

TELANAGANA

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Abstract

The biggest challenge being faced by this school was students leaving school premise for working on agricultural farms, cattle sheds or just leaving citing personal reasons etc. The school head and his team introduced “out passes system” with serial number akin to tokens. A register was maintained to enter the details of students, their reasons to go out, date, out time – in time, parent mobile number, signature of the student and teacher in charge. Only two teachers are authorised to issue tokens (HM and PET). Another initiative was the emphasis on conducting academic meetings instead of staff meetings. The school head announced academic meeting date and agenda to students and teachers well in advance (prior 5-6 days). The agenda items of the meeting were displayed on school notice board/bulletin board. Every academic resolution/ plan is passed collaboratively and implemented in the class. The teachers and students of the school are happy with school transformation.

Socio-Cultural Context of the School

We are going to discuss the diversity in the habitation where our school is located. Various kinds of people inhabiting this village and their diverse customs and traditions. People have multiple identities based on caste and religion (e.g. OBC, SC, ST, OC, Hindu, converted Christian, Muslims). However, there are threads which bind many of them together. There is Gender Disparity in the village. Gender disparities persist in the enrolment rates between boys and girls at all levels. Gender inequality has become a major issue.

For wealthier families, costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. Opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labour. There is ample evidence that children from better educated parents more often come to school and tend to drop out less.

Parents who have reached a certain educational level want their children to achieve at least that level.

Mothers who have succeeded in completing a certain level of high school education have experienced its value and know that it is within the reach of girls to complete that level. They visit schools to know about their children’s standards.

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Fathers who are in salaried employment are more aware of the importance of education and invest more for resources in their children's education.

On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children.

Mothers who are gainfully employed and contribute to the household income have more influence on family decisions than women who are not employed. More independent women are able to create better possibilities for their children, and especially their daughters, to go to school. On the other hand, when the mother is forced to work because of poverty, the daughters to take over her household tasks and, therefore, have fewer chances to come to school. The effect of the mother's employment thus is different under different circumstances.

A few families are still waiting for a boy child even after 3 girl children in their family. Children with more siblings face more competition regarding the distribution of scarce resources, such as time and money. So, they miss their schools.

On the other hand, living in an extended family, where relatives help out in the household and add to the household income may make it easier to come to school. Single parenthood generally has a negative effect on educational attainment because children often have to replace the work done by the missing parent.

A final control factor at the household level that may play a role is religion, because it influences parents in their choice between the official school system and other socialization options. For example Christian community boys found that the majority of the children go to missionary schools (far away from our village) rather than government schools.

Challenges for the School head

1. Parents not really caring for child's education, the entire responsibility lies on the teacher.
2. The skills of teachers should be strengthened.
3. Many Children go out of the school during sessions with reasons like paddy fields , cattle sheds, lunch, personal needs etc. daily and it is all without parent's notice.
4. A gap between students and teachers related to school academic procedures and policies.
5. A communication gap between school and community regarding school policies, practices and achievements.
6. Poor Examination and valuation methods.
7. Unemployed youth (senior / old students of our school) influencing current batches
8. Poor quality of educational content.
9. Substandard expectations about students.
10. Low confidence levels in teachers about their efforts also.
11. School bandh notices by political people for simple and no reasons.

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Efforts Initiated or the Process of Transformation

Most Important Challenges

1. Many Children used go out of the school during sessions with the reasons like paddy and cotton fields, cattle sheds, lunch, personal needs etc. daily :-

Solution:-

We found it as a behavioral issue among a few students and Introduced “out passes system” with serial number like tokens and a register to enter the details of student, their reason to go out, date, out time – in time, parent mobile number, signature of the student and teacher in charge. Only two teachers are authorised to issue tokens (HM and PET).

All the parents and village heads are informed in the school meeting. They ensured their support by asking students who are outside the school during working hours. For the last three years out going number is reduced to zero. For girl children sanitary arrangement are made in school at free of cost. One lady teacher acts as in charge for girl children needs Hygiene kits arranged at nominal cost. Parents only authorized persons to take the student out from our school / phone call from parents with registered mobile number.

2. Gap between students and teachers related to school academic procedures and policies. A communication gap between school and community regarding school policies, practices and achievements.

School bandh notices by political people and youth for simple and no reasons.

Solution:-

Staff meetings are substituted by “Academic meetings”

ACADEMIC MEETINGS - ANINSIGHT



[DRAFT]

Why?

