

CHHATTISGARH

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Abstract

The challenges of the school ranged from insufficient infrastructure, behaviour of teachers and students, lack of confidence, low academic atmosphere and passive attitude of community towards school. The school head with his dedication and commitment made frequent contacts with community and SDMC members, reassessed teaching time table, involved students and invited departmental/ other officers / public representatives / senior citizens to share their experiences among the students. As a result, changes were evident in improvement of results and a rise in self-confidence.

“The Journey is on”

Some schools need to be transformed from every angle and a person who takes up to transform them, he not only transforms those places according to the needs of those places, and he finds himself also transformed in this process.

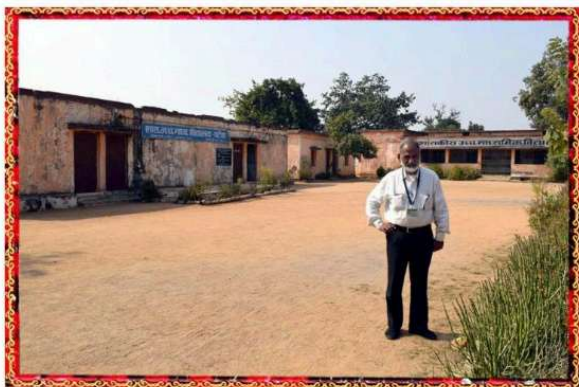
On 24 September 2011 at 9.00 p.m. while I was on my way to home by bus I received a call from Raipur the capital of Chhattisgarh that on my first promotion from lecturer to Principal, I had been posted at Govt. H.S.S. Patewa. Patewa, a small town – like village located at the N.H. 53 on which my bus was running, was just ten minutes and after ten minutes I got down at the small bus stand of Patewa. The time was 9.30 p.m. and night was dark. I looked around and found a mobile shop about to drop down the shutter. I rushed to him, asked about the Principal in charge and fortunately got the mobile number of Principal in charge. On my call he hurriedly reached to me and after a short introduction I desired to see the school immediately. I saw a strange gesture on his face and then quickly a hurried question was shot to me- “right now Sir?” “O, yes right now. Any problem?” He did not wait for the answer and after 3–4 minutes we were in the school premise. A dilapidate school in 3 different parts, surrounded by unwanted weeds and a ruined urinal and a collapsed huge well with dirty water. Though the premise had fencing all around but of very small height with a broken gate of iron. I wandered all around in that dark night and became very happy. That night perhaps came in my life as an opportunity to prove my potential. From there vision and mission started taking shape within me.

[DRAFT]

Socio-Cultural Context of the School

Patewa small town of around 1368 people which consists mainly Other Backward Caste (OBC), Scheduled Tribe (ST), and Scheduled Caste (SC) category people. Agriculture is the basic livelihood here. People mostly belong to small farmers. It is recognized as tribal belt also hence the school was under Tribal department before 1995. The area is traditional Chhattisgarhi and Chhattisgarhi dialect is spoken mostly by the people and purely Chhattisgarhi festivals are observed here as *Madai Mela*, *Panthi*, *Suwa dance* etc. The people belong to *Kalar*, *Teli*, *Aghariya*, *Marar*, among OBC, *Gond*, *Binjwar*, *Kamar* among ST and *Satnami*, *Ghasiya* among SC. *Kalar* and *Aghariya* comparatively economically strong hence they have the upper hand in running the society. People belonging to General caste or Brahmins are very low in population.

Government Higher Secondary School Patewa where I am posted is the central school in sector and covers 20 villages but on my arrival I found that institutions like schools do not have the image of society builder. My school located in the midst of market and on day of weekly market i.e. Thursday, people fearlessly had the habit of entering inside the school premise to urinate. I witnessed it on the very second day of my joining.



A DILAPLDATED- SCHOOL BUILDING-INFRASTRUCTURAL CHALLENGE

Challenges: At the time of my first arrival in this school I found the following challenges mainly

- Disputed image of the school.
- Lack of confidence and lower standard of discipline.
- Behavior of the teachers and students.
- Lack of academic atmosphere and confidence.
- Passive attitude of community towards school.
- Insufficient infrastructure.

