop helped a lot to increase the relationship between the grand parent and children.

CONCLUSION

Students and their parents are the key factors of the school. Teachers are the facilitators. For the proper functioning of the school, these key factors should work together with the support of the society. A head teacher has a vital role in connecting these factors. Effective workshops are needed for changing the attitude of the individual. The magical affect of heart-touching work-shops helped me to lead the school effectively.



THE ADMINISTRATION OF UNION TERRITORY OF LADAKH

LADAKH AUTONOMOUS HILL DEVELOPMENT COUNCIL, LEH

OFFICE OF THE HEADMASTER GOVERNMENT MIDDLE SCHOOL TAKNAK

SAKTI, LEH, LADAKH

CASE STUDY OF MIDDLE SCHOOL TAKNAK, SAKTI

LEH, LADAKH

Contact number: 9419179588

E.mail: ssgyaltsan@gmail.com

INTRODUCTION OF HEAD TEACHER

I (Sonam Gyaltsan) took up as a head teacher of this school in March 2016. This gave the opportunity to give shape to my dreams which I had nurtured over the years in my service and experiences.

I joined the education department as a general line teacher in the year 2003. Then over the years of service I worked as Zonal Resource Person for three years. I took part in many capacity building programs at district, state and national levels.

On 26th.january 2019 I was awarded the best teacher award at District level for all the work I did in the past 3-4 years.

SCHOOL NAME: GOVERNMENT MIDDLE SCHOOL TAKNAK.

ADDRESS: village; Sakti, Leh (UT LADAKH).

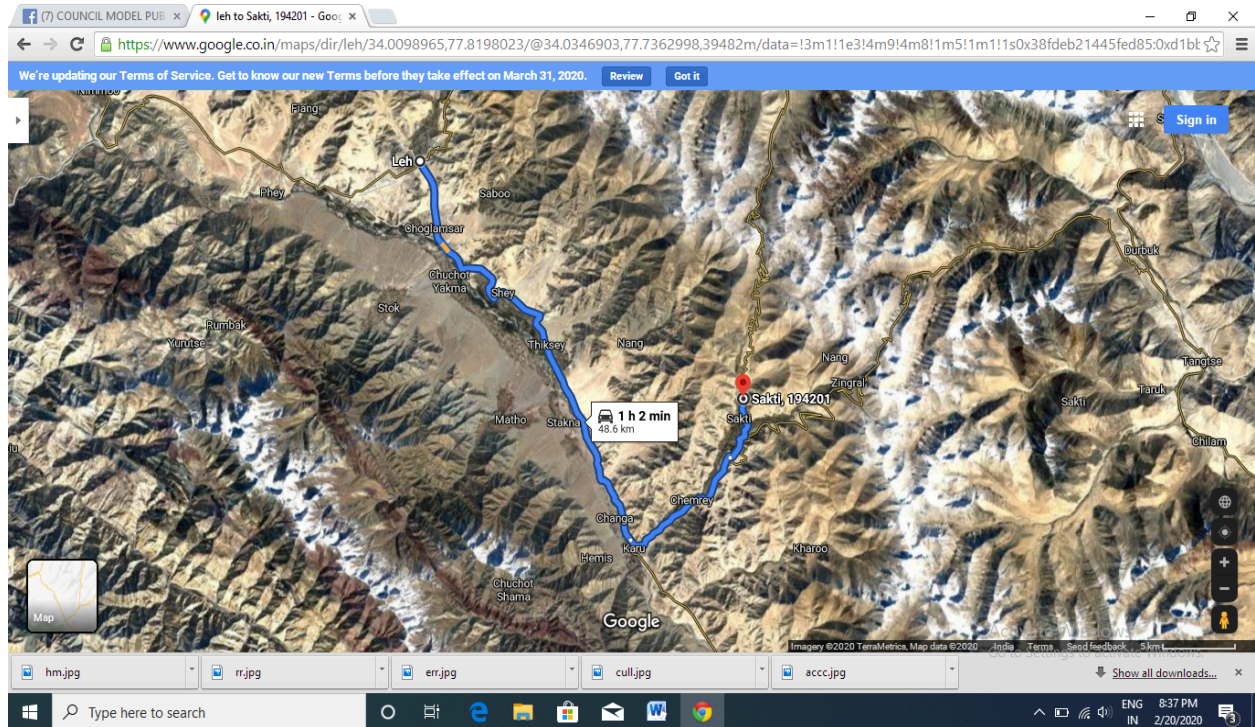
DISE-CODE: 1070300102

CONTACT NUMBER: 9419179588/9906979782

E.MAIL ID: ssgyaltsan@gmail.com

FACEBOOK: Council Model Public School Serthi.

THE SCHOOL IN GENERAL



Inauguration of school by chief executive councilor Ladakh Autonomous Hill Development Council Leh on 26 nov.2016

The school is located in Taknak village which is situated about 50km from Leh. It was established in the year 80's. Over the following years the people lost interest and trust in this government school. As a result today when I took charge of this school as a headmaster, there were only 4 students enrolled in it of which 3 of the student were from Nepal and only one of them belong to the rural village.

This school was located in a sloppy terrain which was difficult to access by both the teachers as well as students. Then this school was situated at a ridge little bit away from the village where there was no proper transport system, due to which the teachers face difficulties as specially in moving to and fro from their home to school as most of them travel more than 50kms every day in a single direction.

This school perhaps was not preferred by the locals for their children, because it is located at a very high altitude of about 4000mts above sea level, causing it to have a very cold environment throughout the year except for two to three months. In the winter the temperature range between -25 to -15 degree Celsius, and we have to face serious problem like clearing the snow from the school campus, and in the warmer days the temperature may range between 18 to 22 degree Celsius.



Clearing the campus

COMMUNITY

Most of the families in an around Taknak village are engaged in farming and they lacked proper education due to which they considered sending their children to private schools a better option than to a government school. This believes/misconception was so because in the past the reputation and performance of the government school were not good. It was next to impossible for us to make the locals have faith in us, when I put forward my ideas of transforming this school to a level much better than those private schools around this region.

Its just been a few decades since the private schools started to established in an around Leh, bringing with them a whole new ideas

and culture of providing a much better education system as compared to the government schools then. This led to a new trend in the whole of Ladakh where families completely lost trust in the education system of the government schools and started to withdraw their children from the government institution and admitted their children in the private schools even though they face a number of difficulties, economically, in travelling, and even had to board their children in hostels just because the distance between the school and the houses were extremely far.

This also led to a unhealthy culture in which families sending their children in private schools considered themselves superior to those families who couldn't afford admitting their children in private schools.

Indirectly forcing the poorest of poor families to send their children in private schools, thus leading to a rapid degradation of the government schools.

THE IDEA OF UPLIFTING THIS SCHOOL

Over the first two three months of my duty in this school in the year 2016, I realized that I could bring about a whole transformation to this school, If I could manage to bring about certain change. I had always in the depth of my mind wanted to do something good to our society, as specially in this education system as I have been a teaching staff since 2003 and I exactly knew what were the weaknesses.

ROAD-MAP

- To strengthen the government school, I realized that firstly I had to select a group of active, responsible and If possible the younger generation of teachers.

- Improve the infrastructure of the school.
- To increase the enrolment of the school by providing transport facilities to the children.
- To impart wholesome education to the children to bring about a all-round development in the children.

CHALLENGES FACE BY H/M.

In my mind I had created a road-map through which I could achieve the goals that I had set to uplift this school, but it wasn't an easy ride rather it was a whole rollercoaster full of challenges.

❓ COMMUNITY MOBILIZATION

Firstly it was extremely difficult for me to convince the community to admit their children to this government school, as their believes and culture was completely opposite to my vision.

In my first few casual meeting with them I tried to motivate them to have trust in me and the government school. To win their trust I spoke to them of my road-map to which they casually accepted my statement and proposals but none of them were willing to send their kids, when I asked them to.

Some of them even discourage me, and said that my efforts would go in vain, these words actually didn't discourage me rather it further strengthen my will to pursue my goal. So, more than to prove them wrong I wanted to prove myself that I can achieve my vision, so I went door to door to almost every family to educate them the importance of nurturing and sustaining a government school within the reach. It was almost like going for a campaign in election.

Over the time I managed to pursuit some of my close friends to admit at least one of their children in this school as I myself wowed to admit my daughter in this school after withdrawing her from the private school in our region.

This only encouraged me and strengthens my faith in myself and vision which also encouraged a few of the villages to enroll their kids in this school.

📍 RELOCATING THE SCHOOL COMPOUND



Abandon building



To succeed in achieving my goal I realized that the location of the school compound would play a vital role, as I knew the current location would hardly attract any students or the attention of the villagers or even the teaching faculties.

For this I requested higher authorities to grant me the permission to relocate this school from the current location to the abandon compound of the government higher secondary school in Sakti, which lie in the center of few mohallas of this region.

❓ FURNISHING THE REIUNS OF THE ABANDON BUILDINGS OF THE HIGHER SECONDARY SCHOOL.

Getting the permission to relocate the school itself was a huge task in which I had to go door to door to each of the higher authorities, as though I was asking for mercy petition from the president.

Now the next massive task was to repair and rebuild the reiuns into proper classroom for a middle school. But this was not as easy as to do so firstly I had to find people willing to donate funds, then people willing to provide labours support and finally to collect the building materials.



Classrooms under construction.

NEW BUILDING



CONTRIBUTION OF TEACHERS IN THIS VOYAGE.

A teacher plays one of the most important roles in the overall development of a student.

I was fortunate that I could congregate few selective young, energetic, responsible teachers along with some senior experience teachers as my staff. They became my right and left hand in my pursue of my vision. They immensely contributed in every possible way by staying late in the evenings in the school or coming early to furnish classrooms with TLM (teaching learning materials).



TLM PREPARATION



They even came to the school on holidays including Sundays in the beginning to either give extra classes to the children or to maintain the school.

Since the initiation of this school the teacher along with me have voluntarily involved in running winter holidays camp for a month each every year till today. In these Winter camps we taught the children co-curricular activities other than academics such as traditional songs, ice-skating, dance, paintings etc. sometimes we also took the children on excursion to different school, places of cultural, religious importance.

They also helped me in running the hostel during these winter camps, and also before examinations.



CONTRIBUTION OF COMMUNITY.

Initially when we took up this project only a few friends of mine and few family members came up to support me. But within a year or so there was a huge difference in participation of the local people in helping me in developing this school into a model school. Not only did the locals help me in providing me with free labours but also more surprisingly they withdrew their children from the private schools and admitted them in this school.



PARENTS CONTRIBUTION.

The school management committee never hesitated, when I call them for any type of help when we had to prepare a programme.

I would like to take some names of some of the contributors:

1. Tashi Toldan (a parent), he donated rupees 1 lakh.
2. Sonam Wangyal trust (Leh), donated rupees 60000.
3. There are many more people who have donated different amounts, some have even sponsored the bus fare and stationery cost for the entire year of particular children.

INTEGRATED CHILD DEVELOPMENT SERVICE

In this school we have clubbed two anganwadi centers along with the school and I feel fortunate to get the supports of the two workers who have willingly taken care of the pre-primary students like their parents. They take care of the children from morning till evening. They ensure complete safety and all-round development of the children.

NEW INNOVATION TO IMPROVE QUALITY EDUCATION

1. We have special subject wise classrooms in which teacher to remain sited in the classroom for the whole day.





2. Every Monday children to bring local dish as their lunch.

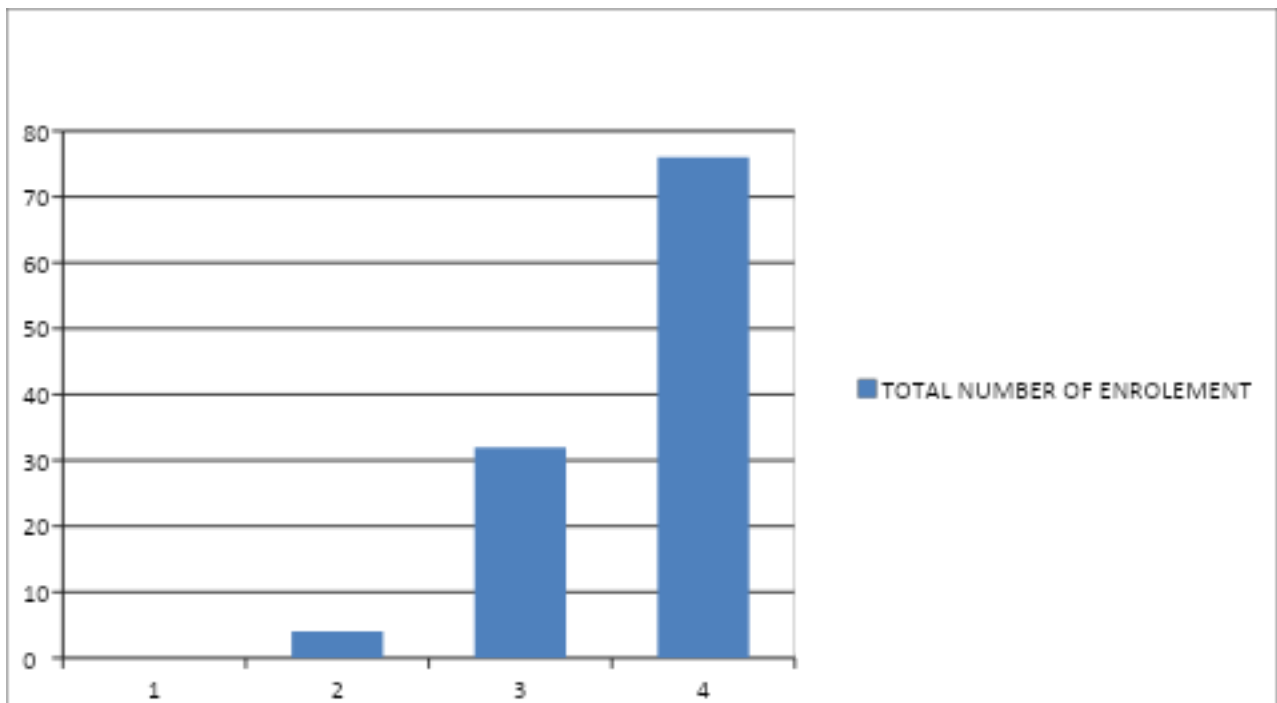


Local dish (PABA)

- 3.** We have a lost and found box within the school campus, so that kids will have maintained their good behaviors by returning the lost items through the box.

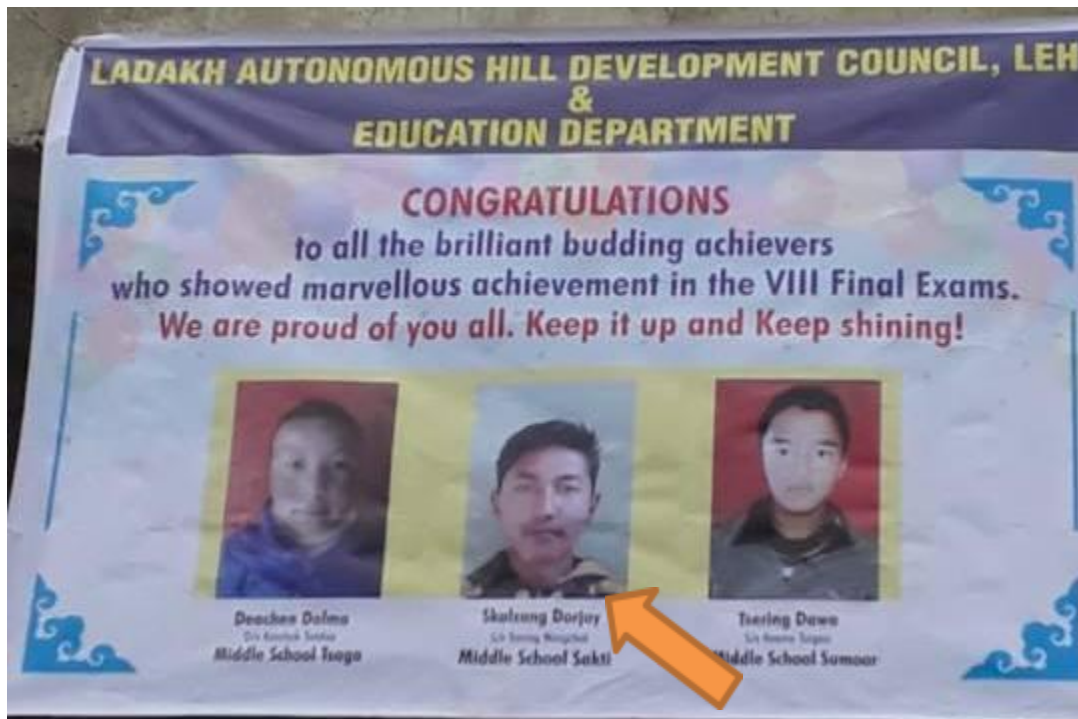
SOME ACHIVEMENTS OF THE INSTITUTION IN THREE YEARS

- The School had only four students at the initial stage in 2016 which increased up to 103 till date.



- At the zonal and district level competitions we also participated and our school always remains on top.
- Our school selected for performing at Himalayan Khumb Mela (Annual Drukpa Council) celebration 2019 at Hemis Ladakh. Our school was the only Govt. School selected for the Dance Performance.

- Every year 4 to 5 students from our school cleared entrance test (JNVST) for Jawahar Navodaya Vidyalaya, which is also a great achievement for any Govt. School in this region. The teachers are taking extra classes for the above purpose.
- In 8th class exams one of the student namely Skalzang Dorje stood second position in entire district. Recently in 2019 he has been selected at national level painting competition at Bhopal.



- To increase the roll of student in school we bought a new school bus on loan from a bank. We are the first government school in entire Ladakh having school with transport facilities. The bus goes round the village touching every corner to pick up the students and drop them back.



- At the beginning we had an old unused and ruined school building which we have renovated with the help of community and parents. We even managed to build new school building with the help of Education Department, MLA, MP and parents contribution. We built some class rooms with the contributions of above mentioned personalities in a very limited period of time.



LADAKH EX. MP AND PRESENT MP VISITING OUR SCHOOL.

- A Digital Lab, small library and a small playground with some swings, sea-saw have been installed in our school which was provided by an NGO called 17,000 Ft. Foundation.
- A group of dental doctors' team from Germany also provided dental check-up for all the children. They have even provided tooth-brushes and paste for two consecutive years.

YEAR-WISE, CLASS-WISE STUDENTS ROLL STATEMENT

YEAR 2016-2017

Sr. No.	Classes	Boys	Girls	Total
1	Nursery	00	01	01
2	LKG	00	00	00
3	UKG	01	00	01
4	1 ST	00	00	00
5	2 ND	00	00	00
6	3 RD	00	00	00
7	4 TH	02	00	02
8	5 TH	00	00	00
9	6 TH	00	00	00

10	7 TH	00	00	00
11	8 TH	00	00	00
TOTAL		03	01	04

YEAR 2017-2018

Sr. No.	Classes	Boys	Girls	Total
1	Nursery	02	02	04
2	LKG	01	03	04
3	UKG	01	00	01
4	1 ST	03	02	05
5	2 ND	02	01	03
6	3 RD	00	01	01
7	4 TH	01	04	05
8	5 TH	02	01	03
9	6 TH	03	00	03
10	7 TH	02	00	02
11	8 TH	01	00	01
TOTAL		18	14	32

YEAR 2018-2019

Sr. No.	Classes	Boys	Girls	Total
1	Nursery	12	09	21
2	LKG	05	08	13
3	UKG	01	05	06
4	1 ST	03	00	03
5	2 ND	02	02	04
6	3 RD	06	04	10
7	4 TH	00	03	03
8	5 TH	00	05	05
9	6 TH	02	03	05
10	7 TH	03	00	03
11	8 TH	02	01	03
TOTAL		36	40	76

YEAR 2019-2020

Sr. No.	Classes	Boys	Girls	Total
1	Nursery	06	02	08
2	LKG	12	06	18

3	UKG	12	07	19
4	1ST	04	08	12
5	2ND	02	05	07
6	3 RD	03	03	06
7	4 TH	04	02	06
8	5 TH	05	05	10
9	6 TH	03	04	07
10	7 TH	01	07	08
11	8 TH	01	01	02
TOTAL		53	50	103

LATEST STAFF STATEMENT

Sr. No.	Name of the staff	Designation	Subject
01	Sonam Gyaltsan	Head-teacher	
02	Rinchen Dolma	Sr. Teacher	Hindi Jr.
03	Tsetan Dolker	teacher	Eng. Jr.
04	Samstan Angmo	teacher	Math Jr.
05	Padma Ladol	teacher	Bhoti Jr.
06	Lotos Rabgais	Teacher	Bhoti

07	Raman Bali	teacher	Hindi
08	Jigmath Angmo	teacher	Math
09	Tsewang Angmo	teacher	English
10	Rinchen Dolker	teacher	Science
11	Urgain Dolker	teacher	Science
12	Rinchen Dolma	teacher	Social
13	Kunzang Lamo	teacher	Urdu
14	Chamba Dolker	teacher	Social
15	Ghulam Mohd	P.E.T	Games
16	Skarma Lotus	P.E.T	Games
17	Jigmet Lamo	Worker	ICDS
18	Chemet Dolma	Worker	ICDS
19	Tsering Chondol	Orderly	
20	Hasina Bano	Orderly	

SCHOOL MANAGEMENT COMMITTEE

Sr. No.	Name	Designation
---------	------	-------------

01	Tashi Wangail	Chairman
02	Tashi Toldan	Member
03	Sonam Stobdan	Member
04	Yangchan Dolma	Member
05	Tashi Lamo	Member
06	Eashey Dolker	Member
07	Tashi Sangdup	Member

INFRASTRUCTURE DETAIL

Sr. No.	Name of the rooms	Remarks
01	Office/staff	01
02	Special class room (subject wise)	04
03	Normal Class room	09
04	KG Class room	03
05	Digital Lab.	01
06	Separate toilet (local)	2 set
07	Flush toilet	nil
08	Drinking water	yes
09	Ice Skating Rink	01 (60X50 ft.)

10	School Bus	01
----	------------	----



संस्था प्रमुख – माधव पटेल

पदनाम – माध्यमिक शिक्षक (प्रभारी प्रधानाध्यापक)

**विध्यालय का नाम – शासकीय नवीन माध्यमिक शाला
लिधौरा**

**विध्यालय का पता – ग्राम पोस्ट लिधोरा तहसील – बटियागढ जिला दमोह
म0प्र0**

मोबाइल नम्बर – 9826231950

ई मेल आई डी – madhav11patel@gmail.com

**विद्यार्थियों में पर्यावरण जागरूक बढ़ाने हेतु
"पौधा उपहार "**

विद्यालय की भौगोलिक स्थिति -

शासकीय नवीन माध्यमिक शाला लिधोरा जिला मुख्यालय से 55 किमी विकासखंड मुख्यालय से 35 किमी की दूरी पर है विद्यालय तक बारह मासी पहुंच मार्ग है मौसम सामान्य रहता है गाव में मुख्यत अनुसूचित जाति, पिछडा वर्ग और सामान्य वर्ग के लोग निवासरत है कुल 1429 की आबादी मे 623 संख्या मे अनुसूचित जाति वर्ग के लोग है विद्यालय मे दर्ज संख्या अनुसूचित जाति वर्ग के छात्रो की है

गाव के लोगो की जीवन आजीविका का प्रमुख साधन कृषि / कृषि आधारित मजदूरी है 40 प्रतिशत से अधिक लोग गरीबी रेखा के नीचे जीवन यापन करते है कुछ लोग बीडी बनाने का मजदूरी कार्य भी करते है चूंकि रोजगार के अन्य साधन न होने के कारण मुख्य कार्य मजदूरी है जिससे उन्हें और साथ ही उनके पाल्यों को पर्यावरण जैसी किसी भी थीम से कोई लगाव आदि नही था इसी तथ्य को ध्यानगत रखते हुए पर्यावरण चेतना के लिए विद्यालय ने कुछ कदम उठाये जो सफल भी रहे

विद्यालय को प्रमुखत निम्न चुनोटियों
कल सलमनल करनल पडल जिससे शिक्षण
सीधी तौर पर प्रभलवित होता थल -

1. विद्यलर्थियों कल पर्यावरण के प्रति
जलगरूक न होनल
2. विद्यलर्थियों कल प्रलकृतिक संसलधनों
के प्रति उदलसीन होनल
3. अभिभलवको कल सजग नल होनल
4. जनसमुदलल कल अपेक्षित सहयोग
नल होनल

पर्यावरण की बढ़ती हुई क्षति और अनदेखी को देखते हुए यदि हम बच्चों के शैक्षिक जीवन से ही करे तो इसका असर दीर्घकालिक होगा और स्थायी भी होगा इसी बात को केंद्रित करते हुए शासकीय नवीन माध्यमिक शाला लिधौरा तहसील बटियागढ़ जिला दमोह मध्यप्रदेश में शून्य निवेश नवाचार की परिकल्पना को साकार करते हुए विद्यार्थियों में प्रक्रिया के प्रति चेतना का संचार करने हेतु कुछ प्रयास किये जिसका सार्थक, सकारात्मक परिणाम भी विद्यालय को मिले। इस नावचार को अपनाने में किसी भी संस्था को न अतिरिक्त समय की आवश्यकता है और न ही किसी प्रकार के आर्थिक संसाधनों की संस्था के शिक्षकों, शाला प्रबंधन समिति के सदस्यों, अभिभावकों व समुदाय के लोगो के सहयोग से विद्यालय द्वारा जो प्रक्रिया अपनाई गई वो इस प्रकार है

1 जन्मदिवस उपहार -विद्यालय में इस प्रक्रिया के अंतर्गत ऐसे सभी विद्यार्थियों को छोटा पौधा उपहार के रूप में दिया जाता है जिसका जन्मदिन होता है और उससे कहा जाता है कि वो उस पौधे की संपूर्ण देखभाल करे इसके बाद उसके अगले जन्मदिन पर विद्यालय के विद्यार्थी व शिक्षक उसके पिछले जन्मदिन पर लगाये गए पौधे को देखने आएंगे। यदि पौधा सही मिला तो उसे पुरस्कार मिलेगा इस पुरस्कार का असर ये हुआ कि अधिकांश विद्यार्थी बड़े लगाव से पौधे को सुरक्षित रखने लगे और उनके बीच पौधों की सुरक्षा, पोषण आदि की स्वस्थ प्रतिस्पर्धा ने जन्म लिया जो हमारे अभियान की सफलता में सार्थक सिद्ध हुई।



2 विद्यार्थी पुरस्कार- विद्यालय में आयोजित होने वाले कार्यक्रमों में उत्कृष्ट प्रदर्शन करने वाले, प्रवेशोत्सव में उल्लेखनीय प्रदर्शन करने वाले, प्रतिभापर्व में अब्बल आने वाले व बालसभा आदि के आयोजन में अच्छा। प्रदर्शन करने वाले विद्यार्थियों को संस्था द्वारा पारितोषक के अतिरिक्त पौधे प्रदान किये जाते हैं जिसे वो अपने घर, आंगन या खलिहान में लगा सकते हैं पौधे के विकास और पोषण आदि की जिम्मेदारी उसी विद्यार्थी की होती है साथ विद्यार्थी किस प्रकार पौधे की देखभाल कर रहा है ये देखने का दायित्व बालकेविनेट का होता है विशेष रूप से पर्यावरण मंत्री का जो सभी के पौधों की रिपोर्टिंग करता है और आवश्यकता लगने पर शिक्षकों द्वारा संबंधित विद्यार्थी को पौधे के संबंध में उचित सहयोग और मार्गदर्शन प्रदान किया जाता है।



3 पालक सम्मान- जिन पालको के पाल्यों (विद्यार्थियों) के द्वारा विद्यालय द्वारा आयोजित होने। वाले किसी भी सांस्कृतिक आयोजन, उपस्थिति, मूल्यांकन या किसी अन्य गतिविधि में अच्छा प्रदर्शन किया जाता है तो उनके लिए विद्यालय की शाला प्रबंधन समिति सम्मानित करने के साथ ही साथ उपहार स्वरूप एक पौधा भी भेंट करती है और उनसे आग्रह भी करती है कि वो पौधे की देखभाल करें जिसकी जानकारी संबंधित विद्यार्थी से भी समय समय पर ली जाती है और पालक संपर्क के दौरान शिक्षकों द्वारा भी पौधों को देखा जाता रहता है जिन पालको का पौधा स्वस्थ रहता है उनके लिये सभी के समक्ष सम्मानित किया जाता है जिससे दूसरे पालक भी प्रेरित होते हैं।



4 प्रोजेक्ट कार्य - विद्यालय में सभी विषयों में विद्यार्थियों को प्रोजेक्ट कार्य दिए जाते हैं उसमें ध्यान रखा जाता है कि किसी एक विषय में पर्यावरण संरक्षण से संबंधित कोई कार्य दिया जाए इसमें सामान्यतः पौधे लगाने और उसकी देखभाल का कार्य सौंपा जाता है ये कार्य जुलाई में दे। दिया जाता है और उनको बता दिया जाता है कि मार्च में आपके पौधे को देखकर उसकी जैसी स्थिति होगी वैसे अंक प्रोजेक्ट के दिये जायेंगे तो इस प्रक्रम से शैक्षणिक गतिविधि पूर्ण होने के साथ साथ उनकी पर्यावरण के प्रति चेतना बढ़ती है।



5 पर्यावरण मित्र- पौधों को लगाना उनकी सुरक्षा आदि तो लगभग सभी विद्यार्थियों का कार्य हो जाता है इसके अतिरिक्त जो विद्यार्थी अपने घर से निकलने वाले अपशिष्ट जल का उचित प्रबंधन व निकास ,कचरा आदि का प्रबंधन,घरेलू अपशिष्ट आदि की उचित प्रबंधन करता है तो पहले बालकेविनेट फिर शिक्षकों द्वारा उसके कार्य को देख जाता है सही पाए जाने पर उसके कार्य को पूरे विद्यालय के सामने बताया जाता है और उस विद्यार्थी को पर्यावरण मित्र के पुरस्कार से सम्मानित किया जाता है जिसे देखने के बाद दूसरे विद्यार्थियों में इस प्रकार के कार्य करने की लालसा बढ़ती है।



6 पर्यावरण प्रहरी- सभी विद्यार्थियों अपने अपने पौधों की देखभाल तो करते ही हैं परंतु के पौधों ऐसे होते हैं जो स्वयं ही उंग आते हैं इनकी देखरेख करने का कोई उत्तरदायी नहीं होता ऐसे पौधों की जो भी विद्यार्थी सुरक्षा आदि करता है या विद्यालय की स्वच्छता में उल्लेखनीय योगदान देता है तो उसे विद्यालय द्वारा पर्यावरण प्रहरी के पुरस्कार से सम्मानित किया जाता है। साथ उनके सह शैक्षिक विषयों के मूल्यांकन की प्रक्रिया में अतिरिक्त अंक प्रदान किये जाते हैं जिससे अन्य विद्यार्थियों में इस प्रकार के कार्य करने की प्रवृत्ति का विकास होता है



7 ग्राम जागरूकता अभियान- पर्यावरण एक ऐसा मुद्दा है जिसमें केवल विद्यार्थियों और उनके पालकों की जागरूकता से कार्य पूर्ण होने वाला नहीं है इसके लिए सम्पूर्ण ग्राम के लोगों का सहयोग आवश्यक है इसको सम्पादित करने के लिए विद्यालय ने बालकेविनेट और शाला प्रबंधन समिति के माध्यम से सभी लोगों को इस मुहिम में जोड़ने का प्रयास किया सभी को इसके महत्व व प्रभाव से परिचित कराया, नुक्कड़ नाटक आयोजित किये, रैलियों का आयोजन किया तो हमें बड़े ही सकारात्मक परिणाम मिले लोगों ने पेड़ काटना तो बंद किये ही नए पौधों को रोपने में विद्यार्थियों का सहयोग भी करने लगे और उन्हें पौधों की देखभाल की युक्ति आदि भी समझाने लहे। घरों के और कृषि के अपशिष्ट का उचित प्रबंधन भी करने लगे जिससे विद्यालय अपने प्रयासों में सफल हो सका।



विद्यालय की चुनौतियों को देखकर पहले तो लगा कि कुछ सुधार नहीं होगा परंतु सोचा प्रयास करके देख लिया जाये जैसे ही उक्त प्रयास किये तो उम्मीद से अधिक सफलता प्राप्त हुई इसमें ये बात भी स्पष्ट दिखाई दी कि अधिकांश ग्रामीण पर्यावरण के महत्व, आवश्यकता आदि से परिचित ही नहीं थे तो उनसे कोई अपेक्षा रखना उचित नहीं था। जब उनसे मिलकर पेड़, पौधों, जल स्रोतों के महत्व को सांझा किया तो वो लोग भी शिक्षकों की बात से सहमत हो गए एवं उन्होंने अपने पाल्यों का भी पूरा सहयोग किया और आज विद्यालय के किये प्रयासों के फलस्वरूप सभी के घर पौधे लहलहा रहे हैं

शासकीय नवीन कन्या उमावि.
तुलसी नगर भोपाल म.प्र. 462001

प्राचार्य

श्रीमती वंदना शुक्ला चतुर्वेदी

मो. 9827243668

शाला में उपस्थिति दिनांक – 21-03-2018

vandana.chaturvedi21@gmail.com

हमारा परिवेश



840 शिक्षार्थियों में 125 छात्रायें जो कि कस्तूरबा गांधी छात्रावास में निवासरत हैं को शिक्षित करने हेतु 51 शिक्षकों के समूह के साथ प्रातः 10:30 से 05:00 बजे तक इस पुनीत कार्य को करने सभी सहर्ष तैयार रहते हैं। जो समाज के उस वर्ग को परिलक्षित करते हैं जिनको समाज सिर्फ अपनी जरूरत पर ही याद करता है अन्यथा नहीं जैसे - मजदूर, मिस्त्री, मोची, सब्जीवाला आदि।

शाला में चुनौतियां

- संस्था में नियमित उपस्थिति एवं अभिभावकों का सहयोग
- गणवेश की अनुपलब्धता
- अनुशासन सहित बौद्धिक स्तर में प्रगति
- रोजगार परक शिक्षा

चुनौतियों हेतु रणनीति

- वैचारिक मतभेद के बिना स्टॉफ की टीम बनाकर
- अभिभावकों का एक समूह तैयार किया गया जो कि अन्य अभिभावकों को प्रेरित करें
- शाला की कमियों को कैसे दूर किया जाये
- रोजगार हेतु शाला में व्यवसायिक शिक्षा पाठ्यक्रम

कार्यवाही

- शिक्षक पालक संघ की बैठक समय पालकों की सुविधानुसार परिवर्तित किया गया।
- विद्यार्थियों के समूह बनाकर उनके साथ भी मीटिंग कर निर्णय लिये गये जिससे शाला में छात्राओं की उपस्थिति प्रदर्शित होने लगे।
- छात्राओं को कौचिंग देकर, आत्मरक्षा प्रशिक्षण, सिलाई प्रशिक्षण, संगीत, पेंटिंग आदि का ज्ञान पढ़ाई के साथ-साथ गांधी दर्शन की पुस्तकों का वाचन ।
- 30 कम्प्यूटर की आई.टी. लैब स्थापित करी गई।
- सभी बच्चों के ई-मेल आई डी तथा अभिभावकों के वाटसएप ग्रुप बनाये गये।
- पहचान कर निदानात्मक कक्षा की व्यवस्था , जन्मदिन मनाया जाना।

कार्यवाही

- ब्यूटी पार्लर एवं नर्सिंग की क्लॉस हेतु एक अलग कक्ष स्थापित कर उसमें सभी आवश्यक चीजें उपलब्ध कराई गईं।
- विद्यार्थी जो गणवेश की व्यवस्था नहीं कर पा रहे थे उनके लिये विभिन्न एन.जी.ओ. से संपर्क कर छात्राओं हेतु गणवेश तथा सर्दियों में विद्यार्थियों हेतु स्वेटर की व्यवस्था की गई।
- शाला की छात्राओं को विभिन्न प्रतियोगिताओं हेतु तैयार करने हेतु प्रातः 9:30 से 10:30 तक विशेष कक्षाओं का आयोजन।
- कमजोर छात्र के साथ एक होनहार की बैठक व्यवस्था की गई।
- संस्था में सी.सी.टी.वी. केमरे स्थापित किये गये।
- प्रत्येक माह अनुशासित कक्षा को पुरस्कृत करने के साथ सर्वाधिक उपस्थिति वाली छात्रा को पुरस्कृत किया जाना।
- नीले व हरे कूड़ादान का प्रयोग किया जाना।

परिणामों का शुभारम्भ

- शिक्षक पालक संघ की बैठक का समय पालकों की सुविधानुसार परिवर्तित किये जाने से - **बेहतर संवाद स्थापित।**
- विद्यार्थियों के समूह बनाकर उनके साथ भी मीटिंग कर निर्णय लिये गये जिससे शाला में छात्राओं की - **उपस्थिति नियमित प्रदर्शित होने लगी।**
- छात्राओं को कौचिंग देकर, आत्मरक्षा प्रशिक्षण, सिलाई प्रशिक्षण, संगीत, पेंटिंग आदि का ज्ञान पढ़ाई के साथ-साथ गांधी दर्शन की पुस्तकों का वाचन - **होने से संस्था में मन लगने लगा।**

परिणामों का शुभारम्भ

- ब्यूटी पार्लर एवं नर्सिंग की क्लास हेतु एक अलग कक्ष स्थापित कर उसमें सभी आवश्यक चीजें उपलब्ध होने से - **प्रायोगिक ज्ञान में वृद्धि**
- विद्यार्थी जो गणवेश की व्यवस्था नहीं कर पा रहे थे उनके लिये विभिन्न एन.जी.ओ. से संपर्क कर छात्राओं हेतु गणवेश प्राप्त किये तथा सर्दियों में विद्यार्थियों हेतु स्वेटरों की व्यवस्था किये जाने से - **अभिभावकों एवं विद्यार्थियों के साथ संस्था का प्रगाढ़ संबंध स्थापित**
/
- शाला की छात्राओं को विभिन्न प्रतियोगिताओं हेतु तैयार करने हेतु प्रातः 9:30 से 10:30 तक विशेष कक्षाओं के आयोजन से - **विद्यार्थियों में आत्मविश्वास।**

बादल के पार

- अधोसंरचना में सुधार हेतु प्राथमिक व माध्यमिक कक्षाओं को भी स्मार्ट बनाया जा सके।
- प्राथमिक व माध्यमिक में आवश्यक सभी टी.एल.एम. की उपलब्धता।
- शिक्षकों को इस हेतु पूर्ण रूप से मानसिक एवं व्यवहारिक रूप से तैयार किया जाना।

बादल के पार

- कम से कम 50 प्रतिशत विद्यार्थियों को रोजगार प्राप्त हो सके।
- समुदाय को बेहतर नागरिक प्रदान करना।
- स्वच्छ व स्वस्थ दृष्टिकोण वाले किशोर व किशोरियों को तैयारकर समाज में प्रतिस्थापित करना।
- छात्राओं हेतु ऑनलाईन सपोर्ट सिस्टम तैयार किया जाना।





REDMI NOTE 7 PRO
AI DUAL CAMERA

2019/10/22 10:57

प्रति,

जि.प. उच्च प्राथ. शाळा मिरेगांव
पं.स. लाखनी, जि.प. भंडारा

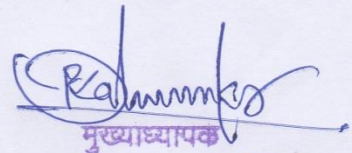
मा. प्राचार्य
जिल्हा शैक्षणिक सातत्यपूर्ण
व्यवसायिक विकास संस्था भंडारा
यांचे लेवेली

संदर्भ- ① जा. क्र/ जि. शै. सा. व्या. वि. संस्था भंडारा NC5L/4077/2019
दि. 17-10-2019

② मा. संचालक, महाराष्ट्र शैक्षणिक नियोजन व प्रशासन
संस्था, औरंगाबाद यांचे पत्र जा. क्र/ मी. पं/ NC5L/
2019-20/309 दि. 14.10.2019

महोदय,

उपरोक्त संदर्भानुसार हमारी जि.प. उच्च प्राथमिक
पाठशाळा मिरेगाव की केस स्टडी प्रस्तुत करने का हमें
अवसर प्राप्त हुआ। हमने हमारी स्कूल ने पूरी लगन से
यह स्टडी की है। प्रस्तुत केस स्टडी हमारी टीम ने
सभी समस्याओं को सफलतापूर्वक सामना किया। इस केस स्टडी
तैयार करने के लिए हमारे गुरुशिक्षण अधिकारी, स्कूल भूक
नरेश नवखरे सर और हमारे केन्द्र प्रमुख तथा गाव के पदाधिकारी
ओं ने बलपूर्वक मदद की। इसलिए मैं महाराष्ट्र शासन और
सारे सिस्टम का आभारी हूँ।



मुख्याध्यापक
जि.प. उच्च प्राथ. शाळा मिरेगांव
पं.स. लाखनी



(Case Study)

राष्ट्रीय शैक्षणिक नियोजन व प्रशासन संस्था नवी दिल्ली (NIEPA)

महाराष्ट्र राज्य विद्या प्राधिकरण पुणे (SCERT)

महाराष्ट्र शैक्षणिक नियोजन व प्रशासन संस्था औरंगाबाद

जिल्हा शैक्षणिक सातत्यपूर्ण व्यवसायीक विकास संस्था भंडारा

जिल्हा परिषद शालेय शिक्षण भंडारा,

पंचायत समिती लाखनी अंतर्गत

जिल्हा परिषद उच्च प्राथमीक पाठशाला

मिरेगांव ता. लाखनी जि. भंडारा पिन ४४१८०९

शैक्षणिक सत्र— २०१९—२०

विभाग १

जिल्हा परिषद उच्च प्राथमीक पाठशाला

मिरेगांव ता. लाखनी जि. भंडारा पिन ४४१८०९

♦ UDISE No- 27100503601

विषय :- शालेय नेतृत्व अंतर्गत छात्रोंके अध्ययन में वृद्धि हो इसलीये
समाज समुदाय के साथ कि हुई भागिदारी/सहभाग.

