



शिक्षा मंत्रालय  
MINISTRY OF  
EDUCATION



National Conference on

# Successful School Leadership 2025:

*Exemplars of Change and Innovation*

08-10 JANUARY 2025

# Case Studies



# **National Conference on Successful School Leadership 2025: Exemplars of change and Innovation**

**[January 08-10, 2025]**

## **Case Studies**



***National Centre for School Leadership***  
**National Institute of Education Planning and Administration**  
**17-B, Sri Aurobindo Marg**  
**New Delhi - 110016**



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## Acknowledgement

The National Centre for School Leadership has been set up at National Institute of Educational Planning and Administration to empower school leaders with knowledge, skills and attitudes to transform schools in India. The National Centre for School Leadership is committed to building leadership capabilities of School Heads for change and development. The Centre, in alignment with its Vision and Mission, is committed to build leadership capacities of school heads/principals belonging to government and government aided sector in India. In contemporary times, the National Centre for School Leadership, NIEPA, is visualized at the forefront of leadership development across the country.

The National Centre for School Leadership recognizes the efforts of school leaders. In this context, the annual feature of national conference 'National Conference on Successful School Leadership 2025: Exemplars of Change and Innovation', was held in India Habitat Centre, New Delhi on 8-10 January 2025. The Centre has been engaged for the past 2 months and rigorously working towards a fruitful culmination. We would like to present the compilation of the case studies which were presented in the National Conference.

The Centre had invited submissions from school Principals/School Heads from State Government schools and Government aided schools at all levels of education (primary, secondary and higher secondary levels) in the form of case studies and video documentaries that describe exemplary leadership practices and innovations that they had initiated in their schools. A total of 350 applications were received from School Heads from different parts of the country and 57 Case Studies and Video Documentaries were shortlisted.

We deeply acknowledge the continued support, guidance and encouragement extended to the Centre by the Ministry of Education, Government of India. We wish to express our heartfelt gratitude to Shri Sanjay Kumar, Secretary, Department of School Education and Literacy, Ministry of Education, Government of India his direction and support to the National Centre for School Leadership. We gratefully acknowledge the support provided to NCSL enabling the Centre to function efficiently on all its activities.

NCSL is highly indebted to all States/UTs for their continued faith in its vision and support in completing the work of NCSL. We have received tremendous support from all in enabling us to carry on this journey. The collaborative efforts have attempted to enhance leadership capabilities of those school principals who have been a part of our leadership development and with their enthusiastic support have been able to transform school's transformation.

We thank each member of the NCSL team for the support in this endeavour.

**Prof. Shashikala G Wanjari**  
**Vice Chancellor, NIEPA**  
**Head, NCSL**

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## ***Case Studies of School Heads***





# ***Andhra Pradesh***

**1. Dr. Ch Venkat Lakshmi**

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**Framework of Excellence: "A Transformative Journey through Good Governance AP Model School Manchala Cheedikada."**

**Abstract**

Located in the picturesque Cheedikada block of Anakapalle district, Andhra Pradesh, AP Model School Manchala stands as a beacon of educational excellence and innovation. Surrounded by verdant landscapes and a vibrant community, the school was established in 2013 with a vision to provide quality education that is both holistic and accessible. The geographical setting not only enhances the aesthetic appeal of the school but also serves as a natural classroom, fostering an environment conducive to learning and growth.

As the principal of AP Model School Manchala, I have witnessed firsthand the transformative power of good governance in education. This paper aims to present a comprehensive case study of our school's journey over the years, highlighting our achievements, innovative practices, and the principles of good governance that have guided us. Through this narrative, I hope to inspire other educational institutions to adopt similar strategies for fostering excellence.

**ABOUT SCHOOL**

AP Model School Govt Junior College Manchala Cheedikada is one amongst the 164 Model Schools situated across the state of Andhra Pradesh. The school has been set up with a vision to ensure holistic education to rural students especially girl students coming from educationally and economically backward blocks. (EBBs) The school has a current strength of 514 including 335 girls and 179 boys. We have 16 regular teachers, 2 contract teachers, 2 vocational instructors, 2 office staff, 5 housekeeping staff and 5 hostel staff members in the school. The school has well equipped and well-maintained Science laboratories comprising separate Biology, Physics and



Chemistry labs, English laboratory, IT lab, Library and 32 classrooms equipped with WIFI and Interactive Flat Panels, along with examination cell, medical room, Office room, Atal Tinkering lab and the Principal's room.



### Initial Challenges faced by the school

- The biggest problem was to prepare students for Board Examination as they come from nearby villages and belong to economically and educationally backward background.
- Students could not come to school regularly and on time due to lack of transportation. Most of the children especially girls needed to travel around 40-50 km to the school every day.
- Student's Retention Problem in English language.

- Playground filled with unwanted weeds and bushes posing threat to students and also causing hindrance to students to play.

### Efforts Initiated for the Process of Transformation

The staff along with the principal have taken the responsibility to boldly face and cross milestones with the help of team, without blaming circumstances.

#### A. Transforming Teaching Learning Process

- **Remedial Teaching:** Tenth and twelfth class students are given remedial teaching from the month of October before and after school hours. Teachers adopted students, made calls to parents regularly for follow up on studies after school, divided students into groups based on their learning levels for better understanding and retention.
- **Improvement in English language**
- Following Strategies are implemented to reduce English phobia in students and provide conducive environment for learning English language



- Simple and short sentences are used to interact with new students
- Use of easy and interesting games (cross words, Puzzle, Spelling Quiz, and after-word Game) to build vocabulary and confidence of students.
- Situation based activities conducted to teach topics of Grammar
- Telling of short stories and performing one act plays by students, in the class rooms and in the school assembly.
- Short-story telling, Role play, one act play is the facinations for students in class as well as prayer.

#### • **Regular Tests and Feedback:**

Homework is given and corrected daily, and students are tested orally for the assignments given previous day. After completion of a chapter, written tests are taken and accordingly, suggestions are given to the students for their improvements in forth coming exams.



#### • **English Laboratory and Activity Room:**

An English lab has been developed in the school - We are the pioneers in the State Government Sector to establish an English Laboratory. Children started learning English with ease and interest.

#### • **Project Based Learning:**

Students work on different projects on joyful Saturday and during summer vacation. All kinds of language games are organised in English activity room. Charts and models are prepared with the help of teachers to get better understanding of the subject. New students also take benefit from the earlier efforts of their seniors.

### **B. Leading innovations:**

#### • **Smart use of ICT**

School staffs develop ICT lessons and online tests; they teach students using interactive boards, takes test online which provides quick feedback and makes class room environment joyful.

#### • **Hostel facility & transportation:**

In order to overcome the problem of transportation for especially girl students coming from the remote villages, we have provided hostel facility to them which resulted in the reduction of dropout rate and better pass percentage.

#### • **Development of School Garden:**

Active participation and contribution of Forest Department AP, Staff, Society, SMDC, and

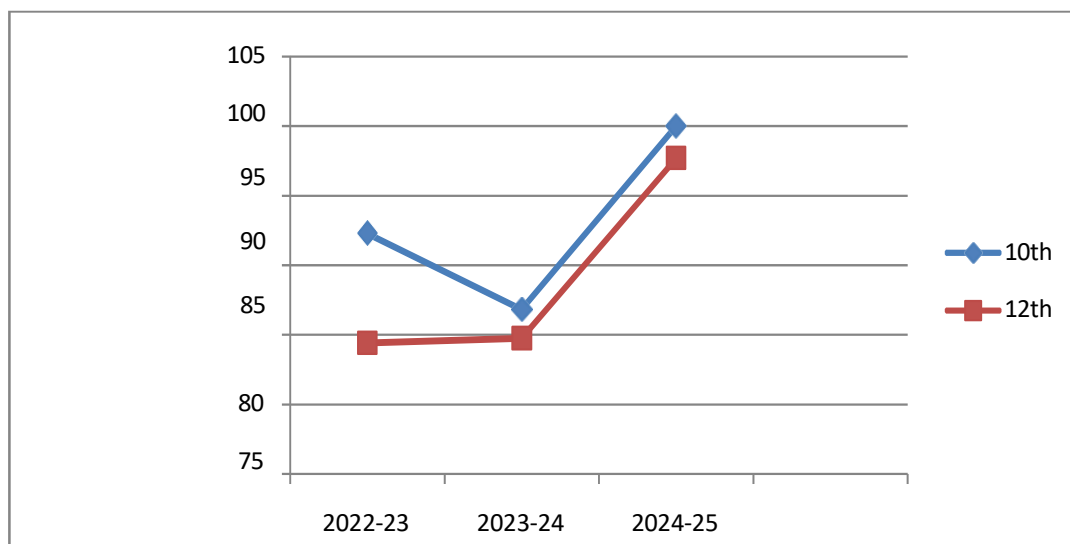


parents we have totally transform the barren, uneven land in to lush green surroundings with over 1200 fruit bearing and shade giving plants across the campus.

- **Parent Teacher Meetings**

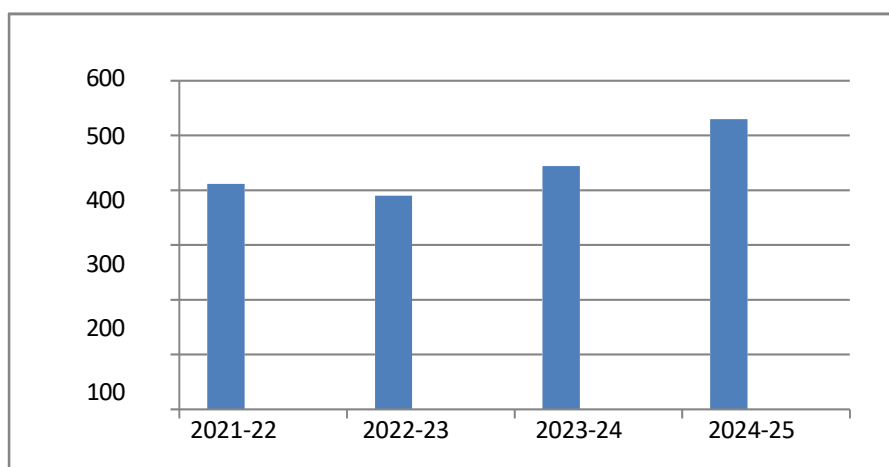
Parents and teachers together play a significant role in improving the all-round development of students. So, to facilitate parents, wonderful ambience is created for parents' teachers' meet, keeping focus on individual students' need for their overall progress.

### **Visible Results of Transformation**



### **Academic Results of Transformation:**

- School Results for SSC has been 100% for the past five years owing to the corrective measures.
- From being timid and nervous to speak in English, students rose to the position of speaking and writing confidently in English language which secured them State Award with prize money worth NINE Thousand Rupees each to the winners in the prestigious Vaaradhi Essay Writing Competition.
- Enrollment Progress



## **The Concept of Good Governance in Education**

Good governance in education encompasses various principles, including transparency, accountability, participation, and responsiveness. It involves creating an environment where stakeholders—students, teachers, parents, and the community—are actively engaged in the educational process. At AP Model School Manchala, we have embraced these principles to cultivate a culture of collaboration and excellence.

### **Transparency**

Transparency is crucial for building trust among stakeholders. We maintain open communication channels with parents and the community through regular meetings, and social media updates. This ensures that everyone is informed about school activities, achievements, and challenges.

### **Accountability**

Accountability is integral to our governance model. We set clear goals for academic performance and conduct regular assessments to evaluate progress. Our teachers are encouraged to take ownership of their roles, fostering a sense of responsibility that translates into better student outcomes.

### **Participation**

We believe that education is a collaborative effort. Parents are invited to participate in school events and decision-making processes through committees and forums. This inclusive approach not only empowers parents but also enriches the educational experience for students.

### **Responsiveness**

In a rapidly changing world, responsiveness is vital. We continuously seek feedback from students and parents to adapt our curriculum and teaching methods to meet their needs. This flexibility has been key to our success in implementing innovative practices.

## **Achievements Over the Past Four Years**

The past four years have been marked by remarkable achievements at AP Model School Manchala. These accomplishments are a testament to our commitment to good governance and educational excellence.

### **Academic Excellence**

One of our most significant achievements has been achieving cent percent results in the Secondary School Certificate (SSC) exams for five consecutive years. This milestone reflects not only the hard work of our students but also the dedication of our teachers who employ effective teaching strategies tailored to individual learning needs.

### **Recognition from State Authorities**

In 2023, AP Model School Manchala was honored with the Best School Award from the Chief Minister of Andhra Pradesh. This recognition underscores our commitment to providing high-quality education and fostering an environment that nurtures student potential. Additionally, I was awarded the Best Principal Award by the Government of Andhra Pradesh in 2024 for my leadership and vision in driving academic excellence.

### **Global Recognition**

Our efforts have also garnered international attention. I had the privilege of representing our school as an inspirational leader at the World School Summit held at Taylor's University in Kuala Lumpur. This platform allowed me to share our innovative practices with educators from around the globe, fostering cross-cultural exchanges that enrich our educational approach.

### **Environmental Initiatives**

Our commitment to sustainability has been recognized through various awards. We received the Green School Award from Green Mentors at Cornell University for our initiatives aimed at promoting environmental awareness among students. Furthermore, we were awarded the Green School Certificate from the Centre for Scientific Research and Development in New Delhi for our greening practices, which include planting and nurturing around 1,300 plants in collaboration with the Andhra Pradesh Forest Department.

### **Innovative Teaching Practices**

At AP Model School Manchala, we embrace technology as a tool for enhancing learning experiences. The integration of augmented reality (AR) into classroom teaching has transformed how students engage with complex subjects. AR allows us to create immersive learning experiences that capture students' imagination while deepening their understanding of various concepts.

In addition to AR, we observe a "Zero Power Hour" every week where students engage in activities that do not require electricity. This initiative promotes creativity and resourcefulness while instilling an appreciation for sustainable practices.

### **Vocational Training and Life Skills Development**

Recognizing the importance of vocational training and life skills in today's job market, we have integrated these elements into our curriculum. Our focus on practical skills has led us to participate in national competitions such as the ATL Marathon, where we secured first position in 2021. This achievement highlights our commitment to fostering innovation and entrepreneurship among students.

Moreover, we were proud to be selected as the only school from Andhra Pradesh to participate in a panel discussion on science and technology hosted by NITI Aayog in collaboration with the Swedish Embassy. This opportunity provided our students with invaluable insights into global trends in education and technology.

### **The Role of Leadership in Good Governance**

Effective leadership is paramount to implementing good governance practices within an educational institution. As principal, my role extends beyond administrative duties; it involves inspiring teachers and students alike to strive for excellence.

### **Visionary Leadership**

A clear vision serves as a guiding light for any institution. At AP Model School Manchala, we envision creating an inclusive learning environment where every student can thrive academically and personally. This vision has driven us to implement innovative teaching strategies while prioritizing student well-being.

### **Empowering Teachers**

Empowering teachers is essential for fostering a culture of continuous improvement. We invest in professional development opportunities that equip educators with modern teaching methodologies and tools. By encouraging teachers to take initiative in their classrooms, we have seen increased engagement among both staff and students.

### **Building Community Partnerships**

Engaging with local communities enhances educational outcomes significantly. We actively collaborate with parents, local businesses, and organizations to create a supportive network that benefits students' learning experiences. These partnerships provide resources for extracurricular activities while fostering a sense of belonging among students.

### **Challenges Faced**

While we celebrate numerous achievements at AP Model School Manchala, it is essential to acknowledge the challenges we have encountered along this journey.

### **Resource Constraints**

Like many educational institutions, we face resource constraints that can limit our ability to implement certain programs or initiatives fully. However, we have learned to be resourceful by leveraging community partnerships dedicated to improving education.

### **Resistance to Change**

Implementing innovative practices often meets resistance from stakeholders accustomed to traditional methods. To address this challenge, we prioritize communication by sharing success stories that demonstrate the benefits of new approaches. Engaging stakeholders through workshops helps alleviate concerns while fostering buy-in for change.

### **Future Directions**

Looking ahead, AP Model School Manchala aims to continue its trajectory towards excellence through strategic planning and innovation.

### **Expanding Technology Integration**

We plan to further integrate technology into our curriculum by exploring new tools such as artificial intelligence (AI) and virtual reality (VR). These technologies hold immense potential for enhancing personalized learning experiences tailored specifically for each student's needs.

### **Strengthening Vocational Programmes**

Recognizing that vocational training plays a critical role in preparing students for future careers, we will expand our vocational programs by collaborating with local industries and experts who can provide hands-on training opportunities aligned with market demands.

### **Enhancing Community Engagement**

We aspire to deepen community engagement by organizing more events that bring together parents, local businesses, educators, and students. These initiatives will



strengthen relationships within our community while promoting collective responsibility towards education.

### **Conclusion**

The journey of AP Model School Manchala over the past three years exemplifies how good governance can lead to transformative educational outcomes. Through transparency, accountability, participation, and responsiveness—coupled with visionary leadership—we have created an environment where students thrive academically while developing essential life skills.

Our achievements reflect not only individual efforts but also collective commitment towards excellence—a testament that when stakeholders unite under shared goals rooted in good governance principles; remarkable transformations are possible within educational institutions.



As I reflect on this journey as principal; I am filled with hope for what lies ahead—for both our school community; as well as others seeking inspiration from this case study—demonstrating how dedication towards quality education can pave pathways toward brighter futures!

## **2. Ankam Malleswara Rao**

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### **Lalacheruvu Municipal Corporation High School, A Beacon of Excellence**

Lalacheruvu Municipal Corporation High School, established in the year 1984, stands as a beacon of quality education, consistently achieving excellent results in the vibrant river city of Rajamahendravaram. Lalacheruvu Municipal Corporation High School stands as a shining example of dedication, hard work, and commitment to holistic education. It is not just an institution but a place where young minds are nurtured, dreams are cultivated, and success stories are written.

The school proudly houses a strength of 936 students, comprising 466 boys and 470 girls, who are guided by a team of highly qualified and dedicated teachers. With a vision to provide quality education and foster all-round development, LMCH School has become a hub of learning and excellence.

### **Our “Library” Building**

The infrastructure of the school is one of its key strengths. It boasts a well-constructed building and a spacious playground, providing ample opportunities for students to engage in physical activities and sports. The school also houses a library with a collection of nearly 3,000 books, which serves as a treasure trove of knowledge and imagination. Students actively utilize the library during their library hour, inculcating a habit of reading that will benefit them throughout their lives.



### **Achievements Of Our Students:**

LMCH School takes pride in the achievements of its students, who consistently excel in various competitions at the mandal, district, state, and even national levels. A remarkable example of this is Miss Juhitha Guna of 9th standard, who recently brought laurels to the school by winning the Silver medal in the National Weightlifting Championship 2024 in the 75kg category. Her success is a testament to her



hard work, her parents' encouragement, and the relentless support of her teachers. The school extends heartfelt gratitude to Sri K.N.Rao, a generous donor who provided financial assistance to help Juhitha achieve her goal.

### **Our Students with The Science Project: Blind Sensor Glasses**

Additionally, LMCH School students have showcased brilliance in the South India Science Fair, earning a special prize for their outstanding efforts in the guidelines of Smt. Deepika madam. The achievements do not stop there. The students of LMCH School have excelled in various other competitions as well. K. Akshaya has shown remarkable talent in chess, Sriram in karate, Raga Sai Mounika in essay writing, Bhanu in elocution and essay writing, and Sasank in quiz competitions. These achievements reflect the diverse talents of the students and the school's commitment to nurturing them.

- Sadwika of 10th Standard Receiving Prize from the DSEO, EG Dt. Sri Vasudeva Rao Sir in Elocution
- Y.Bhanu of 10th Standard Secured Prize In Essay Writing
- Y.Bhanu Secured 1st Prize And Awarded Rs.5000/- Cash Prize In Essay Writing Competition In Relation With The "National Girl Child Day".
- Akshaya Winner of Chess Tournament Conducted by Spark Chess Academy- Vijayawada
- Our Student Sriram Excelled in Karate
- Raga Sai Mounika of 10th Standard Receiving Prize From DSEO, East Godavari Sri Vasudeva Rao Sir



Academically, the school continues to achieve excellence. The X-class students have consistently performed well in examinations, which is a direct result of the tireless efforts of the teachers. The teachers at LMCH School are not only highly qualified but also deeply committed to the success and well-being of their students.

The school's mission goes beyond academics and extracurricular activities. LMCH School is dedicated to nurturing well-rounded individuals who are not only capable of achieving personal success but also contributing positively to society. The school encourages students to work hard, participate actively, and strive for excellence in every field they choose. With determination, discipline, and dedication, LMCH School aims to scale greater heights. The collective efforts of students, teachers, and parents have already made the school a center of excellence, and with continued collaboration, the future holds endless possibilities. Lalacheruvu Municipal Corporation High School is not just a school; it is a place where potential is discovered, talents are honed, and leaders are made.

### **Celebration of National Festivals:**

We are fostering a sense of responsibility among our students towards the community and environment while instilling a patriotic vision. This is achieved through various activities, including the celebration of national festivals and the birth anniversaries of great leaders and visionaries.

These celebrations are not mere events but opportunities to educate students about the values, sacrifices, and contributions of these remarkable individuals to our nation. Through such programs, we encourage students to understand the significance of unity, diversity, and national pride.





Additionally, our school organizes activities like tree plantation drives, cleanliness campaigns, and awareness programs on environmental conservation. These initiatives help students develop a sense of accountability towards preserving nature and contributing to a sustainable future.

By participating in these meaningful activities, students learn the importance of community service, respect for the environment, and a commitment to upholding the values of our nation.

### **Sports And Other Activities:**

Our school places the highest priority on promoting health and well-being among students. To achieve this, we organize various programs aimed at fostering healthy habits and lifestyles. These include regular yoga training sessions to enhance physical and mental well-being, mass drills every Friday to encourage physical fitness, and hand washing day celebrations to emphasize the importance of personal hygiene.

Additionally, we conduct awareness programmes on balanced nutrition, mental health sessions, and we actively promote sports to ensure the holistic development of our students. Through these initiatives, we strive to create a health-conscious environment that nurtures both the body and mind.

### **Children with Special Needs:**

At our school, we are committed to fostering hope and opportunities for CWSN (Children with Special Needs) students by creating an inclusive and supportive environment. For instance, Ali Joya, a third-grade student, was given the chance to lead her class, an initiative aimed at boosting her confidence and leadership skills. Similarly, we are extending these opportunities to other CWSN students, ensuring they feel valued, empowered, and an integral part of the learning community. This approach not only enhances their confidence but also promotes the essence of inclusive education.

### **Visits of Higher Officials:**

Hon. Puducherry Chief Secretary, Sri Sarath Chowhan, visited our school to study the education system in Andhra Pradesh. Our students confidently answered his questions and explained the use of Interactive Flat Panels (IFPs) and tablets (TABS) in their learning process.

### **Visit of Trainee IAS Officers:**

Recently, trainee IAS officers visited our school. They inquired about the school's functioning, teaching methods, and interacted with the students. During their visit, they also observed our library and appreciated its role in supporting the students' learning.

### **ALUMNI of the School:**

The alumni of Lalacheruvu Municipal Corporation High School showcased their generosity and commitment to giving back to their alma mater by contributing ₹ 5,000 each to support the 10th-grade Toppers. In addition to the financial assistance, the alumni shared their experiences and success stories, inspiring the students to strive for excellence in their academic and personal lives. Such acts of kindness and support by former students reflect the values instilled by the school and serve as a shining example of how giving back can positively impact future generations. This contribution will

undoubtedly inspire the current batch of students to work hard and achieve their dreams.

### Cultural Programmes:

Lalacheruvu Municipal Corporation High School celebrates national festivals with great enthusiasm and patriotic spirit by organizing cultural programs and rallies. On occasions like Independence Day and Republic Day, students participate in vibrant cultural performances, including patriotic songs, dances, and skits that highlight the significance of these historic days.



The school also conducts rallies to spread awareness about the importance of national unity, freedom, and civic responsibility. These rallies, adorned with banners and slogans, allow students to actively engage with the community and foster a sense of national pride. Such initiatives not only honour the country's heritage but also instill values of patriotism, teamwork, and social awareness among the students.

**Student Club Activities:**

In Lalacheruvu Municipal Corporation High School, various clubs like the English Language Club, Maths Club, Actizen Club, and Science Club play a pivotal role in enhancing the skills and knowledge of students beyond the classroom. These clubs provide an engaging platform for students to explore their interests, participate in creative activities, and develop critical thinking and problem-solving skills.

The students of the “Actizen Club” showcased their leadership and organizational abilities by conducting mock elections. This activity aimed to educate students about the democratic process, voting system, and the importance of responsible citizenship. It provided a hands-on learning experience, encouraging active participation and promoting awareness about the electoral process.

Such initiatives not only make learning enjoyable but also equip students with essential life skills, teamwork, and a deeper understanding of practical applications in real-world scenarios.

**Conducting Parents - Teachers Meetings:**

According to the instructions of the Education Department of Andhra Pradesh, our school organized a Mega Parents-Teachers Meeting. During these meetings, we distributed holistic progress cards to the students, which provided a comprehensive assessment of their academic performance, co-curricular achievements, and overall personality development. We also received valuable feedback and suggestions from the parents and shared detailed information about the students' progress, including strengths and areas for improvement. Additionally, we highlighted the importance of parental involvement in their children's education and discussed strategies to further support their holistic growth and development at home.

### **3. Shri M Sudhakar**

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#### **School Development Report**

In our school, ZILLA PARISHAD HIGH SCHOOL, TARLUPADU, PRAKASAM DISTRICT, ANDHRA PRADESH, which is located in rural area, with the support of the School Management Committee, alumni, villagers, staff and current students, the **75th Diamond Jubilee celebrations** were held on **27-10-2024**, along with various development activities. Approximately Rs. Sixty one lakh ( **₹61,00,000/-+**  ) was spent on these initiatives.

The program was a joyous occasion with active participation from the villagers, the School Management Committee Chairman Mr. Venna Rajarami Reddy and its members, alumni, school staff, the headmaster, and current students. To make this program successful, we conducted multiple meetings with the villagers and alumni to discuss school development activities and to plan the celebration of completing 75 years of the school.

The staff and I created a social media group where all alumni and villagers were added as members. This group served as a platform to provide regular updates about the various development activities in the school. All these efforts were carried out within just two months. This success was possible only because the villagers and alumni (more than 1040+ donors) took ownership of the school and contributed the amount individually and also SSC batch wise profoundly as follows.

Batch wise contribution details:

<b>Headmaster</b>	1,02,075
<b>Staff</b>	95,710
1986-87	1,96,825
1987-88	1,86,125
1988-89	5,58,890
1990-91	1,17,110
1991-92	1,16,750
1992-93	2,44,866
1993-94	1,35,700
1994-95	72,432



1995-96	1,61,589
1996-97	2,82,916
1997-98	2,91,566
1998-99	64,975
1999-2000	1,30,025
2000-01	1,23,066
2001-02	2,53,683
2002-03	1,54,842
2003-04	2,59,586
2004-05	78,566
2005-06	1,40,104
2007-08	1,10,712
2009-10	1,14,373
2012-13	20,375
others	20,74,463

### Development Activities Undertaken (VAJRAMALA)

- **Internal Roads and Beautification:** Internal roads and beautification works were completed at a cost of approximately ₹7,00,000.



- **Diamond Jubilee Pylon:** Constructed at a cost of ₹2,50,000.
- **Prayer Ground Levelling:** The prayer ground was levelled to create a better environment for school activities.
- **96 Dual Desks:** 96 dual desks (4 SEATERS) were provided at a cost of ₹4,00,000 with the help of alumni.
- **Vacuum Cleaner:** 2023-24 SSC students donated a vacuum cleaner for the school.
- **Steam Boiler Installation:** A steam boiler worth ₹2,50,000 was installed with the help of alumni to ensure quick and hygienic preparation of mid-day meals (MDM).
- **Wash Basins Construction:** Wash basins were built for boys and girls separately with the support of the 1988-89 batch alumni.
- **Boys' Dining Hall Modernization:** Modernization with SS Dininig table sets forth ₹6,50,000 were undertaken for the boys' dining hall with the assistance of the 1988-89 batch alumni.
- **Girls' Dining Hall Modernization:** Modernization works for the girls' dining hall were carried out with the support of industrialist and alumnus Mr. Udumula Lakshminarayana Reddy and other alumni.
- **RO System Installation:** Approximately ₹70,000 was spent on installing the government-provided RO system.

- **Overhead Tanks and Water Pipe Lines:** To maintain drinking and running water facilities, water tanks and pipelines were installed at a cost of ₹1,40,000 with the support of the 2005-06 batch alumni.
- **Office Room and ICT Room Modernization:** Modernization works worth ₹3,00,000 were completed with the assistance of the 1986-87 and 2000-2001



batch alumni.



- **Knowledge Park:** A Knowledge Park was developed at a cost of ₹2,55,000 with the support of the 1996-97 batch alumni for the sake of **JOY OF LEARNING** from **SCRAP to SHAPE**
- **National Flag Installation:** A large national flag was installed with the support of alumnus and bank employee Mr. Kotharva Kashireddy and his family members.
- **Music Band and Kitchen Equipment:** The 2009-10 batch alumni donated a music band, gas stove, wet grinder, and pressure cooker worth ₹1,14,000.
- **Electrical Modernization:** Electrical upgrades worth ₹2,49,686 were carried out in all classrooms, the office room, IT room, and dining halls with the assistance of the 2003-04 batch alumni.
- **APJ Abdul Kalam Stage:** Renovated with the support of the SSC 1991-92 batch alumni (It has been done before the Diamond Jubilee Celebrations)

Some other development activities like main gate renovation are being renovated.

### **Acknowledgment:**

These accomplishments were possible due to the unwavering support of our alumni, villagers, and the commitment of the school staff. This event is a testament to what a united community can achieve in a short period.

We extend our heartfelt gratitude to everyone who contributed to making this milestone event a grand success. Together, we have set an example of how dedication and collaboration can transform our school into a center of excellence.

**MUTHOJU SUDHAKAR**

**Gazette Headmaster**

Zilla Parishad High School,

TARLUPADU, Prakasam

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***Arunachal Pradesh***



#### 4. Shri Tsering Wangchuk

Head Master

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#### **A Study of Managing Government Middle Schools Kuntse in hilly areas of Arunachal Pradesh: A Case Study Government Middle School Kuntse DUDUNGHAR**

##### **Abstract**

Today all over the world strives for the best innovative and inclusive educational institutions that could provide better knowledge to the learners and enhance the methodology of the teaching-learning process to the next level for various good reasons. Providing and imparting quality education to the younger generation has become one of the priorities for most policymakers and implementers. All the nations have versioned and acted toward providing quality education to its every citizen, however, in such attempts many have left behind and many have achieved excellence in the field of providing quality and inclusive education towards its citizen. In order to provide better education to all those deprived and lagging behind individuals the United Nations has adopted 17 Sustainable Development Goals (SDGs) in the year 2017 which targeted to achieved all these targets by 2030. Where the Goal No. 04 in particular has talks about providing education to its members and many of the member nation has adopted these footsteps of the United Nations Organization's initiatives. India being a member nation of the United Nation has also aligned with the themes of the United Nations Organization initiatives that is UNSDGs 2017 and initiated various flagship educational policies, programmes and amendments to refine and manage its educational institutions at various levels and Arunachal Pradesh being one of important state of the nation has also strives its best to provide quality education towards its citizen in various manner. State government to has initiated various efforts to manage and run its government sector schools effectively. Hence, the present paper is an attempt to understand the certain prospects of managing the Government Middle School Kuntse of Dudunghar in particular and Arunachal Pradesh in general.

**Key words:** *innovative, education, United Nations, Sustainable Development Goals.*

##### **Introduction:**

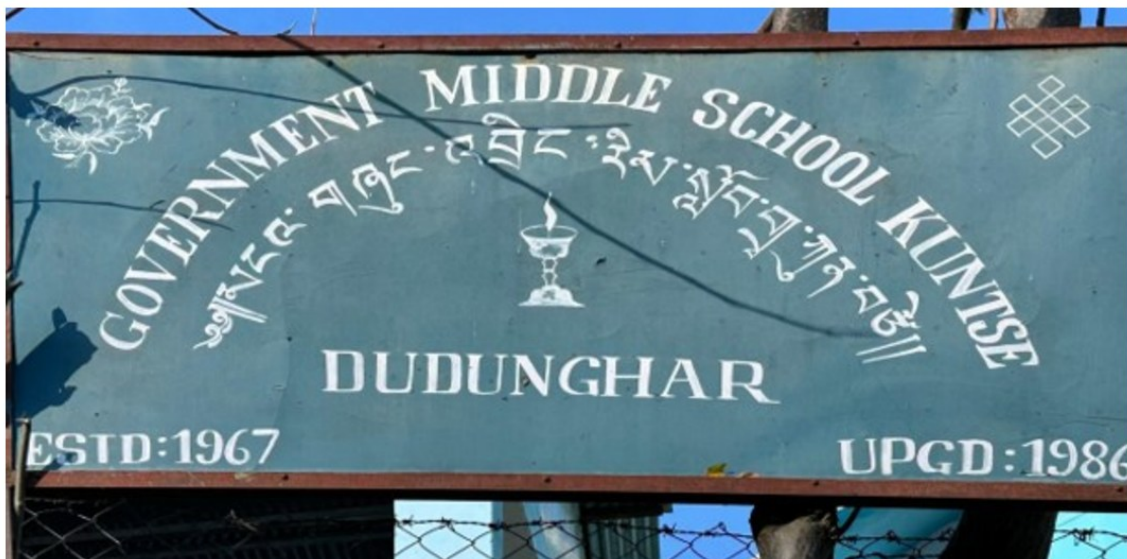
##### **Brief History of Government Upper Primary School, Kuntse Dudunghar**

In the very beginning the present reliable sources in various multiphase domain of the entire developmental pattern for the school efficiency have almost attained the roof to its pinnacles. However, in concerned with its historical background the school had established in the early period of **1<sup>st</sup> June 1967** and had regulated its rapport and reputation prolonged as the full-fledged jurisdiction under the recognition of the State Government. Since thoroughly the administration is accelerating its educational norms and policies instrumentally in notation to bring the stable mechanism. And between the

period, their remarked the accumulation and manipulation of various necessary programmed had realized to conduct in view to elevate its whole infrastructural system such as hostel management, academic block, libraries, cottages, lavatory, kitchen, common room, fortified fence, water and power supply etc., so on. and also, rejuvenation and reformation of better education system had emphasized for the regular children in all dimensions successfully.

Subsequently, in its long run of administrative portal within a time the school had promoted to its **up-gradation in 19<sup>th</sup>. June. 1986**. Merely after genuine hardship and determination around 2 two (decades) of its praiseworthy achievement. And these laid the new foundation for healthy environment in the arena of its pride and glory.

Constantly, after a year by the noble dedication of the veteran fraternity members of the school along with the headmaster, faculty members and (SMC) members collaboratively framed the essence effort of self-managed hostel for school children. Generally, those who are the native of far-flung distance to adjacent villages. Between the period (8to9) years of its self-managed thus, these provided a very platonic platform for imparting potential education within its premises.



In regard to the flashback towards its overall developmental perspectives in associated with the historical background so far as its struggle. These remarkably assumed that, presently the institution is regulating its whole mission in very prolifically in alternate to last feeble decades. Henceforth, the capacity of school furnished building are from lower classes LKG/UKG/ and 1 up to class 8th Upper Primary level has standardized. Renownedly called **Government Middle School Kuntse, Dudunghar** administered under **Zemithang-Dutongkhar Block**.

Consequently, right from the beginning to update the school have brought a enchanting breakthrough in legendary landmark for providing immense productive quality education effectively also for all the future generation in time with supportive and constructive approach by sustainable effort and contribution.

The school launched its School Logo with “BUTTER LAMP” which means “Enlightened the ignorance “is that which will ultimately lead to liberation all the student from dark to brighter future the shackles of ignorance, inability, incompetence and shall make him powerful to face and survive in any adverse situation. The school therefore aim to:

1. Develop students’ personalities, physically, intellectually and morally.
2. Develop Democratic character of clear thinking, receptivity of new idea, clarity in speech and writing, True patriotism and leadership quality.
3. Develop the feeling of compassion, tolerance and brotherhood.
4. Make the students to be secular in thought.
5. Avoid bad company, bad food habits and unhealthy life style.
6. To have an Aim in Life and to strive to achieve it.

#### **Enrolment of students for the session 2023-24**

Sl.no	Class	Total students	Boys		Girls	
			APST	Non APST	APST	Non APST
1	PPS	15	07	Nil	08	Nil
2	I	09	03	Nil	06	Nil
3	II	17	05	01	11	Nil
4	III	11	01	Nil	10	01
5	IV	19	02	Nil	17	Nil
6	V	19	06	Nil	13	Nil
7	VI	19	06	Nil	13	Nil
8	VII	06	02	Nil	04	Nil
9	VIII	11	04	Nil	07	Nil
	<b>Total</b>	<b>126</b>	<b>36</b>	<b>01</b>	<b>88</b>	<b>01</b>

**Result of the previous Academic session 2023-24**

Class	Number of students enrolled	No. of students appeared	No. of students passed	No. of students failed	Pass %
PPS	16	14	07	07	50%
I	17	16	12	04	75%
II	13	13	07	06	53%
III	12	12	10	02	83%
IV	22	22	15	07	68%
V	11	11	11	Nil	100%
VI	12	12	07	05	58%
VII	11	11	11	Nil	100%
VII	04	04	04	Nil	100%

**Details of the teaching staff:**

There are 11 teachers which includes :

TGT (Regular) : Nil


TGT (ISSE) : 02

PRT (Regular) : 04

PRT (ISSE): 02





MILT Bhoti (Regular) : 01

Guest Teacher : 02

Sl. No	Name of Teacher & Designation	Edn. Qualification	Subject taught	Photo
1	Shri. Tsering Wangchuk PRT, HM I/c	BA, DEIED	Social Science	

2	Mrs.RinchinSangey, TGT(ISSE)	BA, DEIED	Hindi	
3	Shri. Tenzin, PRT	BA, DEIED	Social Science	
4	Shri. Birbal Gurung, PRT	BA, DEIED	English/Social Science	
5	Shri.Tsering Wangdi, PRT	BA, D.PE	EVS	
6	Shri.Lobsang Rinchen PRT(ISSE)	BA DEIED	English	
7	Shri.Nawang Dakpa PRT (ISSE)	BA, DEIED	Maths	



8	Ms. Sonam Yanki T, TGT (ISSE)	MSc, B.Ed	Sconce/Maths	
9	Shri. Tenzin Phuntsok, PRT(MILT)	Shastri,MA	Bhoti	
10	Ms.DawaChotton, (Guest Teacher )	BA	Hindi	
11	Shri.TenpaGyatso, (Guest Teacher)	Shastri	Bhoti	

### **The Morning Assembly:**

Every day the school bell is rung at 8.30 am. The Morning assembly starts at 9.00 am. The school starts with the Morning Assembly. The teachers and students sing the prayer followed by morning pledge. Following the roster prepared by the class teachers and the Assembly In-Charge the students deliver a Morning Thought which is followed by important announcement from the headmaster and teachers. The assembly concludes by singing our National Anthem. It is mandatory for all the students and teachers to attend the School Morning Assembly.

On every Wednesday the Teachers and Students come in their traditional dress. This small step is an attempt to remind our students about our culture and tradition and mother tongue. Also, it was felt that when the pledge is read out in mother tongue the students will become more familiar to the content of the pledge and imbibe a sense of Patriotism.

All the students are mandatory to come in proper school uniform. Uniform of students makes the school environment lively and discipline. It also motivates the students to come to school without fear of discrimination among them on the basis of their family

background.

The school follows the Annual Academic calendar provided by the Department of Education, Govt. of Arunachal Pradesh. Accordingly, the school annual activity plan is framed after a staff meeting in the beginning of the session. The teachers are advised to maintain their log book and complete the monthly syllabus in time so that periodic tests are conducted as specified in the Directives and the annual school plan.

Four Periodic tests and Half yearly Examination are conducted apart from the class tests and the Annual Examination. Best two scores of the Periodic tests are reflected in the Final progress Report card in addition to the Half yearly and Annual Examination scores.

### **SCHOOL MANAGEMENT COMMITTEE (SMC):**

Parents and the Society as a whole have got a very important role in the proper education of the children who are the future of the society and the Nation as a whole. The school conducts periodic meetings of the community leaders to discuss regarding the progress of the students, the school and the educational scenario of the society. The Quarterly meetings of the Parents Teachers and student representatives have improved the educational environment of the school where the teachers, Parents and the Society members take joint responsibility to maintain congenial atmosphere for the teaching learning process in the school.



A School Management Committee of 05 members headed by Chairman is very actively participating in the proper growth of the school. Every year during the Annual School Day the SMC Chairman felicitate the School toppers any fields in for the First and Second rank holders respectively. This also encourage the class VIII students to compete and study hard.

There is a School Welfare committee consisting of 10 students who are the leaders of the senior classes. They are:

1. School Captain
2. Vice-Captain
3. Literary captain
4. Vice-Captain Literary
5. Cultural Captain
6. Vice-captain, Cultural
7. Games and Sports Captain
8. Vice-Captain Games & Sports
9. Social Service Captain
10. Vice-Captain Social Service

They effectively manage and in organise various activities in the school under the guidance of the teachers. They also participate actively in planning these activities with good and innovative suggestions. In this way they are groomed to develop their leadership skills. The best performing members of the School Welfare Committee are felicitated in the School Assembly on certain important occasions.

#### **SELF MANAGED HOSTEL:**

Government Middle School Kuntse DUDUNGHAR of Tawang district that creates a history by operating a self- managed hostel for the student of the areas of Dudunghar Circle for the first time in the history of Tawang and become a role and inspirational for many school in the district. The step was taken to enhance the enrollment of the school because many student from far flung areas could not come to school due to inaccessible route Moreover the student could not cope up with the school curriculum and co-curriculum activities of school by residing at home. Due to elevation of drop out in the school villagers and school staff decided to run self-managed hostel elevate more enrollment in the school and impart quality. So, teachers, parents and villagers decided to accord their ward in the hostel and the expenditure of the hostel will be managed by school staff. Around 60 students are residing in self-managed hostel and current expenditure of the self-managed are as follows:-

- i. Total expenditure of one student per day is 50 rupees.
- ii. Total expenditure of one student per month is 1500 rupees.
- iii. Total expenditure of one student per year is 16500 rupees.
- iv. Total expenditure of 60 student per year is 990000 rupees.

Many friends and well-wishers are very concern over the education system of our society and they visited to the school and decided to give their helping hand to the poor and needy students of the school.

Shri Lobsang Phuntsok director of Jamtse ghatsel children's community unconditionally helps to the self-managed hostel by skipping dinner by every student and staff during auspicious day and collected a ration of every student and staff who skip dinner and send it to self-managed hostel. The ration of Jamtse Ghatsel lasted for three months.

Gashe Lobsang Choidar helped to buy gas stoves shri Jigme sponsored two LPG cylinder. Earlier it was very difficult manage and cook food the wire woods, now with the help of many well friends and wishers from all the corners we are able to do well managed and run self-managed hostel smoothly in our school.



## **CO-CURRICULAR ACTIVITIES IN THE SESSION 2023-24**

Apart from the normal academic teaching learning process, the school conduct various extra-curricular and co-curricular activities within the school and outside the school. The students are divided into 4(four) Houses namely:

1. *Jamtse House*
2. *Ningjey House*
3. *Lhaksam House and*
4. *Shenphen*

Our school believes in fostering a positive and learning for our students. We always encourage our students to grab every opportunity to make strong person rather than a teaching just a textbook. We believe education is not to tell the facts but train their mind.

**Literary activity:** monthly literary activities are conducted by the literary captain every month and they appoint teachers and student as judges of the event. The competition contains essay writing, quis, debate, speech, painting and reading etc.



**Games and sports:** Every day after the academic session our games and sports starts at 3:30pm to 5pm. A dream does not become reality through magic, it takes sweat, determination and hard work. Games and sports are essential for both physical and mental development of the student. It is compulsory for our all student to take parts in the games and sporty which includes football, volleyball, badminton chess etc.

Above co-curricular activities bring a lot of positive consequences to our school as well as for students. We are extremely glad to inform that our two-student miss Tsering Dokar and Dechin Yangton were selected in Arunachal Pradesh sub junior football team. Missdechin yangton secured her place in the Arunachal Pradesh junior time for second consecutive year.

**ACHIEVEMENT:** Our school has been adjudged the best school and bagged the highest gold medals in the 1<sup>st</sup> district level school meet of government schools in Tawang district in 2023. Our school also adjudged five times consecutively best schools in Lumla sub-division interment competition conducted by department of education Tawang.

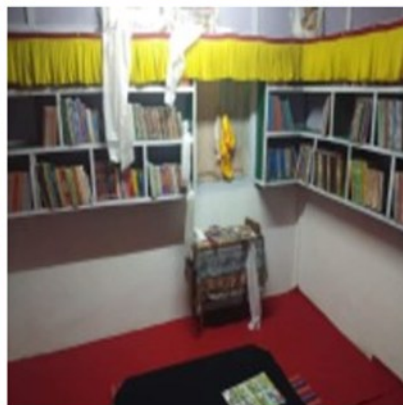
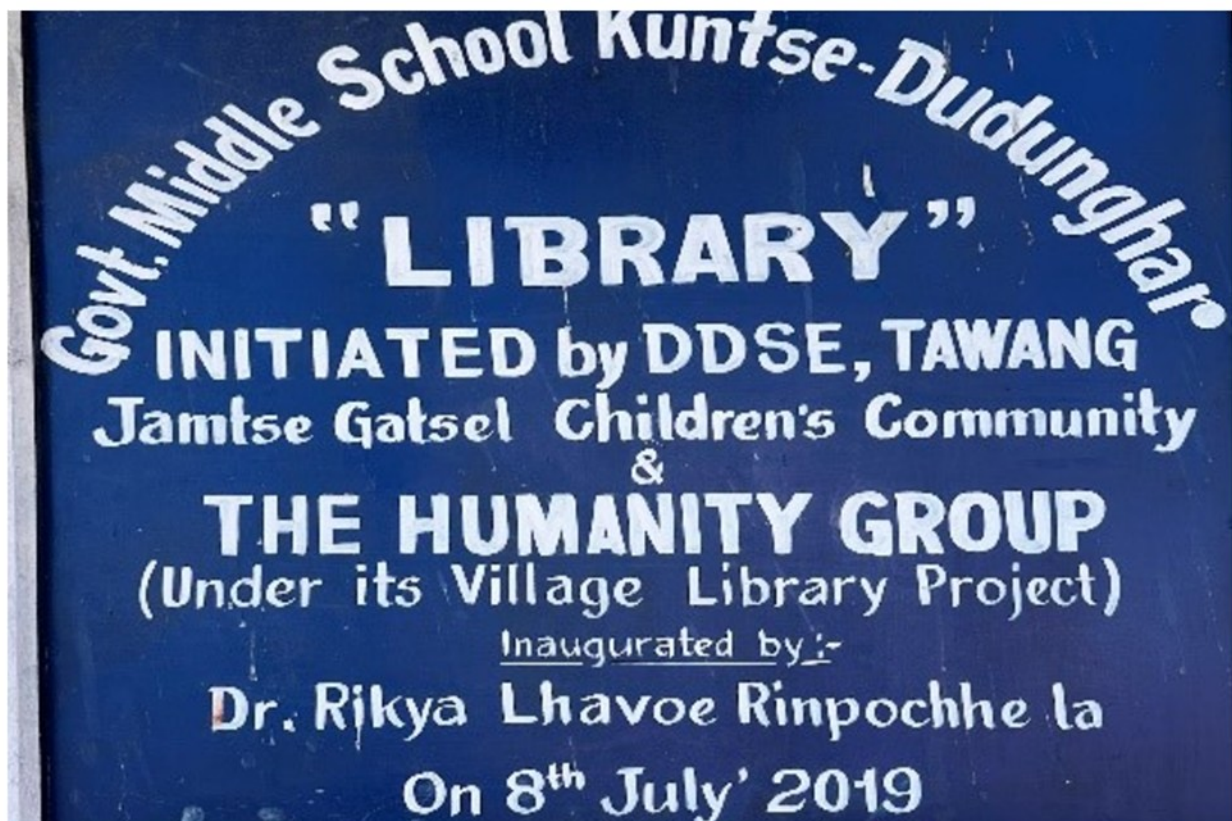
**LIBRARY:** We have the best library among all middle school. After a long period, we succeeded in opening a Library at our school because the importance of library in schools is immense. The library occupies a very important place in school. So since last few years we, the staff of Govt. Middle School Kuntse Dudunghar has been dreaming of a small library at our school. Because we strongly believe there should be at least one library in every school, whether it is a primary, secondary or higher secondary school. Because school without a library is like palace without a king. When students get a good opportunity to read in a calm atmosphere, then they could gain more knowledge.

Our main purpose of the library is to make our children habits of reading and some students may not be in a position to purchase all books that they want to read, while others may not find books that are of interest to them.

We could see immense improvement among students after set up the library. We are planning to set up bigger library in our school...We have the best library among all middle school. After a long period, we succeeded in opening a Library at our school because the importance of library in schools is immense. The library occupies a very important place in school. So since last few years we, the staff of Govt. Middle School Kuntse Dudunghar has been dreaming of a small library at our school. Because we strongly believe there should be at least one library in every school, whether it is a primary, secondary or higher secondary school. Because school without a library is like palace without a king. When students get a good opportunity to read in a calm atmosphere, then they could gain more knowledge.... we had established two outdoor mini libraries within the same campus.

**SOCIAL SERVICE:** Every week we conduct social, planting trees, collecting plastic and trash.





Plastic is the biggest issue, In the land of mountains, forest and rivers, plastics are everywhere. It's very important to reduce plastic waste as much as possible. So since many years our school has been collecting plastic waste through effective recycling initiatives. we have successfully collected, segregated, and cleaned plastic waste from various locations across our school area.

Every week our staff and students collected the waste plastic from the school surroundings, they washed and segregated it for recycling and we take it to the Jamtse Gatsel children's community...





### **PLANTATION DRIVE:**

The students and teachers carried out plantation programme within the school campus during the *Vanmahotsava week*. Environmental Awareness programme was also organised where Officials from Department of Forest and Environment motivated the students to protect our environment. We also celebrated World Water Day in the school. Students performed '*Nukd Natak*' on the importance of trees for fresh water, and the hazard caused by the Jhum cultivation practices.

### **School Nutrition Garden:**

The school started a kitchen garden which is taken care of by the students and teachers. The products from the garden are quite sufficient for vegetables during the time of serving Mid-Day Meals to students. By working in the kitchen garden the students are taught the importance of organic food, importance of kitchen garden in terms of economic, good health and judicious utilization of free time at home as well.



### **CLASS ON SECULAR ETHICS:**

Twice in a month we held a separate class on 'Secular Ethic' because today our education system is very much oriented with material value rather than inner value. We forget that technology is no guarantee of a better world. Material wealth fails to bring happiness. Pay more attention to inner wealth. Existing education is not enough for a happy life. During the Secular Ethics class, staff give talks on the importance of compassion, kindness and peace. Staff show videos of great people who talk about the importance of ethics. Education is fundamentally the basis for development. Human beings by nature have brilliant brains. Education is the key to helping us to utilize that brain. But education doesn't always work that way.

I consider education to be an instrument. Whether that instrument is used correctly or wrongly depends on our basic human motivation. But today, in the name of education we produce drug addicts' youths, unemployment and corrupted youths. It's not solely responsible for the person but also responsible for the education system, parents and teachers (educators). So, we decided to train our students by holding class on Secular Ethics. Secular ethics, compassion is the most necessary to today's youth. Compassion is true Dharma. We believe we need these basics in order to have a good education system and good teachers. Without this we will be breeding literate illiterate.

If we look back to Nalanda University, it produced great scholars who worked for whole sentiment beings and I also want to say that change of attitude in the Nalanda University, especially among scholars was not accidental. It was the result of a hundred years, worth of effort. Peace studies started a number of years ago. So, we will let our youth study today. We see the huge impact of the class on students' behavior.