Efforts Initiated or the Process of Transformation

After deep analysis I decided to focus on three challenges which could cover other challenges too.

- **Lack of confidence and lower standard of discipline:** I found the school like a ship without radar. The students were horribly untidy in their dressing, raw and rough in their behaviour, could not speak in Hindi and habitual to speak in local dialect of Chhattisgarhi, unable to speak their view on the stage. It was a huge challenge to bring their psychology on academic track.



PLANNING AND STRATEGY MAKING FOR TRANSFORMATION / CHANGE

- **Behaviourial change in teachers and students:** on the very second day of my joining the horrible pictures of challenges were unveiled in the broad day light when I saw the one teacher latching at the door of the class room taking not any notice of my presence as she was busy at her mobile. I noted the teachers, though young, very raw in the profession and behaviour. Par have no one was there to tell them how to distinguish between right and wrong the time of the school was uncontrolled. Teachers who later on expired, they themselves told me that they were habituated to come and go at their own will. All these activities had spoiled the image of the school and it was big challenge to re-establish the prestige of school. To bring back the process of thinking of the staff members to academic direction was the quick demand of the time.
- **Insufficient infrastructure:** The very first appearance of the school building and premise was very disappointing around 550 students were enrolled and only one toilet was there for girls and lady staff. Whereas boys and male staff used damaged toilet which needs repair. Only six rooms were there for teaching 550 students.

Planning and strategy: Though the challenges were innumerable and it was unnecessary to spend time on grooming. I started working on the strategy without delay and the following steps were taken by me.

1. **Meeting with the teachers and SMDC members:** I wanted to go deeper, to transform the personality of teachers; hence on third day I called a marathon meeting of the teachers in my cabin.

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The meeting focused on exposure of their thinking process and ideology as teachers. In the meeting I succeeded in convincing them to follow the following points:-

- a. Treat the Principal as your big brother or mentor but not as an officer. Brother and Principal ratio should be 60-40.
 - b. Teachers should look smart and work on how the students can look clean and smart.
 - c. Believe- Principal believes in supporting you in academic skills and developing your capacity.
 - d. You are the most important employees in this village and work for it.
 - e. Be on time and leave the school on time.
 - f. Talk to Principal freely about your problem if any.
 - g. The dearth of sufficient building is huge task which needs time to solve. Hence we have to work in the available resources and bring out our best out of it.
 - h. I assured them that I was not leaving the school unless and until the task of getting a well equipped school building.
- 2. Emphasis on ‘Display performance instead of groaning:** Whenever I called staff meeting I reminded the staff that they needed to display performance on their part and motivate the students to do same.
- 3. Frequent contact and meeting with the SMDC members:** Before my arrival and some days after my joining the SMDC did not seem taking interest but my constant telephonic chat and personal visit to their home an express my planning to rejuvenation of the school finely succeeded to draw them to my school. They were educationally qualified and quickly understood my determination. Winning their favors was very encouraging for me. The SMDC took the responsibility to work for the infrastructural improvement.
- 4. Forming different core groups for different purposes:** Though the teachers had some regular charges under them but school was not making the community feel the throbbing of the school hence I decided to form the following specific core groups of teachers to uplift the image of students, teachers and the hole school:
- i. Core group students ‘behavioural personality which included responsibility to improve the dress code, etiquette, study habit of the students (3 teachers).
 - ii. Core group for continuous cultural and purely academic activities (3 teachers).
 - iii. Core group for removing fear. 2 teachers were assigned to motivate the students to express their thoughts on the dais at assembly every day.
 - iv. Observation group 3 senior teachers were assigned to motivate and help the core group and represent the success/ failure/ difficulty on the working process to the Principal.
- v. Public relationship responsibility: The most senior teachers who were Principal in charge were given the responsibility to strengthen Public relationship on behalf of the school.