उपविषय :- विविध सहशालेय उपक्रमोंके माध्यम से छात्रोंके गुणवत्ता का विकास करना!

संशोधनकर्ता :- श्री. डमदेव पांडुरंग कहालकर प्रधानाध्यापक, (एम.ए. बि.एड)
जि.प. उच्च प्राथमिक पाठशाला मिरेगांव ता. लाखनी
जि. भंडारा पिन 441809 मोबाईल नं. 9764384189, 9022310881

सहकारी :- १) श्री. विनोद तुळशिराम सहदेवकर प.शि. (एम.ए. बि. एड.)

२) श्री. नाना लक्ष्मण कठाने स. शि. (बी. ए. डी. एड)

३) श्री. केशव वडेकर स. शि.

४) श्री. यशवंत गायधने स.शि.

५) श्री. पालीकचंद लक्ष्मण बिसेन स. शि. (बी.ए. डी.एड)

६) श्री. चंरशेखर कापगते स. शि.

शाळेचा Email ID . :- zillaparishadmiregaon@gmail.com

विभाग २

प्रस्तावना :—

जिल्हा परिषद उच्च प्राथमिक पाठशाला मिरगांव पंचायत समिती लाखनी जि. भंडारा राज्य—महाराष्ट्र हमारी पाठशाला की इमारत इंग्लीश के '०' आकार में है । कुल वर्ग संख्या ७ है । कक्षा पहली से सातवी तक बच्चे पढते है । सभी छात्रोंको एकसाथ बैठने के लिए बडा हॉल है । हमारी स्कुल डिजीटल है । प्रोजेक्टर के माध्यम से हम सभी विषय को पढाते है । मध्यभाग में '०' आकार का एक खुला मैदान है और उसमें '०' आकार का एक छोटा बगीचा भी बनाया हुआ है । पाठशाला की इमारत को लगके पिछे दक्षिण दिशा मे 55 X 93 चौ मीटर का मैदान है । हमारी पाठशाला में अनेक प्रकार के खेल, व्यायाम प्रकार, पोलीस भरतीपुर्व शिक्षा प्रशिक्षण दिया जाता है । मिरगांव यह गांव नॅशनल हायवे ६ भेल प्रोजेक्ट के दक्षिण दिशा में ८ कि मी अंतर पर है । रस्ता बुडुपी जंगल से होकर जाता है । ग्राम मिरगांव के पुर्व दिशा में चुलबंद नदि बहती है जो वैनगंगा नदी को जाकर मिलती है, जहाँ इंदिरा सागर धरन बना है । गाँव के पश्चिम दिशा में पाठशाला की इमारत को लगके एक तालाब और घना जंगल है, जो नागझिरा अभयारण्य का भाग बना है । गाँव के पास गिरोला पहाडी पर मॅग्निज की खदान है । गांव के लोग भाविक श्रद्धावान धार्मीक प्रवृत्ती के है । नदिकिनारे श्री संत किसनजी महाराज वटेश्वर इनका पावन धाम है जिससे आजुबाजुका परीसर आध्यात्म के संगित सें गुंजता रहता है । लोगोंका मुख्य व्यवसाय खेती पशुपालन है । गाँव में आदिवासी समुदाय के लोग रहते है । कुछ लोग मत्स्यपालन का काम करते है । कुछ जंगल पर निर्भर है । शिक्षा का अभाव होनेसे कुछ लोगों मे इच्छा शक्तिकी कमी है । गाँव में सभी समाज के लोग एकदुसरे के उत्सव में सहयोग करते है और एकता का परिचय देते है । गाँव मे दंडार, ड्रामा लोककला का भंडार है ।

“गांव नुसतं, गाव नसतं
प्रतिभेची ते, खाण असतं
नाना कलांचे, स्थान असतं
त्यांना समजण्या, मन लागतं”

हमारा मिरेगांव प्रतिभाशाली व्यक्तियोंका गाँव है । दांडपट्टा, भालाफेक, लाठीकाठी, पावडी इत्यादी खेल खेले जाते है । कोई पत्रकार, कोई नाटककार, कोई मुर्तीकार, कोई कलाकार ऐसे गुणी लोग यहाँ रहते है । इन कलाओंको आधुनीकतासे जोडना बाकी है ताकी इन सांस्कृतिक विरासत का च्हास ना हो ।



❖ प्रभावि अध्ययन के लिए प्रभावशाली उपक्रम ❖

१) बिज संकलन/संग्रह :-

हम सब छात्राओसे मिलकर सत्र के सुरूवात में जुन जुलै महिने में तरह — तरह के बिज का हमने संकलन किया । इसमें गवार, भेंडी, ककडी, करेला,दोडका, बरबटी, लौकी, आदी बिजोंका छात्रोंद्वारा बिजप्रसार किया । सबको हमने बाट दिया ।

इस उपक्रमसे छात्रोंमे वनस्पतीओंका परिचय हुआ । छात्रोंकी निरीक्षण क्षमता बढी और उनमे समज बढी और पाठशाला और समाज उनका मधुर संबंध बना ।



२) पत्रमैत्री :-

हमारी पाठशाला में हमने छात्रोंको उनके मामा, काका, मित्र को पत्र लिखने का उपक्रम चलाया इसमें पत्रव्यवहार समज में आया । पत्र लिखते समय बड़ों का आदर, मित्र को नमस्कार सह सब बातें छात्रोंमें वृद्धीगत हुयी । पत्रलेखन से छात्रोंने पत्रपेटी, पोस्टमास्टर, पिनकोड, अंतर्देशिय पत्र इन बातों का परिचय लिया । उनका उत्साह बढ़ा । वर्तमानपत्र में फोटो देखकर वो रोमांचित हो उठे ।

पत्र लिखते समय वे अपनी भाषा में व्यस्त हो रहे हैं और धिरे-धिरे प्रमाणित भाषा का उपयोग कर रहे हैं। जहाँ कठिणाइयाँ आती हैं । वहाँ छात्र अध्यापक को बिना झिझककर पुछते हैं ।

हम छात्रोंको छुट्टी का अर्ज लिखने को कहते हैं और उसमें पालक की स्वाक्षरी लेने को कहते हैं । इससे पालक अध्यापक और छात्र के बिच में आंतरक्रिया हुयी ।



लोकमत

संडे अँकर । शिक्षकाची धडपड, मिरगाव शाळेत नावीन्यपूर्ण उपक्रम

१२० मुलांनी लिहिले मामांना पत्र

पत्रप्रचंड

आधुनिक संवाद माध्यमांच्या मदीं एकेकाळी सर्वांच्या जिज्ञाळ्याचे असलेले पोस्टकार्ड आता दिसनासे झाले आहे. जुन्या काळातील संवाद माध्यमांची विद्यार्थ्यांना ओळख व्हावी यासाठी लाखनी तालुक्यातील मिरगाव शाळेत स्तुत्य उपक्रम राबविण्यात आला. मुख्याध्यापकांच्या मार्गदर्शनात एक दोन नव्हे तर १२० मुलांनी आपल्या मामांना पत्र लिहिले.

मुखरू बागडे । लोकमत न्यूज नेटवर्क

पालांदूर : जुन्या काळात पत्र हे संदेशाचे प्रमुख साधन होते. १५ पैशात मिळणारे पत्र सर्वांच्या जिज्ञाळ्याचा विषय होता. पोस्टमन दारासमोर्लून गेला की आपले पत्र आले की काय म्हणून अनेकजण दार उघडून बघायचे. महिन्याकाठी दहा घरा पत्र घरी यायचे. त्यात आप्त स्वकीयांची ख्याली खुशाली असायची. परंतु अलिकडे संवाद माध्यमात क्रांती झाली. तीन ते चार दिवसानंतर मिळणाऱ्या पत्रातील निरोपापेक्षा अवघ्या सेकंददात मिळणाऱ्या निरोपावर सर्वजण अवलंबून राहू लागले. वॉट्सअप, फेकबुक आदींच्या नादात पत्र अडगळीत पडले. गावागावातील पत्रपेट्या महिनोमहिने उघडल्या जात नाहीत. हा प्रकार लक्षात येताच मुख्याध्यापक डमदेव कहालकर यांनी

विद्यार्थ्यांना पत्राचे महत्त्व समजावून सांगितले. एवढेच नाही तर मुलांच्या भावविश्वातील अत्यंत जिज्ञाळ्याचे नाते असलेल्या मामाला पत्र लिहिण्यास सांगितले. एक दोन नव्हे तर १२० विद्यार्थ्यांनी आपल्या मामाला पत्र लिहून नातेसंबंधाचे धागे मनवूत करावला प्रवृत्त केले.

यावेळी पोस्टातील विविध कामकाजाची माहिती देत लिफाफा, आंतरदेशीय पत्र, पोस्टकार्ड याच्या किमती किती आहेत हेही समजावून सांगितले. पत्र लेखनाचे महत्त्व, संस्कार, सभ्यता आणि संस्कृतीचे महत्त्वही या विद्यार्थ्यांना सांगितले. या उपक्रमासाठी विद्यार्थ्यांना डमदेव कहालकर, शिक्षक विनोद सहादेवकर, नाना कठाणे, यशवंत गायधने, पालिकचंद घिसने, चंद्रशेखर कापगते, केशव बढेकर यांनी सहकार्य केले. हा पत्रप्रचंड सध्या चर्चेचा विषय आहे.

Hello Bhandara
Page No. 1 Aug 04, 2019
Powered by: erelego.com

३) शाला प्रवेश जागृती :-

“ चलो चलो स्कुल चले

सब पढे आगे बढे ॥”

“ चला चला शाळेला चला”

ऐसी घोषणाएँ देते हुए हमने गाँव में रैली निकाली उससे पालकभेट की, गृहभेट की, इससे समाज का शिक्षक पाठशाला के प्रति लोगों का नजरीया सकारात्मक बना ।
100% पटनोंदणीका उद्देश सफल बना ।



४) शालेय उपयोगी वस्तुओंकी दुकान तथा ड्रायफ्रुट्स :-

हमारा मिरेगांव दुर्गम भाग में होने के कारण छात्रोंको उपयोगी सामानके लिए दिक्कत होती थी। गांव की दुकान में पुरा सामान नही मिलता था। इसलिए हमने स्कुलमेही उपयोगी वस्तु तथा ड्रायफ्रुट्स की दुकान स्कुलमेही लगाइ। उसकी जिम्मेदारी जो बच्चे घर मे रहते थे उनको ही दि। इससे पेन, किताब, रीफील, पेन्सील, खबर, पीन आदी चिजे स्कुलमेंही मिलने लगी।

हमारे कुछ बच्चों को परिसर के प्रभाव से खर्चा, गुटखा, मसाला पुड़ी आदी चिजों का शौक लगा था। हमने उनसे छुटकारा पाने के लिए क्या खाना चाहिए और क्या नहीं खाना चाहिए इनका मार्गदर्शन पी.एच.सी. के डॉक्टरोंद्वारा किया। अच्छी चिजें खाने की आदत डालने के लिए हमने स्कूल में बदाम, खारक, पिस्ता, पेनखजुर, अंजिर आदी चिजें रखे और उनके फायदे बताए। इनसे हमारे बच्चोंकी खर्चें की आदत छूटी। वे अवकाश में दुकान चलाने लगे और हिसाब करने लगे। जो बच्चे अक्सर घर में रहा करते थे वे स्कूल में हरदिन आने लगे। और प्रसन्नता से अध्ययन करने लगे।



५) मुर्तीकारकी भेट (जन्माष्टमी) :-

हमारा मिरेगाँव कलाकारोंका गाँव है । लौकीक शिक्षा भलेही कम हो पर जिवन शिक्षा में अग्रेसर है । जन्माष्टमी के पत्र पर गाँव के एक मुर्तीकार श्री. संजय मेश्राम ने कन्हैया की मुर्तीया बनायी थी । हम छात्रोंके साथ उनके घर गये और उनकी कलाओंको समझने की कोशिश की । उनसे कुछ सवाल किये । उन्होने मिट्टी के संस्कार और रंगसंगती के बारेमें बताकर अपनी प्रतिभा का परिचय दिया

हम सबने उनकी कला को समजा । इनसे छात्रों के मन में जिज्ञासा बढी । कुछ नया करने की प्रेरणा मिली और अच्छा प्रभाव पडा । इस दृष्य का फोटो वर्तमानपत्र में आने से हम सब उल्हास से भर गये । और कुछ नया करने की प्रेरणा मिली ।

“एक तरी अंगी असु दे कला
नाही तर काय पुका जन्मला!”

यह राष्ट्रसंतका कथन हम सबने याद कीया ।



६) गणेश उत्सव

:-

हमारी

पाठशाला में हर साल गणेशोत्सव का आयोजन होता है । लोकमान्य तिलकजीने इस उत्सव को सार्वजनिक रूप दिया और राष्ट्रीय एकात्मता को साधते हुए स्वतंत्रता आंदोलन के लिए उपयोग में लाया । इस सार्वजनिक उत्सव को हमने छात्रोंके गुणवत्ता विकास में उपयोग किया । हमारे छात्रोंने हरदिन गणेशजी के लिए फुलोंका हार बनाया । रंगमंच का उपयोग करते हुए पोतादौळ, चमचागोळी, निबंधस्पर्धा, पालक सभा, सहभोजन, हलदीकुंकु

आदि उपक्रम प्रतियोगीताओंका आयोजन किया गया । उत्सव के माध्यम से गाँव में एकता का परिचय हुआ । स्त्री—पुरुष समानता, श्रमप्रतिष्ठा संस्कृती रक्षण आदि मुल्योंका सहजताओंसे उत्सव में दर्शन हुआ प्रतियोगीताओंमे प्राविण्यप्राप्त छात्रोंको पुरस्कार दिया गया । पुरी समयतालीका से काम करने से हमारा कुछभी नुकसान नही हुआ । गुणवत्ता में वृद्धिही हुयी ।



७) परा (धान के पौधे) लगानेका प्रात्याक्षिक (रोपना) :—
“ आले रोवन्याचे दिसं
ढग दाटले अंबरी
आमी गाडलो रोवना
घेत अंगावरी सरी ।।”

हमारी पाठशाला में इसबार हमने परा लगाने का प्रात्याक्षीक छात्रोंके साथ किया । इस उपक्रम से हम किसान के साथ जुड़े, श्रमप्रतिष्ठा संवेदनशिलता इन मुल्योंका संवर्धन हुआ । परा लगाते समय महिलाएँ पारंपारीक गीतोंका गान करती थी । हम सब ध्यान से सुनते थे, फिर हमने अपनी पाठ्यक्रमकी कविताएँ पढ़ी, उन्हेंभी अच्छा लगा । साथ में बैल की जोड़ी थी इससे भुतदया की भावना बढ़ी ।

‘रोवना गाडता गाडता
आमी पायला सपन
यंदा उगलं पिवरं सोनं
मंग गाऊ लागली गानं ॥’

सचमुच में हमारा जमीन से, धरती माता से नाता उसदिन से बहुत गहरा बना । हम भिगे भी, किचड का आनंद भी लिए । किसान और महिलाएँ हमारे तरफ बड़े कौतुहल से देखते थे । हम भी उनके समस्याओंको समझ रहे थे । किसानी जिवन को समजने में हमें बड़ी आसानी हुयी । बैल जोड़ी को देखकर हमें ऐसा लगा —

“ भुन्या बयलाची जोडी
आता दिसली खुसखुस
तेही गेले आनंदुन
भेटल खावाल तनिस ॥”

हमारा यह उपक्रम गाँव में , परीसर में चर्चा का विषय बना । सभीने सकारात्मक अभिप्राय दिया ।





८) शैक्षणिक रंगोली :-

घरके आँगण मे हम रंगोली डालकर आँगण को सजाते है ।
वैसेही हमने स्कूल का आँगण शैक्षणीक रंगोलीयोंसे भर दिया । रंगोलीयों में हम अपनी प्रतिभाओं को निखारते है । चित्र, नक्षा, पर्वत, आदी निकालते है । हमने चावल के पिठ का सहारा लेते हुए मिलान, घटाव, गुणा, भाग, आदि गणितीय क्रियाओंको समझते है ।

बच्चे हरदिन सुविचार, मुहूर्वरा, कवि और उनका पुरा नाम, कवि और कविता ऐसी जोड़ीयाँ सजाते थे । छात्र आनंद से अपने अपने कक्षा के सामने चौकट में अपनी भावना, पाठ्यक्रम में अंश को चित्रित करते थे । यह उपक्रम हमारा आज भी चल रहा है । इसका प्रयोग बच्चे अपने घर में भी करने लगे । इंग्लीश के शब्द घर के आँगण में लिखते हैं । इससे उनकी अभिव्यक्ती निरीक्षण क्षमता बढ़ती है । और कुछ नया सिखने की चाह पैदा होती है ।



९) रक्षाबंधन :-

भारतवर्ष में यह त्यौहार सभी धर्म के लोग मनाते हैं । मुघल सम्राट हुमायुन ने भी राणी दुर्गावती के राखी को स्विकार करके राखी बांधी थी । यह त्यौहार हमें पवित्रता, बंधुभाव का संदेश देता है ।

हमारे छात्रोंने स्कूल में राखीयाँ बनवायी । और सभी छात्रोंको, अध्यापकोंको राखी बांधी । उपक्रमोंसे छात्रोंमे आत्मविश्वास की वृद्धि होती है । उपकी सुप्त क्षमताओंका विकास होता है । इस उपक्रमसे गांववालेभी बहुत खुश हुए । रंगोली हमारा हरदिन का काम बन गया ।



१०) मतदार जनजागृती :-

सन २०१९ के विधानसभा चुनाव सके लीये सरकार ने मतदार जनजागृती अभियान चलाया, इसमे प्रभातफेरी, ग्रामपंचायत मे दिव्यांग का प्रशिक्षण दिया

गया। हमारे गाँव में चुनाव के प्रति अनास्था थी। आनेजानेका रास्ता खराब था इसलिये कुछ ग्रामस्थ बोलते थे की हम वोट भी नहीं देंगे। हमने मैदान में कुछ स्लोगन लिखे, मोहरी की बीज डालकर १) मतदार तु जागा हो लोकशाहीचा धागा हो, ऐसा लिखकर सजाया गया, अंकुर निकलने के बाद लिखा हुआ स्लोगन बहुत ही आकर्षक दिखता है। मा. नरेश नवखरे सर सुलक्षक इन्होंने पिठ थपथपाई। इस उपक्रमका परिणाम अच्छा हुआ, आंगण में हमने ग्रामगिता की कुछ लाइनें लिखी थी। इससे गांववाले खुश हुये और उनकी मतदान करने के प्रती सकारात्मकता बढ़ी।



११)

:-

दिपोत्सव

दिवाली हमें 'तमसो मा ज्योतीर्गमय' का संदेश देती है। इसबार हमने दिवाली के दिन पाठशाला में दिया लगवाया। लोगों की मदत ली। ज्ञान का मंदिर प्रकाशमान रहे

इसका खयाल रखा हमारे छात्रों ने घरघरसे दिये लाकर पाठशाला को प्रकाशीत किया। दिवाली मे मुंह मीठा किया जाता है। इसलीये हमारे प्रधानाध्यापक ने बुंदी के लड्डु और मिठाइया बाटी। सबका ध्यान हमारी पाठशाला की तरफ गया और मन का मैला चला गया। यह वार्ता हमने वर्तमानपत्र मे दि। फोटो देखकर गांववाले हर्षित हो उठे। हमारे उपक्रम से छात्रोंमें कृतीशिलता आइ । आत्मविश्वास बढ़ा। वे अध्ययन के प्रति सकारात्मक बने।

“कल करे सो आज कर
आज करे सो अब,
पल मे परलय होवेगी
बहुरी करेगा कब।”

यह संत कबिरजीका कथन छात्रोंके दिल मे उतर गया।



लोकमत

विद्यार्थ्यांचा सहभाग : मिरेगाव जिल्हा परिषद प्राथमिक शाळेचा उपक्रम

विद्यादानाच्या पवित्र मंदिरात दीपोत्सव

लोकमत न्यूज नेटवर्क

पालांदूर : दिवाळी आनंदाचा व प्रकाशाचा पर्व, प्रत्येकाच्या घरात दिवाळी उत्सव ऐपतीने संपन्न होतो. सर्वांना समानतेची शिकवण देणाऱ्या विद्या मंदिरात सुद्धा दिवाळी अर्थात दीपोत्सव गावकऱ्यांच्या साक्षीने पार पाडला. या हेतूने जिल्हा परिषद प्राथमिक शाळा मिरेगावने संगीत महफोल सोबत घेत दिवाळी पार पाडली.

गावात गावभर रांगोळ्या व दिव्यांची रोपणाई असताना शाळेत मात्र अंधार, येथील दोन मंदिरात सुद्धा लाईटचा झगमगाट. पण ज्या पवित्र विद्यादानाच्या मंदिरात मात्र अंधार, ही सुत्र कर्णारी व्यक्ती मुख्याध्यापक इमरेव कहलकर यांना प्रसन्न करून



दीपोत्सवात सहभागी मुख्याध्यापक, विद्यार्थी व पालकगण.

हेतू शाळेत दीपोत्सव साजरा करण्याचा घेत आखला. दीपोत्सवाची सर्व तयारी सुसज्ज करीत सर्वांच्या

दिवाळीचा उत्सव शाळेत गावकऱ्यांच्या सहभागाने पार पाडला. प्रथम योग आला. मुख्याध्यापकाच्या अभिनव उपक्रमाने सगळ्यांचे लक्ष वेधले असून खऱ्या अर्थाने विद्या मंदिरात असे उत्सव झाले पाहिजे.

- महेश घुर्वे, सरपंच

विद्यार्थ्यांना सकोल ज्ञानाजर्नाचा कक्षा वाढाव्या, याकरिता आमचे प्रयत्न सुरू आहेत. मुख्याध्यापकांच्या करपक सुधीने असे उपक्रम राबवित असून विद्यार्थीही आनंदात आहेत.

- चक्रधर तिरमारे, अध्यक्ष, राज्य व्यवस्थापन समिती साक्षीने शाळेत खऱ्या अर्थात प्रकाशापर्व पार पाडले. यावेळी पंचपक्वान्नाचे फराळ व संगीत भेफिल सुद्धा विद्यार्थ्यांच्या सहभागाने सजवत गावकऱ्यांना हर्षित केले.

कधी नव्हे तो दिवाळीचा अनोखा हर्ष गावात अनुभवायला मिळाला. यावेळी सरपंच महेश घुर्वे, संचालक यासुदेव तिरमारे, माजी सरपंच राजेश मेश्राम, ग्राम पंचायत सदस्य जितेंद्र

सदर उपक्रम तालुक्यात नव्हे तर जिल्ह्यात अभिनव ठरला. या उपक्रमासाठी सहायक शिक्षक विनोद सहदेवकर, चिस्ते, चंद्रशेखर कापने, माना कळगे, केशव बडेंकर आदींनी सहकार्य केले.

विभाग ३ रा

प्रस्तावना

बच्चों के मातापिता अज्ञानी अशिक्षित और उनके सगेसंबंधी इनकी भी स्थिति वैसीही होने के कारण शिक्षा के प्रति सभी में उदासीनता थी।

बच्चों के उपस्थिति का प्रमाण कम था। जब स्कूल चालु होती थी, तब कुछ बच्चे अपने रिस्तेदार के यहाँसे नहीं आते थे। जो आते थे उनके पास लेखन साहित्य नहीं रहते थे। घर में किसानी काम होने के कारण बच्चे माँ—बाप के साथ खेत में चले जाते थे। घर में माता पीता बच्चों के अभ्यास के बारे में नहीं बताते थे। स्कूल का परिसर स्वच्छ और आकर्षक नहीं था। कचरा कुड़ा जहाँ वहाँ गिरा रहता था। इसके कारण प्रसन्नता नहीं मिलती थी। बारीश का मुद्दा बनाकर बच्चे घरमेंही रहते थे। कुछ बच्चे अपने पालतु जानवर और छोटे भाई बहन की देखभाली करने के लिए घर में रुकते थे। इन सब समस्याओंके कारण बच्चों की गुणवत्ता में बढ़ोत्तरी नहीं होती थी। बच्चों को पाठशाला में जाना संकट जैसा लगता था। पाठशाला में रंजकता की कमी थी। आनंद नहीं मिलता था। अध्यापक भी खुद के लडके जैसा व्यवहार नहीं करते थे। प्यारभरी नजर नहीं डालते थे। उनकी पुछताछ नहीं करते थे। पारीवारीक व्यवहार नहीं रखते। बच्चोंको मातापीता इनके साथ दुरी बनाकर रहते थे। यह पिछड़े है। इनके उपर कोई असर होनेवाला नहीं ऐसे मानते थे। प्रधानाध्यापक डमदेव कहालकर इन्होंने अध्यापक की सभा तय की, सभा में हमें कुछ पाठशाला और अध्यापक इनका शिक्षा विभाग में नाम हो, बच्चों की गुणवत्ता बढ़े, मातापीता बच्चों के तरफ ध्यान दे। बच्चों को हर दिन पाठशाला में नियमित रूप से भेजे। जिस चिज की जरूरत हो वह चिज खरीद के दे। छात्रों को किसानी काम में वह न इस्तेमाल करें। जानवर और छोटे भाई बहन इनकी देखभाल में अपना समय न गवाँये। पाठशाला के उपर वह प्यार करें। अध्यापक, प्रधानाध्यापक इनकी वह बात माने। बच्चों को घर में अध्यापक ने क्या पढ़ाया यह पुछे। बच्चोंसे चर्चा करें।

इन सबके बारे में अध्यापक और प्रधानाध्यापक क्या कर सकते हैं। इनके उपर चर्चा चली। कुछ अध्यापक यह नहीं हो सकता। यह पिछड़े देहाती आदिवासी लोग हैं। यह नहीं समझ सकते ऐसे भी कहने लगे।

प्रधानाध्यापक डमदेव कहालकर बोले देखो, हर समस्या का समाधान निकलता है। निसर्ग में न्याय है। यह इतनी भारी समस्या नहीं है। मामुली बात है। यह समस्या तो हर पाठशाला में कमअधिक रूप में दिखाई देती है।

हम यह काम के लिये हैं। सरकार ने हमें जिम्मेदारी दी है। इसका बड़ा भारी मुल्य भी पगार के रूप में मिलता है। हमारा दायित्व और कर्तव्य का यह एक हिस्सा है। बच्चों के लिए कुछ करना यह प्रत्यक्ष रूप से भगवान के लिए कुछ करने जैसा है। हम आप भी सभी ने जिस समय शिक्षा ग्रहण की उसी समय ऐसी ही हालात थी।

हमें यह छोटीसी समस्या से हार मानना अच्छी बात नहीं। हार मानना यह हमारी कमजोरी है। ऐसी प्रधानाध्यापक डमदेव कहालकर की बात सुनकर पालीकचंद बिसने अध्यापक और चंद्रशेखर कापगते एकसाथ बोले। प्रधानाध्यापक जी हम यह कर सकते हैं। हमारा यह दायित्व और कर्तव्य है। इनकी हॉ में हॉ मिलाकर अध्यापक सहदेवकर और यशवंत गायधने बोले सरजी हो सकता है। हम कर सकते हैं। बाद में नाना कठाने अध्यापक और केशव वडेकर भी शामिल हो गये।

सब लोग एक होकर हम विद्यार्थी पालक इनको साथ लेकर यह चित्र बदल सकते हैं। ऐसा सभा में निर्णय लिया गया। प्रधानाध्यापक बोले शाब्बास! वाह !क्या अच्छी बात निकली। इस उत्साहपूर्ण सभा से सभी की उम्मीद बढ़ी। सभी के सहयोग से एक योजना बनाई गई जिस योजना से उपरी सब समस्याका निराकरण सहजता से निकल पड़ा। सर्वप्रथम प्रधानाध्यापक ने सभी अध्यापक को अलग अलग उनकी क्षमता और रूची की अनुरूप कार्य का विभाजन किया।

१) श्री. विनोद सहदेवकर : English विषय में अपना सहयोग सभी छात्रों के लीये विशेषतः पूर्ण ढंग से रखे। छात्र अपने अपने घर में मातापीता के साथ English में बात करें। और शालेय प्रशासन में प्रधानाध्यापक को सहयोग करें।

२) श्री. यशवंत गायधने: बच्चोंके हस्ताक्षर सुधारमें सहयोग करें। बच्चों के बदले हुए हस्ताक्षर को देखकर मातापीता प्रसन्न और संतुष्ट बनें। और दुसरी जिम्मेदारी शालेय बगीचा की सुंदरता के लिए प्रयत्नरत रहें जिनसे पाठशाला में आतेही हर आदमी की प्रसन्नता बढ़े।

लेझीम — नृत्य — आदिवासी गाँव होनेके कारण उनको संगीत और नृत्य में विशेष रूची है। गाँव में कोई भी सार्वजनिक उत्सव जबजब होता है तबतब लेझीम—

नृत्य से वह कार्यक्रमोंकी शोभा बढ़ाने के काम में लेझीम—नृत्य पथक आगे रहे। इस कारण से गाँव और पाठशाला इनके मधुर संबंध स्थापीत हो।

३) श्री. नाना कठाणे : अध्यापक शालेय परिसर मे कोई कुडा कचरा पडा न रहे। शालेय परिसर अधिकाधिक सुंदर दिखता रहे। जिनसे छात्र और उनके माता पिता हर्षित हो उठे। मुतारीघर और शौच्छालय ठिक व्यवस्थित रहे। इनके लिये छात्रोंकी मदत से देखभाल करें। परिपाठ और भोजन के समय स्वयं उपस्थित होकर जिम्मेदारी संभाले। कक्षा पहली के छात्र इनके रंजकता से भरा हुआ ज्ञान बाँटे। जिनसे पहली कक्षा के छात्र आनंदीत और निर्भय रहें।

४) श्री. केशव वडेकर : श्री. नाना कठाणे इनके हर काम मे मदत करें। हर दिन छात्र की गिणती का गोषवारा इनका टिपन करें। ज्ञानरचनावादी पद्धती से अध्यापन करें। जिन कारण से छात्र आनंदीत हो उठे। और मुलभुत क्षमता विकसीत हो उठे।

५) श्री. पालीकचंद बिसने : पाठशाला के सभी छात्र संगित मे आगे बढे इसके लीए हार्मोनियम/बासरी/तबला इन संगीत साहीत्य का इस्तेमाल करके बच्चों को संगित की प्रेरणा हो। माँ—बाप घरके सभी सदस्य इनको वह छात्र घर जाकर संगित सुनाए । और आदिवासी गाँव होने के कारण उन घर परीवार मे जो उनका परंपरा से आया संगित ज्ञान पाठशाला मे छात्र ले आए ।

स्वयं पालिकचंद बिसने अध्यापक कवि होने के कारण बच्चे कविता करें एवं कवि बनें ऐसी कार्यप्रणाली तैयार करें। पाठशाला में सांस्कृतीक कार्यक्रम बनते रहे ऐसी योजना तैयार करें। सभी छात्रों को गणित विषय की, मुलभुत क्रिया बडी सहजता से हासील हो ऐसी कार्यप्रणाली तैयार करें। तंत्रस्नेही ज्ञान विज्ञान कार्यानुभव, चित्रकला इन सबमें बच्चे रूचि रखें ऐसी जिम्मेदारी संभाले।

६) चंद्रशेखर कापगते : तंत्रस्नेही अध्यापक होने के नाते सभी कक्षाओं के छात्रों का उनके कक्षा के अनुरूप ज्ञान प्रोजेक्टर के माध्यम से देना तुरंत सुरू करें। संगणक साक्षरता हर बच्चे में विकसीत करने का नियोजन आयोजन करें।

पाठशाला विविध शैक्षणिक प्रतियोगिता का आयोजन करें। जिस कारण से दुनिया का नया ज्ञान आदिवासी बच्चों को मिले। यह देखकर मातापिता अचंबीत हो उठे। जिनसे पाठशाला के प्रति माता पिता का आकर्षण बढे।

नियोजनबद्ध धोरण :

किसी भी कार्य को सफल बनाने के लिये योजना बद्ध धोरण जरूरी होता है। “ Plan your work & work your plan ” इस तत्व के अनुसार हम सब कार्य में जुड़ गये। कल हम क्या थे। और आज हम क्या है? यह कल हमने क्या किया और आज हम क्या कर रहे है। इस पर हमारा यश निर्भर होता है। इन उपरी तत्वों को लेकर कब क्या करना है इसका फल हम सबने एकसाथ बैठकर नियोजन किया।

जुन:— जुन महिनेमें विद्यार्थी पालक जनजागृती रॅली का आयोजन बॅड पथक और घोषणाओंके साथ किया।

“चलो चलो पाठशाला में चलो,
मत रहो, मत रहो, घर मे कोई मत रहो,
चलो चलो पाठशाला में चलो”

इस जनजागरण रॅली से माता पिता सज्ज हो उठे और बच्चे हर दिन 100 % आने लगे।



बिजसंग्रह और

वितरण :

अनेक प्रकारके पौधे इनके बिजों का संकलन छात्रों के माध्यम से किया गया और जिनके घर में जो जीस जाती के पौधों का बिज नहीं है उसे बडे सन्मान के साथ दिया गया।

इन उपक्रम—कार्यक्रम से छात्रों के माता पिता संतुष्ट और समाधानी बने। ग्रामपंचायत के माध्यम से मिले पौधे छात्रों को घर खेत में लगाने के लिये जिम्मेदारी के साथ दिये गये। इस उपक्रम से वृक्षवल्ली आम्हा सोयरे वनचरे यह संत तुकाराम ने दिया हुआ संदेश सफल होने में सहयोग मिला। निसर्गभक्ती और पर्यावरण प्रेम प्रकट करने का अवसर सफल हुआ।

जुलै:— हम विदर्भ के वासी हैं। विदर्भ में जुलै महिने में बारीश का मौसम शुरू होने से किसान धान की खेती करने में व्यस्त रहते हैं। हरएक के पास कुछ ना कुछ खेती होती है। इस कारण से बच्चे पाठशाला में नहीं आते थे। हमने उनके माता पिता को सज्ज कर दिया। इनके कारण कर बच्चा पाठशाला में आने लगा। रोपना यह एक खेती की विधी होती है। बच्चों को रोपना में सामील होना बहोत पसंद होता है। यह ध्यान में रखकर हम सबके बच्चे पाठशाला के बाजु के खेत में रोपना करने के लीए जुलै के मध्य में जाने का नियोजन किया।

जुलै में जिस दिन बारीश नहीं बरस रही थी उस दिन हम सब रोपना के लिए खेत में भोजन अवकाश में चले गये।

बच्चों में श्रम प्रतिष्ठा, संवेदनशिलता बेटे — बेटी एकसाथ एक होकर रोपना करने से स्त्रि— पुरुष समानता यह मुख्य स्थापीत हुए । और आदिवासी गाँव के किसान और पाठशाला के अध्यापक इनका संबंध स्थापीत हुआ। किसान जिस विपरीत कठिन परिस्थिती में झुंजते हुए दिखें उससे अनेक प्रति छात्रों के और अध्यापकोंके दिल में संवेदनशिलता यह मुख्य विकसीत हुआ।

गाँव की महिलाएँ रोपना करते समय पारंपारीक लोकगीतोंका गायन करते हुए दिखी। उनके साथ छात्रों ने “ धरती चे आम्ही लेकरें ” भाग्यवान यह कविता का गायन किया। महिला की तरफ से हमने लोकगीत सीखें तो हमने उनको पाठ्यक्रम की कविता सिखाई। इन उपक्रम से पारंपारीक लोकगीतोंका छात्रों ने सन्मान और स्विकार किया। एकप्रकारसे संस्कृती संवर्धन करने का अवसर प्राप्त हुआ।

ऑगष्ट : अगस्त महिना सन उत्सव से भरा होता है। यह ध्यान में रखकर नियोजन किया गया। इस महिने में आदिवासी गाँव में भजन— संकिर्तन, आराधना—उपासना होती है। यह ध्यान में रखकर बासरीवादक श्री पालकचंद बिसने अध्यापक बासरी और हार्मोनियम इनपर संगित गायन वादन सिखाएंगे, स्वतंत्रता दिन इस महिनेके मध्य में आता

है। यह ध्यान में रखकर छात्रोंकी विविध शैक्षणिक, सांस्कृतिक, बौद्धिक स्पर्धा आयोजित कि गइ। इस महिने में लोकमान्य टिलक जयंती, श्रीकृष्ण जन्मोत्सव, रक्षाबंधन आदि उत्सव संपन्न करने का निर्धार किया गया था वह संपन्न हुआ। रक्षाबंधन के समय छात्रोंके रक्षा बनाने की (राखी) शिक्षण प्रशिक्षण दिया गया। इससे बच्चों के माता पिता प्रभावित हुए । राखी खरीदना नहीं पडा। वह माता पिता कि बचत हुई। पाठशाला के सभी बेटी ने सभी बेटोंको भाई मानकर राखी बांधी। इन उपक्रम से बंधुभाव विकसीत हुआ। श्रीकृष्ण उत्सव के निमित्त श्रीकृष्ण की मुर्ती बनाने वाले के घर पर सब छात्र पहुंचे। छात्रों ने मुर्ती की कला का अनुभव किया। मुर्ति बनाने की कला की सिख उस निमित्त से मिली।

ऑगस्त मे देहात मे ज्यादा बारीश होने से गांव की गल्ली मे किचड होता है। उनपर चलने के लिए देहात मे लकडी से बनी पावडी का खेल परंपरा से खेलने का शौक देहात के बच्चों को होता है। यह ध्यान मे रखकर पावडी बनाकर चलना सिखाया गया। इसमें ऑख, पाँव, हात आदि सभी अवयवोंका तालमेल बच्चों मे दिखा।



सप्टेंबर

गणेशोत्सव

:— १)