**Well-coordinated Teaching Staff:**

The Teachers are the guardians and parents of all the students of the school. Sixteen in numbers, we the teachers belong to different communities, religion etc. But the staff room is always lively and lovely with no differences and grudges. Every teacher is entrusted with certain responsibility which is carried out with the consent of all the teachers after a unanimous decision. Activities are planned and executed collectively. This collective approach of the teacher's makes every event or programmes a successful and meaningful one.

**What We Look For A Better School:**

The enrollment was very poor in spite of having high population in the school area, we got reason that many students from far flung villages including Buri, Yuisar, Marmey, Loudung and Bleteng which is border village near Bhutan border couldn't enroll in the absence of boarding facility. It's not possible for children to attend classes as day-scholar. So, we started a Self-managed hostel. There was a small local hut which was converted into a hostel in the 2009-10 academic session. Since then, the enrollment has increased. We believe, Self-dependency is rather than blaming and depending on Govt for fund deficiency here is an example of a Govt run school, where its school hostel is self-managed by our teachers and parents. Parents, who bring firewood for the hostel. Our school is also known for its creativity, literary and Co-curriculum activities, including open libraries, participating in inter-school literary and sports activities in which it has brought laurels to its fame...

What we look for a better school...

Our school organized extra classes during night (After games and sports class). it is compulsory for all the weaker students. it is held from time 6:30pm to 7:30pm there is no cost for it, teachers voluntarily take the class. Remedial classes are conducted by various subject teachers every-day who devote extra and quality time to academically weak students. It's excited to inform that we held class on Secular Ethics, we educate the heart, mind and body of students because today our education system is very much oriented with material value. We pay more attention to inner wealth... Education is the key to helping us to utilize that brain. But education doesn't always work that way. So, we emphasis on it....

Due to the unavailability of office staff at our school we have to engage our teaching staff for other office work which hampers the classes. The students are very interested in cultural, Games & Sports and other co-curricular activities. However, due to unavailability of Subject Teacher, Music Teacher, Art Teacher the hidden talent of the students remains least channelized. The students are enthusiastic to take part in the Republic and Independence Day Parade, in fact they participate and our students were recognized as best contingent on a number of occasions. But if they are trained by a professional teacher they would certainly do better and can also achieve higher ranks. The Government of Arunachal Pradesh has provided K-Yan, Projectors etc for Smart Class. But the absence of a trained teacher for the purpose the aim of the smart class remains a distant goal. The interruption of electricity also hampers the Smart class process. School should be equipped with uninterrupted electricity for such Teaching Learning. Lack of a proper Science laboratory also adds to the problem being faced by the students to understand the scientific concepts. They depend only on the theoretical knowledge to pass out from the class to the next level. Even without the required facilities the teachers are committed

to groom the students to become a good citizen, an asset of the society, not just a Technocrats or Bureaucrats.

A congenial atmosphere, educational friendly environment within the school campus as well as in the society is very much important for the educational advancement in the Tawang district. The parents and the community in general are a bit inattentive towards creating an educational atmosphere in the society. There is a need for awareness in community so that schools perform well and the society progress in right direction sustainably.



### Message from Headmaster

I Shri Tsering Wangchuk, representing as an Headmaster on the behalf of entire family members of Government Middle School,Kuntse Dudunghar, as responsible administrator to being Headmaster, Infact I feel gigantic pleasure and ecstasy to delineate my genuine glance of notion towards the elevation of all round development of school radiantly. Around the incumbent of Headmasters dedication in the same station respectively, as more than 15 years of perpetual experience. I have utterly realised about the wellbeing contribution of all staff's comrades with having tremendous positive qualities like sincerity, hardwork, dedication, determination,patience, skillful.....vice versa have energised the positive effort to fulfill the sustainability of school in multi source of development as a whole.

Subsequently, ever by the sudden visits or inspection involving our own Head of the Educational Department like DDSE,BEO,BRCC,CRCC along with some other special guests visitors like DC,CO, Spiritual leader Rinpoche , Director of Jamtse Gatsal ,SP of Police

Department as well as Executive members of Students, all have collaboratively galvanized and mustered timely about the conventional and moral values based positive thought and principles were surmised to understand, learn and to know about good behaviour of every children in regard acclimatize in the healthy and secured outreach of the educational environment are the paramount factors for everyone's development as a whole found obligatory . By the miraculous coordination which were being reformed further by all those humble higher authorities during my regime have elevated the scope of multiple opportunities in multiphase domain specially in the field of every school activities for potential educational resources. So I feel immense indebtedness to everyone and for their high value of dedicational service will touch the roof of educational development.

Thanks

Sh. Tsering Wangchuk, Headmaster Govt. Middle School, Kuntse Dudunghar, Tawang Arunachal Pradesh.



***Bihar***

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### Case Study Pedagogical Leadership for Enhancing Student Learning Competencies

मैं प्रधानाध्यापक के पद पर सितम्बर 2023 में मध्य विद्यालय इशोपुर, फुलवारी शरीफ, पटना में पदस्थापित हुआ। विद्यालय की स्थापना का 73 वर्ष हो चुका था, 73 वर्षों के उपरांत भी विद्यालय में आधारभूत संरचना का नहीं होना, एक समस्या नहीं बल्कि एक आपदा थी। इससे भी बड़ी आपदा यह थी कि Stakeholders का विद्यालय से विश्वास पूरी तरह से उठ चुका था और निराशा का माहौल था। इन दोनों विषम परिस्थितियों से संघर्ष कर एवम् आपदा में अवसर की तलाश करते हुए एक ओर विद्यालय के आधारभूत संरचना का सृजन किया एवम् दूसरी ओर Stakeholders से अलग-अलग बातचीत कर उनकी समस्याओं को सुनकर उसका निराकरण किया तथा उनका विद्यालय के प्रति विश्वास पुनः वापस लाया। इस संघर्ष में मुझे 5-6 महीने लगे। पदस्थापना के उपरांत ही मेरे समक्ष विद्यालय में कई समस्याएँ और चुनौतियाँ विद्यमान थी। समाज में आमतौर पर लोगों में सरकारी विद्यालय के बारे में एक अवधारणा व्याप्त है कि एक सरकारी विद्यालय में शैक्षणिक वातावरण का पूर्णतः अभाव पाया जाता है, कहीं न कहीं इस अवधारणा को मैंने विद्यालय में सत्य के रूप में पाया। विद्यालय को सुव्यवस्थित ढंग से संचालित करने तथा बच्चों के लिए शैक्षणिक माहौल का निर्माण करने हेतु मुझे कई निम्न समस्याओं और चुनौतियों का निराकरण करना था :

1. विद्यालय भवन, जो शैक्षणिक संस्थान का एक अति महत्वपूर्ण बाहरी आवरण है। बच्चे जिस भवन को देख आकर्षित होकर विद्यालय आने के लिए उत्साहित हों, म0 वि0 इशोपुर के भवन की स्थिति सही नहीं थी। विद्यालय आधारभूत सुविधाओं से वंचित था, यथा— चाहरदीवारी का नहीं होना, विद्यालय के कार्यालय सहित कई कमरों का जर्जर एवम् क्षतिग्रस्त होना, एक-दो कमरों में कबाड़ का अंबार लगा होना, विद्यालय परिसर का गंदा हो, अर्थात् विद्यालय की भौतिक संरचना बच्चों के शैक्षणिक दृष्टिकोण से प्रभावी नहीं थी।
2. विद्यालय परिसर का तल काफी नीचे होने के कारण जल-जमाव की समस्या थी। शिक्षकों एवम् बच्चों को वर्ग-कक्ष तक आने-जाने में काफी परेशानी होती थी।
3. वर्ग-कक्ष में बच्चों के बैठने की व्यवस्था के अभाव में बच्चे जमीन पर बैठते थे, जिसके कारण उनमें निजी विद्यालय को देखकर हीनभावना उत्पन्न होती थी। कुछ 15-20 टूटे-फूटे बेच-डेस्क ही विद्यालय में थे। वर्ग-कक्ष का फर्श टूटा-फूटा था, साथ ही वर्ग-कक्ष में पर्याप्त पंखों और लाइट का भी अभाव पाया गया।
4. विद्यालय में बेसिक सुविधाओं यथा— शौचालय, पेयजल, Handwash Basin की व्यवस्था नाममात्र थी। शौचालय उपयोग के लायक नहीं था। पेयजल की व्यवस्था के नाम पर चापाकल था, किन्तु क्रियाशील नहीं था। Handwash Basin में सारे नल टूटे हुए थे। ऐसी स्थिति में छात्र/छात्राओं को कठिनाइयों का सामना करना पड़ता था तथा उनके स्वास्थ्य पर भी प्रतिकूल प्रभाव पड़ रहा था।
5. बच्चों के खेल एवम् अन्य गतिविधियों के लिए खेल का मैदान विद्यालय का अहम हिस्सा है। म0 वि0 इशोपुर में एक छोटा-सा खेल का मैदान है, जिसकी जमीन समतल नहीं होने के कारण उपयोगी नहीं थी।
6. I.C.T. Lab होने के बावजूद उसका रख-रखाव सही ढंग से नहीं था। कम्प्यूटर की कक्षाओं का संचालन नहीं किया जा रहा था। सरकार द्वारा विद्यालय में कुछ पुस्तकें उपलब्ध करायी गयी थी, किन्तु बच्चों के लिए विद्यालय में Book Bank या Library की व्यवस्था नहीं थी।
7. विद्यालय की चाहरदीवारी की पर्याप्त ऊँचाई तक Fencing नहीं होने के अभाव में कई असामाजिक तत्वों द्वारा विद्यालय बंद होने पर विद्यालय को क्षति पहुँचाया जाता था।



8. एक सरकारी विद्यालय में बच्चों का नामांकन एवम् बच्चों को विद्यालय आने के लिए प्रेरित करना एक बड़ी चुनौती है। विद्यालय में बच्चों का नामांकन था, लेकिन उनका नियमित रूप से उपस्थिति एवम् ठहराव संतोषजनक नहीं था।
9. ग्रामीणों एवम् विद्यालय शिक्षा समिति की सहभागिता नगण्य थी। शिक्षक-अभिभावक गोष्ठि में अभिभावकों की रुचि नहीं होने के कारण बच्चों की प्रगति एक बहुत बड़ी मुद्दा थी।
10. बच्चों के शैक्षणिक एवम् व्यक्तित्व विकास की दृष्टिकोण से विद्यालय में कोई सुविधा उपलब्ध नहीं थी। विद्यालय सिर्फ एक ढोंचा की तरह खड़ा था, जिसमें अनेक सुधार की आवश्यकता थी।

उपर्युक्त समस्याओं और चुनौतियों को कमबद्ध कर इसके निराकरण हेतु रणनीति तैयार किया और प्राथमिकता देते हुए निम्न रूप से समस्याओं का निदान किया :

1. सर्वप्रथम मैंने शिक्षकों, बच्चों, अभिभावकों एवम् विद्यालय शिक्षा समिति साथ बैठक कर समस्याओं पर विचार-विमर्श कर निराकरण का रास्ता तैयार किया। विभागीय पदाधिकारी को विद्यालय की स्थिति से अवगत कराया गया। विभागीय पदाधिकारी द्वारा मेरा मनोबल बढ़ाया गया तथा विद्यालय सुधार हेतु सहायता प्रदान की गयी।
2. विद्यालय भवन एवम् वर्ग-कक्ष को आकर्षक एवम् बाल-केंद्रित बनाने हेतु मरम्मत तथा बाला पेंटिंग से विद्यालय को जीवंत किया। प्रत्येक वर्ग-कक्ष में बच्चों को बैठने के लिए पर्याप्त मात्रा में बेंच-डेस्क की व्यवस्था की गयी।
3. बेसिक सुविधाएँ यथा-शौचालय, Urinal, Handwash Station, पेयजल आदि को क्रियाशील अवस्था में लाया गया।



## Impact

अभिभावकों एवं बच्चों का विद्यालय के प्रति आत्मविश्वास का सृजन हुआ तथा विद्यालय में शैक्षणिक वातावरण का निर्माण

हुआ। विद्यालय में बच्चों के नामांकन के लिए मैं एक नए प्रयोग को करते हुए पोषक क्षेत्र में हर घर के दरवाजे तक नामांकन प्रचार गाड़ी के द्वारा लोगों को जागृत किया तथा साथ ही **On Spot Admission** किया गया, जिससे हमारे विद्यालय में तीन गुना नामांकन की वृद्धि हुई। इस सफलता का मुख्य कारण था कि ग्रामीणों का विश्वास और सोच विद्यालय के प्रति सकारात्मक होने लगा था। दूसरा एक बड़ा प्रभाव बच्चों का विद्यालय में ठहराव, जहाँ वर्ष 2023–2024 में मात्र 410 बच्चों में मात्र 94 बच्चे 75% उपस्थिति वाली संख्या में थे, वहीं आज वर्ष 2024–2025 में 374 में 214 बच्चे 75% उपस्थिति वाली संख्या में है, जो स्पष्ट करता है कि विद्यालय में आधारभूत सुविधाओं के सृजन से और सुव्यवस्थित शिक्षण प्रणाली जो कि बाल केंद्रित था, बच्चों का विद्यालय में ठहराव सुनिश्चित हुआ।

नामांकन में वृद्धि		75% उपस्थिति वाले बच्चों की संख्या में वृद्धि (APR-SEP)	
वित्तीय वर्ष	संख्या	वित्तीय वर्ष	संख्या
2023–2024	33	2023–2024	94 / 410
2024–2025	105	2024–2025	214 / 374

1. विद्यालय में सशक्त चेतना सत्र का आयोजन किया जाता है। चेतना सत्र में निर्धारित चर्या के अनुसार प्रत्येक दिन योगा, विज, समाचार वाचन बच्चों के लिए आकर्षण का केन्द्र है।



2. विद्यालय में शैक्षणिक माहौल को जीवंत करने के लिए मैंने एक नयी शुरुआत की, जो सरकारी विद्यालयों की अवधारणा
3. नहीं थी, **House** की अवधारणा लाना। हमारे विद्यालय में सभी तरह की गतिविधियाँ **Housewise** होने के, बच्चों में अनुशासन, प्रतिस्पर्धा, संगठनात्मक की सोच का उदय हुआ। बच्चों में खुद आगे बढ़ने और अपने **House** को आगे बढ़ाने की ललक में उनमें आत्मविश्वास और एक सीखने की चाह का सृजन हुआ। आज यह **House** की अवधारणा केवल रंग का प्रतीक नहीं रह गया है, बल्कि यह बच्चों की सीखने की चाह का सकारात्मक प्रतीक बन गया है।

## Activity to Enhance Learning Competencies

लर्निंग आउटकम की प्राप्ति के लिए कई प्रक्रियाओं को पठन-पाठन से संबद्ध किया गया :

1. **Classwise & Subjectwise Learning outcome** को **Achieve** करने का प्रयासरत में **T.L.M.** और **F.L.N.** का प्रयोग के द्वारा बच्चे आनन्दपूर्वक सीखने लगे।
2. **PBL** जिसके द्वारा बच्चे खुद करके सीखें। परिणाम यह मिला कि आज बच्चे विषय-वस्तु को प्रोजेक्ट द्वारा खुद विश्लेषणात्मक और तार्किक क्षमता के साथ सीख रहे हैं। इसके लिए शिक्षा चौपाल के आयोजन द्वारा अभिभावकों को जागृत किया।
3. **Visit project** के तहत बच्चों को कभी बैंक, डाकघर, छोटे-छोटे कारखाना, खेत दिखाया जाता है, जहाँ बच्चे कर्मचारी, किसानों आदि के साथ स्वयं पूछताछ और चर्चा कर विषय को समझते हैं।
4. साथ ही समय-समय पर **Science Exhibition** के तहत बच्चों द्वारा अपनी विज्ञान विषय की समझ प्रस्तुत करने का मौका मिल रहा है।
5. **Reading Campaign** का प्रभाव यह है कि बच्चें आज **Reading** के साथ-साथ अपनी अभिव्यक्ति को प्रस्तुत करने में सक्षम होने लगे हैं। साथ ही प्रतिदिन बेसिक गणित एवम् भाषा की समझ को विकसित करने में अपनी समझ बना रहे हैं।
6. प्रतिदिन चेतना सत्र का एक विशिष्ट विषय होता है, जैसे बुधवार को पोषण स्वास्थ्य पर चर्चा, किसी दिन विज्ञान की उपलब्धि पर, आपदा प्रबंधन चर्चा, बैंगलेस शनिवार के तहत सामाजिक कार्यकर्ता की भूमिका आदि द्वारा चेतना सत्र को सशक्त किया जा रहा है।
7. **I.C.T Lab** को व्यवस्थित कर कम्प्यूटर की कक्षा का संचालन कर बच्चों को **Smart Class** के माध्यम से सीखने का मौका मिला। बच्चों के पठन-पाठन हेतु **T.L.M.** एवम् **F.L.N.** कीट की व्यवस्था कर सुगमता से शिक्षण कार्य को करने योग्य किया गया।
8. बाल संसद, मीना मंच एवम् **Eco Club** के सदस्यों के साथ नियमित रूप से बैठक कर बच्चों में नेतृत्व की क्षमता का विकास किया जा रहा है।
9. खेलकूद के आयोजन द्वारा बच्चों में शारीरिक एवम् मानसिक विकास किया जा रहा है, जिसमें हाउस के आधार पर प्रतियोगिता का आयोजन किया जाता है।
10. पढ़ाई के साथ-साथ विद्यालय में सांस्कृतिक कार्यक्रम का आयोजन कराया जाता है, जिसमें बच्चे आनन्दपूर्वक भाग लेते हैं।

## ***Impact Of Learning Enhancement Activities***

- 1 शैक्षिक उत्साह और अभिरुचि में वृद्धि।
- 2 समय प्रबंधन और आत्म-नियंत्रण में सुधार।
- 3 रचनात्मक और आलोचनात्मक सोच का विकास।
- 4 पाठ्यक्रम से बाहर जाकर नई जानकारी का अन्वेषण करने की कला में विकास।
- 5 जीवन कौशल एवं व्यक्तिगत विकास। समूह कार्य एवं तमकपदह बंउचंपहद से सामूहिक संवाद कौशल का विकास।
- 6 कौशल-आधारित शिक्षा की दिशा में वृद्धि।
- 7 स्वतंत्र सोच और आत्मनिर्भरता का विकास।
- 8 नवाचार एवम् समाधान केंद्रित सोच का विकास।
- 9 ग्रामीणों एवम् अभिभावकों का विद्यालय के प्रति विश्वास और सहयोग में सफलता।

## **Middle School Ishapur at A Glance**

सभी के सहयोग से बच्चों का शैक्षणिक विकास के साथ-साथ विभिन्न क्षेत्रों में क्रियाशीलता बढ़ी है, इसी आत्मविश्वास और सफलता के साथ बच्चों के सुनहरे भविष्य हेतु कर्मठतापूर्वक प्रयासरत् रहने का संकल्प है।



## 6. Shri Kamlesh Kumar

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### 1. विद्यालय की भौगोलिक स्थिति:

नन्दन-वन की छवि दर्शाती तरुपुंजो एवं कुसुमावालिओं से आच्छादित एक मुख्य द्वार के साथ सभी दिशाओं से ऊँची चहारदीवारी से सुरक्षित 01.02 एकड़ भूखंड के बीच अवस्थित यह विद्यालय जनपद जहानाबाद के शैक्षणिक वातावरण का मुकुटमणि है। शान्ति निकेतन की तरह प्रकृति के उन्मुक्त वातावरण में पलने वाले शहर के शोर से दूर जिला मुख्यालय जहानाबाद से 03 कि०मी० की दूरी पर स्थित इस विद्यालय के पश्चिम की ओर दरधा नदी प्रवाहित है जबकि पूरब दिशा में आर्दश गाँव हाजीपुर है। भौगोलिक रूप से अक्षांश ; संजपजनकमद्ध 25.22069 एवं देशान्तर ,स्वदहपजनकमद्ध 85.022074 पर अवस्थित इस विद्यालय के उत्तर में छम्भ३३ गुजरती है एवं दक्षिण में ऐतिहासिक गाँव धनगावाँ है। इस विद्यालय के पोषक क्षेत्र में कई गाँव आते हैं जिनमें हाजीपुर, नदियावाँ, अलगना, मिश्रविगहा, धनगावाँ, घटकन एवं बरबट्टा ईत्यादि प्रमुख हैं।

### 2. विद्यालय का इतिहास:

कृषि क्षेत्र से घिरे ग्रामीण परिवेश में अवस्थित इस विद्यालय की स्थापना में आर्दश गाँव हाजीपुर के ही कुछ महान स्वतंत्रता





सेनानियों, पूर्वजों, बुद्धिजीवियों एवं शिक्षाप्रेमी समाज सेवियों की सकारात्मक सोंच एवं भूमिका रही है। निश्चित रूप से आस-पास के क्षेत्र के लोगों के सामाजिक, आर्थिक एवं शैक्षिक उत्कर्ष के निहितार्थ इस विद्यालय की स्थापना की गयी। सबसे महत्वपूर्ण बात यह रही की बिहार के प्रथम मुख्यमंत्री बिहार केशरी डॉ श्री कृष्ण सिंह के पावन कर-कमलों द्वारा ऐतिहासिक एवं गौरवशाली क्षण में दिनांक- 05 मई 1956 ई0 को विद्यालय के भवन एवं मुख्य प्रवेश द्वार का शिलान्यास सम्पन्न हुआ, जिसका दिव्य पुष्प आज विद्यमान है एवं आगे भी रहेगा।

प्रारंभिक काल में ग्रामीणों के सहयोग से सर्वप्रथम चार कमरों का खपरैल भवन बनाया गया था, जो कालांतर में धीरे-धीरे कई पक्के कमरे वाला भवन चहारदीवारी सहित तैयार हुआ।

### 3. विद्यालय की भौगोलिक संरचना:

सौभाग्यवश अपनी भौतिक संरचना के क्षेत्र में भी विद्यालय संतोषप्रद स्थिति में है। बड़े परिवार वाले इस विद्यालय में मुख्य रूप से दो भवन हैं। मुख्य द्वार के सामने वाला दोमंजिला भवन सीनियर छात्रों के लिए उपयोग में आता है जबकि पूरब की ओर स्थित छोटा सा भवन जूनियर बच्चों के लिए समर्पित है। यहाँ प्राथमिक कक्षाएँ चलती हैं। परिसर में शिशुओं की नर्सरी (ऑगनबाडी केन्द्र) भी स्थित है। इसके अलावा यहाँ पेयजल हेतु समर्सिबल बोरिंग, शौचालय, रेन वाटर हार्वेस्टिंग सिस्टम, प्ले सट, पुस्तकालय, प्रयोगशाला, रसोईघर, प्रधानाध्यापक कक्ष, अध्यापक कक्ष, किचन गार्डन एवं हरे-भरे पेड़ पौधे हैं। सम्पूर्ण परिसर स्वच्छ, प्राकृतिक एवं मधुमय वातावरण से लवरेज है।

### 4. विद्यालय का देख-रेख एवम् रखरखाव:

सरकारी नियमानुसार विद्यालय के देखरेख एवं रखरखाव हेतु विद्यालय शिक्षा समिति कार्य करती है। इस विद्यालय में विद्यालय शिक्षा समिति पूर्णतः जीवंत एवं क्रियाशील है। उनकी निगरानी एवं मार्गदर्शन में विद्यालय के विकास हेतु प्रधानाध्यापक समर्पित भाव से काम करते हैं। प्रधानाध्यापक के नेतृत्व में बच्चों के विभिन्न समूह (यथा बाल संसद, मीना मंच, इको क्लब, आपदा प्रबंधन समिति इत्यादि) कार्य करते हैं जिनसे विद्यालय का देख रेख एवम् रखरखाव सरल हो जाता है। इन कार्यों में विद्यालय के शिक्षकों एवं समुदाय की महत्वपूर्ण भूमिका होती है।

### 5. प्रधानाध्यापक की भूमिका एवं अपेक्षाएँ :

किसी भी विद्यालय के सुनियोजित एवं सुव्यवस्थित संचालन में प्रधानाध्यापक की अहम भूमिका होती है। वर्तमान विद्यालय में अपनी पदस्थापना (15.03.2015) के साथ ही विद्यालय एवं बच्चों के विकास की यात्रा प्रारंभ हुई। इसे निम्न प्रकार से देखा जा सकता है:-

(ए) शिक्षकों के साथ समन्वय।

(ए) बच्चों के साथ आत्मीय व्यवहार।

(ए) समुदाय के साथ निकटता।

(ए) पाठ्येतर क्रियाएँ।

(ए) स्थानीय मानव संसाधन का सदुपयोग।

(ए) बच्चों का शैक्षणिक मूल्यांकन एवं उसके परिणामों को अभिभावकों के साथ साझा करना एवं उनका फीडबैक प्राप्त करना।

इन सभी कार्यों के सुव्यवस्थित एवं सफल संचालन हेतु विद्यालय के प्रधानाध्यापक को कई बार पुरस्कृत किया जा चुका है।

### 6. विद्यालय अभिलेख:

विद्यालय के कुछ महत्वपूर्ण अभिलेख भी होते हैं जो उपलब्ध एवं सुरक्षित हैं। इनमें प्रमुख हैं:-शिक्षक उपस्थिति पंजी, छात्र उपस्थिति पंजी, छात्र नामांकन पंजी, छात्र स्थानान्तरण प्रमाण पत्र निर्गत पंजी, अभिभावक-शिक्षक गोष्ठी पंजी, प्रधानाध्यापक-शिक्षक गोष्ठी पंजी, विद्यालय शिक्षा समिति पंजी, आदेश पुस्तिका, सूचना पंजी, मध्याह्न भोजन पोषाहार पंजी, निरीक्षण पंजी, रोकड़ पंजी इत्यादि। इसके अलावा भी कई महत्वपूर्ण अभिलेख होते हैं जैसे पत्र निर्गत पंजी, पत्र आगत पंजी, विद्यालय सम्पत्ति पंजी, आंतरिक मूल्यांकन पंजी एवं अध्यापक की डायरी इत्यादि। इन सभी अभिलेखों का रखरखाव प्रधानाध्यापक द्वारा किया जाता है।

### 7. विद्यालय के वित्तीय आय के साधन:

अपने अधिकांश वित्तीय कार्यों के सम्पादन के लिए विद्यालय सरकारी अनुदान पर निर्भर करता है। शिक्षा विभाग से छात्र संख्या के आधार पर विद्यालय विकास/रखरखाव हेतु प्राप्त राशि एवं मध्याह्न भोजन संचालन हेतु उपलब्ध करायी गयी राशि के सहारे ही विद्यालय का क्रमशः रखरखाव एवं मध्याह्न भोजन संचालन होता है। प्रत्येक वर्ष नूतन सत्रारंभ होते ही बच्चों को पाठ्यपुस्तकें उपलब्ध करा दिये जाते हैं और उपस्थिति के आधार पर बच्चों के खाता में कटज के माध्यम से सरकारी स्तर पर प्रोत्साहन राशि भेजी जाती है।

### 8. विद्यालय समय सारणी:

विद्यालय के सुव्यवस्थित एवं सरल संचालन हेतु समय सारणी की आवश्यकता होती है। हमारे विद्यालय में विभागीय नियमानुसार बनायी गयी अद्यतन समय सारणी है जिसके सहारे विद्यालय का संचालन 9:30 बजे से अपराह्न 4:00 बजे तक होता है। इसमें समय-समय पर विभागीय आदेशानुसार परिवर्तन भी होता है। समय से पूर्व शिक्षक एवं बच्चे विद्यालय आ जाते हैं एवं पूरी कार्यावधि के दौरान समय सारणी का अनुपालन करते हैं। दोपहर 12:40 बजे से 01:20 बजे तक मध्याह्न भोजन हेतु समय निर्धारित है। इसी प्रकार कम्प्यूटर, पुस्तकालय, प्रयोगशाला, बागवानी एवं खेलकूद के लिए भी समय निर्धारित है। समय सारणी के अनुपालन हेतु

प्रधानाध्यापक को काफी सचेष्ट रहना पड़ता है।

#### 9. विद्यालय परिसर:

हरे-भरे पेड़ पौधों एवं बच्चों की किलकारियों से गुंजायमान विद्यालय परिसर की अनोखी छटा दृश्यमान है। इसी परिसर में बच्चों का उन्मुक्त बचपन पनपता है एवं शिक्षक अपने अनुभव को जमीन पर उतारते हैं। सचमुच कहा जाय तो राष्ट्र निर्माण की नींव यहीं डाली जाती है।

#### 10. स्कूल पुस्तकालय:

विद्यालय के जीवन का यह महत्वपूर्ण केन्द्रीय स्थान है जहाँ विद्यालय के विकास का प्रत्येक क्षेत्र ज्योतिर्मय होता है। हमारा यह लघु पुस्तकालय हमारे विद्यालय के बौद्धिक उन्नयन, चारित्रिक निष्ठा एवं आध्यात्मिक जागरण का प्रतीक है। शैक्षिक नवजागरण के अग्रदूत इस पुस्तकालय में लगभग 850 पुस्तकें हैं। यहाँ शिक्षकों एवं बच्चों के लिए पुस्तकें उपलब्ध हैं और इसका संचालन विद्यालय की शिक्षिका शबाना नासरीन द्वारा किया जाता है।

#### 11. विद्यालय प्रयोगशाला:

आधुनिक समय की पुकार है कि हर विद्यालय में प्रयोगशाला हो। संसाधनों के तमाम अभावों का सामना करते हुए विद्यालय में एक लघु प्रयोगशाला की स्थापना की गई है जिसका संचालन विज्ञान शिक्षिका ज्योति सिन्हा के द्वारा की जाती है। इस प्रयोगशाला में रसायन, भौतिकी तथा जीव-विज्ञान विषय से संबंधित कुछ उपकरण उपलब्ध हैं जिसके सहारे बच्चों को व्यवहारिक विज्ञान सिखाये जाते हैं। इसे समृद्ध बनाने हेतु प्रधानाध्यापक का निरंतर प्रयास जारी है।

#### 12. स्कूली वातावरण:

विविध प्रकार के परिवेश, आर्थिक, सामाजिक, शैक्षिक पृष्ठभूमि से आनेवाले बहुआयामी प्रतिभा के धनी बच्चों के जिज्ञासु मन एवं उनकी प्रतिभा को तराशने में जुटे समर्पित एवं सुयोग्य शिक्षकों की टीम से स्कूली वातावरण की परिपूर्णता दिल को सुकून देने वाला प्रतीत होता है। विद्यालय में विभिन्न प्रकार के भौतिक वातावरण, नैतिक वातावरण, भावात्मक वातावरण, सामाजिक वातावरण, आध्यात्मिक वातावरण, सौन्दर्यात्मक वातावरण एवं मनोवैज्ञानिक वातावरण बनाये रखने के लिए हर संभव प्रयास किये जाते हैं।

#### 13. प्रधानाध्यापक-शिक्षक एवं अभिभावक-शिक्षक संबंध:

विद्यालय के सर्वांगीण विकास में प्रधानाध्यापक-शिक्षक एवं अभिभावक-शिक्षक संबंध की महत्वपूर्ण भूमिका होती है। प्रधानाध्यापक के द्वारा शिक्षकों के साथ मधुर संबंध बनाए रखने के लिए उन्हें भरपूर सम्मान दिया जाता है एवं उनकी अपेक्षाओं एवं समस्याओं का भी ख्याल रखना पड़ता है। यही कारण है कि शिक्षक भी प्रधानाध्यापक का सम्मान करते हैं एवं उनकी अपेक्षाओं पर खरा उतरने का प्रयास करते हैं। बच्चों के साथ शिक्षकों का समर्पण एवं कर्तव्यनिष्ठ बनाये रखने के लिए प्रधानाध्यापक हमेशा तत्पर एवं जागरूक



रहते हैं। विद्यालय को जीवंत बनाये रखने हेतु उनके साथ अच्छे संबंधों की आवश्यकता होती है। इसके लिए अभिभावकों से निम्नवत् सम्पर्क एवं संवाद स्थापित किया जाता है:-

- प्रत्येक माह अभिभावक शिक्षक गोष्ठी (चूड) आयोजित कर।
- छात्रों के नामांकन के समय अभिभावक को आमंत्रित कर।
- अभिभावक दिवस मनाकर।
- पूर्ववर्ती छात्रों का संघ स्थापित कर।
- प्रगति पत्रक भेज कर।
- विद्यालय प्रतिका द्वारा।
- विद्यालय के उत्सवों में अभिभावकों को आमंत्रित कर।
- सामाजिक कार्यों में शामिल होकर।

#### 14. पाठ्येतर क्रियायें:

राष्ट्र के गौरव विद्यार्थियों को अनुशासनहीनता एवं उद्यमिता से बचाये रखने के लिए विद्यालय में पाठ्यक्रम, पाठ्यपुस्तकें एवं दैनिक रूटीन के अलावा पाठ्येतर क्रियायें संचालित की जाती हैं। इनमें प्रमुख हैं:- राष्ट्रीय त्योहारों का समारोहपूर्वक आयोजन, महापुरुषों की जयंती, स्वास्थ्य जाँच शिविर, हाथ धुलाई कार्यक्रम, शैक्षणिक प्ररिभ्रमण, सुरक्षित शनिवार, खेल-कूद प्रतियोगिता, रंगोली, चित्रांकन, मेहदी प्रतियोगिता, भाषण, वाद-विवाद, क्वीज प्रतियोगिता, कहानी कथन, कविता वाचन, निबंध प्रतियोगिता ईत्यादि। हमारे विद्यालय के बच्चों ने इन सभी विधाओं में श्रेष्ठ प्रदर्शन करते हुए अनेक बार प्रखंड स्तरीय, जिला स्तरीय एवं प्रमंडलस्तरीय प्रतियोगिता में पुरस्कार प्राप्त किये हैं।

#### 15. शैक्षिक नवाचार एवं परियोजना आधारित शिक्षण:

सामान्यतः शिक्षा में नवाचार से अभिप्राय होता है कि शिक्षा के क्षेत्र में आने वाली समस्याओं एवं चुनौतियों का नवीन तरीके से समाधान करना। आजकल जस्ट एवं थ्रू ज़प्ज का प्रयोग भी इसी श्रेणी में आता है। इसके अलावा विद्यालय में मल्टी मीडिया एप्रोच, कम्प्यूटर शिक्षा, रेडियो विजन, इंटरनेट, शैक्षणिक दूरदर्शन, टेलिकॉन्फ्रन्सिंग द्वारा भी शिक्षण कार्य किये जा रहे हैं। प्रधानाध्यापक के नेतृत्व में विद्यालय के कुछ शिक्षकों यथा- रूपेश कुमार, ज्योति सिन्हा, मीनाक्षी कुमारी एवं शबाना नासरीन द्वारा न केवल नवाचारी तरीके से शिक्षण कार्य किये जा रहे हैं बल्कि परियोजना आधारित शिक्षण के माध्यम से बच्चों के मन-मस्तिष्क में विषय वस्तु की बुनियाद मजबूत की जा रही है।

#### 16. स्थानीय मानव संसाधन:

स्थानीय समाज में कुछ उपयोगी मानव संसाधन भी उपलब्ध हैं जिनका सहयोग लेकर विद्यालय को आकर्षक एवं समृद्ध बनाने का प्रधानाध्यापक द्वारा प्रयास होता है। इनमें प्रमुख हैं:- स्थानीय जनप्रतिनिधि, लोक गायक, चित्रकार, जादूगर एवं कुछ सम्पन्न समाजसेवी। इन्हें विभिन्न अवसरों पर विद्यालय में आमंत्रित कर सम्मानित किया जाता है एवं विद्यालय में इनका योगदान भी होता है। एक सम्पन्न समाजसेवी द्वारा विद्यालय में अध्ययनरत सभी बच्चों को स्कूल बैग एवं लेखन सामग्री दिया गया है जबकि एक स्थानीय जनप्रतिनिधि द्वारा विद्यालय में 60 जोड़ी बेंच-डेस्क एवं 03 बुकसेल्फ प्रदान किया गया है। इन सभी का विद्यालय विकास एवं आकर्षण पर अत्यंत ही सकारात्मक प्रभाव पड़ा।

#### 17. निष्कर्ष एवं लक्ष्य:

उपर में वर्णित समस्त संसाधनों, प्रबंधनों एवं गतिविधियों का बच्चों के अधिगम स्तर पर बहुत ही सकारात्मक प्रभाव पड़ा है। बच्चों की नियमित उपस्थिति में सुधार हुआ है, ड्राप आउट कम हुआ है एवं बौद्धिक विकास का स्तर ऊँचा हुआ है। इसके बावजूद अभी भी कुछ लक्ष्य शेष रह गये हैं जिनकी प्राप्ति के लिए पूरा विद्यालय परिवार समर्पित भाव से प्रयासरत है।



***Chhattisgarh***



## **7. Shri Kamta Nath Tiwari**

Principal

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### **Introduction**

शिक्षा का मूल स्तंभ समाज है और समाज के द्वारा स्थापित संस्था विद्यालय जिनके जिनको समायोजन करने का एक छोटा सा प्रयास किया गया

Government Higher Secondary School Jhalmala

- Location-15 km from Raigarh district of Chhattisgarh, block-Pussore
- Establishment Year- 1956 as Middle School
- Upgradation – 2011 High School -2017 Higher Secondary
- 165 student study (96girl and 69 boys)



### **1- Strong reforms over 7 years**

प्रारंभ में विद्यालय भवन का अभाव था जिसके कारण विद्यालय अतिरिक्त कमरे में संचालित होता रहा सत्र 2016 में समग्र शिक्षा द्वारा नवनिर्मित भवन प्राप्त होने के पश्चात 2017 में हायर सेकेंडरी कक्षा में उन्नयन एवं तीन संकाय की अध्यापन हेतु अतिरिक्त कमरे की आवश्यकता हुई एसएमडीसी एवं पंचायत द्वारा 2018 में शिक्षक दिवस के अवसर पर विद्यालय को अतिरिक्त कमरा भी दान दिया गया ग्राम पंचायत द्वारा बाउंड्री वाल का दो तरफ हिस्सा एसएमडीसी के सहयोग से सांस्कृतिक मंच एमुख्य द्वारे

गली में टाइल्स आदि का निर्माण भी किया गया एवं प्राचार्य के द्वारा स्वयं के व्यय से सीसीटीवी कैमरा तथा ठंडा पानी हेतु फ्रीजर आदि भी दान दिया गया एसएमडीसी के सहयोग से म्यूरोल पेंटिंग्स जो लर्निंग एनवायरमेंट को बढ़ावा देता रहा है। खुद से सीखे विद्यालय का हृदय कहा जाने वाला प्रयोगशाला एवं पुस्तकालय की कक्षाएं भी नियमित संचालित होती हैं जिससे बच्चों में लर्निंग स्किल का विकास हो सके।

## **2- Collaborative Relationship**

शिक्षक की कमी को देखते हुए समुदाय के द्वारा एक निशुल्क शिक्षक की व्यवस्था की गई है जिनके द्वारा प्रतिदिन हिंदी की पढ़ाई कराई जाती है। बच्चों को मंच में बोलने की झिझक दूर हो इसी उद्देश्य से शिक्षक संविलियन के समय शिक्षकों के सहयोग से म्यूजिक सिस्टम प्रदान किया गया है। तथा शिक्षक एवं एसएमडीसी द्वारा एक रिवॉर्ड फंड की भी स्थापना किया गया है जिसे प्राप्त होने वाली ब्याज की राशि को प्रतिवर्ष उच्चतम अंक प्राप्त करने वाले छात्रों को आर्थिक सहायता हेतु प्रदान की जाती है। बालिका शिक्षा को बढ़ावा देने तथा 2019 में शत प्रतिशत रिजल्ट के कारण से जिला कलेक्टर द्वारा बेटी बचाओ बेटी पढ़ाओ के संदर्भ में प्रशस्ति पत्र विद्यालय को प्राप्त हुआ है। बालिका शिक्षा को प्रोत्साहन के साथ स्वस्थ प्रतिस्पर्धा का विकास हुआ।

## **3- Civic and social consciousness Activities**

सामाजिक जागरूकता हेतु राष्ट्रीय एकता, हर घर तिरंगा, मेरी माटी मेरा देश, मतदाता रैली आदि का आयोजन किया जाता रहा है। पर्यावरण क्षेत्र में जागरूकता हेतु एक पेड़ मां के नाम, साथ ही साथ प्रत्येक शिक्षक एवं बच्चे अपने जन्मदिन पर एक पेड़ स्वयं के नाम पर भी अभियान चलाया जाता है। स्काउट के बच्चों के द्वारा मतदान के समय मतदान करने हेतु दिव्यांग मतदाता को सहयोग भी देते हैं तथा 2025 में दो छात्रों का चयन भी राज्यपाल पुरस्कार के लिए नामित हुआ है।

## **4- Health and Hygiene**

विद्यालय में फिटनेस क्लब के द्वारा योग दिवस भी मनाया जाता है तथा नशाखोरी की प्रवृत्ति दूर करने के उद्देश्य से फिटनेस क्लब के द्वारा मिनी जिम भी संचालित है। जिसका परिणाम ही रहा कि आज दो छात्र अग्निवीर परीक्षा में उत्तीर्ण हुए हैं एवं कुछ छात्र आज भी फिटनेस ट्रेनर के रूप में काम कर रहे हैं। दहेल्थ हाइजीन की जानकारी भी बच्चों को दिया जाता है। निशुल्क सेनेटरी नैपकिन बाँटना एवं बीच-बीच में हेल्थ कैंप का भी आयोजन किया जाता है। परिणाम बालिकाओं की उपस्थिति की निरंतरता बनी रही।

## **5- Co-Curricular Activities**

छुपी प्रतिभा को निखारने के उद्देश्य से चित्रकला, पेंटिंग, विज्ञान मेला का आयोजन किया जाता रहा है जिसका परिणाम यह रहा कि वर्तमान में चार छात्र इंस्पायर अवार्ड के लिए भी नामांकित हुए हैं। विद्यालय द्वारा 2019 एवं 2025 में क्रमशः संभाग स्तरीय युवा संसद प्रतियोगिता में भी अपना स्थान बनाए हैं तथा 2025 में बेस्ट स्पीकर का अवार्ड भी प्राप्त हुआ है। जिला स्तर चित्रकला (क्रेडा के द्वारा आयोजन) प्रथम स्थान भी विद्यालय द्वारा प्राप्त किया जा चुका है।

## **6- Parent's Awareness Programmes**

विद्यालय का विकास बालक पालक एवं समाज के सहयोग से ही संभव हो सकता है जिसके लिए निम्न

प्रयास विद्यालय के द्वारा किया गया जिस विद्यालय में बालकों की सहभागिता बढ़ने लगी। शाला त्यागी बच्चों को शून्य करने के उद्देश्य से प्रवेश के समय पोस्टरप्रचार एवं प्रवेश उत्सव भी मनाया जाता है। प्रवेश एवम जाति प्रमाण पत्र बनाने हेतु शिविर का आयोजन किया जाता है। ग्राम प्रमुख शिक्षक के द्वारा पालको से संपर्क किया जाता है जिसका परिणाम की मेगा पेटिएम में शत प्रतिशत पालको की भागीदारी हुई। बच्चों में उपस्थित नियमित करने के उद्देश्य से बिना पालक सूचना के बच्चों को अवकाश या छुट्टी प्रदान नहीं की जाती है परिणाम की उपस्थिति में सुधार हुई है।

### 7- Crucial Steps

11वीं प्रवेश के समय कैरियर गाइडेंस का कार्यक्रम चलाया जाता है ताकि बच्चे सही विषय का चयन कर अपने लक्ष्य को प्राप्त कर सकें डिजिटल जागरूकता हेतु छत्तीसगढ़ का एकमात्र विद्यालय जहां केस लैस की व्यवस्था 2017 में चालू किया गया था और वर्तमान में प्रत्येक शनिवार को नवोदय विद्यालय प्रवेश की कक्षा भी संचालित की जाती है एवं बीच-बीच में एन एम एम एस ई प्रयास विद्यालय सैनिक स्कूल प्रवेश के बारे में पालकों एवं बच्चों को अवगत कराया जाता है।

### 8- Government Schemes

शासन की समस्त आदेशों का पालन करते हुए शासन के छात्रवृत्ति निशुल्क गणवेश एवं सरस्वती साइकिल योजना द्वारा बच्चों को निशुल्क साइकिल एसएमडीसी सम्माननीय नागरिक के हाथों से वितरित कराया जाता पालक का विद्यालय के प्रति सम्मान बढ़ाने लगा और अपने गरिमा में उपस्थिति देने लगे। साथ ही साथ दुरुस्त अंचल के छात्रा का विद्यालय में प्रवेश सुनिश्चित हो सका।

### 9- Media Column

बच्चों की सर्वांगीण विकास हो एवं अपने कर्तव्य के प्रति मन वचन कर्म से कर्तव्यनिष्ठ ईमानदार नागरिक बन सके इसके लिए समस्त शिक्षक हमेशा प्रयासरत एवं प्रतिबद्ध हैं।

जिला शिक्षा अधिकारी डॉक्टर केवी राव धन्यवाद जिसके दिशा निर्देशन से हम कार्य कर सके एवं नीपा तथा नीपा के समस्त टीम का विशेष धन्यवाद जिन्होंने आज में छत्तीसगढ़ का प्रतिनिधित्व करने का मौका दिया।

अंत में यही कहना चाहूंगा यदि “समाज शरीर है तो विद्यालय उसकी आत्मा” समुदाय के सहयोग से ही विद्यालय का विकास संभव हो पाता है, विद्यालय का निर्माण बालक पालक एवं शिक्षक से मिलकर होती है, बालक की प्रथम पाठशाला समाज ही है जहाँ से प्रथम सीख प्राप्त करता है और विद्यालय में शिक्षक उसे निखारने का

प्रयास करता है। समाज का विद्यालय से जुड़ाव उसे घर का वातावरण जैसे महसूस कराता है। और स्वतंत्र पूर्वक अपने विचार अभिव्यक्त करने का मौहौल प्राप्त होता है जिससे हम बच्चे की सर्वांगीण विकास का लक्ष्य प्राप्त करते हैं।



***Goa***



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### **Academic Leadership /pedagogical Leadership for Enhancing Student Learning Competencies**

**HEADMASTER**

**VISHAL GAJANAN SIGNAPURKAR**

The National Education Policy (NEP) highlights the critical role of the foundational stage of education, encompassing pre-primary and primary levels, as the cornerstone of lifelong learning and holistic development. Science, a discipline that profoundly shapes every aspect of life—from the cradle to the grave—finds its roots in primary education. This stage represents a pivotal time when curiosity is at its peak, and the foundational understanding of scientific concepts begins to take shape.

The Vigyan Setu initiative is a science education outreach program designed to ignite curiosity and connect young minds with science in their everyday lives. It serves as a bridge linking Government High Schools with all Government Primary Schools and Apna Ghar in Tiswadi Taluka, Goa. Apna Ghar, a Juvenile Justice State-Run Children's Home, operates under the Directorate of Women and Child Development. This initiative fosters a sense of wonder and exploration, encouraging young learners to ask questions, seek answers, and experience the joy of discovery.

Through Vigyan Setu, modern science is seamlessly blended with an awareness of the Indian Knowledge System, cultivating a love for nature and instilling pride in India's rich heritage. The program aims to empower the next generation of thinkers and innovators, building a bridge that connects curiosity to knowledge.

**"You can be that Change"**

### **Objectives**

1. Facilitate gradual exposure by introducing basic scientific facts, concepts, and skills to primary school students in an engaging and relatable manner.
2. Foster creativity, curiosity, observation, critical thinking, and inquiry among students to encourage a scientific approach to understanding their environment.
3. Incorporate hands-on activities and experiments to make science interactive and experiential for young minds.
4. Leverage locally available materials and examples in teaching science to make learning contextual and directly applicable to students' surroundings.

5. Act as a science bridge between high schools and primary schools, ensuring continuity in the quality and delivery of science education, especially in rural and underserved areas.
6. Help students recognize the relevance of science in daily life, enabling them to connect classroom learning with real-world applications.
7. Incorporate elements of the Indian Knowledge System (IKS) into science education to create awareness of traditional Indian scientific and technological contributions, as envisioned by the National Education Policy (NEP).
8. To preserve and promote India's rich knowledge heritage, instilling pride and cultural identity among students by highlighting the nation's contributions to science.
9. Integrate science education with other subjects, fostering a multidisciplinary approach to learning that contributes to the overall intellectual and social development of students.
10. Raising awareness among students about India's rich cultural and scientific heritage.
11. Make learning science entertaining and to develop scientific attitude among students.

### **Geographical Context**

Tiswadi Taluka, located in North Goa, features a mix of urban hubs, semi-urban township and rural landscapes, with some areas posing accessibility challenges due to uneven terrain. The taluka comprises 18 plus villages, each with unique characteristics and infrastructural setup. The region is home to all together 33 government primary schools, majority of which operate independently with minimal connection to nearby high schools. Some of these schools are isolated, scattered across remote settlements with limited infrastructure, making it difficult for students and teachers to access resources and support. Additionally, Apna Ghar, situated in Mercas under the Directorate of Women and Child Development, provides shelter and rehabilitation for juveniles in conflict with the law and children in need of care and protection which further emphasizes the need for inclusive and targeted educational outreach.

### **Socio Economic Context**

Tiswadi Taluka, with its government primary schools and Apna Ghar in Mercas, serves a predominantly migrant population where most parents depend on day labor and daily menial work for survival. Additionally, Apna Ghar, a specialized care facility under the Directorate of Women and Child Development, provides shelter and rehabilitation for juveniles in conflict with the law and children in need of care and protection. Many of the children residing in Apna Ghar come from vulnerable socio-economic backgrounds, where poverty and unstable family situations often hinder their access to basic education and support. Hence, these socio-economic challenges are evident in primary schools and Apna Ghar, where many students are first-generation learners who often lack academic support and resources at home, and mostly belong to socially and economically disadvantaged groups.

## Challenges

Leading the Vigyan Setu initiative came with several implementation challenges:

- a. **Building Cohesion Among Teachers:** As a science initiative, it required collaboration among both science and non-science teachers within the same school, as well as between teachers from two different government high schools, making it difficult to foster a cohesive and synergistic working environment.



Continuous efforts were necessary to promote mutual understanding, align goals, and ensure effective teamwork.

- b. **Addressing Fear of Science:** Many non-science teachers exhibited apprehension toward science, often perceiving it as complex and unrelated to their daily lives. Overcoming this fear and helping them appreciate the relevance of science in everyday activities were essential to securing their active participation in the program.
- c. **Training Non-Science Teachers:** A significant number of teachers had non-science backgrounds, which required equipping them with a clear understanding of basic scientific concepts before they could engage with primary school students. Training these teachers and ensuring their confidence in science instruction was a critical preparatory step.
- d. **Geographical and Logistical Constraints:** Some government primary schools were located in remote and rural areas with challenging terrain, creating accessibility issues. The distances and logistical challenges added complexity to the implementation of the initiative, requiring meticulous planning to ensure all schools were included.

- e. **Permissions and Administrative Coordination:** Securing permission to conduct activities in all primary schools under the Directorate of Education, also Apna Ghar which falls under the jurisdiction of the Directorate of Women and Child Development, necessitating coordination with and convincing of multiple stakeholders across departments as a significant challenge.
- f. **Varied School Timings:** Primary schools in Tiswadi operated on varying schedules, with some running morning shifts and others in the evening. A teacher had to adjust their routines and schedules to accommodate these differences, often balancing multiple responsibilities simultaneously.
- g. **Balancing Workload:** Teachers participating in the initiative had to manage the additional responsibilities of Vigyan Setu alongside their regular school duties, including morning teaching sessions & activities, evening remedial classes, and home visits. This demanded significant effort in planning and time management to prevent burnout.
- h. **Promoting Awareness of Heritage and the Indian Knowledge System:** Raising awareness among teachers about India's rich cultural and scientific heritage was another challenge. The headmaster had to motivate teachers to take pride in the Indian knowledge system and inspire them to introduce this awareness to primary school students in a meaningful way.
- i. **Financial implications:** Teachers faced challenges related to travel costs for reaching different schools, as well as the development and acquisition of educational materials.
- j. **Addressing Student Diversity:** A primary challenge is addressing the varying educational levels and emotional backgrounds of the children. Many children in Apna Ghar may have faced trauma or disruptions in their schooling, which could affect their ability to focus or engage fully in structured activities. The school visited revealed many first-generation learners with limited support and resources, often from disadvantaged backgrounds.