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- 5. Reassessment of teaching time table:** To keep the school alive and send the message to the public that the school has awoken and transformation is taking place, one special period of 60 minutes at the end of the day was fixed as combined class for 600 students. Two different teachers every day were appointed to plan and implement cultural activities. Different areas were fixed for different days.

Day	Area
Monday	Culture/ Art / Literature
Tuesday	Enhancing Expression Power
Wednesday	Improving Writing Ability
Thursday	General Knowledge
Friday	Craft /Model Display
Saturday	Yoga and Physical Training

- 6. Seating arrangement-** This period is held in open ground under the tree shade. 10 synthetic mats are used for sitting.
- 7. Involvement of the students-** In order to attract the students towards the school following strategies were made-
- Calling the students by names was made compulsory.
 - Participation in departmental activities like Scout and Guide, NSS, Red Cross, Science Competition were made necessary and I myself took the reign to motivate the teachers and students for this activities. I encouraged the students and teachers if necessary to go outside so that the students could have experience of life from different angle.
 - Financial help to financially weak students is provided and topper student in examination is felicitated with cash prize and certificates on 15 August and 26 January every year.
- 8.** Inviting the departmental/ other officers/ public representatives/ senior citizens to share their experiences amongst the student's teachers.
- 9. Role of other stake holders:** Public representatives like MLA/ local body representatives Sarpanch, ward members are always invited to school as needed.
- 10. Guardians and our treatment with them:** As common guardians here are small farmers they find themselves unable to visit our school we prefer to contact them at their home whenever we get time.

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Visible Results of Transformation

The combined effect of all the above mentioned strategies was very positive and the result of the school in board exams increased.

1. Increase in the result of examination

Year	Result of 10 th class (%)	Result of 12 th class (%)
2011-12	64.88	67.01
2012-13	61.49	79.34
2013-14	63.06	92.15
2014-15	61.09	61.81
2015-16	72.36	85.32
2016-17	88.88	82.17
2017-18	73.33	85.71

Average per year

10th - 70.55 (%)

12th – 79.08 (%)

To be noted

- I. Only one room of 25x30 Sq feet was available for class 10th to accommodate 139 students per year.
- II. Only two rooms of 15x20 Sq. feet were available for three faculties of 12th class.

2. Rise in confidence level and discipline level and improvement of the students are visible

- i. Students express their feeling freely and fearlessly.
- ii. All the students follow the dress code with discipline.
- iii. Sense of cleanliness has developed among the students.
- iv. Readiness to participate in any competition is quite amazing.

3. Increase and enrollment of girl's students: The guardians look the school as a safe place for the girls and do not hesitate to send their daughters to my school.

4. The teachers' improvement in punctuality and activeness is remarkable. A culture of healthy competition has grown up.

5. Establishment of familial, co operative an academic atmosphere.

6. Culture of combined effort for betterment of school has been strengthened.

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7. School's performance attracted the officers and government of Chhattisgarh and finally a huge and well equipped school building has been erected within the campus. The cost of the building is 95 lacks 35 thousand rupees.



8. Culture of combined effort for betterment of school has been strengthened

Further Areas for Change/Transformation

I always believe in taking up short term goals because it produce the achievement and result in less time, other students and stake holders feel sense of achievement. It motivates other also to develop and prepare them self also to follow those achievers. Before it from 1985-86 to 2014-15 no students could obtain 90% marks but after consistent motivation the student have started getting over 90% in 2016-17 the no. of 80% getters increased and Kumari Jayshri Sahu obtained 94.66% in 10th. The next stage of our focus is to enable the students to secure place in state top ten lists for which my teachers have started Identifying the special students form class 9th. The students have started dreaming for place in top ten lists and I hope the dream will come true soon.

Assessment of myself as a school leader after undergoing this transformation.

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School Leader and Transformation

Now I think

I am: -

A better observer
More confident to solve administrative problems
Better planner
Better philosopher
Enjoying my job more
Finding myself more beloved all around
Better researcher