: हमारी

पाठशाला में हरवर्ष गाँव के लोगोंद्वारा गणेशोत्सव मनाया जाता है। यही उत्सव केवल गाँव का नहीं तो यह पाठशाला का ही है ऐसा हमसब अध्यापक समजते हैं। गाँव के

लोग भी यह उत्सव पाठशाला का ना होकर हमारे गाँव का उत्सव है इस भावना से काम करते है।

इस उत्सव के माध्यम से हमे विविध स्पर्धाओंका आयोजन करना, समाजसे संबंध स्थापीत करना, सहभोजन करना, और सांस्कृतीक जतन करना, राष्ट्रीय एकात्मता यह मुल्य विकसीत करना यह सारे मुद्दे हमारे इस उत्सव के माध्यम से सफल हुए ।

इस बार भी हमने रंगमंच का फायदा उठाया हमारे बच्चे हरदिन फूलोंका हार बनाकर लाते थे। उत्सव के कार्यकाल मे हमने पोतादौड, चमचागोळी, निबंध स्पर्धा, वक्तृत्व स्पर्धा आदि प्रतियोगीता का आयोजन कीया। हलदीकुंकु, काला, पालकसभा और सहभोजन का आयोजन करने से समाजीकरण की प्रक्रीया को बल मिला। पाठशाला और समाज, शिक्षक का प्रत्यक्ष संबंध स्थापीत हुआ।

राष्ट्रीय एकात्मता यह मुल्य इस उत्सव से साकार हुआ। बच्चोंको शिक्षकोंने मान्यवर के हस्ते बक्षीस वितरित किया गया, इस तरह इस उत्सव से हमने छात्र, शिक्षक और समाज के संबंध का त्रिकुट बनाया।

समाज समुदाय इनके साथ भागिदारी करणे का सुअवसर प्राप्त होनेवाला है। ऐसा सोच समझकर नियोजन धोरण कार्यान्वीत किया गया। और सफल किया गयज़ं



२) शिक्षकदिन :-
५ सप्टेंबर को

शिक्षकदिन
आनेवाला

है। बच्चों की अध्यापक की तरफ से कैसी और क्या आशा अपेक्षा होती है। अध्यापक ने कैसे और क्या पढ़ाना। बच्चों की आशा रहती है। इसका अनुभव अध्यापक को होना चाहिए। यह ध्यान में रखकर शिक्षकदिन के दिन बच्चे पढ़ाएंगे शिक्षक नहीं पढ़ाएंगे ऐसा हमारा नियोजन तय किया गया था।

उस दिन पढ़ानेवाले छात्र अध्यापक के वेशभूषा में पाठशाला में आये। उनमें से एक प्रधान अध्यापक की खुर्सी में विराजमान हुआ। परिचर का काम भी छात्रों ने किया। उसदिन सब छात्र बेहद आनंदीत थे। पढ़ानेवाले छात्र तो आनंद की खुशी में बेहोश थे।

जिन माता पिता परिवार के बच्चे प्रधान अध्यापक, अध्यापक, परिचर बने थे उनकी प्रतिक्रिया बहोत अच्छी थी। मेरा बेटा, मेरी बेटी, एक दिन के लिए अध्यापक बनी/अध्यापक बना ऐसी चर्चा गाँव मोहल्ले, तालाब पानी का नल इन सब पर थी।

इन कार्यक्रम/उपक्रम से पाठशाला की समाज समुदाय के साथ भागीदारी बनी। जीवन में अध्यापक का सम्मान कैसे करना। अध्यापक कैसे हो इसका ज्ञान छात्रोंको हुआ।



ऑक्टोबर :-

१)

बंध

प्रशिक्षण :- ऑक्टोंबर महिनें में जिस धान का रोपन किया था। वह फसल काटने की तैयारी मे आता है। काटने के बाद इसको बांधने के लिए बंध बनाने का स्थानिक रोजगार गांव में अनेक पिढी से चलते आया है। यह ध्यान मे रखकर सप्ताह में शनिवार को दप्तर मुक्त पाठशाला के अवसर पर बंध कैसे बनाये जाते है। बंध बेचने से कैसी आमदनी मिलती है। यदि छात्र मातापिता के यह कार्य में सहयोगी होता है तो बच्चों के माता पिता कैसे आनंदित होते है। यह ध्यान में रखकर ऑक्टोंबर के पहले शनिचर को दप्तर मुक्त पाठशाला के लिए बंध बनाने का नियोजन किया गया था।

उनपर अमल किया गया। सब छात्र हम कुछ कर सकते है। शिक्षण लेते लेते ही रूपया पैसा कमा सकते है। कौनसी तोभी कला हम आत्मसात करें। हम देहाती छात्र ऐसे स्थानिक उद्योग से रूपया पैसा कमा सकते है। यह रूपया पैसे शिक्षा लेने के काम आ सकता है। ऐसा विश्वास छात्रों को हुआ। उनका आत्मविश्वास बढ़ा। गाँव और घर मे उनका सम्मान बढ़ा।

यह शिक्षा पाठशाला मे अध्यापकोंने छात्रोंको दि। इस परीणाम से बच्चोंके माता पीता हर्षित और आनंदित हो उठे। श्रम प्रतिष्ठा और स्वावलंबन और आत्मनिर्भरता विकसीत की।



२) वाचन प्रेरणा दिन : भारतरत्न डॉ. ए.पी.जे. अब्दुल कलाम इनका जन्मदिन वाचन प्रेरणा दिन के रूप में मनाया जाता है, यह ध्यान में रखकर दि. १५ अक्टूबर को वाचन प्रेरणा दिन उत्सव के रूप में मनाने का नियोजन कर रखा था। इनके अनुरूप ग्रंथालय की सब किताबें बाहर निकाली गईं। सब छात्रों को किताबें पढ़ने के लिए दी गईं। और हर छात्र अपने माता पिता के लिए घर में पढ़ने के लिए दो किताबें ले गया। इसका परिणाम यह हुआ वाचन संस्कृति में बढ़ावा आ गया। जिन जिन माता पिता ने किताबें पढ़ी वह आनंदित हो गये। पाठशाला और गांववाले इनमें स्नेहभाव बढ़ा। और अंतर घटा। इस उपक्रम से गंध संपदा के प्रति प्रेम बढ़ा। पाठशाला और समाज समुदाय में पुस्तकरूपी डोर से संबंध बंध गयज़



ना मुख्याध्यापक इमदेव कहालकर.

लोकमत

बौद्धिकस्तर उंचाविण्यासाठी वाचन संस्कृती महत्त्वाची

इमदेव कहालकर । मिरगाव शाळेत अनोखा उपक्रम

लोकमत न्यूज नेटवर्क

भंडारा : पुस्तक हेच खरे मित्र असतात, असे नेहमी म्हटले जाते. वाचण्यात ऐकण्यापेक्षा जास्त शक्ती व क्षमता लाभली असते, असेही बहुतेकदा सांगितले जाते. कारण बौद्धिक उंचीचा स्तर वाढविण्यासाठी वाचन क्षमता विकसित करणे अत्यंत महत्त्वाचे आहे, असे प्रतिपादन मुख्याध्यापक इमदेव कहालकर यांनी केले.

लाखनी तालुक्यातील मिरगाव येथील जिल्हा परिषद उच्च प्राथमिक शाळेत विद्यार्थ्यांना वाचनाची व लेखनाची सवय लागावी हा उद्दीष्ट डीव्हासमीर ठेवून सत्य उपक्रमाचे आयोजन करण्यात आले होते. याप्रसंगी विद्यार्थ्यांना मार्गदर्शन केल्यात कहालकर योलत होते.

भारतरत्न डॉ. ए.पी.जे. अब्दुल कलाम तथा विश्वरत्न डॉ. बाबासाहेब आंबेडकर यांनी सुद्धा जगाला ज्ञानाविषयी सखोल मार्गदर्शन केले आहे. यात वाचनक्रिया अत्यंत महत्त्वाची पाय असून वाचपुढे महापुरुषही घडले आहेत. सलग १८ तास वाचन करून बाबासाहेबांनी जगापुढे आदर्श निर्माण केला. राज्यघटना लिहिण्याचा सन्मानसुद्धा त्यांच्या वाचन प्रक्रियेमुळेच त्यांना प्राप्त झाला. त्यामुळे बाबासाहेब तथा डॉ. अब्दुल कलाम यांच्यासारखी ज्ञानसंपन्न व्यक्ती निर्माण होण्यासाठी वाचनप्रक्रिया महत्त्वाची आहे, असे प्रेरणादायी विचारही मुख्याध्यापक कहालकर यांनी व्यक्त केले.

शाळेत विद्यार्थ्यांना वाचनाची सवय लागावी यासाठी शाळेतील प्रांगणात सुंदर अशी परसबाग तयार करून त्यांना गिण घालण्यात आले. त्यात वा विद्यार्थ्यांना वाचन व लेखन किती महत्त्वाचे आहे याबाबत मार्गदर्शन करण्यात येते. वाचन प्रेरणा दिवसाच्या निमित्तानेही विविध कार्यक्रमांचे आयोजन करण्यात आले होते.

या कार्यक्रमासाठी सहायक शिक्षक विनोद सहदेवकर, नाना कठाण, पालिकवंद बिसने, चंद्रशेखर कापगते, यशवंत गायधने, केशव यडकर यांनी सहकार्य केले. प्राथमिक विद्यार्थ्यांच्या हातात देण्याच्या या उपक्रमाबाबत केंद्रप्रमुख सुशाल हर्दे, शाळा व्यवस्थापन समितीचे अध्यक्ष चंद्रधर तिरपारे, सरपंच महेश धुर्वे, ग्रामसेवक भोतमोर्गे यांच्यासह पालकगण आणि ग्रामस्थांनी कौतुक केले आहे.

३) मतदार जनजागृती : विधायक का चुनाव दिवाली के करीब आने की संभावना है। ऐसा अंदाज हमें जब पाठशाला शुरू हुई तबसे ही था। अक्टूबर में मतदार जनजागृती

कार्यक्रम संपन्न कैसा करेंगे ऐसी चर्चा हमने की थी। पाठशाला में रंगोली उपक्रम से मतदार जागरण के कुछ घोषवाक्य बच्चों को लिखने का प्रशिक्षण शिक्षण देने का मनोदय निश्चित किया गया था।

“मतदार राजा जागा हो, लोकशाहीचा धागा हो” ऐसे कई प्रकार के वाक्योंका छात्रोंने लिखने का शिक्षण देना है। ऐसा तय हुआ था।

जे तय हुआ था उसकी अंमलबजावनी हमने पाठशाला में की। निवडणुक विभाग के अधिकारियोंको जब पता चला तो वह अधिकारी अभिनंदन करने के लिए पाठशाला पहुंचे। देखकर अचंबीत हुए । आदर्श मतदान केंद्र घोषित करने का मनोदय भी प्रकट किया।

छात्रोंने यही घोषवाक्य अपने अपने घरमें बहोत सुंदर अक्षरों में लीखे। यह चर्चा सर्वत्र जिल्हा में फैली। माता पिता गावकरी आनंदीत हो उठे। अखबार में प्रसंशा छपके आइ। इससे गाँववाले हर्षित हुए ।

गाँव मे बॅड पथक के माध्यम से अनोखी रॅली निकाली गई। यह बात भी अखबार में छपके आयी। इससे समाज समुदाय के साथ भागिदारी होने मे सहयोग मिला।



४)

दिपोत्सव : स्कुली बच्चे इनके अध्ययन में वृद्धी हो इसके लिए समाज का सहभाग

जरूरी है। समाज को सहभागी करणा है। उनको यदी भागीदार बनाना है तो उन्हें साथ लेकर चलना होगा। उनके साथ रहना होगा।

यह विचार से सब दिवाली पर्व गाँववाले घर घर में मनाते है। तो हम पाठशाला में दिवाली पर्व मनायेंगे। दिये जलायेंगे, गाँववालोंको मिठाई खिलायेंगे, छात्र और उनके माता पिता पाठशाला में त्योहार पर आधा घंटे के लिए बूलाने का नियोजन हमने कर रखा था। दिवाली में पाठशाला का आधा सत्र पुरा होता है।

यह सब ध्यान मे रखकर सब छात्रोंसे दिवाली छुट्टी के दिनांक २३/१०/२०१९ का वादा किया गया। आप दिया लेकर पाठशाला मे आओ। लड्डु खाकर जाओ। यह बात कभी किसी पाठशाला मे नही हुई थी। छात्र और उनके माँ बाँप को अचंबीत करने वाली थी। सही मे प्रधान अध्यापक डमदेव कहालकर लड्डु खिलाने वाले है या नही। यह जिज्ञासा छात्रों मे उठी।

प्रधान अध्यापक ठिक ५ बजे पाठशाला में हाजीर हुए । जिन बच्चों को जिम्मेदारी दि थी उन्होने रंगोली और गोवर्धन पर्वत बनाके रखें थे।

सब छात्र एक एक करके दिये लेकर आए । सबको लड्डु और सेव खिलाया गया। गाँव के सरपंच, पुजारी, शाला व्यवस्थापन समिती के सभी लोग और माता पिता उपस्थित थे। संगित महफिल छात्रोंद्वारा संपन्न हुयी। सभिने दिये जलाए । मिठा मुह करके सब छात्र उनके माता पिता गाँव के पुजारी बडे हर्षित होकर अपने अपने घर लौटे। पहले दिया विद्यामंदिर के प्रांगण मे जलाया गया। बंधुभाव और एकात्मता का दर्शन हुआ। समाज और पाठशाला का संबंध मधुर हुआ।



विभाग ४

- ❖ प्रधानअध्यापक ने पाठशाला में किये हुए आमुलाग्र बदलाव के स्वरूप/निष्पत्तीका वर्णन

आमुलाग्र बदलाव इसीका नाम है जो संपूर्ण बदलाव है । यदि व्यक्तिका आमुलाग्र बदलाव उसके बारे में हम कुछ कहते या लिखते तो सर्वप्रथम बाहरी रंगरूपका वर्णन होता है । पाठशाला में किये हुए आमुलाग्र बदलाव के स्वरूप निष्पत्तीका वर्णन करते हैं । तो रंगरूपकी बात करनी होगी ।

पहले पाठशाला का रंगरूप कैसा दिखता और आज कैसे दिखता है । यह फोटोग्राफ बताते हैं । पहले देखने से आनंद या समाधान नहीं मिलता था । अभि इसी क्षण देखो तो देखते रहे ऐसा प्रतीत होता है । प्रवेशद्वार आकर्षक लुभावना लगता है । आवार दिवाल अपने आकर्षक रंग और उसके ऊपर ग्रामगितामें बतायेहुए सुविचार ओवी से सज्जीत और अंकीत है । पहले कुछ नहीं लिखा था । ना ही रंग लगा था ।

पाठशाला में पहले बगीचा नहीं था । कहा कहा अव्यवस्थित रूप से महेंदी बोई थी । जिसको आकार नहीं दिया था । आकार देनेवाली कैची नहीं थी । प्रधानाध्यापक ने सर्वप्रथम कैची खरीदी । और यशवंत गायधने अध्यापक को जिम्मेदारी दी और उन्होंने वह अच्छेसे निभाई ।

मैदान के मध्यभाग में बहोत सुंदर दिखने वाला बगिचा तैयार किया गया । जो पहले नहीं था । इस बगिचे में बैठकर छात्र पढाई करते हैं । बगिचे में बैठकर पढाई करने का आनंद लेते हैं । प्रसन्नता के कारण पढनेवाले छात्र का मन अध्ययन में लगना शुरू हो गया । इसके पहले ऐसा कुछ नहीं था । पाठशाला खुलते ही छात्र आते थे । इतरस्त्र इधर उधर घुमते थे । अभि ऐसा नहीं है ।

हर एक छात्र ने पाठशाला में अपने घर से अपने हाथोंसे बनाया हुआ झाडू पाठशाला में रखा है । और झाडू पकडकर सर्वप्रथम सफाई के काम में लगते हैं । उनके उपर देखरेख करनेवाला शालेय मंत्रीमंडल के छात्र ध्यान देते हैं । मुतारीघर, शौच्छालय, शालेय परिसर कुछ ही समय में साफ सुथरा हो जाता है । इसके पहले यह क्रिया कलाप नहीं थी । छात्र और उनके माता पिता इन्होंने झाडू पाठशाला में भेजने का प्रबंध किया है । यह हमारे नियोजन का एक हिस्सा था । जिसके परिणाम

स्वरूप दस या पंधरह मिनट के अंदर अंदर दिवाली के त्योहार जैसा प्रसन्न वातावरण बन जाता है । जिसमे शैक्षणिक रंगोली का विशेष रूप प्रकट किया जाता है ।

शैक्षणिक रंगोली के प्रणेता प्रधानाध्यापक डमदेव कहालकर है । उनका यह दावा है हम स्वयं शैक्षणिक रंगोली उपक्रम के प्रणेता है । शैक्षणिक रंगोली में छात्र रूचि रखते है जिसका सराव उनके घर मे भी होते जा रहा है । अपने परिवार का नाम लेकर जैसे “ पाखमोडे ” परिवार आपका सहर्ष स्वागत करता है । ऐसे वाक्य रंगोलीद्वारा बड़े खुबसुरत ढंग से लिखते है ।

हर सप्ताह का पाठ्यक्रम कर कक्षा अपने अपने कक्षा के बाहर बड़ें ही उल्लास, उत्साह से सुंदरता से लिखते है ।

यह सब पहले नही था । जो अभि है । परिपाठ यह पाठशाला का आत्मा है । यह हमारे अध्यापक, प्रधानाध्यापक इनका मानना है । परिपाठ में पाठशाला बुद्धिमत्ता की झलक दिखाई पडती है । परिपाठ में छात्र बड़े उल्लास और प्रसन्नता से सहभागी होते है । सभी विषय इसमें समाहित रहते है । इसकी गरीमा नैमीत्तीक शिक्षक, छात्र इनके जन्मदिन मनाते है । जन्मदिन की बधाई और हार्मोनियम तथा बासुरी वादन, बँड पथक इनसे शोभा अधिकाधिक बढ़ती है ।

परिपाठ में एक समस्या थी । जब धुप तेज होती थी ऐसे हालातमे छात्र परेशान होते थे । इसी कारण आधा अधुरा परिपाठ होता था । इस समस्या का हल धुप से बचाव करनेवाली हरी नेट लगाने से हुआ । अभि छात्र बड़ी सहजता और प्रसन्नता से परिपाठ मे सामील सभी मुद्दोंका आनंद लेते है ।

यह पहले नही था । नेट के कारण यह संभव हुआ । परिपाठ और प्रार्थना इनकी बैठक व्यवस्था में सुधार किया गया । परिपाठ में हरदिन आदर्श छात्र का चयन किया जाता है । उसे बक्षीस के रूप मे बड़ें सम्मान के साथ तालीयों की गजरमे बँचेस लगाया जाता है

यह पहले नही था । परिपाठ का समापन कदमचाल में चलाकर अध्यापक और चयन किया हुआ छात्र इनको सँल्युट करके कतार के साथ होता है ।

हर कक्षा मे अध्यापक बड़ी रंजकता और हर्षउल्लास से पढाते है । छात्र गृहपाठ करके ही घर से पाठशाला आते है । यह बोझ नही लगता बड़ी सहजता से

छात्र गृहपाठ करते हैं। यह पहले नहीं होता था। अध्ययन निष्पत्ती के अनुसार कक्षा में पढ़ाया जाता है।



अध्ययन निष्पत्ती

कृती	भाषा	निष्पत्ती	कृती	अध्ययन निष्पत्ती
१ ली	मुळाक्षर वाचन	अक्षरवाचन करना और शब्द बनाना	१० जव २९ तक संख्याका परिचय करना	दिये हुए अंक इतने वस्तुकी गनना करते है। अंक वाचन लेखन करते है।
२ री	काना मात्रा युक्त शब्दोंका पठन करणा	अक्षर को काना स्वरचिन्ह जोडकर शब्द बनाकर लिखना	वजाबाकी/घटाव का अर्थ समजना (चित्रोंद्वारा)	वस्तुएँ गिनते है और रेखाएँ निकालना और अलग करके हल करना
३ री	वाक्य का पठन (जोडाक्षर युक्त)	जोडाक्षर युक्त शब्द का पठन करणा	गुणाकार क्रिया का परिचय, दो अंक को एक अंक से गुणना	वस्तुओंके गट बनाना और गुणाकार का अर्थ समजना
४ थी	श्रुतलेखन करवाना	जोडाक्षर युक्त शब्दोंका लेखन करणा	भागाकार का परिचय करणा	वस्तुओंको समान भाग में बाटना
५ वी	उतारावाचन करने	दियेहुये किताब का पठन करणा	चार पाच अंक वाली संख्या का पठन	

इयत्त १ ली २ री के लीए बिनहातकी बेरीज और घटाव

३ री , बेरीज वजा, (घटाव), गुणाकार एक अंक का एक अंक से यह कमता

४ थी — संख्याज्ञान, तिन अंकी संख्याओंका मिलन घटाव और गुणाकार(दो अंकी संख्या) भाग देना

५ वी — चार पाच अंकी संख्याओंका मिलन और घटाव, गुणा, दो अंकी संख्याओंको एक अंक से भाग देना

६ वी — छे अंकी संख्याओंको मिलाना, घटाव, गुणाकार और तिन अंकी संख्याओंको दो अंकरूपी संख्या से भाग देना

७ वी — सात अंक वाली संख्यावाचन, सात अंकवाली संख्याओंकी बेरीज, वजा, चार अंकवालनी संख्याओंको दो अंकी संख्या से भागना.

हर दिन ४.०० से ४.३० तक जिनका हमने स्तरनिहाय वर्गिकरण करके रखा है। ऐसे छात्र जिन जिन अध्यापक को जिन जिन स्तर की जिम्मेदारी दि है उनके उनके पास छात्र बैठते है। अध्यापक की देखरेख मे अध्ययन करते है।

हर दिन ४.३० ते ५.०० तक का समय खेल कुद का व्यायाम प्रकार होता है।

उस दिन का समापन सब छात्र बगिचें में गोला में बैठकर प्रधानाध्यापक और अध्यापक इनकी दुसरी दिन की संचना सुनकर वंदे मातरम् होती है। सब छात्र परीवहन समिती के नियम के अनुरूप कतार में धिमी गती में अध्यापक, प्रधानाध्यापक इन सभी को नमन करते हुए हसते हसते घर लौटते है।

विद्यार्थ्यांना शिंदीच्या फांद्यापासून बंध बनविण्याचे प्रशिक्षण

लाखनी तालुक्यातील भिरेगाव येथील जिल्हा परिषद शाळेचा उपक्रम

लोकमत न्यूज नेटवर्क

पालांदूर (चौ.) : विद्यार्थ्यांना स्वावलंबी बनविण्याकरिता स्वयंरोजगार करताना शिक्षण घेता यावे, या उदात्त हेतूने प्रेरित होत स्थानिक ठिकाणी नैसर्गिक अधिवासातून शून्य खर्चात उपलब्ध होत असलेल्या शिंदीच्या फांद्यापासून धानाचे गट्टे बांधण्याकरिता मुख्याध्यापक तथा आदर्श शिक्षक पुरस्कर्ते डमदेव कहालकर यांनी शाळेतच कार्यशाळा उभारून विद्यार्थ्यांना बंधचे घडे दिले.

स्पर्धेच्या काळात प्रत्येकालाच नोकरी शक्य नाही. निदान खेड्यात तरी अजीबात नाही. त्यामुळे विद्यार्थ्यांनी विद्यार्थी दशेपासूनच स्वयंरोजगाराचे घडे मिळावे. त्यांची कुशलता लक्षात घेऊन या उपक्रमाचे आयोजन करण्यात आले होते. खरीप हंगाम कापणीच्या तोंडावर बंधाला मोठी मागणी आहे. तणसाचे बंध सगळ्यांना माहिती आहेत. यात मेहनत मोठी आहे. मात्र शिंदीच्या बंधाला व्यवस्थित गुंफण करीत शून्य खर्चात धान बांधण्याला उत्तम बांध कमी खर्चात शेतकऱ्याला मिळतो. हे हेरून



शिंदीच्या फांद्यापासून बंध बनविण्याचे प्रशिक्षण देताना डमदेव कहालकर.

शिक्षकांची दूरदृष्टी

◆ बंधाचा हंगाम किमान १५-२५ दिवस चालतो. यातून गावाला रोजगार मिळतो. प्रत्येक कर्त्या कुटुंबाला या हंगामात ७-१० हजार रुपयाची आमदनी होते. या व्यवसायाला खर्च शून्य असून गावाजवळ शिंदीचे झाडे मुबलक आहेत. आई वडीलांना मुलांच्या हातभाराने नक्कीच मदत होणार आहे. याकरिता शाळेचे महत्त्व व शिक्षकांची दूरदृष्टी कामाला आली हे विशेष.

कहालकर यांनी विद्यार्थ्यांना बंध तयार करण्याचे प्रशिक्षण देत गावकऱ्यांचे लक्ष वेधले.

याकरिता सहयोगी शिक्षक विनोद सहदेवकर, चंद्रशेखर कापंगते,

पालीकचंद बिसने, यशवंत गायधने, नाना कठाणे यांनी सहकार्य केले. या उपक्रमाचे केंद्रप्रमुख हरडे, शाळा व्यवस्थापन समिती अध्यक्ष चक्रधर तिरमारे यांनी कौतूक केले.





पोवाडा सादर करतांना



पावडीवर चालतांना



पणपाई पाखरांसाठी



मुलांना बासरी व पेटी वाजवून दाखवतांना
पालीकचंद बिसने सर

विभाग ५

पाठशाला के प्रधानअध्यापक खुद को पाठशाला का नेता समझकर स्वयं को कैसे देख रहे हों?

(कार्यपद्धती, दृष्टीकोन मुल्योंद्वारा कैसा बदलाव किया)

जो सही दिशा में सच्चा प्रयास करता है वह जिस चीज की प्राप्ति चाहता है वह चीज उसे सहजता से प्राप्त होती है।

हमारी जिल्हा परिषद उच्च प्राथमिक पाठशाला मिरेंगांव पंचायत समिती लाखनी जिल्हा भंडारा इन्होंने सही दिशा में सच्चे प्रयास किए हैं। जिनका परिणाम स्वरूप छात्रों में राष्ट्रभक्ती, सौजन्यशिलता, वक्तशिरपना, निटनेटकेपना, संवेदनशिलता, वैज्ञानिक दृष्टीकोन, श्रमप्रतिष्ठा, स्त्री-पुरुष समानता, सर्वधर्म समभाव राष्ट्रीय एकात्मता यह सब मुख्य छात्रों में विकसित हुए हैं।

यदि हम पेड़ बबुल का बोते हैं और इच्छा आम की करते हैं तो वह भुल है। हमारी अज्ञानता प्रकट होती है। इसी सिद्धांत को ध्यान में रखकर हमने जो बोया वही पाया। सटीक पाया। शत्रुप्रतिशत बड़ी सहजता से पाया।

इसका कारण हमारी कार्यपद्धती, हमारा दृष्टीकोन महत्वपूर्ण विवेकपूर्ण है। हमने अध्यापक और हमारे व्यवस्थापन समिती के अध्यक्ष और सदस्य गण, छात्र, उनके माता पिता इनकी सभा में गुणवत्ता विकास के लिए जो कार्यपद्धती और जो दृष्टीकोन रखा था। इस सभी का परिणाम स्वरूप हमने यश पाया।

मैं प्रधानाध्यापक के नाते हर्षित और समाधानी हूँ। मुझे तो शिक्षण क्षेत्र में आकर जो नाम और शैक्षणिक अच्छा काम करना था वो कर लिया। मैं कृतार्थ का अनुभव करता हूँ। स्वयं को अहोभाग्यशाली मानता हूँ। शिक्षणविभाग में अध्यापक के नाते मैंने पूरी जिंदगी में जो मेहनत की, परिश्रम किया वह पूरी रूप से सफल हुआ ऐसा प्रतीत होता है।

काम के बदले में मैं अभितक तनखा (पगार) लिया! लेता आया इनमें मुझे जो आनंद, संतुष्टी और तृप्तता नहीं मिली उससे कहीं गुणा अधिक यह शोध संशोधन में आनंद संतुष्टी और तृप्तता मिली।

पाठशाला में पैर डालते ही हर कदम पे मैं सजग और सावधान रहकर सावधानी करखता रहा। मेरे साथी अध्यापक, छात्र, गांव के पुढारी इन सभी को सावधानी के लिए सजग करता रहा। हर क्रिया कलाप उनका होनेवाला परीणाम मिलनेवाला फल, हर क्रियाकलाप से किस मुल्य का संवर्धन होगा इसका ज्ञान और ध्यान हम सभी ने रखा। जिसके परीणाम स्वरूप यह मुकाम पर आ पहुंचे।

जिल्हा परिषद उच्च प्राथमिक पाठशाला का नाम अखबार की बात से पुरे भंडारा जिल्हे के गाँव गाँव मे पहुंचा। मेरे साथी अध्यापक गण और मैं स्वयं प्रधानाध्यापक हम सभी हो हमारे गांव की, हमारे शिक्षा विभाग के अधिकारी इन सबको मान सन्मान और पतप्रतिष्ठा प्राप्त हो गई है। समाज ने हमे प्रतिष्ठीत किया है।

इन सब में मेरे सहकारी अध्यापक, शाळा व्यवस्थापन समिती के सभी लोग, ग्रामपंचायत के सरपंच, गाँव के आजी माजी पुढारी, मेरे लाडले छात्र, मेरे प्रिय पालक जो छात्रोंके माता पिता है इन सभी का योगदान और सहयोग है। ऐसा मैं कृतज्ञतापूर्वक घोषित करता हूँ। इसमे मेरे अकेले का योगदान नही है। प्रत्यक्ष अप्रत्यक्ष रूप से बहोतसारे लोगो का योगदान है। इन सभीको मैं धन्यवाद देता हूँ और वंदन और नमन करता हूँ।

प्रमाणपत्र

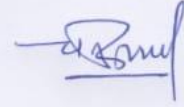
प्रमाणित करण्यात येत आहे की, जिल्हा परिषद उच्च प्राथमिक शाळा मिरेगांव ता. लाखनी जि. भंडारा येथील शाळा व्यवस्थापन समिती अध्यक्ष श्री. चक्रधरजी तिरमारे म्हणून या शाळेचा शैक्षणिक सत्रात २०१९-२० मध्ये शाळेच्या गुणवत्ता वाढिकरीता नेहमीच सहशालेय उपक्रम, दैनिक उपक्रम, विद्यार्थ्यांची शिस्त, विद्यार्थ्यांच्या सुट्टीच्या दिवशी अभ्यासपुरक काम इ. बाबीत नाविण्याची जोड देणारी शाळा म्हणून नावलौकीक मिळवत आहे.

शाळेचे मुख्याध्यापक श्री. डी. पी. कहालकर व त्यांचे सर्व शिक्षक हे नेहमी शालेय शिस्त व सहशालेय उपक्रम घेण्याकरीता नेहमीच सहकार्य करीत असतात.

करीता त्यांना शालेय प्रगतीकरीता खुप खुप शुभेच्छा.

स्थळ : मिरेगाव

दिनांक : ३०/१०/२०१९



सहायक
शा.व्य.समिती मिरेगाव


प्रमाणपत्र

प्रमाणित करण्यात येत आहे की, जिल्हा परिषद उच्च प्राथमिक शाळा मिरेगांव ता. लाखनी जि. भंडारा ह्या शाळेचा शैक्षणिक सत्र २०१९-२० चा शैक्षणिक गुणवत्तेचा दर्जा, सहशालेय उपक्रम, दैनिक उपक्रम विद्यार्थ्यांची शिस्त, विद्यार्थ्यांच्या सुट्टीच्या दिवशी अभ्यासपुरक काम इ. बाबीत नाविण्याची जोड देणारी शाळा म्हणुन समोर येत आहे.

शाळेचे मुख्याध्यापक श्री. डी. पी. कहालकर व त्यांची सर्व शिक्षक चमु यांचे हार्दिक अभिनंदन व उच्च प्रगतीसाठी शुभेच्छा.

स्थळ :- पं.स. लाखनी

दिनांक. ३०.१०.२०१९


गट शिक्षणाधिकारी
पंचायत समिती लाखनी

प्रमाणपत्र

प्रमाणित करण्यात येत आहे की, ग्राम मिरेगांव ता. लाखनी जि. भंडारा येथील सरपंच श्री. महेश धुर्वे म्हणून या शाळेचा शैक्षणिक सत्रात २०१९-२० मध्ये शाळेच्या गुणवत्ता वाढिकरीता नेहमीच सहशालेय उपक्रम, दैनिक उपक्रम, विद्यार्थ्यांची शिस्त, विद्यार्थ्यांच्या सुट्टीच्या दिवशी अभ्यासपुरक काम इ. बाबीत नाविण्याची जोड देणारी शाळा म्हणून नावलौकीक मिळवत आहे.

शाळेचे मुख्याध्यापक श्री. डी. पी. कहालकर व त्यांचे सर्व शिक्षक हे नेहमी शालेय शिस्त व सहशालेय उपक्रम घेण्याकरीता नेहमीच सहकार्य करीत असतात.

करीता त्यांना शालेय प्रगतीकरीता खुप खुप शुभेच्छा.

स्थळ : मिरेगांव

दिनांक : ३०/१०/२०१९



आपला

(Signature)

महेश धुर्वे

ग्रामपंचायत मिरेगाव

सरपंच, ग्राम पंचायत मिरेगांव

पाठशाला का नाम — जिल्हा परिषद उच्च प्राथमीक पाठशाला

मिरेगांव ता. लाखनी जि. भंडारा पिन ४४१८०९



UDISE No- 27100503601

प्रधानाध्यापक का नाम — श्री. डमदेव पांडुरंग कहालकर

प्रधानाध्यापक, (एम.ए. बि.एड)

जि.प. उच्च प्राथमिक पाठशाला मिरेगांव ता.

लाखनी जि. भंडारा पिन 441809

मोबाईल नं. 9764384189, 9022310881

शाळेचा Email ID . :-

zillaparishadmiregaon@gmail.com

❖ प्रभावि अध्ययन के लिए प्रभावशाली उपक्रम ❖

१) बिज संकलन/संग्रह :-

हम सब छात्राओसे मिलकर सत्र के सुरूवात में जुन जुलै महिने में तरह — तरह के बिज का हमने संकलन किया । इसमें गवार, भेंडी, ककडी, करेला,दोडका, बरबटी, लौकी, आदी बिजोंका छात्रोंद्वारा बिजप्रसार किया । सबको हमने बाट दिया ।

इस उपक्रमसे छात्रोंमे वनस्पतीओंका परिचय हुआ । छात्रोंकी निरीक्षण क्षमता बढी और उनमे समज बढी और पाठशाला और समाज उनका मधुर संबंध बना ।

२) पत्रमैत्री :-

हमारी पाठशाला में हमने छात्रोंको उनके मामा, काका, मित्र को पत्र लिखने का उपक्रम चलाया इसमें पत्रव्यवहार समझ में आया । पत्र लिखते समय बड़ों का आदर, मित्र को नमस्कार सह सब बातें छात्रोंमें वृद्धीगत हुयी । पत्रलेखन से छात्रोंने पत्रपेटी, पोस्टमास्टर, पिनकोड, अंतर्देशिय पत्र इन बातों का परिचय लिया । उनका उत्साह बढ़ा । वर्तमानपत्र में फोटो देखकर वो रोमांचित हो उठे ।

पत्र लिखते समय वे अपनी भाषा में व्यस्त हो रहे हैं और धीरे-धीरे प्रमाणित भाषा का उपयोग कर रहे हैं। जहाँ कठिनाइयाँ आती हैं । वहाँ छात्र अध्यापक को बिना झिझककर पूछते हैं ।

हम छात्रोंको छुट्टी का अर्ज लिखने को कहते हैं और उसमें पालक की स्वाक्षरी लेने को कहते हैं । इससे पालक अध्यापक और छात्र के बीच में आंतरक्रिया हुयी ।

३) शाला प्रवेश जागृती :-

“ चलो चलो स्कूल चले

सब पढ़े आगे बढ़े ॥”

“ चला चला शाळेला चला”

ऐसी घोषणाएँ देते हुए हमने गाँव में रॅली निकाली उससे पालकभेट की, गृहभेट की, इससे समाज का शिक्षक पाठशाला के प्रति लोगों का नजरीया सकारात्मक बना । 100% पटनोंदणीका उद्देश सफल बना ।

४) शालेय उपयोगी वस्तुओंकी दुकान तथा ड्रायफ्रुट्स :-

हमारा मिरेगांव दुर्गम भाग में होने के कारण छात्रोंको उपयोगी सामानके लिए दिक्कत होती थी। गाँव की दुकान में पुरा सामान नहीं मिलता था। इसलिए हमने स्कूलमेही उपयोगी वस्तु तथा ड्रायफ्रुट्स की दुकान स्कूलमेही लगाई। उसकी जिम्मेदारी जो बच्चे घर में रहते थे उनको ही दी। इससे पेन, किताब, रीफील, पेन्सील, रबर, पीन आदी चीजे स्कूलमेंही मिलने लगी।

हमारे कुछ बच्चों को परिसर के प्रभाव से खर्चा, गुटखा, मसाला पुडी आदी चिजों का शौक लगा था। हमने उनसे छुटकारा पाने के लिए क्या खाना चाहिए और क्या नहीं खाना चाहिए इनका मार्गदर्शन पी.एच.सी. के डॉक्टरोंद्वारा किया। अच्छी चिजें खाने की आदत डालने के लिए हमने स्कूल में बदाम, खारक, पिस्ता, पेनखजुर, अंजिर आदी चिजें रखे और उनके फायदे बताए। इनसे हमारे बच्चोंकी खर्चें कि आदत छूटी। वे अवकाश में दुकान चलाने लगे और हिसाब करने लगे। जो बच्चे अक्सर घर में रहा करते थे वे स्कूल में हरदिन आने लगे। और प्रसन्नता से अध्ययन करने लगे। परिपाठ में एक समस्या थी । जब धूप तेज होती थी ऐसे हालातमें छात्र परेशान होते थे । इसी कारण आधा अधुरा परिपाठ होता था । इस समस्या का हल धूप से बचाव करनेवाली हरी नेट लगाने से हुआ । अभि छात्र बड़ी सहजता और प्रसन्नता से परिपाठ में सामील सभी मुद्दोंका आनंद लेते हैं ।

यह पहले नहीं था । नेट के कारण यह संभव हुआ । परिपाठ और प्रार्थना इनकी बैठक व्यवस्था में सुधार किया गया । परिपाठ में हरदिन आदर्श छात्र का चयन किया जाता है । उसे बक्षीस के रूप में बड़े सम्मान के साथ तालीयों की गजरमें बँचेस लगाया जाता है

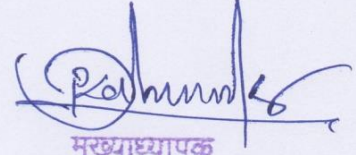
यह पहले नहीं था । परिपाठ का समापन कदमचाल में चलाकर अध्यापक और चयन किया हुआ छात्र इनको सँल्युट करके कतार के साथ होता है ।

हर कक्षा में अध्यापक बड़ी रंजकता और हर्षउल्लास से पढ़ाते हैं । छात्र गृहपाठ करके ही घर से पाठशाला आते हैं । यह बोझ नहीं लगता बड़ी सहजता से छात्र गृहपाठ करते हैं । यह पहले नहीं होता था । अध्ययन निष्पत्ती के अनुसार कक्षा में पढ़ाया जाता है ।

प्रमाणपत्र

प्रमाणित करण्यात येत आहे की, जिल्हा परिषद उच्च प्राथमिक शाळा मिरेगांव ता. लाखनी जि. भंडारा ह्या शाळेचा शैक्षणिक सत्र २०१९-२० चा शैक्षणिक गुणवत्तेचा दर्जा, सहशालेय उपक्रम, दैनिक उपक्रम विद्यार्थ्यांची शिस्त, विद्यार्थ्यांच्या सुट्टीच्या दिवशी अभ्यासपुरक काम इ. बाबीत नाविण्याची जोड देणारी शाळा म्हणून समोर येत आहे.