## Methodology

The Vigyan Setu initiative fostered science education through interactive, hands-on learning, bridging the gap between government high schools and primary schools in Tiswadi Taluka, Goa. High school teachers, called Vigyan Mitras, conducted engaging science sessions in 32 primary schools and one juvenile home in Mercers, sparking curiosity and active participation among students. The program emphasized real-life applications of science concepts, creating a strong foundation for scientific thinking and exploration.

As part of the program, a science education expert was invited to the school to equip teachers with effective demonstration techniques, enhance their subject knowledge, and offer hands-on experience with scientific experiments. The initiative fostered a culture of teamwork and mutual support, as teachers from different schools collaborated to deliver the sessions.

To manage the high school timetable and ensure that teachers' workloads were not disrupted, groups of two to three teachers were sent out together for each demonstration. At no point would more than one group be away from their high school responsibilities, maintaining a balance between their regular duties and the outreach initiative. After each



session, the teachers promptly shared updates on a WhatsApp group, detailing the activities conducted in the primary schools. This real-time communication ensured that all involved in the initiative remained informed and engaged.

The 'Vigyan Mitras' conducted science experiments related to day-to-day life, providing simple yet effective explanations to help students understand scientific concepts through real-life applications. The sessions were structured to promote active learning, with students encouraged to predict outcomes, observe experiments, and draw conclusions. This hands-on methodology not only improved their understanding of science but also fostered critical thinking and problem-solving skills. By participating in experiments, students gained confidence and developed a genuine interest in science, seeing its practical applications in their daily lives.

The initiative integrated modern scientific concepts with traditional Indian knowledge systems. Teachers introduced basic concepts from Yog, Ayurved, and Vedic Mathematics, encouraging students to explore holistic approaches to health, well-being, and problem-solving. Stories from the Panchatantra were used to demonstrate moral lessons, while highlighting the scientific logic embedded in these ancient tales. Teachers also introduced students to the legacies of Indian scientists like Aryabhata, Bhaskara, Sushruta, Chanakya and others, showcasing their contributions to mathematics, medicine, governance and others. This approach aimed to instill a sense of pride in India's rich scientific heritage and its relevance in contemporary times.

Despite logistical hurdles, including the need for permissions from various departments and the challenges posed by remote school locations, the initiative reached its target and succeeded in touching the lives of more than a thousand students across 33 schools. Through the Vigyan Setu program, science education was not only imparted but also celebrated as a tool for empowerment. The inclusion of songs like Vigyan Geet (science song) created an engaging and fun way to learn, while reinforcing key scientific principles. Additionally, teachers narrated & taught the students Vigyan Kodi/Paheli(puzzles), Vigyan Katha (stories), Vigyan Vichar(thoughts), Vigyan Charcha(discussion), Vigyan Khel (games), further enhancing the engagement.

The Vigyan Mitra motivated the primary teachers to set up Vigyan Kopra (science corner) in their school. The Vigyan Kopra was set up in the name of an ancient or modern Indian scientist. In small primary schools with 3-4 classrooms, a single science corner can serve as a shared space for all students. In this special area primary teachers were motivated to showcase models, pictures, and simple experiments, and provide opportunities for hands-on activities, while integrating elements of the Indian knowledge system, such as traditional scientific concepts from Ayurveda, Vedic mathematics, and sustainable practices.

The Vigyan Kopra is designed to be an interactive learning space, similar to high school science labs, where students engage with science through hands-on experiments, models, and displays. Featuring posters of renowned scientists and practical tools, it promotes learning through Vigyan Katha (science stories) that inspire students with tales of great discoveries. Vigyan Paheli (science puzzles) challenge students' problem-solving skills, while Vigyan Khel (science games) make learning enjoyable and engaging. Additionally, Vigyan Charcha (science discussions) fosters open conversations among students,

teachers, and parents on critical topics like pollution and climate change, enhancing critical thinking and real-world understanding along with Vigyan Vichar (science thought) to share a simple science idea and thought each day to spark curiosity and thinking.

The Vigyan Kopra can be the first step in designating the school as a primary Vigyan Kendra (science center). It was proposed that, by gradually expanding its resources, introducing more hands-on experiments, and involving students in scientific projects, the corner can grow into a hub for science learning, connecting students with both modern and ancient scientific knowledge. Over time, the Vigyan Kopra (science corner) can evolve into a larger Vigyan Kendra (science center), inspiring curiosity and promoting a deeper understanding of science. It can become a hub for scientific exploration, benefiting both students and the wider community.

The initiative was a spark for encouraging lifelong learning, critical thinking, and respect for Indian scientific heritage, ensuring a holistic approach to education. By incorporating feedback from teachers and students, the program continued to evolve, becoming a model for future science outreach efforts. Vigyan Setu acted as a catalyst in ensuring equitable science opportunities for all children and contribute towards holistic development of all students.



## **Findings and Impact**

- **Increased Collaboration:** The initiative encouraged collaboration between high school and primary school teachers, creating a sense of community and shared responsibility for student learning. Teachers became more open to cross-school partnerships and shared resources.
- **Cultural Awareness:** Teachers gained a deeper understanding of India's rich scientific and cultural heritage, which they passed on to their students. The introduction of Indian scientists, traditional knowledge, and cultural stories enriched their teaching and made learning more meaningful for students.

### **Impact on High School Teachers:**

- **Professional Growth:** High school teachers gained valuable experience in adapting their teaching methods for younger learners, improving their own ability to communicate difficult scientific concepts in simple, engaging ways.
- **Leadership and Mentorship:** As Vigyan Mitras, high school teachers took on a mentorship role, guiding primary school students and teachers through the experiments and projects. This role allowed them to hone their leadership skills while also deepening their commitment to science education.
- **Personal Satisfaction:** Teachers felt a sense of fulfillment in contributing to the development of young minds, which encouraged a long-term commitment to the program and its goals.

## **Conclusion**

The Vigyan Setu initiative achieved significant positive outcomes, fulfilling its objectives of enhancing scientific attitude & curiosity, fostering critical thinking, and integrating Indian Knowledge Systems into primary education. It successfully overcame challenges such as logistical constraints, teacher preparedness, and varying school schedules. The program not only impacted students but also contributed to the professional development of both primary and high school teachers. The focus on hands-on learning, inquiry-based science education, and the inclusion of cultural heritage has had a transformative effect on the educational environment in Tiswadi Taluka.

Vigyan Setu has made a tremendous impact in bridging social category gaps in access to, participation in, and the learning of science at the primary level. Equalizing access to science opportunities to achieve inclusive and by equitable science learning. Vigyan Setu emphasizes equality and inclusivity by focusing on socially and economically disadvantaged groups.

Through Vigyan Setu, Vigyan Mitras have successfully created a 'Vigyan Deep' in every primary school, building a scientifically progressive society. Moving forward, the continued collaboration and expansion of the initiative will further strengthen its impact and ensure that science education reaches more students across Goa & India.



***Gujarat***



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નામ : જિનેશાબેન લાભચંદ્ર શાહ  
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### Leadership For Skills - Based and Vocational Education

આઝાદ અખંડ ભારતના વિચક્ષણ ઘડવૈયા કે જેમના વિચાર,વાણી,વર્તન અને વ્યવહારથી ઇતિહાસ સ્વયં ઋણી બન્યું, એવા લોખંડી પુરુષ અખંડ ભારતના શિલ્પી સરદાર વલ્લભભાઈને શત - શત નમન..

સરદાર વલ્લભભાઈ પટેલની ભૂમિ કરમસદમાં આવેલી PM Shri સજના તલાવડી પ્રાથમિક શાળા જેમાં હાલમાં બાલ વાટિકા, ધોરણ 1 થી 8 માં 390 વિદ્યાર્થીઓ અભ્યાસ કરે છે. શાળામાં આચાર્ય, શિક્ષકો તથા કમ્પ્યુટર, Yoga & Sports, તથા Art & Craft, Music & Dance રિસોર્સ પર્સન ની નિમણૂક કરેલ છે. શાળા માં કુલ મળી 16 શિક્ષકો કાર્યરત છે.

### શાળા પરિસ્થિતિ વિશ્લેષણ :

2014માં શાળામાં HTAT તરીકે ફરજ સ્વીકારતા ખૂબ જ આનંદની અનુભૂતિ હતી. "મારા સ્વપ્નની શાળા" સાથે આચાર્ય તરીકે ભૂમિકા સ્વીકારી.શાળાના વિદ્યાર્થીઓની પરિસ્થિતિ જોતા દીકરીઓને અન્યના ઘરે ઘર કામ કરવા જવું પડતું જેથી કન્યાઓની અભ્યાસમાં રુચિ ઓછી જણાઈ.તેમના માતા-પિતાને મળી તે માટેના કારણો જાણી વિદ્યાર્થીઓનો અભ્યાસ ન બગડે તે હેતુથી તથા શાળામાં પધારતા મહેમાન શ્રીઓ, પદાધિકારી શ્રી તથા દાતાશ્રીઓ મુલાકાત દરમિયાન કહેતા કે બાળકો માટે રમવાનું મેદાન ખૂબ જ નાનું છે. વિદ્યાર્થીઓને ખૂબ જ તકલીફ પડતી હશે ને?વારંવાર આવા શબ્દો સાંભળતા શાળામાં રમતના મેદાનની ખોટ પુરવા તથા વિદ્યાર્થીઓ પોતાના ઘરની જવાબદારીને કારણે શાળામાં આવવામાં રસ રુચી રાખવતા નથી તેઓના માટે વિવિધ રમતો તૈયાર કરવાનો વિચાર સ્ફૂર્યો.

વિદ્યાર્થીઓના શારીરિક તથા માનસિક વિકાસ માટે રમતોનું આગવું સ્થાન હોય છે. તે લક્ષ્ પૂર્તિ માટે એવી રમતોનું નિર્માણ કર્યું જેમાં રમતના મેદાન ની જરૂર ન પડે. તથા "રમત સંગ ભણતર" મળે. આ રમતોને બજારુ રમતો ની જેમ આકર્ષક બનાવી તથા નકામી વસ્તુઓનો ઉપયોગ કરી રમતના સાધનોનું નિર્માણ કર્યું. જેમાં અભ્યાસ લક્ષી વિષયોને આવરી લેવામાં આવ્યા.

શારીરિક વિકાસ માટેનો પ્રથમ આયામ શરીરના અંગ ઉપાંગોની સપ્રમાણ વૃદ્ધિ થવી, બીજો આયામ શરીરમાં સાર્થક શક્તિ હોવી, ત્રીજો આયામ નિરામય શરીર હોવું, ચોથો આયામ કર્મેન્દ્રિયો તથા જ્ઞાનેન્દ્રિયો કાર્યકુશળ હોવી તે છે. આવા ચતુર્મુખી વિકાસ આયામો ધરાવતું શરીર જ પરાક્રમ કરી શકે. નવા વિક્રમ સર્જી શકે, આવું કેળવાયેલ શરીર જ ટાઢ, તડકો, ભૂખ, તરસ, થાક જેવા કષ્ટો સહન કરી શકે અને આવું કસાયેલું શરીર જ સહજ રીતે વધુ અંતર ચાલી શકે. ગિરનાર પર્વત સડસડાટ આરોહણ કરી શકે. શરીરના આવા સર્વાંગ સુંદર વિકાસમાં રમતગમતનું સ્થાન અનન્ય અને અદ્વિતીય છે.

આદિકાળ થી આપણે ત્યાં જીવન ક્રમને જોડતી અનેકવિધ રમતો રમાતી હતી. જેના અનેક પ્રમાણ આપણા પુરાણોમાં જોવા મળે છે. મનુષ્યના જીવન વિકાસમાં રમતનું મહત્વપૂર્ણ યોગદાન છે. બાલ વૃદ્ધોને આનંદ આપતી રમતો એ માત્ર મનોરંજન કે વ્યાયામ માટે જ નહીં પણ માનવજીવનને સમગ્ર તથા શ્રેષ્ઠ બનાવવાની એક ઉપયોગી અને જરૂરિયાતની પ્રવૃત્તિ છે. એટલે જ નિત્ય રમતો રમવાનો, રમાડવાનો સ્વભાવ બનાવવો જોઈએ.

દ્રષ્ટિ કેળવીએ તો રમત એ બધા માટે ગમ્મતની સાથે જ્ઞાન, શક્તિ અને જીવનમાં સદગુણોનું ઉદગમ સ્થાન બની શકે. નાચવું, ગાવું, દોડવું, અભિનય કરવો વગેરે ક્રિયાઓ પણ રમતનો જ ભાગ છે. રમત ભલે ઘર, શેરી, મેદાન કે શાળામાં રમાતી હોય પણ અંતે તો રમત એ રમનારમાં શક્તિ, સદગુણ અને કૌશલ્ય નિખીલવણી કરતો બહુહેતુક, બહુઆયામી કાર્યક્રમ છે.

રમતએ બાલ્યાવસ્થાથી વૃદ્ધાવસ્થા સુધી અને રો આનંદ આપવા સાથે વ્યક્તિનું શારીરિક, માનસિક, સાંવેગિક, સામાજિક અને માનવીય ગુણોથી ભરેલા આત્મિક વિકાસ માટેનું સહજ જોડાણ છે. સ્વામી વિવેકાનંદ કહેતા કે મેદાનમાં ફૂટબોલની રમત રમ્યા પછી ગીતાજ્ઞાન સરળતાથી સમજી શકાય છે. ગમ્મત સાથે જ્ઞાન આપતી રમતો એ કેળવણીકારોની દ્રષ્ટિએ શિક્ષણનો જ એક ભાગ છે. રમતગમતથી બાળકોમાં એકાગ્રતા અને ગ્રહણ શક્તિ કેળવાય છે. ત્યારે રમતગમતનું જીવનમાં અને શિક્ષણમાં મહત્વ ખૂબ જ વધી જાય છે.

વળી નવી શિક્ષણનીતિ 2020 માં પણ રમતગમતને વિશેષ પ્રધાનને અપાયું છે જે રમત જગતના આવનારા શ્રેષ્ઠ દિવસોનો શુભ સંકેત આપી જાય છે.

બાલવાટિકા, ધોરણ 1 થી 8 ના તમામ વિષયને આવરી લેતી રમતોનું નિર્માણ કર્યું.

## રમત કૌશલ્ય ની અસર :

### (Learning By Playing )

- વિવિધ રમતો દ્વારા વિદ્યાર્થીઓને શીખવતા શાળાના વિદ્યાર્થીઓની સંખ્યામાં નોંધપાત્ર સુધારો થયો. જે ૨૦૦ થી વધી ૩૭૦ સુધીની થઈ.
- શાળાની આસપાસ ખાનગી શાળાના વિદ્યાર્થીઓએ આ શાળામાં પ્રવેશ મેળવ્યો જેને પરિણામે બે ખાનગી શાળાઓ બંધ થઈ.

- વિદ્યાર્થીઓના અભ્યાસ તથા શૈક્ષણિક ગુણવત્તામાં નોંધપાત્ર સુધારો થયો.
- વિવિધ સ્પર્ધાત્મક પરીક્ષાઓમાં વિદ્યાર્થીઓ ઉત્કૃષ્ટ દેખાવ કરી શક્યા.
- IIM -Ahmedabad સંસ્થાએ આ રમતોની નોંધ લીધી જેને આંતરરાષ્ટ્રીય કોન્ફરન્સ (ICCIG - 4)માં સ્થાન મળ્યું.
- વિદ્યાર્થીઓમાં વિવિધ કૌશલ્યના વિકાસ માટે શાળામાં અનેકવિધ કૌશલ્યલક્ષી કાર્યક્રમનું આયોજન કરવામાં આવે છે જે નીચે મુજબ છે.

રમતો ની વિગત દર્શાવતું કોષ્ટક:-

(ધોરણ 1 થી 8 ના વિદ્યાર્થીઓ માટે)

ક્રમ	ધોરણ	રમતનું નામ	રમત નું વર્ણન
૧	૧,૨	અંકો ની દુનિયા	ગુજરાતી અંગ્રેજી મૂળાક્ષરો તથા અંક જ્ઞાન બેનર
૨	૩,૪,૫	માટુ ઘર	વિવિધ આકારોની તથા રંગની સમજ માટે નું બેનર
૩	૬,૭,૮	મારો પડછાયો	અંગ્રેજી તથા ગણિત વિષયનો અનુબંધ દર્શાવતું બેનર
૪	૧ થી ૫	મારા પગલા	બુદ્ધિ ક્ષમતા અંગે નું બેનર
૫	૧ થી ૫	ઉઠક-બેઠક	શારીરિક શક્તિ ખીલવણી અંગેનું બેનર
૬	૧ થી ૮	ચાલો નિશાળે	ભૂલભૂલૈયા જેવી રમત નું બેનર
૭	૩ થી ૫	Math Checkers	ગુણાકાર સરવાળા બાદબાકી માટેનું રમત બોર્ડ
૮	૧,૨	મને જોડો	સંખ્યા જ્ઞાન અંગેના કાર્ડ રમત
૯	૧,૨	મારો નંબર આપો	સરવાળા બાદબાકી બોર્ડ રમત
૧૦	૧,૨	કેટલા થયા	સરવાળા બાદબાકી બોર્ડ રમત
૧૧	૧ થી ૮	Bingo Ball	નકામી બોટલ ના ઉપયોગથી સંખ્યાજ્ઞાન સરવાળા બાદબાકી તથા ગુણની સમજ માટે ની રમત
૧૨	૧,૨	મને નિશાન બનાવો	વિવિધ પાણીની બોટલના ઉપયોગથી સંખ્યાજ્ઞાન રમત
૧૩	૧ થી ૮	પહેરાવો રીંગ	ધ્યાન કેન્દ્રિત રમત
૧૪	૬ થી ૮	Fraction By Parts	સંખ્યારેખા ની સમજ માટે ની રમત

ક્રમ	ધોરણ	રમતનું નામ	રમત નું વર્ણન
૧૫	૧ થી ૪	મારુફળ મને આપો	નકામા કુંડાના ઉપયોગથી સંખ્યાજ્ઞાન રમત
૧૬	૬ થી ૮	મને જોડો	સામાજિક વિજ્ઞાનમાં વિવિધ દેશોના ઝંડા ની સમજ માટે ની રમત
૧૭	૬ થી ૮	અપૂર્ણક સીડી	અપૂર્ણકની સમજ માટેના રમત બોર્ડ
૧૮	૩ થી ૫	મને પાણી આપો	નકામા થર્મોકોલ કપના ઉપયોગથી ગુણાકાર ની રમત
૧૯	૬ થી ૮	અપૂર્ણક bingo	અપૂર્ણકની સમજ માટેના રમત બોર્ડ
૨૦	૬ થી ૮	માછલી બેન ક્યાં ચાલ્યા ?	અંગ્રેજી સ્પેલિંગ રમત
૨૧	૩ થી ૮	ઘડિયા બોર્ડ	નકામી પાણીની બોટલમાંથી ઘડિયા શીખવાની રમત
૨૨	૧ થી ૨	તમારો અંક ક્યાં ?	નકામી પાણીની બોટલમાંથી સંખ્યાજ્ઞાન ની સમજ
૨૩	૩ થી ૫	મને જોડતા શું બને ?	નાની મોટી સંખ્યા તથા સ્થાન કિંમત અંગેની સમજ ની રમત
૨૪	૩ થી ૫	મારો ભાર કેટલો ?	વજન દર્શાવવા માટે ની રમત
૨૫	૬ થી ૮	ખૂણાને જાણો	થર્મોકોલમાંથી વિવિધ ખૂણાની સમજ માટેની રમત
૨૬	૫ થી ૮	હું બીજે ક્યાં છું ?	ઘડિયા, લ.સા.અ/ ગુ.સા.અ ની સમજ માટેની રમત
૨૭	૧ થી ૨	મારું કુટુંબ	સંખ્યાજ્ઞાન ની રમત
૨૮	૧ થી ૨	મને પકડો તો ખરા	સંખ્યાજ્ઞાન ની રમત
૨૯	૧ થી ૨	રણમાં સર્જન	મૂળાક્ષરોની રમત
૩૦	૩ થી ૮	મને પૂર્ણ કરો	આઈસ્ક્રીમની ચમચી માંથી વાર્તા જોડો રમત
૩૧	૩ થી ૪	Roll A Shape	આકારની સમજ માટેની રમત
૩૨	૩ થી ૪	ટેનગ્રામ પઝલ્સ	ટેન ગ્રામના આકારો ની સમજ માટેની રમત

ક્રમ	ધોરણ	રમતનું નામ	રમત નું વર્ણન
૩૩	૫	તું મારો ગુણક હું તારો અવયવ	અવયવની સમજ માટે ની રમત
૩૪	૬ થી ૮	Fit Man Fat Man	આહારની ટેવો માટેની રમત
૩૫	૬ થી ૮	Fire Safety Game	આગ માટેની રમત
૩૬	૬ થી ૮	Parts of the Body Game	શરીરના અંગો માટેની રમત
૩૭	૬ થી ૮	બોર્ડ ગેમ	જવાબામુખી માટેની રમત
૩૮	૬ થી ૮	બોર્ડ ગેમ	ઝંતોબલ વોર્મિંગ માટે ની રમત
૩૯	૬ થી ૮	મારુ જીવન	પતંગિયા તથા દેડકાના જીવન ચક્ર અંગેની રમત
૪૦.	૬ થી ૮	ગણિત કેલેન્ડર	ગણિત ની વિવિધ પ્રક્રિયા દર્શાવતું કેલેન્ડર
૪૧	૬ થી ૮	શબ્દ અંત્રાક્ષરી નંબર	ભાષાની સમજ માટેની રમત
૪૨	૬ થી ૮	ભાઈ ભાઈ હું ક્યાં છું?	ભાષાની સમજ માટેની રમત
૪૩	૬ થી ૮	શબ્દ ગંજીકાની રમત	ભાષાની સમજ માટેની રમત
૪૪	૬ થી ૮	વન મિનિટ પ્લીઝ	ભાષાની સમજ માટેની રમત
૪૫	૬ થી ૮	વિરોધી સમાનાર્થી શબ્દ રમત	ભાષાની સમજ માટેની રમત
૪૬	૬ થી ૮	કહેવત નો રસથાળ	ભાષાની સમજ માટેની રમત
૪૭	૬ થી ૮	અંગ્રેજીમાં રૂઢિપ્રયોગ	ભાષાની સમજ માટેની રમત
૪૮	૬ થી ૮	શબ્દ સમૂહ માટેની શબ્દ રમત	ભાષાની સમજ માટેની રમત
૪૯	૬ થી ૮	પ્રાણી-પક્ષી કહેવત અંત્રાક્ષરીની રમત	ભાષાની સમજ માટેની રમત
૫૦	૬ થી ૮	ઉલટ- સુલટ	ભાષાની સમજ માટેની રમત





## રમકડાં નો વૈભવ :

### (Toy Based Pedagogy )

રાષ્ટ્રીય શિક્ષણનીતિ- 2020 માં વિદ્યાર્થીઓ માટે ઇનોવેટીવ પેડાગોજી પર વિશેષ ભાર મૂકવામાં આવ્યો છે. તેમાં ટોચ બેઝડ પેડાગોજી માટેનું મહત્વ વર્ણવવામાં આવેલ છે. રાષ્ટ્રીય શિક્ષણ નીતિ 2020 માં વિદ્યાર્થીઓ રમતાં -રમતાં શીખે તે બાબત પર વિશેષ ભાર મૂકવામાં આવેલ છે. રમકડાં આધારિત શિક્ષણથી વિદ્યાર્થીઓ લોકો, વસ્તુઓ તથા પર્યાવરણ સાથે સક્રિય અને કલ્પનાશીલ રીતે જોડાય તે માટે તકો પૂરી પાડે છે.

વિદ્યાર્થીઓને યોગ્ય વળાંક મળે, તેમની કલ્પના શક્તિ તથા એકાગ્ર શક્તિનો વિકાસ થાય તે માટેના મૂળભૂત ઉદ્દેશ સાથે શાળામાં વિદ્યાર્થીઓને રમકડાં દ્વારા, રમત દ્વારા દરરોજ શીખવાવામાં આવે છે. તથા ગમ્મત સાથે જ્ઞાન પીર સવા માં આવે છે.

રમકડાં ની ગોઠવણી કરતાં, જોડતાં, તોડતાં, સર્જન કરતા કે નવી સમજ આપવા રમકડાં થી વિદ્યાર્થીઓનો સર્વાંગી વિકાસ (શારીરિક, સામાજિક ભાવાત્મક, જ્ઞાનાત્મક, સર્જનાત્મકતાને પ્રોત્સાહન આપે છે. તેનો ઉપયોગ કરી સાક્ષરતા અને સંખ્યાના કૌશલ્યનો વિકાસ કરી શકાય છે.

વિદ્યાર્થીઓને રમતાં -રમતાં શીખવવા માટે કાગળ માંથી બનાવેલા રમકડાં, સ્ટ્રોની મદદથી બનાવેલા તથા નકામી વસ્તુઓ જેવી કે આઈસ્ક્રીમની ચમચી, પ્લાસ્ટિકની બોટલ, બોટલમાં ઢાંકણામાંથી વિવિધ રમકડાં બનાવી વિદ્યાર્થીઓને શીખવાડવાથી આનંદની અનુભૂતિ થાય છે.

રમકડાં આધારિત શિક્ષણશાસ્ત્ર એ શિક્ષણ નો નાવિન્યસભર અભિગમ છે. જે રમકડાં અને રમતો દ્વારા શીખવા પર આધારિત છે. શીખવા માટે રમકડાં અને રમતોનું એકીકરણ સૂચવે છે કે રમકડાં અને રમતો અભ્યાસના કેન્દ્રમાં છે. જે નવા ખ્યાલો ને સરળ અને સ્પષ્ટ

કરવામાં મદદ કરે છે. તે તાર્કિક અને શીખનાર ને કેન્દ્રીત રીતે વિવિધ વિષયોની સામગ્રીને એકીકૃત રીતે જોડવાના માધ્યમ પૂરા પાડે છે. અમૂર્ત વિભાવનાઓને રમકડાં અને રમતો દ્વારા અસરકારક રીતે જોડી શકાય છે. અને શીખી શકાય છે. કારણ કે રમકડાં બનાવવા અને રમવાથી વિદ્યાર્થીઓને સમસ્યાનું નિરાકરણ, અન્વેષણ, કલ્પના જ્ઞાનનો ઉપયોગ, સર્જન, વિશ્લેષણ સુધારણા, ચકાસણી અને પ્રસ્તુત કરવાની પ્રક્રિયામાંથી પસાર થવાની તક મળે છે. તેનું ઉત્પાદન સિદ્ધાંત સાથે જોડાયેલો આ અનુભવ શીખનાર માટે સર્વગ્રાહી શિક્ષણનો અનુભવ બની જાય છે.

વિદ્યાર્થીઓને ગમ્મતની સાથે જ્ઞાન, શક્તિ અને જીવનમાં સદગુણોનું ઉદગમ સ્થાન બની શકે તે માટે રમકડાં અગત્યનો ભાગ ભજવે છે.

બાળક જન્મતાની સાથે જ વિવિધ અવાજોને સારી રીતે ઓળખી શકે છે. અવાજ કરતાં રમકડાં બાળકોમાં જિજ્ઞાસા વૃત્તિનો વિકાસ કરે છે. નાના બાળકોની આગળ જુદાં -જુદાં રમકડાં નો અવાજ કરવાથી બાળકની નજર તે તરફ કેન્દ્રિત થાય છે. રમકડું હાથમાં આવતાં જ બાળકોના મનમાં કુતુહલ જાગે છે. રમકડું હાથમાં આવતા જ તેનું બરાબર નિદર્શન કરવું, આકર્ષક રમકડું હોય તો તેને વધારે ધ્યાનથી જોઈ રમકડું કેવી રીતે અવાજ કરે છે તેની તપાસ કરવા માટે તેને ખોલી પણ નાખવું જેવી કુતુહલતા બાળકોમાં ખાસ કરીને જોવા મળે છે. દુકાનમાં, મેળામાં બાળકો વિવિધ રમકડાં જોઈ તે લેવા માટે જીદ પણ કરે છે. એટલે જ કહી શકાય કે રમકડાં નો વૈભવ તથા રમકડાંની દુનિયા અનોખી અને ભવ્ય છે.

### Clay માંથી બનાવેલ રમકડાં :

સાધન સામગ્રી : જુદા જુદા રંગની clay

બનાવવાની રીત :

બાળકોને આકર્ષક રમકડાં ખૂબ જ આનંદ આપનારા હોય છે. તે માટે બજારમાં વિવિધ પ્રકારની clay મળે છે. જેનાથી ટકાઉ રમકડાં બનાવી શકાય છે. જુદા જુદા રંગની clay માંથી વિવિધ પ્રાણીઓ, પક્ષીઓ ના રમકડાં બનાવી શકાય છે.

પ્રસ્તુત અભ્યાસમાં વિદ્યાર્થીઓને રમકડાં રમવા માટે નીચે મુજબનું તાસ આયોજન કરવામાં આવે છે.

ધોરણ	વિદ્યાર્થીઓની સંખ્યા	તાસ /વાર
બાલવાટિકા	33	સોમવાર - મંગળવાર

ધોરણ-1	43	બુધવાર - ગુરુવાર
ધોરણ-2	12	શુક્રવાર - શનિવાર

### માહિતી વિશ્લેષણ

પ્રસ્તુત અભ્યાસમાં વિદ્યાર્થીઓ માટે તૈયાર કરેલા રમકડાં ની માહિતી નીચે મુજબ છે.

ધોરણ	વિદ્યાર્થીઓની સંખ્યા	બનાવેલ રમકડાંની વિગત.
બાલવાટિકા	33	ધ્યાનાકર્ષક રમકડાં, એકાગ્રતા વધારે તેવા રમકડાં, આનંદ આપનારા રમકડાં, સર્જનાત્મકતા, તર્ક શક્તિ વિકસાવનાર રમકડાં. અવલોકન શક્તિ વધે તેવા રમકડાં. શૈક્ષણિક રમકડાં.
ધોરણ-1	43	
ધોરણ-2	12	

### પરિણામ

પ્રસ્તુત અભ્યાસમાં નીચે મુજબનું પરિણામ જોવા મળે છે.

- વિદ્યાર્થીઓની રસ રૂચી તથા જ્ઞાનમાં વધારો થાય છે.
- વિદ્યાર્થીઓમાં કલ્પના શક્તિ, તર્ક શક્તિ તથા એકાગ્ર શક્તિ નો વિકાસ થયો.
- વિદ્યાર્થીઓને શાળામાં આવવું ગમે, ભણવું ગમે તથા રમવું ગમે તેવા વાતાવરણનું નિર્માણ થયું.
- શાળાના અન્ય વિદ્યાર્થીઓ પણ જાતે રમકડાં નિર્માણ કરતા થયા.
- ધોરણ 1 અને 2ના વિદ્યાર્થીઓ ની શાળાની હાજરી, નિયમિતતામાં સુધારો થયો.

### ઉપયોગીતા

- રમકડાં આધારિત શિક્ષણ આપવાથી વિદ્યાર્થીઓની વ્યક્તિગત કલ્પનાશક્તિ અને વિચારોની અભિવ્યક્તિ ખીલે છે.
- ભાર વગરનું ભણતર ઉદ્દેશ્ય સિદ્ધ કરવા માટે રમકડાં અસરકારક માધ્યમ છે.
- વિવિધ રમકડાંનાં ઉપયોગથી વિદ્યાર્થીઓ રમતાં રમતાં શીખે છે.



### મારા અનુભવનું આકાશ :

આ નવતર પ્રયોગ દ્વારા બાળ સહજ માનસ ને પ્રવૃત્ત તથા ક્રિયાશીલ રાખવા માટે નિર્માણ કરવામાં આવ્યું. કોરોના મહામારીના સમયમાં ઓનલાઇન સમર કેમ્પ ની શરૂઆત 31 માર્ચ 2020 થી શરૂ કરવામાં આવી. જેમાં ધોરણ-1 થી 8 ના whatsapp ગ્રુપ બનાવી દરરોજ વિદ્યાર્થીઓને એક Task આપવામાં આવે અને બીજા દિવસે પાંચ વાગ્યા સુધીનો સમય આપવામાં આવે. વિદ્યાર્થીઓએ પોતે કરેલા Task ના ફોટા કે વિડીયો બનાવી અને ગ્રુપમાં મૂકવાના હોય. આ કાર્ય નિરંતર 470 દિવસ સુધી ચલાવવામાં આવ્યું. વિદ્યાર્થીઓ તથા વાલીઓનો ખૂબ જ સારો પ્રતિસાદ મળ્યો.

### આ નવતર પ્રયોગની કાર્યપદ્ધતિ નીચે મુજબ છે.

1. Zoom Meeting દ્વારા વાલી અને વિદ્યાર્થીઓને માર્ગદર્શન આપવામાં આવ્યું.
2. Online Drawing Competition (કોરોના, ચિત્ર સ્પર્ધા) તથા અન્ય દિન વિશેષ સ્પર્ધાઓનું આયોજન.
3. દેશભક્તિ ગીત હરિફાઇ, મધર્સ ડે, ફાધર્સ ડે, પર્યાવરણ દિન, જન્માષ્ટમી, Yog Day, ગણેશ ચતુર્થી જેવા તહેવારોની ઓનલાઇન ઉજવણી કરવામાં આવી.
4. Microsoft Teams દ્વારા શાળાના 340 બાળકોને તથા શિક્ષકો, વાલીઓને એક સાથે એક જ સમયે જોડી લાઇવ રમતનું આયોજન કરવામાં આવ્યું.
5. Lock Down દરમિયાન મારા દ્વારા બોધપ્રદ વાર્તાઓ એનિમેશન સાથે જાતે જ તૈયાર કરી વિદ્યાર્થીઓને YouTube ચેનલના માધ્યમથી દરરોજની Link WhatsApp ગ્રુપમાં મુકવામાં આવે જેથી વિદ્યાર્થીઓ વાર્તાનો આનંદ માણી શકે. આ રીતે 55 વાર્તાઓનું એનિમેશન સાથે નિર્માણ કર્યું.



6. વિદ્યાર્થીઓ રમતાં-રમતાં ભણતા શીખે તે માટે 150 જેટલી રમતોનું નિર્માણ નકામી વસ્તુઓમાંથી કરવામાં આવ્યું. મહોલ્લા ક્લાસ લર્નીંગમાં વિદ્યાર્થીઓને રમતો દ્વારા શીખવવામાં આવ્યું.
7. Covid-19 પ્રત્યે વિદ્યાર્થીઓમાં જાગૃતિ આવે તે માટે નકામી વસ્તુઓ જેવી કે પગનાં મોજાં તથા નકામા કપડામાંથી માસ્ક કેવી રીતે બનાવવું તે શીખવી ઓનલાઇન સ્પર્ધાનું આયોજન કરવામાં આવ્યું.

❖ નવતર પ્રવૃત્તિના ફોટોગ્રાફ:



**પ્રયોગનું પરિણામ :**

- નવતર પ્રયોગને પરિણામે શાળાના તથા અન્ય શાળાના વિદ્યાર્થીઓ, વાલીઓ તથા શિક્ષક મિત્રો જોડાયા.
- ઓનલાઇન સમર કેમ્પનો લાભ 1500 થી વધુ વિદ્યાર્થીઓએ લીધો.
- ઓનલાઇન સમર કેમ્પના દરરોજના Task ના ફોટા સોશિયલ મીડિયામાં પણ મુકવામાં આવ્યા.
- જેને કારણે હજારો શિક્ષકો તથા અન્ય ફિલ્ડના લોકોએ પણ પોતાના પ્રતિભાવ આપ્યા.
- IIM - AHMEDABAD ( ઇન્ડિયન ઇન્સ્ટિટ્યૂટ ઓફ મેનેજમેન્ટ અમદાવાદ ) જેવી નામાંકિત સંસ્થા દ્વારા આ કાર્યની નોંધ લઈ LIVE Webinar માં પણ આ પ્રયોગને સ્થાન આપ્યું.
- BISAG (બાયસેગ) માધ્યમથી ડીડી ગિરનાર પર પ્રદર્શિત થતા Joyful Saturday માં પણ ગુજરાતના તમામ બાળકો તથા શિક્ષકો ને શીખવવા માટે કાફ્ટ વર્કના નમુના શીખવવામાં આવ્યા.
- આ નવતર પ્રયોગ નું પુસ્તક" મારા અનુભવનું આકાશ "પ્રકાશિત કરવામાં આવ્યું.

**Skill University :  
(Vocational Education ) :**

રાષ્ટ્રીય શિક્ષણનીતિ 2020 ની જોગવાઈ હેઠળ આવતા પ્રિ વોકેશનલ વિદ્યાર્થીઓ કે જેઓ 6 થી 8 માં અભ્યાસ કરી રહ્યા છે. તેઓ માટે 10 દિવસ બેગલેસ ડે ની જોગવાઈ કરવામાં આવી છે. વિદ્યાર્થીઓ કલા, સંસ્કૃતિ પ્રત્યે વાકેફ થાય તથા વિવિધ સંસ્થાઓ દ્વારા કૌશલ્યવર્ધન અને ભાવિ કારકિર્દી રીતે ઉજવળ મળે તે હેતુથી બેગ લેસ ડેને પ્રાધાન્ય આપવામાં આવ્યું છે.

વિદ્યાર્થીઓની શક્તિને યોગ્ય વળાંક મળે અને તેઓ ભવિષ્યમાં આત્મનિર્ભર બને તથા પોતાના કૌશલ્ય થકી અર્થોપાર્જન કરી શકે તેવા મૂળભૂત ઉદ્દેશ્ય સાથે શાળામાં પ્રવૃત્તિ કરાવવામાં આવે છે. વૈવિધ્યસભર આ દરેક પ્રવૃત્તિમાંથી વિદ્યાર્થી પસાર થાય અને પોતે પણ શક્તિ મુજબ નમૂના નું સર્જન કરે છે. અને પોતાના વિચારોને વાચા આપે છે. વિદ્યાર્થીઓ અભ્યાસની પ્રવૃત્તિ સાથે અર્થોપાર્જનની વિવિધ પ્રવૃત્તિઓથી વાકેફ થાય તે માટે ધોરણ 6 થી 8 ના વિદ્યાર્થીઓને તાસ મુજબ સિલાઈ કામ, ભરતગુંથણની પ્રવૃત્તિ શરૂ કરાવવા માટે દાતાશ્રી તરફથી ચાર સિલાઈ મશીન ભેટ આપવામાં આવ્યા. તથા વિદ્યાર્થીઓને શીખવવા માટે ટ્રેનરની વ્યવસ્થા કરવામાં આવી. ધોરણ 6 થી 8 ના વિદ્યાર્થીઓને સિલાઈ કામ તથા ભરતગુંથણમાં ખૂબ જ ઉત્સાહ અને ઉમંગ જોતા અન્ય કલા પ્રત્યે રસ કેળ વાય તે માટે ડાયરી બનાવવી, મંડલા આર્ટ, વારલી આર્ટ, મિરર આર્ટ, મધુબની આર્ટ, પીથોરા આર્ટ, clay આર્ટ, ગ્લાસ પેઇન્ટિંગ આર્ટ, લિપન આર્ટ, રેઝીન આર્ટ, પ્લમ્બિંગ કામ શીખવવાની શરૂઆત કરવામાં આવી. આ ઉપરાંત પેન્સિલ ના યુનિકોન, હાથ ગળા બુટ્ટીના સેટ તથા જન્મદિનની કેકની પ્લેટ, ઘરમાં મળતી નકામી વસ્તુઓ જેવી કે નોનસ્ટિક, પાણીની કીટલી, પાણીની બોટલ વગેરેના ઉપયોગથી



કલાત્મક નમુના શીખવવામાં આવે છે.

શાળામાં સ્લોગન પણ રાખવામાં આવેલ છે.

"કેક તમારી, પ્લેટ અમારી

જૂનું આપો,નવું લઈ જાવ"

વિદ્યાર્થીઓ દ્વારા તૈયાર કરેલા આ કલાત્મક નમુનાને શાળાના રામ હાથમાં વેચાણ માટે મૂકવામાં આવે છે.જેમાં ડાયરી તથા પેન્સિલ યુનિકોનનું વેચાણ ખૂબ જ વધુ થાય છે. શાળાની બાળ સંસદની ટીમ દ્વારા તેનું સંચાલન કરવામાં આવે છે. વસ્તુની પડતર કિંમત,વેચાણ કિંમત તથા થયેલ નફા ની વિદ્યાર્થીઓ નોંધ રાખે છે. થયેલ નફામાંથી ફરીથી નવી વસ્તુઓનું નિર્માણ કરવામાં આવે છે. તથા નફામાંથી શાળાના તમામ વિદ્યાર્થીઓને બચત ગલ્લા આપી તેમને બચત નું મૂલ્ય પણ સમજાવવામાં આવે છે.

વિદ્યાર્થીઓને શીખવવા માટે તાસ મુજબ આયોજન કરવામાં આવે છે.જેની વિગત નીચે મુજબ છે.

ધોરણ	વિદ્યાર્થીઓની સંખ્યા	તાસ /વાર
6	58	સોમ- મંગળ તાસ 7/8
7	44	બુધ -ગુરુ 7/8
8	44	શુક્ર- તાસ 8 શનિ - તાસ 4

**નવતર પ્રયોગની મૂલ્યાંકન પ્રક્રિયાનું વર્ણન:-**

નવતર પ્રયોગ નું મૂલ્યાંકન શાળાના આચાર્ય દ્વારા કરવામાં આવ્યું જેમાં વિદ્યાર્થીઓને તેમના રસ, રુચિ તથા આવડત પ્રમાણે વિવિધ કલા શીખવવામાં આવી.

**નવતર પ્રયોગનું પરિણામ:-**

- આ પ્રવૃત્તિને પરિણામે વિદ્યાર્થી વૈવિધ્યસભર કલાત્મક નમૂના તૈયાર કરી શક્યા હતા.
- વિદ્યાર્થીઓની સર્જનાત્મક, માનસિક શક્તિ નો વિકાસ થયો.
- વિદ્યાર્થી વિવિધ કલા પ્રત્યે રસ રુચિ કેળવી આનંદ અને ઉત્સાહથી દરેક પ્રવૃત્તિમાં ભાગ લે છે.
- વિદ્યાર્થીઓની અવલોકનશક્તિ, કુતુહલવૃત્તિ, શોધખોળ વૃત્તિ નો વિકાસ થયો.
- વિવિધ રંગોના સમન્વયથી જૂની નકામી વસ્તુને નવા રંગ રૂપ માં ઓપ આપી શીખી શક્યા.
- વિદ્યાર્થીઓ દ્વારા તૈયાર કરેલ વસ્તુઓનું શાળાના રામ હાટ માં ડાયરી, પેન્સિલ યુનિકોન, કિ - ચેઈ ન વગેરે નું વેચાણ ખૂબ જ મોટા પ્રમાણમાં થયું.
- શાળાના વિદ્યાર્થીઓ તથા વાલીઓ દ્વારા ખુબ જ સારો પ્રતિસાદ મળ્યો.
- શાળાનો સમાજ સાથેનો સેતુબંધ જોડાયો.
- વિદ્યાર્થીને શાળામાં આવતું ગમે, ભણવું ગમે છે અને વિવિધ કલા શીખવી ગમે તેવા વાતાવરણનું નિર્માણ થયું.

વ્યાવસાયિક શિક્ષણ અંતર્ગત વિવિધ કલાએ દરેકને માટે વ્યક્તિગત કલ્પનાઓ અને વિચારોની અભિવ્યક્તિ માટેનું માધ્યમ છે.વિદ્યાર્થીઓને પરીક્ષા કે મૂલ્યાંકનના ભાર વગર અનુભવ સંશોધન, અભિવ્યક્તિ અને ઉજવણી ની તક આપે છે.

વિદ્યાર્થી વિવિધ કલા શીખી અર્થોપાર્જનની પ્રવૃત્તિ કરી શકે છે. અને અભ્યાસલક્ષી જ્ઞાન પણ પ્રાપ્ત કરે છે.

વ્યાવસાયિક શિક્ષણ અંતર્ગત વિવિધ કલાએ દરેકને માટે વ્યક્તિગત કલ્પનાઓ અને વિચારોની અભિવ્યક્તિ માટેનું માધ્યમ છે.વિદ્યાર્થીઓને પરીક્ષા કે મૂલ્યાંકનના ભાર વગર અનુભવ સંશોધન, અભિવ્યક્તિ અને ઉજવણી ની તક આપે છે.

વિદ્યાર્થી વિવિધ કલા શીખી અર્થોપાર્જનની પ્રવૃત્તિ કરી શકે છે. અને અભ્યાસલક્ષી જ્ઞાન પણ પ્રાપ્ત કરે છે.

### ભાગ લીધેલ વિદ્યાર્થીઓની સંખ્યા દર્શાવતું કોષ્ટક

ધોરણ	પ્રવૃત્તિ ની વિગત	ભાગ લીધેલ વિદ્યાર્થીની સંખ્યા
6	ડાયરી, પેન્સિલ યુનિકોન, સિલાઈ કામ	28+30=58
7	ક્રિ -ચેઇન, કલે, મિરર વર્ક સિલાઈ કામ	20+24=44
8	વારલી આર્ટ, મંડલા આર્ટ પ્લમ્બિંગ કામસિલાઈ મશીન	23+21=44

### વિદ્યાર્થીઓ દ્વારા તૈયાર કરેલ નમૂનામાંથી થયેલ આવક દર્શાવતું કોષ્ટક:

જૂન	600	900	300
	680	1050	370
ઓગષ્ટ	449	900	451
	497	850	353
ઓક્ટોબર	533	1200	667
	528	870	342

### ઉપયોગીતા:

વ્યાવસાયિક શિક્ષણ અંતર્ગત વિવિધ કલાએ દરેકને માટે વ્યક્તિગત કલ્પનાઓ અને વિચારોની અભિવ્યક્તિ માટેનું માધ્યમ છે.વિદ્યાર્થીઓને પરીક્ષા કે મૂલ્યાંકનના ભાર વગર અનુભવ સંશોધન, અભિવ્યક્તિ અને ઉજવણી ની તક આપે છે.

વિદ્યાર્થી વિવિધ કલા શીખી અર્થોપાર્જનની પ્રવૃત્તિ કરી શકે છે. અને અભ્યાસલક્ષી જ્ઞાન પણ



પ્રાપ્ત કરે છે. આ નવતર પ્રયોગ ધોરણ છ થી આઠ ના વિદ્યાર્થીઓ, શાળા, ક્લસ્ટર, તાલુકા, જિલ્લા અને રાજ્ય કક્ષા સુધી ઉપયોગી છે.





## P.M Shri સજના તલાવડી

### પ્રાથમિક શાળા

### આણંદ





**પસમીંગ કામ**



**Sports & Yoga**

## Skill University

હુનર હમારા, ચમકતા સિતારા

રાષ્ટ્રીય શિક્ષણનીતિ ૨૦૨૦ મુજબ

વિદ્યાર્થી અભ્યાસિક પ્રવૃત્તિની

સાથે અર્થોપાર્જન કરી શકે તે

માટે નવીન પહેલ



**Creative Art**  
મંડલા, વારલી,  
લીપન આર્ટ, મીસ્ટર આર્ટ,  
મધુબન આર્ટ તથા  
વેસ્ટમાંથી બેસ્ટ



**Business Ideas & Food Zone**  
શાળા બજાર  
વિવિધ વસ્તુઓનું  
નિર્માણ તથા વેચાણ



**Music & Dance**

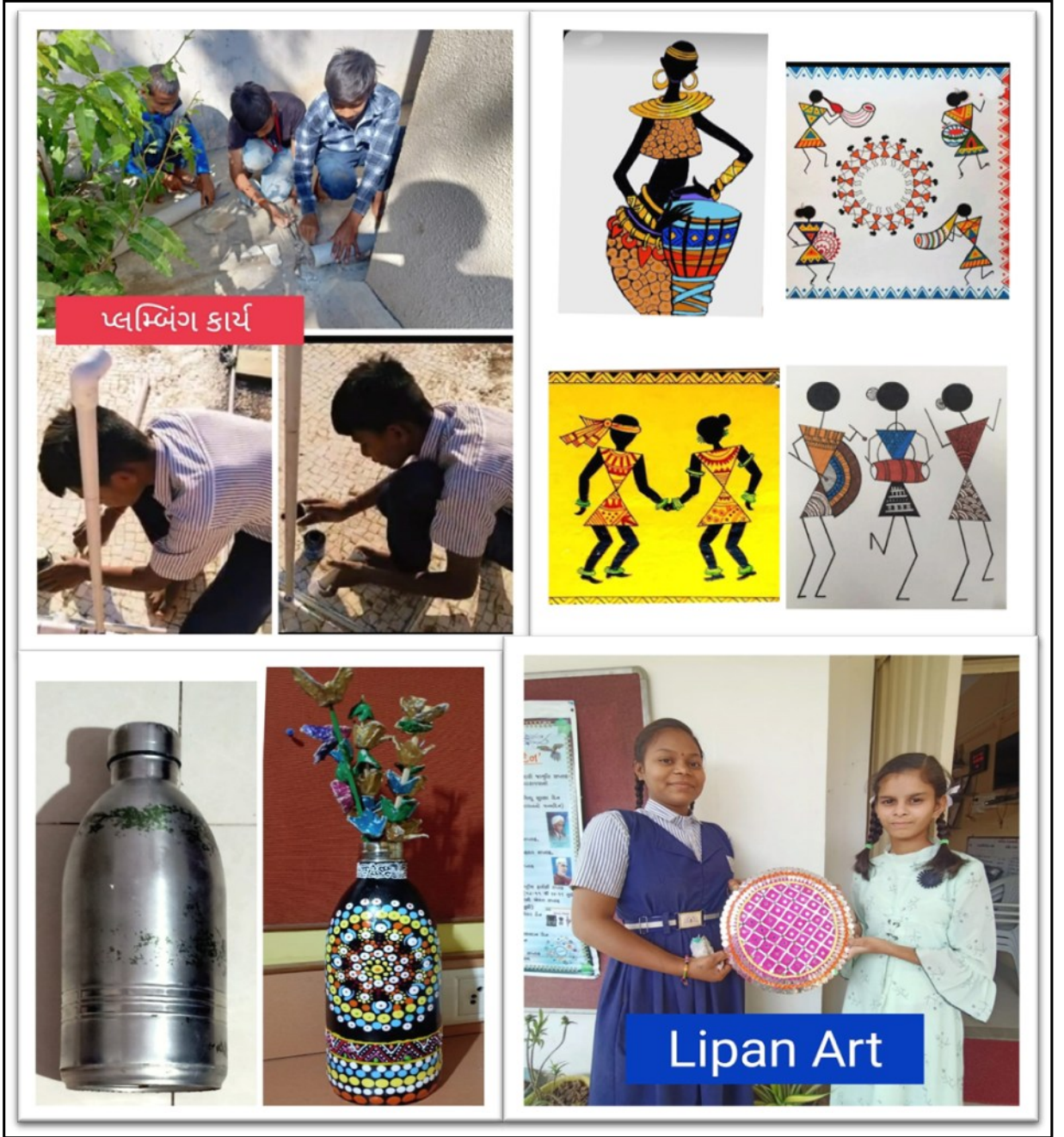


**Sewing**

હર કામ યૂં કરો કિ હુનર બોલને લગે । મેહનત દિખે સમી કો, અસર બોલને લગે ।

**આયોજક : શાળા પરિવાર**





શાળા કક્ષાએ વિશિષ્ટ કૌશલ્યલક્ષી કાર્યો :

મધ્યાહન ભોજન કલર કોડ પ્રોજેક્ટ :

શાળામાં મધ્યાહન ભોજનમાં ચાર ટીશર્ટ કલર કોડ દ્વારા બાળ સંસદની ટીમ વતી આ પ્રોજેક્ટ નું સંચાલન કરવામાં આવે છે. ટીશર્ટ ના રંગ મુજબ સમગ્ર સંચાલન થાય છે.