1. During the staff meetings the teachers who always like to be in the “Safe Zone” oppose the important and crucial decisions (or discourage their colleagues) for which the HM compromises. There are so many instances for the static nature of the teachers, not to take any risk and this dilutes the dynamism of the HM and the school. (NO RESPONSIBILITY)
2. The resolutions, decisions taken in the staff meetings are in privacy mode. i.e., the students never know the resolutions and decisions so, they cannot observe the implementation whether it is proper or totally left over in the school. Eg: resolution and strategies planned in staff meetings to improve Attendance percentage of students.(NO TRANSPERENCY)
3. The academic issues faced by the students like TLP, examination process, library, lab, MDM, toilets, CCA, etc...Are not discussed in detailed or left untouched. (NO EMPATHY)
4. The matters like Girl child issues i.e., health and hygienic issues , class mates attitude, teacher and other students attitude in and outside the class rooms or personality are not discussed indeed in these meetings . There is no change in this regard. (BIAS)
5. In staff meetings only a few teachers are “ involved ” and the remaining are just ” participated” (just present) (INACTIVE)



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HOW? (PLANNING)

1. The HM announces the academic meeting date and agenda to the students and teachers well in advance (prior 5-6 days).
2. The agenda items of the meeting displayed on school notice board / bulletin board
3. On the rotation basis two teachers are identified as teacher leaders and are given Star ID cards. The HM will discuss the agenda issues with them.
4. These teacher leaders select one student leader from each section/class or student can come voluntarily. The student leaders are given Star ID cards. These leaders wear the ID cards till the planned academic meeting is over.

WHO? :

1. The Headmaster,
2. teacher leaders,
3. student leaders ,
4. the other teachers.



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Objectives:

1. To ensure equal role and importance in academic plans to all the implementers of the school's policies.
2. In the presence of student leaders while taking crucial / innovative decisions there will be a paradigm shift from resistance/argument to positive attitude of acceptance (by the safe zone teachers). Sometimes they are also proved as innovative in these meetings.
3. The academic meeting is organised by two teacher leaders hence, more involvement and acceptance for decisions is possible. HM adds whenever / where ever necessary.
4. Student leaders are given the opportunity to understand the issues of their own community and share to find out the possible solutions and decisions.



This encourages the development of leadership qualities in the students as well as the teachers and to promote the skills to develop the second line leadership.

Parent's whatsapp group is created, in this group parents / elder brothers or sisters of our school student also added. We communicate

1. Parents meeting notice.....And reminders for a week.
2. School special activities i.e., institutional festivals, events.
3. Every day Digital classes time table, moral story, English phrase etc.

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4. Children performance .i.e., in class black board work, laboratory, field trips, competitions, achievements etc.
5. Exams time table, study planner, counseling, scholarships details
6. PU Employment notifications, placement opportunities in Private sector for college going.
7. Our teachers and parents talk about children performance and practice at home frequently (specifically adopted group 6-10 classes)

Visible Results of Transformation

What were the results of your change / transformation of your project? What impact did it have on students?

1. OUT PASS SYSTEM: Students stay in the school and attend all the classes, no diversions, improved attendance.
2. ACADEMIC MEETINGS: Students are invited to every meeting. Every academic resolution/ plan is passed without any negative discussion and deviation .Implemented in the class room TLP as the students witnessed the meeting. Moving our school towards Quality Guarantee Zone. The students became leaders to identify problems and resolve them with the help of teachers and they are happy to be part of school improvement. (Genuine)

Further Areas for Change/ Transformation

What are the areas of your school that you want to take up next for change/ transformation? What is your plan for the future?

For further guidance and inspiration, cultivate relationships with local educationalists.

To use communities face to face workshops with the larger community – including government officials, parents who have completed high school and above high school education, young employs and other schools – to develop collaborative relationships and feedback mechanisms • Learn from community members to explore the sustainability and scalability of change.

Focusing on primary school students and make their parents aware about parenting style regarding studies / education.

To conduct cell conference with the parents of primary school students.

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School leader and Transformation

How do you see yourself as a school leader today? Explain how you have undergone a change after school transformation?

1. I am very good leader due to two important aspects:-
2. I am a great believer in feedback. I always ensure that my feedback is timely and based on facts rather than speculation.
3. I also believe in consulting with my team members. Not only do they feel more valued, but often I learn something new.
4. I use right words because I believe right word can make the difference.
5. Things can sometimes go wrong I maintain a rapport with unhappy team members also.....YES YOU CAN.

My team (teachers, students and parents) believe that I am open to their suggestions.

1. I accept responsibility
2. My influencing styles--Push pull method, logic and carrot stick method.
3. I am practical, accessible, affordable and flexible.....