मी शाळेची मुख्याध्यापक श्री. डी. पी. कहालकर वरील माहिती सत्य असल्याचे प्रमाणित करित आहे



मुख्याध्यापक

जि.प. उच्च प्राथ. शाळा मिरेगांव
पं.स. लाखनी

स्थळ :- मिरेगाव

दिनांक. ३०.१०.२०१९

विशेष फोटो

लोकमत

चर्चेतील व्यक्तीशी थेट संवाद



व्यसनमुक्त चळवळ निर्माण होणे अतिआवश्यक असताना त्यावर समाजात जागृती मोठ्या प्रमाणात झाली पाहिजे.

दारुचे व्यसन ही समाजाला लागलेली कीड व्यसनमुक्त समाज हेच जीवनाचे ध्येय - डमदेव कहालकर

इंद्रपाल कटकवार ।
लोकमत न्यूज नेटवर्क

मद्य प्राशन करणे म्हणजे बायको पोरांचे रक्त पिण्यासारखे आहे. हे टाहो फोडून सांगितल्यानंतरही नागरिक ऐकत नाही. त्यावर एकच आणि एकच उपाय म्हणजे व्यसनमुक्तीबाबत अहोरात्र जनजागृती. व्यसनमुक्त समाज हेच जीवनाचे ध्येय असून त्यावरच माझे लक्ष केंद्रित आहे असे उद्गार राष्ट्रपिता महात्मा गांधी व्यसनमुक्ती सेवा पुरस्कारप्राप्त तथा जिल्हा परिषद शाळा मिरगाव येथील मुख्याध्यापक डमदेव कहालकर यांनी काढले. त्यांच्याशी साधलेला हा संवाद....

व्यसनमुक्त समाज निर्माण होईल काय?

गत अडीच वर्षांपासून मी सेवाव्रताने स्वतःला झोकून देऊन व्यसनमुक्तीचे कार्य करीत आहे. दारु हटाव, गाव बचाव हेच माझे ब्रीद वाक्य आहे. चुलबंद नदीच्या खोऱ्यापासून ते जिथे मला संधी मिळेल तिथे मी जाऊन व्यसनमुक्तीवर कार्य करीत आहे. जिल्ह्यातील भव्य व्यसनमुक्ती गायत्री कलशयात्रा ही प्रेरणादायी ठरली आहे. व्यसनमुक्त समाज निर्माण होईल असा मला आशावाद आहे.

या कार्यात कधी अडचणी आल्या? थोर समाजसुधारक बाबा आमटे यांनी कुष्ठरोगांसाठी कार्य केले आहे. व्यसन हे एक समाजाला लागलेले कुष्ठरोगच आहे. परंतु काही समाजकंटकांना माझे व्यसनमुक्तीचे कार्य आवडले नाही. मी अडथळा आणल्याने मला मारण्याचीही धमकीवजा देणारे पत्र पाठविले. पण मी न घाबरता पुन्हा जोमाने व्यसनमुक्तीच्या कामात झोकून दिले.

विद्यार्थ्यांसाठी संदेश

भावी पिढीला व्यसनापासून परावृत्त करून सशक्त भारताची संकल्पना उदयास आणू शकतो. विद्यार्थ्यांना कोणतेही वाईट व्यसन लागू नये म्हणून शाळेतच विद्यार्थी-मालक-ग्राहक हे दुकान सुरू केले आहे. मद्यप्राशन करणे हे शरीराला घातक असून त्याऐवजी खारक, बदाम, पिस्ता या सारख्या पोषण वस्तू खाव्यात, असा संदेश दिला जात आहे. तंबाखू-खऱ्यांचे व्यसन हे कधीही घातकच आहे. या कामासाठी कुटुंबासह अनकांचे पाठबळ लाभत आहे.

संडे स्पेशल
मुलाखत



व्यसन हे समाजाला घातक अशी बाब आहे. ज्या गोष्टीपासून शरीराला बाधा पोहचू शकते, ती बाब करूच नये, हेच मी नेहमी पटवून देण्याचा प्रयत्न करतो. एक उत्कृष्ट मनुष्य उत्कृष्ट समाजाची निर्मिती करू शकतो, असे माझे प्रार्जळ मत आहे.

व्यसनमुक्ती
उपचार केंद्र

उन्हाळ्यात पानपोई लावून त्याठिकाणी व्यसनमुक्तीविषयी बॅनर लावण्यात येतील. ज्या ठिकाणी प्रदर्शनी किंवा यात्रा भरते याठिकाणीही व्यसनमुक्तीचे कार्य अहोरात्र केले जाते. व्यसनमुक्ती उपचार व मार्गदर्शन केंद्र सुरू केले आहे. यात शिवतीर्थ मानव कल्याणकारी संस्था खराशी या नावाने हे कार्य सुरू आहे. यात हजारोंच्या संख्येने नागरिक दरवर्षी सहभागी होत आहे. मनावर घेतले तर कुठलीही बाब अशक्य नाही. हीच कल्पना उदयोन्मुख शिक्षक व मार्गदर्शक डमदेव कहालकर यांनी समोर आणली आहे.

कवी. पालीकचंद बिसने स.शि मिरेगाव इनके काव्य संग्रह का प्रकाशन



छात्र प्रयोग करते हूये



❖ धन्यवाद ❖

INNOVATIVE CHANGES IN SCHOOL

BY,

JAYANTA NATH MAJI

HEADMASTER

GOVT.HIGH SCHOOL KEIFANG

MIZORAM

NATIONAL AWARDEE, 2019



IN THE STATE OF MIZORAM



KEIFANG IS A VILLAGE IN THE DISTRICT OF AIZAWL



- Keifang a small village in the eastern side ,75 km from the state capital Aizawl.
- It falls under the Thingsulthliah block in Aizawl district of Mizoram state, India.
- There are 990 households and 5000 population approximately according to 2011 census.
- Mizo is the local language mainly used for communication.
- Pincode of Keifang is 796261 and postal head is Saitual.
- Though People in this village mainly depends on cultivation but the village still has a literacy rate of 97.35%.
- Government High School Keifang is the only High School run by the government.

GOVERNMENT HIGH SCHOOL KEIFANG



- Seeing the needs of Education in the village, the school is established in 1990 by public contribution.
- It is then provincialized in the year 1994.
- Presently there are 2 classrooms, 1 staff room, 1 headmaster room, 1 Library, 1 Computer room, 1 Science laboratory, 1 smart classroom, hostel for girls and quarter for watch man.
- Presently there are 87 students , 7 Teachers and 3 Non Teachers.

CONDITION OF THE BUILDING BEFORE 2007





CONSTRUCTED AFTER I JOINED ,IN THE YEAR 2011.



MODERN LIBRARY WITH VARIETIES OF BOOKS,MAGAZINES ETC.



LABORATORY WITH MANY EQUIPMENTS



SMART CLASSROOM



COMPUTER ROOM



GIRLS HOSTEL



CERTIFICATE BY THE D.E.O ,AIZAWL DISTRICT FOR 100% RESULT IN BOARD EXAMS



RESULTS

2011: 88%

2012: 92.7%

2013: 100%

2014: 100%

2015: 100%

2016: 85%

2017: 78.5%

2018: 82%

STARTED REMEDIAL TEACHING FROM THE YEAR 2009



CLASS TEST CONDUCTED EVERY WEEK



INTERACTIVE GROUP DISCUSSION & LEARNING CLASS AMONG THEMSELVES



$$(5) \quad 15 \cot A = 8$$

$$\Rightarrow \cot A = \frac{8}{15}$$

$$\Rightarrow \frac{b}{p} = \frac{8}{15}$$

$$b = 8$$

$$p = 15$$

$$h = ?$$

By using P.T

$$h^2 = b^2 + p^2$$

$$\Rightarrow h^2 = (8)^2 + (15)^2$$

$$\Rightarrow h^2 = 64 + 225$$

$$\Rightarrow h^2 = (289)^2$$

$$\begin{array}{r} 64 \\ 225 \\ \hline 289 \end{array}$$

$$\begin{array}{r} 28 \\ 15 \times 15 \\ 75 \\ \hline 225 \end{array}$$



STUDY CAMP FOR CLASS-10



BESIDES EDUCATION,DAILY ACTIVITY IS ALSO NECESSARY IN TODAY'S WORLD



LAPHLAR
(Knitting)



BUHTHLEI
(Seaving)



TRADITIONAL DANCE
INDIGENOUS GAMES

CO-CURRICULAR ACTIVITIES



CULTURAL GAMES



GAMES AND SPORTS



DAILY ACTIVITIES



KARATE CLASS FOR GIRLS, FOR THEIR SELF DEFENCE



NCC ARMY WAS ALSO INTRODUCED



SWACHH BHARAT MISSION



AWARENESS CAMPAIGN,





LOCAL EDUCATIONAL TOUR



CAREER GUIDANCE



THANKING YOU.

Section – 1:

School head's full name: Zhangulie Chadi
Designation: Teacher In-Charge
School Name: Government Primary School Tsiesiebou, Nerhema
Address: Government Primary School Tsiesiebou, Nerhema
SDEO Chiephobozou
Kohima: Nagaland

Mobile Number: 9862766580

Email-id: ChadiZhangulie@gmail.Com

Theme: **School leadership for positive value development, life skills, citizen building and inculcating attitude towards lifelong learning among students.**

Section – 2:

Description of the Context of the School:



Government Primary School Tsiesiebou, Nerhema is located in Nerhma Village. It was established on 19th June 1977. At present the school has Pre-Primary to Class 4 with a total enrolment of 24 students and 7 teachers.

Nerhema Village:



Angami tribe belongs to the state of Nagaland which is the extreme north eastern part of the country. The total population of the Angamis is around 12 million and Nerhema is one of them. Nerhema is a village in Chiephobozou Tehsil is situated in Kohima, Nagaland, India, its geographical coordinates are 25°47'0" North, 94°8'0" East.

Occupation:



Agriculture is the main occupation of the Nerhema village. Their cultivation includes rice and grains on the hilly terrains. They are predominantly agriculturists. Nerhema known for their environmental consciousness, use their water courses for terraced wet rice cultivation. One of the unique feature of their cultivation is that they carry on the cultivation with the wet rice on the hilly terrains, due to which the irrigational system has transformed the steep barren hills into picturesque rice fields.

Culture:





Nerhema are popular for their woodcraft and artwork. They are very much fond of music and play great music with the help of drum and flute, which is passed on from one generation to the other. The simple and rhythmic music plays the important role in their rituals and festivals. They also practice pottery at their houses. They are experts in basket making. Pork with bamboo shoot is the common dish among them.

Belief systems:

The major religion followed by Nerhema today is Christianity. Prior to the advent of the British rulers, the local indigenous inhabitants of Nerhema believed in ancestor worship known as animism.

Impacts on School's functioning and Children's learning:

The norms and ideologies that we adopt from the society around us about education, employment, culture, religion, and spirituality and family life is called social conditioning. We need social conditioning mainly owing to the fundamental fact that man cannot live alone. Man is a social animal and social conditioning helps him to socialize and he feels a sense of belonging to a community. Whatever outlook the students bear towards life, beliefs, relationships, choices are all due to the influence of social conditioning since childhood. Children are mostly influenced by family, parents. Traditions, culture, religion or habits, anything that is preached generation after generation with nobody opposing or questioning before adopting are a great hindrance to developing a critical thinking or a free thinking students.

Today's children will be tomorrow's citizens. But, how productive will they prove to the society if they were taught to believe that government jobs are the only source of survival and that poetry, painting, woodcraft, artwork, pottery and basket making, farming and gardening are not productive career choices. Due to the conditioning administered, there may be many such artists in children who never realized their worth or developed on their ability. Cognitive biases and prejudices can be reduced when we become aware of the consequences of conditioning. Children should be left to be impulsive and given the environment to spring up as better individuals who are more tolerant, socializing and harmonious and live happier lives.

Section – 3

Challenges:

1. Shyness of the students:

Shyness is a difficulty experienced by many students. Students who are shy will experience anxiety and want to avoid many educational situations. Teachers and peers may falsely believe these students are less capable and less intelligent. As a result, these students are unable to reach their full potential in the academic setting as well as in other co-scholastic areas. These students face many difficulties in the classroom that go unnoticed. Shy students are less likely to demonstrate their knowledge, and teachers may develop poor perceptions of these students. They form weaker relationships with peers.

Shyness is the tendency to feel awkward, worried or tense during social encounters, especially with unfamiliar people. Not only are these psychological symptoms present, shyness may also produce physical symptoms, such as sweating or stomach complications. Shy children will be weary in new social situations, will perceive such instances as threatening and may experience high levels of anxiety. Children face anxiety through perceived social evaluation when they are in a novel social situation. When children become older, they may not only experience anxiety, but also embarrassment in new social situations.

School for shy children is particularly more stressful than for non-shy children. School make use of peer groups, such as group work and group instruction, and these situations require verbal participation. Shy children will very likely withdraw from these activities and will not participate in many academic and social growth opportunities. Many of these children will become dominated by the anxiety, making concentration on other academic activities very difficult. Although many teachers may prefer to have shy behaviours in their classroom because the classroom can be more orderly. Shyness has a major effect on internalizing behaviours for children. For instances they are much more likely to experience anxiety disorders. School is also a place of much distress for shy children. They will be unwilling to interact with peers. They will also feel anxiety when interacting with their peers. There are many expectations for students to actively participate in classes, shy children will feel anxious when such expectations are placed on them. Teachers hold lower expectations for shy students. Not only do they believe that shy students cannot obtain high grades, many teachers hold stereotypes that shy children have inferior cognitive abilities. They expect shy students to lack the skills necessary for performing well in the classroom. It is believed that there are many factors that contribute to shyness. Shyness may be caused by linguistic delays, however, it is possible that personality will play a large role in children developing shyness. According to Volbrecht and Goldsmith, there is a strong family component. If parents are highly anxious, especially the mother, children are more likely not only suffer from high levels of anxiety, but are also liable to develop other internalizing behaviour problems, such as shyness. Children may exhibit the poor coping skills and aversion behaviours modeled by their parents.

Another family component related to shyness is the home environment. Children from chaotic homes are more likely to be shy. They will experience rejection within their family structure, and they may experience unrealistic rejection in other aspects of their lives as well. Shyness was shown to be elevated in children whose mothers have high levels of neuroticism and overprotectiveness. There also have been links between mental health problems, including shyness, and low socioeconomic status. If shyness is not properly addressed during childhood, it may last through adolescence and persist into adulthood. Indeed childhood shyness also may predict later anxiety disorders. Most adults who have social anxiety disorders reported being shy throughout their childhood.

Shy children experience a much harder time attending school than their non-shy counterparts. Many aspects of the learning environment are dependent upon interacting socially with peers and teachers. Thus situations bring about high levels of stress and anxiety for shy children. Teachers perceive shy children as being less intelligent than non-shy children. Such notions can be harmful to these students, and thus cause more severe aversion symptoms. School personnel have the responsibility to identify shy students, develop a better understanding of their individuality, and provide an effective environment in which they can be grown and learn.

2. Negligence of Parents in keeping the traditional and cultural values alive in their children:

It is important to preserve our cultural heritage, because it keeps our integrity as a people. The importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next. The culture and tradition of a people is their identity as it affords them due recognition. There is a positive relationship between social forces such as modernization and erosion of tradition and cultural values. Also, it was found that parents feels more important modernizing their children than instilling the traditional and cultural values to their children. Parents do not feel important to teach their children how to do handicrafts, gardening or farming. It was found that though many parents in the villages are farmer themselves, they do not teach their children how to do farming or gardening. Many young children do not know how to work with spade and daos. Many young children do not know the season of sowing different crops. Young Children do not know how to do the household course. Since the importance of valuing the traditional and cultural values and work culture are not given importance by the parents, many young children feels shy to carry baskets and do manual works. When most people talk about a school curriculum, they think about math, science, social studies and language courses. The problems is that the neglect of teaching cultural values at home is hurting our students and causing problems in society. If a person has never learned about working in the field, handicrafts, how is she or he able to do such work? As parents, one should all advocate the teaching of practicing an and value the culture and tradition. Preparing children for future roles in society, parents should know that knowledge gained in school is only one goal of education. The

primary goals of education should be enabling students to gain knowledge and cultural values. Children will need both in preparing themselves to be good parents and citizens in society. Many parents are not teaching cultural values to their children. If all parents were teaching their children cultural values at home, it would not be necessary for the schools to do their work. The sad fact is that a lot of kids are not learning from their parents about keeping alive their cultural values. This is because most parents in their busy workdays spend only a few hours with their children.

Traditions represent a critical piece of our culture. They help form the structure and foundation of our families and our society. They remind us that we are part of a history that defines our past, shapes who we are today and who we are likely to become. Once we ignore the meaning of our traditions, we are in danger of damaging the underpinning of our identity:

- Tradition contributes a sense of comfort and belonging. It brings families together and enables people to reconnect with friends.
- Tradition reinforces values such as a good education, personal responsibility, a strong work ethic and the value of being selfless.
- Tradition provides a forum to showcase role models and celebrate the things that really matter in life.
- Tradition offers a chance to say “Thank You” for the contribution that someone has made.
- Tradition enables us to unite the society.

As parents, we must strive to utilize every opportunity available to us to reinforce the values and beliefs that we hold dear.

The alternative to action is taking these values for granted. The result is that our beliefs will get so diluted, over time, that our way of life will become foreign to us. We may take it for granted until we lose it. If we disregard our values, we will open our eyes one day and won’t be able to recognize our world anymore. The values that support the backbone of our society, our family and our faith will have drifted for so long that the fabric of our society will be torn.

Team Collaboration work to deal with challenges:

The Teacher In-Charge of Government Primary School Tsiesiebou, Nerhema and the team make a case study and introduces about how we can incorporate a focus on “Making Life Worth Living” into research on schools leadership for positive value development, life skills, citizen building and inculcating attitude towards lifelong learning among students. Our focus is on incorporating an asset focused approach to understanding leadership behaviours that grow out of positive values and orientations and how they affect individuals, teams and the school as a whole.



The Teacher In-Charge instructing students how to stand in front of the peers and the crowd. A demonstration was also done with a student reciting a poem “The Wind”.



The Teacher In-Charge and the team conducted painting competitions to help the students explore their hidden talents and their abilities.



To keep alive the folktales among the young generations, the teacher told the students different folktales to the students in the Morning Assemblies.



To encourage the students about work culture, students were briefed about ideas and technique of making baskets. They were also given a chance to witness with their own eye how the baskets are made.



Plan and strategies:

To create an environment where all people flourish. To promote vocational skills and employability, to articulate with the curriculum for excellence capacities, not only preparing young people for the world of work, but also promoting wider interests and helping them to find out about themselves and express themselves. It seeks to ensure that all young children have acquired the relevant skills for learning, skills for work, skills for life and skills for leadership. It aims to ensure that pupils become confident individuals, successful learners, effective contributors and responsible citizens.



To help the students to adapt work culture and preserve the traditional way of gardening, the Teacher In-Charge and the team arrange a programme for gardening where students were given spades and daos to work, to have a firsthand experience. The teachers instructed the students about the technique of weeding the unwanted weeds. They were also taught about the seasons of sowing and planting different seeds.



Encouraging the young generations to have a healthy habits of living in clean environment, initiating oneself to start the habits of cleaning one own room and surroundings.



To teach the students the traditional way of chopping the firewood, a demonstration was shown to them and the students were made to chop the firewood themselves.



To encourage the students to cherish and be proud of their tradition and culture, students were taught how to carry the baskets.

Outcomes:

The studies shows that giving vocational or Life Skill training to students benefits the students/ young generations in various ways:

1. Improved performance in modules and units of work.
2. Gaining broader skills, particularly team working, communication skills and self confidence, thus increased

employability and generic like skills.

3. Increased vocational skills relevant to local economy.
4. Increased aspirations and awareness of employment opportunities.
5. Improved behavior in and out of school, improved attitudes to school and motivation to learn and marked improvement in school attendance.
6. Increase in positive destinations.
7. Increased parental interest in school work and involvement in the life of the school.
8. Promote tolerance among the students.
9. Increase more practical works.
10. Preservation and conservation of rich cultural heritage and promotion of all forms of art and culture including folk tales, tribal arts, literature, handicrafts, performing art and visual arts of paintings.
11. Increased hand on experience.
12. Encourage the students to keep one's identity alive by knowing and practicing one's own culture.
13. Encourage the students to cherish and appreciate one's own traditional and cultural values.

@@@@@@@@@@@@@@@@

THEME

Institutional Leadership in schools for Transforming Teaching Learning Processes.

NAME : KEVITSIANO LUHO
DESIGNATION : HEADMISTRESS
SCHOOL NAME : GOVT HIGH SCHOOL, KIGWEMA
MOBILE NUMBER : +91961207418
EMAIL ID : keviluho15@gmail.com

The School



Government High School, Kigwema

INTRODUCTION

- **OBJECTIVES**

To learn the meanings clearly

To use learned words in conversation and writings

To pronounce words correctly in all usages

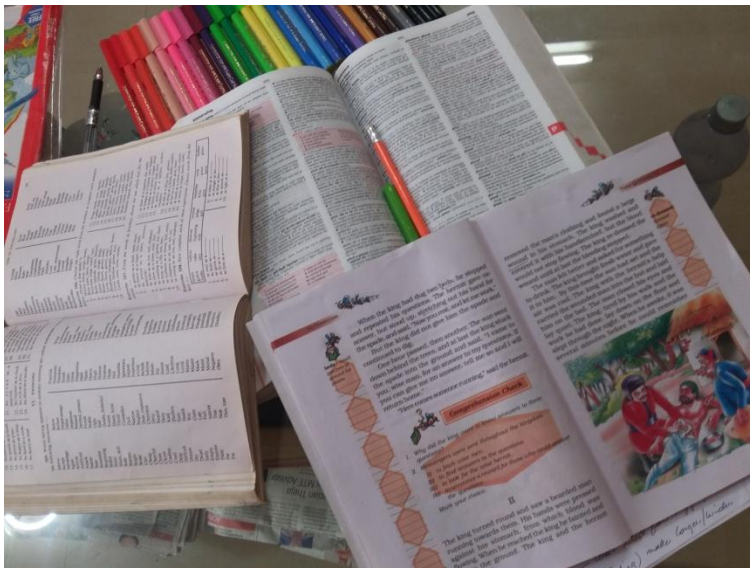
To have the desire to learn a new word every day

- **TIME FRAME**

- **PROCEDURE**

METHOD OF TEACHING

Explanation, Story Telling,
New Words Underlined and
usually classroom teaching
aids



METHOD OF TEACHING: Explanation, Students Involvement

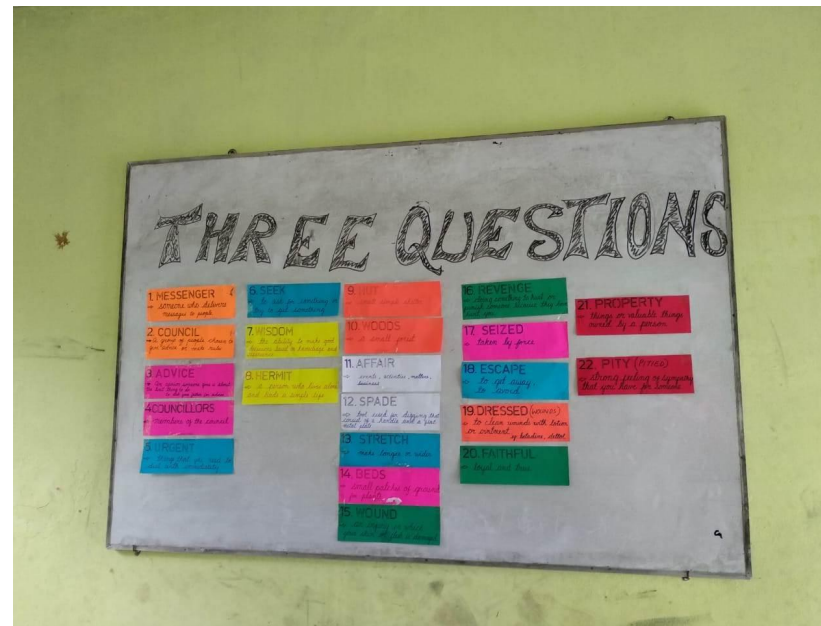


METHODS OF TEACHING

1. MESSENGER ⇒ someone who delivers messages to people	5. URGENT ⇒ thing that you need to deal with immediately
2. COUNCIL ⇒ A group of people chosen to give advice or make rules.	6. SEEK ⇒ to ask for something or try to get something
3. ADVICE ⇒ An opinion someone gives u about the best thing to do. Ex. Ask your father for advice	7. WISDOM ⇒ the ability to make good decisions based on knowledge and experience
4. COUNCILLORS ⇒ members of the council	8. HERMIT ⇒ a person who lives alone and leads a simple life

9. HUT ⇒ small simple shelter	11. AFFAIR ⇒ events, activities, matters, business
10. WOODS ⇒ a small forest	13. STRETCH ⇒ make longer or wider
12. SPADE ⇒ tool used for digging that consist of a handle and a flat metal plate	15. WOUND ⇒ an injury in which your skin or flesh is damaged
14. BEDS ⇒ small patches of ground for plants	

16. REVENGE ⇒ doing something to hurt or punish someone because they have hurt you.	19. DRESSED (WOUNDS) ⇒ to clean wounds with lotion or ointment. eg. betadine, dettol
17. SEIZED ⇒ taken by force	20. FAITHFUL ⇒ loyal and true
18. ESCAPE ⇒ to get away, to avoid	21. PROPERTY ⇒ things or valuable things owned by a person
22. PITY (PITIED) ⇒ strong feeling of sympathy that you have for someone	



SUGGESTIVE FOLLOW-UP

- To have more sitting with teachers, to listen to them and help with their problems;
- Will insist all subject teachers to prepare well and enter class;
- To give more students involvement in classroom and not just be passive listeners only;
- That teacher handles class in a more friendly manner, creating space for students participation;
- Motivational skill usage to be stressed more;
- To minimize the habit of giving homework;
- The Head of the institution should regularly monitor the teaching learning process of all classes.

Challenges

- When I requested the teacher to come to my office with the Text Book that we would discuss on the lessons on how to teach the students with certain changes. The teacher was uncomfortable assuming that I was intruding into her territory. She was not welcoming at all to my strategies and methods and the teacher was very passive. After I explained the change, she understood the concept and agreed to introduce the change.
- The second obstacle and challenge that I faced was that, the students were not free while I was in their classroom, they could not pronounce the words correctly and had difficulties in correct usage of English.

OUTCOME

- The activities went by smoothly and in a very interesting manner.
- The result of learning from the students was very good. Each day the teacher made sure that teaching was carried out in different methods to enlighten the learners and to gather better learning.
- On evaluation of their works, the learning outcome was found to be encouraging and satisfactory. Through the on-spot class test to further enhance their learning, it was found that each student was confident enough to use the words correctly in their own simple ways.

OUTCOME

- The learning outcome of the second set of words was far better. It was so due to the direct involvement of each pupil in the class teaching learning activity. From this, it is found that teacher should not be the only speaker and action performer but students should be involved too. This is learning by doing that comes under Activity Based Learning.
- The last set of words learning on spot was definitely much higher and better. The equal participation of both teacher and students in pursuit of learning became lively, interesting and the classroom situation became a joyful atmosphere of learning. Rather than giving homework, learning by doing together in class was found more effective and with better end result.
- The teacher's usage of different ways of teaching in the classroom brought about high learning outcome, the lesson well understood and students more enriched in their vocabulary.

CONCLUSION

The case study on the Institutional Leadership in school for transforming Teaching-Learning process under the subtitle “Enhancing Students vocabulary (textual) using effective Teaching LEARNING Materials for class VII (seven) in English Subject” was carried out by me along with the subject teacher. This was one of its first kind of experiment for all the three parties viz. head of School, teacher and students in the working together in a classroom in trying to bring about a better teaching learning outcome of students. The exercise carried out in the beginning was not welcoming nor comfortable but as it proceeded, it became interesting, lively and free participation subsequently developed among students.

Thank You



RAJKIYA PRATIBHA VIKAS VIDYALAYA

BE – BLOCK , HARI NAGAR

SCHOOL ID -1514023



School Head- Mr Ajay Kumar Choubey

Designation- Vice Principal

School Name- Rajkiya Pratibha Vikas Vidyalaya

School Address- BE – block , Hari nagar, ND- 110064

Mobile no. of School Head-9205252343

School email ID- rpvv1514023@yahoo.com

Theme of case study : “ leading innovations in School”

RPVV Hari Nagar, since its inception 2001 has been engaged in the arduous yet satisfying task of nurturing a generation which is enlightened, articulate and

focused in alignment with local and universal human values. The school has an inclusive, holistic and emancipatory approach to the teaching-learning process. Our aim is to set the young minds free, allowing them to roam free in the realm of imagination, thinking and experience to re-create their knowledge and experiences. Our students are encouraged to lead, to work hard and make a place for themselves in the world. At the same time we ensure their growth as empowered being and emancipated human being who celebrate organic and empowering co-existence with other people and nature.

Our vision is to transform RPVV, Hari Nagar into a 'learning organization' where the teachers, students and parents are co-learners – a 'vidyalaya' in its true sense which caters to the learning needs of all involved i.e. the students, the parents, the teachers and the community. The school has created a democratic space and dynamic curricular process and opportunities where in teachers will lead their own development and school will evolve as a dynamic institution for active learning, empowered being and emancipated becoming of students, teachers, parents and others. Among them the Research and Academic development team (RAADT) has been one of the innovative process of distributing agency and leadership beyond school head and thereby celebrating the virtues of plural and democratic academic governance in the school taken with a reason to actualize the vision of school to lead as a learning organization.

The school has undertaken 21(Twenty one)institutionalized innovative processes in order to facilitate active learning and empowered being and emancipated becoming of students, teachers, parents, excluded youth and others involved in the school.

In order of cultivating school for children's learning and 'empowered being' as well as 'emancipated becoming', requires the following :-

1 Need based Foundational learning-teaching

2 Content teaching – Process learning (Active learning) and product learning.

3(i)Teacher-Student Interaction Period(TSIP)

The school has dedicated two consecutive periods in a week for teacher-student interaction. This is the forum for the students where they can express their opinions, views observation and experience about various issues in school. Teachers are allotted students, selected on the basis of random sampling from different classes from grade 6 to grade 12. Teachers also share their own observations and experiences with the students. Both students and teachers enjoy interaction avoiding to be non-judgemental, unbiased and non-violence while listening others.


(ii)Bal Sansad/ Bal Cabinet

Bal Sansad is based on the democratic concept of parliament in our country. The students are given the right to elect their representatives and constitute the Bal Sansad. The whole process, right from the nomination of the candidates to the election, is strictly according as per standard procedure followed while electing the representatives to the parliament. The most important thing is that the decisions taken by the Bal Sansad are binding for whole the school. The system of Bal Sansad and Bal Cabinet along with the Community Council is an institutionalized process thereby participatory pedagogic policy and Budgeting of the school is facilitated. The idea is to empower the students socially, emotionally and politically, so that, when they grow up and join the nation as an active citizen they would participate in the decision-making process and not just follow others.

(iii) Youth Leadership Programme/ Interaction Class

Nature has endowed each person with a specific set of abilities, orientation and styles of learning. The ability to put one's own strength as well as the abilities of members of the one's community/group and available resources to good use is deemed leadership. The YLP seeks to foster leadership qualities in the learners.

(iv) Cultural Activities Period

 Students are given the opportunity to learn more about an activity of their choice from among Music, Literary Skills, art, dramatics, etc. The idea behind CAP not only to let the students use it as a platform to showcase the talent they already possess but also to train them further in different cultural aspects of their area interest and enable them to pursue it further in future.

(v) Katha Manch and Theatre in Education: Theatre in education is a pedagogic approach and strategy which is designed to stimulate child's quest for knowledge. It is our endeavor to convert traditional classroom teaching into interactive and performative learning for students. The main aim of TIE is not only to enhance the life skills such as personal interaction, intellectual maturity, moral values, self-confidence, language and collective work competence but also thinking out of box. It helps in rescue the learners and teachers from captivity of rote and passive learning. It enables to become active learners.

The vision of the school is to cultivate school as a learning organization which facilitates learning of all (students, teachers, parents, SMC members and excluded youth of community) and as an agent of social transformation.

To realize the vision , the following twenty-one innovative practices bestows a distinct identity to the school:

- ? Special right classes (SRC)***
- ? Cultural activities classes (CAC)***
- ? Child parliament and child cabinet***
- ? Teacher-student interaction period (TSIP)***
- ? Last working day colloquium/seminar/workshop (LWDC)***
- ? Post examination reflective meeting***
- ? Two days annual seminar/workshop***
- ? Mid-year two days workshop/seminar for teachers***
- ? Interaction circle classes (ICC)***
- ? Young leadership program (YLP)***
- ? Self performance journal for teachers***
- ? Class pedagogic team (CPT)***
- ? Intra and inter faculty meet***
- ? Extempore collective pedagogic reflection***
- ? Self reflection journal at least once a week***
- ? Pedagogic gossips***
- ? Pathshala of facilitators***
- ? Learners' profile and contextualized pedagogic policy***
- ? Participation desk and parental audit***
- ? Recontextualized, hidden and null curriculum***
- ? Research and academic development team (RAADT)***

The context and purposes of the some of the above listed innovative practices are described in detail as below:

A)Special Right Classes:

Context:

- 1)Learning deficits in terms of reading, writing and arithmetic.

- 2)Limited basic conceptual knowledge of subject.
- 3)Limited understanding of technical words, terms and language.
- 4)Limiting constructive self-concept and efficacy.

What are Special Rights Classes?

A socio-pedagogic space and opportunities as added support for negotiating deficit.

Purposes:

- 1)To equip students with necessary strategies and skills for becoming active learners in their respective grade level.
- 2)To cultivate students ability, strategy and interest to become thinker and enquirer, problem poser and problem solver.
- 3) To enhance their self-awareness, ability and agency to lead their learning in along ascending directions.

B) Teacher Student Interaction Period:

Context:

- 1) Limited constructive self-concept and self-awareness.
- 2)Troubled relationship with others.
- 3) Limited confidence, eagerness, initiative and agency to lead own learning and development.
- 4) Passivity, alienation, negativity, disappointment and unhappiness.

What is TSIP?

Socio-educational space and opportunities for cultivating constructive understanding of self and others and also nurture the psychological ingredients among students as well teachers.

Purposes:

- 1) To enhance constructive self-concept and self-confidence with reference to strength, values and learning styles of self.
- 2) To enrich psychological ingredients and thereby better acceptability, connectivity and mutuality among peers and teachers.
- 3) To nurture constructive beliefs and develop strategies and skills to lead self in relationship with others (people and nature) on the basis of help, gratitude and empowering transparency.
- 4) To provide space and opportunity for catharsis of deep seated negative ideas/notions/feelings and experience through free sharing, active and deep listening and synthesising that is threshold for happiness and emancipation.
- 5) To facilitate active sharing without any value judgement and cross learning for being, learning and working together with peers, friends and significant others.

C) Cultural Activities Classes:

Context:

- 1)Alienation due to limited provision of nurturing multiple intelligence/multiple abilities, interests and orientations.
- 2)Burden and stress due to skewed emphasis more on cognitive development.
- 3)Emphasis on performance of acquired talent and skill in arts, culture, sports, physical activities and social re-creation etc.
- 4)Uncultivated aesthetic disposition and agency to appreciate art, culture and other recreation.
- 5) Limited ability, strategy and skills for re-creating and enjoying leisure time.

What are cultural classes?

Cultural classes are a central aspect of curriculum rather than co-curricular or extra-curricular or residual activities. Moreover, cultural activities are a curricular space and opportunity aimed at nurturing multiple intelligences (talents/abilities/interests) in the field of art and culture. According to NCF (2005) cultural activities implicitly and explicitly nurture the interest, orientation, energy and pace of learning in the classroom. This is different from House system's cultural activities which are related more with performance.

Purposes:

To provide space and opportunities for developing the following:

- 1) To nurture talents, abilities and interests related to arts, culture and other social areas other than subject related competencies.
- 2) To cultivate interest, talents and skills in art and cultural domains.
- 3) To develop creative perspective, attitude and aesthetic sense in arts and perspective for their active appreciation.
- 4) To nurture creativity and excellence in the area arts and culture.
- 5) To facilitate students to understand the nuances and historical aspects of the arts and cultures and as the important elements of human life.
- 6) To enhance confidence, constructivist perspective, inspiration, energy and self-discipline among students through learning of arts and cultures.
- 7) To nurture the development of sensibility, emotional and social and aesthetic sense.
- 8) To enhance interest, art of asking questions, sharing, active participation and ability, spirit and skills for learning and working together in the classroom and other places.

D) Child Parliament and Child Cabinet:

Context:

Lack of ownership in students, limited space for their opinion, point of views and suggestions in decision in the school what influence them. Students are treated either as objects or sub-human than subject and human who have ideas, opinion and suggestion as important as significant adult (teachers, parents and principals etc.). Thus, they have no institutional space, opportunity to influence the decision and practices that influence the students. Alienation, passivity, non-belongingness and subjugation, limited freedom, respect and empowerment of agency.

What is child parliament?

Child parliament and child cabinet is an institutional process which empowers students to think, reflect and critique collectively and assert their freedom, identity and agency with confidence and fear. It is a quasi-political rights which enable students to discuss (critic and argue) for forming the issues and offering the alternatives in the matter which influence them. It is an institutional space and opportunity which empower students to think/reflect, articulate and express their opinion and suggestion about the matter and decision that influence them. It is not a ministerial system or student council or Youth Parliament. Instead, it is a curricular process of learning democratic value and belief and agency to participate as leaders or active members in the democratic process. It is institutionalised

process as it is guided and/or regulated by the constitution adopted by school for this purpose.

Purposes:

- 1)To provide institution space and opportunity for students to think/reflect , discuss , constructive , critic and after suggestion about the matter or issue that influence them.
- 2)To empower the students for framing the issues and solve the problems that influence them.
- 3)To cultivate socio-cultural space and ethos which ensure freedom, respect and empowerment of children as a subject/individual/human than object or sub-human.
- 4) To collect perspective ideas opinion and feedbacks that will be used as valuable inputs for reforming pedagogic administrative framework, curriculum,pedagogic process and other practice that are important for active learning, empowered being and empowered becoming.
- 5) To cultivate democratic culture in the school where students embrace fearless, equal and emancipator lives

E) Young Leadership Process:

Context:

Limited self-concept (strength, values, learning styles and aspiration) and ways of articulating and presentation of self in any situation effectively; dis-orientation ,

un-focused attention, alienation, passivity and in-different attitude towards goal achievement.

What:

Young Leadership Process is integral part of school based curriculum which provides space and opportunities to learn how to lead self and others. It is based on the belief of leadership from within. Leadership is about ability, strategy, skills and energy to influence self and others constructively. It is not holding a position, resources and power that exist out there of the individual. Instead, leadership is the process of evolving with the dynamic being of a person through the inter-play of action, reflection and silence. Thus, learning leadership is about practising action, reflection and silence, thereby, articulating the being in terms of competencies, trust and responsibilities. Moreover, leadership learning is a process of cultivating strengths (knowledge , ability and skills), values and style of learning/working of self and others to achieve the goals effectively. In fact, leadership is the act of knowing, articulating and presentation of self at individual and/or collective level.

Purposes:

- 1) To create a curricular space and opportunity for knowing the self (strength , value and learning style)
- 2) To facilitate students to identify their learning needs and action plans to articulate their agency to lead.
- 3) To enable the students to develop their self through practising action , reflection and silence.
- 4) To cultivate disposition, abilities, strategy, skill, energy and agency to be, to learn, to know and to work together.

- 5) To develop culture of leadership in the school so that students can lead in their area of study and other engagement.
- 6) To cultivate democratic disposition , strategy , skills and agency among students for being learning and working together with equality , mutual respect and empowering reciprocity in the school and in future as citizen in democratic world.
- 7) To empower students to think, critic and assert their voices in the matter that influence them.
- 8) To cultivate school as a democratic form of learning organisation and thereby ownership of students.