### ગ્રંથઝોડી પ્રોજેક્ટ :

લાયન્સ ક્લબના સહયોગ થી શાળાના વિદ્યાર્થીઓને ગ્રંથ ઝોડી માં પાંચ- પાંચ પુસ્તક આપવામાં આવે છે. વિદ્યાર્થીઓ પુસ્તક ઘરે વાંચન માટે લઈ જાય છે. તે પોતે વાંચે અને પરિવારને પણ વાંચાવી તમામ પાંચ પુસ્તકો વાંચ્યા બાદ તેની સમીક્ષા લખી ગ્રંથઝોડી શાળામાં પરત આપે તેને બીજી ગ્રંથઝોડી આપવામાં આવે છે. આ પ્રોજેક્ટ નિરંતર ચાલ્યા કરે છે.

### હાજરી સુધારણા માટે હાજરી ધ્વજ પ્રોજેક્ટ :

વિદ્યાર્થીઓની હાજરીમાં સુધારો થાય તે માટે કન્યા અને કુમાર ના ધ્વજ તૈયાર કરવામાં આવ્યા છે. જે દિવસે સમગ્ર શાળાની કન્યા ની હાજરી વધારે હોય તે દિવસે કન્યાનો અને કુમારની હાજરી વધુ હોય તે દિવસે કુમારનો ધ્વજ ફરકાવવામાં આવે છે. જેને પરિણામે શાળામાં વિદ્યાર્થીઓની દરરોજની હાજરીમાં નોંધપાત્ર સુધારો જોવા મળે છે.



### હું ભણી થાઉં પગભર :

લાયન્સ ક્લબ તથા મધુવન ફાઉન્ડેશન તરફથી વ્યવસાયિક શિક્ષણ માટે સિલાઈ મશીન તથા ગુજરાત મહિલા મોરચા દ્વારા વિદ્યાર્થીઓને સિલાઈ મશીનની તાલીમ આપવામાં આવે છે..નવી રાષ્ટ્રીય શિક્ષણ નીતિ 2020 મુજબ વિદ્યાર્થીઓ વ્યવસાયિક શિક્ષણ પ્રત્યે રસ કેળવે તથા ધોરણ 6 થી 8 થી નવા કૌશલ્ય શીખે તથા જીવનમાં

અર્થોપાર્જનની પ્રવૃત્તિ કરી શકે તે માટે વિવિધ કલાઓ વિદ્યાર્થીઓને શીખવવામાં આવે છે.

### પુસ્તક પરબ પ્રોજેક્ટ :

શાળાના આચાર્યશ્રી તથા બાળ સંસદની ટીમ દ્વારા પુસ્તક પરબ પ્રોજેક્ટ ચલાવવામાં આવે છે. જેમાં દર મહિનાના પહેલા રવિવારે નિ:શુલ્ક પુસ્તક ગ્રામજનો, શહેરીજનો તથા કોલેજીયન વિદ્યાર્થીઓ લઈ જાય તથા બીજા મહિનાના પહેલા રવિવારે પરત કરે આ રીતે વાંચનની ઘટમાળા અવિરત ચાલુ રહે.

## 10. Shri Pathak Nitin

Head Teacher

Rangpur Primary School, Navsari, Gujarat

Email id: [rangpur7001@gmail.com](mailto:rangpur7001@gmail.com)

Mobile no.: 9662029918

### Case Study- The School of Innovative Experimentation

#### School profile:

No. of Students	No. of Teachers	No. of classrooms	No. of Admin Staff	Infrastructure like Computer Lab, Laboratory, Library
232	8	11	1	Computer lab with 30 laptops, Library Science laboratory with 65 working Models

#### The present scenario; key strengths and weaknesses of the school (Strength Weakness Opportunity Threat Analysis)

I joined rangpur school on 27 august 2015. In 2015, 171 children were studying in the school. school students were so weak in technology. They didn't know what is computer & google at list. So, I decided to do some in technology.

#### The description of community - cultural pressures; values, attitudes, needs and expectations; skills, chief occupation.

Rangpur is in Tribble area. All villagers are Adivasi people. Local business of village is farming and people are not well in economy & lived poor life style. So, I cannot get any financial help from students' parents.

#### The problem situation – what and why; the challenges and issues;

First, we decided to buy at least one computer but main problem was money. So, I buy a laptop and projector for myself started to teach with technology. Students were so excited and happy. They liked to learn with laptop. Students talked with their parents about the way of leaning. Before some days parents were come to school and take interest in school problems.

The responses to the children were very good and I was very encouraged by the members of the school management committee. Other school teachers also helped me in this work. We started to speak to the children in school 30 minutes early in the morning so that the children could be given more time and not even west the school curriculum. The members of the School Management Committee also started giving time to the school. To

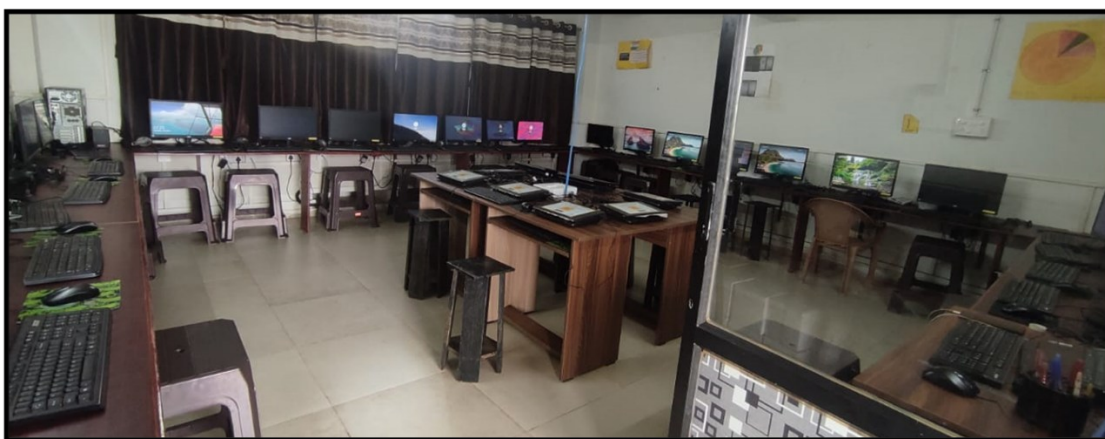


meet the needs of school money, we started to meet many donors of Navsari. Tiny smiling face group gives us a smart board and a computer. So that our work got momentum.

The basic challenge was money. Computers were needed to digitalize the school. The people of the village were not financially capable enough to support the school financially. There was no other donation for the school. Under such circumstances, it was very difficult to develop the school.

### **SMC FUND**

- Every kids give 10 rupees in month.
- Every teachers give 100 rupees.
- Every SMC Member gives 100 rupees per month. In this way an average of 4000 rupees is collected every month. I bought a computer every year from that money. Because it is difficult to teach ICT without computers.
- Currently we have 30 computers lab with 500mbps internet speed.



There was talk of keeping the guardian meeting in school at first. There was talk of helping the computer in the school. But no positive response was received by the parents so that I started giving technical knowledge to children through my laptop. Every Saturday, 11 to 2 Extra Period has been given to children by giving an insight to the children. On 4th Saturday only children email, google search, blog, etc. Learned about This skill of the children was presented to parents, which changed their attitude towards the school of the guardians.

I believe that my school children should not be left behind in technology. So that I started talking to just one laptop. It is also important to give children knowledge about technology. Children need to teach living with current trends. So that I decided that my kids would not be able to look back in technology. The inspiration of technology I found myself too soft. I used to have computers since the time I was in standard 4 so that the computer is in my power.

The children who were to be taught to me were equally enthusiastic, that was the strong link for me. I was well supported by the children and they were also learning very fast. Children also called their parents about this skill. That's why parents get intrest in school. I started to get a good support from the teachers of the school. The members of the School Management Committee also started cooperating with each other. We all decided that to

do anything, to bring the school forward in the digital field.

### **The change initiated, the Plan of Action, Strategy, Outcome**

I spoke to the teachers for the need of the school computer and decided that every teacher should pay 100 rupees per month for his salary. As a prisappal I pay 500 rupees per month, and this money is opened in one school account and deposited in it. The members of the School Management Committee are ready to give 100 rupees per month. Knowing this fact, parents are ready to cooperate, so that they It was said that every child gets 10 rupees per month for school. This way we have planned to bring the computer in the school. And in just 1 year, 3 computers were installed. After taking the computer every Saturday, children start learning the computer after 11 to 2 extra school time. We gave the keys of a computer lab to the children so that children can learn computer even on a Sunday. Members of the School Management Committee come to school with children on Sunday and watch the children's computer work.

After receiving the support of the school for the needs of the school, the schools have tried to move towards digital. The children taught by typing in Gujarati English and Hindi language through Extra Classes. They also taught Photoshop and DSLR camera operating. Learn more about filling in online form this is how children make their first digital. Children made their own email address manually. Some children also made their YouTube TV channel.

My kids are now hooked on computers and Google. So, with the help of kids, I tried to digitize the class 8 social science book through QR code. Every video of social science stream of class 8 was searched on YouTube and a QR code was automatically generated in the book. So that children can study this code by scanning this code at home also. This is given to parents to hold parents meeting so that parents give mobile to their children at home so that children can study this QR code by scanning. This is first. This we arranged at the beginning. We presented this QR coded book in the Innovation Fair organized by Gujarat Government. This QR coded book was very liked by Shri Vinod Rao Saheb, Education Secretary of Gujarat State. Today the initiative taken by us has been implemented across Gujarat. Every book is also a digital event. Children's tests were also digitized. Initially, every Saturday children bring their parents' mobiles to school and each parent has a mobile test application installed so that the children take the test in this application and end the test results, send the screenshots to the school laptop and thus the children have the screenshots of each test in the laptop. It is also fun to check. Seeing such a system of the school, Rotary Club Udhana has donated 65 tablets to us. Currently, school children do their studies and exams on tablets.



The second work was followed by 3D knowledge for which 30 3D glasses were buy in the school. Children have now started studying all the units of science biology with the 3d glasses. They are very happy and get interest in science.

Children were also introduced to VR Technology by providing 10 VR Boxes in my school. Now the kids are taking the mobile of teachers in the time of lunch and learning to play games and educational videos on the VR Box. VR box are very useful for virtual learning. It creates interest in education and make easy to learn the hard topics of social science and science.

AR technology is also used in my school. We have bought the science chart which are used in AR technology. just scan the chart by mobile and the thing of the chart is made alive. It's an Augmented Reality, helps students and teachers in learning. We have around 45 AR technology chart.

I have made 17 innovations in my school. Best one is RNEWS. we create a simple and small studio in my school. Every month the school 's news is made by the children. Then we shoot the news. Students are the host of the news, then we posted the on social media. We get good response by people who watch our RNEWS video. Due to our Rnews innovation, 14 news channels of Gujarat have presented our school on their news channel. 2 national news channels have also visited the school. At present our school is the only one in Gujarat which runs its own news channel and that too by girls.



Together with the kids, I have also created a school blog, android application, YouTube channel, Facebook page, Tweeter account etc. My school comes from 1st to Rangpur primary school type on Google. In addition, there are more than 450 projects of standard 6 to 8 social icons placed in this room, children are studying these projects in the time of lunch. For the weaker children in the study every child is given

professional knowledge on every Saturday, in which children are taught with digital camera photography and drone operating. For which I have BOUGHT a digital camera in my school and my friend's drone camera is also given to school one day in a month.

Some of my innovations continue to add some improvements to old mobiles like May school that kids can't bring mobiles on Saturdays, they give tests on these mobiles. QR, VR and AR technology updated every month. I got better results than I did, I started posting school activities on social media to start donating to the school as well. Small Smiling Facebook group donate us 1 smart board and computer. Gram panchayat provides 1 computer in my school. Mr. Harshadbhai Patel, a resident of America, impressed by the school's performance, has donated 20 laptops to the school. So, we started working better.

The turning points were the enthusiasm of the children. In the course of the work videos, we were uploading on social media, the school was visited by several news channels and

the school's work was shown on the news channel so that our school became a digital school. Got better results than I thought. 3 years ago, my students didn't know what google is and now these students know internet well and students teach internet to my staff teachers. In the beginning we used internet from mobile hotspot in laptop. But by Mr. Prakashbhai Patel we have been provided high speed internet facility with 100 MBPS speed by laying fiber wire from Vandsa to Rangpur for a total length of 12 km. currently our school is the only one in the entire Vandsa taluka which has 100 MBPS internet speed. All 8 rooms in the school have smart TVs. Children study in tablets and smart TVs.

**Time taken to bring the change, the processes involved, the failures, the successes, most importantly; the learning**

My school is located in an area where it is difficult for a child to even get a slate and a pen. But I am glad that today my children have tablets and laptops. The credit goes to my school family. Due to the hard work of me and my teachers, we have modernized the school by donating approximately 1 crore 10 lakhs to the school from 2015 to 2023. It is a dream come true for a school in a tribal area to receive such a huge donation.

As the head teacher of the school, my job is to take my teachers along. My job was to remove the difficulties faced by the teachers and see that the teachers give good teaching work in an innovative way.

The task of bringing the school child into the modern time system seemed difficult at first. But due to the enthusiasm and passion of the children, this task became easy. It took us 3 years to prepare a school child, now the situation is such that if a teacher is on leave, the children themselves turn on the smart TV and continue the education work. The teachers of the school have made videos of all the units of all the subjects of class 3 to 8 and uploaded them on the YouTube channel of the school. So that school children can do education work through this video.

But this task was not easy. In addition to school hours, he had to work in extra hours. In which my teachers and children cooperated a lot. The best result we got from the videos we made was during covid 19. Apart from the children of my school, the children of other schools have also used our videos a lot. After making the videos we created google tests of all the subject units of each grade. We created a total of 465 Google tests and more than 2 lakh children from across Gujarat continued their studies by taking these Google tests during the Covid-19 era. The important thing is that the school children also helped the teachers by creating these google tests. One of the biggest benefits we've seen in making kids tech-savvy is when creating these Google tests. The benefit of providing technology-based education to children is that children learn by themselves. From the year 2015 to 2021, my school had a shortage of 2 teachers. However, with smart education we did not feel that loss. We just guided the children and the children started learning by themselves.

We have created educational tiles for children of class 1 and 2. These educational tiles are designed so that children can write and count. Even if the class 1 and 2 teacher is on holiday, children can count examples and write words in the language throughout the day in these educational tiles. The children of class 1 and class 2 are also given digital pads instead of slates. Thus, efforts have been made to ensure that my children get digital education from their childhood.



Thus, we have tried to provide technology-based education for all, whether it is a child of class 1 or class 8. In which our donors have helped us a lot.

**The role of school leadership, behavior modeling and example setting by the head of school and other factors relevant to the transformation, other key influential personalities/groups – their feelings/views (expressed in verbatim as quotes)**

First of all, I informed my teachers about Technology. Then we started coming to school 30 minutes early. Every Sunday also we continued school from 9 am to 12 am with the consent of the parents. So, children can be given more time. Science teacher take responsibility of all 3d glasses and VR box. All teacher used this technology and learn more and more in technology. As a leader, I had just given a platform to children, and all of them depend on the skills of children. The children were so enthusiastic about teaching that all my children in grades 5 to 8 have their own email addresses. Kids have also made their own android application. How to cast a mobile on the projector and how to cast a laptop in the mobile. All these kids have started learning on YouTube itself. In the lunch time, children started learning about YouTube. Every month my school intermate use is more than 100 GB. I have really enjoyed this from kids.



**The theory of change – which means the turning points for the school head/leader, the reflections on what worked and why or the ‘mantra’ for change.**

My main motive behind making the school digital was to make the children learn by themselves. After finishing my entire life, I was confident that I did something good. I

did not even imagine being able to become such a hosier in a Tribble area children 's technology. Today, my school work always remains on social media. District teachers come to visit my school. This innovation has also been encouraged at the state level. This work of my school has also been displayed in the newspaper. As a Leader, I have been very much happy to this work. My children have won all the competitions organized by the government. In which I want to tell you some things.

**From 2015 to 2024**

1. We have represented Navsari District in State Level Science Fair 6 times.
2. We have represented Gujarat State in National Level Science Fair 3 times.
3. Toy Fair was organized in 2019 by our Prime Minister Shri. In which a toy made by school student Jenil Patel was selected at the national level.
4. A total of 17 innovations are currently operational in the school. Out of which we have presented 7 innovations at the state level.
5. Even in science and technology, children have presented their projects

- continuously up to the district level for the last 9 years.
6. We have created 10 math games to help kids learn on their own in math and science. So, children solve math puzzles by playing these games during lunch time. The school has also created its own science calendar. With the help of which children solve science puzzles by themselves.
  7. The school has its own server so that children can give online tests and their data can be analyzed.
  8. The school has been awarded the cleanest school in the district 2 times.
  9. The school has won the district green school award 2 times.
  10. As the head teacher of the school, I have received the award of the best teacher of the state in 2022.
  11. The science teacher of the school has received the award of the best teacher of the district in 2021.

All this is possible with our team work.

From 2015 we start school 35 minutes earlier. So that the school can be developed by giving more time to the children. Free tuition is provided to the children by keeping the school open from 9 to 12 every Sunday. Even during vacations, school starts a little earlier and maths classes are started for children. Due to which children from surrounding villages also come to study in my school. In all this work my teachers have been with me as a leader.

**Due to the hard work of me and my teachers, we have modernized the school by donating approximately 1 crore 80 lakhs to the school from 2015 to 2024.**



# ***Himachal Pradesh***

## **11. Shri Ram Swaroop Sharma**

Principal

Government Senior Secondary School, Nahol

Shimla, Himachal Pradesh

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Mobile no.: 8580438414

### **Location**

Govt. Sr. Sec. School Nahol is situated at latitude 31.02009 and longitude 77.35619 on a beautiful ridge in notified backward panchayat Nahol. The school was upgraded directly from middle to secondary in November, 2013. The school is surrounded by the beautiful pine trees on three sides and on the northern side it is enclosed by beautiful apple orchard. It is an open and peaceful place which gives a peaceful and healthy environment to students.



### **Main features:**

#### **Formation of clubs:**

Different clubs are formed in the school so students can teach proper time management to fit their interests and skills.

#### **Different clubs:**

1. Dance and drama
2. Music and singing
3. Science
4. Drawing and painting
5. Sports and fitness
6. Mathematics
7. Field trip



8. Bookery
9. Eco club
10. General knowledge

It is compulsory to join any two clubs according to interest and skill of students. Students learn from each other in the clubs whether they work in group or separately. Club activities assist students to cultivate a sense of unity and working with others in reaching the same goal.

### **Physical Learning:**

Games and sports are compulsory activities. Students are trained in Yoga and being coached in volleyball, kabaddi, Kho-Kho and badminton in preparation for inter and intra school competition.

### **Tours and excursion:**

The main aim of education is to impart knowledge. Imparting knowledge through hands on experience is the motive of the school. As students are confined to the four walls of a



classroom for most of their day and most of the students imagine the world through their books only. The drudgery and monotony of the four walls lead to a stressful learning experience.

Educational trip/excursion organized by school serve as a miracle stress booster. There are the students in our school, who hardly get once or twice any kind of chance in a year to sit in vehicle. There are also the students who had never seen any city. So it provides the less fortunate students an opportunity to travel or to see a different world which they cannot imagine in real life without incurring much expense.

### **Teamwork:**

Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments towards organizational objectives. It is the fuel that allows common people to attain uncommon results.

Our school believes in teamwork. Each and every goal is achieved with the teamwork. Our school student named Aditi scored 98.4% in board examination, students represented

our district twice in folk dance, our students compete in Block level/District level tournaments and every year students get the place in merit is all because of the teamwork. Teamwork is the best tool of the school, which helps in achieving the goals every year and makes us distinguished from others.

## 12. Jagjeet Azad

Principal

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जगजीत सिंह

प्रधानाचार्य

राजकीय वरिष्ठ माध्यमिक विद्यालय बलेरा जिला चंबा हिमाचल प्रदेश



### 1. एक कदम प्रगति की ओर

इस नवाचार का उद्देश्य बच्चों के अंदर मंच पर आने के भय को दूर करना है। यह पाया गया कि मंच पर होने वाली सभी गतिविधियों में कुछ गिने चुने छात्र ही भाग लेते हैं और अधिकतर बच्चे मंच पर नहीं आते। जब इस पर मंथन किया गया तो इस निष्कर्ष पर पहुँचे कि अधिकतर बच्चे मंच पर कभी आये ही नहीं या एक आध बार आये हैं जिससे उनके भीतर मंच पर आने का बहुत भय है।

तत्पश्चात प्रार्थना सभा से लेकर विभिन्न गतिविधियों में उन वंचित बच्चों को आगे लाने का प्रयास किया गया और इसके सार्थक परिणाम रहे। आज विद्यालय के लगभग नब्बे प्रतिशत बच्चे मंच पर बिना भय के बोल लेते हैं।

## 2. पोषित तन अमूल्य धन

प्रार्थना सभा में बच्चों को विशेषकर लड़कियों को चक्कर आते थे। पच्चीस मिनट की प्रार्थना सभा में कई बार दस दस बच्चे चक्कर के कारण गिर जाते थे या नीचे बैठ जाते थे। यह एक चिंता का



विषय था। यह निष्कर्ष निकाला गया कि बच्चे बहुत दूर दूर से पैदल आते हैं और अधिकतर बच्चे खाली पेट आते थे और दोपहर का भोजन भी नहीं लाते थे। शाम तक कई बार भूखे रहते थे या शाम को जंक फूड खाते थे। नवमी से बारहवीं के बच्चों के लिए भोजन की कोई सरकारी योजना नहीं है। अभिभावकों भोजन की कोई सरकारी योजना नहीं है। अभिभावकों और बच्चों को अभिप्रेरित करके सभी बच्चों के लिए दोपहर का भोजन घर से तैयार करके मंगवाया जाता है और सभी बच्चे भोजन करते हैं। इससे बच्चों के चक्कर आने की भी समस्या दूर हुई और स्वास्थ्य भी अच्छा हुआ।

## 3. मंच नामकरण

जब मैंने स्कूल में जॉइन किया तब स्थानीय पंचायत प्रतिनिधियों विशेषकर पंचायत के उप प्रधान मनजीत से मंच के बारे में चर्चा की। पंचायत के माध्यम से बजट का प्रावधान हुआ एवं नए मंच का उद्घाटन भी जुलाई 2024 में हो गया। इसके नामकरण का उद्देश्य भी यही था



कि कदम कदम प्रगति की और बढ़ें। इस मंच पर विभिन्न गतिविधियां लगातार आयोजित होती हैं और सभी बच्चे इसमें भाग लेते हैं।



#### 4. प्रतिभा सम्मान योजना

इस नवाचार के माध्यम से सभी बच्चों और अध्यापकों को सम्मान देकर प्रोत्साहित किया जाता है। जब भी बच्चे विद्यालय के बाहर किसी भी तरह की प्रतियोगिता में हिस्सा लेने जाते हैं और जीत कर आते हैं या अच्छा प्रदर्शन करते हैं तो विद्यालय में वापसी पर उनका हार पहनाकर स्वागत किया जाता है। क्योंकि हर इन्सान प्रोत्साहन और शाबाशी चाहता है। इसी के अनुरूप यह कार्यक्रम इस साल अगस्त से शुरू किया गया। इसका परिणाम यह रहा कि न केवल बच्चों बल्कि अध्यापकों ने भी पहले से अधिक प्रेरित होकर मेहनत की एवं बीते पाँच महीनों में विभिन्न प्रतियोगिताएँ जो विद्यालय के बाहर हुईं उनमें चार ट्रॉफियाँ और पाँच मेडल सहित दस पुरस्कार जीते। एक कदम प्रगति की और बच्चों के सर्वांगीण विकास की तरफ एक कदम है। विशेषकर उन बच्चों के लिए जो शैक्षणिक एवं अन्य गतिविधियों में पिछड़ गए हैं।

#### 5. लक्ष्य साधो पार्थ



यह एक ऐसा कार्यक्रम है जिसमें कुछ बच्चों को रोज एक छोटा छोटा लक्ष्य दिया जाता है और शाम तक स्कूल छोड़ने से पहले उसको पूरा करना होता है। बच्चे इसमें बहुत ऊर्जा के साथ भाग लेते हैं और छोटे छोटे लक्ष्यों को रोज साधते हैं।

## 6. पोषित तन अमूल्य धन

इसके माध्यम से नवमी से लेकर बारहवीं तक के बच्चों को रोज दोपहर का भोजन करने की आदत विकसित की गई। क्योंकि पूरा दिन खाली पेट रहने से जहाँ स्वास्थ्य पर विपरीत प्रभाव पड़ते हैं वहीं पढ़ाई में भी बच्चे पिछड़ जाते हैं। आज हर बच्चा घर से दोपहर का भोजन लाकर स्कूल में एक जगह बैठकर खाना खाता है।

## 7. honesty box

इसका उद्देश्य बच्चों के अंदर ईमानदारी जैसे नैतिक मूल्यों को विकसित करना है। किसी भी बच्चे को अगर स्कूल में कोई चीज या पैसे कहीं गिरे हुए मिलते हैं तो वो उसे honesty box में डाल देते हैं। दूसरे दिन प्रार्थना सभा में उस बच्चे के लिए प्रोत्साहन स्वरूप शब्द व्यक्त किए जाते हैं।



## 8. Pledge Box

इसका उद्देश्य यह है कि अगर कोई बच्चा किसी बुरी आदत को छोड़ना चाहता है तो वो बिना अपना नाम लिखे उस शपथ को लिखकर इस बॉक्स में डालता है और जब वो उस आदत को छोड़ देता है तो दोबारा लिख कर डालता है कि मैं सफल रहा।

## 9. स्मार्ट वर्दी योजना

क्योंकि परिधान से आदमी के अंदर बहुत आत्मविश्वास आता है इसके लिए अभिभावकों के आर्थिक सहयोग से लगभग एक लाख की स्मार्ट वर्दी लागू की गई जिससे बच्चे अपने आपको किसी निजी नामी स्कूल से कम न समझें।

## 10. वीरांगना दल

इसका उद्देश्य यह है कि लड़कियों के साथ होने वाले शोषण को रोका जा सके। इसमें लड़कियों का एक दल बनाया गया है जिसे वीरांगना दल का नाम दिया गया। समय

समय पर महिला अध्यापकों के माध्यम से उनकी काउंसलिंग करके उनको अपने अधिकारों से अवगत करवाया जाता है.

### **निष्कर्ष**

स्कूल में विभिन्न गतिविधियों से इस निष्कर्ष पर पहुँचा हूँ कि हर बच्चे के अंदर विभिन्न योग्यताओं और गुणों का समावेश रहता है। सिर्फ़ वो योग्यताएँ या गुण दब जाते हैं जब उन बच्चों को सही मंच या माध्यम नहीं मिलता। अगर समय रहते ऐसे बच्चों की पहचान कर ली जाए और एक विशेष योजना के तहत काम किया जाए तो हर बच्चा बेहतर कर सकता है। साथ ही आपको अध्यापकों और समाज को साथ लेकर एक बेहतरीन टीम का निर्माण करना है तभी बच्चे सही दिशा में जा सकेंगे और सफलता प्राप्त कर सकते हैं। अपने करियर के 27 सालों में मैंने यह देखा है कि बच्चों के लिए धरातल पर और उनकी क्षमताओं को समझ कर काम करेंगे तो अच्छे परिणाम निसंदेह आते हैं।



# ***Jammu and Kashmir***



### **13. Smt Rehana Qussar**

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#### **Case Study and Transformation of GBMS Yarikalan**

By Ms. RehanaQussar, HOI GBMS Yarikalan

##### **Introduction:**

Nestled in the serene yet underprivileged rural landscape of Yarikalan, Government Boys Middle School (GBMS) Yarikalan was once a forgotten institution, plagued by dwindling enrollment, outdated teaching methodologies, and inadequate infrastructure. However, under the transformative and visionary leadership of Ms. Rehana Qussar, the Head of Institution (HOI), the school has risen from obscurity to become a beacon of academic excellence, innovation, and community pride.

Through strategic initiatives and a dedicated approach, enrollment has surged from just 32 to 70, reflecting the growing trust and recognition of the school's innovative practices. Leadership in Action: Together Everyone Masters Success has been the guiding motto, uniting the entire team in their mission to uplift the institution and provide the best possible education to every child. This remarkable journey has been fueled by a collective effort, where every member of the team, from the teaching staff to the support personnel, works hand-in-hand to create an inspiring and dynamic learning environment.



Today, GBMS Yarikalan stands as a model of holistic education, seamlessly blending modern pedagogical practices with local values and culture. Ms. Rehana Qussar's and her team relentless efforts have not only enhanced the learning environment but have also fostered a sense of ownership and belonging among students, parents, and staff alike. Through initiatives rooted in Competency-Based Education and the principles of NEP 2020, the school has cultivated a thriving ecosystem of inquiry, creativity, and collaboration.

The institution now boasts a dynamic learning environment enriched with innovative teaching tools, a flourishing kitchen garden contributing to the Mid-Day Meal Scheme, and a strong emphasis on sustainable practices, including environmental conservation projects led by the students themselves. From implementing cutting-edge food pedagogy to promoting Early Childhood Care and Education (ECCE) training for support staff, GBMS Yarikalan has become a hub for transformative educational practices. What was once an

overlooked institution is now a source of pride for the community, proving that with vision, teamwork, and unwavering dedication, even the most underprivileged schools can shine on the path of excellence.

The remarkable progress achieved by the school has not only ensured 100% academic results but has also inspired numerous students from private schools to enroll in GBMS Yarikalan. By embracing NEP 2020 guidelines, competency-based education, and Sustainable Development Goals (SDGs), the school now serves as a model for transformation in government education.

#### **Initial Challenges Faced:**

1. **Declining Enrollment:** The school faced an acute challenge of dwindling student numbers due to a lack of trust in government institutions. Parents preferred enrolling their children in private schools, despite the higher financial burden.
2. **Outdated Infrastructure**
3. **Classrooms were poorly equipped, lacking both basic amenities and resources to make learning engaging. The absence of a conducive learning environment hindered student motivation.**
4. **Limited Pedagogical Resources:** Teachers relied on traditional rote-based methods, with minimal integration of modern teaching strategies or child-centered approaches.
5. **Neglect of Socio-Emotional and Environmental Awareness Themes** such as gender sensitization, civic responsibility, and environmental sustainability were rarely addressed.

**Vision and Leadership:** Upon assuming charge, Ms. Rehana Qussar envisioned a school that not only excelled academically but also served as a model for holistic education. Her approach was anchored in the principles of:

**Competency-Based Education (CBE):** Focusing on skills, understanding, and real-world applications.

**Inclusivity and Equity:** Ensuring equal opportunities for all, regardless of gender, socioeconomic status, or learning abilities.

At GBMS Yarikalan, our dedication to inclusivity has been evident through the remarkable growth of students like Masroor Sajjad, who has Cerebral Palsy, and Mohammad Aqib, who has Down Syndrome. These children have not only been active participants in school life but have also shown tremendous progress, reflecting the effectiveness of our initiatives and the support of their peers and



teachers.

Masroor Sajjad's journey has been particularly inspiring. This year, we introduced a wax therapy activity to aid in his physical development and enhance his motor skills. His progress has been noticeable, and his enthusiasm to engage in classroom activities has been heartening. His parents have expressed immense gratitude for the efforts of the school, acknowledging how this initiative has positively impacted their child's growth and confidence. Similarly, Mohammad Aqib has been a shining example of resilience and joy. Despite his challenges, he has participated actively in all school events, including Bagless Days and Harvest Festival, and has developed socially and emotionally. His parents have shared their heartfelt appreciation for the inclusive environment of the school, noting how it has provided him opportunities to thrive and feel valued as a part of the community.

The support extended to Masroor, Mohammad Aqib, and other CWSN students at GBMS Yarikalan is a testament to our commitment to ensuring every child receives the care, respect, and education they deserve. As we reflect on this year, their progress and the gratitude of their families remind us of the transformative power of inclusivity and compassion in education.



***SDG Alignment:*** Integrating global educational and environmental goals into daily practices.

***Community Engagement:*** Building trust with the local community to foster a sense of collective responsibility.

### ***Strategies and Interventions:***

1. Academic Excellence through Competency-Based Education
  - Introduced engaging, competency-based worksheets designed by the HOI herself, tailored to meet the unique needs of the students.
  - Conducted remedial classes and personalized learning sessions to support students struggling with basic skills.
  - Appointed an Academic Coordinator to monitor teaching quality, student progress, and curriculum implementation.
  - Organized regular Parent-Teacher Meetings (PTMs) to involve families in the educational journey and address their concerns.
2. Infrastructure Development
  - Established a kitchen garden to teach students about agriculture, sustainability, and nutrition. This space also serves as a living laboratory for hands-on learning.



- A greenhouse system shall be in place in the coming session, supported by Honourable MLA Chadoora Mr Ali Mohammad Dar Sahib which shall provide students with experiential learning opportunities in science and environmental studies.
- Enhanced the school's aesthetics with bulletin boards showcasing students' work, thematic content, and updates related to SDGs.
- Transformed the school into a print-rich environment, with colorful charts, maps, and educational posters displayed across classrooms and corridors.

### 3. Socio-Emotional Learning and Inclusivity

- Focused on gender sensitization, organizing activities and discussions to break stereotypes and promote equality.
- Celebrated cultural events such as Teachers' Day, emphasizing themes like inclusivity and respect for diversity.
- Encouraged students to explore their creativity through activities like art, dance, and drama, fostering emotional well-being.



### 4. Environmental and Civic Engagement

- Declared a Clean and Green Campus, integrating environmental sustainability into the school culture.
- Organized a plantation drive on Voters Day, where the first five voters planted trees, promoting civic responsibility and environmental awareness.
- Displayed geographical maps on playgrounds and walls, helping students develop spatial awareness and curiosity about the world.
- Transformation at GBMS Yarikalan goes beyond academics —it extends to nurturing the holistic development of every child. Snack time has emerged as an innovative form of pedagogy, where food becomes a medium of learning, discovery, and joy.
- Food Pedagogical Approach a new innovation: As the Head of Institution, Ms. Rehana Qussar, introduced Food Pedagogy as another innovative approach to engage our young learners. This method seamlessly integrates the joy of eating with cognitive and social development. Snack time is not just about nourishment; it's an opportunity for children to explore textures, flavors, and cultural connections, all while learning valuable life skills.
- The success of this approach, combined with the tireless dedication of my team, has drawn admiration from parents, the community, and even dignitaries like MLA Chadoora, Mr. Ali Mohammad Dar, who recently praised the exceptional progress of our students. This is a testament to the collective effort and innovative practices that define the spirit of GBMS Yarikalan.

### 5. Embracing Technology and Digital Literacy:

- Introduced interactive digital resources, including curated videos and animation, to make learning more engaging.
- Shared educational videos and innovative teaching practices on social media to



inspire other educators and gain community recognition.

6. Teachers' Day, Children's Day, and various festivals celebrated at GBMS Yarikalan brought us closer as a team, strengthened our bond with students and their parents, and showcased the true spirit of our school community. Students from all stages—FLN, Preparatory, and Upper Primary—actively participated in these celebrations, making them vibrant and memorable. We had the privilege of showcasing students' performance throughout the academic year during the Result Day Celebration, where parents were presented with a detailed overview of their children's achievements on the academic front. These events fostered a sense of unity and pride among the entire school community.



### Key Achievements

1. 100 % Academic Results: GBMS Yarikalan has consistently achieved 100 % results, with students excelling in both internal and board examinations.
2. Increased Enrollment: Enrollment in FLN classes grew from 5 to 30 within nine months, and many students from private schools are now opting for GBMS Yarikalan due to its improved reputation.
3. Environmental Recognition: The school was declared the most clean and beautiful polling booth (31 Chadoora Constituency) during assembly elections.
4. Model of SDG Implementation: The integration of SDGs has made the school a pioneer in sustainability and global citizenship education.



### Impact on Students and Community

**Students:** Improved academic performance and critical thinking skills due to competency-based education. Greater awareness of environmental and social issues through hands-on projects and discussions. Enhanced creativity and confidence through cultural and extracurricular activities.

**Community:** Increased trust in government schools, reflected in higher enrollment and parental involvement. Stronger community-school collaboration, with parents and local leaders actively supporting initiatives like the greenhouse system.

### Lessons Learned:

1. **Leadership is Key:** A committed and visionary leader can transform even the most under-resourced institutions.
2. **Community Collaboration is Crucial:** Engaging the community fosters trust and ensures the sustainability of initiatives.
3. **Focus on Holistic Development:** Education should go beyond academics, addressing socio-emotional, environmental, and civic dimensions.



### Future Plans

#### 1. Digital Transformation

Introduce smart classrooms and e-learning tools to enhance digital literacy among students and teachers.

#### 2. Expanded Environmental Initiatives

Develop additional sustainability projects, such as rainwater harvesting and waste management systems. At GBMS Yarikalan, our commitment to education goes hand in hand with fostering environmental awareness. Recognizing the pressing issue of pollution near a nearby water body, we took the initiative to restore its natural beauty. The site was cleaned as part of a community-driven effort, and the concerned line departments were informed about the alarming piles of garbage accumulating in the area. To deepen the students' understanding of their surroundings, we invited a senior civil society member to share the history of this cherished water body, enriching their knowledge and fostering a sense of responsibility. This initiative inspired collective action, and as a result, a garbage collection system for the entire area has been successfully implemented.

This endeavor not only rejuvenated the water body but also instilled in our students and the community a profound sense of stewardship for their



environment. It stands as a testament to the power of collaboration and the transformative impact of education that extends beyond the classroom.

### **3. National and International Recognition**

File detailed case studies with NCERT and Fulbright Teacher Exchanges to gain broader recognition for the school's achievements.

### **4. Advanced Training Programs**

Provide ongoing professional development for teachers to adopt innovative and inclusive pedagogical practices. The transformation of GBMS Yarikalan under the leadership of Ms. Rehana Qussar is a testament to the power of vision, dedication, and collaboration. By addressing challenges head-on and embracing innovative practices, the school has set an example for others to follow. With its emphasis on academic excellence, environmental sustainability, and community engagement, GBMS Yarikalan stands as a beacon of hope and inspiration in the realm of public education.



### **A visit to the Mini Zoo at Pahalgam:**

An enriching and eye-opening experience for the students of GBMS Yarikalan. Aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education and SDG 15: Life on Land, this excursion aimed to provide students with a deeper understanding of biodiversity, conservation, and the interdependence of all living beings. The zoo visit offered students an opportunity to observe a variety of animals in their natural-like habitats. From majestic leopards to playful bears and colorful birds, the children were fascinated by the diverse species and their unique behaviors. The educators ensured an enthusiastic and hands-on approach, encouraging students to ask questions, make observations, and reflect on the importance of preserving wildlife and their habitats. This holistic learning experience bridged the gap between theoretical knowledge and real-world understanding. The visit was designed to ignite curiosity, foster empathy towards animals, and instill a sense of responsibility for environmental conservation. Students learned about the fragile balance of ecosystems and how human actions impact wildlife, connecting the day's activities to SDG 15, which focuses on protecting, restoring, and promoting sustainable use of terrestrial ecosystems.

Such experiential learning activities are a cornerstone of the innovative pedagogical practices at GBMS Yarikalan, ensuring that students not only excel academically but also grow into environmentally conscious and responsible global citizens.

### **Philosopher House and Genius House**

At GBMS Yarikalan, healthy competition is the cornerstone of our growth and progress. The Philosopher House and Genius House are two dynamic teams, always striving to

outdo each other in fostering holistic development. This spirit of rivalry was further ignited when the responsibility of maintaining the school's kitchen garden was distributed between the two houses.

The results were extraordinary. The kitchen garden flourished, providing fresh, organic vegetables that were used throughout the year for the Mid-Day Meals (MDM). Crops like maize and chilies thrived under their care, with surplus chilies stored for the upcoming session. This remarkable achievement was a result of the teamwork and dedication of all staff members, including our watchman, cooks, and MDM helpers, who worked hand-in-hand with their respective houses.

Under the leadership of the Head of Institution, Ms. Rehana Qussar, even our Aayas found inspiration to grow professionally. Motivated by her encouragement, they are now pursuing a certificate course in Early Childhood Care and Education (ECCE), empowering themselves with knowledge and skills for the benefit of our young learners.

This collective effort highlights the strength of teamwork, unity, and the drive to excel, making GBMS Yarikalan a model for innovation and collaboration in education.

Before concluding, it is essential to reflect on the remarkable milestones achieved by GBMS Yarikalan this year. The Harvest Festival Celebration was a vibrant event joined by JD DSEK Mr. Abdul Hamid Fani and CEO Budgam Mr. Rajiv Abrol that united students, parents, and the community, emphasizing the value of cultural heritage and agriculture. The consistent success of our Parent-Teacher Meetings (PTMs) has fostered a strong bond of trust between the school and parents, as evidenced by the steady influx of students from private schools. This shift highlights the faith in our team's tireless efforts, which have significantly enhanced the school's reputation.

We proudly celebrated 10 Bagless Days, each tailored to promote experiential learning and creativity, directly aligning with NEP 2020 objectives. These initiatives, combined with innovative teaching strategies, have led to measurable progress in learning outcomes. Our Annual Day Celebration, themed around Goal 4 of SDG, showcased our commitment to quality education and sustainability, inspiring students to aim for a brighter future.





The book-sharing initiative, where seniors gifted books to juniors, fostered values of reuse, recycling, and collaboration, creating an environment of mutual respect and learning. Parents and the community have expressed immense satisfaction and pride in the school's progress, reinforcing their trust in our vision. The journey of GBMS Yarikalan stands as a testament to the power of dedication, teamwork, and innovation in transforming education. We remain committed to achieving even greater milestones in the coming year, ensuring holistic development for every child while upholding the principles of NEP 2020.

### ***"Toy Pedagogy: Learning Through Play, Building Futures Today!"***

At GBMS Yarikalan, the innovative introduction of Toy Pedagogy for FLN (Foundational Literacy and Numeracy) Kids has revolutionized the way young learners engage with education. Spearheaded by the dynamic Head of Institution, Ms. Rehana Qussar, all toys were personally sponsored and meticulously arranged to align with the vision of NEP 2020 and the guidelines of the National Curriculum Framework for Foundational Stage (NCF-FS).

This playful yet purposeful approach has transformed classrooms into vibrant hubs of curiosity and creativity. Rooted in the principles of learning by doing and experiential learning, Toy Pedagogy seamlessly integrates cognitive, physical, and socio-emotional development. Activities involving toys are carefully designed to develop competencies such as problem-solving, fine motor skills, and teamwork, nurturing foundational skills in an engaging and meaningful way. The results have been phenomenal. Students are not just learning—they are thriving. This hands-on approach has sparked enthusiasm, enhanced their retention of concepts, and fostered a love for learning, making education a joyful experience. By leveraging the power of play, Ms. Qussar has ensured that GBMS Yarikalan remains a trailblazer in implementing NEP 2020 and NCF-FS, setting a benchmark for foundational education in the region.



### **Conclusion:**

At the heart of the transformative journey of GBMS Yarikalan lies a visionary leadership that has consistently prioritized the holistic development of students while fostering a culture of collaboration and innovation among staff. The leadership team has been instrumental in aligning the school's practices with the goals of NEP 2020, ensuring that every child thrives in an environment of joy, inclusion, and competency-based education. Under this dynamic leadership, the school has embraced initiatives that encourage creativity, community involvement, and experiential learning.

From the successful implementation of 10 Bagless Days to the Annual Day Celebration themed around Goal 4 of SDG, the focus has always been on making education meaningful and impactful.

The leadership's dedication to fostering trust among parents and the community has led to a steady increase in enrollment, with many students transitioning from private schools

to join the thriving ecosystem of GBMS Yarikalan. The ability to inspire teamwork among staff, engage parents as partners in education, and cultivate a sense of ownership among students is a hallmark of effective leadership. By nurturing a shared vision and leading by example, the leadership has positioned GBMS Yarikalan as a model institution, proving that with the right direction and effort, government schools can excel and outshine expectations.

As this session concludes, the leadership rearms its commitment to continuous improvement, innovation, and creating opportunities for every child to achieve their fullest potential. Together, we march forward, united in purpose and determination to shape a brighter future for all.

All evidence in the social media platforms Both on Facebook and Instagram

***"Leadership in Action: Together Everyone Masters Success!"***



## 14. Shri Roop Lal

Principal  
Government Higher Secondary School, Kandi, Rajouri  
Jammu and Kashmir  
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### SUCCESS STORY OF VOCATIONAL EDUCATION

SUBJECT: IT/ITES & RETAIL

#### BEFORE THE ERA OF VOCATIONAL EDUCATION HSS KANDI RAJOURI HAVE

- **Lack of Infrastructure:** There were no proper buildings or dedicated spaces for essential facilities.
- **No Computer Lab:** The absence of a computer lab limited the students' access to digital learning and technological advancement.
- **Unattractive School Premises:** The school's appearance was not appealing, which made it look less welcoming for students and visitors.
- **Limited Resources:** With minimal facilities, students and teachers struggled to create an optimal learning environment.



COMPUTER LAB HSS KANDI BEFORE 2017

#### NOW VOCATIONAL EDUCATIONAL HSS KANDI RAJOURI ROLE OF HOI ARE

- **Visionary Leadership:** Emphasize the crucial role of the Principal in driving the vision for vocational education, securing resources, and fostering a supportive learning environment.
- **Dedicated Faculty:** Acknowledge the tireless efforts of teachers in imparting practical skills, mentoring students, and guiding them towards career success. Industry Collaboration: Highlight the significance of partnerships with IT/ITES and Retail industries for internships, guest lectures, and industry certifications.
- **Student Empowerment:** Celebrate the achievements of students who have successfully transitioned from vocational training to fulfilling careers, showcasing their skills and confidence.
- **Community Impact:** Acknowledge the positive influence of the program on the

local community by providing skilled workforce and contributing to economic growth.

## **OVERVIEW**

### **VOCATIONAL ACTIVITIES (IT/ITES) PERFORMED AT ICT LAB HSS KANDI RAJOURI**

The (ICT) labs and Vocational Subjects were established/launched in Government Higher Secondary School Kandi Rajouri under Samagra Shiksha scheme. It provides an opportunity for all students to develop ICT skills and learn through computer aided learning process. The laboratory is equipped with 14 computers with computer tables and chairs. Regarded as technical teaching where youth gets to acquire practical skills and knowledge related to a particular trade IT/ITES

Under the visionary leadership of the Principal, the school embraced this initiative with a clear focus on excellence. The Principal played a pivotal role in driving the program's success by ensuring proper infrastructure, motivating staff, and building partnerships with local businesses and industries for internships and practical exposure. Dedicated subject teachers and vocational trainers worked tirelessly to deliver hands-on learning and real-world experiences, inspiring students to excel in their chosen fields.

By 2025, the school achieved a 100% pass rate in vocational subjects, with many students securing employment in IT/ITES and Retail sectors or pursuing higher studies. The combined efforts of the Principal, teaching staff, and vocational trainers not only enhanced students' employability but also fostered confidence and self-reliance. The program also improved digital literacy among students and staff, transforming the school into a model of innovation and progress for the entire region.

This remarkable journey stands as a testament to the power of teamwork and commitment in bringing vocational education to the forefront, empowering rural youth to build brighter futures.

The integration of ICT tools and infrastructure elevated the digital literacy of students and teachers, fostering an environment of innovation. By 2025, the school had become a model institution, inspiring neighboring communities and schools to adopt similar vocational programs. This journey is a testament to how focused efforts in skill-based education can empower rural youth, making them self-reliant and future-ready.

**-Principal HSS Kandi**

Back in 2017 The introduction of Vocational Education in IT/ITES and Retail subjects at Govt Higher Secondary School Kandi Rajouri, under the Samagra Shiksha initiative in alignment with the National Education Policy (NEP) 2020, has sparked a remarkable transformation. We faced many challenges at starting and it was very hard to motivate students to choose sixth Subject IT/ITES & Retail as a Vocational Subject. Eventually we got succeed in motivating the students for opting sixth Vocational Subject . Today many students are choosing the same trade happily and with great enthusiasm. Our students inspire us by their courage and perseverance, and are a reminder that obstacles can be overcome when you have just one person cheering you on to the finish line. In The Year 2023-2024 academic session our FIRST Batch (L4) has complete their Higher Secondary Course. All Students of Class 12th batch was brilliant and same shined In board exams with flying marks and we got 100% result and they also Opt Vocational Subject In College as a Fifth Subject. Some students are choosing a niche within IT/ITES and continuously



upgrading skills can lead to outstanding success.

We wish them all the best to all the students

**Principal HSS Kandi**

### **STUDENTS ACHIEVEMENT**

Amjad Khan a Student of Vocational Subject IT/ ITES Got Selected for summer Camp at IIIM Jammu in Association with RSC of Hss Kandi

### **SUCCESS STORY**

Today, I speak with immense pride and gratitude as vocational educational is a significant milestone in my academic journey. It gives me great pleasure to announce that I have been selected for study at IIM Jammu. This achievement would not have been possible without the unwavering support and guidance of VT Mr. Sajid Amin, First and foremost, I would like to express my heartfelt thanks to Laqsh Job Skill Bangalore, whose mentorship and encouragement have played a pivotal role in shaping my academic path. His dedication to nurturing talent and instilling confidence in his students has been invaluable.



Additionally, I would like to extend my sincere thanks to Samagra Shiksha J&K for introducing Vocational Education and opportunities that enabled me to pursue my studies and enhance my skills. Their efforts in supporting students like me are commendable and have paved the way for a brighter future.

As I move forward in my studies, Now I am confident that the support I have received will continue to guide me towards achieving my goals.

### **STUDENTS ACHIEVEMENT**

Students of Class 10th IT/ITES have been awarded by NVS (Navodaya Vidyalaya Samiti) for our outstanding performance in the recent debate competition. This is a moment of immense pride for all of us, and I am truly grateful for this recognition. I would like to take this opportunity to thank and appreciate the efforts of our mentors who guided and supported us throughout this journey. Their encouragement and constructive feedback helped us prepare for this competition, and it is because of their hard work that we were able to achieve such success. Students of Class 9th IT/ITES have recently been awarded at the Zonal Level for our exceptional performance in the painting competition. This achievement is a testament to the creativity, dedication, and hard work of all the students who participated, and we are truly honored to receive this recognition



Indian Army Officer Motivational Talks to IT Students about importance of skill development, how they use Technology in Army Date. Students of class 10th Vocational subject IT/ITES also Take Part in Plantation Drive organized by Forest Department Overall Vocational Students are always be a part of Various Activities Performed at School/Zone/District and State Level.



## **15. Shri Javaid Bandy**

Principal

Government Boys Higher Secondary School, Beerwah

Budgam, Jammu and Kashmir

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### **CASE STUDY BHSS BEERWAH BUDGAM**

#### **School Profile**

- Total Students: -315
- Staff Strength: -20
- Administrative Staff: -5
- Infrastructure: -
  1. No. of buildings: -04
  2. No. of Classrooms: -14
  3. Library/Laboratory
  4. S.T.E.M. Lab
  5. Virtual Reality Lab
  6. Soil Testing Lab
  7. Herbal Garden/Kitchen Garden
  8. CCTV Surveillance
  9. Staff Room

#### **Present Scenario**

Present Scenario of the School: -

- The Government Boys Higher Secondary School Beerwah, Budgam, under the visionary leadership of Principal Javid Ahmad Bandy, has transitioned from facing significant challenges to becoming a model institution of academic excellence, innovation, and community engagement.

Strengths: -

- Dynamic leadership and dedicated staff.
- Integration of modern teaching methodologies and technology.
- State-of-the-art facilities like STEM labs, Virtual Reality lab, and a modern library.
- Strong community involvement and support.
- Inclusive education policies ensuring opportunities for all.

Weaknesses: -

- Initial issues like poor infrastructure, low enrollment, high dropout rates, and reliance on rote learning.

#### Opportunities: -

- Expanding vocational training programs to address local and global workforce needs.
- Building collaborations with national and international educational organizations.
- Utilizing the school's leadership model to mentor other institutions.

#### Threats: -

- Financial constraints in sustaining all initiatives.
- Societal issues like drug addiction potentially affecting students.
- Environmental and climate-related challenges impacting the school's agricultural initiatives.