F) Career Planning:

Career is the action path along which a person ascends toward higher order of thought, experience and achievement. It is distinct from a job which serves instrumental needs, like money or service or any material entity. Whereas, career caters the intrinsic as well as instrumental needs. Career also differs from hobby which is primarily related to intrinsic needs hence, career oscillates between job and hobby. Career is generally, considered as set of action or roles or a position in the system which we wish to relate. Nevertheless, from another perspective, career is related more with purpose of life than holding position, setting and evolving with purpose in life is career. Here, career implies multiple paths of becoming somebody in the life.

What is Career counselling?

Career is the necessary path in student's life. It connects them to purpose and action plan to achieve them. Career provides trajectory for unfolding life along the purposeful actions or engagement. Career also facilitates connection with people, society, World of work and even environment. It sets locus of actions that facilitate achieving multiple goods. It gives intrinsic worth to people.

Purposes:

1. To cultivate students' self-awareness in terms of strengths (knowledge, ability and skills), values and styles of learning/working, aspiration and orientation towards purpose or a kind of action/works/assignments.
2. To support students with the matrices of action/tasks and also helping them to find one to one correspondence between their strength values/interests and the options available in the environment.
3. To facilitate students to make resolution of what they wish to do or what they wish to become in their life.
4. To support students to make action plan of the career resolution and practise it.
5. To facilitate students to take feedback and re-articulate and reconnect it.

G) Interaction Circle or group seating:

Interaction circle is relatively an informal space where in students, teachers, parents and HOS/Principal sit together in a big circle. This is also an opportunity in which connect between people is established and/or fuelled in relation to their mutual purposes. This facilitates students, teachers, parents and principal to share their strengths, values, style of learning/ working, needs and aspiration and thereby cultivate their self-awareness and group awareness that is required for being learning and working together.

The Context:

Limited international space for sharing among students, teachers, parents and Head of the School. Limited informal and non-hierarchized relationship between key stake-holders, parents, students-teachers and HOS for sharing their strength, values, styles and expectations. Educating the mind without educating the is no education at all-Aristotle.

Limited space and opportunity for posing and solving problem together.

Purposes:

1. To create space and opportunity for interaction, sharing and knowing our self in term of strength, values, styles and expectation.

2. To cultivate self-awareness and group awareness for empowering reciprocity in learning and working together.
3. To achieve alignment between concerns and expectations among prime stake-holders, i.e, students, parents, teachers and HOS.
4. To identify learning needs and action in order to facilitate development of self and other as active team members.
5. To facilitate problem-posing and problem solving together.

H) Masti Ki Pathsala:

Adult dominated and tightly structured socio-education space which constrains agency of children and young to feel meaningful while recreating as per their wish and spirit. Limited curricular space to do with spontaneity of likes or dislikes or preference of self and peers. Limited socio-cultural space and opportunity to discover and presentation of self in relation with other (person, society and nature). Mechanical pursuit of negotiating leisure.

What is Masti ki pathshala:

Masti ki pathsala is a curricular space which aims to facilitate children and young to discover self and/or in relation with their peers. It is not a pedagogic space. Instead it is relatively unstructured space of mindful engagement in order to re-create some meaning values and artefacts under the spontaneity of the situation. It is a kind of leisure time which is

available amidst structured academic lines in the school. It facilitates fearless, stress free and mindful being and doing to embrace, energy, happiness and hope in becoming some-body in and beyond school.

Purposes:

1. To create informal and un-structured socio-cultural space to re-create some meaning, values and artefacts which fill children and young with happiness and hope.
2. To facilitate children and youth to discover self through re-creating something meaningful in the leisure time.
3. To facilitate students to poeticise mind fullness and learn to capture any entity i.e., idea, object and behaviour in its totality.
4. To felicitate students to practice action, reflection and silence for discovering self in the relationship with others.
5. To facilitate students to practice articulating and presenting self in presence and spontaneity in order to negotiate leisure time.
6. To facilitate students to become fearless, stress free, mindful, creature in their being and doing and thereby embrace energy, happiness and hope in the late in and beyond school.

H) Katha Manch and Theatre in Education:

Context: Limited self awareness, group awareness and system awareness. Limited understanding of ways of articulating and

presenting self through ideas, stories and actions. Limited ability of communication. Mechanical and lecture dominated pedagogic process. Alienation, indifferent, passivity and rigidity among students and teachers.

What: Katha manch and theatre in education are a curricular space and opportunity to cultivate self-awareness, group awareness, and system awareness. It provides opportunity to learn how to articulate and present self through ideas, stories and actions. It is a pedagogic space which facilitates to construct stories and/or improvise the stories of text-books and also presentation (or performance) of the same. It also facilitates visualisation and use of elements and/or styles of theatre in pedagogic process and in education.

Purposes:

1. To cultivate interest, ability and agency in re-making and/or improvising stories from and/or beyond text-books.
2. To facilitate to develop confidence, interest, and ability to present the stories through the elements and process of theatre.
3. To develop self-awareness, group awareness, system awareness and awareness about environment or nature through theatre or performance of play.

4. To learn how to apply elements and styles of theatre in pedagogic process for effective learning teaching of the content of the text-book or lives.
5. To internalise practice of performance, (action) reflection and silence for constructing insight. Knowledge, skills and experience through theatre.
6. To facilitate knowing, articulation and presentation of self through the process of theatre.

I) Class pedagogic Team meet

Classroom processes of the school have been conceptualised in a variety of ways from different perspectives and distinct concerns. Nevertheless, class room & its processes are its central axis along which school unfolds its daily life.

However, classroom is a space which is enacted with plural regime of subject experts and activities performers. Class pedagogic Team meet is a space and opportunity where teachers of various subjects teaching in the same class interact, share and team how to align with each other for facilitating, active learning (process learning and product learning empowered being of students. This space aims to facilitate being, learning and working together for classroom policy, classroom management collaborative teaching, group learning, inculcating habit of learning cycle, i.e., home-school-home and before-class-after, cultivating

agency of each child and ensuring each child excel as per her/his strength, value and aspiration.

Besides it facilitates in co-constructing learners profile and also to develop inclusive pedagogic policy which suits all student having varying pace and style of learning. It would also facilitate the community of poetics within classroom. It focuses more on psychological and relational aspects of agency of students as well as teachers.

It is a temporary space created for peer learning among teachers in the month of June (last week) for pedagogic preparedness and in respect of actualising active learning, empowered being mid-year two day workshop/seminar for educators becoming teachers:

This is an all group socio-academic space and opportunity for sharing, deliberating and revising the action plan & strategy for goals stipulated in possibilities action plan 2020.

It also facilitates collective reflection, article review and articulation of pedagogic policies/planning & strategies to achieve the objectives of active learning, empowered being & emancipated becoming of children and adult.

It is in house deliberation which aims to facilitate cultivation of self awareness and group awareness as well as cultivation effective communication and sharing feedback constructively.

It provides space & opportunity for reflecting exercising critical consciousness, problem posing and solving, for actualizing the purpose and goals of community model of learning organisation.

This opportunity will focus on the local issues & search ways of pedagogic leadership through innovation, but experts in education, school and pedagogy may be invited to strength the process of pedagogic preparedness in the school.

J) Intra-and-inter Faculty meeting

A school consists of many zones of study which one popularly known as faculties, like maths, language, science, social science, arts and culture, Theatre, sports, yoga and physical education, generally there are more than one teachers in a faculty who have varying competencies in the subject.

The intra faculty meet aims at creating space and opportunity for sharing and cross learning between same faculties. It aims at cultivating community of practices among experts of the same faculty.

It will facilitate enrichment of pedagogical knowledge of the subject. It would help in both identifying the threshold concepts, troublesome concepts, technical words, terms and system of thinking and the solution of them. It would also facilitate to co-create the pedagogic policy of the

subject. It would help peer learning, team teaching and popularisation of subject.

It will provide space for meta-thinking and critical collaboration action refearon for problems posing & solving with innovation.

K) Collective Extempore and Pedagogic Reflection

It is a socio-academic platform aimed at developing spontaneity in thinking, reflection and feeling, articulation and expression. It also facilitates group awareness and system awareness through spontaneous reflection, articulation and expression. This aims at facilitate to extend the circle of sharing and learning of teachers. Teachers of neighbourhood schools also participate in this occasion. This would facilitate culture of being sharing ad cross learning together among teachers of the neighbourhood schools.

L) Self appraisal Monthly Journal of Teachers:

It is a tool of being reflective on the pedagogic and other actions which have been taken to facilitate active learning and around development of students. It is not work report which has been prepared for monitoring of superior or other, instead, it is space and opportunity for becoming reflective and mindful at individual level on pedagogic process and pedagogic planning what have underwent during the months. This is

reflective journal which gets embodied through reflective responses on own thought, action and practices. It provides space and opportunity, for meta-thinking on goals, action plan and practices of school pedagogy. It is a projector to review the viability and effectiveness of pedagogic policy, planning and practices and re-articulating them for achieving the purposes and goals of schooling. The individual teacher has to respect on her/his thought and action for identifying learning needs, re-articulating of strategies and also the kind of support required from peers, principal and system. It provides opportunity to take feedback on agenda, process, strategy and style of learning teaching and also on other activities which remained issues and possibilities in the months finally; it helps teachers in documenting their experiences and learning during the month.

M) Self-reflective Journal (weekly)

It is a question based tool for reflection and cultivating feedbacks on the agency of the pedagogic practitioner at the individual or collective level. The five questions, i.e. (i) What I did in terms of agenda/policy/planning/process. (ii) What got created? (iii) What was my being or doing that worked. (iv) What was my being or doing that did not work and (V) What I am going to do differently, facilitate teachers to cultivate feedbacks through their own reflection on their own

thoughts actions, planning or agency. This facilitate them to evolve as a reflective practitioners and dynamic learners from their own experiences. This enables teachers to review and assess the practices at individual level or collective level, i.e, class pedagogic team/faculty/grade level and also revise/re-articulate the plan, strategy and action for achieving the underlined purposes of schooling.

N) Pedagogic gossip:

Gossip is very natural and informal ways of sharing and communication among two or more individual gossip plays many roles in any group or in a organization. In a way, it shape the culture of group or even organization at least in implicit manner. Gossips of staffroom and other places shape the belief, values and attitude of the participants. In fact the gossip influences the ways, and to the extent any policy, program or action being implemented in an organization. The gossip in staff room determines the fate of policy or program offered by administrator or planner ass the pedagogic policy, plan or program is interpreted as per the beliefs, values and orientation of the staff. Thus, the content (object/theme/issues), language and tradition of small talk (informal or implicit talk) determine the nature and quality of gossip. It the objects/theme/issues of gossip are education then the nature of gossip is pedagogic. But, on many times the story, myths and events are become the object of gossip. Besides, the choice of words and narration shape

the positive or negative nature of gossip. The linguistic culture in the informal sphere of the organisation shapes the intention of the participants and thereby the quality and direction of gossips. In some cases, gossips may be used to re-defined (or magnified) the problems or issues. In other instances, it may be invested in re-framing the issues and cultivating alternatives as possibilities or solutions to them. The pedagogic gossip aims to anchor small, informal and implicit talks, i.e. gossip along the objects of education and also along pedagogic perspective which is responsive in searching possibility rather reactive in terms of framing or magnifying the issues or coercive.

Hence, pedagogic gossip aims to cultivate a constructive culture of gossip which invest in framing the issues and cultivating multiple alternative for promoting constructive outlook and community of practices in the school. It will help in utilising leisure time for cultivating others and attitude which facilitate alignment between person needs and organisational needs.

It discourages to choose non-academic or non-profession, issues/themes for gossips. It will also facilitate evaluation of hidden curriculum which will facilitate active learning empowered being and emancipated becoming of teachers as well as students. Finally, it would contribute in creating constructive discursive space for being, learning and working together with empowering reciprocity. It helps teachers to extend their circle of awareness about their own thoughts, stories and narratives.

O) Critical Action Research:

Research is one of the important aspects of teaching. A teacher prove or dis-prove truth through systematic study of the phenomena, at hand.

S(he) uses inductive-deductive approach/strategy to formulate and prove hypothesis and thereby to offer new knowledge. While engorging in the field, teachers collect , analyse and interpret data for posing and/or solving the problems/issues encountered by them. But this remains implicit and less obvious. Since the topics of teacher's research are largely from the domain of action.

Critical Action Research creates space and opportunities for making researchers more explicit and formal. However, Critical Action Research is more than merely being critical in the action research. A critical action researcher studies between and beyond the data to illuminate the issues in the light of deep seated structural inequality and discourse of hegemony. Unlike, positivist action research, it does not infer merely from apparent it aspect of the issue, but digs out beneath the apparent to understand the issue and find it solution from depth. Critical action research helps teachers in solving problem in more authentic ways. It will also facilitate teachers to act as an agent of social change by offering authentic alternative to the problems. Moreover, it also emancipate teacher's agency in terms of 'concretisation' in which

teacher examines her/his own thought action and practices of humanising his pedagogic practices. It also create a culture of research and learning among teachers.

Expectation from co-ordinator/convenor/anchor/leaders/In-charges:

1. To understand the pedagogic-administrative framework, school policy, purposes, goals and action plan of learning organisation.
2. To understand the purposes and objective of the work/process/project/programme/activities which are assigned for leading/co-ordination/convene/anchor/manage/plan/administered/implement.
3. To conduct critical actin research to search alternatives that enhance active participation of stake holders in the program or activities.
4. To orient students fellow teachers, parents and SMC members about the purpose, process, strategy and importance of the activities or program.
5. To promote direct and clear taking and giving feedback & about the program and encourage effective communication among participants.
6. To monitor the implementation of program or activities for searching the kind of support participants require for effective facilitation.

7. To maintain necessary records for ensuring consistency in communication and feedback.
8. To take manage lead and anchor the program/activities/process through initiative and innovation.
9. To Co-ordinate or align with other team leaders/Anchors/co-ordinators/convenors.
10. To ensure clear and direct communication with pedagogic planning and resource team (PPRT) with own initiative and co-operate with the leadership of PPRT.

CASE STUDY

THE AHILYA BAL JYOTI VIDYALAY MAHESHWAR, MADHYA PRADESH



Presented by

Sadhana Bhalla

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.
के. जी. 1	23	20	03	87%	Q
के. जी. 2	22	18	4	81%	Allice
कक्षा. 1	23	16	07	70%	P. 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. P. 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.”

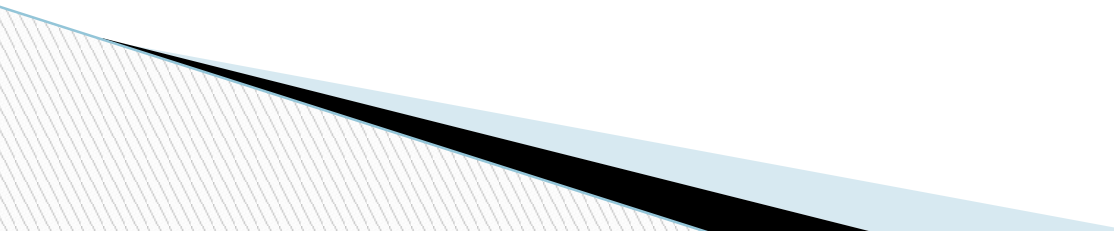
- Ronald S. Barth

CONTEXT OF THE SCHOOL

- ❖ This school is situated in a remote area, separated from the city Rourkela, having river Koel as a barrier. It comes under Block Kuarmunda of Sundargarh –District.
- ❖ It is a tribal **populated** area of tribes like oram, munda, khadia, bhuiyan, etc.
- ❖ Most of the parents are farmers and daily workers.
- ❖ They least bother about the welfare of their children and the education.
- ❖ In many cases children are forced to supported their parents for their livelihood. So they are irregular and backward in their learning process.



CHALLENGES IN PROMOTING QUALITY EDUCATION

- ❖ Children and their parents used to believe in superstitions and addicted to local liquor .
 - ❖ They were not interested for coming to school.
 - ❖ Parents were promoting early marriage mostly at the age of 14 & 15 of their children.
 - ❖ Children were being sent to other states for earning .
 - ❖ Girls were assigned family workload .
 - ❖ Number of drop out was more.
- 

STRATEGIES FOLLOWED

- ❖ SMC & SMDC was framed by taking active & concerned members of the village.
- ❖ The pros and cons of the school were discussed with the managing committee.
- ❖ Teachers and me visited door to door of the students for motivation and discussed the need of education and ill effects of superstitions.
- ❖ PTA meeting hold monthly and important of education were discussed .



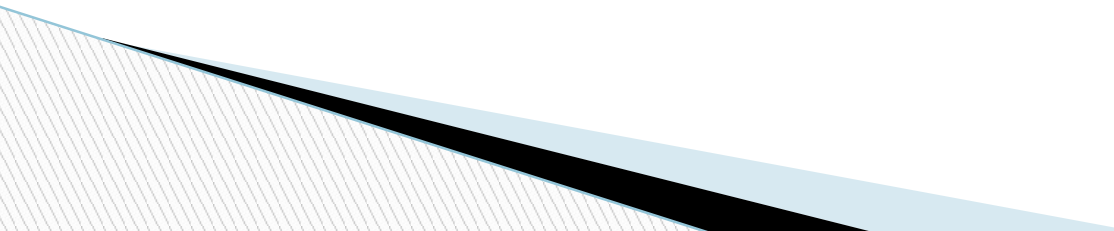
**SMC & SMDC
MEMBERS**

SPECIAL ENHANCING STEPS

- ❖ To promote the awareness of adverse consequences of early marriages among students and their parents HEALTH WORKSHOPS are arranged every year with respective dignitaries.
- ❖ For inculcating attitude and positive value we invite motivational speakers like Sri Bhabes Chandra Sahoo, (Principal of HRM Rourkela), Mr Kshitish Udgata (Principal of Nilasaila College, Rourkela).
- ❖ For vocational skill development we arrange career counselling programs by the experts from different fields like Dr Geetanjali Patri (Gynecologist & Obstetrician) Bank Manager of BOB, Kacharu, Retired Naval Officer Mr Sadhab Charan



DAILY PRACTICES FOR CONTINUOUS AND COMPRENSIVE IMPROVEMENT

- ❖ In morning assembly Geeta chanting , presentation of thoughts, news reading, and current affairs are conducted daily.
 - ❖ Every Saturday life history of great leaders of the nation are enlightened briefly by the teachers.
 - ❖ Weekly activity classes on co-curriculum like essay writing ,debate, elocution, quiz, painting, Origami and craft with bamboo stick are conducted.
 - ❖ Special classes are conducted to assist the students for scholarship exams like NRTS,NTSE,NMMS and PATHANI SAMANTA etc. by the respective teachers.
- 

SPECIAL PERSPECTIVE

- ❖ To flourish the sports spirit, sports meets conducted annually with the help of SMC & SMDC.
- ❖ We celebrate Annual Day with various cultural activities and plays by the students.
- ❖ School Annual magazine namely NABAKALIKA is published with its 6th edition.
- ❖ To ignite scientific temper within the students and make them artistic Science, Math, and Art Exhibition are held every year.
- ❖ To provide the direct source of knowledge and opportunity for the development of aesthetic sense we go for excursion.
- ❖ Self defence training for girls are specially organised every year for a week .



REFLECTION OF THE IMPROVEMENTS

- ❖ In AHSCE students performance is being better day by day.
- ❖ Students strength is increasing and drop out rate is very low at present.
- ❖ Students are qualifying in scholarship examinations every year and bringing glory to school.
- ❖ The confidence level and communication skills have also been increased in students . Hence they are getting awards in various district level and state level events.



GLORY OF SCHOOL

- ❖ Our state's department of School and Mass Education has started the procedure of bench marking of elementary classes 2-8 into gold, silver and bronze categories under a programme "**GARIMA**". Our school is fortunate enough to receive the award for bronze and silver and **nominated for gold**.
- ❖ Our school has won the block level championship in football tournament (boys) along with the four girls in kabadi and four boys in football have been selected for District Level Automeet..
- ❖ Under the sub theme Gandhi & Science, science drama "**Gandhijinka Swapna**" had been presented by our students at the zonal level held at Maharaja Boys High School, Sonepur on 8th August 2019 and secured **Second position**. Also it has awarded with **Best Script**.
- ❖ On 29th September five students of our school had represented are role play "Hamari Suraksha Hum Kareng" in Hindi language at Capital High School ,Bhubaneswar in the **State level** after nominated from district level.
- ❖ Puja Kamar of class-VIII had selected for the District Level Science Exhibition for her project "ORGANIC FARMING WITH MAGNETIC WATER TREATMENT". She also awarded there first prize for song. She also awarded with 4th in District level science quiz.



LIST OF ACADEMIC ACHIEVEMENTS

ACADEMIC ACHIEVEMENTS		
Year	Name of the exam	Name of the student
2013	P.S.	baldev turi (vi)
2014	P.S.M.S	Manisha kamar(ix)
2015	P.S.M.S	Byanta Xess(vi)
		Niharika sahuo (ix)
2016	P.S.M.S	baldev turi(ix)
		Purna Naik (ix)
		Mahindra Singh(Vi)
2016	J.S.M.O EX	Baldev Turi(Ix)
2017	P.S.M.S.T	Deepak samadhia(IX)
2017	J.S.M.O.	Deepak Samadhia(IX)
2018	P.S.M.S.T	Sumit turi (IX)

AHSCE RESULTS	
YEAR	PASS PERCENTAGE
2012-13	93
2013-14	97
2014-15	100
2015-16	97
2017-18	54
2018-19	67

YEAR WISE ROLL STRENGTH

KACHARU GOVT HIGH SCHOOL, BLOCK KUARMUNDA ROLL STRENGTH FOR THE YEAR OF 2019-20

CLASS	ST			SC			OTH			TOTAL		GT
	B	G	T	B	G	T	B	G	T	B	G	
VI	39	21	60	03	07	10	04	02	06	46	30	76
VII	37	16	53	06	01	07	05	07	12	48	24	72
VIII-A	26	20	46	01	00	01	01	04	05	28	24	52
VIII-B	23	22	45	00	01	01	04	02	06	27	25	52
TOTAL	125	79	204	10	9	19	14	15	29	149	103	252
IX-A	00	39	39	00	02	02	00	08	08	00	49	49
IX-B	54	00	54	05	00	05	09	00	09	68	00	68
X-A	00	35	35	00	04	04	00	07	07	00	46	46
X-B	51	00	51	03	00	03	07	00	07	61	00	61
TOTAL	105	74	179	08	06	14	16	15	31	129	95	224
GRAND TOTAL	230	153	383	18	15	33	30	30	60	278	198	476

Year	2015	2016	2017	2018	2019
Total rollstrength	451	485	539	498	476

VOICES OF VISITOR

19.12.19
Visited the school during 42nd Annual Day function (celebration). Being visited on the occasion I found the school located in a picturesque location with a team of dedicated teachers. It is quite interesting that the school despite being located in a remote rural area is catering to the educational need of the children of locality. The fact that students are being given additional tutorial before 10.30 am free of cost is highly commendable. Publication of a school Magazine "Nala Kalice" for the 2nd consecutive year is also highly acknowledged & appreciated. With the whole hearted effort of team of teachers with the able guidance of H.M. is a floral garden which has been developed adds colour & flavour to the school. I wish all the best to the Headmaster, his team of teachers & students for all his good work. May God Bless me & all.

Dr. Jyoti
19/12/19
DPC, SSA, Sog.

21-Dec-2018
Today attended the 8th Annual day celebration of Govt High School, Kacharu in Kuarmunda block of Sundargarh Dist. The MLA of Biramitrapur George Tirkey & DPC, SSA, Sog. Amulya Pradhan also joined with me. The school is located in a fine natural surroundings. The teachers and employees of the school are very active and working in team spirit. The pupils are very disciplined. The H.M. is a good team leader. The local people & ex-H.M. were present and co-operating for grand success of the Annual Programme. A good number of students were given prizes for their best performance in different fields. This indicates their success & achievements. I think, all these become possible for hard work of teachers & good leadership of the Headmaster. I wish the school a better future in the days to come.

Madhavanata Nayli
Dy. Director (Girls Education)
OPEPA, Bhubaneswar, Odisha



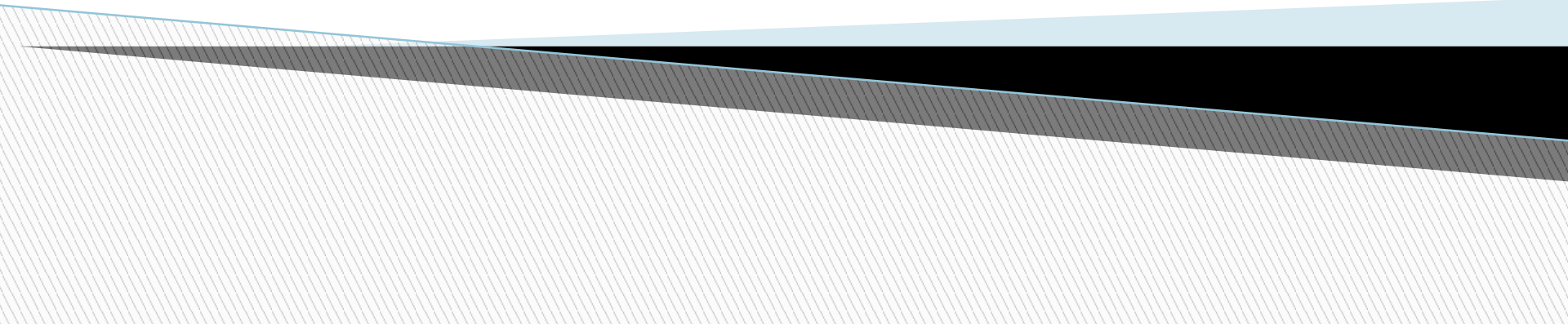
DISTRICT EDUCATION OFFICE, SUNDARGRAH

I visited Govt. Up graded High School Kacharu on 19th December 2019 on the sweet occasion of their Annual day celebration. The High School is in Kuarmunda Block of Sundargarh District belongs to a tribal dominated area situated in the boarder of Odisha & Jharkhand. About 500 Students from all corners of the Block and nearby blocks have taken admission in different classes. The school is situated in a remote area. Just like a Lotus gives birth from the Mud as such the fame and famousity of the school has been spread around. The Headmaster Sri Shibaprasad Mohapatra a great dedicated person with his staff members are always engaged in different curricular and co curricular activities toward improvement of this school. They have made the school environment greenery under **ECO Club participation** in the school. The complex is well sanitized, well equipped toilet designated for boy's, girls and staff under **Swachha Bharat Abhiyan** by the students and teachers. Communnality participation in each and every occasion starting from MDM distribution to celebration of different occasion in school is praisable. The Headmaster and the staff members have developed a well furnished routine plan **"MOVE TO HOME"** under which they touches each houses at least once a week and know the status of students progress. The school has been participated in the Zone as well as state level competitions and acquired position in the state of Odisha.

I wish all round success of the School, Students as well as staff members.

Dr. Jyoti
19-12-2019
District Education Officer,
Sundargarh

GRATITUDE CONVEYANCE

- ❖ To my dynamic teachers team for their tremendous endeavors.
 - ❖ To members of SMC & SMDC to extend their helping hands and kind cooperation.
 - ❖ To higher administrative authorities for their valuable support and suggestion.
 - ❖ To other dignitaries and visitors for being source of motivation and inspiration.
- 
- The bottom of the slide features a decorative graphic consisting of several overlapping, wavy horizontal bands. From top to bottom, the colors are light blue, dark grey, and white. The white band at the very bottom has a fine, diagonal hatching pattern.

**शीर्षक; मुरझाती कलियों का खिलखिलाते पुष्पों के रूप में
सफर**

ज्योत्सना सक्सेना प्रिंसिपल

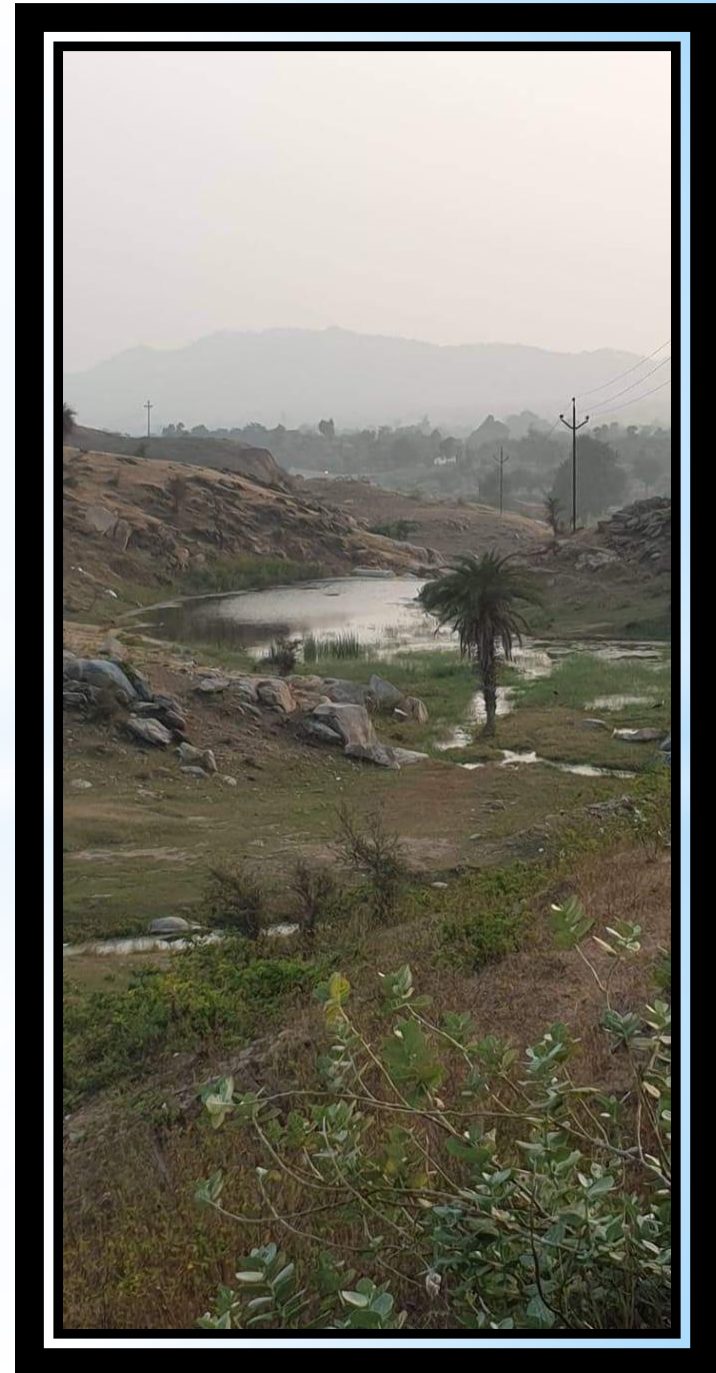
राजकीय उच्च माध्यमिक विद्यालय , सवना , भिंडर ,उदयपुर 313607

फोन नं-9829577660

मेल आई डी,jyotsna.saxena1963@Gmail.com



स्थिति ; उदयपुर जिले के इंदीरियर में आदिवासी बहुल क्षेत्र, ऊबड़खाबड़ जमीन पर नया क्रमोन्नत स्कूल, बाहरी दुनिया से कटे अपनी दुनिया में मस्त रहने वाले मासूम बच्चे, ग्रामवासी .. सांप, नेवला, नीलगाय, बघेरा और जंगली जानवर अक्सर दिखते हैं.. सांपों का प्रसिद्ध मंदिर है जहाँ झाड़फूंक से इलाज किया जाता है.. मजदूरी, पशुपालन, कृषि तथा चोरी से कच्ची शराब बनाना .. मुख्य व्यवसाय है.. कम उम्र में ही बच्चों को कमाने गुजरात भेज दिया जाता है, **जातिवाद, अंधविश्वास, बालविवाह, लिंगभेद.. भूत प्रेतों पर खूब विश्वास है..** लड़कों की अपेक्षा लड़कियों का पोषण स्तर बहुत निम्न है.. स्थानीय बोली मिश्रित मेवाड़ी भाषा बोली जाती है



चुनौती : मेवाड़ी क्षेत्र के बच्चों विशेषकर लड़कियों की चुप्पी के क्या कारक होंगे ?

चुनौतियों के समक्ष किये गए प्रयास :

१. शिक्षा के साथ मानवतावादी दृष्टिकोण का विकास
२. क्लास में छात्रों व शिक्षकों के मध्य द्वितरफा संवाद
३. लड़कियों व लड़कों से अलगअलग बात कर लड़कों के मन में स्त्रियों के प्रति सम्मान भाव जगाना
४. अभिभावकों से मिलकर सामाजिक संरचना समझने का प्रयास बच्चों को विद्यालय में जोड़ने के प्रयास
५. छात्र छात्राओं को कक्षा में एक साथ बिठाना , एक साथ शैक्षणिक भ्रमण पर ले जाना .
६. खेल ,सांस्कृतिक कार्यक्रमों में लड़कियों को बराबरी का अवसर प्रदान करना
७. प्रोजेक्टर से सार्थक फिल्मों का प्रदर्शन
८. माताओं से बातचीत



"चुप्पी तोड़ना" ..**मुश्किल** -मेट्रो सिटी जयपुर से आकर इस नए परिवेश में जहाँ की संस्कृति, भाषा, पहनावा, रहनसहन खाना पीना सब कुछ भिन्न था लेकिन शांत निश्छल बच्चों की मुखाकृतियाँ, हरियाली और प्राकृतिक दृश्य भा गए थे मुझे, मैं स्वयं उस गाँव में अजीबोगरीब प्राणी से ज्यादा कुछ न थी.. पीड़ा होती थी.. कक्षाओं में उदासीन मुरझाए बच्चों को देखकर जो सामान्य शरारतें भी नहीं करते थे.. केवल शिक्षक बोलते थे.. निष्क्रिय बच्चे बिलकुल चुप, सन्नाटा सा पसरा रहता था.. प्रेरित करने पर कुछ छात्र सजग हुए लेकिन छात्राओं ने तो मानो ठान रखा हो '**तोड़ेंगे दम मगर.. ये चुप्पी.. हम ना छोड़ेंगे**'.. ठान लिया था हमारी टीम ने भी " इनके मुँह में जमे दही का छाछ बनाना है .

चुनौतियों पर जीत ; मेट्रो सिटी जयपुर से आकर इस नए परिवेश में जहाँ की संस्कृति, भाषा, पहनावा, रहनसहन खाना पीना सब कुछ भिन्न था लेकिन शांत निश्छल बच्चों की मुखाकृतियाँ, हरियाली और प्राकृतिक दृश्य भा गए थे मुझे, मैं स्वयं उस गाँव में अजीबोगरीब प्राणी से ज्यादा कुछ न थी.. पीड़ा होती थी कक्षाओं में उदासीन मुरझाए बच्चों को देखकर जो सामान्य शरारतें भी नहीं करते थे केवल शिक्षक बोलते थे, निष्क्रिय बच्चे बिलकुल चुप, सन्नाटा सा पसरा रहता था.. प्रेरित करने पर कुछ छात्र सजग हुए लेकिन छात्राओं ने तो मानो ठान रखा हो " तोड़ेंगे दम मगर..ये चुप्पी, हम ना छोड़ेंगे", ठान लिया था हमारी टीम ने भी " इनके मुँह में जमे दही का छाछ बनाना है .



कक्षा 9 th ,10 th व सीनियर क्लास के छात्र छात्राओं को मिकस करके बिठाना शुरू कर दिया। **कुम्भलगढ़ पिकनिक पर ले गई..** मुझे लग रहा था मेरे प्रयास रंग लाएंगे। लेकिन ये क्या। ...सकुचाते हुए विद्यालय प्रभारी मेरे पास आए और बोले " मैडम आपके शहर की संस्कृति यहाँ कारगर नहीं होगी. "एक साथ बिठाने से पिकनिक पर ले जाने से एक अलग ही माहौल पनप रहा है। ... पिकनिक के बाद जोड़े बनने लगे हैं , आप इन्हे अलग अलग ही बैठने दो " **मेरा पहला प्रयास विफल हो गया था....** समझ गई थी मैं ..अतिउत्साह में मैंने जल्दबाजी कर दी... 12 th के एग्जाम से तीन महीने पहले एक छात्रा के पेरेंट्स ने उसकी शादी भी करा दी ..



सैनिटरी नैपकिन वितरण - अब लड़कियों से बातचीत प्रारम्भ की थी मैंने। ..सरकार द्वारा निःशुल्क दिए जाने वाले **सैनिटरी नैपकिन** के कार्टून भरे ही रहते मारे संकोच के वे कभी लेने ही नहीं आती थीं। विद्यालय में महिला अध्यापिका ना होने के कारण मुझे बांटने थे वो **नैपकिन** ।

मैंने कक्षा आठ से कक्षा बारह की छात्राओं को इकट्ठा किया। उनकी शारीरिक संरचना के बारे में बात की। उन्हें **शारीरिक परिवर्तन** , **हार्मोन्स और मासिक चक्र** के विषय में रुचिकर तरीके से बताया। ये जानकर बच्चियां बड़ी खुश हुई कि ये एक सामान्य प्रक्रिया है इसका प्रतिमाह नियमित होना आवश्यक है। ये आपके स्वस्थ होने की निशानी है।

अंतरंग अंगों की स्वच्छता के बारे में व संक्रमण के बारे में जानकर खुलने लगीं। कुछ बच्चियों ने सवाल पूछकर जिज्ञासा शांत की।

एक अच्छा वातावरण निर्मित होने लगा ...योग दिवस के दिन सबकी **माताओं** से बातचीत की। आश्चर्यचकित रह गई जब उन्होंने बताया कि **नैपकिन के स्थान पर वे कपड़े के भीतर रेत रखकर प्रयोग करती हैं।** उन्हें तो **नैपकिन** लेने का तरीका भी नहीं समझ आता।



*लड़कों के साथ **स्वस्थ मित्रता** कैसे करना चाहिए ?
समझाना बहुत मुश्किल था क्योंकि मेरी जल्दबाजी के कारण कच्ची उम्र के पक्के प्यार के मोहजाल में कुछ बच्चियां आ चुकी थी। उनको विश्वास में लिया " मुझे सब बताओ ,मैं सही रास्ता बताउंगी तुम्हारे पैरेंट्स को नहीं बताउंगी "बात जानने पर उन्हें समझाया पहले कुछ बन जाओ। नौकरी करने शहर चली जाओ। जब अपने पैरों पर खड़ी होगी तो कोई तुम्हें नहीं रोक सकेगा। इसके लिए सीनियर क्लास उत्तीर्ण करना आवश्यक है। तरकीब काम में आने लगी, लड़कियां खुद लड़कों से दूरी बनाने लगीं, पढाई में मन भी लगाने लगीं। उनके अंदर कुछ बनने की अपने पैरों में खड़े होने की धुन जाग्रत हुई।

अब तक विद्यालय परिवार के सदस्यों में (3 से 12 शिक्षक एवम् student 350 से 600) वृद्धि हो गई थी। विद्यालय के पारिवारिक माहौल में टीम एकता के कारण बच्चियाँ अपनी **पारिवारिक व व्यक्तिगत समस्याएं** शेयर करने लगी थी। स्थानीय कुरीतियों के खिलाफ जोरदार नाटक जो बच्चों ने व बच्चियों ने मिलकर तैयार किया था, देखकर मन प्रफुल्लित हुआ। **प्रार्थना सभा में गीत, कहानी व समाचारपत्र वाचन** में बढ़चढ़कर हिस्सा लेने लगी, बच्चियां। कुछ छात्राएं पढ़ने में कमजोर थीं उनमें आत्मविश्वास की कमी थी वे सामने आने से बचती थीं।



उन छात्राओं के लिए शारीरिक शिक्षक सुरेश जी से बात की, पूरे स्टाफ के सहयोग से केवल छात्राओं के लिए **कक्षावार कबड्डी** मैच कराये गए। लड़कियां जो कक्षा में मुंह भींचकर बैठ जाती थीं वे चिंघाड़ चिंघाड़ कर प्रतिद्वंद्वी टीम को ललकार रही थीं और मैं हतप्रभ सी बच्चियों को निहार रही थी। मन ही मन अपनी सफलता पर गौरान्वित भी थीं ही और अगली योजना के प्रति आशान्वित भी। .