#### Description of the community

The school serves a diverse community in Beerwah, Budgam, which includes students from various socio-economic backgrounds. The community has been actively engaged in the school's transformation, contributing resources and time to enhance the institution. Their involvement extends to supporting environmental, educational, and cultural initiatives.

- **Values:** Strong emphasis on education, social responsibility, and environmental ethics.
- **Skills:** Traditional skills supplemented by modern vocational training.



- **Chief Occupation:** Likely farming, as evidenced by the soil testing lab initiative.

### The Problem Situation

When Principal Javid Ahmad Banday joined, the school grappled with:

- Low enrollment and high dropout rates.
- Inadequate infrastructure and poor hygiene facilities.
- Outdated teaching methods and materials.
- Lack of co-curricular and experiential learning opportunities.
- Low enrollment, high dropout rates, and lack of modern infrastructure.
- Students facing mental health issues, mathematics phobia, and traditional teaching methods.

### School Transformation

The Change Initiated, Plan of Action, Strategy, and Outcomes:

- Transforming the school into a hub of academic excellence and holistic development, adhering to NEP 2020 guidelines.

*Plan of Action:*

- Address infrastructural gaps by establishing modern labs, smart classrooms, and hygienic facilities.
- Emphasize teacher training and professional development.
- Foster community engagement and ownership.
- Introduce vocational training, environmental initiatives, and digital education.



*Strategy:*

- Collaborative efforts involving teachers, students, and the local community.
- Leveraging technology to modernize education.
- Promoting experiential learning and skill development.

*Outcomes:*

- Improved enrollment and reduced dropout rates.
- Enhanced academic performance and skill levels among students.
- Recognition at district and state levels for innovation and community impact.

### Time Taken to Bring the Change

- The transformation took several years of consistent efforts and initiatives under the leadership of Principal Banday, with visible improvements evident within the first few years of his tenure.

### The Role of School Leadership

- Principal Mr. Javid Ahmad Banday led the transformation with dedication,

- emotional intelligence, and innovative strategies.
- He involved teachers and the community, fostering a sense of ownership and belonging.
- The leadership of Principal Javid Ahmad Banday has been central to the school's success. His:
  - a. Visionary planning and execution.
  - b. Emphasis on team-building and collaboration.
  - c. Commitment to NEP 2020 principles.
- Innovative approaches to problem-solving and resource mobilization.

## **The Theory of Change**

- Focused on creating a conducive, joyful learning environment and promoting technology and experiential learning.
- Key turning points included community involvement and modernized teaching methods.

*The theory of change adopted by the school revolves around:*

- Identifying challenges and potential growth areas.
- Implementing targeted interventions with measurable goals.
- Engaging stakeholders for sustainable development.
- Evaluating progress and iterating strategies to ensure continuous improvement.

*Academic Excellence:*

- Emphasis on holistic development and competency- based education.
- Incorporation of NEP 2020 guidelines for quality education.

*Infrastructure Development:*

- Establishment of modern labs (STEM, Virtual Reality, Soil Testing).
- Renovation of the library to include up-to-date materials and 24x7 accessibility.

*Technological Integration:*

- Installation of Smart Boards and digital tools for interactive learning.
- Use of ICT for improving teaching methodologies.

*Skill and Vocational Training:*

- Focus on practical skills like plumbing and innovation projects.
- Support for entrepreneurship and participation in competitions.

*Community Engagement:*

- Involvement of local community members in school activities and development projects.
- Contribution to societal issues like drug de-addiction and environmental ethics.

*Inclusive Education:*

- Scholarships and financial assistance for underprivileged students.
- Support for mental health and hygiene.

### Environmental and Agricultural Initiatives:

- Establishment of an herbal and kitchen garden for experiential learning and income generation.
- Conducting soil tests for farmers to promote sustainable agriculture.

### Extra-curricular Activities:

- Regular seminars, debates, and competitions on various societal and environmental topics.

### Vision

The school aims to continue fostering academic excellence, innovation, Creativity, Social responsibility, Critical Thinking, 21st Century Skills and life skills among students to prepare them for success in all spheres of life.





***Jharkhand***



## 16. Dr Kaushal Kumar

Principal

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संथाल आवासीय विद्यालय, मसलिया दुमका।

विद्यालय में सुशासन का नेतृत्व

शैक्षणिक स्तर में आशानुरूप उपलब्धि हेतु निम्न उत्कृष्ट कार्य किए गए:-

- शिक्षा दान, कर कल्याण:- इस अभियान के तहत प्रत्येक वर्ग के विषयगत मेधावी बच्चों द्वारा कमजोर बच्चों को गोद लेकर निरंतर सहयोग और अभ्यास के माध्यम से उसे अपनी श्रेणी में लाने का प्रयास करते हैं। इस कार्य में विद्यालय के छात्र काफी हद तक सफल भी होते हैं और इसका प्रभाव परीक्षाफल में दिखाई पड़ता है।
- सप्ताह के अंतिम कार्य दिवस पर पढ़ाये गए पाठों से संबंधित विषयों पर लॉटरी के माध्यम से वस्तुनिष्ठ प्रश्नोत्तरी का आयोजन किया जाता है जिसमें अनिवार्य रूप से सभी छात्र शामिल होते हैं। इसमें निर्धारित अंक से कम अंक लाने वाले छात्रों को न केवल पूर्व के प्रश्नों को पूरा करना पड़ता है अपितु अगले प्रश्नोत्तरी का आयोजन उसे ही करना पड़ता है।
- वर्ग कक्ष में प्रतिदिन रोटेशन व्यवस्था के तहत छात्रों को बैठाया जाता है जिससे अंतर्मुखी बच्चों का शिझक या कमजोरी दूर होती है एवं वे शिक्षकों से खुलकर बात करते हैं।
- जिला प्रशासन द्वारा उपलब्ध कराए गए टैब का सदुपयोग- वर्गवार बच्चों को समुह में बाँटकर प्रतिदिन दो घंटे का समय अध्ययन हेतु दिया जाता है। इसका मॉनीटरिंग क्लब के सदस्यों द्वारा किया जाता है।
- विषयवार शिक्षकों द्वारा नियमित रूप से गृह कार्य की जाँच- प्रतिदिन विषयवार शिक्षकों द्वारा पठित पाठ से संबंधित गृह कार्य देकर उसकी नियमित जाँच कर सुधार हेतु उचित परामर्श दिया जाता है।
- मेधावी छात्रों द्वारा वर्ग संचालन- शिक्षकों के अवकाश में रहने की स्थिति में विषय के मेधावी छात्रों द्वारा अपने वर्ग का संचालन किया जाता है।
- समय और आदत प्रबंधन:- छात्र अपने निर्धारित समय पर निर्धारित कार्य को संपादित करते हैं तथा उनकी आदतें छात्रानुकूल होती हैं।
- अंग्रेजी विषय में शब्द संग्रह:- इसके लिए प्रत्येक वर्ग के छात्रों को क्रमानुसार बाँटा जाता है और आवंटित छात्र अपने नाम के प्रथम अक्षर से पाँच अलग-अलग अंग्रेजी शब्द प्रतिदिन लिखते हैं। सप्ताह के अंत में लिटरेसी क्लब के सदस्य उसे सुनते और लिखवाते हैं।

**ऊपर वर्णित कार्यों का प्रतिफल इस विद्यालय में प्रत्यक्षतः देखा गया जो इस प्रकार है:-**

- 1<sup>प</sup> **माध्यमिक परीक्षाफल:-** वर्ष 2022 (प्रथम बैच) में सम्मिलित कुल 45 छात्रों में सभी बच्चे प्रथम श्रेणी से उत्तीर्ण हुए एवं प्राप्तांक 70.2% से 95.2% के बीच रहा। वर्ष 2023 में सम्मिलित कुल 42 छात्रों में से सभी छात्र प्रथम श्रेणी से उत्तीर्ण हुए एवं प्राप्तांक 74.6% से 95.6% के बीच रहा। साथ ही 09 छात्र जिला के प्रथम दस सर्वोच्च अंक प्राप्त करने वालों में थे। वर्ष 2024 में सम्मिलित कुल 53 छात्रों में से सभी छात्र प्रथम श्रेणी से उत्तीर्ण हुए एवं प्राप्तांक 61.4% से 91.2% के बीच रहा। (इस वर्ष परीक्षाफल में गिरावट का मुख्य कारण परीक्षा के पूर्व गणित के मुख्य शिक्षक का अन्य विद्यालय में स्थानान्तरण होना है)।
- 2<sup>प</sup> **उच्च माध्यमिक परीक्षाफल:-** वर्ष 2024 (प्रथम बैच) में सम्मिलित कला संकाय में कुल 07 छात्रों में सभी प्रथम श्रेणी से उत्तीर्ण हुए एवं प्राप्तांक 62.2% से 74.8% के बीच रहा। इसी वर्ष विज्ञान संकाय में सम्मिलित कुल 22 छात्रों में से सभी छात्र प्रथम श्रेणी से उत्तीर्ण हुए एवं प्राप्तांक 60.6% से 86% के बीच रहा।
- 3<sup>प</sup> **अन्य शैक्षणिक उपलब्धियाँ:-**
  - **आकांक्षा परीक्षा-** वर्ष 2023 में अभियांत्रिकी संकाय में दो छात्र एवं वर्ष 2024 में एक अभियांत्रिकी एवं दो

छात्रों का चयन क्लैट के लिए हुआ है।

- **पॉलीटेकनिक परीक्षा:-** वर्ष 2023 में पॉलीटेकनिक परीक्षा में 05 एवं वर्ष 2024 में 04 छात्रों का विभिन्न कॉलेजों में नामांकन हुआ है।
- **इंजीनियरिंग में नामांकन:-** इस विद्यालय से 2024 में इंटरमीडिएट उत्तीर्ण दो छात्रों का नामांकन सरकारी अभियंत्रण महाविद्यालय में बी0टेक0 में हुआ है।
- **मुख्यमंत्री मेधा छात्रवृत्ति परीक्षा (अष्टम वर्ग हेतु) :-** वर्ष 2022 में सम्मिलित कुल 53 छात्रों में 50, वर्ष 2023 में सम्मिलित कुल 41 छात्रों में से 40 एवं वर्ष 2024 में सम्मिलित कुल 36 में 36 छात्रों का चयन हुआ है।
- **झारखंड ओलम्पियाड परीक्षा:-** वर्ष 2022 में झारखंड ओलम्पियाड परीक्षा में राज्य स्तर पर दो छात्रों का चयन हुआ तथा उसे राज्य स्तर पर लैपटॉप एवं प्रशस्ति पत्र देकर सम्मानित किया गया है। साथ ही वर्ष 2024 में इसी परीक्षा के प्रथम चरण में जिला स्तर पर चयनित कुल 55 छात्र/छात्राओं में से 49 छात्र इस संस्थान के हैं।
- **इन्सपायर एवार्ड:-** इस कार्यक्रम के तहत दो बार राज्य स्तर पर प्रतिनिधित्व किया गया है।
- **अंग्रेजी स्पेल विजार्ड (अष्टम वर्ग हेतु) :-** जिला स्तर पर आयोजित प्रतियोगिता के तहत 2022 एवं 2024 में प्रथम स्थान प्राप्त किया है।
- **साहित्यिक उपलब्धि:-** प्रथम बैच के छात्र मो0 फैजान अपने दशम वर्ग के अध्ययन काल में **“छात्रावास के मुसाफिर”** नामक पुस्तक की रचना की जिसका लोकार्पण अमेरिका में रहने वाले भारतीय मूल के चिकित्सक डॉ0 धुनी सोरेन के द्वारा किया गया। यह पुस्तक आजकल अमेजन पर उपलब्ध है।



सह-शैक्षणिक स्तर में आशानुरूप उपलब्धि हेतु निम्न उत्कृष्ट कार्य किए गए:-

- योगा शिक्षक के द्वारा समय समय पर प्रशिक्षण देना तथा नियमित रूप से शिक्षकों की उपस्थिति में योगाभ्यास करना।
- कबड्डी और खो-खो प्रशिक्षकों के द्वारा भी समय समय पर प्रशिक्षण देना तथा छात्रों के द्वारा नियमित रूप से शिक्षकों की उपस्थिति में अभ्यास करना। विद्यालय के अनुरोध पर भारती एयरटेल फाउंडेशन द्वारा प्रशिक्षक उपलब्ध कराया जाता है।

- स्पोर्ट्स क्लब के सदस्यों द्वारा समय समय पर प्रतियोगिताएँ आयोजित करना तथा विजेता टीम को विद्यालय के द्वारा पुरस्कृत करना।
- विद्यालय में उपलब्ध टैब एवं इंटरनेट की सहायता से यूट्यूब या अन्य की सहायता से खेल के विभिन्न नियमों को बारिकी से देखना एवं समझना।
- एकीकृत साउंड सिस्टम के माध्यम से प्रत्येक वर्ग कक्ष के छात्रों को नियमित रूप से सामान्य ज्ञान से संबंधित प्रश्नों का अभ्यास कराया जाता है।
- विद्यालय में स्थापित व्हाइट बोर्ड पर प्रतिदिन घटित होने वाली घटनाओं को लिट्रेसी क्लब के द्वारा प्रदर्शित किया जाता है तथा साप्ताहिक प्रतियोगिता का भी आयोजन किया जाता है।

**ऊपर वर्णित कार्यों का प्रतिफल इस विद्यालय में प्रत्यक्षतः देखा गया जो इस प्रकार है:-**

- जिला स्तर पर आयोजित सभी खेल प्रतियोगिताओं में श्रेष्ठ स्थान प्राप्त करना।
- खेलो इारखंड प्रतियोगिता 2023 में राष्ट्रीय स्तर पर आयोजित योगा में एक, शतरंज में दो छात्र और वालीबॉल में तीन छात्रों ने भाग लिया साथ ही राज्य स्तर पर U-19 कबड्डी में तृतीय स्थान एवं कुश्ती में प्रथम स्थान।
- खेलो इारखंड प्रतियोगिता 2024 में राष्ट्रीय स्तर पर आयोजित योगा में एक, कबड्डी में दो और वालीबॉल में तीन छात्रों ने भाग लिया साथ ही राज्य स्तर पर U-14 कबड्डी में तृतीय स्थान
- आर० बी० आई० द्वारा गॉंधी जयंती पर आयोजित राज्य स्तरीय निबंध प्रतियोगिता 2023 में प्रथम स्थान। (नगद पुरस्कार 11000 एवं प्रशस्ति पत्र)
- आर० बी० आई० द्वारा आयोजित जिला स्तरीय क्वीज प्रतियोगिता 2023 में प्रथम स्थान प्राप्त एवं राज्य स्तर के लिए चयनित (नगद 10000 एवं प्रशस्ति पत्र)
- जिला प्रशासन/शिक्षा विभाग द्वारा आयोजित सरस मेला की क्वीज प्रतियोगिता में प्रथम एवं तृतीय स्थान प्राप्त।
- प्रतिवर्ष आयोजित हिजला मेला के विभिन्न प्रतियोगिता में श्रेष्ठ स्थान प्राप्त।
- खेल में छात्रों का उत्साह वर्धन एवं उनकी जरूरतों को ध्यान में रखते हुए भारती एयरटेल फाउंडेशन द्वारा समय समय पर खेल सामग्री एवं खेल से संबंधित परिधान उपलब्ध कराया जाता है। साथ ही अध्ययनरत छात्रों के अभिभावक द्वारा विभिन्न सामग्री अनुदान के रूप में दिया जाता है जिससे विद्यालय के आंतरिक संसाधनों में उत्तरोत्तर वृद्धि हो रही है।
- इस विद्यालय में एक विशेष सत्र का आयोजन होता है:- **“चिंतन के प्रश्न”** इसके तहत प्राचार्य द्वारा प्रत्येक माह एक परीक्षा का आयोजन किया जाता है जिसमें सभी वर्ग के छात्र शामिल होते हैं। इस परीक्षा के प्रश्न पाठ्यक्रम से संबंधित नहीं बल्कि हमारे जीवन से जुड़े ऐसे महत्वपूर्ण प्रश्न होते हैं जो छात्रों की ईमानदारी का आकलन करते हैं ताकि छात्र अपने लक्ष्य के प्रति सजग हो सकें। इस सत्र में भाग लेने के लिए छात्र बहुत ही उत्साहित होते हैं।
- इससे इतर अध्ययनरत छात्रों द्वारा समय समय पर विभिन्न त्योहारों यथा दीपावली, छठ के अवसर पर प्रकृति को प्रदूषण से बचाने एवं मानवता को उजागर करने के उद्देश्य से अपने पटाखे खरीदने के पैसों से प्राचार्य एवं अन्य शिक्षकों के साथ मिलकर स्थानीय थाने के सिपाहियों और अस्पताल में इलाजरत मरीजों के बीच मिठाई एवं फल का वितरण किया जाता है। सामाजिक सदभावना को बढ़ाने हेतु छात्रों द्वारा समाज से जुड़ी हुई कार्यों यथा छठ घाट की सफाई, सार्वजनिक स्थल की साफ-सफाई एवं सरस्वती पूजा जैसे त्योहारों को स्थानीय ग्रामिणों के साथ मिलकर सौहार्दपूर्ण तरीके से मनाया जाता है। साथ ही राष्ट्रीय सदभाव को जागृत करने हेतु तिरंगा यात्रा निकाला जाता है।

## 17. Shri Surendra Prasad Gupta

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### **केस-स्टडी का विषय – समावेशी शिक्षा के तहत दिव्यांग विद्यार्थियों का भविष्य सृजन**

केस-स्टडी का विषय - समावेशी शिक्षा के तहत दिव्यांग विद्यार्थियों का भविष्य सृजन बच्चे के पढ़ने का जुनून को हर कोई कर रहा सलाम एवं सार्थक करने वाला पंक्ति श्रमन के हारे हार है और मन के जीते जीतश के साथ अगर हौसला बुलंद है तो विपरीत परिस्थितियों में मुश्किल से मुष्किल मंजिल तक भी पहुँचा जा सकता है। ये सब कर दिखाया है उत्कर्मित उच्च विद्यालय मनुआ के दिव्यांग छात्र-छात्राओं एवं विद्यालय के नेतृत्व कर्ता सुरेन्द्र प्रसाद गुप्ता प्रधानाध्यापक एवं विद्यालय परिवार के शिक्षक शक्षिकाओं ने। हर एक विद्यार्थी का कहानी और संघर्ष गाथा अलग-अलग है, लेकिन लक्ष्य सबका एक है दिव्यांगता को मात देकर पढाई करना





1. दिव्यांग छात्रा सा
2. निया बेबी का संघर्ष गाथा एवं भविष्य सृजन पहला संघर्ष कहानी 10 वर्षा से पढ़ती आ रही दिव्यांग छात्रा सानिया बेबी जिनके पिता- मो० नसीम अंसारी ने अप्रैल 2014 में वर्ग 1 में विद्यालय में नामांकन कराया था। सानिया बेबी का दिव्यांगता का प्रकार काफी कष्ट दायक था एक आँख से पूर्ण दिव्यांग चेहरा में त्वचा संबंधित गंभीर बीमारी माइग्रेन की समस्या सूर्य के रोषनी के विकिरण एवं तीखा गर्मी से आँख एवं चेहरा लाल हो जाना एवं दिखाई नहीं पड़ना साथ ही मृगी का दौरा बेहोशी का आ जाना शरीर हाथ काँपना एवं कुछ खाद्य पदार्थ केला कोहड़ा के प्रति एलर्जी जैसा समस्या से घिरी हुई थी। पढ़ाई में समस्या अनेक थी। विद्यालय का उद्देश्य था कि सानिया बेबी का विद्यालय में शिक्षा ग्रहण कराना इसके लिए विद्यालय प्रधानाध्यापक स्वयं इनके माता पिता एवं डॉक्टर से मिलकर अस्पताल में इलाज करवाया गया साथ ही दिव्यांगता प्रमाण पत्र दिलाकर विद्यालय से जोड़कर सभी शिक्षक एवं शिक्षिकाओं के सहयोग से इनकी पढ़ाई को विद्यालय में जारी रखा गया। एन ई पी 2020 के तहत समावेशी शिक्षा



के साथ रिसोर्स शिक्षिका के द्वारा अन्य वित्तीय लाभ से जोड़ा गया है। समय - समय पर प्रधानाध्यापक इनके घर हौसला अफजाई के लिए पर्व त्योहर में सरीक होते रहते हैं। अभी वर्तमान में वर्ग 10 में पढाई कर रही है एवं फरवरी 2025 में मैट्रिक का परीक्षा लिखेगी जो मुश्किल चुनौती का सामना करते हुए सानिया बेबी सफलता की ओर बढ़ रही है भविष्य में सानिया बेबी नर्स बनना चाहती है नर्स बनकर मानव सेवा करना चाहती है जो एक सफलता की सोपान है।

3. दिव्यांग छात्र पप्पू कुमार चंद्रवंशी पिता श्री संजय चंद्रवंशी का संघर्ष गाथा और भविष्य सृजन दिव्यांग छात्र पप्पू कुमार चंद्रवंशी का नामांकन जुलाई 2024 में वर्ग 9 में कराया गया उक्त छात्र के माता पिता बच्चों का पढाई जारी रखना चाहते हैं लेकिन पप्पू कुमार चलने फिरने में नित्य क्रिया करने में पूर्ण रूप से अक्षम है कमर में बचपन से पैरालाइसिस से ग्रसित पप्पू कुमार कठिन जीवन जी रहा है। प्रधानाध्यापक उनके घर जाकर समावेशी शिक्षा के तहत नामांकन दिव्यांगता प्रमाण पत्र अस्पताल से बनवाकर विद्यालय से जोड़ दिए इन्हे समावेशी शिक्षा के तहत अन्य वित्तीय लाभ 10 000 दस हजार रूपया) और प्रखण्ड से शिक्षा विभाग की ओर से ट्राई साईकिल दिला कर हौसला अफजाई किए समय-समय पर विद्यालय गतिविधियों जैसे परीक्षा वर्ग में पढाई के लिए शामिल करवाया जा रहा है जो पप्पू कुमार को आगे बढ़ने में विद्यालय परिवार के शिक्षक शिक्षिका और विद्यार्थी मदद कर रहे हैं। वर्तमान में जैक 2025 में 9 वर्ग में रजिस्ट्रेशन कराया गया है। साथ ही फरवरी 2026 में मैट्रिक का परीक्षा लिखेगा। प्रधानाध्यापक एवं विद्यालय परिवार के शिक्षक शिक्षिका उनके घर जाकर पढाई में मदद के साथ पुस्तक कापी कीट सामग्री एवं अन्य लाभ भी दिला रहे हैं। पप्पू कुमार को आगे बढ़ने के लिए उनके माता पिता के साथ विद्यालय के प्रधानाध्यापक दिल से सहयोग कर रहे हैं एवं दिव्यांगता को शिक्षा के बाधा में मात दे रहे हैं। जो सफलता की कहानी है यह एक प्रेरक केस स्टडी पूरे शिक्षा जगत के लिए अनुकरणीय है।

**हरिवंश राय बच्चन का कहावत है:-**

लहरो से डरकर नौका पार नहीं होती।

कोशिश करने वालों की कभी हार नहीं होती।।

4. सिकल एनेमिया से ग्रसीत तीन दिव्यांग छात्र-छात्रा का भविष्य सृजन सिकल एनेमिया से ग्रसित छात्र इमरान अंसारी पिता- शाहजहाँ अंसारी वर्ग 10 सोनु कुमार पिता- मुकेश प्रजापति वर्ग 8 एवं अफरीना प्रवीन पिता मो सौकत अंसारी वर्ग 3 की कहानी एवं संघर्ष गाथा बेहद चिंता जनक एवं पढाई में बाधा उत्पन्न कर दिया था लेकिन विद्यालय परिवार के शिक्षक एवं प्रधानाध्यापक को यह बात मालूम हुई की तीन बच्चे विद्यालय में प्रयास कार्यक्रम के तहत अनुपस्थित रह रहे हैं तब प्रधानाध्यापक तीनों बच्चों के घर जाकर इनके माता-पिता से मिलकर समस्या समाधान एवं पढाई जारी रखने का बीड़ा उठाया एवं हौसला अफजाई किए सर्वप्रथम इन्हे अस्पताल में ले जाकर प्राइवेट

एवं सरकारी डॉक्टरों से ईलाज कराने में मदद किया झारखण्ड के रामगढ़ राँची एवं सी एम सी वैल्लौर में ईलाज करने के लिए भेजा रिपोर्ट के आधार पर दिव्यांगता प्रमाण पत्र एवं आयुशमान कार्ड के तहत लाभ दिलाया गया। इन्हें प्रखण्ड द्वारा समावेशी शिक्षा के तहत 10000 दस हजार रुपये) की राशि एवं एस्कोर्ट व्यय के लाभ से जोड़ा गया। वर्तमान में समावेशी शिक्षा के तहत इन बच्चों का पठन-पाठन के लिए विद्यालय परिवार के शिक्षक - शिक्षिकाएँ एवं प्रधानाध्यापक मदद कर रहे हैं एवं हौसला अफजाई करते हुए इनकी पढ़ाई को जारी रखे हुए हैं। इन बच्चों का ईलाज जोखिम भरा एवं काफी महंगा है इनके ईलाज के लिए प्रत्येक तीन माह में खून चढ़ाना पड़ता है एवं जीवन भर दर्द की दवा और विटामिन की गोली का सेवन डॉक्टरों के द्वारा दिया गया है। पूर्ण रूप से ईलाज के लिए स्टेम सेल एवं अस्थिमज्जा प्रत्यारोपण की सलाह डॉक्टरों ने दिया है। जिसका खर्च भारत में 30 से 40 लाख रुपये एवं विदेश में 75 लाख रुपये है। जो इन गरीब बच्चों के लिए नामुमकिन है लेकिन जबतक जीवन है इन्हें खून चढ़ाना एवं दवा समय - समय पर लेना है। इन बीमार ग्रस्त बच्चों को हौसला अफजाई करते हुए विद्यालय में समावेशी शिक्षा के साथ जोड़कर पढ़ाई जारी रखा गया है। जो एक सफलता की कहानी है विभिन्न प्रकार के दिव्यांग छात्र-छात्रा का एक साथ भविष्य सृजन कंचन कुमारी पिता- रेखन मुण्डाए वर्ग- 8 बोलने में लाचार आठ वर्षों से विद्यालय में जुड़कर समावेशी शिक्षा के साथ-साथ एन० ई० पी० 2020 के तहत अध्ययनरत है। शाहिद अंसारी वर्ग- 6 बोलने में दिव्यांग विगत एक वर्ष से विद्यालय में समावेशी शिक्षा के तहत अध्ययनरत है

मुन्नी कुमारी। वर्ग- 1 पिता- स्व० राजेन्द्र बेदियाए माता- सबिता देवी को समावेशी शिक्षा के तहत जोड़कर विद्यालय में शिक्षा दिया जा रहा है।

सुमैया प्रवीन वर्ग- 1 पिता- सलमान ईराकी को समावेशी शिक्षा के तहत जोड़कर विद्यालय में शिक्षा दिया जा रहा है।

मुन्नी कुमारी एवं सुमैया प्रवीन को ट्राय साईकिल 10000 दस हजार रुपये) की राशि स्कोर्ट व्यय के लाभ से जोड़ दिया गया था।

विद्यालय में नवीन पद्धतियाँ एवं दिव्यांग बच्चों के लिए अपनाई गई रणनीति विद्यालय में दिव्यांग बच्चों के लिए दिव्यांग शौचालय स्लोपिंग सीढ़ी ट्राय साईकिल विश्राम कक्षा बनाया गया है। दिव्यांग बच्चों के लिए विद्यालय सक्षम साबित हो रहा है।

## दृश्य परिणाम

इस प्रकार पी एम श्री उत्क्रमित उच्च विद्यालय मनुवा में विभिन्न प्रकार के दिव्यांग बच्चों का विगत 15 वर्षों से चुनौती पूर्ण सामना करते हुए प्रधानाध्यापक एवं विद्यालय परिवार के साथ

भविष्य सृजन किया जा रहा है जो एन० ई० पी० 2020 समतामूलक और समावेशी शिक्षा सभी के लिए अधिगम विद्यालय नेतृत्व की सफलता की गाथा का सकारात्मक परिणाम है।  
पी एम श्री उत्क्रमित उच्च विद्यालय मनुवा में दिव्यांग बच्चों का समावेशी शिक्षा के तहत भविष्य सृजन शिक्षा जगत के लिए अनुकरणीय है।





***Karnataka***

## 18. Smt C. Padmavathi

Head Mistress

Government High School, Konappana, Agrahara, Silicon Town

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### Case Study on Leading Good Governance in School

#### Celebrating Excellence in Government School Leadership

Welcome to our presentation on the remarkable achievements and innovations in government schools across India. We'll explore how good governance is transforming education and empowering our future leaders.

#### Pillars of Good Governance in Schools



#### Fostering Academic Excellence

- ***Outstanding SSLC Results***

Significant percentage of students securing top grades in SSLC examinations, demonstrating our commitment to academic excellence.

- ***Increased Enrolment***

Our improved facilities and strong academic reputation have led to a steady rise in student enrolment year after year.

## - *State-Level Recognition*



Our school's dedication to excellence has earned prestigious state-level awards for both academic and extracurricular achievements.

## **Nurturing Well-Rounded Individuals**

### - *Sports Excellence*

Our students represent the district at Karnataka State Sports events, demonstrating exceptional athletic achievements in various competitions.



### - *Diverse Activities*

From cultural performances to active club participation and community service initiatives, our students develop versatile skills through engaging activities.

### - *Life Skills Development*

Through hands-on projects and leadership opportunities, students build essential communication and problem-solving skills for future success.





## Embracing Technology in Education

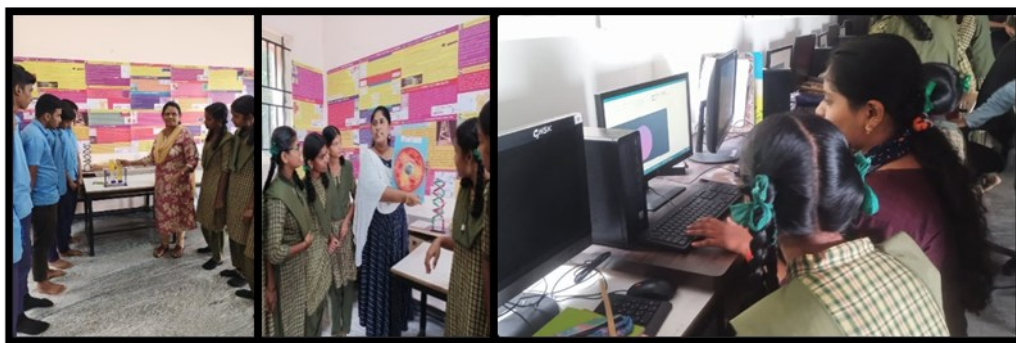
- ***E-Education Integration***

Implementation of interactive learning platforms and digital classrooms.

- ***Enhanced Learning Experience***

Access to knowledge beyond traditional textbooks, fostering digital literacy.

- ***Improved Student Engagement***



Increased participation and interest through innovative teaching methods.

## Prioritizing Student Health and Well-being

- ***Wellness Programs***

Regular health check-ups and nutritional initiatives for students.

- ***Mental Health Support***

Counseling services and stress management workshops for students.



- **Physical Fitness**

Structured physical education programs and sports facilities.



### Bridging the Education Gap

- **Improved Quality**

Enhanced education quality through modern teaching methods and improved resources in government schools.

- **Infrastructure Upgrade**

Modernized facilities and learning environments creating inspiring spaces for students.

- **Growing Trust**

Increasing number of families choosing government schools for quality education.

### Promoting Inclusive Education

**Equal Access-** Ensuring quality education for all students, regardless of background.

**Support for Marginalized Students-** Special programs and resources for disadvantaged groups.

**Community Involvement-** Engaging parents and local communities in school activities.



## Continuous Improvement and Innovation

### - **Regular Assessments**

Ongoing evaluations and data analysis help us identify areas for improvement and track our progress towards educational excellence.

### - **Professional Development**

Our staff participates in continuous training programs to enhance teaching methods and stay current with educational best practices.

### - **Feedback Integration**

We actively collect and implement feedback from students, parents, and staff to strengthen our educational governance.



## Hands-on Learning Experiences

### - **Educational Field Visits**

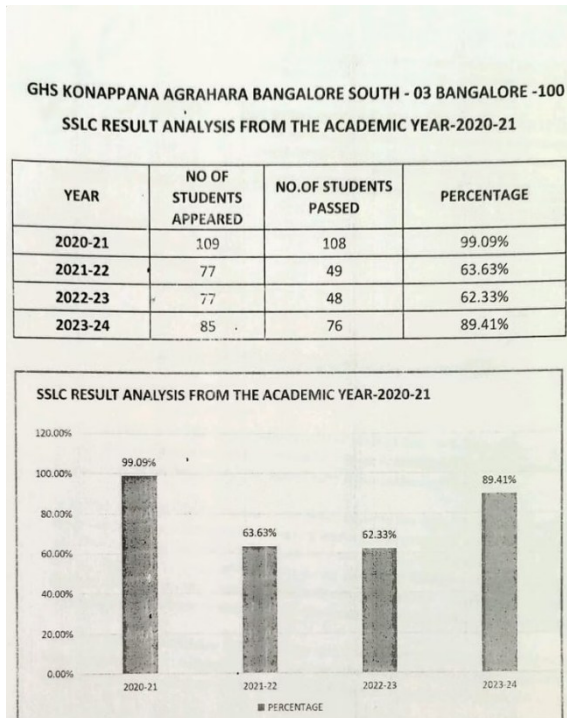
Exploring local flora and fauna to enhance understanding of biology and environmental science.

- **Practical Science Lessons**

Hands-on experiments to reinforce theoretical concepts and foster scientific inquiry.

- **Interactive Civics Lessons**

Mock parliament sessions and community projects to understand governance and citizenship.



**Celebrating Our Achievements**

- 90% SSLC Pass Rate, Exceptional academic performance in state-level examinations.
- 30% Enrollment Increase Significant growth in student admissions over the past three years.
- 1 State Award Recognition for excellence in various educational domains.
- 10 Educational and Leadership Awards Recognition for excellence in various educational domains.

**Looking Ahead: Our Commitment to Excellence**

- Significant Increase Enrolment
- 100% SSLC Results
- Recognition of institution at the state level
- Higher interaction between student education and environment
- Representation of institution at state and national level sports gatherings/competitions
- Promotion of life skills development
- Active participation of students in diverse activities
- Further development of E-Education for better academic training
- Field visits and excursions
- Reduce rate of drop-out students (OOSC free school)

Environment friendly energy production through solar panels



## **19. Smt Dakshayanamma S.**

In-Charge Headmistress

PM SHRI Kuvempu Centenary Upgraded

Govt. Model Higher Primary School, Nalyapdavu

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### **Creating Academic Resilience and Excellence Milestone Achievement: Introduction of Pre-primary and English Medium**

In the academic year 2018-19, our school embarked on a pioneering initiative, introducing LKG, UKG and English medium for 1<sup>st</sup> to 8<sup>th</sup> standard. This bold step, spearheaded by our visionary headmistress and dedicated teachers, aimed to enhance the school's enrolment and provide students with a competitive edge.

#### **A Benchmark for Government Schools**

Our school's innovative approach set a shining example for other government schools, demonstrating the potential for excellence in education. By offering English medium, we bridged the gap between government and private schools, providing our students with equal opportunities for success.

#### **Achievements and Impact**

1. **Improved Enrolment:** The introduction of English medium led to a significant increase in student enrolment, revitalizing our school's growth.
2. **Enhanced Academic Standards:** English medium instruction enabled our students to compete with their private-school counterparts, fostering academic excellence.
3. **Empowering Students:** By acquiring English language skills, our students gained confidence, preparing them for future challenges in an increasingly globalized world.

Our school's proactive initiative has not only elevated our standards but also inspired other government schools to strive for excellence.

#### **Enhancing Education Quality**

Government-appointed teachers were only seven, we wanted to give quality education for the students. our school with Vidya Devis Educational Charitable Trust and generous donors. This enabled us to appoint private teachers, ensuring our students receive the best possible education.

#### **Benefits of the Trust and donors**

1. **Improved Teacher-Student Ratio:** With additional private teachers, we maintained an optimal teacher-student ratio, fostering personalized attention and instruction.
2. **Enhanced Academic Quality:** Our private teachers brought fresh perspectives, innovative methods, and specialized expertise, elevating the overall quality of



education.

3. **Increased Accessibility:** By supplementing government-appointed teachers with private instructors, we ensured that all students had access to high-quality education, regardless of the government's resource constraints.

### **Sustained Success:**

Thanks to our collaborative effort, we continue to provide exceptional education, even with limited government-appointed teachers. Our partnership has become a model for innovative education solutions, demonstrating the power of collaboration and community support.

### **Cleanliness Awareness Initiative**

Our school prioritizes creating a clean and conducive learning environment. Achi, is he organize a classroom cleanness competition that increases students to take ownership of their surrounding?

**Objective:** To foster a sense of responsibility and awareness about cleanliness among students.

### **Methodology:**

1. Conduct regular classroom inspections to evaluate cleanliness.
2. Identify the cleanest classroom and reward the entire class and their teacher with a White Flag.
3. Recognize and appreciate the efforts of the winning class and teacher.

### **Impact:**

1. Encourages teamwork and collaboration among students to maintain a clean classroom.
2. Develops a sense of responsibility and ownership among students.
3. Fosters a culture of cleanliness and hygiene within the school.
4. Enhances the overall learning environment.

By implementing this initiative, we're not only promoting cleanliness but also instilling valuable life skills, such as responsibility, teamwork, and self-discipline, in your students.

### **Attendance Motivation Initiative**

Our school is committed to promoting regular attendance and punctuality among students. To achieve this, we have launched an Attendance Motivation Initiative.

**Objective:** To promote regular attendance and punctuality among students, fostering a culture of responsibility and academic excellence.

### **Methodology:**

1. Monitor and track daily attendance for each class.
2. Award a Pink Flag to classes achieving full attendance.
3. Recognize and congratulate the students and teacher of the awarded class.

### **Impact:**

1. Encourages students to attend school regularly, reducing absenteeism.
2. Fosters a sense of responsibility and accountability among students.

3. Promotes a positive and supportive classroom environment.
4. Enhances academic performance and overall learning experience.

By implementing this initiative, we're promoting a culture of attendance, responsibility, and academic excellence, ultimately benefiting students' educational journey and future success.



### Discipline and Responsibility Initiative

Our school is committed to fostering a culture of discipline and responsibility, essential for academic success, life skills, and self-control. To achieve this, we have launched a comprehensive initiative.

#### Objective:

To foster a culture of discipline, responsibility, and respect, enabling students to develop essential life skills and achieve academic success.

**Expected Behaviors:**

1. **Punctuality:** Arrive on time to school and class.
2. **Classroom Conduct:** Follow classroom rules and expectations.
3. **Active Listening:** Listen attentively to teachers and follow directions.
4. **Respectfulness:** Treat others with respect and kindness.
5. **Corridor Conduct:** Refrain from running or shouting in the corridors.

**Recognition and Rewards:**

1. Blue Flag Award: Recognize and reward the respective classroom with a Blue Flag for demonstrating exceptional discipline and responsibility.
2. Public Acknowledgment: Announce and display the awarded classroom's achievement through school announcements, newsletters, or social media.

**Impact:**

1. Promotes a culture of discipline and responsibility.
2. Encourages students to develop essential life skills, such as self-control and respectfulness.
3. Enhances academic success and overall learning experience.
4. Fosters a positive and supportive school environment.

By implementing this initiative, we're promoting a culture of discipline, responsibility, and respect, ultimately benefiting students' academic success, life skills development, and future endeavors.

**Smart Student and Teacher Recognition Program**

Our school believes in acknowledging and rewarding outstanding students and the Teachers for their hard work dedication and commitment to excellence

**Objective:** To acknowledge and reward exceptional students and teachers, fostering a culture of excellence and motivation.

**Recognition Criteria:**

1. Academic achievement
2. Innovative thinking
3. Creativity
4. Leadership skills
5. Positive attitude and behavior

**Rewards:**

1. Smart Student Badge: Awarded to outstanding students who demonstrate exceptional academic achievement, innovative thinking, and positive behaviour.
2. Smart Teacher Badge: Awarded to exceptional teachers who demonstrate innovative teaching methods, dedication, and commitment to student success.

**Impact:**

1. Encourages students to strive for excellence
2. Motivates teachers to innovate and improve their teaching methods

3. Fosters a positive and supportive school culture
4. Recognizes and rewards outstanding achievements

By recognizing and rewarding exceptional students and teachers, we're promoting a culture of excellence, motivation, and innovation, ultimately benefiting the entire school community.



### Student Recognition and Reward Program

We also recognizing and rewarding students' achievements and improvements is a great way to encourage motivation and positive changes among students.

**Objectives:** Encourage students to develop good habits and skills. Recognize and reward students' achievements and improvements. Foster a positive and supportive classroom environment.

### Recognition Categories:

1. **Attendance Award:** Recognize students with excellent attendance records.
2. **English Proficiency Award:** Reward students who demonstrate significant improvement in English speaking skills.
3. **Mathematics Whiz Award:** Acknowledge students who excel in mathematics.
4. **Overall Good Performer Award:** Recognize students who consistently demonstrate good behaviour, academic performance, and participation.
5. **Behavioural Change Award:** Reward students who show significant improvement in their behaviour.

### Rewards:

1. Customized badges for each recognition category.
2. Certificate of achievement.

### Implementation:

1. Establish clear criteria for each recognition category.
2. Regularly monitor and evaluate student progress.



3. Present awards and badges in a special ceremony or assembly.
4. Display student achievements on a classroom or school bulletin board.

#### **Impact:**

1. Encourages students to develop good habits and skills.
2. Boosts self-confidence and motivation.
3. Fosters a positive and supportive classroom environment.
4. Recognizes and rewards students' achievements and improvements.

By implementing this recognition and reward program, we encourage students to strive for excellence, develop good habits, and make positive changes in themselves.

#### **Appreciation Star for Students**

Implementing an appreciation star system for the students to encourage and motivate students to excel in cleanliness, attendance, and learning.

#### **Objective:**

To recognize and reward students' efforts and achievements in cleanliness, attendance, and learning.



#### **Categories:**

1. **Cleanliness Star:** Awarded to students who consistently maintain a clean and organized workspace, classroom, and school premises.
2. **Attendance Star:** Recognizes students with excellent attendance records, demonstrating punctuality and responsibility.
3. **Learning Star:** Rewards students who show significant academic progress, improvement, and a willingness to learn.

**Implementation:** Monitor and evaluate student performance in each category throughout the month. Award appreciation stars to deserving students at the end of each month. Display the appreciation stars on a classroom or school bulletin board.

**Rewards:**

1. Collecting a set number of appreciation stars can lead to special privileges or perks (e.g., leadership roles, special activities).
2. Students with a predetermined number of appreciation stars can participate in exclusive events or outings.
3. Appreciation stars can be redeemed for small prizes or treats.

**Impact:**

1. Encourages students to develop good habits and a growth mind set.
2. Fosters a positive and supportive school culture.
3. Recognizes and rewards students' efforts and achievements.
4. Motivates students to strive for excellence in cleanliness, attendance, and learning.

**Teacher Contribution and Classroom Development Program**

Encouraging teachers to contribute to school and classroom development is a great way to foster a sense of ownership and collaboration.

**Objective:** To encourage teachers to contribute to school and classroom development, promoting a collaborative and supportive learning environment

1. **Monthly Contributions:** Teachers contribute a fixed amount each month to support school and classroom development.
2. **Index Card System:** Each contributing teacher receives an index card, which serves as a record of their contribution.
3. **Lucky Dip:** At the end of each month, the index cards are collected, and one teacher is randomly selected through a lucky dip.
4. **Classroom Development:** The selected teacher gets to utilize the collective contributions to develop their own classroom.

**Benefits**

1. **Collaborative Spirit:** Fosters a sense of teamwork and collaboration among teachers.
2. **Classroom Enhancement:** Contributes to the development and improvement of classrooms.
3. **Teacher Engagement:** Encourages teachers to take ownership of their classrooms and the learning environment.
4. **Student Benefit:** Ultimately benefits students by providing them with a more supportive and effective learning environment.

**Sustainability**

1. **Regular Feedback:** Solicit feedback from teachers to refine and improve the program.
2. **Transparency:** Ensure transparency in the contribution and selection process.
3. **Recognition:** Recognize and appreciate teachers' contributions to the program.

By implementing this program, we're promoting a collaborative and supportive learning environment, encouraging teachers to take ownership of their classrooms, and ultimately benefiting students.

**Counsellor creating for supporting learning environment**

The counsellor appointed under PM Shri will play a vital role in bringing about positive

change in students. Their primary focus will be on counselling special needs students and those who have been absent from school for extended periods. The counsellor's efforts will be aligned with the PM Shri scheme's objectives, which include providing high-quality education and creating a supportive learning environment. By addressing the unique needs of special needs students and those who have been absent, the counsellor will help ensure that all students have an equal opportunity to succeed.

**Some of the key areas the counsellor may focus on include:**

1. **Special Needs Support:** Providing tailored guidance and support to students with special needs, helping them to overcome challenges and achieve their full potential.
2. **Attendance and Engagement:** Working with students who have been absent for long periods to identify underlying issues and develop strategies to improve attendance and engagement.
3. **Mental Health and Well-being:** Promoting mental health and well-being among all students, with a focus on building resilience and coping skills.

By providing these services, the counsellor will be instrumental in creating a more inclusive and supportive learning environment, which is a core objective of the PM Shri scheme.

## **FLN Student Support Program**

### **Objective:**

To provide targeted support to Foundational Literacy and Numeracy (FLN) students in each class, ensuring they receive specialized attention to improve their learning outcomes.

### **Program Structure**

1. **Identification:** Recognize FLN students in each class through assessments, teacher observations, and academic records.
2. **Teacher Allocation:** Assign a dedicated teacher to work with FLN students.
3. **Specialized Support Sessions:** Provide daily support sessions from 3:00 pm to 3:30 pm, focusing on:
  - a. Literacy and numeracy skills development
  - b. Personalized learning plans
  - c. Regular progress monitoring
4. **Tailored Instruction:** Adapt teaching methods to meet individual FLN students' needs.

### **Benefits**

1. **Improved Learning Outcomes:** Targeted support enhances FLN students' literacy and numeracy skills.
2. **Increased Confidence:** Specialized attention fosters a positive learning environment.
3. **Better Academic Performance:** FLN students demonstrate improved academic progress.
4. **Reduced Learning Gaps:** Support program bridges learning gaps, ensuring FLN students keep pace with peers.

## **Daily General Knowledge Quiz Program**

**Objective:**

To enhance students' general knowledge and encourage learning through a daily quiz program.

**Program Structure**

1. **Daily Question:** Pose a new general knowledge question to students every day.
2. **Student Participation:** Encourage students to submit their answers.
3. **Daily Winner:** Declare a winner(s) based on correct answers.
4. **Prize Distribution:** Award prizes to the winning students every day.

**Benefits**

1. **Knowledge Enhancement:** Students develop a broader range of general knowledge.
2. **Critical Thinking:** Daily quizzes promote critical thinking and problem-solving skills.
3. **Motivation:** Recognition and prizes motivate students to learn and participate.
4. **Healthy Competition:** Fosters a spirit of friendly competition among students.

**Daily Book Review Program****Objective:**

To foster a love of reading and improve reading skills among students by encouraging them to read and share books daily.

**Program Structure**

1. **Daily Reading:** Students read books from the school library every day.
2. **Book Reviews:** Students present book reviews during the school prayer period.
3. **Sharing and Discussion:** Students share their thoughts, opinions, and insights about the book.

**Benefits**

1. **Improved Reading Skills:** Regular reading and presenting enhances students' reading comprehension and fluency.
2. **Love of Reading:** Exposing students to various books and authors fosters a lifelong love of reading.
3. **Public Speaking Skills:** Presenting book reviews develops students' communication and public speaking skills.
4. **Critical Thinking:** Analyzing and discussing books promotes critical thinking and analytical skills.

**Daily Pranayama Practice for Students****Objectives:**

1. Reduce stress and anxiety
2. Improve focus and concentration
3. Enhance self-regulation



**Benefits:**

1. **Improved Mental Well-being:** Regular pranayama practice reduces stress and anxiety, promoting overall mental health.
2. **Enhanced Academic Performance:** Better focus, concentration, and self-regulation lead to improved learning outcomes.
3. **Increased Self-Awareness:** Pranayama teaches students to regulate their breath, emotions, and thoughts, fostering self-awareness and self-regulation.

**Implementation:**

1. **Daily Practice:** Incorporate pranayama into the daily school routine.
2. **Trained Instructors:** Ensure instructors are trained in pranayama techniques.
3. **Monitoring Progress:** Regularly assess students' progress and adjust the practice as needed.

**Book to School Library Campaign**

**Objective:** To encourage students to contribute to the school library while celebrating their special days.

**How it Works:**

1. **Birthday Book Donation:** Students donate a book to the school library on their birthday.
2. **Special Day Celebration:** Students can also donate a book on other special days, such as achievement milestones or family celebrations.
3. **Book Dedication:** The donated book is dedicated to the student, with a special bookplate or acknowledgement.

**Benefits:**

1. **Growing Library Collection:** The campaign enriches the school library's collection with new and diverse books.
2. **Promoting Literacy:** Encourages students to develop a love for reading and learning.
3. **Building Community:** Fosters a sense of community and social responsibility among students.
4. **Personalized Celebration:** Creates a unique and meaningful way for students to celebrate their special days.

**Plant Campaign: "A Tree for Mother"**

**Objective:** To instill environmental awareness and love for nature among students by involving them in a plant collection campaign.

**How it Works:**

1. **Student Participation:** Students collect and donate plants as part of the campaign.
2. **Personal Connection:** Each plant is dedicated to the student's mother, fostering a sense of personal responsibility and connection to the environment.
3. **School Garden:** The collected plants are used to create a school garden or green space, providing a hands-on learning environment.

**Benefits:**

1. **Environmental Awareness:** Students develop an appreciation for the importance of plants and trees in maintaining a healthy environment.
2. **Responsibility and Stewardship:** By caring for the plants, students learn valuable lessons about responsibility and stewardship.
3. **Community Engagement:** The campaign encourages community involvement, promoting a sense of shared responsibility for the environment.

**Expert Talk Series: Empowering Students for Future Success**

**Objective:** To provide school students with career guidance, inspiration, and motivation through expert talks, promoting the application of classroom learning, critical thinking development, and future readiness.

1. **Career Guidance:** Experts share insights into various career paths, helping students make informed decisions.
2. **Inspiration and Motivation:** Real-life examples and success stories inspire students to pursue their passions.
3. **Application of Classroom Learning:** Experts illustrate how classroom concepts are applied in real-world scenarios.
4. **Critical Thinking Development:** Interactive sessions encourage students to think critically and solve problems.

**Benefits:**

1. **Informed Career Choices:** Students gain valuable insights into various careers.
2. **Increased Motivation:** Expert talks inspire students to work towards their goals.
3. **Practical Learning:** Students see the relevance of classroom learning in real-life contexts.
4. **Developed Critical Thinking:** Students enhance their critical thinking and problem-solving skills.

**Alumni Reunion for School Development****Objective:**

To reconnect with senior students and leverage their experience, expertise, and network to contribute to the school's development.

1. **Reunion Organization:** Plan and host a reunion event to bring together senior students.
2. **Networking Opportunities:** Facilitate interactions between alumni, current students, and teachers.
3. **Development Discussions:** Engage alumni in discussions on school development, sharing their insights and ideas.
4. **Mentorship Programs:** Establish mentorship programs, pairing alumni with current students for guidance and support.

**Benefits:**

1. **Valuable Insights:** Alumni provide unique perspectives on the school's

strengths and areas for improvement.

2. **Networking Opportunities:** Reunion fosters connections between alumni, enhancing their professional and personal networks.
3. **Mentorship and Guidance:** Alumni mentorship supports current students' academic and personal growth.
4. **Fundraising Opportunities:** Reunion events can help raise funds for school development projects.