कबड्डी और बॉलीबॉल की टीम ने पहली बार जिलास्तर पर भाग लिया ... भले ही जीत ना सकी... सलूमबर के राष्ट्रीय बालसाहित्यकार सेमिनार में दोनों दिन हमारे 25 बच्चों की ना केवल भागीदारी हुई अपितु वाहवाही भी बटोरी हमारे बच्चों के आर्टिकल अखबारों में तथा शिविरा जैसी उत्कृष्ट पत्रिकाओं में जब प्रकाशित होते हैं उनसे ज्यादा खुशी मुझे व मेरे साथियों को मिलती है ... अभी आगे बहुत काम और करने हैं ... यात्रा अभी शेष है ...thank you



ईमानदारी का पाठ



नियमानुसार बुधवार को बच्चे रंगीन कपड़ों में आते थे ..टीम के निर्णय के अनुसार अब बच्चे सफेद यूनिफॉर्म में आते हैं ।



स्कूल लीडर की भूमिका : एक स्कूल लीडर के रूप में " संवाद और सहयोग " सभी का प्रयोग कियाबच्चियों , अभिभावकों तथा विद्यालय के शिक्षकों को शामिल किया तथा पहला प्रयास विफल होने पर भी " कोशिश करने वालों की कभी हार नहीं होती "पंक्तियाँ याद रखी।

बदलाव की नीति : ईमानदारी से पारदर्शिता से सबको साथ लेकर चलें , मंज़िल अवश्य मिलेगी।



★ स्कूल गतिविधियां ★



LEADING TEACHING LEARNING PROCESSES AMIDST NEW NORMAL IN GOVERNMENT SCHOOLS IN SIKKIM

***A case of Government Secondary School
Lingi Payong South Sikkim***



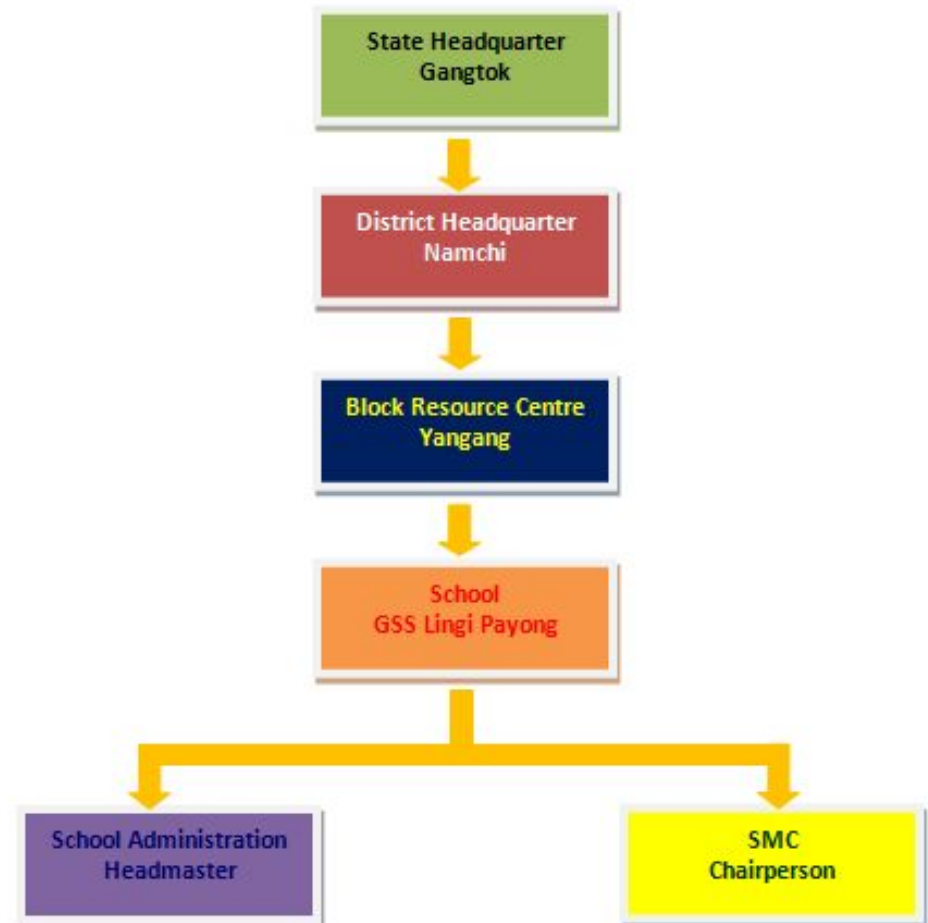
Date: 15-16 February 2023

Presenter

**Mr. Suraj Kumar Sharma Headmaster (SS)
Posted at SCERT Sikkim**

SCHOOL CONTEXT

- Established in the year 1944
- 27° 21' 21.9" North Latitude and 88° 27' 37.1" East longitude
- 28 kilometers from BRC Yangang
- 66 kilometers from DHQ Namchi
- 55 kilometers from SHQ Gangtok



BACKGROUND

- Academic activities halted
- 1.5 billion students affected (*UNESCO, CNN April 22, 2020*)
- Educational institutions closed we.f. 16th March 2020
- Paradigm shift in teaching learning process
- Opportunity to adopt new technology
- Alternative for dedicated classroom teaching-learning

KEY CHALLENGES

- Shift from face to face learning to virtual learning
- Capacity building/Handholding of human resources
- Digital Divide

INNOVATIONS ADOPTED

1. Social Media Platforms for Teaching Learning

- Whatsapp group created
- Assignments, feedback provided in coordinated manner
- Subject wise Whatsapp group customized for proper attention in subjects such as Mathematics, Science, Nepali
- Video lessons uploaded in school facebook page
- Parents, guardians and students were listed on the social media page

2. Home Schooling

“If a student cannot come to school, let's take school to the students”

Modus Operandi

- Teachers visit students home
- Preferably students in the vicinity
- Dedicated time slots decided and shared
- Feasible and practical for primary students





3. Cluster Teaching

- Teachers undertake classes for students available in their locality
- Catchment area or a locality demarcated for each teacher
- Teacher identifies a place termed as Cluster
- Students gather for the classes in a scheduled time/day and date
- Irrespective of the school, subjects or class to which any student belongs to

Objective

No child whosoever it may be remain deprived from learning during school closure



4. Virtual Classes & Assessments

E-learning by conducting classes through applications like ZOOM, Google Meet, Sikkim Edutech, Whatsapp groups, ConveGenius (Whatsapp based app)



5. Early Morning Classes

- Only one smartphone in family
- In possession of working parents
- Unavailable for students during day time
- Early morning classes

Dual advantage as the student gets up early and enjoys morning freshness as well as gets time and device for learning.

6. Awareness on sources of E-learning

- Television
- Radio (AIR Gangtok)
- Live classes by CBSE and NCERT
- Online resources like DIKSHA and SWAYAM



7. App for English Speaking

The headmaster also developed an app for speaking English correctly using blocks



8. Weekly/Fortnightly Progress Report

Progress report of online/virtual learning or any other form of teaching learning strategy adopted by the teachers on weekly or fortnightly basis as an where applicable.

NAME OF SCHOOL: GOVERNMENT SECONDARY SCHOOL LINGI PAYONG SOUTH SIKKIM

DIASTRICT: SOUTH SIKKIM

REPORT FOR THE PERIOD: APRIL 2020 – JULY 2020

DETAILS OF STUDENS ATTENDING CLASSES DURING LOCKDOWN

SL NO	CLASS	TOTAL ENROLMENT	STUDENTS ATTENDING	% OF ATTENDANCE	REMARKS
1	LKG	3	0	0	
2	UKG	2	0	0	
3	I	0	0	0	
4	II	5	2	40%	
5	III	3	1	33%	
6	IV	9	6	67%	
7	V	5	5	100%	
8	VI	11	7	63%	
9	VII	12	7	58%	
10	VIII	17	11	65%	
11	IX	29	12	41%	
12	X	23	10	44%	
	TOTAL	119	61	51%	

Date: 8.8.2020

Suraj Kumar
Mr. Suraj Kumar
 Headmaster
 Govt. Sec. School
 Lingi Payong South Sikkim

CURRICULUM COVERAGE BY TEACHERS

NAME OF SCHOOL: GOVERNMENT SECONDARY SCHOOL LINGI PAYONG SOUTH SIKKIM

DISTRICT: SOUTH SIKKIM

Report for the period: APRIL 2020 – JULY 2020

SL NO	NAME OF THE TEACHER	CLASSES ASSIGNED	SUBJECTS ASSIGNED	SYLLABUS COVERAGE	REMARKS
1	Mr. S Singh GT (Math)	Class X Class X Class IX Class IX	Math Physics Math Physics	40% 40% 30% 10%	1. Students non-responsive 2. Lack of smart phones
2	Mr. Y K Bhandari GT (Nepali)	Class X Class IX Class VIII Class VII Class VI	Nepali Nepali Nepali Nepali Nepali	80% 90% 70% 60% 50%	1. Few non responsive students 2. Lack of smart phones
3	Ms. G Sharma GT (Science)	Class X Class IX Class VIII Class VII Class VI	Science Science Science Science Science	40% 30% 40% 40% 40%	1. Non responsive students 2. Lack of smart phones
4	Ms. P Lepcha GT (Lepcha)	Class X Class X Class IX Class IX Class IX Class VIII	English Social Science Social Science English Lepcha Lepcha	40% 40% 40% 40% 50% 50%	1. Non responsive students 2. Lack of smart phones
5	Ms. K Gautam (Travel & Tourism) SiBIN	Class X Class IX	T & T T & T	40% 40%	1. Non responsive students 2. Lack of smart phones
6	Mr. B Rai (ICT/SiBIN)	Class X Class IX	ICT ICT	40% 40%	1. Non responsive students 2. Lack of smart phones

Date: 8.8.2020

Suraj Kumar
Mr. Suraj Kumar
 Headmaster
 Govt. Sec. School
 Lingi Payong South Sikkim

9. Virtual Competitions/Celebrations

Hema Maley wins Lingi Payong School virtual dance compmtt

SUMMIT REPORT
LINGI PAYONG, 22 AUG:

The month long virtual solo Nepali folk dance competition organised by the School Managing Committee of Government Secondary School, Lingi Payong, came to an end on Saturday. The organising committee announced the results based on Facebook votes [which carried 10% weightage] and judges score of 90%.

Hema Maley of Samdong SSS bagged the first position with 81 points (Facebook votes 5.7 and judges votes 75.3) followed by Bhumi Guragain of Government Sanskrit College Samdong with 70 points (Facebook votes 10 and judges votes 60) and Rinchen Lepcha of GSSS Lingee South Sikkim with 60.2 points (Facebook votes 3.2 and judges votes 57) bagging second and third places respectively in senior category (Class IX-XII).

Similarly, Anisha Ghimirey of Makha SSS bagged first position with 84.9 points (Facebook votes 10 and judges votes 74.9) followed by Anisha Limboo of

VIRTUAL SOLO NEPALI FOLK DANCE COMPETITION 2020
Organised By: School Managing Committee
Government Secondary School Lingi Payong South Sikkim

SUMMIT TIMES
23.8.2020

 Ms. Hema Maley GSSS Samdong East Sikkim Senior: 1st	 Master Bhumi Guragain Government Sanskrit College Samdong East Sikkim Senior: 2nd	 Ms. Rinchen Lepcha GSSS Lingee South Sikkim Senior: 3rd	 Ms. Anisha Ghimirey GSSS Makha East Sikkim Junior: 1st	 Ms. Anisha Limboo GSSS Dikchu East Sikkim Junior: 2nd	 Ms. Nitisha Thapa GHS Phalaichadara East Sikkim Junior: 3rd
 Ms. Ayushi Sanjel Sunrise Boarding School Tintok Sub Junior: 1st	 Ms. Arushi Gautam Diamond English School Khesay Sub Junior: 2nd	 Master Dawchen Lepcha Diamond English School Khesay Sub Junior: 3rd	 Ms. Meliyana Rai Merry Kids English School Khesay Sub Junior: Consolation	 Ms. Aradhna Chhetri Diamond English School Khesay Junior: Consolation	 Ms. Pritika Rai Makha SSS East Sikkim Senior: Consolation

Dikchu SSS with 70.8 points (Facebook votes 7.2 and Facebook votes 63.6) and Nitisha Thapa of Phalaichadara JHS with 64.5 points (Facebook votes 9.3 and judges votes 55.2) bagging second and third position in junior category (Class VI-VIII) respectively.

In the sub junior category (nursery-V), Ayushi Sanjel with 70.7 points (Facebook

votes 8.3 and judges votes 62.4) secured the first place along with Aarushi Gautam of Diamond English School Khesay with 70.6 points (Facebook votes 10 and judges votes 60.6) and Dawchen Lepcha with 55.9 (Facebook votes 49.8) of the same school secured the second and third place respectively.

The organising

committee has decided to give away consolation prizes to 4th place winners in all categories as they performed exceptionally well and had been trailed by a very small margin due to Facebook votes.

They are Meliyana Rai of Merry kids English School Dikchu (Sub Junior), Aradhna Chhetri of Diamond English School Khesay (Junior) and Pritika Rai

of Makha SSS (Senior). The committee has decided to give away cash prizes, trophies and certificates to the winner in a programme to be organised physically after taking permission from the administration once the number of COVID-19 cases subsides in coming days. If it is not allowed, the prizes will be sent to the winners through their respective schools.

लिङ्गी-पायोङ विद्यालयमा पर्यावरण दिवसमा विविध गतिविधि आयोजित

गान्तोक, ५ जुन: सरकारी माध्यमिक विद्यालय लिङ्गी-पायोङको इको क्लबले शनिवार विश्व पर्यावरण दिवसको ४७औं संस्करणलाई परोक्ष रूपमा विभिन्न गतिविधि आयोजन गरेर पालन गरेको छ। यो वर्ष पर्यावरण दिवसको विषय वातावरणीय पुनर्स्थापन रहेको थियो, जसलाई ध्यानमा राखेर विभिन्न गतिविधि आयोजन गरियो।

यस अवसरमा इको क्लबका सदस्य विद्यार्थीहरूलाई अन्य विद्यार्थीहरूले भिडियो सन्देश, फालिएका प्लास्टिकद्वारा इको ईटा विकास, प्रियजनको सम्झनामा फूल तथा बिरुवा रोप्ने कार्य, फालिएका कागजबाट झोला निर्माण, कार्डबोर्ड बक्स होल्डर, कठपुतली निर्माण जस्ता गतिविधिमा

उत्साहपूर्वक भाग लिए। विद्यार्थीहरूले ३ जुनदेखि नै यी गतिविधिहरूमा काम गरेका थिए र आज उनीहरूले यसको प्रदर्शन गरे। विद्यार्थीहरूलाई विभिन्न गतिविधिमा भाग लिएकोमा ई-प्रमाणपत्र प्रदान गरिएको छ भने स्कूल पुनः खोलिएपछि उनीहरूलाई पुरस्कार दिने



निर्णय गरेको छ। यी गतिविधि सञ्चालन गर्न विद्यार्थीहरूलाई इको क्लबकी नोडल शिक्षक गोमा शर्माले मार्गदर्शन गरेकी थिइन्। कार्यक्रम सञ्चालन गर्न अघि सहभागीहरूले गुगल मिटद्वारा परोक्ष रूपमा भेट गरे जहाँ प्रधानाध्यापक सुरजकुमार शर्माले विद्यार्थीहरूलाई यस दिनको महत्त्वबारे जानकारी

गराए। क्लबले सबै विद्यार्थी र उनीहरूका अभिभावकलाई पहिलो परोक्ष पर्यावरण दिवस मनाउन सहयोग दिएकोमा धन्यवाद ज्ञापन गरेको छ। स्मरण रहोस्, लिङ्गी-पायोङ विद्यालयको इको क्लबले वातावरणीय स्रोतहरूको संरक्षण र उपयोगबारे चेतना जगाउन अथक प्रयास गरिरहेको छ।

10. Most Responsive Online/Virtual Learner Award

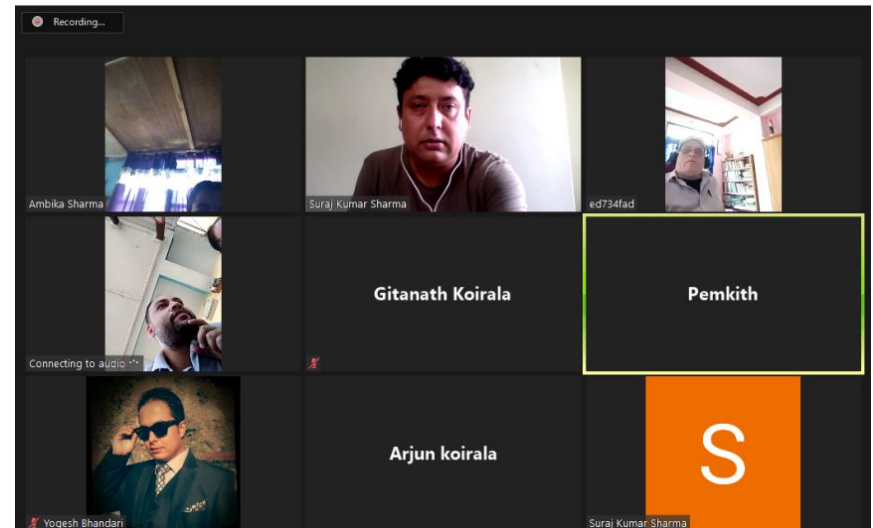


12. Cluster Level Trend Setter Award Instituted



COLLABORATION WITH COMMUNITY MEMBERS

- Parents Meet through Cloud Meeting App
- Sensitizing about virtual learning platforms
- Students Tracking
- Organising Virtual Competitions
- Covid19 Awareness



FUTURE PLANS OF SCHOOL IN 2021-22

1. Creation of Wi-Fi Zone

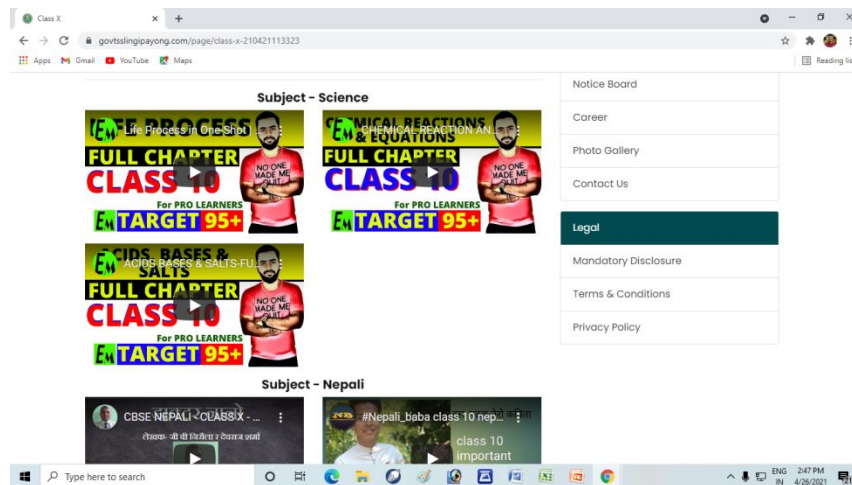
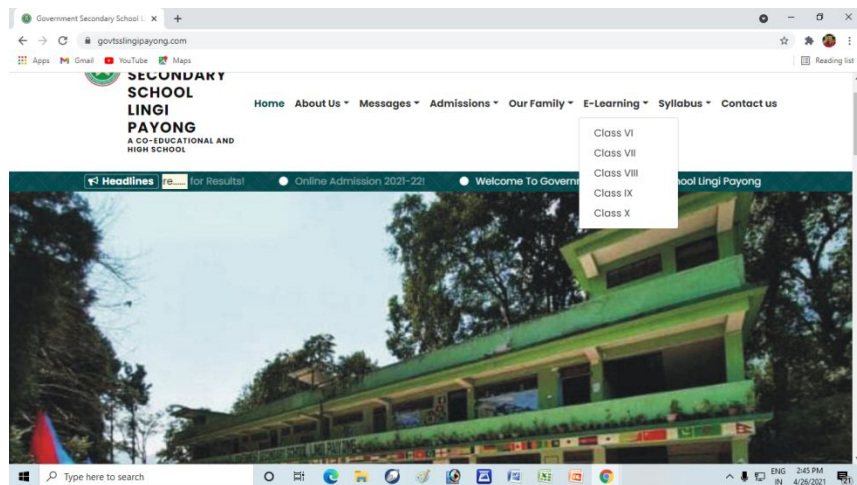
2. You Tube Channel of School

https://youtube.com/channel/UCA9oTn8y0f7H1h_zDz0zFxQ

3. School Website Launched

www.govtsslingipayong.com

4. App for School



FUTURE COLLABORATION WITH COMMUNITY MEMBERS FOR 2021-22

- Volunteer Teaching
- Contribution for Generator, Dongle, Tab and App

AS SCHOOL LEADER

A leader is one who knows the way, goes the way and shows the way.....

-John C Maxwell

Links:

- Link to the interview with Sri Sumeet Arora of The School Matters on different initiatives in school by head of the institution during lockdown and school closure <https://youtu.be/6zqFqvfwEpM>
- Link to school You Tube Channel:
https://youtube.com/channel/UCA9oTn8y0f7H1h_zDz0zFxQ
- Video Link of SMC Meet: <https://youtu.be/uMT8pDgWEo>
- Video Link for Home Schooling/Cluster Teaching and Virtual Classes:
<https://youtu.be/yaqb2oFpAt4>
- Link to Online Teaching Learning Initiative of school documented by Information and Public Relation Department, Government of Sikkim
<https://ipr.sikkim.gov.in/?p=15881>

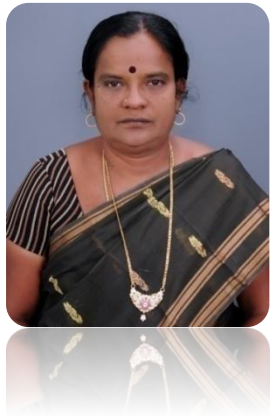
Thank You

Leadership

For quality improvement in schools

THEME

“ School Leadership for Positive Value Development, Life Skills, Citizen Building and Inculcating Attitude towards Lifelong Learning among Students”



Presented by

S.Santhi,

Headmistress,
Government high school,
Vattar -614717,
Thiruvavarur district, Tamil Nadu.





RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



Geophysical features of the village



State

- Tamil Nadu

District

- Thiruvarur (Special Focus District)

Cd block

- Kottur

Village

- Vattar

Latitude

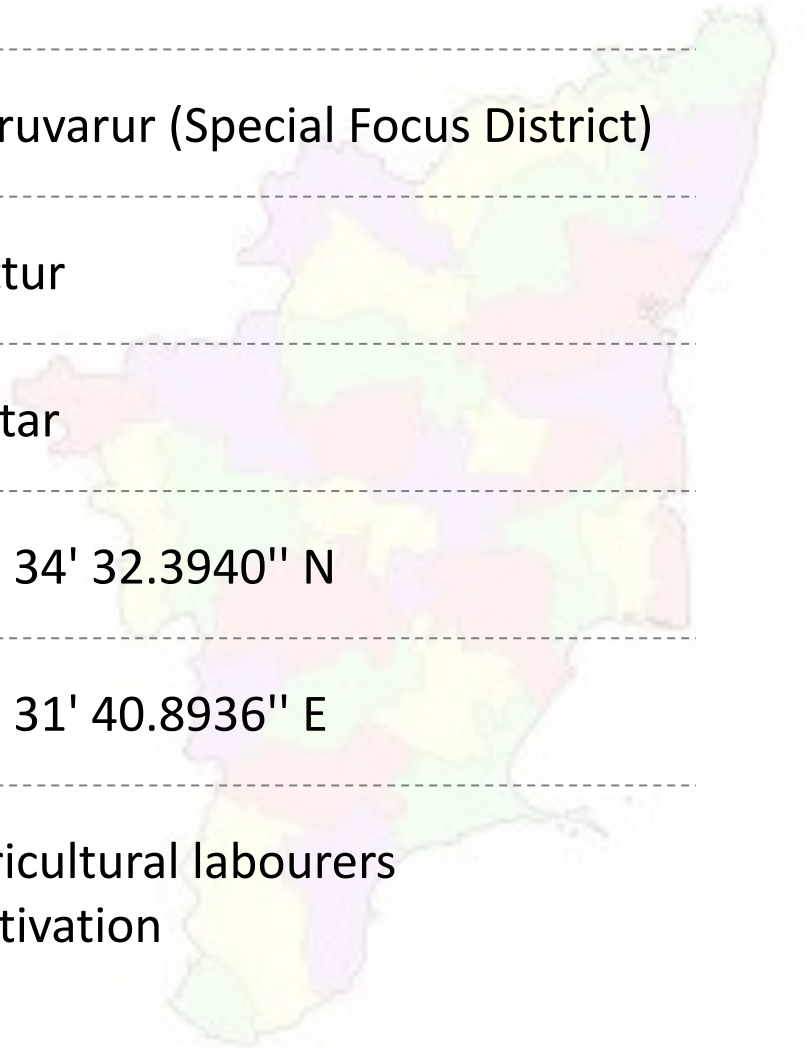
- 10° 34' 32.3940" N

Longitude

- 79° 31' 40.8936" E

Occupation

- Agricultural labourers
- Cultivation





RISE

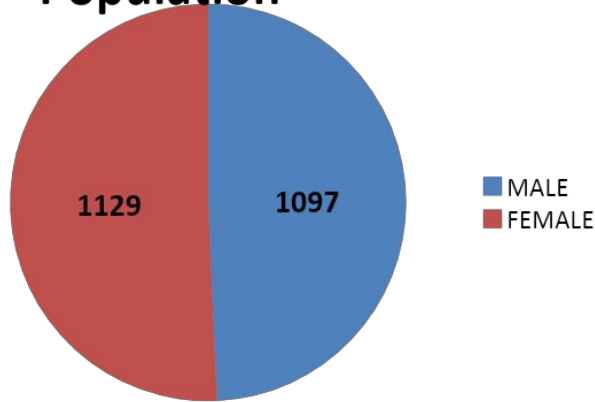
RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



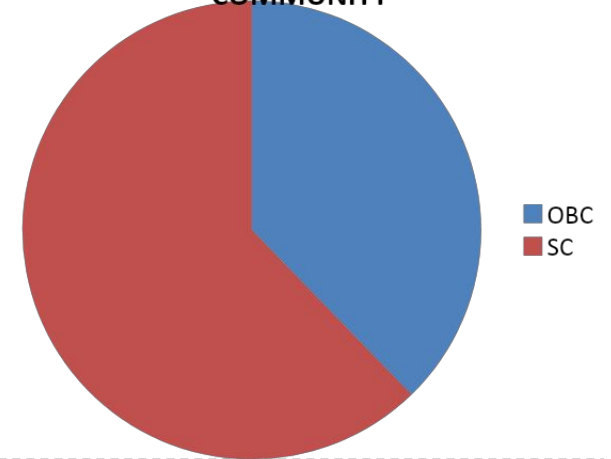
Demographic Data of Vattar



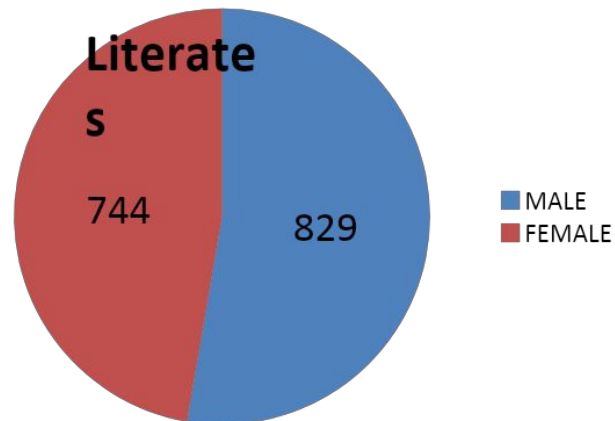
Population



COMMUNITY



Literate





RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



The challenges



Poor economic condition



Lack of parents/
parental care



Illiterate parents



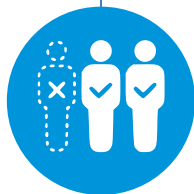
Lack of community participation



Ill-health and
mal nutrition



Deviant behaviours



Absenteeism



RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



The challenges that initiated the change

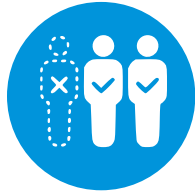


Deviant behaviours

- Causing damage to school property,
- Quarelling with fellow students,
- Using tobacco/alcohol



- Inform the parents
- Parents come to school
- Counselling offered
- Follow up



Absenteeism

- The headmaster and the team visited the house of the absentee
- Find out the reason
- Offer remedial measure
- Rapport with parents increase



Health & Hygiene

- Organising health check up for all the students.
- Offering iron and folic acid pills to all students
- Monitoring noon meal supply at schools.
- Providing good sanitary facilities to all students.
- Training and providing hand wash facilities.
- Providing free napkins to girl students.
- Providing and training the use of napkin incinerator.





RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



Strategies adopted for the transformation of the school



Pedagogical

- Offering Remedial Teaching
- Conducting Coaching Classes
- Offering Psychological Counselling
- Providing various Club activities.
- Effective use of Science Lab, ICT Lab and Library
- Motivating and Training the Students to Participate in various District level competitions and Competitive Examinations



Sociological

- The team would visit the student house if he is absent in school, bring him to the school or to find out the reason
- Holding frequent meeting with the parents.
- Having co-ordination with the local youth organisation
- Having effective communication and close rapport with students and parents





RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



Transformations brought through leadership skills



Transformations among students

- Academic achievement **level increased**
- **100% pass in S.S.L.C.** Public examination, march 2019
- The **confidence level** of the students has been increased
- More number of students have begun to participate and **win in more number of competitions** and in **competitive examinations**.
- They have become aware **personal cleanliness** and other health habits.
- Students actively participate in more **positive** and **productive activities** such as planting tree saplings, keeping the environment clean, etc.,



RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



Transformations brought through leadership skills



Transformations among teachers

- Teachers have become **more trust worthy** that the students **readily share their problems** with the teachers **seeking a solution.**
- Teachers have become more **compassionate** towards the students
- They have become more **tenacious** that they easily handle tough situations
- They adopt **novel methods** in teaching



RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



Transformations brought through leadership skills



Transformations among parents

- The **parents frequently visit** the school.
- They **contact the teachers through phone** either to enquire the progress of their children or to get **permission for a leave**.
- People in large number attend **various functions** organised by the school.
- They **offer prizes** to the students to encourage them.
- They **offer snacks** to students who attend evening coaching class during year end
- They **contribute a lot** for the improvement of the school



RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE



Attributes of leadership



Thank You



Connecting Classrooms

By

E.Anjaneyulu

Gazetted Headmaster

ZPHS Jangapally

Karimnagar

Introduction

Technology helped us to connect the classrooms globally. Learning and sharing happens everywhere and classroom boundaries are widened. Technology assisting us to prepare the global citizen.

About our project

In our project we connected our classroom with the classrooms of United States using technology

Mentoring

This project is an initiation of [Knowmyworld Global Education](#). They mentored our project by organizing online meetings frequently and setting deadlines to complete our tasks in time.

Collaborating teachers

1. P.Vinayadhar Raju
ZPHS Jangapally,
Ganneruvaram,
Karimnagar-505001.
India.
Class 9 students
Ages ranging 14 to 16

2. Tanya Washington
Honor-roll school,
Texas, USA
Grade/Age Levels: Ages ranging
10 to 16

Subject

Culture and Digital Exchange

Compare and contrast

Problem solving

Critical thinking

Duration (7 weeks)

Start Date: Monday October 22nd, 2018

End Date: Friday December 14th, 2018

Communication Technology

Communication Technology: [Padlet](#)

Teacher collaboration

Online meeting using.....

[Zoom](#)/[Hangout](#)

Timeline

Date	Week	Description	Notes
Oct. 22-26	1	Introduction	Students will post a formal introduction with a picture of themselves. (no last names) and respond to a student with similar interests.

Timeline

Date	Week	Description	Notes
Oct. 29- Nov. 2	2	Introduction	Students will post a formal introduction with a picture of themselves. (no last names) and respond to a student with similar interests.
	Outcome		
	https://drive.google.com/file/d/115YENzkF33OI0mOEWXvpQ3tiMV-pDTo9/view?usp=sharing		Padlet Link Pass word: (Welcome1)

Timeline

Date	Week	Description	Notes
Nov. 5- Nov. 9	3	Movies (comparing and contrasting)	Vinay's students will pick an Indian movie and post a short summary of the story with an image of the movie. Tanya's students will reply with a movie in their culture that relates.

Timeline

Date	Week	Description	Notes
Nov. 12- Nov. 16	4	Movies (comparing and contrasting)	Vinay's students will pick an Indian movie and post a short summary of the story with an image of the movie. Tanya's students will reply with a movie in their culture that relates. Padlet link Filmreview PW: Week3

Week-5

Date	Week	Description	Notes
Nov. 26- Nov. 30	5	Problem solving and critical thinking	Problem solving Back Pack Issue Identifying and analysing a problem Students will research about back pack issue and prepares a report for presentation. Reading material: Articles on weight of backpacks.

Date	Week	Description	Notes
Dec. 3- Dec. 7	6	Problem solving and critical thinking following clues: 1.Problem 2. Statistics 3. Cause of a problem 4. Effects 5. Precautions 6. Role of parents/ teachers/ students 7. Possible solutions	1.Collecting data 2. Finding solutions Preparation of reports to solve the problem of back back. Students will read and research the topic and prepares a presentation based on the

Timeline (Week-7)

Date	Week	Description	Notes
Dec. 10-Dec. 14	7		Closing by posting their videos Students will present their reports and post their videos online to receive comments and feedback.

Feedforward



Feedforward



Feedforward



What we learnt...

- Memorable lifelong experience to my students
- Language is not a barrier when there is a natural need for communication.
- Life skills
 - Collaboration,
 - Time management,
 - Planning,
 - Cultural etiquette
 - Negotiation skills.

Technology skills

- whenisgood
- conference tools like zoom and hangout
- Strategies in lowtech classroom
- Padle
- Camscan

Thank you



NATIONAL CONFERENCE ON LEADERSHIP FOR QUALITY
IMPROVEMENT IN SCHOOLS

By

BHOOKYA VITTAL NAYAK, GHM Gr-II

ZILLA PARISHAD HIGH SCHOOL

Village & Mdl. MUSTABAD, Dist. Rajanna Siricilla, Telangana

SITUATION

No sooner had I joined in this institution, I studied, observed so many demerits from the students, means, some of them irregularity, dropping out, incomplete homework, class work, lack of concentration on studies. More number of students did not carry their text book to classroom even. So, automatically, impacted on their studies. I tried my level best for parent teacher interaction many times.

Process followed :

I have formed various houses with the students – Blue house, Green house, Red house and Yellow house etc. Each house is assigned with a specific function and purpose. Later we involved the students with some more committees like **BALALA SANGHALU**.



జిల్లా పీరిషిట్ ఛాన్సెల్ పాఠశాల - మొస్తాబాద్

బాలల సంఘాలు

విద్యార్థుల హాజరు కమిటీ

కన్వీనర్: **శ్రీ బి. విరల్ నాయక్** - ప్రధానోపాధ్యాయులు గారు

కో-కన్వీనర్: **శ్రీ కె. తిరుపతి** - ఎస్.ఎ (బుద్ధి)

సలహాదారులు: అన్ని తరగతుల ఉపాధ్యాయులు

సభ్యులు:-

1. బి. వివేక్ - 10 వ తరగతి
2. పి. చందు - 9 వ తరగతి
3. డి. ప్రవీణ్ - 8 వ తరగతి
4. ఆర్. చైతన్య - 8 వ తరగతి
5. ఎన్. జేనందర్ - 7 వ తరగతి
6. ఎ. సిద్ధా - 6 వ తరగతి

ప్రయోగశాల నిర్వహణ కమిటీ

కన్వీనర్: **శ్రీ బి. విరల్ నాయక్** - ప్రధానోపాధ్యాయులు గారు

కో-కన్వీనర్: **శ్రీ జె. ఆనందం** - ఎస్.ఎ (బుద్ధి)

సలహాదారులు: శ్రీ డి. వెంకటరామారావు - ఎస్.ఎ (గణితం)

శ్రీ కే. దేవయ్య - ఎస్.ఎ (బుద్ధి)

శ్రీమతి బి. సుధిత - ఎస్.ఎ (గణితం)

సభ్యులు:-

1. జి. గణేష్ - 10 వ తరగతి
2. జి. సంతోషి - 10 వ తరగతి
3. ఎన్. సుశీత - 9 వ తరగతి
4. జి. రాజా - 8 వ తరగతి
5. ఎన్. శివకుమార్ - 8 వ తరగతి
6. సత్వీన్ - 7 వ తరగతి

గ్రంథాలయ కమిటీ

కన్వీనర్: **శ్రీ బి. విరల్ నాయక్** - ప్రధానోపాధ్యాయులు గారు

కో-కన్వీనర్: **శ్రీ భారత్ బాలా** - ఎల్.పి (హిందీ)

సలహాదారులు: శ్రీ కె. తిరుపతి - ఎస్.ఎ (బుద్ధి)

శ్రీ వై. రాజరెడ్డి - ఎస్.ఎ (గణితం)

శ్రీ వి. బుద్ధిరెడ్డి - ఎస్.ఎ (గణితం)

సభ్యులు:-

1. ఎమ్. పూజ - 10 వ తరగతి
2. ఎ. అనిల్ - 10 వ తరగతి
3. ఎన్. సురేష్ - 9 వ తరగతి
4. ఓ. వంశీ - 8 వ తరగతి
5. ఆర్. శ్రీవత్స - 7 వ తరగతి
6. జి. ప్రేమలత - 6 వ తరగతి

సురక్షిత పాఠశాల కమిటీ

కన్వీనర్: **శ్రీ బి. విరల్ నాయక్** - ప్రధానోపాధ్యాయులు గారు

కో-కన్వీనర్: **శ్రీమతి ఎన్. నాగరత్న** - ఎస్.ఎ (బుద్ధి)

సలహాదారులు: శ్రీ కె. దేవయ్య - ఎస్.ఎ (బుద్ధి)

శ్రీమతి బి. సుధిత - ఎస్.ఎ (గణితం)

శ్రీ కె. తిరుపతి - ఎస్.ఎ (బుద్ధి)

సభ్యులు:-

1. పి. అరవింద్ - 10 వ తరగతి
2. ఎమ్. రవీంద్ - 10 వ తరగతి
3. డి. కల్పన - 10 వ తరగతి
4. డి. కపుర - 9 వ తరగతి
5. సనా - 7 వ తరగతి
6. ఎన్. ప్రవళిక - 6 వ తరగతి

ఆటలు, క్రీడల కమిటీ

కన్వీనర్: **శ్రీ బి. విరల్ నాయక్** - ప్రధానోపాధ్యాయులు గారు

కో-కన్వీనర్: **శ్రీ వి. బుద్ధిరెడ్డి** - ఎస్.ఎ (గణితం)

సలహాదారులు: శ్రీ డి. వెంకటరామారావు - ఎస్.ఎ (గణితం)

శ్రీ జె. ఆనందం - ఎస్.ఎ (బుద్ధి)

శ్రీ కె. తిరుపతి - ఎస్.ఎ (బుద్ధి)

సభ్యులు:-

1. ఎ. విజయ్ - 10 వ తరగతి
2. పి. సర్పంలు - 10 వ తరగతి
3. పి. అజయ్ - 9 వ తరగతి
4. జి. అంజన్ - 9 వ తరగతి
5. కె. రాకేష్ - 8 వ తరగతి
6. ఎ. కార్తిక్ - 7 వ తరగతి
7. ఎన్. దివ్య - 6 వ తరగతి

స్వచ్ఛావృత్తి కమిటీ

కన్వీనర్: **శ్రీ బి. విరల్ నాయక్** - ప్రధానోపాధ్యాయులు గారు

కో-కన్వీనర్: **శ్రీ వై. రాజరెడ్డి** - ఎస్.ఎ (గణితం)

సలహాదారులు: శ్రీ డి. వెంకటరామారావు - ఎస్.ఎ (గణితం)

శ్రీ కే. దేవయ్య - ఎస్.ఎ (బుద్ధి)

శ్రీ జి. ఆనందం - ఎస్.ఎ (బుద్ధి)

శ్రీ ఎ. నాగరత్న - ఎస్.ఎ (బుద్ధి)

శ్రీ భారత్ బాలా - ఎల్.పి (హిందీ)

సభ్యులు:-

1. జి. గణేష్ - 10 వ తరగతి
2. బి. భాగవతి - 10 వ తరగతి
3. కె. రాజా - 9 వ తరగతి
4. ఎమ్. కళ్యాణి - 8 వ తరగతి
5. డి. అమృత వాణి - 7 వ తరగతి
6. డి. రయానంద్ - 6 వ తరగతి

పచ్చదనం, పురుషుల కమిటీ

కన్వీనర్: **శ్రీ బి. విరల్ నాయక్** - ప్రధానోపాధ్యాయులు గారు

కో-కన్వీనర్: **శ్రీ కే. దేవయ్య** - ఎస్.ఎ (బుద్ధి)

సలహాదారులు: శ్రీ డి. వెంకటరామారావు - ఎస్.ఎ (గణితం)

శ్రీ వి. బుద్ధిరెడ్డి - ఎస్.ఎ (గణితం)

శ్రీ వై. రాజరెడ్డి - ఎస్.ఎ (గణితం)

సభ్యులు:-

1. సిహెచ్. వికాస్ - 10 వ తరగతి
2. ఎమ్. సాయి కుమార్ - 10 వ తరగతి
3. డి. యాదవ్ - 9 వ తరగతి
4. బి. రాకేష్ - 8 వ తరగతి
5. ఎన్. శైలజ - 7 వ తరగతి
6. ఆర్. దిబీర - 6 వ తరగతి

పర్యావరణ కమిటీ

కన్వీనర్: **శ్రీ బి. విరల్ నాయక్** - ప్రధానోపాధ్యాయులు గారు

కో-కన్వీనర్: **శ్రీ కే. దేవయ్య** - ఎస్.ఎ (బుద్ధి)

సలహాదారులు: డి. వీరేంద్ర: కుమారుం, కళ్యాణి - 8 వ తరగతి

సభ్యులు:-

1. జి. రాజా - 8 వ తరగతి
2. బి. రాకేష్ - 8 వ తరగతి
3. కె. రాకేష్ - 8 వ తరగతి
4. యన్. శివ కుమార్ - 8 వ తరగతి
5. ఓ. వంశీ - 8 వ తరగతి
6. డి. ప్రవీణ్ - 8 వ తరగతి
7. ఎమ్. డి. ఇంద్రియాజ్ - 8 వ తరగతి

I am also very happy to say about **Balika Chetana Committee** which is formed particularly for the purpose of Girl students' welfare and for solving their problems. After committees formation we found drastic changes in the students' involvement. They participated very well.