### New Auditorium Construction Underway

Thanks to the generosity of our donor, we are thrilled to announce that our new auditorium is currently under construction. This state-of-the-art facility is being built with a budget of ₹60,000.

1. **Modern and Spacious:** The auditorium will provide a contemporary and expansive space for students to gather, learn, and showcase their talents.
2. **Comfortable Seating:** The venue will feature comfortable seating, ensuring an enjoyable experience for all users.
3. **Advanced Facilities:** The auditorium will be equipped with modern amenities, including sound, lighting, and audio-visual systems.



We extend our heartfelt gratitude to our donor for making this project possible. We look forward to the completion of our new auditorium and the opportunities it will bring for

our students and community!

### **Annual S.D.M.C. Training and Awareness Program**

**Objective:** To empower SDMC members with knowledge and skills necessary to drive school development and foster a strong, collaborative committee.

1. **\*Annual Training\*:** Provide SDMC members with comprehensive training on school development, governance, and management.
2. **\*Awareness Creation\*:** Raise awareness about the importance of SDMC in driving school growth, improvement, and accountability.
3. **\*Capacity Building\*:** Enhance SDMC members' skills in areas such as:
  - i. **Strategic planning**
  - ii. **Budgeting and resource management**
  - iii. **Communication and collaboration**
  - iv. **Problem-solving and decision-making**

#### **Benefits:**

1. **Stronger SDMC:** Foster a well-informed, skilled, and motivated SDMC that can effectively drive school development.
2. **Improved Governance:** Ensure SDMC members understand their roles, responsibilities, and accountability in governing the school.
3. **Enhanced Collaboration:** Promote a culture of collaboration, transparency, and open communication among SDMC members, teachers, and the school administration.
4. **Better Decision-Making:** Equip SDMC members with the knowledge and skills necessary to make informed decisions that benefit the school and its stakeholders.

### **Community Engagement Initiative**

#### **Objective:**

To foster a strong partnership between the school and the community, promoting mutual involvement, support, and development.

1. **Annual Community Event:** Organize a community-focused activity once a year, showcasing the school's achievements and providing a platform for community engagement.
2. **Regular Updates:** Share information about school events, achievements, and initiatives through various channels, ensuring the community stays informed and invested.
3. **Community Participation:** Encourage community members to participate in school development through volunteering, mentoring, or joining the School Development and Monitoring Committee (SDMC).
4. **Feedback Mechanism:** Establish a feedback system, allowing community members to provide suggestions and ideas for school improvement.

#### **Benefits:**

1. **Stronger Community Ties:** Foster a sense of belonging and ownership among community members, promoting a collaborative environment.
2. **Increased Support:** Encourage community members to support school initiatives, providing resources, expertise, and advocacy



**School Interventions: Empowering Students and Enhancing Our School**

We are delighted to share our school's interventions, designed to provide a comprehensive education and foster overall development. Our dedicated team strives to offer the best possible experiences for our students, while continuously improving our institution. We are committed to delivering holistic education, addressing the academic, emotional, and social needs of our students.

**Thank You**

Thank you for providing us with this opportunity to showcase our school's initiatives. We are proud of our efforts and look forward to continuing our mission to empower students and enhance our institution.



***Kerala***

## **20. Shri Saju Joseph**

Vice Principal

Savio Higher Secondary School, Devagiri, Kozhikode, Kerala

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### **Moments & Milestones**

#### **Introduction**

Savio Higher Secondary School Devagiri, a co-educational, aided institution in Kozhikode, Kerala, was founded by CMI fathers, followers of Saint Kuriakose Elias Chavara. Guided by the motto '*Pro Deo Et Patria*'—"For God and for the Nation," it welcomes students from all backgrounds. The school emphasizes pedagogical leadership, fostering a student-centered environment to enhance learning, ensure academic success, and promote holistic development. Savio nurtures students into responsible, compassionate individuals, embodying excellence in education and character.

#### **Infrastructure and Innovation**

Our school, a chalk-free campus, features interactive boards in every classroom, enabling innovative teaching like live streaming of events such as India's satellite launches. Students excel in technology, with the Little Kites team conducting a seamless digital school election. Additionally, a group of talented students showcased their coding expertise by designing innovative computer games, proudly displayed at the Game Mela event, which also raised funds for charity.

#### **Partnerships and Collaborations**

At Savio, we build valuable partnerships by exposing students to diverse professions through visits to esteemed institutions like IIM Kozhikode, the Planetarium, MVR Cancer Centre, Kozhikode Cyber Park, and St Joseph's College Digital Library Devagiri. These experiences provide hands-on insights into various fields.

Notably, Mr. Justin Simon, our faculty member and bronze medalist at NCC OTA Kamptee, initiated the NCC Naval Unit last year, offering our students inspiring leadership and enhanced opportunities for growth. The unit conducted a Basic Life Support (BLS) Training Program, equipping young cadets with essential life-saving skills to handle critical emergencies. Moreover, the unit commemorated National Unity Day with a pledge-taking ceremony and a Unity Run, fostering the spirit of togetherness and honoring the legacy of Sardar Vallabhbhai Patel, India's Iron Man.

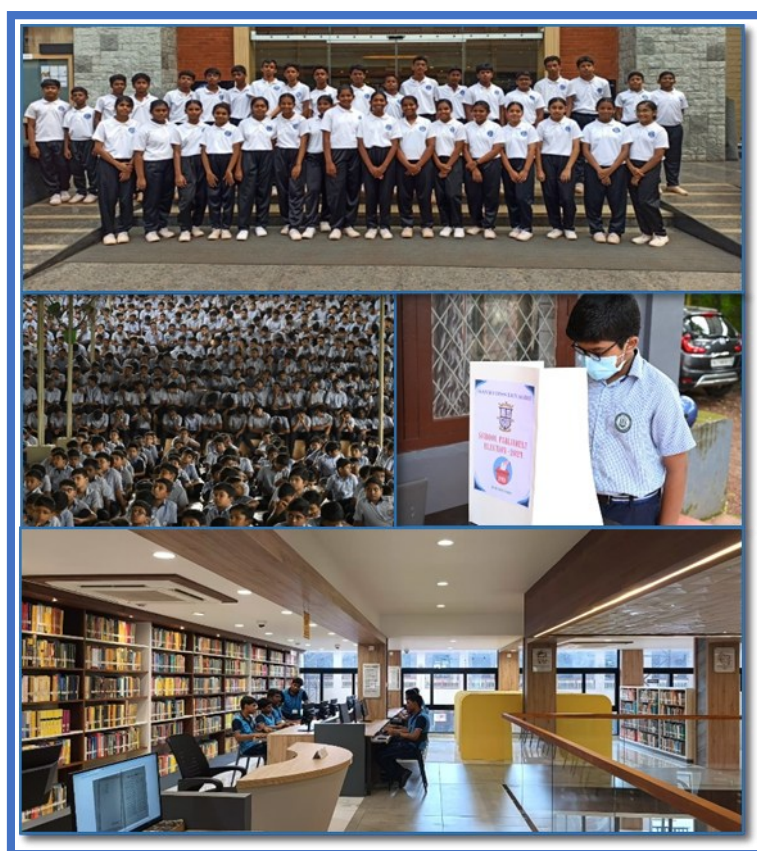
#### **Enhancing Teaching and Learning Experience**

Our faculty members excel in creating engaging learning experiences. This year, six of them won awards in district and state-level teaching aid competitions organized by the Kerala Education Department. To further enrich the learning environment, some of our faculty pursue higher studies and PhD research, enhancing their expertise and fostering

innovative teaching methods. Additionally, professional robotics training has equipped our students with cutting-edge skills, keeping them updated in the rapidly advancing world of artificial intelligence.

### **PTA**

Our PTA serves as the backbone of the school. Through regular home visits, our faculty ensures zero dropouts, fostering academic continuity. Counselling sessions address adolescent concerns and promote emotional well-being. The PTA also plays an active role in school initiatives, from organizing food distribution during interschool competitions to hosting celebrations. The Savio Little Kites team has also organized cyber safety classes for parents and digital literacy sessions for grandparents, enhancing community engagement and online security awareness.



### **Inclusive Education**

Our inclusive education program ensures dedicated support for differently-abled students, with specially appointed teachers guiding them. Members of "Little Kites" also take the initiative to provide IT training to their differently-abled peers and bring joy to bedridden students through interactive games.

### **Sureeli Hindi**

The Sureeli Hindi program enhances Hindi language proficiency among students. This initiative has yielded excellent results, with our SSLC students consistently achieving top grades in Hindi language.



### Brains Trust

To bridge the learning gap caused by the COVID-19 pandemic, our NSS volunteers selflessly supported Upper Primary students by improving their academic skills during recess. Building on this initiative, selected 7th graders now dedicate their free time to assist 5th graders with one-on-one mentoring.

Moreover, Savio Jagratha Samithi and Souhrida Club conducted sessions for our students addressing topics like the adolescent brain, life skills, relationship challenges, screen time, drug abuse, and the POCSO Act. These sessions, led by experts and peers, foster awareness, leadership, and open discussions.



### After Plus Two: What's Next?

To help our students plan their future, under the guidance of Career Guidance Cell, Savio alumni shared personal experiences and career insights in interactive sessions. These discussions explored various career paths, providing valuable guidance for informed decision-making.

### Compassionate Savians

In tune with our motto '*Pro Deo Et Patria*', community welfare is at the heart of everything we do. Our NSS volunteers organized "Jiva Dyuti," Kerala's largest blood donation camp, with 331 donors—a remarkable effort recognized by the International Blood Donors Forum. To promote a plastic-free environment, our volunteers distributed cloth bags to

over 1,000 households, encouraging sustainable practices. A five-day digital literacy camp at Anganwadis helped 750 individuals bridge the digital divide. Our students also frequently visit Aashakiran School for differently-abled children and Shanthibhavan Psychosocial Rehabilitation Centre, offering care and companionship. We extended our love to the senior citizens by honoring the residents of the 'Tharavad : Day home' at our campus. As part of our Children's Day celebration, we organized "Funtopia," a charity fundraiser, to support families in need within our community. Furthermore, Our Student Police Cadets, our Scouts, Guides, and NSS volunteers distributed noon meals to cancer patients at Calicut Medical College, embodying compassion and kindness.

### **Sports & Arts**

Our school nurtures artistic and creative talents through "Splash," a cultural event with 100% student participation. We also prioritize students' physical well-being through diverse sports events, securing the overall championship at the sub-district level this year. Many of our students proudly represented Kerala in the national school games for athletics, volleyball and gymnastics. In addition, some of our students have developed self-defense skills through training in martial arts like Wushu and Taekwondo.



### **Conclusion**

In conclusion, we take immense pride in our commitment to excellence, and we are honored to be part of the Savio legacy, where every student's journey is one of growth, leadership, and success. "Learning today, leading tomorrow," embodies our mission to nurture not just outstanding students but exceptional individuals who leave a lasting impact on the world.

At Savio, education transcends academics—we shape character, foster compassion, and equip our students with the skills they need to become the leaders of tomorrow.

Thank you.

## **21.Shri Ismayil Payyanattuthodi**

Head Master

Ernad Muslim Education Associate Higher Secondary School

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### **Report for the Celebrating School Leadership by EMEA HSS Kondotty, Malappuram District, Kerala**

The E.M.E.A Higher Secondary School, which has been operating for four decades under the Ernad Muslim Educational Association (EMEA), which has given wings to Malabar's educational dreams, is shining on the educational map of Kerala. EMEA, established in 1983, has achieved many excellences at the national, state and district level and has made great marks at the state level. Total children this academic year (2024-25) is 2928 and Total Teachers is 87 with Non- Teaching Staff :7 The school has 7 School Buses with a total of 52 Hi-Tech Classrooms. The facilities in the school are Store, Science Lab, I. T. lab, Kitchen, spacious ground, Volleyball court, badminton court, coffee shop, library, compound wall, entrance gate, Staff room, etc.

The school also has a differently-abled friendly school, Ladies toilet, Seminar Hall, Stage, solar panel system, water purifiers, Green Protocol, Eco friendly school.

*Matruvidyalaya*, which has given the first letter to the generation, after 40 years since the letter yard of the school spread the shadow of knowledge on the educational map of this small village, this school is becoming the light tower of the society. Our school has given everything along with knowledge to this region which was backward in all fields such as Educational, social, economic and cultural. To address the backlog, the role played by the school is not small.

Lack of quality education, facilities, guidance, economic disadvantage and gender discrimination mean that very few people from the backward classes have access to education.

Based on the school's mission and vision, systematic activities of the current children and the community, a case study is done to find out the problem through that.

Based on the initial study, planning and original research of the backward classes and finding its solution through several projects which are implemented today.

The school was able to enlighten tens of thousands of pupils and contribute them to society.

#### **The main objectives of this organization are:**

- Promote quality learning and creativity among students and teachers.
- Inculcate love of learning among students.
- To make learners mentally, morally and physically fit to socially reform human society.
- Train students to be creative and competitive to face the challenges of the new millennium.
- To meet the backward educational needs of our region.



- Physical and mental health of the student
- Speak Eazy a Program for improving communicative skills through various means
- Adopted Village Program
- Home for homeless
- Students' farmers project

### Strength of the school

Management based on enthusiasm, foresight and sincerity, Active Parent Association, Alumni with Institutional Obstacles, Ex-Teacher Association, Service-minded neighborhood Association, Various School Clubs, Various Community Clubs, Fraternal Institutions, etc.



### Weakness of the school

Geographical difficulties, Water scarcity, economic backwardness and backward classes. Among the society 90% people are of minority classes and as a side effect of migration of parents to gulf countries in search of livelihood, due to lack of job they are forced to wage labour, education for social self-sufficiency. The school is currently located in the interior of the village.



### **Description of Community**

Most of the students are Muslims, and scheduled caste and other backward communities. They experience the rules and regulations of their own communities.

### **Attitudes & Issues**

The students have a mentality of going abroad for job seeking in the near future as they want to be financially stable.

### **Theory of Change**

To solve the above-mentioned problems and to fulfil the aims and objectives we have taken action plans such as:

### **UNARV (AWAKENING)**

*Unarv* (Awakening) is a project designed to uplift all students in the field of academics, non-academic and in the field of artistic services. Lack of comprehensive upliftment programs in schools and coaching of children with learning disabilities into separate groups leads to the formation of inferiority complex in children. But the *Unarv* project has been able to change the backwardness of children with learning disabilities by giving them more consideration and encouragement than other children in school and by forming appropriate plans without them even knowing about it.

### **Unarv Activities**

An exam was conducted in the school to find out the students with learning disabilities. In addition to it, a list of students was selected for the *Unarv* project.

### **What We Need to Know About Life, Learning & Technology in Children**

The main objective of this project is to inculcate social responsibility, human relations and love of nature for everyone in the society, especially children.

The world in which we study is constantly changing. Technologically great growth is happening all around. It is a very good change. There is a change in learning and teaching methods in each era. The change that is happening now is much bigger than what happened before. Technologies exist today to bring any source of knowledge in the world into our classrooms. Such techniques and tools should therefore be brought into the learning process.

Thus, when modernization takes place in the field of education, there are some adverse changes.

Therefore, we should identify which are the methods of learning that are emphasized in modernity and assimilate what is good in it and reject what is not. It is the need of the hour to build resilience in the mind of a child like this. We should be able to understand and analyze these new strategies and choose the necessary ones to achieve the goal of becoming a true human being while using all the possibilities around him! Thus chosen, human relations, connection with nature and social responsibility should be fostered.

This mental growth should be complementary to cultural growth. New ideas will come through that. The generation of new ideas will lead the society forward. Teachers, children and parents should be careful about this. Realizing that the technological tools in front of us can be used for good, we must embrace only the good and reject the rest.

### **ALONG WITH THE PEOPLE AROUND THE SCHOOL**

Education is the process of changing the relationship between nature and man, the relationship between man and man, and the relationship between man and other beings in the way nature intended, and the true definition of education is to change man into man. Its journeys in search of war. Children's discussions with people from different areas in the school's vicinity.

### **AMMAKKORUMMA PROJECT (A KISS FOR MOTHER)**

Suicidal tendencies, drug addiction, depression, lack of interest in studies, examples of deviance in children go on. Apart from blaming the new age children, the accusers are not thinking about the new age home environment. If we look for the inner conflict that our children are experiencing, we will end up in the discomfort in the families. Parents' erratic life-style, responsibilities forgotten in the busyness of work, conflicts. Are children the reason for this? However, it should be remembered that all this affects the children themselves.

'*Ammakkorumma*' project to start changing the atmosphere at home.

Children should do this activity when they come back home on time. Through this the children can maintain their relationship with their parents.

### **PULARKALAM (THE MORNING)**

'*Pularkalam*' comprehensive education scheme aimed at improving mental health and physical growth of students.

Training in yoga, meditation, aerobics, morning ride etc. is a part of the project.

The main objective is to give students confidence and motivation to undertake learning activities. Camps will be held from six to nine in the morning on 10 days in a month.

Motivational classes and motivational videos will be part of this.

### **ATTITUDE TOWARDS AGRICULTURE**

The students are encouraged to be involved in agriculture in their daily life.

### **E.M.E.A STUDENTS WITH BOOK DISCUSSION CAMPAIGN**

Kondotty: E.M.E.A, the book discussion camp was started under the leadership of the School *Unarv* (Awakening) Unit. Headmaster P. T. Ismail Master inaugurated the program. Master presided over the revival to coordinator K. M. Ismail.

Various short stories which are marked in the public sphere of Malayali life were presented on the occasion of the inauguration.

A month ago, as part of the camp, the aim of the project was to select the book and give it to the students to discuss at the school level.

In the coming days, autobiography and biography genre books, children's favorite books like I Am Malala, I Am Nadia Murad, Mother Teresa, Greta Tuna Berg, N.N. Books such as Pillai's '*Njan*' (Me), Nehru's Autobiography, Madhav Gadgil's Autobiography and Subhash Chandra Bose's Autobiography will also be discussed on different days. Shaju Parakal's collection of stories as the first book is Prakriti Yuva.

### **CHIRAK (WING) ONE DAY CAMP**

Generally, in schools, when an IAS officer comes, an induction program is organized with the selected top students of the school, but here, when the most disadvantaged group of children in the school were given an opportunity to meet with an IAS officer, the emotional satisfaction and response from the children was palpable.

## **ADDITIONAL PROGRAMS CONDUCTED**

### **- ANTI-DRUG AWARENESS PROGRAM**

A school-level committee was subsequently implemented including different classes to pre-vent drug use among school students and nearby school areas and to coordinate anti-drug activities at various levels.

A facility has been set up confidentially to inform the Excise Department of complaints regarding intoxicants in the school premises and information regarding crimes. The facility to inform the excise department directly about the changes in the students' behavior and behavioral disorders due to drug use has been made available. The program was conducted outside schools such as Neerad, Kuminiparamba, Aalakaparamba, Chemmalaparamba, and Pulikkal.

### **- SOLAR IN SCHOOL**

School Solar Electrification Project. 30 KV connected to the grid of KSEB. A productive solar plant has been installed in the school to be helpful in the electricity issues and to bring down the electricity bills.

## **PRAVASI SANGAM (EXPATRIATE MEET)**

Since the parents of a large percentage of the children are working in the Gulf countries, in a situation where the parenting of the children is facing a big challenge, a non-resident parenting meeting was held for the parents who came on vacation and by giving the program live, it was possible to involve the parents abroad as well. Famous motivational speaker P.M.A Gafoor took awareness classes.

## **FREE SANSKRIT LEARNING COACHING**

To popularize and encourage the study of Sanskrit and to facilitate learning Sanskrit Conversation, Sanskrit Singing, Sanskrit Problem Solving, etc. have been conducted in Sanskrit training and from 2021 the study of Sanskrit language has been started in the school.

## **SNEHA SPARSHAM 'A HELP TO A CLASSMATE'**

'Snehasparsham' is a project implemented in the school with the help of other students and parents to find children who are very backward in the field of education and in the social field. Through this project, it is possible to develop love, compassion and tenderness among the children and the economically backward children can get relief.

## **WORK EXPERIENCE TRAINING**

The school operates in a large community with no special skills. For the children of the school to develop a new career field for the new generation through the children. The aim is to prepare them for employment by providing different job training.

"Reed and bamboo products, book binding, painting pictures on cloth, Rubber products, rope treads, Plastic yarn, Fabric painting, Metal engraving, Paper products, Threads, Picture stitching, Card, Chart, Strobed Product, palm leaf, waste product, puppetry, construction materials using metal plate, vegetable print, wood carving, carpentry etc. were given training.

## **FATHER'S MEET**

Mothers are represented in the class PTAs, but fathers are unable to participate in the

meeting due to busy work, so meetings called Fathers' Meet are held at night in the school and nearby areas.

## VIJAYABHERI

In the school, the study time for the 10th class students will be increased and the lessons will be completed according to the syllabus of the 10th class students. Revision, model test, group study, motivation classes, home visit, night class and neighborhood learning center are implemented. As a result of the work SSLC has been getting 100% pass and high grades over the years.



## CORNER MEETING

In order to sensitize the entire parents and local people about the functioning of the school and other public affairs. Micro level at local level Corner meetings is held. Various projects can be planned and made successful through such meetings.

## A HELP TO MOTHER

Teachers and management committee provided financial assistance to mothers of school children who were unable to go to work during the covid era to buy lifesaving medicines and daily necessities.

## LEARNING TOOL

As part of making online learning possible during the Covid era, online learning materials were distributed to poor students who do not have mobile phones and laptops with the help of teachers. The students and the school set an example by handing over money to



the Chief Minister's Relief Fund to keep the country together when the country and the home are in crisis during the flood period.

### TREATMENT

The school stands with the students as well as with the school community and has been able to provide treatment to many people including a person with kidney failure in the school area and the aim is to prepare the students for service activities at an early age.

### HOUSING ASSISTANT

The students and teachers of the school were able to build several houses for the homeless in the school premises

### HEALTH CARE PROVIDED BY TEACHERS

On the occasion of Teacher's Day 05 September 2021, teachers have fulfilled their social responsibility by providing a monthly pension to the parents of students of the school who are chronically ill.



**അദ്ധ്യാപക ദിനത്തിൽ  
രക്ഷിതാക്കൾക്കുള്ള  
ആരോഗ്യ പരിരക്ഷ പദ്ധതിയുമായി  
ഇ.എം.ഇ.എ അദ്ധ്യാപകർ**

അദ്ധ്യാപക ദിനത്തിൽ അദ്ധ്യാപകർ കൈകോർത്ത് സ്കൂളിലെ രക്ഷിതാക്കൾക്കായി നടത്തുന്ന ആരോഗ്യ പരിരക്ഷാ പദ്ധതിയുടെ ഉദ്ഘാടനം ഇ എം ഇ എ സ്ഥാപനങ്ങളുടെ ജനറൽ സെക്രട്ടറിയും എം.എൽ.യുമായ പി.കെ. ബഷീർ നിർവ്വഹിച്ചു.

### **A. IAS (STEPS TO CIVIL SERVICE)**

The project was started to motivate the children of this region who are very backward in the field of higher education and prepare them for civil services.

Organized motivational programs for the brought children who overcame the circumstances and worked hard to secure the best rank in the civil service examination.

Hint:- Sreedhanya Suresh, the first civil service 40 winner for Kerala from tribal category, got IAS. Shahid Tiruvallur who entered the Civil Service from a Madrasah teaching job.

Muhammad Ali Shihab, who studied in an orphanage has also obtained IAS. Sherin shahana who overcame physical weakness this year and achieved civil services this year.

The programs are continuously conducted to give confidence to the children by bringing in inspirational persons etc.

### **COVID PERIOD SPECIAL PROGRAMS**

Numerous programs were conducted for the students and the parents during the covid pandemic. Various programs conducted: COVID PERIOD SPECIAL PROGRAMS

### **HONORING THE DIGNITARIES**

Honored by Ali Manikfan, by honoring individuals who have attained high positions and honors in the society through their own efforts, the school gives new perspectives and hopes to the children.

### **V.MKUTTY**

V.M Kutty, a local man who has proved his talent in many fields such as a famous mappilapattu singer and author, was honored by the master.

### **CONTRIBUTIONS MADE BY THE SCHOOL TO THE NATION ANAS EDATHODIKA**

Indian football team member and ISL Most Valuable Player Anas Edathodika, an alumnus of this institute and the school team football captain. It has been possible to mold state and national players like this-

- **NAVJYOTH P RAVIKUMAR** How many of us have been diagnosed with autism in childhood? A 50% physically challenged student now studying in 8th standard, Navjyoth. This year's Ujjana Balya Award to encourage children who show exceptional ability in different fields and encouraged by Indian Books. The school was also able to get a place in the records. Navjyoth has many skills including recognizing 150 country flags and identifying countries by looking at 50 country outline maps.
- **MUHAMMAD SHAN & FIDA** As a part of discovering and encouraging scientific talent in children, the school's science festival is discovering and encouraging children in taking part.

### **SPEAK EAZY**

This program is meant to improve students' communication skills through interactive sessions. It includes daily reading sessions, word studies, and news reading on working days, all designed to enhance fluency, vocabulary, and general knowledge. The program also incorporates introduction speeches, songs, and advanced modules to further develop speaking and listening abilities. Through these activities, students gain confidence and refine their communication skills, preparing them for both everyday conversations and more formal speaking situations.

## ADOPTED VILLAGE PROGRAM

The adopted village program focuses on providing educational support, agricultural assistance, and taking re- sponsibility for the overall development of a village including employment and providing our speak eazy programs. It aims to improve living conditions by offering aid to homeless individuals, including raising funds to provide them with homes. Additionally, the program works on enhancing the village's infrastructure and supporting its residents in various areas, ensuring a more sustainable and improved way of life.



## HOME FOR HOMELESS

The "Home for Homeless" initiative aims to provide shelter and support to individuals who are homeless. It focuses on raising financial resources to construct homes and offer essential assistance to those in need. The goal is to ensure that homeless individuals have a safe place to live, along with access to necessary resources and support to help them reintegrate into society and lead a stable life.

### **STUDENT FARMERS PROJECT**

The "Student Farmers" project involves students in hands-on farming and agricultural activities. It provides an opportunity for students to engage in cultivating fields, learning about sustainable farming practices, and understanding the importance of agriculture. The project aims to foster practical knowledge, promote environmental awareness, and encourage a sense of responsibility toward food production and nature.

Through this initiative, students gain valuable skills that contribute to both their personal growth and the development of agricultural knowledge within their communities.

### **STUDENTS STEP DOWN FROM SCHOOL AFTER SSLC EXAM**

After the SSLC final exam from the school, the children throw away the books, tear the uniforms, throw colored powder and burst firecrackers to make a mockery of it. The students lead an exemplary graduation from the EMEA school by organizing programs useful to the society.

### **KUMARI SANGAM (GIRL'S GATHERING)**

Kumari Sangam was held in the school with the participation of only girls in order to provide solutions and guidance to the problems and solutions arising from the physical and mental growth among the girls.

### **GREEN PROTOCOL**

As part of the green projects, the school campus has been transformed into a complete sanitation campus through waste bin management unit, class level sanitation unit, awareness classes etc.

### **ACHIEVEMENTS**

Malayala Manorama newspaper 'Nalla Paadam' award for the capital's best school. Award for the best school in the district by the 'Jilla Panchayat'. Kondotty Constituency MLA Aksharashree Award, Oisca International award, Various awards of local bodies, The school has won various awards at the state level. Reporter Edu-Tech Appreciation certification.

### **ALUMNI REUNION**

Alumni Meet is an annual event organized to bring together all the students who have passed out of school.

Various programs are organized among the alumni to help each other and provide support to the departed and provide support in the academic and physical conditions of the school. Only some of the separate activities currently completed in the school are given here and some of the projects are in the final stage.

### **QUALIFYING FOR THE EQUIVALENCY TEST**

The process of making the parents of all the students of the school eligible for the equivalency test is now in its final stages.

### **RADIO CLUB**

A project to preserve the artistic skills of the students in Manjeri FM Radio.

### **JOB TRAINING**

Training of children in umbrella making, chalk making, paper bag making, pen making etc.



### **A GOLD COIN FOR THE BEST DISCIPLINED STUDENT**

Giving incentives for discipline is part of making children disciplined.

### **BOOK LAUNCH**

The work of the book to be released containing the collection of stories and poems of school children is in the final stage.

### **SUBMISSION OF SCHOOL BRANDS**

Various projects such as motivational singing team, football team, rescue team, etc, who are able to speak in public on behalf of the school.

### **Conclusions**

The E.M.E.A Higher Secondary School continues to be a driving force in transforming the educational landscape of the region. Through its various projects and initiatives, it not only enhances academic performance but also fosters social responsibility, personal growth, and community development. The school's commitment to addressing the educational needs of backward classes, promoting mental and physical well-being, and contributing to societal development positions it as a model of excellence in education and has achieved many rewards and achievements.



***Ladakh***

## **22. Shri Akhtar Hussain**

Head Master

Government High School, Kaksar, Kargil, Ladakh

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### **AKHTAR HUSSIAN**

Headmaster Awards for innovations and good practices in educational administrations

Our Institution's Commitment to Experiential Learning and Sustainability  
**Govt High School Kaksar**

The school is located at LOC in Kaksar village which is 20kms away from district headquarter Kargil. Our school is one of the schools in Kargil which was badly affected by the famous 1999 India –Pakistan war. The school was hit by mortar bombs, many children were injured and the whole village was migrated to the safer places, affecting the education of children studying there.



### **Environmental Initiatives in Our School**



Raising Awareness, Inspiring Action

Our school has been organizing outdoor visits to nearby villages and concerned departments. These visits aim to educate children about environmental issues through interactions with villagers.

#### **Key Initiatives**

1. **Outdoor Visits:** We organize regular visits to nearby villages and concerned departments, enabling children to understand environmental issues firsthand where students interact with locals

and gain insight into environmental concerns.

2. **Waste Management:** We conduct activities with children to educate them about proper waste management practices. Our collaboration with Navikru Eco Foundation and Little Green World has enabled us to establish Waste Banks on our campus and in select village locations.
3. **Foundation and Little Green World:** We have partnered with these organizations to install Waste Banks in our school campus and some selected locations in the village.
4. **Student-Led Sensitization:** Our students visit the village to raise awareness about safe waste disposal practices among the local community.



5. **Community Engagement:** Our students take an active role in promoting sustainable waste management practices and educating the community on safe waste disposal methods.

### Experiential Learning Activities

There is Hands-on Learning for Deeper Understanding. In addition to our environmental initiatives, we also conduct experiential learning activities that enable students to learn by doing. These activities are designed to

promote hands-on learning, critical thinking, and problem-solving skills.

### Fostering Collaborative Learning and Community Engagement

1. **Field Visits:** Our students frequently participate in field visits to nearby places, which supplements their academic learning and broadens their perspectives.
2. **Exchange Programs:** We invite schools to visit our institution for exchange programs, facilitating meaningful interactions and knowledge sharing between students from diverse backgrounds.



**3. Cultural Exchange:** These programs promote cultural exchange, understanding, and empathy among students, enabling them to become responsible global citizens.



### Our Mission and Vision

At our institution, we are committed to providing a holistic education that combines academic excellence with experiential learning, community engagement, and environmental responsibility. Our mission is to nurture empathetic, environmentally conscious, and globally aware citizens who are equipped to make a positive impact in their community.

### Benefits

1. **Environmental Awareness:** Our initiatives have increased awareness among students, teachers, and the local community about environmental issues and the importance of sustainability.
2. **Community Engagement:** By involving students in sensitization drives, we have fostered a sense of community and social responsibility among our students.
3. **Practical Skills:** Through hands-on activities, our students have developed essential skills in waste management, recycling, and sustainable practices.
4. **Leadership Development:** By empowering students to take ownership of environmental initiatives, we have helped develop their leadership skills, confidence, and communication abilities.
5. **Improved Health and Wellbeing:** By promoting proper waste disposal and environmental practices, we have contributed to a healthier environment and improved wellbeing for our students and the local community.

## Conclusion

As the Head of the Institution since 2022, I am proud to highlight our school's dedication to providing a well-rounded education that extends beyond the classroom. We believe in engaging our students in hands-on activities and experiential learning experiences that foster a deeper understanding of real-world issues. As the Head of the Institution since 2022, my mission is to provide our students with the best and most modern education possible. We strive to incorporate innovative techniques and methodologies to create an engaging and effective learning environment for our children.



### **23. Smt Tsewang Dolma**

Head Master

Middle School Diskit Girls, Nubra, Leh, Ladakh

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#### **CASE STUDY**

#### **LEADING COMMUNITY PARTNERSHIPS FOR SCHOOL TRANSFORMATION**

A Case Study of Government Primary School, Skara Yokma, Skara, Leh, Union Territory of Ladakh.

Established in 2013

- Student Strength- 91 (2023)
- Teachers Strength- 10 (2023)
- School Head- Tsewang Dolma
- School Management Committee (SMC)- Village Head, Parents, Teachers and Teacher representative from the school

Government Primary School, Skara Yokma, Skara, Leh, Union Territory of Ladakh



#### **Community Initiatives**

- Shift of classrooms from 03 rooms to 06 rooms at the District Institute of Education and Training (DIET) Hostel in 2023.
- Initiative by the Village Head (Skara), Zonal Education Officer (ZEO), Chief Education Officer (CEO), parents of students from Skara Yokma; Principal, District Institute of Education and Training (DIET) and Deputy Chairman & Honourable Councillor, LAHDC, Leh.
  - Strong SMC
  - Organising events with Community Involvement



- Parental Involvement
- School Group photo in the new school compound at DIET Hostel, 2023
- Cleanliness of the school with the help of parents at the new school compound, DIET Hostel, 2023
- School Beautification
- Teachers painting stairs, classrooms and the outside of the school during zero hours as part of School Beautification, 2023
- A Student makes art about 5 sense organs in the classroom, 2023
- Classes painted in bright colors to make school fun for the children, 2024
- Talk on Healthy Eating Habits by Dietation Sonam Nurboo Memorial Hospital , Leh 2022
- Eat Right school certificate
- Hygiene Rating by FSSAI, 2023

## **LADAKH DAY & FOOD DAY CELEBRATED**

### **IMPACTS**

- Junk food not allowed in school premises
- Provision of local food during mid-day meal
- Use of local dishes during school events
- Zero Waste Initiative: Students bring their own cups and plates
- Declared 'Eat Right School' in 2023

## **SCHOOL EVENTS & COMMUNITY INVOLVEMENT ACTIVITIES**





- Students encouraged to wear traditional attire during school events.
- Use of traditional musical instruments instead of recorded music during school events
- Junk food not allowed
- Martial Arts: Kung Fu
- Kathak Natya
- Yoga
- World No Tobacco Day 31st May
- Class Agreement

## IMPACTS

- Self-Confidence in students
- Good eating habits
- Healthy Eating Habits
- Team Work



- Leadership qualities

### SCHOOL EVENTS

- Kung Fu presentation during school event, 2024
- Yoga taught by Miss Soko Takeuchi, Indian Yoga Association (IYA), Ministry of Ayush, 2024
- Kathak Natya Practice, 2024
- World No Tabaco Day, 31<sup>st</sup> May

### SOCIAL, EMOTIONAL AND ETHICAL LEARNING (SEE Learning)

#### ACTIVITIES

- SEE Learning introduced in 2023.
- Teaching of Moral Ethics to children
- Kindness activity, drawing emotions



#### IMPACTS

- Students give importance to small details.
- They are kind and helpful towards each other during lunch time.
- Arguments and quarrelling among each other has become less.
- Good manners

- They are helpful to their elders and grandparents.

## **ROLE OF PARENTS**

SMC and parents at a school meeting, Government Primary School, Skara Yokma, Leh, Ladakh. Photograph by school staff. 2023

- Parents are part of the School Management Committee
- Engaged voluntarily with the school in school projects such as School Beautification project; events, talks etc.
- Collaborate with school to organise school events like Ladakh Day, Food Day.
- Parents give talks about their profession to children.
- Ensure healthy eating habits, cleanliness and hygiene of children.
- Parents from various fields such as doctors, government employees, teachers have enrolled their children in the school. This helped in motivating other parents to enrol their children our government school.

## **ROLE OF DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET), LEH**

- Events conducted by DIET on regular basis.
- Active participation of the school and its students in those events.
- Zonal Education Officer, Leh, provided primary support of 02 lac rupees under 'Samagra', for school beautification, teaching aids for children. children.

## **ROLE OF COUNCILLORS, LAHDC, LEH**

- Active participation of the Honourable Deputy Chairman, Ladakh Autonomous Hill Council (LAHDC) Leh, in most of the programmes at the Primary school to support the young students.
- Active participation of the Honourable Councillor Tsering Namgyal, the elected representative for Lower Leh, during school events.

## **ROLE OF NGOS**

- 'SAVE the CHILDREN' or 'Bal Raksha Bharat' educated the children about School Safety, Child Rights, and also formed Child Groups, where students wrote down their classroom rules.
- Ladakh Ecological Development Group (LEDeG ) (for 06 months) and Ladakh Nutrition Project (LNP) provided volunteers to keep students engaged and learn spoken as well as written English.
- LNP also provided assistance such as providing furniture, carpets etc. to the school
- Yoga taught by Miss Soko Takeuchi, Indian Yoga Association (IYA), Ministry of Ayush. Three students also taught video editing
- The Art of Living taught martial arts—Kung Fu— to the children.

The Lieutenant Governor of Ladakh, Shri B.D. Mishra presented an appreciation award for Kung



Fu to a young student of Primary Government School Skara during 'Summer Camp 2023', University of Ladakh, Leh. Photograph by school staff, 2023.

## OTHER COLLABORATORS



- 'Cultural Academy, Leh: Provided teachers to teach traditional music, traditional dance to the students.
- All India Radio (AIR) and Doordarshan Leh (DD Leh), under the 'Swatcha Pakwada' programme made a pledge to clean the school compound and classrooms along with students.
- Student excursion to LENA, an enterprise that focuses on producing textile products out of indigenous wool, helped students learn about how to use the local good for business. adakh Ecological Development Group (LEDeG ) (for 06 months) and Ladakh Nutrition Project (LNP) provided volunteers to keep students engaged and learn spoken as well as written English.
- Generous funding from the community was used for exposure trips within Ladakh. Tour to Council Model School Sakti for exposure and to learn best practices.
- One teacher and a few students were taken for an exposure tour to 'Kashmir National Level Conference on Peace Education' in 2023.  
Teachers of the school during an excursion to Council Model School Sakti and various parts of Ladakh. Photograph by school staff, 2024.



- LENA Co-founder teaching students about wool at their workshop in Skara, Leh, Ladakh.
- Eat Right Certificate being awarded by Chief Executive Councillor, LAHDC, Leh

## **CONCLUSION AND WAY FORWARD**

Having an ethically sound and a peaceful mind with the correct motivation to educate children not just in academics but also cater to their overall needs, whether it is health, sports, music, fun activities alongside learning ethics; provides a positive and healthy atmosphere for young minds.

## **ACKNOWLEDGMENTS:**

- All the students of Skara Yokma, Parents of students at the Primary Government School, Skara Yokma
- All teachers and staff of Skara Yokma Primary Government School, School Management Committee (SMC)
- Honourable Councillors, LAHDC, Leh, Village Head (Nambardar), Lower Leh, Zonal Education Officer, Leh
- Chief Education Officer, Leh District, State Project Director, Leh, Ladakh , Principal, District Institute of Education and Training (DIET), Leh.
- Professor Shashikala Wanjari, Vice Chanellor, Head-National Centre for School Leadership, NIEPA, New Delhi, Dr. Charu Smita Malik, Assistant Professor, NCSL, NIEPA, New Delhi, Madam Diskit Spalzes, Higher Secondary School, Akchamal, Kargil, Former Coordinator, SLA, UT Ladakh, Rigzin Chodon (Voluntary PPT Editing), Kunzang Dolma (Voluntary subtitles for the video), STANZ Media Production (Voluntary video editing)

## **PHOTOGRAPH COURTESY:**

- School Staff
- Office of the Chief Executive Councillor, Ladakh Autonomous Hill Development Council (LAHDC), Leh



***Madhya Pradesh***

**24. Shri Saurabh Kumar Sharma**

In-Charge Principal  
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**Case study topic - Innovation - The journey of Model School Birsa from Banaras to Delhi**

**Brief Description of the Innovation**

**Objectives of the Innovation**

The primary objective of these innovations was to transform the image of the government school and bring it into the category of top schools. These innovations aimed not only at the school but also at creating new dimensions of success through discipline and values in the lives of the students studying there.

**Names of Implementing/Participating Agencies**

Government Model School Birsa (School Education Department, M.P.)

**Duration/Implementation Period** - From 2014 to 2024

**Location/Operational Area** - Government Model School Birsa, Balaghat

**Methods** - Academic and Co-curricular

**Beneficiaries/Target Group** - Students and Society

**Condition Before Implementation of the Innovation-**

Lack of minimum enrolment, lack of guidance for higher education, increasing number of dropouts

**Condition after Implementation of the Innovation -**

Increase in enrolment and admissions, better guidance for higher education, excellent performance in examination results

**Challenges/Lessons Learned -**

The school took the challenge of bringing positive change in adverse conditions and succeeded.

**Resources Required for Implementing the Innovations -**

- a) Physical Infrastructure – Proper management of new construction works was done.
- b) Human Resources – Human resources were appointed and their services were utilized as per the requirement of different tasks.

**Details of Resource Mobilization, if any -**

In addition to being a government institution, additional cooperation has been received from social communities. Local institution HCL Company Limited has provided cooperation under its CSR efforts.

**Details of Community Participation, if any -**

The school has ensured its participation in community activities in a timely manner.

**Office Principal Government Model School Birsa**

Vikas Khand - Birsa, District - Balaghat (M.P.) Email - model.goschool@gmail.com

DISE Code - 23451009210

School Code - 781219

**The journey of Model School Birsa from Banaras and Delhi to the land of knowledge to Kolkata through chess**

From the year 2014 to 2024, for ten consecutive years, Government Model School Birsa has achieved new heights. In the session 2014-15, the first batch of class 12th students of this school has started the journey of success with flying colors. From academic



achievements to sports, from various fields to cultural areas, Government Model School Birsa has distinguished itself from the crowd in its area. Government Model School Birsa is located in the remote tehsil and development block Birsa of Balaghat district in Madhya Pradesh. However, the geographical location and actual situation of this area make this model school special and important. Balaghat district is situated in the middle of Madhya Pradesh, Chhattisgarh, and Maharashtra states. Birsa tehsil is located at a distance of 102 km from the district headquarters. Birsa tehsil is one of the Naxal- affected areas, and it is also included in the special backward tribes. The natural beauty of this area makes it attractive and enjoyable. Just like this, Model School Birsa is a special school, where despite such geographical and adverse conditions, students come to study from a distance of 150 to 200 km. Due to being a tribal area, students used to help their family members in their work - like farming, forest products, animal husbandry, etc. Due to this, students' regular attendance in school was affected. As a result, students could not understand the main subjects properly and could not interact with other students. Also, due to a lack of resources, students could not attend school regularly. After the students' regular attendance, they faced difficulties in understanding the subjects.

**Art** - Talent could not be showcased. Sometimes it was also observed that various competitive exams are organized but even if students are interested, they are not able to participate because due to the environment of the home and limited thinking, parents do not allow their children to participate in any competition! To solve this problem, meetings of the parent-teacher association are held in the school and parents are encouraged to allow students to participate in competitive exams and other activities, and the institution takes the responsibility of students' mental, social, and economic issues.

It was started and parents were assured that the institution would take responsibility for the better future of their wards. Parents received this assurance, which increased their trust in the institution, and it was observed that the enrollment and attendance of students continued to increase. The total enrollment, which was 248 ten years ago, has now reached 581 in the current session, reflecting the continuous progress of the school. In the year 2016-17, the institution started an innovation named "Mission Guru Vani" in the district, which the institution conducted meaningfully and the institution's principal, along with the school's students, remained available 24 hours a day and taught for selection through the JEE exam. The school played an important role in taking the school's education to new levels of reasoning. The success story of this mission is that this year, 6 students from the institution achieved the highest ranks in the IIT-JEE main exam, and one student secured a place in the pre-priority list of JEE Advanced. This initiative was appreciated by the then Collector Mahadev Singh Bharti and the principal, Saurabh Kumar Sharma, was honoured with a certificate of appreciation. The selected students were also honoured by the then Education Minister M.P. Shashank. The enthusiasm and encouragement continue. Even today, this process is ongoing. After class 12th, students continue to excel in JEE Mains. Students from the school are excelling in various exams and gaining admission to prestigious institutions like NIT, IIIT, MITS, and DHSGU.

"In the subsequent years, students have achieved success in exams like JEE and NEET and are currently contributing in various fields. The school's success has enabled them to contribute to health services, technical services, education services, civil services, and other areas. The school has played an important role in ensuring cooperation in these fields. The school has tried to strengthen the roots of our values and culture along with the state, so that we can always make a positive contribution to nation- building in any

field. Due to the continuous success achieved by the school, there has been an increase in enrollment and excellent results in the year 2019-20. Based on this, the institution has received A+ grading from the State Public Education Directorate, which is a matter of pride for the district. On the occasion of Republic Day, the institution was honoured again in the district-level prestigious honour ceremony by the Collector Mr. Deepak Arya (I.A.S.).

### **Implementation of School Gardening Program**

- **Planning and Design:** Involve students in the planning process. Decide on the type of garden (vegetable, flower, herb, etc.), the layout, and the plants to grow.
- **Curriculum Integration:** Incorporate gardening activities into the school curriculum. Use the garden as a living classroom for lessons in science, math, art, and more.
- **Maintenance and Care:** Assign responsibilities to students for watering, weeding, and harvesting. Create a schedule to ensure the garden is well-maintained.
- **Community Involvement:** Engage parents, teachers, and local community members in the gardening project. Seek donations of seeds, tools, and other supplies.
- **Sustainability Practices:** Teach students about composting, rainwater harvesting, and organic gardening methods. Encourage the use of eco- friendly practices.

### **Kitchen Gardening**

According to NEP 2020, an environment should be created for students where they can showcase their overall performance. This process, which encourages out-of-the-box thinking, was initiated by the institution before the start of the session. This helps in the holistic development of the students. Efforts are made in the school to create an environment where students can excel in all areas along with academics. This begins with the school's clean natural surroundings. The school campus has been made a part of the Swachh Bharat Abhiyan. Each student is given a plant to take care of during their stay in the state. The responsibility of this plant lies with the students themselves, who take care of it and nurture it. This also creates an emotional bond with the plant.

Currently, the school has more than 300 species of plants, with around 1100 plants being preserved and nurtured. The aim was not only to create a natural environment but also to enhance the beauty of the school. Ensuring the participation of students in activities related to environmental conservation and social values has always been a priority for the school. Along with cleanliness, environmental programs, and special programs related to tribal and backward classes, various camps are organized for the students.

### **Implementation of Yoga Programs in School Activities and Practices**

- **Breathing Exercises:** Teach students simple breathing techniques such as deep breathing, alternate nostril breathing, and belly breathing to help them relax and focus.
- **Yoga Poses:** Introduce basic yoga poses such as Mountain Pose, Tree Pose, Downward Dog, and Child's Pose. Gradually progress to more challenging poses as students become more comfortable.



- **Mindfulness Activities:** Incorporate mindfulness activities such as guided imagery, body scans, and mindful walking to help students develop awareness and presence.
- **Relaxation Techniques:** Teach relaxation techniques such as progressive muscle relaxation and guided relaxation to help students unwind and reduce stress.
- **Yoga Games:** Use fun and interactive yoga games to keep younger students engaged and make the practice enjoyable.

As a result of all these educational, academic, and psychological activities, the institution achieved 100% exam results in the year 2019-20. Despite being affected by the Naxal-affected area, there was almost double growth in the mental domain. For better education of the students, innovative technology methods were adopted for teaching, due to which the school gave 95-100% exam results for consecutive years. Keeping these successes in mind, the school was honoured with a certificate of appreciation for giving the best results in the award ceremony 2020.



After this, the global pandemic of the Corona period forced all institutions to close, due to which our school was also not untouched. However, the school took the initiative to implement various innovations from time to time and succeeded in it. During the Corona period, a YouTube channel was created to provide online classes to the students, ensuring the teaching of all subjects from class 9th to 12th through BOL (Better Online Learning) and smart classes. This provided facilities for online learning to the students of the district and the entire state. After the pandemic, it was a challenge to bring students back to their academic interests and to make them mentally strong. In this, the Home System, Umang Program, and other academic activities played an important role. The Umang program was started at the state level by the institution's principal, and the institution started the Umang Corner and Counselling from 2021, which resulted in the school being one step ahead compared to other institutions. During the pandemic, students stayed away from books and faced challenges like social media involvement, but Umang showed better performance. During the pandemic, the institution's students



contributed more than 100% to the energy conservation of the government model school and were honoured with a certificate of appreciation.

The institution's achievements and better performance were recognized by society, city officials, and the institution made every effort for better development. The school's natural environment and students' learning were enhanced by the Nagar Parishad, which constructed a boundary wall for the school. Through the Copper Project in the area, sanitary pads were arranged for the students. The institution provided support in the better library, teaching self and moral values. During the corona period, hand sanitizer dispenser machines were installed with social cooperation. These are all examples of the school's community and social cooperation, which is a result of the institution's high-level efforts and plays an important role in taking it to a higher level. In the government model school, HCL provided assistance for library development. The HCL Foundation, under the CSR initiative, provided a grant of 104 thousand rupees to BRC Malanjkhanda for the development of the library in the government model school. This grant was used to purchase books, furniture, and other necessary items. The CSR initiative of HCL Foundation has been instrumental in the development of the school library. During the corona period, the principal envisioned the creation of a modern library for the benefit of the students and took steps to build a magnificent library.

### **Implementation of Art and Craft Programs in School Activities and Projects**

- **Drawing and Painting:** Teach students various drawing and painting techniques. Encourage them to experiment with different styles and mediums.
- **Craft Projects:** Engage students in craft projects such as making greeting cards, jewellery, and decorations. Use materials like paper, fabric, beads, and recycled items.
- **Sculpting and Modelling:** Introduce students to sculpting and modelling using clay, playdough, or other materials. This can help develop their spatial awareness and creativity.
- **Textile Arts:** Teach students basic sewing, knitting, and weaving techniques. They can create simple textile projects like bookmarks, bags, and clothing accessories.
- **Cultural Art:** Explore art forms from different cultures, such as traditional Indian rangoli, African masks, or Japanese origami. This can broaden students' understanding of global art traditions.

The provision of mid-day meal in school has helped in:

- Increasing enrolment in schools
- Increasing attendance
- Mitigating classroom hunger
- Helping students concentrate in the classroom

- Reducing the drop-out rate among students



- Addressing the issue of malnutrition among children
- Empowering women through employment
- Improving socialisation among children

"In the Government Model School Birsa, the NSS unit established in the area conducted its first camp in the flood-affected area of Panchayat Adori, in the remote village of Kundkesa. The purpose of this camp, held before Diwali, was to educate villagers on how to improve their lives through education and awareness in difficult conditions."

"In the Government Model School Birsa, another major achievement has been the establishment of the NCC National Cadet Corps Junior Division/Junior Wing Unit in the school. Due to the continuous efforts of the institution's principal, the institution has started the Junior Division/Junior Wing Unit of NCC 6, NCC Balaghat in the school. Along with this, the office of the unit was also inaugurated. Immediately after this, the selection

process for the recruitment of 25 cadets was carried out, creating an environment of enthusiasm and competition among all the students. This positive competition, along with the inauguration, proved to be a good effort to awaken the spirit of patriotism."

**Government Model School Birsa has excelled in the field of science at both the district and state levels.**

The school has made the institution proud by securing a place in the National Children's Science Congress at the state level twice. The school has maintained its dominance in the 'It's Not Magic, It's Science' exhibition program for almost three years. Through science plays and various exhibitions, the school has continuously participated and proven its presence on state-level platforms.

"Government Model School Birsa has not only raised its flag in academic fields but also achieved excellent accomplishments in sports. The current state school games chess player Bhavik has recently represented the Madhya Pradesh team in the national school games held in Kolkata in 2024. To be selected for future state-level games, he faced more experienced competitors and qualified for the national games. Bhavik's coach, Sourabh Kumar Sharma, played an important role in his success, making him a key player for the national games. Another player from the institution participated in state-level table tennis and brought honour to the institution. The school provides adequate resources for sports from time to time, showing the school's support for sports."