HELPING HANDS OF SCHOOL'S EX-STUDENTS

I approached some well-settled students from this school and discussed about many issues of the school. Now my effort came as a seed of success.



The ex-student of this school, **Mr. Mallarapu Rajamalla Reddy, the Advocate of High Court** came forward with formative assessment notebooks worth about **Rs. 30,000/- (Thirty thousand rupees)** not for only once but for every year.

➔ **Our school ex-student donated one projector and lessons installed CDs worth Rs. 40,000/-.** So it was possible for me to run digital classes. Students showed a lot of interest for attending digital classes. Through digital classes, we saved much time for teaching and learning process.

➔ With this seed of success, I wanted to move further steps forward. So I visited Dr. Chintoju Shankar.....

Informed all about it also requested for any help of this kind. Then he agreed for **fully-equipped science lab installation worth one lakh.** For this function, I appointed two teachers to take every care. So now students are learning with digital classes and digital lab.



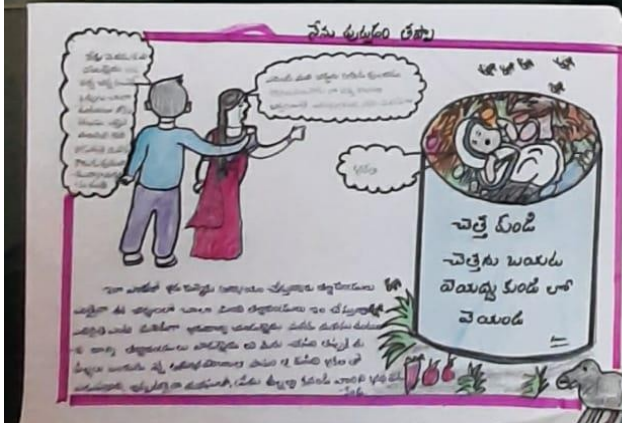
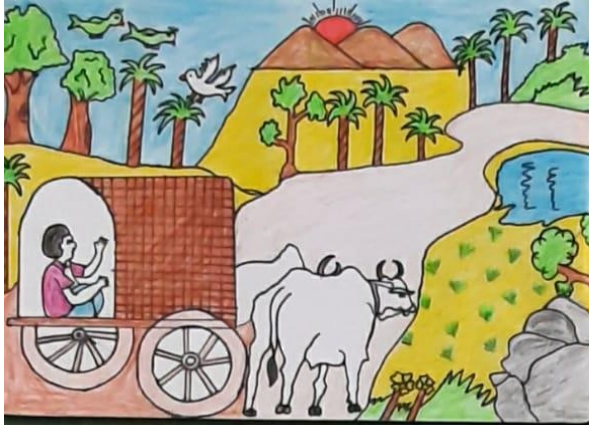
Students learning by doing in fully equipped laboratory

➔ I encouraged them to write poems, stories and draw images and paint them. I directed them to tell stories, cant poems written by them. The teachers corrected the mistakes done by them motivated them by giving useful clues.

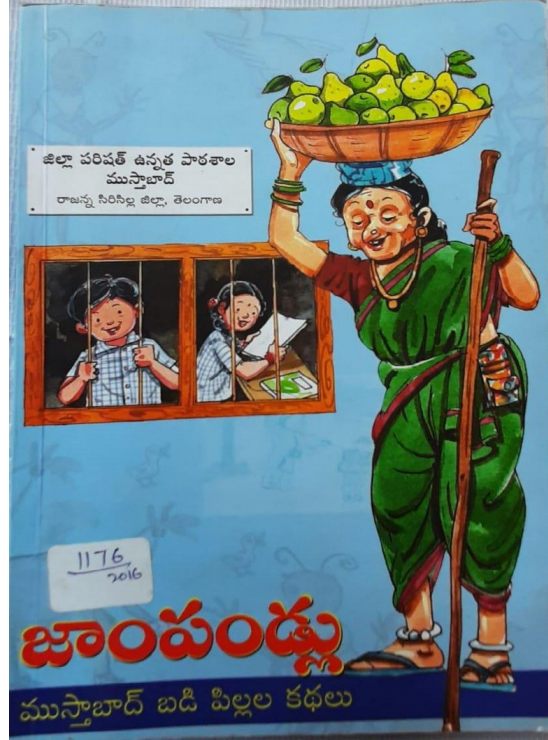
Some of them even participated in mimicry. By these activities I found drastic changes.



Mandal level and District level award winning Pictures drawn by the students



➔ I am proud to say that we succeed to release a book “**JAMPANDLU – Mustabad Badi Pillala Kathalu**”. We requested official concerned department of Telangana State to encourage financially, they sanctioned **Rs. 15,000/-**. Some amount we received from locals.



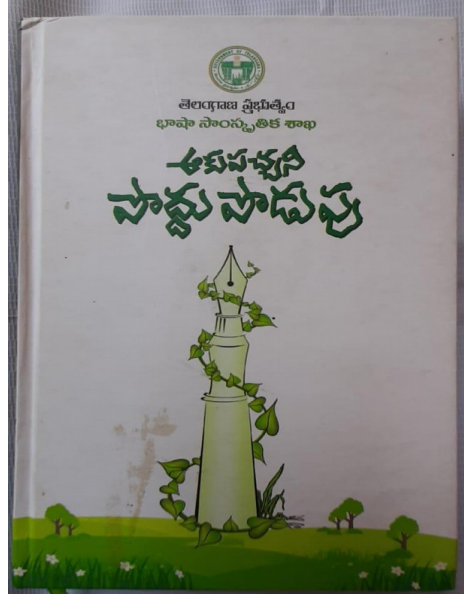
We, students, teachers got more appreciations from our **Hon'ble Minister for IT, Govt. of Telangana, Mr. Kalvakuntla Taraka Rama Rao garu**, Govt. Advisor **Dr. K.V. Ramanachary garu**, Retd., IAS, **Dr. D. Radhakishan**, the Dist. Educational Officer, Rajanna Siricilla appreciated us for the act of publishing this book.

→ Government of Maharashtra introduced our story which was written by Master Lokam Bhanu in their class VIII academic text books also awarded **Rs.5,000/-** prize money also for that particular student.

Master Bhanu is received **‘BALA TEJA’ award** by Department of Language and Culture and Saraswathi Seva Samithi. This type of credit we have not got till now. I am proud to say my student got it. May God bless him for his further future as the best writer.



This is a book which was published by Language and Cultural Department of Telangana State. In this book we can find poetry which was written by our school children.



HIDDEN AND APPRECIATE BOX

Whenever I find a defect of in the staff in any activity while observation, I use to I advise them after the completion of class in a friendly manner to modify their correction/defect.

They agreed to follow in next class, then I appreciated them.

I advised the staff to drop written suggestions/problems in this box, if they do not wish to express openly

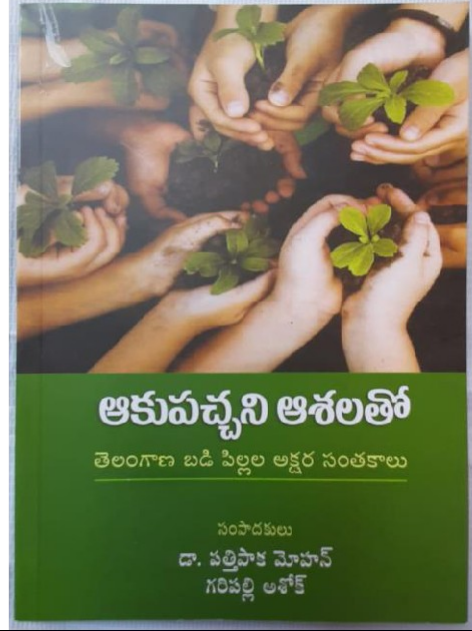
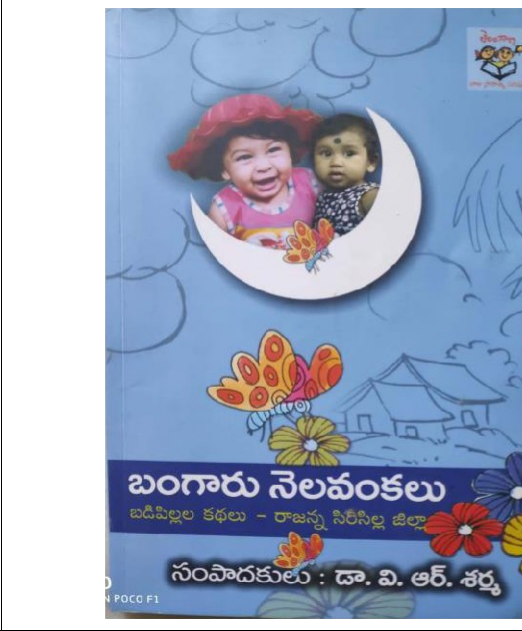
Self evaluation made me to achieve my vision.

Some students came forward with drama skit entitled with **AMMA NENU BADIKI POTHU**". It depicts on what are the merits for going to school and what are the demerits from dropping out the school. The message which we have given through drama skit has really touched so many parents heart deeply. Result from this skit is increased attendance percentage as well as strength in each class.

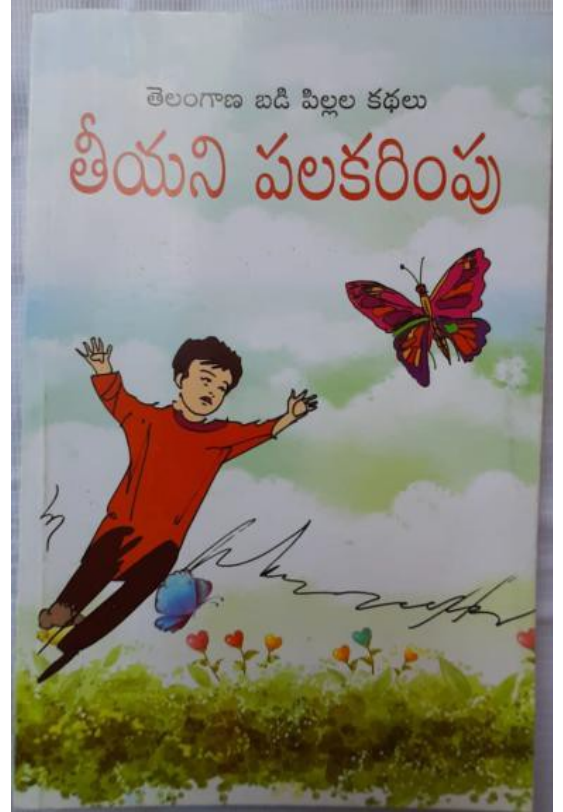
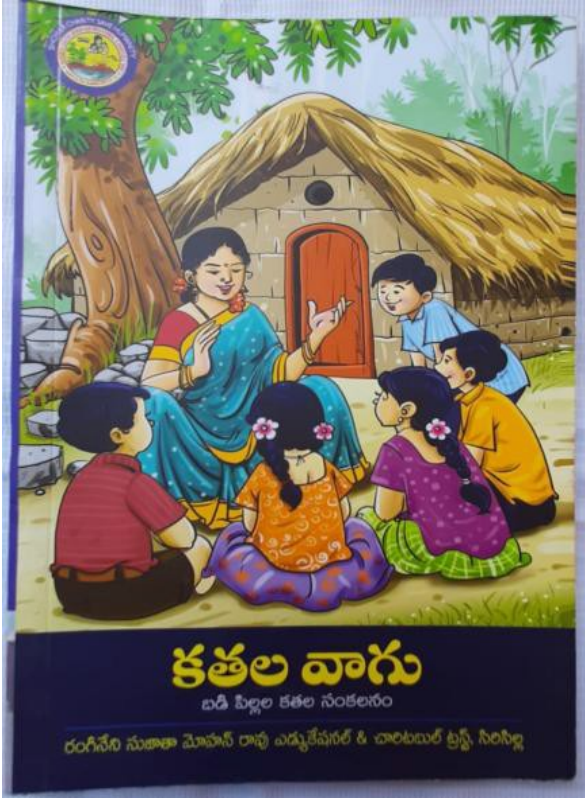
We are very happy because conducted many motivational classes for students, counseling programs for parents by eminent professionals Mr. Gampa Nageshwar and Mr. Ajaz Ahmad.

I provided some educational news clips for all students with the help of the donors. This helped them in many ways again don't want to mention like reading, writing, drawing etc. and many more.

The stories, songs, poems, essays, drawing, collections of attractive new cuttings have been preserved in the file-folders of the students.



Stories written by our children have been published in various books.
A few of them are here.



Outcomes at a glance:

I inserted a few of the outcomes observed in the section of process followed.
Now, I would like to express a few of outcomes observed at a glance here.

- ➔ Students are attending the school regularly
- ➔ Students are showing interest in activities like drawing, writing poems and stories
- ➔ Students are completing their homework and the work of formative assessments in time
- ➔ Students wrote many stories and poems. The same have been published in many Books
- ➔ One story of our student have been introduced as a lesson of VIII std. by the Govt. of
- ➔ Maharashtra and prize money of Rs. 5,000/- was awarded to the student
- ➔ The student L.Bhanu received 'BALA TEJA AWARD'
- ➔ Students are participating in drawing competitions and winning prizes
- ➔ The students, their parents and donors are trusting us.
- ➔ **The percentage of SSC pass result has been increased year-by-year from 53% to 100%**

Academic year	% of result
2014-15	60%
2015-16	85%
2016-17	95%
2017-18	98%
2018-19	100%

:: THANKS FOR GIVING THIS OPPORTUNITY ::

SECTION 1 :

FULL NAME: Dr. SOUMITRA SOM

DESIGNATION: Headmaster

School Name: South Bagma Samatalpara H.S School

Address: P.O:Bagma

Mobile No:9436471929

Email : somsoumitra39@gmail.com

**Theme: Instructional leadership in schools for transforming teaching learning
Processes.**

SECTION 2 : DESCRIPTION OF THE CONTEXT OF SCHOOL

South Bagma Samatalpara H.S School is a co-education school at a rural area ,established in 1960.The institution is at a village “Bagma” at Udaipur sub division under the jurisdiction of Gomati District of the state Tripura.At present there are 819 students in the school.Most of the people of the village belongs to “Ghosh” and “Pal” community. Ghoshes are milkmen and pals are potter in occupation. A major portion of the villagers are BPL.A remarkable portion of the students are tribal and most of them are from poor families and come from far away villages. Gurdians of most of the students are not educated enough and they give priority to earn their livelihood rather than the education of their wards. There are so many students who are the first generation school readers from their families. Though there are so many exceptions also.

Irregular attendance at school is a major problem. The school authority along with teachers regularly communicate with the guardians whose children remain absent frequently.Classwise guardian meeting are organized regularly to discuss about the academic performances of students. It is a hopeful matter that the involvement of community for proper functioning of the school is increasing day by day. Medium of instruction of the institution is Bengali. But mother tongue of the tribal students of are other than Bengali. So the tribal students feel quite discomfort to adopt themselves with the teaching learning process. It is a problem for the teachers also and they try to overcome it with all possible improved methods of teaching. All the tribal students are instructed to sit with a Bengali student in the joint benches of classroom so that they can learn Bengali.

SECTION 3 : AN IMPORTANT CHALLENGE THE SCHOOL LEADER HAD TO FACE AND INITIATIVES TAKEN TO DEAL WITH THE CHALLENGE

After the publication of the results of Annual Examination 2018, it was noticed that the performance of most of the students of all classes in science and mathematics are not up to the mark. It was realized that teaching learning process in those two subjects are not going through proper way. It was a great challenge for the institution to overcome this problem.

To improve the teaching learning method in those subjects, the leadership (HM) arranged a meeting with concerned teachers. After a prolonged discussion following decisions were taken unanimously.

- Joyful teaching learning methods must be followed to make the students interested on those subjects.
- Number of periods allotted for those subjects should be increased.
- To make the students free from exam fobia, class tests will be arranged after regular interval on a brief syllabus.
- Special care will be taken for weaker students.
- In classrooms every weaker students will be instructed to sit with a better performed student.
- Better students will be asked to help their weaker classmates as far as possible.
- Students will be asked to perform projects works in groups under the guidance of teachers regularly.
- Teaching in science and mathematics must be followed through the use of proper teaching aids.
- Involvement of community like School management Committee, Parents of the students local Panchayat should be increased to fulfill objectives.

From the new academic session, teachings on these subjects are in progress through the above mentioned processes. Teachers have given full devotion to their works. Teachers always keep it mind that the students must not have fear on their lessons. Rather than being complicated, the contents must bring pleasure for them.

Most priority has been given on the use of teaching aids. There is no doubt that use of teaching aids brings a pleasant environment in the class room which is very suitable for teaching learning process.

- In respect of teaching aids leadership imposed following decisions after discussions with concerned teachers.
- Not only the conventional and traditional teaching aids, but also creative and innovative aids will be used.
- Creative teaching aids will be made by the students at school after collecting necessary materials with the help of teachers.
- Most of the materials required for making teaching aids should be collected through students so that they become saturated with the process.
- As per syllabus teachers will prepare list of innovative teaching aids for every class.
- Leadership (HM) will provide financial and all other support to the teachers for making teaching aids.
- Teaching aids must be designed in such a beautiful manner that they are able to draw the attention of students.
- Community will be requested to extend their helping hand to make the mission success.

As per above discussions, teachers have already prepared list of teaching aids for different classes which are now demonstrated in the classrooms. So far teachers and also the students have made some teaching aids. A few of them are mentioned below:

- A device to prove that hot air rises up.
- Newton's Colour disc.
- An electroscope: Using a bottle, copper wire and aluminium foil
- An arrangement consisting of a tuning fork and a ball suspended by the thread to prove that sound is produced by vibration.

- A device made up of two tin containers and a piece of wire to prove the propagation of sound.
- A simple electric circuit consisting of dry cell ,
- A glass box with lid provided a mirror at the base to show the reflection of light using laser beam.
- One bent and one straight PVC pipe to show the rectilinear propagation of light..
- Pieces of filter paper coated with tamarind paste and dried in sun, which act as indicator.\

Besides these, very often teachers make teaching aids using available materials instantly for one time use. Conventional teaching aids available in school laboratories, such as prism,mirror,magnet,balance, acid-base indicators, chemical,reagents,glass wares, models of biological science etc are also used as per requirements.

In making teaching aids it is kept in mind that the materials are easily available and are not of high price. So most of the teaching aids are of low cost or no cost. An almirah has been provided to preserve the teaching aids.

Parents of students also co-operate with school when the students are asked to bring some materials from their home. Parents provide those to them.

SECTION 4: OUTCOME OF TAKEN INITIATIVES

Now the leadership has no doubt to declare that there is a dramatic change in teaching learning process in science and mathematics. The classroom situation has been changed surprisingly. Every day the students expect that they will see something new.

There are few teachers who are not so strict to the students. In every class there are few stupid student used to make noise in their classes. Nowthose teacher also confess that such problem is a rare incident.

A great enthusiasm has been noticed in this respect. Now they are more curious and attentive. An incident may be mentioned to express their attitudes.

One day a teacher asked the students of class VII to bring one lemon full of juice and some pieces of paper coated with tamarind paste and hence dried. He decided to demonstrate the role of tamarind as acid-base indicator. Surprisingly on the next class 16 students brought lemon though there was need of only one. So many pieces of tamarind coated papers were brought. Such positive response from students give teachers encouragement.

But it is a continuous process. Already made aids should be used regularly. Along with more and more new aids will have to be designed. Thus the joyful and pleasant atmosphere which has already been created for teaching learning process in science and mathematics, must be maintained.

The leadership is just waiting for the result of coming Annual examination. Comparing the result with that of previous one outcome of the transformation will be realized. But we do believe that, we are in the right way to overcome our accepted challenge and a very positive change has been brought in the teaching learning process of science and mathematics through given initiatives.

SECTION 5 :

A leader inspires all his subordinate staff by his activity and by actively motivating them to perform the duties which is given to each individual. To run a school smoothly is a collective work which needs smooth inter connecting activities. When I have joined at South Bagma Samatalpara H.S School, I conducted a meeting with all staff and consulted with them the various activities running in the school. I have made SWOT analysis and targeted the weakness and suggested the measures how to remove the weakness. One of the main problem is that the students are comparatively weak in science and math. I have arranged meeting separately with science teachers and it was discussed in the meeting that innovative science models or TLMs will be made with the help of the students. The teachers will give more emphasis on

demonstration methods rather than lecture method. Time to time monitoring of their performances is also observe seriously.

After implementation of the above mentioned steps, the science results of the students are comparatively better than earlier.

Our school is located in Agartala-Udaipur Road side. It poses a large play ground and the school posses many beautiful green plants. The students come from far away rural areas. To maintain the environment eco friendly more saplings are planted and the school is declared Tobacco and one time plastic free zone.

I have given emphasis in the teaching learning process. Personally I have given target to the teachers that no class will be left out. Boardwork, use of TLM may be used where applicable so that teaching learning process become joyful.

Long absenteeism and frequent absenteeism is most common among the students. AHM, Senior teachers and class teachers and SMC members were given responsibilities to increase the student attendance and to communicate with guardians personally. After taking the procedure attendance gradually increases.

प्राथमिक विद्यालय नगरीपार

ब्लॉक - मोहम्मदाबाद गोहना

जनपद - मऊ

राज्य - उत्तर प्रदेश

प्रधानाध्यापक - स्वतंत्र कुमार श्रीवास्तव

परिचय

मैं स्वतंत्र कुमार श्रीवास्तव सहायक अध्यापक के पद पर प्रथम नियुक्ति के उपरांत सन 2006 में प्राथमिक विद्यालय नगरीपार पर इंचार्ज प्रधानाध्यापक की पद का कार्यभार ग्रहण किया

विद्यालय की भौगोलिक स्थिति -

विद्यालय जिला मुख्यालय से 28 किलोमीटर दूर ब्लॉक के सुदूर ग्रामीण क्षेत्र क्षेत्र में स्थित है। यहां की आबादी अनुसूचित जाति एवं पिछड़ी जाति मिश्रित है । यहां के लोगों का मुख्य पेशा कृषि कार्य एवं मजदूरी है। पूरे गांव की आबादी लगभग 5000 तथा उस मजरे की आबादी जहां विद्यालय स्थित है। मात्र 500 है यहां की ज्यादातर आबादी आर्थिक तंगी से जूझती रहती है । विद्यालय गांव के लिंक मार्ग से 800 मीटर दूरी पर स्थित है । 30 वर्ष से अधिक उम्र के लोगों में शिक्षा का पूर्णतया अभाव है। गांव के बहुत से लोग महानगरों में जाकर मजदूरी का कार्य करके अपना जीवन यापन करते हैं। ब्लॉक मुख्यालय से विद्यालय तक जाने का प्राइवेट साधन नाममात्र है।



समस्याएं और उन समस्याओं से निपटना मेरे लिए एक चुनौती -

1. मात्र दो कमरे एक शिक्षामित्र(पैराटीचर)।
2. मात्र 52 नामांकन के सापेक्ष 20 से 25 बच्चों की सामान्य उपस्थिति।
3. पढ़ने- पढ़ाने का माहौल ना होना ।
4. विद्यालय में नामांकित होना ही बच्चों एवं उनके अभिभावकों द्वारा शिक्षा प्राप्त कर लेना है।
5. शिक्षा प्रक्रिया से गुजर कर कुछ अच्छा करने का सपना ना होना।
6. जागरूक अभिभावकों का बच्चों का नामांकन कान्वेन्ट विद्यालय में होने और प्राथमिक विद्यालयों के प्रति नकारात्मक छवि।
7. विद्यालय में आवश्यक संसाधनों का पूर्णतः अभाव।

सुधार की प्रक्रिया में नेतृत्वकर्ता के रूप में किया गया प्रयास

1. अपनी शिक्षा ग्रहण करने के दौरान प्राथमिक विद्यालयों की अच्छी शिक्षा को याद करते हुए अपने पद का महत्व समझते हुए स्व प्रेरित होकर सर्वश्रेष्ठ राष्ट्र निर्माण हेतु भावी नागरिकता के सृजन में शिक्षक की भूमिका एवं महत्व समझते हुए बच्चों के सर्वांगीण विकास करने का संकल्प लिया
2. सुधारवादी प्रक्रियाओं द्वारा विद्यालय के प्रति अभिभावकों तथा आम जनमानस की मनोवृत्ति बदलना
3. सांस्कृतिक कार्यक्रमों पेंटिंग पत्रिकाओं खेलकूद तथा बाल संसद निर्माण एवं अन्य शैक्षिक सगामी गतिविधियों के माध्यम से भयमुक्त वातावरण का सृजन किया गया
4. बच्चों को अपनी समस्याओं तथा विचारों को साझा करने का अवसर प्रदान किया गया
6. रटंत प्रणाली को खत्म किया गया
7. बच्चों के अधिगम स्तर के अनुसार शिक्षण कार्य प्रारंभ किया गया

- 8.यूनिफॉर्म के पहनावे में भी मैं भी अनुशासन लाया गया
- 9.बच्चों में अच्छे संस्कार तथा स्व नुशासन का विकास किया गया
- 10.बच्चों की मांग पर स्पोर्ट्स डे के दिन कलर फुल टीशर्ट एवं लोवर व्यवस्था की गई
- 11.स्वयं के प्रयास से विद्यालय की कंपस को शानदार पेंटिंग तथा गार्डनिंग द्वारा आकर्षक और सुंदर बनाया गया
- 12.अभिभावकों की जागरूकता से लोकल बॉडी पर विद्यालय में अन्य संसाधन उपलब्ध कराने का दबाव बना
- 13.विद्यालय में सहयोगी शिक्षकों के साथ मिलकर एक टीम भावना से कार्य
- 14.बच्चों तथा उनके अभिभावकों को सम्मानित करने की परम्परा विकसित की गई
- 15.अभिभावकों की बैठक का आयोजन शुरू किया गया

16. बच्चों की उपलब्धियों को उनके समक्ष प्रस्तुत कर अन्य अभिभावकों को जागरूक किया गया



.सन 2014 में सामुदायिक सहयोग से विद्यालय में स्मार्ट क्लास की स्थापना हुई। यह विद्यालय की छवि का ही नतीजा था कि गांव ही नहीं आसपास के क्षेत्रों से भी अप्रत्याशित सहयोग प्राप्त हुआ।



कक्षा के स्तर के अनुसार कक्षा की दीवारों पर टी.एल.एम का चित्रण कर बच्चों को शिक्षण सामग्रियों के प्रति उत्सुक किया गया





विद्यालय विकास के लिए के कार्य एवं प्रयासों के दौरान नेतृत्व कर्ता के रूप में मेरे अनुभव

1. शुरुआत करने से बदलाव संभव है यह विश्वास मजबूत हुआ
2. धैर्य पूर्वक सतत प्रयास सफलता निश्चित है
3. लोकतांत्रिक मॉडल में कोई समस्या नहीं है पहलकारी गतिविधियों से इसे संपूर्णता में सक्रिय किया जा सकता है
4. अच्छी नियत हो तो बहुत सारा सहयोग हासिल हो जाता है ,यह धारणा पुष्ट हुई
5. कहने की बजाय करने का सहयोग ज्यादा प्रभाव कारी होता है
6. अपने सहयोगियों को स्वयं की छवि से प्रभावित कर उनका सम्मान करते हुए उनका सहयोग प्राप्त किया जा सकता है

8. शिक्षा का सूचक्र प्रभावकारी सिद्ध हुआ और बच्चों के भविष्य । बनाने की दिशा में प्रयास सफल हुआ।



CASE STUDY

१. विद्यालय प्रमुख विवरण

शैलेन्द्र कुमार पाण्डेय (प्रधान अध्यापक)

प्राथमिक विद्यालय हसनपुर, शिक्षा क्षेत्र – दोहरीघाट

जनपद- मऊ, उत्तर प्रदेश।

Mobile-9454338193

Email-SHAILENDRAPANDEY82@GMAIL.COM

“शिक्षा दान – महा दान”

शीर्षक चरितार्थ करता मेरा जीवन जो मैंने मेरे परिवार और देवस्वरूप गुरुजनों से सीखा और उसको आत्मसात करने का प्रयास किया जो मेरी कर्मभूमि मेरा कार्यस्थल प्राथमिक विद्यालय हसनपुर से शुरू होकर निरंतर समर्पित और अनवरत जारी है।

शिक्षा दान का सफ़र तो पढाई के ही दौरान शुरू हो चुका था जब मैं अपने कनिष्ठ एवं सहपाठियों की पाठ्यक्रम से सम्बंधित समस्या पढ़ा कर दूर कर दिया करता था परन्तु पढाई पूरी करने के पश्चात 18 जुलाई 2011 को उत्तर प्रदेश के परिषदीय विद्यालय प्राथमिक विद्यालय हसनपुर शिक्षा क्षेत्र दोहरीघाट जनपद-मऊ पर प्रथम नियुक्ति होने के बाद यह सफ़र और भी सुहाना हो गया। छोटे छोटे नौनिहालों के भविष्य गढ़ने का मौका ईश्वर सबको प्रदान नहीं करता। हमेशा उपर्युक्त व्यक्तित्व का चयन करता हूँ और मेरा सौभाग्य था की मुझे यह मौका मिला।

२. भौतिक एवं भौगोलिक परीस्थिति

सन् 2001 में अस्तित्व में आया मेरा विद्यालय प्राथमिक विद्यालय हसनपुर जनपद मुख्यालय से 45 किमी की दूरी पर पिछड़ा ब्लॉक के अंतर्गत आता है। मेरा विद्यालय ब्लॉक मुख्यालय से 25 किमी की दूरी पर स्थित है। ग्रामसभा-हसनपुर से कुछ दूरी पर सरजू नदी की सीमा शुरू होती है। विद्यालय मधुबन-दोहरीघाट मुख्य सड़क से 200 मी पर एक छोटी नहर के किनारे स्थित है। इस ग्रामसभा के पूर्व में जजौली पश्चिम में बहरामपुर उत्तर में परशुरामपुर और दक्षिण में दोषपूर ग्रामसभा स्थित है। विद्यालय से

400 मी की दूरी पर दूसरी ग्रामसभा के प्राथमिक और उच्च प्राथमिक विद्यालय स्थित है। विद्यालय के 1 किमी की दूरी पर कुछ निजी विद्यालय भी स्थित हैं।

विद्यालय में कुल 2 कमरे और 1 एकल कक्ष है। 2 शौचालय बच्चे और बच्चियों के लिए पृथक पृथक है। एक छोटा सा किचन भी है। बहुत ही छोटा प्रांगण है। प्रांगण फूल और छोटे हरे भरे पौधों से भरा है। कुछ सागवान के भी वृक्ष मेरे द्वारा लगवाए गए हैं। चहारदीवारी बनी हुई है।

आबादी, रहन-सहन और पेशा

इस ग्रामसभा की कुल आबादी लगभग 800 के आस-पास है। अनु० जा० और मुस्लिम समुदाय के लोगो की संख्या सामान्य और पिछड़ा वर्ग की संख्या से ज्यादा है। ज्यादातर लोगो का व्यवसाय कृषि और स्वव्यवसाय है। पढ़े लिखे लोगो की संख्या कम है। गरीब और प्रतिदिन पारिश्रमिक कर जीवन निर्वाह करने वालो की संख्या औसत से ज्यादा है।

परिवेश

स्वरोजगार और कृषि मुख्य पेशा होने के कारण बच्चे अभिभावक की मदद करने में सहयोग करते हैं। ग्रामसभा में स्थित मजार और मेला तथा सब्जी मंडी होने के कारण अक्सर बच्चे अपने माँ बाप के साथ उनका सहयोग करने चले जाते हैं। और इस कारण से बच्चों की उपस्थिति प्रभावित होती है। अभिभावकों के साथ आर्थिक सहयोग देने के कारण बच्चों की पढ़ाई प्रभावित होती है।

3. मुख्य चुनौतियाँ

- ✓ छात्र नामांकन और ठहराव।
- ✓ अध्ययन अध्यापन में अरुचि।
- ✓ परंपरागत शिक्षा पद्धति में बदलाव।
- ✓ अभिभावकों का विश्वास जितना और सामंजस्य स्थापित करना।
- ✓ बच्चियों को गृहकार्य से निकाल कर शिक्षा प्रदान करना।

छात्र नामांकन और ठहराव

18 जुलाई 2011 को प्रथम नियुक्ति पाने के साथ ही मुझे विद्यालय का प्रभार और जिम्मेदारियां मिल गयीं। उस समय मेरे विद्यालय में कुल १ अध्यापक (खुद मैं) और २ शिक्षा मित्र थे।

विद्यालय में कुल नामांकन 37 था जिसमें 15-20 बच्चों की उपस्थिति होती थी।

मुस्लिम बस्ती होने के कारण विद्यालय से कुछ दूरी पर एक मजार स्थित है जिसपर हर बृहस्पतिवार को मेला लगता है। मेला लगने के कारण कुछ बच्चे मेला देखने चले जाते थे और कुछ अपने माँ बाप के साथ उनका सहयोग करने चले जाते थे जिनकी दुकान मेले में लगती थी। मंगलवार और शुक्रवार को सब्जी मंडी लगने के कारण बच्चे मंडी चले जाते थे। इस कारण बच्चों की उपस्थिति प्रभावित होती थी।

पढ़े लिखे वर्ग के लोगों का सरकारी विद्यालय पर विश्वास न होने के कारण उनके बच्चे निजी विद्यालय में पढ़ाई करते थे। कुछ अभिभावक सरकारी विद्यालय को अपने स्टेटस से नीचे समझते थे। उनके भी बच्चे निजी विद्यालय में पढ़ते थे। विद्यालय में नामांकन वृद्धि एक बड़ी चुनौती थी।

समाधान

प्रधान अध्यापक होने के कारण अभिभावकों से मुलाकात कर इस समस्या की चर्चा किया परन्तु कोई उचित समाधान नहीं मिला। अध्यापक से भी बातचीत की परन्तु इसका कोई निराकरण न निकल सका। निर्णय स्वयं ही लेना था।

मैंने निर्णय लिया कि मेला वाले (बृहस्पतिवार) के दिन और मंडी वाले दिन (मंगलवार और शुक्रवार) को बाल प्रतियोगिता कराकर बच्चों को पुरस्कृत किया जाय। बाल प्रतियोगिता (दौड़, नाटक, नृत्य, गीत-संगीत, कला) इत्यादि करना शुरू किया और हिस्सा लेने वाले को पुरस्कृत करना शुरू किया। प्रतियोगिता और पुरस्कार के आयोजन होने पर बच्चे उस दिन अपने अभिभावक के साथ न जाकर विद्यालय आने लगे। उन दिनों अभी मेरी सैलरी भी नहीं मिल रही थी पर खुद के खर्चे से कुछ निकालकर पुरस्कृत करने लगा। संख्या भी बढ़ने लगी और ठहराव भी होने लगा।

अध्ययन अध्यापन में अरुचि

बच्चों में ठहराव के पश्चात अगली समस्या अध्ययन में अरुचि की आयी। बच्चे विद्यालय तो आते परन्तु खेलने और मौज मस्ती के मूड से। ग्रामीण परिवेश और माँ बाप के कम या बिल्कुल शिक्षा में लगाव न होने के कारण उनका मन पढ़ाई में बिल्कुल नहीं

लगता|बच्चों में अनुशासन की कमी थी| बच्चों के साथ साथ उनके अभिभावक भी पढाई को बहुत ज्यदा महत्व नही देते थे|

नयी चुनौती मिली पर हिम्मत नही हारा|अब समय था बच्चों,अभिभावकों और अध्यापकों को मुख्य बिन्दु तक ले जाने का|

समाधान

मेरा अगला लक्ष्य था की पठन पाठन को रुचिकर कैसे बनाया जाय|अपने अध्यापको से सलाह मशवरा किया|उनकी भी राय लिया|

मैंने स्वयं और अपने अध्यापकों से कुछ पाठ आधारित गतिविधियाँ करने को कहा|उनको खेल खेल में सिखाने को कहा|उनको उनके परिवेश से जोड़ने को कहा|प्रतिदिन कविता बनाकर Action के साथ गतिविधियाँ करायी जाने लगीं|बच्चों को भी नयी नयी कविता,कहानी,किस्से अपने परिवार से सीखकर आने को कहा जाता| बच्चे भी बड़ी रुचि के साथ घर से कहानी,किस्से सीखकर और यादकर कर आते|उनके माता पिता ,दादी दादा,नानी नाना उन्हें सिखाकर भेजते| ऐसे बच्चे पुरस्कृत भी होते|

पर धीरे धीरे इसमें भी चुनौतियाँ आने लगीं|अभिभावकों और बच्चों को यह प्रक्रिया बोझ लगने लगी| उनको जितना कहा जाता उतना ही करते | अपने मन से शुरू नही करते|फिर वही चीजें वापस आने लगीं|

इस चुनौती से सामना करने का एक ही अस्त्र समझ आया **“प्रेरणा”**।

बच्चे,अभिभावक और यद्यपि अध्यापकों को भी जगाने और प्रेरित करना भी मेरी जिम्मेदारी बन गयी| अब दुसरो को प्रेरित करने से पहले खुद को भी किसी कार्य के लिए प्रेरित करना पड़ता है|यही एक कुशल नेतृत्व का गुण होता है|चीजो को दुसरो से जोड़ने से पूर्व खुद को भी आत्मसात करना पड़ता है|

“श्री इंडियट्स“ मूवी से मिलती जुलती मेरी कहानी मेरे लिए प्रेरक का भी कार्य की|

जैसा की कहा है की सारे मनुष्यों में उर्जा छुपी होती है बस उसे जगाने की आवश्यकता है। इस पर कार्य करना शुरू किया।

प्रेरणादायी प्रसंग,संवाद,कहानियां सुनकर,प्रेरक वक्ताओं को सुनकर,प्रेरणादायी मूवी देखकर अपने आप को उर्जित और प्रेरित किया और दूसरे को भी प्रेरित करने और जगाने का कार्य किया। अभिभावकों से उनके घर जाकर मिलकर,विद्यालय बुलवाकर,उनकी जिम्मेदारियों का एहसास करवाया।उनके बच्चों का हित,उनका भविष्य का बोध कराकर,उनके बच्चों का प्रयास और विकास दिखाकर नित नए नए तरीको से उनको बच्चों को गृह कार्य से हटाकर विद्यालय में नामांकन कराने और विद्यालय उपस्थित होने को प्रेरित किया। अपने अध्यापकों को भी नित नये नये उदाहरण देकर ,नये नये प्रसंग और संवाद सुनकर उनकी सोच बदलने, उनकी सोयी उर्जा और आत्मा को जगाने का कार्य किया।नये नये रास्ते ,नयी नयी विधियाँ को अपने और नये नये नवाचार करने के लिए प्रोत्साहित किया।

मेरे द्वारा किये गए कुछ नवाचार

१. पाठ आधारित ज्ञान का रुचिकर कविताओं के माध्यम से बोध करना।
२. बच्चों में उनकी जिम्मेदारियां का बोध उनको समूह में बांटकर करना।
३. हर बच्चों का जन्मदिवस विद्यालय में मनाना, STAR OF THE DAY,STAR OF THE MONTH,STAR OF THE WEEK, बनाकर अभिभावकों के साथ साझा करना।
४. प्रतिदिन बच्चों द्वारा अपना परिचय देना और खुद को सबके सामने अभिव्यक्त करना।
५. मुल्यांकन और स्वमुल्यांकन (बच्चों और अध्यापकों के लिए)
६. साप्ताहिक Short movie और Inspirational movie बच्चों और अभिभावकों के लिये।
७. इत्यादि।

बच्चों को प्रेरित करने के लिए युक्ति लगाया।

संयोग से एक बार नवोदय विद्यालय जाने का मौका मिला था। उस समय वहां सुबह की प्रार्थना सभा चल रही थी।नवोदय में प्रार्थना गाजे बाजे के साथ होती है। यह कांसेप्ट मुझे बहुत अच्छा लगा और उसी समय यह प्रक्रिया अपने यहाँ लगाने के बारे में सोच लिया।

कहते हैं न की “जहाँ चाह वहाँ राह”। विद्यालय के लिए एक ऑडियो सिस्टम माईक के साथ क्रय किया। बच्चे अब सुबह की सभा नियमित तौर पर सिस्टम के साथ करने लगे। अभिभावकों को भी यह तरीका बहुत पसंद आया। प्रार्थना सभा में प्रार्थना, राष्ट्र गान, कविता, सामान्य ज्ञान, अपना परिचय इत्यादि सामिल किया गया।

अब मुझे यही समय उपर्युक्त लगा जब बच्चों के अन्दर जोश भरा जाय। उनकी उर्जा जगाकर एक नयी दिशा दी जाय। उनको पठन पाठन की तरफ मोड़ा जाय। प्रार्थना सभा में नित नयी नयी प्रेरणादायी कहानियां सुनाकर उनको प्रेरित करने का कार्य किया। इस प्रकार बच्चे , अभिभावक, अध्यापक को प्रेरित करके उनके अन्दर की सोयी उर्जा को जगा कर पठन पाठन में निरंतर गुणवत्तायुक्त शिक्षा प्राप्त करने की ओर कदम बढ़ाता गया।

परंपरागत शिक्षा पद्धति में बदलाव।

शिक्षा को सुगम और सरल बनाना भी एक चुनौती के रूप में मेरे सामने आयी। जैसे- किताब से पढ़ाई, समझने की वजाय रटना , किसी की बातों को बिना परखे मान लेना, ज्ञान का खुद तक सिमित कर देना इत्यादि ।

तरीका और परंपरागत व्यवस्था में बदलाव मेरे लिए चुनौती बन गया। कंप्यूटर की शिक्षा लेने के कारण इसको शिक्षण व्यवस्था में उपयोग करने का विचार आया।

दृश्य श्रव्य शिक्षण विधि का उपयोग ज्यादा कारगर समझ आया। मेरे पास मेरा निजी लैपटॉप होने के कारण बहुत परेशान नहीं होना पड़ा। नित प्रतिदिन इसका उपयोग शिक्षण में करने लगा। बच्चों के स्तर का उनके पाठ्यक्रम से सम्बंधित विडियो डाउनलोड करता, उसे फ़िल्टर करता और दिखाता। बच्चों को पॉवर पॉइंट (PPT) स्लाइड बना कर दिखाता। पाठ्यक्रम को ज्यादा से ज्यादा सुगम और सरल बनाकर बच्चों के सामने प्रस्तुत करना शुरू किया। बच्चों के लिए ये चीज़ नयी थी इसलिए बड़े ही चाव से देखते और सुनते।

दूसरी समस्या ये थी की जिन अध्यापकों को कंप्यूटर का ज्ञान नहीं था उन्हें इस तरीके से पठन पाठन में परेशानी आने लगी। मेरी अगली जिम्मेदारी उनको

भी कंप्यूटर से जोड़ना था। मैंने शिक्षक की भूमिका में उनको भी कंप्यूटर का बोध कराया।

बच्चों को बांध कर रखने और शिक्षक की कमी दूर करने का यह नायब और अनूठा तरीका पेश हुआ।

बच्चे तो बच्चे उनके अभिभावकों को भी साप्ताहिक Motivational movies/slides Short films दिखाना शुरू किया। इसका असर ये हुआ की पुरे गांव और न्याय पंचायत में यह बात फैल गयी की प्राथमिक विद्यालय हसनपुर में कंप्यूटर से पढाई कराई जाती है।

इसका प्रभाव ये हुआ की बच्चों की गुणवत्ता में भी सुधार आया और ठहराव भी होने लगा। कान्वेंट विद्यालयों से भी कुछ बच्चों का नामांकन अगले सत्र में हुआ।

अभिभावकों का विश्वास जीतना जितना कठिन होता है उससे ज्यादा कठिन उस विश्वास को बनाये रखना होता है।

नए सत्र में एक नयी शिक्षिका का आगमन हमारे विद्यालय पर हुआ। कुछ अध्यापक संख्या में वृद्धि हुई। सबका सहयोग मिलना शुरू हुआ। साप्ताहिक बैठक अध्यापकों का लेने के कारण विद्यालयी समस्या और उसका समाधान भी मिलने लगा।

L.C.T (Information and Communication Technology)

नित नयी नयी चुनौतियां और उन चुनौतियों से लड़ने का जोश, चुनौतियों का हल, और नवाचारों का प्रयोग।

L.C.T (Information and Communication Technology) की शुरुआत मेरे द्वारा सन् 2011 से ही कर दिया गया था परन्तु उसे विस्तार से अस्तित्व में 2016 में लाया।

बच्चों की बढ़ती संख्या के सामने लैपटॉप की स्क्रीन छोटी पड़ने लगी।

विद्यार्थी जीवन में प्रोजेक्टर से पढाई को आत्मसात करने का प्रयास किया और उसे व्यवहार में लाने का प्रयास किया।

प्रोजेक्टर लगवाने के लिए लम्बा खर्च दिखा। जैसे-प्रोजेक्टर, स्पीकर, इन्वर्टर, बैटरी, साउंड सिस्टम, वायरिंग इत्यादि। कुल 50-55 हजार का खर्च।

सारे अध्यापक,ग्राम प्रधान,एस.एम्.सी अध्यक्ष, सदस्य ,समुदाय की एक बैठक बुलाकर इस पर विस्तृत चर्चा किया। सबको यह तरीका बहुत पसंद आया। सबकी सहमती और सबके सहयोग से सारा सामान क्रय कर लिया गया और इनस्टॉल करवा दिया गया। 15 अगस्त 2016 को स्वतंत्रता दिवस महोत्सव के शुभ अवसर पर ग्राम वासियों,ग्राम प्रधान,एस.एम्.सी अध्यक्ष-सदस्य और खंड शिक्षा अधिकारी के उपस्थिती में प्रोजेक्टर **I.C.T (Information and Communication Technology)** का उद्घाटन संपन्न हुआ।ब्लाक का ऐसा एक मात्र विद्यालय जिस पर **I.C.T (Information and Communication Technology)** का प्रयोग कर प्रोजेक्टर के माध्यम से शिक्षा प्रदान की जाने लगी।

समुदाय और ग्रामवासियों का विस्वास जीतने का मौका मिला। नामांकन में वृद्धि और ठहराव होने लगा।

समय का दौर बदला।लैपटॉप और पेन ड्राइव तथा पीपीटी,विडियो का स्थान नवीन एप्पस ने ले लिया।

हमारे उत्तर प्रदेश के शिक्षा निदेशक(बेसिक) श्री सर्वेन्द्र विक्रम बहादुर सिंह सर द्वारा Q.R code (Quick Response Code) युक्त पाठ्य पुस्तके अस्तित्व में लाकर विद्यालयों में वितरित की गयीं। इस एप्पस से हम कोड स्कैन करके पाठ्यक्रम को ऑडियो और विडियो के रूप में सरल और सुगम तरीके से प्रस्तुत कर सकते हैं।इसे हर एंड्राइड उपयोगकर्ता उपयोग कर सकता है। Q.R Code का पाठ्यक्रम में लाना एक क्रांति साबित हो रही है।

“संपर्क फाउंडेशन” द्वारा निर्मित कुछ पुस्तकों का भी पाठ्यक्रम में लाया गया। मेरे द्वारा उसका भी उपयोग किया गया जो अभी बहुत ही कम कुछ गिने चुने लोगो द्वारा उपयोग में लाया जाता था।

I.C.T के प्रयोग से रटने वाली परम्परागत पद्धति में बदलाव आया।बच्चे अब तथ्यों को रटने की वजाय सिखने और समझने लगे।

“मिशन पहचान”

हमारे जनपद के नवागत बेसिक शिक्षा अधिकारी श्री ओ.पी.त्रिपाठी जी द्वारा एक प्रोजेक्ट “मिशन पहचान” चलाया जा रहा है जिसमें श्रीमान जी की ये मनसा है की अध्यापको की पहचान बच्चों के ज्ञान से हो। “बच्चों का ज्ञान, गुरुजी की पहचान”।

“मिशन पहचान” क्या है?

- बच्चा समुदाय और अपने समाज में अपनी पहचान बता सके।
- बच्चे का अधिगम स्तर उच्च हो।
- बच्चे को गुणवत्तायुक्त शिक्षा प्रदान किया जय।
- बच्चे को परिवेश से जोड़कर रटने की वजाय समझने की प्रवृत्ति विकसित हो।
- हर माह मूल्यांकन कराकर उनकी प्रतिभा की पहचान करना, इत्यादि।

श्रीमान जी की इस मनसा को आत्मसात करके हुए मेरे नेतृत्व में मेरे सहयोगी अध्यापको द्वारा इसको सफल बनाने में पूरा प्रयास किया गया और काफी हद तक सफल साबित हुए।

अभिभावकों का विश्वास जितना और उनसे सामंजस्य स्थापित करना।

बच्चों को ज्ञान देकर ही हम अभिभावकों का विश्वास जीत सकते हैं। और यह कार्य हमारी पूरी विद्यालयी टीम द्वारा किया गया। निम्न बिन्दुओं पर कार्य किया गया।

- अभिभावकों के समक्ष बच्चों को प्रस्तुत करना।
- अभिभावकों को विद्यालय से जोड़ना।
- अभिभावकों को समय समय पर विद्यालय पर बुलाना।
- अभिभावकों से मिलने उनके घर पर जाना।
- अभिभावकों को प्रेरित करना।
- एस.एम्.सी और पी.टी.एम् आयोजित कराना।
- बच्चों के साथ अभिभावकों को भी सम्मानित करना।
- अभिभावक और समुदाय के पारिस्थितिकी को समझकर, उनकी भावना को समझ भावनात्मक रूप से जुड़कर उनका विश्वास जितना और उनसे सामंजस्य स्थापित करना।

अगर हम N.C.F (National Curriculum Framework 2005) रास्ट्रीय पाठ्यचर्चा की रूपरेखा 2005 की बात करे तो भी हम पाते हैं की केंद्र में बच्चे होने के कारण हमें बच्चों का ज्ञान,उनकी समझ,उनकी सक्रिय भूमिका की ओर ही ध्यान देने की आवश्यकता है।सिखाने में हमें नित नयी नयी रणनीतिया बनानी पड़ती हैं।विभिन्न चरणों में इसे कार्यान्वित करना पड़ता है।सभी बच्चों की भागीदारी सामान हो क्योंकि सभी बच्चों के अधिकार समान हैं।नयी तकनीक का प्रयोग किया जाय। नए नए नवाचार ,गतिविधियाँ का प्रयोग,समुदाय का सहयोग इत्यादि की भूमिका महत्वपूर्ण है।

इन सबका मेरे नेतृत्व में मेरे विद्यालय पर प्रयोग किया जा रहा है।

बच्चियों को गृहकार्य से निकाल कर शिक्षा प्रदान करना।

एक और चुनौती मेरे सामने आयी। लोग बच्चों को स्कूल भेजते थे पर बच्चियों को घर पर रोक लेते थे।उनकी शिक्षा प्रभावित होती थी। उपस्थिति और ठहराव भी कम था।

समाधान

अभिभावकों से सामंजस्य बना कर उनसे चर्चा करके विभिन्न उदाहरण देकर कार्य किया गया।नुक्कड़ नाटक में बच्चियों को सम्मिलित किया गया।उनकी प्रतिभा को अभिभावकों के सामने प्रस्तुत किया गया। बच्चियों के भविष्य के बारे में उनको बताया गया।

महिलाओं का सहयोग लिया गया।घर घर जाकर जन संपर्क कर वैसी बच्चियों पर कार्य किया गया जो घर के कार्यों और माता पिता के सहयोग तक ही सिमित थी।

परिणाम

आज वर्तमान में हमारे यह बच्चों से ज्यादा बच्चियों का नामांकन है।बच्चियों की भागीदारी भी बच्चों से ज्यादा होती है।

४. मैं और मेरा आज एक नेतृत्व कर्ता के रूप में।

मेरे द्वारा विद्यालय का नेतृत्व करना एक अच्छी चुनौती थी। अलग अलग विचारधाराओं के लोगो से मिलना , उनके साथ सामंजस्य स्थापित करना, अपनी बातों का प्रभाव डालना, अपने सहयोगियों को साथ लेकर एक समूह में बांधकर ले चलना, कम से कम संसाधनों में अधिक से अधिक परिणाम देना इत्यादि अपने आप में एक बड़ी चुनौती थी। पर इन चुनौतियों का सामना अपने बुद्धि विवेक से करना भी अद्भुत अनुभव था।

इसी क्रम में कुछ दिन पहले जनपद स्तर पर आयोजित परीक्षा में पास करके A.R.P (Academic Resource Person) के रूप में ब्लॉक का नेतृत्व करने का एक मौका और जिम्मेदारी प्राप्त हुई है । इसका निर्वहन मेरे द्वारा वखुबी किया जा रहा है। विद्यालयों पर जाकर उनका अनुसमर्थन करना, उनको नयी ऊँचाइयों पर पहुँचने के लिए प्रेरित करना, बच्चों को पाठ बोध करने के लिए नयी नयी विधियाँ बताना, गतिविधियाँ करवाना, अपने नवाचारों से अवगत कराना मेरा ध्येय है। उन अध्यापकों के साथ मिल जुल कर विद्यालयी गुणवत्ता में निरंतर सुधार कर समुदाय का विश्वास जितना , समुदाय से सामंजस्य बनाकर सरकार की मनसा को सफल बना कर उन बच्चों का भविष्य सुरक्षित करने का काम मेरे द्वारा किया जा रहा है।

नेतृत्व करना केवल अपनी बात मनवाना ही नहीं है वरन् सबकी राय लेकर सबको साथ लेकर और सबकी सहमती लेकर सही समय पर सही निर्णय लेना है। पुरे सहयोगियों को एक सूत्र में बाँध कर चलना एक नेतृत्व कर्ता का दायित्व है। बुरे समय में भी किसी का साथ न छोड़ना एक दायित्व है।

वर्तमान समय में मेरे विद्यालय की स्थिति

1. कुल 5 अध्यापक (1 प्रधान अध्यापक और 4 सहायक अध्यापक)
2. 2 शिक्षा मित्र
3. 120 नामांकन (72 बालिका + 48 बालक)
4. प्री प्राइमरी (41 बच्चे) मेरे द्वारा चलाया जाता है।
5. समस्त स्वप्रेरित अध्यापक।
6. हरा भरा प्रांगण(फूल एवं पौधों से युक्त ।
7. 4 शौचालय (2 बालक+2 बालिका)
8. 3 कक्षा कक्ष

9. I.C.T युक्त शिक्षण
10. सासाहिक मूल्यांकन
11. प्रेरित प्रार्थना सभा
12. पी.टी और योग कक्षार्ये।
13. उपचारात्मक कक्षार्ये।
14. समुहीक कार्य प्रणाली।
15. सहभागिता शिक्षण
16. क्रीडा और पाठ्यक्रम से अतिरिक्त गतिविधियाँ।
17. प्रोत्साहन
18. सामूहिक सहभागिता एवं सहयोग।
19. सुसज्जित , सुन्दर एवं आकर्षक कक्षा कक्ष एवं विद्यालयी वातावरण।
20. अभिभावक अध्यापक बैठक (P.T.M)

=====*****=====

प्राथमिक विद्यालय लखौरा,
विकास क्षेत्र-क्यारा, जनपद-बरेली (उ०प्र०)



नीता जोशी
(प्रधानाध्यापक)

चुनौतियाँ

- उपस्थिति
- छात्रों का अधिगम स्तर
- अभिभावक व स्थानीय समुदाय का विद्यालय के प्रति व्यवहार
- विद्यालय को अकादमिक संस्था के रूप में विकसित करना



प्रयास – चुनौतियाँ ही अवसर हैं

1. उपस्थिति कम रहना

- विद्यालय स्टाफ़, एस०एम०सी०, ग्राम प्रधान, जागरूक अभिभावकों के साथ समन्वय स्थापित कर उपस्थिति बढ़ाने हेतु रणनीति बनाना
- घर-घर संपर्क करना
- शिक्षक अभिभावक बैठक का आयोजन करना
- विद्यालय में उपस्थिति 'P' व 'A' के स्थान पर उपस्थिति हस्ताक्षर



2. छात्रों का अधिगम स्तर कम होना

- विद्यालय स्टाफ, ए०बी०आर०सी०, डायट मेन्टर आदि के साथ बैठक कर अधिगम स्तर बढ़ाने की रणनीति तैयार करना
- स्वयं का वृत्तिक विकास करना
- रचनावादी पथ-योजनाओं द्वारा कक्षा शिक्षण
- नवाचारी प्रार्थना सभा
- गतिविधि कक्ष विकसित करना



- पुस्तकालय का अभिनव प्रयोग
- स्मार्ट क्लास का संचालन
- स्टार किड्स कॉर्नर विकसित करना
- बाल संसद का गठन
- लर्निंग आउटकम आधारित शिक्षण कार्य



संकेत - राश्रीच चौकड़ी - - - - करवलो मे ।

Learning outcome - छात्र चेतन की बहावुरी से परिचित हो गए हैं ।

② छात्र पंक्तियों का अर्थ स्पष्ट कर रहे हैं ।

Process - शिक्षिका पद्यांशों का अर्थ स्पष्ट करती हैं तथा बच्चा के चार समूहों में बाँट कर उन्हें चर्चा करने का अवसर देती हैं । इसके बाद प्रत्येक समूह के सदस्य पद्यांशों का अर्थ बताते हैं ।

Evaluation - शिक्षिका कुछ परिचियों बताती हैं, जिनमें कुछ पंक्तियों तथा उनके अर्थ हैं । छात्रों को सफ फर्की कविता की पंक्ति की तथा उसके अर्थ की सफ फर्की निकालनी है ।

Feedback - 90 %

Homework - छात्र घर से पुस्तिका पर कविता लिख कर लाएंगे तथा चेतन का चित्र भी बनाएंगे ।

पुस्तकालय का अभिनव प्रयोग



3. अभिभावक व स्थानीय समुदाय का विद्यालय के प्रति उदासीन होना

- विद्यालय के विभिन्न कार्यक्रम- जन्मदिन, दादा-दादी दिवस, माता दिवस आयोजित कर अभिभावकों को आमंत्रित करना
- जन जागरूकता कार्यक्रम- मतदाता जागरूकता, जल संरक्षण, नारी सशक्तिकरण, स्वच्छता दिवस व पर्यावरण दिवस आदि में अभिभावकों को बुला कर जागरूक करना
- विद्यालय स्तर पर अनेक प्रतियोगिताएं आयोजित कर अभिभावकों द्वारा बच्चों को सम्मानित करवाया
- स्वयंसेवी संस्थाओं को विद्यालय भ्रमण करवाना तथा उनके माध्यम से विद्यालय में आवश्यक संसाधनों की व्यवस्था करना



4. विद्यालय को अकादमिक संस्था के रूप में विकसित करने की चुनौती

- अधिगम सम्बन्धी निरंतर नवीन प्रयोग व प्रयास
- जिले पर क्रियान्वित नवीन प्रयासों के प्रयोग का केंद्र विद्यालय होना
- अकादमिक रिसोर्स पर्सन द्वारा नियमित रूप से विद्यालय भ्रमण कर नवीन जानकारी से अवगत करवाना
- शिक्षकों के साथ बैठक कर विभिन्न प्रशिक्षण कार्यक्रमों, नवीन नवाचारों के प्रयोग सम्बन्धी अनुभव साझा करना व रणनीति बनाना
- विद्यालय के भौतिक परिवेश को शिक्षण अधिगम सामग्री के रूप में विकसित करना

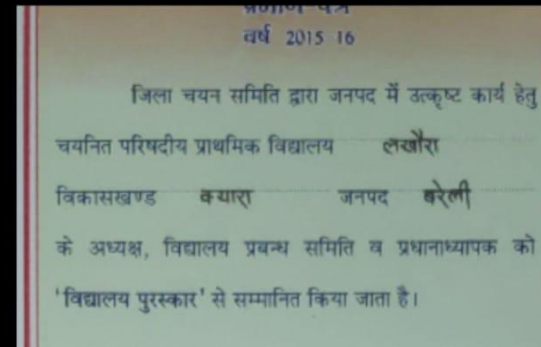


अधिगम सम्बन्धी निरंतर नवीन प्रयोग व प्रयास



प्रयासों का प्रतिफल

- ❑ उपस्थिति 30-40% से बढ़ कर 85-90% होना
- ❑ अधिगम स्तर में वृद्धि
- ✓ शैक्षिक स्तर के मूल्यांकन हेतु कमिशनर महोदय का विद्यालय दौरा
- ✓ यूनिसेफ टीम का भ्रमण
- ✓ पढ़े भारत-बढ़े भारत टीम का भ्रमण
- ✓ राज्य-संसाधन टीम का भ्रमण
- ✓ जिले के सर्वश्रेष्ठ विद्यालय के रूप में चयन
- ✓ शिक्षा में किये नवाचारों के परिणाम स्वरूप राज्यपाल पुरस्कार



नीता जोशी को मिला सम्मान स्कूल में बाल संसद बना बढ़ाई नेतृत्व क्षमता

“Gurukul of Losers – A 50 days challenge”

Section -1 :

THEME FOR THE CASE STUDY: “School Leadership for improving student learning and Learning outcomes”.

Title of the case study: “Gurukul of Losers – A 50 days challenge”

Prepared by SAMPA PAUL, Head of the Institution

MOBILE NO.- 9474197482, 8145048740

E-mail ID – nahatasarada@yahoo.com

(a) Name of the Institution with Complete Postal address: NAHATA SARADA SUNDARI BALIKA VIDYAMANDIR (Higher Secondary School), VILL+P.O: NAHATA, BLOCK:BONGAON, DIST:NORTH 24 PGS.PIN-CODE-743290.WEST BENGAL .

Regional language in which the case study is written: ENGLISH.

Number of pages in the case study:10.

Section -2

Rationale: -Our school is situated in rural Bengal.This higher secondary Girls’ school was established in the year 1967.In the academic year 2018-19,we have 1629 studentsfrom class V toclass XII. Most of them have come from lower socioeconomic strata and SC & ST students comprise 63% of total students. Moreover, more than 40% of the studentswho are getting institutional education, are the first-generation school-goers in their family.

Through our experience over the years, we found that 25-30% of the students who appear in the test examination for the Madhyamik examination (Class X board examination) come short of scoring the pass marks. In this situation, we are in the cross whether to allow those who failed in class X test examination to appear in the final with possible eventual failure in the final or to disallow them to improve the statistics of success of our school. In the later situation, very few of them take readmission leading to large number of drop-out. The consequences are varied and not just numerical. These girls become the victim of child marriage and human trafficking. Child marriage leads to baby born with malnutrition, and new family with less enlightenment about the importance of education for the future generation.

In 2017-2018, 227 were enrolled students in class X, out of which 171 passed in test exam and 56 failed but we allowed them for the final. These 56 girlswere thought to be prepared themselves at home by next two months.But unfortunately, out of them, 47 students failed in the Madhyamik and the percentage of success had come down to 79.29% for our school.

In the academic year 2018-2019, there were 175 students in class X. Out of these, 55 students failed in the test examination (5 of them failed in 7 subjects, and the rest 50 students failed in 1 to 3 subjects). They all belonged to below or equal poverty line as their guardians ran the family by doing daily labour or farming in small scales. In our school, S.C & S.T students comprised 63% of the total.

These students were first generation school-goers in their family. These 55 students were irregular in classes throughout the year as these girls could help in household chores.

From years of experience, we noticed that, the students with average IQ, tends to get scared of Mathematics and Physical science. After Madhyamik, they can easily discard these two subjects and choose the subjects they can cope up with and can easily pass H.S. In this backdrop, to overcome their difficulty in study with eventual social up-liftment in the form of avoiding child marriage and proper education of these girls with hopeful awareness about the importance of education for the next generation to come, we planned the following project.

OBJECTIVE

Primary objectives:

- **To encourage them to continue their study**
- **To help them to overcome their difficulties in understanding the subject which they fear most**
- **To make the parents understand the importance of proper education**

Secondary objective:

- **To avoid child marriage**
- **To uplift the society with new generation of educated future mothers**

Preparatory phase:

As mentioned previously, in the academic session 2018-19, 55 students failed in the test examination. So, we were very restless about the future of these students. A staff meeting was called on to discuss about our future course of action about whether to send them or not for the final examination. In that staff meeting, it was decided that we should take another test for those 50 girls (who failed in 1-3 subjects) after 10 days. But to our dismay, all of them failed in the second test, held on 17th December, 2018. We realised that it was impossible for them to improve by themselves as they didn't have the habits of reading at home.

A staff meeting was called again on 19th December, 2018 and a resolution was taken that we would extend our hands to those unfortunate girls who needed proper guidance and care to overcome the tide. It was decided that they had to attend school daily including the holidays and got to stay at

school from 10.30 to 4.40 p.m. I personally took the risk of supervising everything as a Headmistress as I reside very near to the school.

On 20th December, 2018, we called upon the guardians and informed them about our decision. We asked the guardians to discontinue the private tuition and to send their daughters to the school daily as per our plan. The positive aspect was that every guardian accepted our proposal as they had no other alternative and they enlisted their pupils' name, roll no and contact numbers in our record book. It was also informed that if someone became absent, she had to inform the school with valid reason and their absence would not be allowed except medical ground. The endeavour started from that day to achieve the impossible from both ends.

Section -3 (Methodology of the case study):

Education: Government Education Policy (RTE 2009, Internal formative Assessment) always focuses on regular attendance and to teach the students according to their receptive and adaptive capacity. During these classes, it was proved again and again. We realized that demonstration through activity and projection would be more attractive to students. The teaching must be comprised of knowledge, understanding, application, analysis, evaluation and creativity to be acceptable to the students. Otherwise, all our endeavour would fail for sure.

This project was based on group discussion, identification of problems by the students themselves, clearing of doubt through teacher-student discussion, encouragements and demonstration wherever it was feasible.

As we thought audio-visual demonstration might lead to long term impact, a screening of the national award-winning Bengali motivational movie, "Kony" (1984), had been arranged. Having seen the movie, they could at least attempt the questions from that individual topic.

In mathematics, subject teacher used to change the measurements of angles and sides of a particular theorem intentionally, so that they could gather the confidence. We made sure that they did practice the statistics and variation problems of mathematics, not just from their text book but from different kind of math exercise books and that too on a daily basis so that they could be able to answer the unknown questions in the examination.

They used to learn and memorize the prose and poetry in Bengali at home, and the next day they had to tell a narrowed down version of that particular literary work as they were told that the teachers would love to hear those stories. After that, they were asked questions from that particular prose or poetry. Everybody used to answer. They staged the drama "Siraj ud-Daulah" by themselves. They intensely memorized their part to perform well and thus our intention was fulfilled that they did read the topic thoroughly. They could visualize the whole drama with long-lasting impact. Topics from Physical science, Life science (like Cell division, heredity etc.) were taught through activity and drawing.

Participatory Learning

We started these learning sessions from 20th December, 2018. As the final examination was going to start from 12th February, 2019, we had 52 days in our hand leaving one day to be mentally prepared for the examination.

We equally divided those 52 days for seven subjects (7 days for each subject)

At first, we collected question papers of those seven subjects from last five years of board examination. They had been guided to write the answers of short questions as well as the answers of some broad questions. We decided that if they could pull off to assimilate the short answers, we would work on the broad answers too.

At the beginning, we did take their attendance regularly and if anyone was absent, we called their home and asked for the reason of absence.

The students had the full freedom to choose the subject they would like to learn on that particular day. We never pressurized them that they should concentrate more on Physical science or Mathematics. We realised that if they could develop their skill of reading, they would easily identify their weaknesses. Gradually, they started to identify their problems and asked us to teach and discuss different topics which they found difficult to deal with.

Initially, we applied the traditional method of teaching but most of them were not attentive to our classes. So, we had to go according to their level of intelligence. It worked wonderfully. At the end of the day, they informed us about the part they found hard to understand. On the next day, we used a more simplified but effective way to go through that subject matter once again after finding that less complicated way to make the girls understand those topics which they found hard. We, too, got enriched as a teacher throughout the process. For the first 10 days, we were in dilemma whether we would be able to make them understand our motto. But we never pressurized them.

Sometimes, during the discussion session, if someone gave an incorrect answer, we gave the others the chance to make her correct. They were being mentored how to write answers in an organised way or do math in easy steps. Our resolution was to cook simple but healthy food out of minimum ingredients.

It was obvious that they were so weak that if we had to pull them up, we need to set our feet in their level.

Regular targeted learning and Monitoring:

As the entire school was closed from 25th December 2018 to 1st January 2019, it was possible to get more time to spend with them.

We tried to utilize the gross time spent in school to the fullest extent. They were allowed to choose places to their liking to study like library, class room, school campus etc.

Group discussion used to take place after lunch. They had to answer questions relevant to the topic they studied on that particular day. They were taught how to cope up with same questions from

different aspects. This way of studying made them enthusiastic as they could interact between themselves and the teachers.

They had to learn at least one topic each from two subjects each day and we made sure that they would be able to understand and deliver it properly.

We had to upgrade ourselves in all the 7 subjects equally. If it required, we, the teachers, consulted ourselves about the methodology and the easiest way that they could digest. Even on the working day, some of the teachers helped them to deal with their weak spots from individual subjects and asked me to help them revise those topics again when I would discuss with them in the latter half of the day.

As the new session was started from 2nd day of January 2019, all the teaching staffs became engaged in the procedure of regular work schedule like grooming up the new batch of class V, book distribution, preparation of new classes, make themselves prepare for new class X. So, it was difficult to allot them any classes for these girls. Besides these, they had to run the various government project like WIFS, MDM, different kind of Scholarships, Students data entry, Kanyasree and lots of other ongoing programs. They could not get any spare time for these students. But we regularly paid visit to those two rooms allotted to them, discussed their activity throughout the day after the school works were over. We scheduled their planning and they too planned what they were going to study at night. Their time would not be wasted as they chalked out a plan previously.

USE OF GURUKUL CONCEPT: In ancient time, through Gurukul concept, the pupils used to stay at mentor's home and get education in true sense from every aspect of life. We planned in the same line. Mentors are supposed to teach them not only different subjects but also etiquette, behaviour and group work. We tried to adopt the same theory.

As we truly believed in themselves, we decided to send them up for final exam and mentored them to achieve success.

These were the reasons behind this special task undertaken by us in 2018.

Up-keeping self-respect of the poor students:

We were aware about the dignity, self-respect and self-confidence of those students. Whenever they heard anything abusive from their classmates or from anyone else, they were encouraged to take an oath to do even better.

All of them were matured. We couldn't achieve anything by rebuking them. We thought if we could somehow light a fire in their soul, if we could somehow manage to light up their suppressed burning desire to erase all the disdain they had suffered throughout their whole life, that would be a boost for their hard work.

We felt that inculcating self-confidence would be the most essential part of all our endeavour. They had to believe in their ability and potentiality.

To encourage them, we used to tell them that we, the teachers, are specialized in one particular subject and in other subjects we have little to no knowledge. So, we have to learn daily in order to

teach them. We did tell them that as they did not read and learn carefully before, they are getting scared now but their fear would go away within few days as they had overcome those difficulties.

During the last week of December, school was on vacation. Students were allowed to read outside the classroom as it made them warm in those winter days. They were also provided with a room beside the school's main entrance. Before the re-opening of the school on 2nd January 2019, few of them asked, "if we study here, what would the students of lower classes think of us?"

We understood what was going on in their minds. They were suffering from the crisis of self-respect. They were informed that as holidays were on, this room was allotted to them. But, after re-opening, they would be provided with two rooms on the 1st floor of the building. No one would go there except the teachers. They were relieved after getting assurance from us and their happiness was reflecting in their eyes.

At first, when this special class started, a few students did taunt them. They were hurt. They came to us and shared their pain. We listened to them with compassion and empathy and advised them not to answer back. Their results would be their only weapons. They believed us. We always told them if they could believe in themselves, they would be able to do it. There were no alternatives of hard work. We always encouraged them, made them believe that they were no less than their classmates who had passed the test examination. The only disadvantage they had was that they started late but they had the potential to make it up for it. They were slowly getting their own pace to reach their destination. It was a true achievement.

After two breaks (lunch and tea), each student had to give the report of the whole day in the presence of her classmates. It also worked a lot in their favour.

NUTRITION

An empty stomach and the process of learning can never be complementary to each other. We were sceptical about their meals at home. They informed us that they too had to earn their bread by working in the field as their mothers' income was not sufficient and fathers usually spent their entire income on alcohol addiction. So, we did arrange mid-day meal for them along with boiled egg, tea, biscuits and snacks.

To make them believe that all the teachers were with them, some teachers brought fruits for them, some brought home made foods. The entire expenditure due to this mission was carried by us, the teaching staff.

There were 732 enrolled students from V to VIII. All were eligible to get mid-day meal, but a certain percentage were absent daily. This helped us to provide mid-day meal to the students of these special classes. We brought them under the facility of mid-day meal as they didn't get enough nutrient-dense foods at home because of their poor economic backgrounds.

Taking Guardian into confidence:

In 2018, before test exam, four guardian meetings were arranged with the primary agenda of maintaining regularity of students. It was already proved that if a student attends classes every day and listens each classes minutely, then she can easily achieve at least the pass marks. But it is impossible to cope up with the rhythm, if she frequently misses the classes. We noticed that the students of the sections like C or D were mainly irregular in their normal classes. It was due to the lack of ignorance of the parents. Parents also thought that as they were girl child and they had to learn the household chores as it would be helpful in their in-law's houses. But, even after a lot of effort, we failed to bring everyone to school regularly. As a result, the students continued their record of being absent. When we called the guardian after the failure of the students, every one attended the meeting. They were strictly informed about the decision the school authority had taken. We informed them to take the responsibility to send their wards to school daily including the holidays (20.12.2018 to 07.02.2019.). Then and then only the forms for sending them to final examination would be filled-up. If they failed to do that, their forms would be cancelled. Moreover, school had to be answerable to W.B.B.S.E. about the poor result. These guardians thought that those girls were almost ready for the examination as the school allowed them to fill up the form. As the parents were mostly undereducated, they didn't have the basic idea of preparing for such an important exam. They were also told that the students didn't have to be provided with any kind of private tuition as the school was taking responsibility for their daughters and that was our challenge!

Involvement of Local Administration and Educational Administration in the Project:

In the meantime, they were signed in for the form fill up with late fine because the last date for submitting form without late fine was 14th December, 2018 and their classes were started from 20th December, 2018. But we told them their forms would not be forwarded unless they got prepared well to pass in the upcoming exams. Our honourable Sub Divisional Officer of Bongaon, Mrs. Kakali Mukherjee and honorable Additional District Inspector of Schools (S.E.), Bongaon, Mr. Dibyendu Pal had paid visit to be the witness of this mission and to encourage them by saying, "You do your best and let's see if we can bring you admits." The girls believed these words of those officials. To boost confidence in them, the S.D.O. madam visited our school frequently had conversation with them for hours. My sincere gratitude towards those teachers who took test exams twice, and helped the students whenever they needed. I am also thankful to our non-teaching staffs who did provide their services during the holidays by unlocking the rooms, arranging their Tiffin and helping them in difficulties.

Section -4 (Expected Outcome):

Initially we were literally scared. However, from the end of the 1st week, we started getting positive feedback. They started asking questions which they rarely did initially. That suggested their increasing enthusiasm in study. When the result of the final examination got published, we were astonished to see that 45 out of 50 students passed the board examination. Six of our regular students got above 75% marks in the examination and made us proud by their achievement. However, those

45 students had done wonder and made us prouder. The joy of passing the board examination was evident in their faces and we all were happy, satisfied and encouraged to repeat it in the years to come.

Section -5 (Conclusion):

It's quite natural that the students that belong to the family of well-established and caring parents will do better in examination. But, around 20% - 30% students cannot achieve minimal education and ultimately are lost forever. This is alarming for the society also. So, we all should be more careful about the fact and must try to make them ready to achieve their minimal educational qualification.

Our role in the school is not merely to teach the students. It is our responsibility to educate the most socially and economically backward students.

This can only be done if we can realize the reasons of their poor performances. It could be multifactorial like social, economic and environmental. We must address those issues to make them interested in study. Our experience through our endeavour is that this is not that difficult to achieve. Though, we could never be able to achieve the success regarding this mission, if the students didn't realise that all these were for their ultimate betterment. The simple thing is to feel for them and to devote some extra-time to address their difficulties. Moreover, only helping them in study, is not sufficient. We have to address other collateral problems too. This simple endeavour will lead not only to betterment of their educational field but to the society at large. So, our understanding is that nothing is impossible if we have the will and conviction. This type of endeavour needs a lot of time and manpower which is very difficult to provide from the existing system without compromising the routine work. The most striking aspect of this programme is that it neither needed any extra infrastructural nor financial backup. SLDP training, guided and inspired me to take such collaborating and challenging mission together with all the staffs & stakeholders.