Now students, apart from JEE-NEET and medical fields, are also moving forward to explore future opportunities in other fields by taking admission in central universities through the CUET exam. The institution has played an important role in this. Most of the students from the tribal area were limited to district colleges for their higher education. Through this exam, they have not only gained admission to central universities but have also paved the way for future generations. The institution has played an important role in this by guiding students to get admission in central universities. As in previous years, the institution has taken the responsibility of guiding students to get admission in central universities. In the academic year 2021-22, when 3 students from the institution got admission in Delhi University through the CUET exam, it was a pioneering step and has become a milestone for future generations. As a result, 2 students have gained admission in Delhi University and Banaras Hindu University this year, performing excellently in the CUET exam. All these students are continuously receiving guidance from the institution and are getting admission in national-level institutions. Most of the students who have gained admission in Banaras Hindu University and other central universities come from the tribal area. "The continuous efforts of the principal and his team are behind these achievements of the school, who are always working for the progress and development of the school. Additionally, the institution representative at the district and state level, Saurabh Kumar Sharma (Pra.M.Sha Geography), is entrusted with many important responsibilities such as state-level geography training, Umang-skill training, career counseling training, right to information training, and trainer responsibilities for research activities training. Along with this, training work is also conducted by the state election department, which he manages while maintaining coordination with the students in the institution."



## 25. Shri Manmohan Vishvakarma

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शासकीय माध्यमिक विद्यालय गेहूँखेड़ी विकासखंड नरसिंहगढ़ जिला राजगढ़ मध्यप्रदेश

भौतिक चुनौतियां :- कीचड़ युक्त विद्यालय पहुंच मार्ग, ऊबड़खाबड़, गड़दे युक्त विद्यालय मैदान,





शौचालय का अभाव, पीने के पानी का अभाव

**शैक्षणिक चुनौतियाँ:-** छात्र छात्राओं का अनियमित विद्यालय आना। अभिभावकों का सकारात्मक सहयोग नहीं था। स्कूल भेजने की जगह अभिभावक अपने बच्चों को खेत पर ले जाते थे। इस कारण छात्रों की विद्यालय के प्रति रुचि बहुत कम हो गई थी जिससे छात्रों का लर्निंग लेवल बहुत कम हो गया था। छात्र विद्यालय नहीं आएंगे तो फिर, एक शिक्षक के लिए इससे बड़ी कोई चुनौती नहीं हो सकती, की छात्रों को पुनः विद्यालय की ओर आकर्षित कैसे करें।

**सामुदायिक चुनौतियाँ :-** ग्रामीण जनों का शासकीय विद्यालय के शिक्षण पर भरोसा न होना। प्रमुख चुनौतियाँ रही

**समस्या समाधान की बनाई गई रणनीति :-** विद्यालय के प्रति समाज का विश्वास जुटाना सबसे बड़ा काम था। इसके लिए सबसे पहले हमारा फोकस छात्रों के शिक्षण पर था। बेहतरीन शिक्षण के माध्यम से ही समाज का जुड़ाव हो सकता है। अभिभावकों का विश्वास तभी बनेगा जब उन्हें लगेगा कि उनके बच्चों को अच्छी शिक्षा मिल रही है। इसी सोच के साथ छात्रों को सीखने का ऐसा माहौल बनाया जिससे बच्चे विद्यालय आने के लिए आकर्षित होने लगे। इसके लिए हमने रणनीति बनाई की वर्तमान परिस्थितियों और आने वाले समय को ध्यान में रखे तो शिक्षा में TLM, के साथ साथ टेक्नोलॉजी का प्रयोग अत्यावश्यक हो गया है। आधुनिक टेक्नोलॉजी का सकारात्मक उपयोग कर रुचिपूर्ण शिक्षण छात्रों को मिल सके इस हेतु हमने विद्यालय में आईसीटी का प्रयोग प्रारंभ करने का निश्चय किया लेकिन यह इतना आसान नहीं था ग्रामीण परिवेश और अभिभावकों के पास स्मार्ट मोबाइल की अनुपलब्धता एक बड़ी चिंता थी।

**समस्या समाधान के लिए जुटाए गए साधन की जानकारी :-** हम संकल्पित थे छात्रों को बेहतर एवं गुणवत्तापूर्ण शिक्षा देने के लिए छात्रों की सक्रिय और रुचिपूर्ण सहभागिता बनाने के लिए हमने TLM का निर्माण किया जिससे बच्चों को उत्साह बनाने और अवधारणा समझाने में आसानी हुई। हमने प्रयोगात्मक रूप में सर्वप्रथम छात्रों को अपने टेबलेट के माध्यम से फिल्म तारे जमीं पर दिखाई फिल्म के पश्चात हमने छात्रों से फिल्म से जुड़े कुछ प्रश्न किए सभी छात्र बहुत उत्सुकता के साथ हमारे प्रश्नों के सटीक उत्तर दे रहे थे तभी हमने तय कर लिया कि पाठ्यक्रम से संबंधित कंटेंट को आईसीटी से जोड़ेंगे खुद सीखेंगे और छात्रों को भी सिखाएंगे। इस हेतु हमने आईसीटी के विभिन्न एप्लिकेशन ओपन सोर्स सॉफ्टवेयर की जानकारी प्राप्त की और उनके माध्यम से कक्षा में छात्रों के बीच कंटेंट समझाने लगे। हम प्रतिदिन घर पर पाठ्यक्रम के कंटेंट आधारित वीडियो तैयार करते अगले दिन कक्षा में उनको टेबलेट के माध्यम से दिखाते। कहानियों को अपनी आवाज में ऑडियो और वीडियो के रूप में तैयार कर छात्रों के पास उनके पेरेंट्स के मोबाइल पर पहुंचाने लगे। वह प्रतिदिन छात्रों के घर पर उन्हें देखकर अगले दिन प्रश्न मंच प्रतियोगिता के माध्यम से फीडबैक लेने लगे। लेकिन हमें यहां भी एक

समस्या थी कि केवल 15 से 20 परसेंट लोगों के पास ही स्मार्ट फोन था। शेष छात्रों को हम अपने मोबाइल टेबलेट आदि के माध्यम से पढ़ाई करवाते। इस प्रकार शिक्षण में टेक्नोलॉजी के उपयोग से हमें भी बहुत से नए नए आइडिया पर काम करने का मौका मिला। छात्रों के



पाठ्यक्रम से किसी कंटेंट को समझाने के लिए उसका वीडियो तैयार करना फिर कक्षा में उसका प्रस्तुतीकरण करना हमारे शैक्षणिक कौशल को भी बढ़ाने में मददगार साबित हुआ। हमारे छात्रों की नेतृत्व क्षमता बढ़े, उनमें प्रस्तुतीकरण क्षमता एवं स्किल डेवलपमेंट हो, इसके लिए अवसर उन्हें प्रदान किए। कक्षा में 1 दिन निर्धारित किया जिसमें पूरे समय कक्षा का संचालन छात्र खुद करने लगे। हमारे द्वारा तैयार वीडियो ऑडियो आदि पर समूह में चर्चा करने लगे छात्रों के लिए यह नया प्रयोग बहुत ही आकर्षित लगा। जब बच्चे गांव के अन्य छात्रों को स्कूल गतिविधियों की जानकारी देने लगे तो आश्चर्यजनक रूप से जहां विद्यालय में 30% से 40% उपस्थिति रहती थी वहीं अब 80% से 90% उपस्थित रहने लगी। छात्र आईसीटी के प्रयोग के साथ-साथ टी एल एम के माध्यम से खुद करके सीखने लगे। जिससे उनका लर्निंग लेवल भी बढ़ने लगा। प्रारंभ में बेसलाइन टेस्ट का परिणाम 30% से 40% रहता था जो एण्डलाइन

टेस्ट तक 90% ऊपर परिणाम प्राप्त होने लगा। रुचिपूर्ण माहौल में सीखने के अवसर मिलने से छात्र-छात्राएं प्रसन्नता पूर्वक अन्य शैक्षणिक और सह शैक्षणिक गतिविधियों में भी बढ़-चढ़कर भाग लेने लगे।

**समुदाय की सहभागिता के लिए प्रयास :-** हमारा अगला कदम था समुदाय की विद्यालय में सहभागिता हमने इसके लिए योजना बनाई मातृ सम्मेलन एवं अभिभावक सम्मेलन आयोजित करने की। लेकिन यह काम इतना आसान नहीं था। ग्रामीण परिवेश और राजपूत समाज का बाहुल्य गांव होने कारण महिलाएं बहुत कम घर के बाहर निकल पाती थी। लेकिन इस बार एक बात हमारे पक्ष में थी कि बच्चे हमारे साथ थे हमने योजना बनाकर विद्यालय में बाल मेले का आयोजन किया। कुछ एसएमसी सदस्यों के साथ मिलकर प्रत्येक बच्चे के घर बाल मेले और मातृसम्मेलन की सूचना दी गई। छात्रों के माध्यम से मम्मी जी, दादी जी को बाल मेले में आने हेतु प्रेरित किया। बच्चों की जिद के कारण ही माताएं घर से निकल पाईं। विद्यालय में उपस्थित हुई माताओं को विद्यालय की गतिविधि, एवं छात्रों के शैक्षिक स्तर की जानकारी दी। साथ ही सामाजिक कुप्रथा बाल विवाह एवं मध्य पान आदि के नुकसान के बारे में जानकारी दी। सभी माताओं ने अपने विचार सुनकर के गांव की अन्य महिलाओं के साथ मिलकर गांव में मद्यपान के विक्रय पर पूर्णता प्रतिबंध लगा दिया ।

**समाधान हेतु प्राप्त सहयोग व्यक्ति/ संस्था की जानकारी:-** छात्रों को टेक्नोलॉजी से जोड़ने के लिए एक अशासकीय स्कूल से कंप्यूटर दान में लिया, एक एनजीओ हैंशले फ्री द्वारा एक टैबलेट लिया जिसका भरपूर उपयोग शिक्षण में ICT के उपयोग करने में किया। अभिभावकों से संपर्क किया उनके स्मार्ट फोन में छात्रों को अध्ययन के लिए कुछ निशुल्क एप्लिकेशन, ओपन सोर्स वेबसाइट को चलाने का तरीका सिखाया, ताकि छात्र उत्सुकता पूर्वक अध्ययन में मन लगा सके। अभिभावकों ने बच्चों की पढ़ाई में देख कर प्रसन्नता व्यक्त की और प्रत्येक अभिभावक ने एक एक जोड़ बेहतरीन गणवेश बच्चों को दिलवाई, कुछ अभिभावकों ने व्हाइट बोर्ड के लिए राशि दान दी जिसका उपयोग विद्यालय में किया जा रहा है। उत्कृष्ट शिक्षण बेहतरीन विद्यालय प्रबंधन एवं अभिभावकों का विद्यालय में पुनः विश्वास उनकी विद्यालय में सहभागिता के परिणाम स्वरूप नरसिंहगढ़ विधान सभा क्षेत्र में सर्वश्रेष्ठ विद्यालय का पुरस्कार तत्कालीन माननीय विधायक महोदय ने डेढ़ लाख रुपए के फर्नीचर प्रदान किए। एकेडमिक लीडरशिप में अच्छा प्रदर्शन देख राज्य शिक्षा केंद्र द्वारा 18 जोड़ अच्छी क्वालिटी के डेस्क छात्रों के लिए प्रदान किए।





**बदलाव हेतु किए गए कार्य की प्रक्रिया :-** हमारा विश्वास था सफलता तो मिलेगी ही बस अपने कार्य की क्षमता को बढ़ाना होगा। इसी सोच के साथ विभिन्न प्रशिक्षण में प्राप्त मार्गदर्शन का सकारात्मक उपयोग कर, विभिन्न नवाचार गतिविधि आधारित शिक्षण एवं शिक्षण में टेक्नोलॉजी का उपयोग करने हेतु आईसीटी का प्रयोग विद्यालय में प्रारंभ किया । क्योंकि हमारे दिमाग में एक जुनून था कि कैसे भी विद्यालय में पढ़ने वाले इन छोटे-छोटे छात्रों को उपलब्ध संसाधनों का उत्कृष्टतम प्रयोग कर इन छात्रों को श्रेष्ठतम शिक्षण देना है । इन्हें भविष्य का एक अच्छा नागरिक बनाना है । शिक्षा के माध्यम से इन्हें इनके लक्ष्य तक पहुंचाना है, ताकि ये अपने गांव के साथ राष्ट्र के विकास में सहयोगी बन सकें। हमारा अगला कदम था शिक्षण को रुचिकर एवं गतिविधि आधारित बनाने एवं छात्रों को उनके स्तर अनुसार आधुनिक टेक्नोलॉजी से जोड़ने के लिए छात्रों को कुछ एप्लीकेशन सॉफ्टवेयर के उपयोग की जानकारी देना । उदाहरण के लिए भूगोल पढ़ाने के लिए नक्शे की जगह डिजिटल शिक्षण सामग्री के रूप में एक एप्लीकेशन



'मार्बल', एवं डिजिटल ग्लोब का उपयोग कर सकते हैं, जिसमें एक क्लिक पर विश्व के किसी भी देश की भौगोलिक, राजनीतिक, सामाजिक आदि जानकारी डिजिटल रूप में बता सकते हैं। इसी प्रकार जियोजेब्रा मैथ्स ऐप के माध्यम से गणित विज्ञान भूगोल आदि की जानकारी बहुत ही रोचकता पूर्वक छात्रों को दी जा सकती है। विज्ञान शिक्षण में PHET ऐप का उपयोग छात्रों को खुद करके सीखने की प्रवृत्ति का विकास करता है। प्राइमरी कक्षाओं के लिए Tux of paint एवं Tux of mathes , edu active आदि कुछ गतिविधि आधारित एप्लीकेशन का उपयोग सिखा सकते हैं। जिसकी सहायता से छात्र बहुत ही आसानी से डिजिटल शिक्षण के माध्यम से जानकारी प्राप्त कर सकते हैं।

#### उपलब्धियां :-

- छात्रों का विद्यालय में नियमित ठहराव।
- शैक्षणिक स्तर में वृद्धि।
- छात्रों की विद्यालय संचालन में सक्रिय भूमिका।
- छात्रों में आईसीटी के उपयोग से टेक्नोलॉजी की समझ विकसित हुई। छात्र अपने अभिभावकों को भी ICT का उपयोग सिखाने लगे परिणामस्वरूप वर्तमान में अभिभावकों द्वारा भी छात्रों को डिजिटल पढ़ाई में सहयोग किया जा रहा है।
- गतिविधि आधारित शिक्षण में टी एल एम के माध्यम से स्वयं करके सीखने से छात्रों की समझ विकसित हुई।
- छात्रों में नेतृत्व क्षमता एवं प्रस्तुतीकरण का विकास
- अभिभावकों का विद्यालय के प्रति विश्वास बढ़ा।

**आगामी योजनाएं :-** “कोई लक्ष्य बड़ा नहीं, अगर इरादे मजबूत हो।” इसी वाक्य को अपना ध्येय मानते हुए

- विद्यालय के सभी छात्रों को टेक्नोलॉजी से जोड़ने हेतु कम्प्यूटर शिक्षा देने की कार्ययोजना बनाई जा रही है।
- स्मार्ट क्लास के माध्यम से शिक्षण हो इसके लिए कार्ययोजना तैयार की गई है। हम प्रयास कर रहे हैं हमारे यहां स्मार्ट बोर्ड हो जिससे छात्र और बेहतर तरीके से टेक्नोलॉजी से जुड़ सकें।
- प्रत्येक विषय के कंटेंट को टी एल एम के माध्यम से गतिविधि आधारित पाठ्ययोजना तैयार कर ICT से जोड़ने का प्रयास कर रहे हैं।
- उपलब्ध संसाधनों का उत्कृष्टतम उपयोग कर सर्वसंसाधन युक्त विद्यालय बनाने की और विद्यालय अग्रसर है।

#### कार्य हेतु प्राप्त सम्मान/प्रशंसा की जानकारी :-

- सन् 2017 में जिला स्तरीय स्वतंत्रता दिवस समारोह में उत्कृष्ट शिक्षक पुरस्कार
- सन् 2017 में विधानसभा क्षेत्र नरसिंहगढ़ में सर्वश्रेष्ठ विद्यालय पुरस्कार

- सन् 2019 में जिला स्तरीय शिक्षक सम्मान।
- सन् 2020 में शून्य निवेश नवाचारी शिक्षक सम्मान
- सन् 2021 में राज्य स्तरीय शिक्षक सम्मान राज्यपाल पुरस्कार
- सन् 2022 में तत्कालीन मुख्यमंत्री माननीय शिवराज सिंह चौहान ने प्रदेश स्तरीय शिक्षक सम्मेलन में हमारे विद्यालय के कार्यों की सराहना की।
- सन् 2025 में राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान नई दिल्ली में सफल विद्यालय नेतृत्व कार्यक्रम 2025 में प्रदेश का प्रतिनिधित्व करते हुए विद्यालय में किए गए कार्यों का प्रस्तुतीकरण का अवसर मिला। जिसमें NIEPA द्वारा राष्ट्रीय मंच पर सम्मानित किया।



***Maharashtra***

## 26. Shri Ravindra Bhaidas Patil

Head Master

Zila Parishad Girls School, Prakasha, Nandurbar, Maharashtra

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### Case Study: Educational Leadership for Enhancing Student Learning Abilities

#### Introduction

Educational leadership lies at the core of school management. It is not limited to administrative responsibilities but serves as a driving force to unite teachers, students, parents, and the community to achieve the school's objectives. The positive leadership of a school principal significantly impacts students' abilities, teaching methods, and overall school success.

This case study highlights how Zilla Parishad Girls School, Prakasha, Taluka Shahada, District Nandurbar, Maharashtra—a rural school—utilized educational leadership to overcome challenges and enhance students' learning abilities.

#### Background

The Zilla Parishad Girls School, Prakasha is located in a tribal-dominated rural area. Once renowned for achieving top results in the district, the school faced a decline in academic performance over the years. Exam results had dropped, student engagement had reduced, and parental dissatisfaction had grown, damaging the school's reputation. When Principal Mr. Ravindra Patil was appointed, he resolved to address these challenges by implementing effective educational leadership strategies.

#### Problem Diagnosis

In his initial months, Principal Mr. Ravindra Patil identified the following challenges through thorough observation and discussions:

1. **Decline in Academic Quality:** Students were lagging in basic subjects, particularly mathematics, science, and languages.
2. **Lack of Teacher-Student Interaction:** Teachers relied on traditional teaching methods, leading to disengaged and passive students.
3. **Low Parental Involvement:** Attendance at parent-teacher meetings was poor, and parents played a minimal role in their children's education.
4. **Decreased Interest in Learning:** Outdated teaching methods and the absence of technology led to a lack of enthusiasm among students.
5. **Low Student Confidence:** Social and mental challenges prevented students from showcasing their abilities confidently.





## Interventions and Solutions Through Educational Leadership

To address these issues, the principal implemented the following measures:

### 1. Focus on Teacher Skill Development

- a. **Organizing Training Workshops:** Workshops were conducted on Creative Teaching Techniques and Effective Communication with Students.
- b. **Curriculum Planning:** Teachers were given specific goals, and their progress was reviewed weekly.

### 2. Enhancing Student Interaction

- a. **Individual Sessions:** Weekly one-on-one sessions were held with students to understand their challenges.
- b. **Open Forums:** A platform was created for students to share their experiences and difficulties freely.

## Integration of Technology

- a. **Establishing Smart Classrooms:** Smartboards, computers, and internet access were introduced to make learning interactive.
- b. **Adoption of E-learning:** Digital platforms were utilized for specific subjects to spark student interest.

## Increasing Parental Involvement

- a. **Regular Parent-Teacher Meetings:** Monthly meetings were held to review student progress.
- b. **Workshops for Parents:** Sessions on The Role of Parents in Educational Development were organized.



### Counseling and Personality Development

- a. **Professional Counseling Sessions:** Experts conducted sessions to address mental health and boost confidence.
- b. **Extracurricular Activities:** Students were encouraged to participate in drama, music, and sports.

### Group Learning and Project-Based Teaching

- a. **Collaborative Learning:** Students were divided into groups and assigned projects.
- b. **Encouraging Healthy Competition:** A friendly and competitive environment was fostered to motivate students.

### Outcomes

- a. **Improved Academic Results**  
Exam results improved by 25% in the following year.  
Students became more confident in core subjects.
- b. **Boost in Student Confidence**  
Counseling and group projects encouraged students to express their views openly.
- c. **Increased Parental Participation**  
Monthly meetings brought parents closer to the school, enabling them to contribute ideas for improvement.
- d. **Enhanced School Reputation**  
The school regained its identity as a center of academic excellence and holistic development.

**Conclusion**

The experience of Zilla Parishad Girls School, Prakasha, Taluka Shahada, District Nandurbar, Maharashtra demonstrates that educational leadership is the backbone of school development. With the right vision, the integration of technology, and collective participation, students' abilities can be significantly enhanced. Educational leadership involves understanding students' needs and implementing solutions accordingly. The leadership displayed by the principal proved to be a guiding light for the students' future. Such leadership not only ensures quality education but also instills joy in learning.

## 27. Shri Jagdish Indalkar

Principal

Lion M.P. Bhuta Sion Sarvajanik School, Mumbai, Maharashtra

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### Transformative Leadership in Education: Inspiring Journey of Shri Jagdish Indalkar

#### Introduction:

Transformative leadership in education is a crucial approach that fosters innovation, inclusivity, and holistic development in schools. This leadership style emphasizes creating an engaging and student-centered learning environment, enhancing educational experiences through collaboration, technology integration, and strategic reforms.

This case study explores the transformative leadership journey of Shri Jagdish Indalkar, Principal of Lion M.P. Bhuta Sion Sarvajanik School, Mumbai. Through his vision and dedication, the school has witnessed a remarkable transformation in infrastructure, teaching methodologies, student engagement, and community participation. The study highlights the challenges faced, strategic interventions implemented, and the overall impact of these changes.

#### Objectives:

This study aims to:

- Examine the impact of transformative leadership in an educational setting.
- Evaluate the influence of school leadership on curriculum development, teaching strategies, and extracurricular activities.
- Analyze the role of community engagement and corporate social responsibility (CSR) in fostering educational development.
- Identify key innovations and best practices implemented under the leadership of Shri Jagdish Indalkar to promote holistic student growth.
- Provide a roadmap for other institutions looking to implement transformative educational strategies.

#### Methodology:

This case study employs a qualitative research approach, utilizing:

- SWOT analysis to assess strengths, weaknesses, opportunities, and threats.
- Interviews and testimonials from educators, students, and key stakeholders.
- Impact assessment of CSR contributions to the school's infrastructure and programs.
- Evaluation of pedagogical innovations and student engagement strategies.

By exploring these aspects, the study provides a comprehensive understanding of the role of transformative leadership in fostering an inclusive and innovative learning environment.

#### School Background & Challenges:



**Historical Overview:**

Established in 1956, Lion M.P. Bhuta Sion Sarvajanic School serves students from economically disadvantaged backgrounds, particularly from areas like Dharavi, Labour Camp, Pratiksha Nagar, and Antop Hill. Despite its location in a high-class locality, most students come from families engaged in small-scale businesses and daily wage labor.

**Infrastructure & Resource Challenges:**

- Limited non-teaching staff due to government hiring restrictions.
- Scarcity of resources such as digital classrooms, science labs, and sports facilities.
- Lack of focus on mental health and counseling services for students.
- Parental disengagement, leading to low student motivation and attendance issues.

**SWOT Analysis:****Strengths:**

- Long-established, 72-year-old institution.
- Government-aided education in English and Gujarati mediums.
- Qualified teaching staff.
- Located in an affluent area, attracting potential donors.

**Weaknesses:**

- Insufficient non-teaching staff.
- Lack of student motivation post-COVID.
- Low parental involvement in educational activities.

**Opportunities:**

- Expansion of CSR initiatives for infrastructure and skill development.
- Introduction of brain-based, activity-based, and vocational learning.
- Digital and STEM-based innovations.

**Threats:**

- Financial instability among student families.
- Low engagement in extracurricular and vocational activities.
- Increasing competition from private schools.

**Leadership Approach and Implementation:**

Visionary Leadership by Shri Jagdish Indalkar, since assuming leadership in May 2022, Shri Jagdish Indalkar has introduced constructivist pedagogies, technology-driven learning, and infrastructure enhancement projects to improve the school's academic environment.

***Holistic Learning Strategies:***

- Brain-Based Learning: Teaching methods that align with cognitive science principles.
- Activity-Based Learning: Encouraging experiential learning through hands-on activities.
- Art-Integrated Education: Incorporating visual arts, drama, and storytelling into academics.
- Vocational Training: Programs for entrepreneurship, robotics, and STEM education.
- Community Engagement & CSR Projects:
- Yuva Unstoppable: Upgraded classrooms, smart classrooms, and washrooms.

- Lions Club of Sion: Funded uniforms, notebooks, and student fees.
- Kirandevi Saraf Trust: Supported scholarships and sanitation improvements.
- India STEM Foundation: Established a Robotics Lab for advanced learning.
- Psychological Counseling Cell: Partnered with Aditya Birla Foundation for mental health services.

## **Impact and Outcomes:**

### **Infrastructure Development**

- Establishment of Kalpana Kulinkant E-Library with 1000+ digital resources.
- Renovation of washrooms, installation of solar panels, and modern drinking water stations.
- Introduction of STEM and Robotics Labs, allowing students to participate in international competitions like World Robotics Olympiad.
- Pedagogical Innovations:
- NEP 2020 Integration: Aligning teaching strategies with national education policy reforms.
- Smart Work Strategies for Teachers: Auto-run school bell, digital attendance systems, and workload distribution.
- Music Education via SWARDHARA App, enhancing classical music learning.
- Student Engagement and Academic Performance:
- Increased scholarship exam participation.
- Expansion of thematic competitions blending traditional art with academic subjects.
- Improved student attendance and engagement through vocational activities and parental workshops.

## **Conclusion & Future Roadmap:**

### ***Key Learnings:***

- Community and CSR partnerships play a crucial role in transforming educational institutions.
- Student-centric learning through digital, activity-based, and art-integrated approaches fosters engagement.
- Holistic education encompassing academics, mental health, and skill development is vital for underprivileged students.
- Future Vision:
- Expansion of Robotics & AI Labs to foster technological literacy.
- Strengthening Career Counseling & Entrepreneurship Training.
- Enhancing parental engagement through structured workshops.
- Promoting sustainability initiatives, including solar energy usage and environmental education.

This case study highlights the transformative leadership at Lion M.P. Bhuta Sion Sarvajanik School and its impact on educational excellence and holistic student growth. The initiatives led by Shri Jagdish Indalkar provide a model for other schools aiming for progressive educational reform.

## **"Shaping Futures, Building Communities"**

### ***Vision:***

Educate every child and make them self-reliant, providing opportunities leading to academic success and unparalleled personal growth.

**Mission:**

The power of education can be life-changing, helping students shape their own future on their terms. The mission of the school is to serve our community by providing each student world-class educational opportunities designed to shape their lives and make them responsible citizens. We are committed to providing a safe and positive environment, recognizing and addressing individual differences, involving stakeholders, and making wise use of community resources.

**Philosophy:**

Education enables every child to be self-reliant and independent and to take care of their needs. The school consciously maintains Indian cultural traditions in a modern environment, with excellent faculty for imparting high-quality education to students. Core values include community living, environmental protection, and nurturing the diverse talents of students. The environment fosters lifelong learning and encourages students to give their best in all they do.

In alignment with the Panchakosha Vikas Theory, the school emphasizes holistic development across five key dimensions:

- Annamaya (Physical): Encouraging health and physical well-being through robust sports and physical education programs.
- Pranamaya (Emotional): Building emotional resilience and fostering a positive mental attitude through counseling and wellness programs.
- Manomaya (Intellectual): Enhancing intellectual growth through STEM education, innovative pedagogy, and inquiry-based learning.
- Vijnanamaya (Wisdom): Promoting critical thinking, ethical decision-making, and leadership skills.
- Anandamaya (Bliss): Nurturing creativity, cultural appreciation, and a sense of fulfillment through arts, music, and community participation.

**Motto:**

*"मुक्तिपदं ददाति या सा हि विद्या प्रकीर्तिता ।"*

*("That which grants ultimate liberation is called true education.")*

**Core Values:**

ज्ञान (Knowledge) | उद्योग (Enterprise) | सेवा (Service) | प्रगती (Progress)

**"A Legacy of Learning, A Future of Opportunities"****A Legacy of Excellence and Inclusivity**

- Established: 1956, under the New Sarvajanic Education Society.
- Type: A government-aided institution providing affordable and quality education.
- Location: Jain Society, Sion (W), Mumbai – serving communities from Dharavi, Pratiksha Nagar, and Antop Hill.
- Mediums: English and Gujarati.
- Student Enrollment: 800+ (2023-24).
- Staff: 40+ dedicated educators.

### ***Student Background and Inclusivity:***

Our school primarily serves students from socio-economically disadvantaged areas such as Dharavi, Pratiksha Nagar, and Antop Hill. Many of our students are first-generation learners, with families often facing financial constraints. Parents typically work as daily wage earners, laborers, or small business owners. Despite these challenges, the school emphasizes inclusivity and provides equal opportunities for all students, fostering an environment where dreams can take flight. Admissions are offered on a first-come, first-served basis, disregarding socio-cultural or economic backgrounds, ensuring fairness and equity in education.

*"From Vision to Reality: A Journey of Impact"*

### **A Transformative Leader Across Two Schools**

**KVK Ghatkopar Sarvajanic School (2015–2022):**

From 2015 to 2022, Shri Jagdish Indalkar headed the KVK Ghatkopar Sarvajanic School and Jr. College. During this period, he initiated visionary projects such as:

- **Infrastructure and Facilities Development:**
  - Established STEM Labs, an E-Library, Google Future Classrooms, and a Computer Lab.
  - Renovated washrooms, enhanced drinking water facilities, and installed vending machines in girls' toilets.
- **Constructivist School Model:**
  - Implemented a constructivist approach in secondary education, making KVK the first school in Maharashtra to adopt this innovative teaching framework, earning recognition from the state education department.
- **Community and CSR Engagement:**
  - During the COVID-19 pandemic, ensured the distribution of monthly food packages worth ₹2,000 each to 2,000 families through CSR initiatives.
- **Recognition and Outreach:**
  - Selected for Shikshanachi Wari (Educational Conclave) in 2018–19, showcasing school activities at five locations across Maharashtra, organized by the Government of Maharashtra.
  - Featured in a documentary by the Maharashtra Institute of Educational Planning and Administration (MIEPA) and NCSL-NIEPA, highlighting the school's digital advancements.

**Watch the documentary here.**

<https://www.youtube.com/watch?v=CoDAmtMo89E>

- **Psychological and Academic Support:**
  - Established a Psychological Counseling Centre and a Remedial Teaching Centre, addressing emotional and academic needs of students.

### **Lion M.P. Bhuta Sion Sarvajanic School (2022–Present)**

Upon transferring to Lion M.P. Bhuta Sion Sarvajanic School in May 2022, Shri Jagdish Indalkar embarked on a mission to redefine the educational landscape of this historic institution. Within a short span of two years and nine months, his leadership catalyzed unprecedented growth, fostering holistic development and unparalleled infrastructural advancements.





### ***Infrastructure and Digital Innovation:***

- **Kalpana Kulinkant E-Library:** Established as a cornerstone of digital learning, the E-Library offers access to over 1,000 digital resources. A cloud-based system ensures students can access learning materials and books from home, fostering continuous learning.
- **STEM and Robotics Labs:** With CSR contributions exceeding ₹1 crore, the school now boasts state-of-the-art STEM and Robotics Labs. These facilities have empowered students to participate in international competitions like the World Robotics Olympiad.
- **Comprehensive Upgrades:** Renovated classrooms equipped with smart boards and projectors, enhanced washroom facilities, and installation of solar panels promoting energy efficiency and sustainability.
- **Sports Infrastructure:** Development of modern sports arenas supporting kabaddi, chess, taekwondo, and rifle shooting, alongside traditional Indian games like Lagori and Viti Dandu.

### **CSR and Community Contributions:**

- **Key Contributors:**
  - **Yuva Unstoppable:** Provided infrastructure and essential resources.
  - **India STEM Foundation:** Instrumental in establishing the Robotics Lab.
  - **Lions Club of Sion:** Funded uniforms, notebooks, and partial fees for

underprivileged students.

- **Impact:** The collective efforts of CSR donors have brought state-of-the-art facilities and financial aid, directly benefiting over 800 students annually.
  - Academic and Cultural Milestones:
- **Cultural Celebrations:** Events like Navratri, Deep Pooja, and UDAAN Annual Day have reinforced cultural pride and community engagement.
  - Entrepreneurial Training: The UMANG Fun Fair has become a signature event, fostering entrepreneurial skills as students design and market their own products.
  - Music and Arts: Through the SWARADHARA Program, students receive structured training in Indian classical music. The use of mobile applications allows students to practice their lessons from home, blending tradition with technology.

*"Beyond Academics: Where Creativity Meets Excellence"*

- **Signature Events:**
- **UMANG Fun Fair:** Developing entrepreneurial skills through creative projects.
- **Udaan Annual Day:** A platform for students to showcase their talents.
  - Thematic Independence Day Celebrations: Innovative themes such as "Safar Chandrayaan Ki" and "Khelo India."
- **Cultural and Traditional Celebrations:**
  - Vibrant celebrations of Diwali, Dahi Handi, Rakshabandhan, and Guru Purnima.
  - Parents' Garba and other family-oriented events fostering community spirit.
  - Educational Rangoli, Mehendi, and Kite Decoration activities.
- **Sports and Fitness Programs:**
  - Traditional Indian games like Lagori and Gilli Danda.
  - Achievements in chess, kabaddi, taekwondo, and rifle shooting.

*"Where Every Mind Grows and Every Heart Flourishes"*

Under the visionary leadership of Principal Shri Jagdish Indalkar, Lion M.P. Bhuta Sion Sarvajanic School has embraced forward-thinking and holistic learning approaches. These initiatives embody Dr. Sarvepalli Radhakrishnan's philosophy that "true education helps one realize the self, achieve inner peace, and contribute to society."

### **I. Brain-Based and Activity-Based Learning:**

- Brain-Based Strategies: Enhancing cognitive abilities using scientifically proven teaching methods.
- Activity-Based Education: Hands-on learning fostering creativity and deeper subject understanding.
- Art-Integrated Methodologies: Encouraging self-expression through innovative educational techniques.

### **II. Panchakosha Vikas Theory:**

- Implementing the five-fold developmental theory: Annamaya, Pranamaya, Manomaya, Vijnanamaya, and Anandamaya Kosha, ensuring holistic growth across physical, emotional, intellectual, wisdom, and blissful dimensions.

- III. Teacher Training and Skill Enhancement:
- Comprehensive training programs focused on ICT tools, communication, and effective pedagogies.
- Digital Learning Devices: Equipping classrooms with projectors, screens, and e-learning software for an advanced learning environment.
- IV. Innovative Educational Competitions:
- Transforming traditional activities like Rakhi Making, Rangoli, and Mehndi into educational platforms where students creatively present academic concepts through art.

*"Empowering Educators, Enriching Lives"*

Lion M.P. Bhuta Sion Sarvajanic School emphasizes continuous teacher development to align with NEP 2020 objectives.

#### **Key Initiatives:**

- Professional Development: Workshops and seminars on advanced teaching methodologies.
- Mental Health Training: Equipping teachers to address student well-being.
- NEP 2020 Compliance: Regular discussions to integrate policy recommendations.
- Action Research and Pedagogy Innovation: Encouraging educators to explore art-based and toy-based learning methods.
- Technology Integration: Training on Google tools and G Suite applications for blended learning environments.

*"Equipping Students for a Bright Future"*

Under Principal Indalkar's leadership, the school excels in vocational skill programs aligned with NEP 2020 and Skill India Movement.

#### **Highlights:**

- Hands-on training in creating products like lip balm, perfumes, soaps, and chocolates.
- Business acumen development through lessons on cost analysis, pricing, and profits.
- Annual UMANG Fun Fair showcasing student products, attracting over 2,000 visitors annually.
- Training in event management, culinary arts, and creative crafts like Mehndi and face painting.

#### **UMANG - Vocational Training & Skill Development**

The UMANG Vocational Skill Development Program was introduced to:

- Provide practical, hands-on skill-based learning.
- Encourage entrepreneurial mindsets in students.
- Create earning opportunities for students through micro-business initiatives.

#### **Vocational Training Offerings:**

1. Handmade Product Development: Soaps, perfumes, candles, chocolates.
2. Marketing & Sales Training: Students plan and execute sales strategies at the UMANG Fun Fair.

3. Financial Literacy: Basic budgeting, profit calculation, and money management.
4. Digital Entrepreneurship: Training in social media marketing and e-commerce.

“Vocational education is not just about jobs—it’s about empowerment and financial independence.”

### **Student Testimonials: Impact of UMANG**

- “Participating in the UMANG Fun Fair taught me how to create and sell handmade products. It boosted my confidence and gave me practical insights into business management.”
  - Rajan Somnath Yadav, Grade 10 (2024-25)
- “Through vocational skill sessions, I learned how to make products like candles and chocolates. Selling them at the Fun Fair made me realize the value of hard work and teamwork.”
  - Chandni Esakimuthu Konar, Grade 9
- “The hands-on experience during vocational training helped me improve my communication skills. Interacting with customers at the Fun Fair was both challenging and rewarding.”
  - Omkar Mangal Satarkar, Grade 8
- Teacher Testimonials: The Success of UMANG
- “The UMANG Fun Fair has been a game-changer for our students. It’s heartening to see them develop entrepreneurial skills, manage resources, and work collaboratively. The confidence they gain through these activities reflects in their overall personality development.”
  - Smt. Rohini Pawar, Senior Teacher
- “Our vocational training sessions not only prepare students for real-world challenges but also instill a sense of responsibility and creativity. Watching a shy student become a proactive seller at the Fun Fair is a testament to the program's success.”
  - Mr. Santosh Singh, Teacher and Alumni

### **Building Strong Foundations Through Play and Exploration**

#### **Innovations:**

- Age-Appropriate Curriculum: Realigned for ages 3 to 8, adhering to NCF Foundational Stage 2022.
- Play-Based Learning: Focusing on experiential teaching methods.
- Infrastructure Upgrades: Incorporating Indian toys and storytelling for cultural enrichment.
- Teacher Training: Specialized sessions on implementing revised pedagogies and PARAKH evaluation methods.

*"Celebrating Traditions, Inspiring Creativity"*

Lion M.P. Bhuta Sion Sarvajanic School thrives on its vibrant cultural calendar, weaving together celebrations, artistic expressions, and educational creativity to enrich student experiences.

### **Signature Cultural Events**



1. **Annual Day Udaan:** Themed "Flight of Aspirations," this event serves as a stage for over 300 students to exhibit their diverse talents. Performances depicting professions like farming, medicine, and defense highlight societal contributions. In a grand auditorium, more than 50% of the student body participates, showcasing the school's commitment to inclusion and creativity. Themes over the years have ranged from India's heritage to futuristic innovations.
2. **Navratri and Garba Nights:** Energetic Garba competitions for students and parents promote cultural engagement, unity, and joy. These events provide an opportunity to connect families and community members through dance and celebration.
3. **Guru Purnima and Matru Din:** Celebrations emphasizing gratitude and familial bonds, fostering respect and love among students, teachers, and families.
4. **Independence Day and Republic Day:** Thematic celebrations like "Safar Chandrayaan Ki," "Azadi ka Amrut Mahotsav," and "Khelo India" bring alive India's rich history and encourage students to honor their nation's achievements.

### Day-to-Day Festivities

- **Rakhi, Diwali, and Gopal Kala:**
  - These festivals are celebrated with an emphasis on values like brotherhood, light over darkness, and togetherness.
- **Educational Art Competitions:**
  - Educational Rangoli, Mehendi, and Kite-Making: Students creatively express academic concepts, blending learning with tradition.
  - Diya and Aarti Thali Decoration: Promotes aesthetic skills while deepening cultural understanding.

### Art-Integrated Learning Approaches

The school integrates art into education, allowing students to explore their creative potential while reinforcing academic concepts:

- Circle Time Creations: Stories, rhymes, and role-plays enable students to connect artistic expression with their curriculum.
- Skill Development Through Festivals: Hands-on activities like making Dandiya sticks and decorative Diwali items help students acquire entrepreneurial skills.

### Impact

Cultural celebrations and artistic integration instill a sense of pride, unity, and creativity in students. They bridge the gap between tradition and modernity, nurturing well-rounded individuals capable of appreciating heritage while thriving in contemporary settings.

*"Every Child, Every Sport: Empowering through Play"*

At Lion M.P. Bhuta Sion Sarvajanik School, sports are not merely extracurricular activities but essential components of holistic education. The school seamlessly blends traditional Indian games with modern sports, ensuring every child participates, learns, and excels.

### Key Highlights:

1. **A Sport for Every Student:** Every child is actively engaged in learning and mastering sports, including chess, taekwondo, rifle shooting, archery, and self-defense techniques. This comprehensive approach promotes inclusivity and ensures no student is left behind.
2. **Traditional Indian Games:**

- Lagori (Seven Stones): Fostering agility and strategic teamwork.
- Kho-Kho: Enhancing reflexes, stamina, and coordination.
- Gilli Danda: Preserving cultural heritage while developing motor skills.
- Sagargote (Pebbles): Building focus and fine motor abilities.



### 3. Modern Sports:

- Chess: Encouraging critical thinking, concentration, and strategic planning.
- Taekwondo: Teaching self-defense, discipline, and confidence.
- Rifle Shooting & Archery: Building precision, focus, and mental strength.
- Skating: Promoting balance, agility, and overall fitness.

### 4. Self-Defense Training:

Tailored programs ensure that students, especially girls, are equipped with effective self-defense techniques. These sessions emphasize empowerment, safety, and resilience.

### Impact:

The school's sports program is a shining example of its commitment to nurturing well-rounded individuals. By integrating traditional games and modern sports, students not only gain physical fitness but also develop emotional strength, strategic thinking, and a

sense of pride in their cultural roots. This approach ensures that every student steps into the world with confidence, discipline, and an appreciation of both tradition and innovation.

### *"Nurturing Minds, Empowering Lives"*

At Lion M.P. Bhuta Sion Sarvajanic School, mental well-being is a cornerstone of holistic education. Under the visionary leadership of Principal Shri Jagdish Indalkar, the school has made significant strides in addressing the emotional and psychological needs of its students.

### **M-Power Counseling Cell: Building Foundations with Support**

Initially supported and funded by the Aditya Birla Foundation, the M-Power Counseling Cell was instrumental in establishing a robust mental health framework during its first two years. This collaboration set the stage for sustainable in-house operations, and the school now proudly employs a full-time counselor who leads all activities related to the cell.

- **Diagnostic Evaluations:** Early identification of learning disabilities and behavioral challenges ensures timely interventions.
- **Brain-Based Interventions:** Scientifically grounded methods are employed to enhance cognitive abilities and address stress-induced learning barriers.

### **Art-Based Therapy: A Creative Path to Emotional Wellness**

The introduction of Art-Based Therapy adds an innovative layer to counseling services, leveraging creative mediums to nurture emotional health.

- **Stress Management Through Creativity:** Art forms such as painting, clay modeling, and drama provide students with constructive outlets for emotional expression.
- **Skill Development:** Activities focusing on storytelling and role-playing improve communication skills and self-confidence.
- **Music and Movement:** These tools help reduce anxiety and foster mindfulness
- **Comprehensive Counseling Programs**

The school's counseling initiatives extend beyond traditional approaches, integrating skill-building and life management techniques:

- **Stress Management Workshops:** Students learn techniques like guided relaxation and deep breathing to manage academic pressure.
- **Time Management Strategies:** Customized schedules and gamified methods encourage efficiency and discipline.
- **Parent-Counselor Collaboration:** Regular sessions equip parents to support their children better, creating a cohesive support system.

### **Proactive Engagement and Early Diagnosis**

The school places a strong emphasis on identifying psychological issues early. Regular evaluations, coupled with collaborative teacher involvement, create a supportive and proactive ecosystem.

### **Impact**

The transition from externally funded services to an in-house counselling model has strengthened the school's ability to address mental health concerns holistically. The cell's efforts have empowered students to overcome challenges, manage stress effectively, and build emotional resilience, proving that a strong mind is the cornerstone of a successful

future.

*"When we nurture the mind, we shape the future – one student at a time."*

*"Building Bridges of Trust and Collaboration"*

At Lion M.P. Bhuta Sion Sarvajanic School, parents and the community are vital partners in creating a nurturing and effective learning environment. Principal Shri Jagdish Indalkar's visionary approach has established a comprehensive framework for parent engagement and community involvement, fostering trust, collaboration, and a shared commitment to student success.

### **Parent Communication Channels**

Effective communication is the foundation of a strong school-parent relationship. The school employs multiple strategies to ensure seamless and transparent communication:

- **Parent-Teacher Conferences:** Scheduled regularly to discuss academic progress, address concerns, and align strategies for student development.
- **Interactive Online Platforms:** Mobile apps and digital tools provide parents with updates on attendance, homework, and announcements.
- **Monthly Newsletters:** Highlighting school events, achievements, and upcoming activities to keep parents informed.

### **Parental Involvement in Decision-Making**

Lion M.P. Bhuta Sion Sarvajanic School ensures parents actively contribute to the school's development through structured committees:

- **Parent-Teacher Association (PTA):** A forum for parents to share insights, discuss concerns, and participate in shaping school policies.
- **School Management Committee (SMC):** Ensures transparency and collective decision-making in accordance with RTE guidelines.

### **Collaborative Efforts for Student Welfare**

The school's dedication extends beyond academic growth, addressing the holistic well-being of students by collaborating with parents:

- **Workshops for Parents:** Covering topics such as cyber safety, emotional resilience, and effective parenting strategies.
- **Health Awareness Programs:** Organized with trusted NGOs, focusing on cancer awareness, menstrual hygiene, and mental health.
- **Counseling for Families:** Dedicated sessions to support parents in managing familial challenges that may impact their child's education.

### **Community Outreach and Support**

The school has cultivated a culture of empathy and assistance, stepping in to support families in times of need:

- **Health and Medical Assistance:** Connecting families with NGOs for cancer treatment and providing access to free health screenings.
- **Financial Aid and Scholarships:** Identifying deserving families and facilitating support through donor contributions.
- **Skill-Building for Parents:** Programs designed to enhance employability and financial literacy for economically disadvantaged parents.





### **Strengthening Bonds Through Events**

The school organizes unique events to celebrate the partnership between parents and educators, fostering a sense of belonging:

- Parents' Garba Competitions: Encouraging cultural expression and building camaraderie during Navratri celebrations.
- Matru Din (Mother's Day): Recognizing and honoring the role of mothers in shaping a child's education and values.
- Annual Day and Sports Events: Providing platforms for parents to witness their children's achievements and talents.

### **Impact**

Through transparent communication, proactive counseling, and community support, the school has built a strong rapport with parents. This bond of trust ensures that families view the school as a safe and supportive space, capable of addressing academic and

personal challenges alike. By fostering this connection, Lion M.P. Bhuta Sion Sarvajanik School reinforces its commitment to shaping not just students, but resilient and well-supported families.

*"Together with parents, we create a community where every child can thrive."*

*"Building Futures, Brick by Brick"*

Under the transformative leadership of Principal Shri. Jagdish Indalkar, Lion M.P. Bhuta Sion Sarvajanik School has witnessed groundbreaking advancements in infrastructure and technology integration, promoting holistic development and environmental sustainability.

### **Key Enhancements:**

#### **1. Kalpana Kulinkant E-Library**

- Cloud-Based Access: Over 1,000 digital resources, including e-books, journals, and multimedia content, accessible to students, teachers, and parents.
- Parental Engagement: Encourages learning across families, allowing parents to engage with educational materials remotely.
- Efficient Management: Systematic categorization, borrowing protocols, and real-time tracking enhance accessibility and usability.
- Anywhere Access: Students and staff access resources remotely, fostering uninterrupted learning.

#### **2. Pre-Primary Section Renovation**

- Child-Centric Spaces: Colorful classrooms equipped with ergonomic furniture and engaging tools for foundational learning.
- Dedicated Play Zones: Designed for experiential learning, these areas promote creativity, teamwork, and physical activity.

#### **3. Washroom Renovation and Hygiene Initiatives**

- Modern Sanitation: Fully renovated washrooms equipped with contemporary fixtures for boys, girls, and staff.
- Menstrual Hygiene: Installation of sanitary napkin vending machines and disposal units ensures privacy and dignity for girl students.
- Hygiene Protocols: Daily monitoring via checklists and surprise audits guarantees cleanliness and functionality.
- Clean Drinking Water Zones: Advanced filtration systems and separate handwashing areas emphasize hygiene and convenience.

#### **4. Canteen and Mid-Day Meal Program**

- Nutritious, hygienically prepared meals offered in a well-maintained canteen support the physical and mental well-being of students.

#### **5. Sustainability and Environmental Initiatives**

- Solar Energy: Solar panels installed for energy efficiency and reduced operational costs.
- Aarambh Foundation Initiative: Machines converting food waste into organic fertilizer promote eco-friendly waste management practices.
- Environmental Learning: Themes of Panchamahabhuta and environmental sustainability are incorporated into the school curriculum and activities.

#### **6. Drinking Water and Cooling Systems**

- Installation of advanced water coolers and purifiers ensures access to clean

and safe hydration throughout the school day.

#### **7. STEM and Robotics Labs**

- State-of-the-art labs for hands-on exploration in science and technology.
- Students participate in global competitions, fostering innovation and a competitive edge.

#### **8. Digital Learning and Smart Classrooms**

- Classrooms equipped with projectors, smart boards, and interactive software.
- Comprehensive teacher training ensures seamless integration of ICT tools into daily lessons.

#### **9. Speaking Walls and Corridors of Knowledge**

- Thematic Corridors: Educational themes such as Panchakosha Vikas philosophy, environmental consciousness, and Indian heritage transform corridors into interactive learning zones.
- Interactive Murals: Art-based interpretations of key educational concepts guide and inspire students as they move through the school.

#### **10. School Premises Walls**

- Themes of Culture and Sustainability: The outer walls of the school premises are adorned with student-created murals, under the guidance of art teachers, depicting environmental protection, Indian heritage, and Panchakosha Vikas theory.
- Creative Expression: These vibrant displays not only enhance the aesthetic appeal but also serve as powerful tools for instilling values and raising awareness about critical global and local issues.

#### **Impact of Innovations:**

The transformation of Lion M.P. Bhuta Sion Sarvajanic School's infrastructure reflects a blend of modernity and tradition. The thoughtfully designed facilities, sustainability initiatives, and creative learning environments have created a nurturing and stimulating ecosystem. These efforts ensure students thrive academically, socially, and emotionally, preparing them for a dynamic future.

*"Rooted in Tradition, Soaring with Innovation"*

At the heart of Lion M.P. Bhuta Sion Sarvajanic School's transformation lies the visionary leadership of Principal Shri. Jagdish Indalkar. His leadership seamlessly intertwines the timeless wisdom of Indian traditions with the forward-looking interdisciplinary practices of modern education, creating a dynamic environment for growth, inclusivity, and innovation.

#### **Leadership Philosophy and Mantras**

##### **Visionary Leadership: The Sunrise of Transformation**

- Guiding Principle: Drawing from the Gurukul system and Panchakosha Vikas (fivefold development), Principal Indalkar envisions an education model that integrates ancient wisdom with modern methodologies. As the Upanishads state: "सा विद्या या विमुक्तये" (True education is that which liberates).
- Strategic Vision: Every initiative reflects the school's mission to empower self-reliant, value-driven, and globally competent individuals.
- Modern Interdisciplinary Approach: Blending Arts, Sciences, and Humanities
- Collaborative Learning: Implementing interdisciplinary projects where students

connect STEM education with humanities and arts, such as robotics integrated with environmental studies or history represented through digital storytelling.

- Art-Integrated Pedagogy: Encouraging creativity and critical thinking through educational Rangoli, Mehendi, and Rakhi competitions that visualize academic concepts.
- Brain-Based Learning: Scientific techniques that enhance memory, focus, and stress management are embedded into daily practices, guided by neurological research.
- Inclusive Leadership: Inspired by Vasudhaiva Kutumbakam
- Unity in Diversity: Principal Indalkar's leadership exemplifies Vasudhaiva Kutumbakam (The world is one family), fostering an inclusive and respectful culture.
- Community-Centric Approach: Engaging stakeholders—teachers, parents, and the broader community—in school development initiatives.
- Innovative Leadership: Embracing Digital Age Tools
- Smart Classrooms and E-Learning: Leveraging cutting-edge technology, such as digital boards and the Kalpana Kulinkant E-Library, to redefine the teaching-learning process.
- STEM Integration: Establishing labs that bridge theoretical knowledge with practical application, empowering students to excel in global competitions.
- Holistic Leadership: Karuna (Compassion) Meets Pragati (Progress)
- Psychological Counselling Cell: Programs fostering emotional intelligence, time management, and stress coping strategies, reflecting the ethos of Karuna (compassion).
- Skill Development: Vocational programs align with NEP 2020 goals, enabling students to acquire entrepreneurial and technical skills.
- Impact of Leadership
- Interdisciplinary Excellence
- Introducing cross-curricular activities where subjects like mathematics and art blend seamlessly, fostering innovation.
- Projects such as "Eco-Balance," where environmental studies intersect with STEM and Indian traditional practices, reflect interdisciplinary mastery.
- Empowered Teachers and Staff
- Extensive training sessions on NEP 2020 guidelines, interdisciplinary teaching strategies, and ICT tools.
- Implementation of a SMART (Specific, Measurable, Achievable, Relevant, Time-bound) appraisal system for performance and growth.
- Parental and Community Engagement
- Transparent communication channels like parent-teacher meets, feedback forums, and digital access to the E-Library strengthen trust and collaboration.
- Programs like health aid for families and cancer detection camps foster a sense of community and shared responsibility.
- Sustainability and Cultural Integration
- Thematic walls based on Panchamahabhuta (five elements) and Panchakosha Vikas reflect the school's philosophy of holistic development.
- Solar panels, rainwater harvesting, and waste-to-compost initiatives embody the principle of Prithvi Raksha (Earth protection).
- Holistic Growth and Cultural Pride
- Vocational fairs like UMANG and cultural events such as Udaan provide platforms



for students to showcase their talents, enriching their confidence and interpersonal skills.

- Emphasis on Indian knowledge systems ensures students imbibe cultural pride alongside global competencies.



## The Legacy of Leadership

Principal Shri. Jagdish Indalkar has set a gold standard in leadership by blending Indian ethos with modern educational principles. His approach is a living testament to Sanatan Dharma's eternal relevance in addressing contemporary challenges.

As Rabindranath Tagore said, "The highest education is that which does not merely give us information but makes our life in harmony with all existence." Under Principal Indalkar's stewardship, Lion M.P. Bhuta Sion Sarvajanik School has become a vibrant center of excellence, where tradition meets modernity, nurturing leaders for tomorrow.

*"Education here is not just a journey of learning; it is a celebration of life."*

Under the exemplary guidance of Principal Shri. Jagdish Indalkar, Lion M.P. Bhuta Sion Sarvajanik School has emerged as a beacon of progressive education deeply rooted in Indian ethos. The institution stands as a hallmark of innovation, inclusivity, and unwavering commitment to excellence.

### **A Vision Transformed into Reality**

With a unique blend of tradition and modernity, Principal Indalkar has redefined what it means to lead an educational institution. By harmonizing the principles of Panchakosha Vikas and integrating global practices, he has paved a trailblazing path for holistic education.

From nurturing young minds with compassionate guidance to fostering an environment of academic rigor and cultural pride, the school's evolution is a testament to what visionary leadership can achieve.

### **A Tradition of Impact**

Lion M.P. Bhuta Sion Sarvajanik School now stands tall, its corridors echoing with the spirit of curiosity, creativity, and collaboration. Every initiative, from advanced STEM labs and vocational skill-building programs to innovative pedagogies and mental health support, underscores the institution's enduring commitment to shaping future leaders. The heritage of excellence built under Principal Indalkar's leadership ensures that each student is not only prepared for academic success but is also instilled with values of empathy, resilience, and social responsibility.

### **Future Horizons**

As the school continues its journey, its steadfast mission remains clear:

- Empower every child with the knowledge and tools to shape their future.
- Inspire teachers and staff to evolve continuously, embracing change with grace and creativity.
- Foster a community where every stakeholder feels valued, supported, and united in the shared goal of progress.

### **Acknowledgements and Aspirations**

This transformation is not the work of one but the collective effort of dedicated teachers, supportive parents, visionary donors, and above all, the students whose aspirations fuel the school's momentum.

Lion M.P. Bhuta Sion Sarvajanik School is not just an institution; it is a living, evolving entity—a foundation for generations to thrive, a sanctuary where dreams take flight, and a cradle of hope and excellence for the community.

### **A Message to All**

*"Education is not just the transmission of knowledge; it is the ignition of the mind and soul. Together, we shape the future."*

Theme: Leadership for Equity, Diversity and Inclusion

## 28. Smt. Usha Sudharkar Dole

Head Mistress

Kendriya Prathmik Shala Amashi, Kolhapur, Maharashtra

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सुस्वागतम

Celebrating School Leadership

Participate by Headmistress,

Kendriy Prathmik Shala

Amashi, Tal Karveer , Dist Kolhapur



प्रस्तावना

सुंदर हिरवळ, फेसाळणारे कुंभी नंदीचे पाणी, रस्त्याच्या तुतर्फा झाडी, पायऱ्या पायऱ्यांची मनाला आकर्षण घेणारी शेती, मनाला भावनिक साद घालणारे काळम्मा देवीचे मंदीर, संताची, कुस्तीगिरांचे, दानशुरांचे, सदन नोकरदार वर्गाचे मनाने श्रीमंत असणाऱ्या लोकांचे आमशी गाव गावच्या एका कोपऱ्याला, शेतवाडीला चिकटून असलेली आमशी शाळा. शाळा तशी छोटीच. १ ली ते ४ थी पर्यंत ११४ पटाची. पण..... मुख्याधापिका सौ उषा सुधाकर डोळे यांचे नेतृत्वाखाली शाळेने घेलेली झेप तसे पहिले तर खपूच मोठी ! जुन २०२३ मध्ये मी केंद्रीय प्राथमिक शाळा आमाशी येथे हजर झाले. तेव्हा विद्यार्थी व पालक यांचे मनात अनास्था दिसून आली. यातून नवनवीन उपक्रम साकारले गेले.

अ) विभाग

१. शाळा परिसराचे सौंदर्गीकरण

वर्ग, शाळा सजावट -

मुलांनी टाकाऊ पासून टिकावू वस्तू तयार करून शाळा, वर्ग सजावट केली आहे. वर्ग, शाळा सुशोभिकरण, कुल्पकतेतून केले आहे. सुंदर, बोलकी शाळा, वर्ग, भिंती केल्या आहेत. विचार करायला लावणार, लावणार, प्रेरक चित्र, सुविचार भिंत, व्हरांडा वर्ग खोलीवर केले आहेत.

वृक्षांचे रोपण

शाळेची इमारत इमारत दोन बाजूने आहे. दोन्ही बाजूस ३ फुटाचे अँगल टाकून बांधले आहेत. त्यामध्ये ऑक्सिजन वर्धक व उपयोगी अशी रोपटे, फुलझाडे, शोची झाडे, विद्यार्थी, पालक, ग्रामस्थ शिक्षकांनी लावली आहेत. त्यांची निगा राखणेसाठी वर्ग निहाय नियोजन केले आहे

संरक्षण भिंतीची रंगरंगोटी

शाळेच्या संरक्षण भिंतीवर पुढील बाजूस प्रेरक बोलकी व मार्गदर्शक चित्रे, घोषवाक्य, सुविचार लिहलेली आहेत. रंगरंगोटी आकर्षक करणेत आलेली आहे.



बोलक्या भिंतीची उभारणी -  
वर्ग, शाळा, संरक्षण भिंतीवर  
सुविचार, चित्रे व बोलक्या  
भिंती बनवलेल्या आहेत.  
प्रेरक व मार्गदर्शक सुविचार  
चित्रे रेखाटलेने शाळेची शोभा  
वाढली आहे.

२. विद्यार्थ्यांचा उपक्रमात,  
व्यवस्थापनात, निर्णय  
प्रक्रियेत सहभाग  
मंत्रिमंडळ व बालसंसद  
स्थापना -



शाळेत मंत्रिमंडळ व बालसंसद स्थापन केले आहे. मंत्रिमंडळ व बालसंसद  
यांच्या सभा दर दोन महिन्याला घेवून शालेय उपक्रम, व्यवस्थापन, प्रगती बाबत  
विद्यार्थी चर्चा करतात. त्याची प्रोसिडींग व फोटो बघायला मिळतात.  
प्रधानमंत्री पोषण शक्ती निर्माण योजनेअंतर्गत नियोजन अंमलबजावणी विद्यार्थी  
सहभाग -प्रधानमंत्री पोषण शक्ती निर्माण योजनेअंतर्गत नियोजन व  
अंमलबजावणीत विद्यार्थ्यांचा वाटा खुप प्रेरणादायी आहे. विद्यार्थी ररांगेत, हात  
धुवून, ताटे घेवून जागेवर बसून (डायनिंग टेबलवर) आहार घेतात. नंतर  
ताटातील खरकटे बकेटात टाकून ताट विसळून घासणेसाठी एकत्र ठेवतात.  
अन्नाचा दुरुपयोग होवू नये म्हणून एकमेकांना सुबना देतात.

## • परसबाग निर्मिती

- विद्यार्थ्यांनी अतिशय मेहनतीने मोठ्यांच्या मदतीने परसबाग वनस्पती, फळभाज्या असे टप्पे केले आहेत परसबागेत भाज्यांतील जीवनसत्त्व व उपयोग भिंतीवर लिहले आहे.



## औषधी वनस्पतीचे

उपयोग लिहले आहेत. आरोग्यवर्धक भाज्या मेथी पालक फलावर, कोबी, मिरची, वांगी, टोमॅटो, मसाता झाडे, तिवू लावले आहेत.

## • माझी माटी मेरा देश -

ग्रामपंचायत आमशी व केंद्रशाळा आमशी यांनी एकत्रितपणे खूप उत्कृष्ट पद्धतीने हा उपक्रम राबवला आहे अमृतकलश यात्रेत महिला ग्रामस्थांकडून माती दान म्हणून सुपातून विद्यार्थ्यांनी स्विकारली आहे. ती माती अमृतवाटीका निर्माण करून तिथे टाकली आहे. त्या दान घेतलेल्या मातीवर विद्यार्थ्यांनी अमृतवाटीका तयार केली बचत बँक / पैशाच्या विनियोग व व्यवस्थापन

विद्यार्थ्यांना शिक्षकांनी पतसंस्थेत नेवून बचतीचे महत्त्व पटवून दिले. बँकेत खाते उघडून पैसे विद्यार्थी नावे खात्यावर भरले जातात. तसेच त्याचे खातावनी किर्द, लिखित स्वरूपात नोंदी आहेत.

## • नवभारत साक्षरता अभियान -

मुख्याध्यापक लिंक वरून शिक्षकांना व शिक्षकांनी स्वयंसेवकांना अॅड करून घेतले आहे. उल्हास अॅप द्वारे टॅगिंग करून टारगेट पूर्ण केले आहे.

३. शैक्षणिक गुणवत्ता व व्यक्तिमत्त्व विकासासाठी आवश्यक अवांतर उपक्रम उपस्थिती -

विद्यार्थी उपस्थिती प्रमाण चांगले आहे. उपस्थिती ध्वज मिळवण्यासाठी विद्यार्थ्यांमध्ये स्पर्धा सुरु असते उपस्थिती ध्वज मिळाले नंतर वर्ग शिक्षक व विद्यार्थ्यांचा चेहर्यावरील आनंद पाहण्यासारखा असतो

• महावाचन चळवळ विद्यार्थी सहभाग -

शाळेत अतिशय जुने पिंपरीचे ११५ वर्षांपूर्वीचे झाड आहे. झाड खुप आकर्षक, मनाला भुरळ पाडणारे बघताच क्षणी दिसते त्या झाडाखाली तर कधी व्हरांड्यात मैदानावर महावाचन चळवळीचे आयोजन देसाई मॅडमनी केलेले दिसते महावाचन चळवळीत विद्यार्थी सकारात्मक चर्चा व पुस्तके देव घेव करतात शिवाजी महाराजा याबद्दल चर्चा करतेवेळी मला विद्यार्थी दिसून आले.

NCC/Scout Guide/MCC समान इतर उपक्रमातील विद्यार्थी सहभाग -

शाळेतील विद्यार्थ्यांची कबबुत बुल घटकात नोंदणी केली आहे. तसेच योगासने, मिश्र कवायत व्यायाम प्रकार कराटे प्रशिक्षण मुलांना दिले जाते.

इमारत व परिसर स्वच्छता -

I इमारत व परिसर स्वच्छता विद्यार्थ्यांमार्फत राखली जाते. स्वच्छता मोनिटर लिंक भरली असून ८० व्हिडीओ अपलोड केलेले आहेत प्रश्नावली तपार केली आहे राष्ट्रीय एकात्मतेस प्रोत्साहन देण्याबाबत उपक्रम -

राष्ट्रीय एकात्मता मुल्याची जोपासना करण्यासाठी मुलांना केरळ राज्याची ओळख करून दिली आहे. रसिका देसाई मॅडमनी केरळ राज्याचा नकाशा, ओळख, माहिती, वेशभुषा, खानपान दाखवले. करून घेतले आहे.

क्रिडा स्पर्धांचे आयोजन -

शाळा स्तरावर देशी खेळ घेतले जातात. खो खो खेळात तालुका स्तरापर्यंत तर कुस्ती खेळात जिल्हास्तरापर्यंत मजल विद्यार्थ्यांनी मारली आहे.

व) विद्यार्थी केंद्रीत उपक्रमांचे आयोजन

१. आरोग्य

आरोग्य तापसणी -

शाळेत विद्यार्थी शिक्षक व ठेकेदार मदतनीस यांची आरोग्यतपासणी केली आहे.

शिक्षक, ठेकेदार, मदतनीस आरोग्य तपासणीचे प्रमाणपत्र आहे. संदर्भ सेवेसाठी

मुलांना पुढे पाठवते आहे. संदर्भ सेवामधून अपंग विद्यार्थी प्रमाणपत्र काढणेसाठी मदत झाली आहे.

प्रथमोपचार पेटी -

प्रथमोपचार पेटीचे रासायनिक औषधे व आयुर्वेदिक औषध असे दोन भाग केले आहेत. आयुर्वेदिक औषध आजीचा बटवा म्हणून प्रसिध्द झाले. आजीचा बटव्यात - वैवा, लसून, आले, तुप, जिरे, मेथी, हिंग, बडीशेप तवंग, मीठ, साखर, लिंबू ठेवले. रासायनिक औषधामध्ये कापूस, जखमेवरची औषधे, मलम जखम धुणेसाठी औषधे, कात्री पट्टी आदी ठेवले.

मार्गदर्शनपर व्याख्यान -

लठ्ठपणा, मधुमेह व डोळ्यांचे आजार वर ३ व्यक्तींचे व्याख्यान आयोजित केले. एक सरकारी डॉक्टर बाटे, एक खाजगी डॉक्टर जाधव व एक आयुर्वेदीक डॉक्टर पाटील असे तीन व्यक्तींनी माहिती मुलाना दिली

किशोरवयीन मुलींना मासिक पाळी समोपदेशन -

मातांना मासिक पाळी संदर्भात मुख्याध्यापिका डोळे यु. एस. यांनी समुपदेशन केले पोक्सो कायदा मार्गदर्शन व व्हीडीओ दाखवली गुड टच बॅंड टच माहिती शिक्षकांनी विद्यार्थ्यांना सांगितली.

हात धुण्याचे प्रात्यक्षिक-

शाळेत सुंदर, आकर्षक, स्वच्छ हॅण्डवॉश स्टेशन आहे. हात धुण्याचे प्रात्यक्षिक गाण्याच्या तालावर घेण्यात आले. स्वच्छतेचे आठ संदेश लिहले आहेत. मुले सांगतात. हॅण्डवॉश व चित्र रुपाने संदेश दिले आहेत.

२. आर्थिक साक्षरता व कौशल्य विकास -

• बँक व्यवहार UPI साधनांचा वापर -

आर्थिक साक्षरता व कौशल्य विकास साठी के.डी.सी.सी. बँक आमशी शाखेला शिक्षक विद्यार्थी भेट देण्यात आली. यावेळी बँक मॅनेज नी विद्यार्थ्यांना बँक माहिती व बचतीचे महत्त्व पटवून दिले. कामकाजाची माहिती सांगितली श्री दिलीप यशवंत पाटील (माजी अध्यक्ष) यांच्या किराणा दुकानास भेट देवून UPI चे ट्रांझेक्शन विद्यार्थ्यांकडून करून प्रत्यक्ष प्रात्यक्षिक द्वारे UPI माहिती विद्यार्थ्यांना देण्यात आली. स्वयंरोजगार, व्यवसाय, व्यापार, उद्योग अशा क्षेत्रातील तज्ञ व्यक्तीचे मार्गदर्शन -



पत्रकारीता माहिती -

श्री. मोरे सर (कोगे) व श्री. अशोक पाटील आमशी या पत्रकारांचे व्याख्यान आयोजित करण्यात आले. मावेळी पत्रकारीतेची संपूर्ण माहिती विद्यार्थ्यांना सांगण्यात आली

पशुवैद्यकीय डॉक्टर -

डॉ प्रकाश रामबंद्र पाटील (अध्यक्ष शाय. कमिटी आमशी) हे स्वतः पशुवैद्यकीय डॉक्टरचे कर्तव्य व महत्त्व तत्परता याबाबत सखोल मार्गदर्शन केले. साप घालवण्यासाठी जनावरांबी नखे व शिंगाचा वापर, टायरचा वापर सांगितला. बांधकाम मार्गदर्शन -

श्री योगेश बचाटे यांनी बांधकाम सदर्भात विद्यार्थ्यांना मार्गदर्शन केले ते स्का सिव्हीत इंजिनियर आहेत त्यांनी बांधकामासाठी कोणते साहित्य किती प्रमाणात वापरावे इथपासून ते इमारतीची वयोमर्यादा वाढवणे पर्यंत विद्यालयांना माहिती सांगितली

शैक्षणिक लोकसहभाग -

पूर्ण आमशी ग्रामस्थानी सढळ हाताने अर्थदान श्रमदान केलेले आहे ग्रामपंचायतचे सर्व मंडक, तरुण मंडळ, पुढारी वर्ग बचत गट पालक, शाळा व्यवस्थापन समिती, शिक्षक, विद्यार्थी, सर्वांनी आपापल्या पध्दतीने श्रमदान केले आहे नाईट उयुटी करून दिवसभर कामाला/श्रमदानाला येणारी थोर मंडळी बघायला मिळाली.

शैक्षणिक लोकसहभागामधून एकूण आठ लाख बारा हजार अवघ्या २५ दिवसात केंद्रीय प्राथमिक शाळा आमशीने मिळवला आहे. शेतकरी व ग्रामीण भाग असून सुध्दा भरघोस मदत केली आहे.

या सर्वांच्या कष्टातून आमशी शाळाची भरभराट झालेली आहे. नटलेली आहे.

शाळा व्यवस्थापन समिती -

खरी अभियानाची सुरुवात या समितीनेच केली. मुख्याध्यापकांनी केलेले नियोजन अभियानासाठी लागणारी सर्व तोपरी मदत मनुष्यबळ जमा करण्याचे काम. अगदी दिवसरात्र शाळेला या कमिटीने, शिक्षकांनी वाहून घेतले होते. कमी कालावधीत हे अभियान यशस्वी करून दाखवले

४. तंबाखूमुक्त शाळा -

शाळेता तंबाखुमुक्त शाळा प्रमाणपत्र मिळालेले आहे. गावातील दुकानदारांना तंबाखु बंदी बाबत विनंती अर्ज केलेले आहेत. शाळेत तंबाखूमुक्तीचे बोर्ड आहेत. संरक्षण भिंतीवर चित्र आहेत.

प्लॅस्टिक मुक्त शाळा -

फक्त शाळाच नव्हे तर गाव सुध्दा प्लॅस्टीक मुक्त केलेला आहे. विद्यार्थ्यांनी रात्री, दिवसा गल्लोगल्लीत जाऊन प्लॅस्टीक हटवा, देश वाचवा अशा घोषणा देत प्लॅस्टीक गोळा केला आहे ते प्लॅस्टीक गोळा करणाराकडे सुपूर्त केले शाळेच्या आवारात व कामकाजात प्लॅस्टीक चा वापर होणार नाही याची काळजी घेतली.

• शित्तक अन्नावर योग्य प्रक्रिया व विल्हेवाट -

एक तर शाळेत अन्न शिल्लक राहतच नाही. शिल्लक राहीलेब तर भात परतुन मुलांना दिता जातो. खरकटे, जनावरे प्राण्यांना टाकले जाते. काही कंपोस्ट खतात टाकते जाते.

५. माझी विद्यार्थी, संख्या मदत -

माझी विद्यार्थी, सस्था महिला बचत गट पानी भरभरून मदत अभियानासाठी केली आहे. आजी आजोबा मेळाव्यातून २० मिनिटामध्ये आठ हजार रक्कम जमा झालेली आहे. त्यातून व्हरांडा रंगकाम केले.

संत रोहिदास समाजाकडून शाळेस फोल्डींग डायनिंग टेबल मिळाले आहे. या समाजाचे प्रमुख एन.टी. सातपुते सर यांनी यात पुढाकार घेवून फोल्डींग डायनिंग शाळेस तयार करून दिले आहेत.

यशोगाथातील विशेष बाबी

१. फोल्डींग डायनिंग सिस्टीम -

शहरी मेजवानीचा आनंद मुलांना मिळावा म्हणुन, शेतकऱ्यांची ग्रामीण मुलं त्यांना ही हॉटेलचा अनुभव घेता यावा यासाठी 'डायनिंग सिस्टीम संकल्पना राबवली. संत रोहिदास समाजाने एन.टी. सातपुते गुरुजी सेवा निवृत्त मुख्याध्यापक यांच्या नेतृत्वाखाली पुर्ण करून दिले.

२. परसबाग औषधी परसबाग, भाजीपाला बाग -

परसबाग सर्वच शाळेत राबवली, परंतु माझी परसबाग वैशिष्ट्यपूर्ण आहे. कमी जागेत योग्य नियोजन, औषधी परसबाग भाजीपाला बाग आणि बागेतच मुलांना

वावनासाठी काम करता करता लिहतेती जिवनसत्वाची माहिती, गुणधर्माची माहिती, औषधी वनस्पतीचा तात्काळ मुलांसाठी वापर करता येतो. पालकापर्यंत पोहचते



### ३. शोषखड्डा-

घाणपाणी, सांडपाणी इतरत्र पसरून रोगराई होऊ नये पासाठी शोषखड्डा निर्मिती केली आहे

कपोस्ट खत -

वागतीत झाडांना लेंडीखत, कंपोस्ट खत तयार करून टाकले जाते. पाला पाचोळाव क्षरकटे, अन्न घटकापासून कंपोस्ट खत तयार केले आहे कंपोस्ट खड्डा निर्माण केला आहे.

### ५. गोमुत्र फवारणी -

परसबागेता किटक नाशक म्हणुन गोमूत्र फवारणी केली जाते. गोमूत्रची माहिती लिहलेली आहे. खिलार गाईचे गोमूत्र पुर्णपणे सेंद्रिय आहे.

५. नारळप्रसाद दान-

मंदीरात नारळ फोडलेनंतर तिथेच ठेवले जाते कधी कधी भरपूर नारळ मंदीरात साठतात तेव्हा नारळप्रसार दान ची संकल्पना मला सुचती तसे पत्र लेटर पेंडवर पुजारी मामा व लराचे बंधू भगवान गुरव (ग्रा.पं. सदस्य) पाना दिले. तात्काळ यांनी सहकार्य दर्शवले.

मुख्याध्यापकांना बोलवून त्यांनी वेळोवेळी मंदीरातील प्रसार सुपातून मला दान केला. त्याचा वापर पोषण आहारात करण्यात आला. मुलांना पोष्टीक मिळाले.

मुले म्हणजे देवा घरची फुलेच

७. बोलक्या भिंतीवरून मौलिक विचारांचे प्रसारण -

बोलक्या भिंतवरून लोकांपर्यंत मौलिक विचारांचे प्रसारण केले आहे. उदा.

मोबाईल वापर व दुष्परिणाम इतर

८. गप्पी मासे, उपक्रम -

"गप्पी मासे पाळा नारु रोग टाळा वर्गखोल्यांना लागून शौचालये जागेअभावी बांधली आहेत. त्यापासून मच्छरचा त्रास वर्गांना होत असलेचे दिसून आले. तेव्हा गप्पी मासेची संकल्पना त्याठिकाणी राबवली आहे. गप्पी मासे चे फायदे आहेत.

९. शिल्लक अन्नावर प्रक्रिया -

❑ एक तर अन्न शिल्लक राहत नाही. राहिले तर

❑ भात परतून दिला जातो.

❑ खरकटे भूत दया म्हणून प्राण्यांना दिले जाते

❑ सर्वच घटक शिल्लक राहिले तर गुळ चिंच वापरून रगडा करून मुलांना दिला जातो.

❑ उन्हाळ्यात मसाला भात शिल्लक राहिल्यास वाळवून चिवडा करून देता येतो.

❑ कंपुष्ट खत निर्मितीसाठी वापरतो

१०. प्रथमोपचार पेटीत्सोवत आजीचा वटवा

११. लोकसहभाग -अवघ्या २५ दिवसामध्येच आठ ताख बारा हजार लोक सहभाग मिळाला आहे.



१२. जनावरांची नखे, शिंग व टायरची धुरी साप येऊ नयेत म्हणून केली जाते.
१३. आमशी गावामध्ये एकात्मता निर्माण झाली आहे.
१४. लोकानी जमेल त्या पध्दतीने मदत केली आहे.
१५. घरातील दुखवटा बाजूला सारून आर्थिक मदत स्वतःहून केली आहे.

धन्यवाद



***Manipur***

## **29. Smt Koijam Machasana**

Head Teacher

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Mobile no.: 9863152042

### **“Transforming Ghari Upper Primary School Through Good Governance”**

#### **Abstract**

Ghari Upper Primary School located at Ghari Awang Leikai, Imphal West, Manipur is a school with a very prospective future, although the school was established in the late 1950's and with a long period of poor infrastructure and very less enrollment of students, it was a turning point in the early months of 2022 with a new headteacher appointed, an energetic team of well trained teachers, a supportive School Management Committee formed and the construction of three new rooms, there is no looking back and the school has been progressing since then. At present the school has an enrollment of 68 students. The school aims to inspire and empower its students to thrive academically, socially and personally. Encouraging them to explore the diverse curriculum, introducing various extracurricular activities and life skill sessions to effectively navigate daily life and deal with various challenges of life.

#### **Introduction**

Good governance is fundamental to creating a thriving educational environment that fosters academic excellence, social inclusion, and personal growth. Ghari Upper Primary School, located in Ghari Awang Leikai, Imphal West, under the Zonal Education Office, Zone I, Department of Education (S), Imphal West, Manipur, has undergone a remarkable transformation in the last two to three years. With a long period of poor infrastructure and very low enrollment of students, it was a turning point in the year 2022 with the construction of three new rooms, a new head in-charge, an energetic team of well trained teachers, and a supportive School Management Committee there is no looking back and the school has been progressing since then. At present the school has an enrollment of 68 students and 10 teachers serving. The school aims to inspire and empower its students to thrive academically, socially and personally. Encouraging them to explore the diverse curriculum, introducing various extracurricular activities and life skill sessions to effectively navigate daily life and deal with various challenges of life.

This case study highlights and focuses on the transformative journey of Ghari Upper Primary School. The school's journey from decades of poor infrastructure, overcoming challenges, to becoming a promising institution inspired by the principles of the National Education Policy (NEP) 2020. With a renewed focus on foundational literacy, inclusivity, innovation, and community engagement, Ghari Upper Primary School serves as a testament to how a vision-driven approach and good governance can redefine and elevate school education. This case study explores how leadership, community involvement, and strategic initiatives brought about significant changes and aligned the institution with the principles of accountability, transparency, and inclusivity.

## **Background of the school**



Ghari Upper Primary School is a government upper primary school located in a semi-urban area which is not far from the Imphal city and the area comprises of socio-economically diverse backgrounds. The school is situated in an educational hub and is surrounded by many private schools. The institution caters to students from socio-economically backward families, with a significant portion coming from underprivileged families. The school, established in the late 1950s, had suffered from poor infrastructure, low community trust, and limited academic outcomes for decades. With schools budding up everywhere which often lacks in proper infrastructure, and inadequate child-friendly spaces, Ghari Upper Primary School is a school with a

beautiful campus with spacious surroundings which when properly planned and developed will be a commendable school with a very conducive environment.

Despite its challenges, Ghari Upper Primary School has a strong potential for improvement due to its spacious campus, a committed teaching staff, and supportive parents. In 2021, under new leadership, dedicated teachers and with the active involvement of the School Management Committee (SMC), the school embarked on a journey to implement good governance practices.

## **Challenges Identified**

The school faced several challenges:

1. Perception of Government Schools: Parents lacked trust in government schools and many parents preferred private schools, even with inferior infrastructure, due to perceived quality differences.
2. Weak Parent-Teacher Collaboration: Limited engagement with parents hindered students' holistic development.
3. Infrastructure Deficiencies: Limited classrooms, inadequate furniture, and lack of digital facilities hindered effective learning.
4. Foundational Skills in reading, writing and numeracy: Students struggled with reading and comprehending English by Class V, necessitating urgent intervention.
5. Administrative Inefficiencies: Delayed decision-making and lack of accountability impacted the overall functioning of the school.



## **Vision and Mission Statement**

The first step was to redefine the school's vision:

- Vision: To create a nurturing environment where every student thrives academically, socially, and emotionally.
- Mission: To provide quality education through collaborative efforts, innovation, and community engagement.

## **Leadership and Governance Approach**

The appointment of a visionary headmistress in January 2022 marked the turning point for Ghari Upper Primary School. Her leadership style was rooted in principles of good governance, which emphasized transparency, accountability, participation, and inclusivity.

## **Strategic Planning**

The school developed a five-year strategic plan with clearly defined goals:

1. Improving infrastructure and learning resources.
2. Strengthening teacher capacity.
3. Enhancing student outcomes through targeted interventions.
4. Building strong partnerships with parents and the community.

With emphasis to the improvement at the grassroot level and a mission to attain the foundational literacy and numeracy skills of the students various activities and teaching learning aids are developed at the school level and used by the teachers. And with the implementation of FLN calendar for the students an overall improvement in the performance of the students in the pre-primary and primary section is seen.



*Hand print activity of pre-primary students, creating a sense of belonging to the school*

With re-organizing and beautification of classrooms, which provided an enhanced learning environment, boosted the enrollment of students. Door to door home visits were done in and around the community to identify school going children.

- Building as Learning Aid (BaLA): To create a more welcoming and Child-Centric Learning Environment the teachers initiated a project and the classrooms were transformed into colourful, interactive spaces to foster creativity and curiosity.
- Morning Assembly Activities: Daily morning assembly includes prayers, exercises, and motivational thoughts to promote discipline and positivity. Importance is given

to the conduct of morning assembly each day. Starting the Day with remembering the Almighty. The morning assembly is set as a bonding time for everyone fostering a sense of harmony among students and teachers and also to start the day on a collective note. It is a platform to share important announcements, upcoming events and a platform to reinforce positive behavior and virtues.

### **Alignment with NEP 2020**

The school's journey aligns closely with several key principles of NEP 2020, including:

1. Access and Equity: Providing education to underprivileged students from lower economic classes.
2. Holistic and Multidisciplinary Education: Offering a diverse curriculum, extracurricular activities, and life skill sessions.
3. Foundational Literacy and Numeracy (FLN): Emphasizing foundational skills as a national priority.
4. Community Engagement: Involving parents, guardians, and local stakeholders in the educational process.
5. Environmental Sustainability: Encouraging environmental responsibility through cleanliness drives and tree plantations.
6. School Governance: Strengthening leadership, teacher capacity, and stakeholder collaboration.

### **Transparency in Decision-Making**

It is seen that one of the key aspects to development of a school and leading with good governance is the transparency in decision making. Regular SMC meetings are held to discuss school policies, budgets, and progress. Parents and teachers are encouraged to voice concerns and provide feedback.



### **Focus on Foundational Literacy and Numeracy**

The school adopted a structured FLN calendar developed and provided by the Zonal Education Office of the Education Department. Teachers developed innovative and interactive Teaching Aids learning materials to make lessons engaging and accessible.

## **Strengthening Parent-Teacher Collaboration and Community Engagement**

- Regular parent-teacher meetings are organized to share students' progress, areas for improvement and to build trust and partnership with parents. Quarterly meetings foster a collaborative approach to student development. Regular progress reviews are also shared during these meetings which help track individual student achievements and identify areas for improvement.



## **Community Outreach Programs**

The school Recognises the importance of community involvement, and various activities are taken up in this line of action.

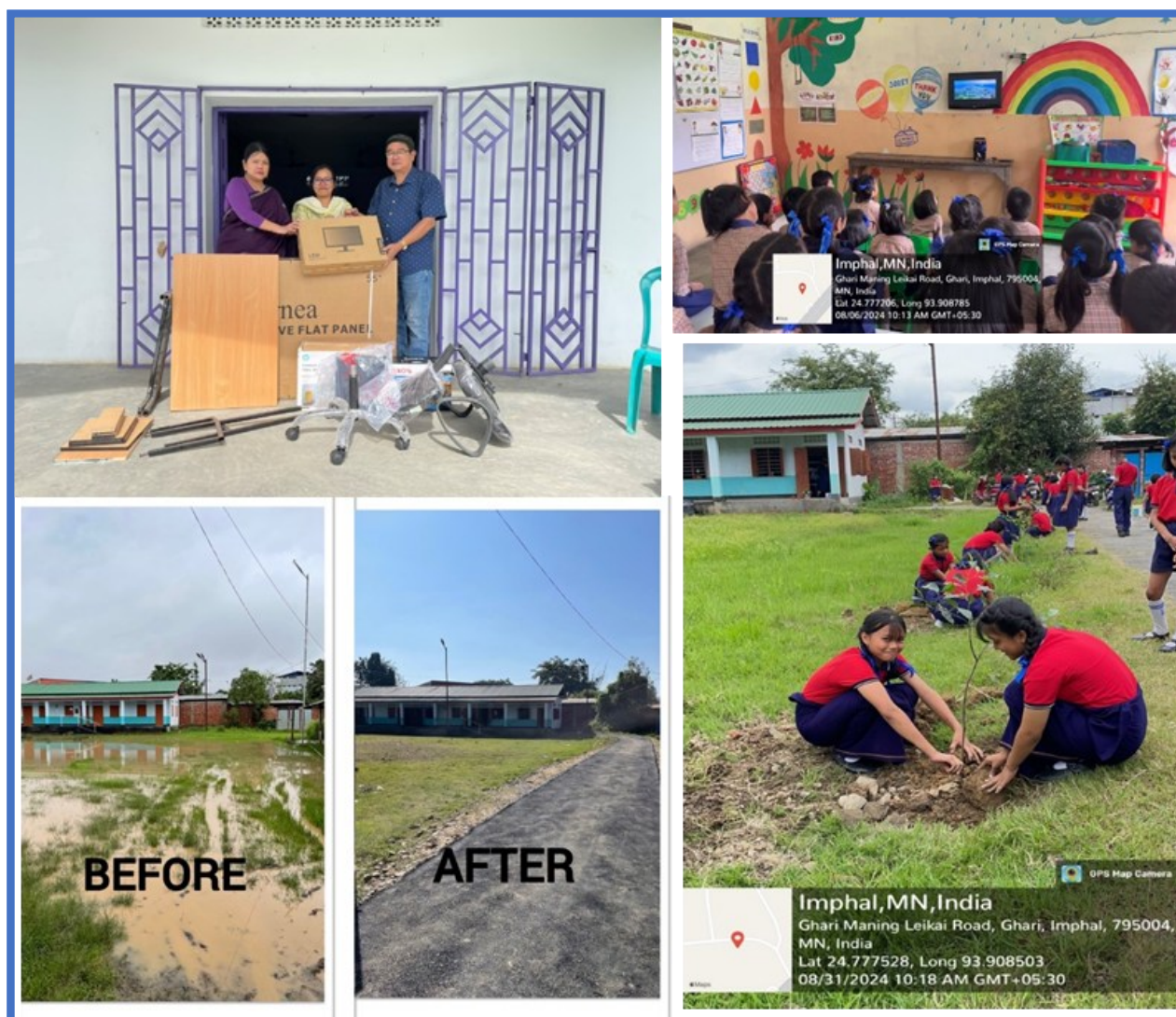
- Celebration of Mother's Day: Strengthened the bond between students, teachers, and parents, fostering emotional connections.
- Nurses Day Awareness Program: As a part of community outreach program, Local healthcare professionals were invited to educate students about hygiene and first aid.

## **Infrastructure Development**

- Resource Mobilization: The school leveraged government grants and local support



in construction of approach roads, install digital teaching aids, and improve sanitation facilities.



- Green Campus Initiative: Tree plantations and a school garden project were undertaken to create a healthy learning environment.

### **Extracurricular and Life Skills Development**

Activities such as sports, cultural and literary events, and life skills workshops are integrated into the curriculum. Students are encouraged to participate in the events to build confidence and teamwork skills.

- Youth and Eco Club: Formed to instill environmental awareness through tree plantations and cleanliness drives.



## **Capacity Building for Teachers and Leadership Development**

Teachers are encouraged to attend regular workshops on ICT modern pedagogical techniques, emotional intelligence, and classroom management. A professional learning community is also formed by the teachers of the school.

The headmistress also participated in the School Leadership Development Program by SLA, SCERT, Manipur. This training enhanced her ability to lead effectively, inspiring her team to adopt a systematic and constructive approach to education.



## **Achievements of the school**

*Awarded with first prize in story telling competition and second in slogan writing competition in connection with Nipun Awareness campaign organized by the Department of Education*

*Students participating in road safety month and project Veer Gatha*

*Students participating in slogan writing contest in connection with Ayushman Bharat Diwas organized by the Office of the District Commissioner, Imphal West.*

## **Outcomes and Impact**

The school's governance reforms brought measurable improvements:

1. Improved Academic Performance
  - Student pass rates increased by 30% within two years.
  - Foundational literacy and numeracy skills improved significantly, with over 85% of students achieving grade-level competency.
2. Enhanced Community Trust
  - Enrollments increased as parents gained confidence in the school's quality.
  - Parental involvement in school activities doubled, reflecting stronger partnerships.
3. Infrastructure Growth
  - In addition to the existing three classrooms, five more classrooms are also

- going to be constructed.
  - The campus became a cleaner, greener space, creating a conducive environment for learning.
4. Empowered Teachers
- Collaborative practices fostered a sense of ownership and accountability among staff.
5. Holistic Student Development
- Students became more confident and engaged, participating actively in extracurricular activities.
  - Life skills programs equipped students to navigate daily challenges effectively.



## Lessons Learned

The transformation of Ghari Upper Primary School provides valuable insights:

1. Leadership Matters: A visionary headmistress, supported by a skilled and motivated team, can drive systemic change.

2. Community Involvement: Building strong relationships with parents and local stakeholders is crucial for school development.
3. Resourcefulness: Even with limited resources, creative teaching aids and initiatives can significantly impact student learning.
4. Holistic Approach: Addressing academic, social, and environmental aspects of education leads to well-rounded development.

### **Conclusion**

The case of Ghari Upper Primary School demonstrates that good governance is a transformative force in education. By fostering transparency, accountability, and community participation, the school overcame systemic challenges and achieved remarkable progress.

As schools across the country strive to align with the National Education Policy 2020, the principles of good governance—effective leadership, collaboration, and innovation—will be crucial in ensuring equitable and quality education for all. Ghari Upper Primary School serves as an inspiring example of how these principles can be successfully implemented to create lasting change. The transformation of Ghari Upper Primary School is a shining example of how NEP 2020 principles can be applied to create a positive and lasting impact on public education. By focusing on foundational literacy, community engagement, teacher empowerment, and holistic development, the school has not only addressed its challenges but also laid a strong foundation for future success.

With continued efforts and a commitment to excellence, Ghari Upper Primary School has the potential to emerge as a model institution, inspiring other schools to undertake similar journeys of transformation. This case study underscores the importance of leadership, collaboration, and innovation in achieving the vision of NEP 2020—a future where quality education is accessible to all.



***Meghalaya***



### **30. Smt Silverine Kyriem**

Head Master

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#### **Introduction**

#### **Leading Technology Integrated School processes**

Mohon Massar Govt. UP School Mawprem, Shillong Meghalaya was established in the year 1975, it is located in Lower Mawprem. Meghalaya and is up to Upper Primary. The school was established in the year 1955, under the management of the government.

The Vision of the school : 'Together we grow, together we shine'



### **About the infrastructure of the school:**

The new building of the school was constructed with the funding of the NGO named Round Table Conference 24 and it was inaugurated in the year 2021.

- It is a three storied building comprising of 12 classrooms, a library, a staff room and the headmistress room.
- It starts from primary (Nursery) up to the Upper Primary level (Class VIII).
- There are 11 trained teachers in the school with a peon cum chowkidar.
- The school does not have a playground which is a major gap in the school.
- The school is in dire need of school kitchen garden also.
- As it is a coeducational school, the requirements of separate toilets are fulfilled.
- The school kitchen for the midday meal is built in the backside of the school.

### **Introduction of Technology in the school**

- The school does not have computer as a regular subject and there is no computer teacher, but the integration of technology in the teaching learning process is a necessity in today's world.
- It provides an inclusive learning environment to prepare students for a technology driven future. It enhance vast amount of knowledge and information.
- One teacher received 3 day residential training as part of the AI/Coding Lab project, which was conducted by the Govt. of Meghalaya in collaboration with Samagra Shikshya Abhiyan, IIT Guwahati, Learnhill and Stempedia.
- Training includes various concepts including on block coding, robotics, AI and Machine learning (The Introductory Level).
- AI Class was introduced once a week from class V to VIII by the teacher who had undergone the training.
- Examples of activities on AI are Alexa, Siri, Self-driving cars and so on.

### **Exhibition and Display of Items Received from Training**

- All items received were displayed for the students to have a visual at the world of AI and robotics.
- Items include quarky motherboard and all its included accessories like hardboard frame of a robot which have to be assembled etc.
- 6 tablets and several Text Book
- Pictoblox software to learn AI and robotics

**Impact of Introducing AI and Coding in Class:** The impact of integrating technology in education can be seen in the following developments in the school.

- **DEVELOP CRITICAL THINKING:** Students Learn To Solve Problems And Analyze Situations Step By Step. It also encourages them to understand patterns, predictions and decision making.

- **ENHANCE CREATIVITY:** Bring students ideas to life through coding and different apps. These tools allow students to explore their creativity.



- **BUILD TECHNOLOGICAL LITERACY:** students become familiar with AI and its massive application especially in today's world and the future.
- **ENCOURAGES COLLABORATION:** Group activities for a project foster teamwork and communication skills
- **FUTURE CAREERS PROSPECT:** Coding and AI are foundational skills for many future jobs, so an early exposure sparks interest in this field.

### Conclusion

As teachers, it is important to familiarize ourselves with new techniques and technology by upgrading our skills in guiding our students to discover and apply knowledge. We must be aware of the societal changes and technology as it has become indispensable for progression and improving life.

By integrating AI and coding into the curriculum, we can inspire young minds to explore how technology can help in solving problems and its many potential in the real world applications. Early exposure creates strong foundation for lifelong learning and prepares students to become future ready.



***Mizoram***



### 31. Shri Lalnunngila Ralte

Head Master

Government Sawleng High School, Aizawl, Mizoram

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#### Case Study: Academic Leadership of Government Sawleng High School: A Journey to Excellence

##### Introduction:

Government Sawleng High School, nestled in the serene hills of Aizawl District, 116km from Aizawl, the capital of Mizoram in North-Eastern India has emerged as a model institution for academic leadership and pedagogical excellence. Despite its humble beginnings and numerous challenges, the school has become a beacon of hope and an

## GOVERNMENT SAWLENG HIGH SCHOOL

Established  Dt. 1.2.1986

## SAWLENG : MIZORAM

PARTICULARS OF STAFF, GOVERNMENT SAWLENG HIGH SCHOOL

Sl No.	Name	Designation	Educational Qualification	Date of Birth	Date of Appointment	Date of Pension
1.	R.D. LALBIAKSANGA	Teacher	B.A, B.Ed	01.03.1964	01.10.1991	29.02.2024
2.	K. LALTANPUH	Teacher	B.A, B.Ed	10.11.1966	01.10.1991	30.11.2026
3.	T. LALTANPUA	Teacher	B.A, B.Ed	25.05.1969	01.10.1991	31.05.2029
4.	T.H. JADUMANI SINGH	Teacher	B.Sc, B.Ed	10.03.1965	29.01.1993	31.03.2025
5.	R. LALNUNMAWII	Teacher	B.Sc(Hons), B.Ed	01.01.1972	01.09.1996	31.12.2031
6.	ROKUNGA	WE Teacher	VIII	07.02.1964	01.02.1992	29.02.2024
7.	ZODINPUH RALTE	Hindi Teacher	HSSLC/Hindi Shiksha Praveen	17.12.1982	23.11.2004	31.12.2042
8.	LALTANPUA	Chowkider	VIII	09.09.1965	03.04.1995	30.09.2025
9.						
10.						
11.						
12.						

## GOVERNMENT SAWLENG HIGH SCHOOL

Established  Dt. 1.2.1986

## SAWLENG : MIZORAM

HEADMASTERS' INCUMBENCY CHART

Sl No.	Name	Educational Qualification	From	To
1.	ZASIANA RALTE	B.A, B.T.	18.03.1992	31.03.1995
	As Asst. Headmaster	- do -	01.04.1995	31.01.1996
2.	K. PAKUNGA	B.A, B.Ed.	01.04.1995	23.02.1999
3.	C. NGHAKLIANA	B.A, B.Ed.	30.03.1999	17.05.2001
4.	SHERNGAILIANA	B.A, B.Ed.	22.10.2002	01.04.2013
5.	LALHIMPUIH	B.A, B.Ed.	11.06.2015	15.12.2018
6.	LALRINPUH	B.A, B.Ed.	09.08.2021	12.01.2022
7.	LALNUNNGILA RALTE	B.Sc, M.A(Eco, R.D) M.Ed, PG DSLM	13.01.2022	
8.				
9.				
10.				
11.				
12.				
13.				
14.				



example of transformative leadership. This case study explores the journey of Government Sawleng High School, highlighting its context, challenges, strategies, outcomes, and the pivotal role of leadership in its transformation.

## **1. Context of Government Sawleng High School**

Govt. Sawleng High School was established in 1986 as a private school and it was provincialized and managed by the Department of Education, Government of Mizoram on Dt 01.01.1994. It is located in Darlawn RD block, Aizawl district, Mizoram. The school consists of Grades from 9 to 10 and 11 and 12 standard since 2024. The school is co-educational and it does not have an attached pre-primary section. English with assistance of the vernacular language is the medium of instructions in this school. This school is approachable by road. There are 4 classroom available for each classes and a separate room for Headmaster and Teachers. The school has playground in the school premises. The school has library and contains 400 books approximately. Besides, the school has 1 digital board and 6 computers for teaching and learning purposes and all are functional.

Government Sawleng High School serves as a community institution utilized and access by learners from various socio-economic backgrounds, many of whom are having farming as their main occupation. The school has always placed emphasis on holistic education, fostering both academic and co-curricular growth despite facing infrastructural and financial constraints.

## **2. Challenges Faced**

### ***Resource Limitations:***

- Insufficient textbooks in the library and digital tools.
- Inadequate infrastructure such as classrooms and sophisticated laboratories.

### ***Student Preparedness:***

- A significant percentage of students entered the school with weak foundational skills.
- Language barriers, as English was not the first language for many students such as students who have migrated from Myanmar and Manipur. In addition, most of the local students are also struggling with English language.

### ***Teacher Development:***

- Limited opportunities for professional development of teachers in terms of training and adaptability with the advanced internet and AI technologies.
- Difficulty in adopting modern pedagogical practices due to lack of exposure.
- Parental Involvement:
- Low parental engagement in students' academic journeys due to lack of awareness. The parents are not sensitized enough to take follow-ups on their children's syllabus after the school hours.

## **3. Strategies Implemented**

Under the visionary leadership of the school Headmaster and the support of dedicated teachers, Government Sawleng High School undertook several transformative strategies:

### ***a. Academic Leadership Initiatives***

- Mentorship Programs: Senior teachers mentored junior staff to foster a culture of continuous learning and collaboration.
- Community Collaboration: Partnerships with local organizations such

as Young Mizo Association (YMA), Mizo Hmeichhe Insuihkhawm Pawl (MHIP), Mizo Upa Pawl (MUP), Village Council (VC Members) and other dedicated parents.

**b. Pedagogical Innovations**

- Activity-Based Learning: Shifted from rote memorization to interactive, student-centered teaching methods, including role-playing, group discussions, and problem-solving tasks.
- Technology Integration: Introduced digital learning tools like interactive digital boards.
- Differentiated Instruction: Tailored teaching strategies to cater to diverse learner needs, ensuring that every student received the attention they required.

**c. Community Engagement and Support**

- Parent-Teacher Associations (PTAs): Regular meetings to update parents on their child's progress and involve them in school activities.
- Awareness Campaigns: Educated the community on the importance of education and encourage active participation in school programs.





#### 4. Outcomes Achieved

The implementation of these strategies resulted in significant improvements:

- **Academic Performance:**
  - Pass rates in board examinations has tremendously increased.
  - A rise in the number of students securing distinctions and pursuing higher education.
- **Holistic Development:**
  - Increased participation in inter-school competitions as co-curricular activities, with students excelling in sports, debates, and cultural events.
  - Enhanced confidence and communication skills among students.
- **Teacher Empowerment:**
  - Teachers displayed greater motivation and proficiency in adopting innovative teaching techniques.
  - Several staff members received recognition at the district and state levels for their contributions to education.
- **Community Impact:**
  - Improved in school enrolment rates, including a higher ratio as compared to the previous years.
  - Greater parental involvement and support for students' academic endeavors such as the aforementioned community organizations and key leaders.





## 5. Role of Leadership in Transformation

The leadership of Government Sawleng High School played a pivotal role in its transformation:

*a. Visionary Leadership:*

The Headmaster articulated a clear vision for academic excellence and inspired teachers to align with the goal of education.

*b. Empowerment and Collaboration:*

Leadership fostered a sense of ownership among staff, encouraging teamwork and shared accountability for student outcomes.

*c. Advocacy for Resources:*

The school management actively sought external funding, grants, and partnerships to improve infrastructure and teaching tools.

*d. Leading by Example:*

The Headmaster and senior teachers exemplified dedication by conducting extra classes, mentoring students, and staying abreast of educational trends.

## 6. Lessons Learned and Best Practices

- **Empower Teachers:** Invest in continuous professional development to equip educators with modern pedagogical tools.
- **Engage Stakeholders:** Foster a collaborative environment involving parents, community organizations and education authorities.
- **Adapt to Context:** Tailor strategies to meet the specific needs of the student population and their socio-cultural background as well as adjustment of their



syllabus with the contemporary learnings.

- **Monitor Progress:** Regularly assess the impact of academic interventions and make data-driven decisions for further improvement.

#### GOVERNMENT SAWLENG HIGH SCHOOL ENROLMENT (2020-2025)

Years	Total no. of students	Class-IX	Class-X
2020-2021	35	20	15
2021-2022	41	19	22
2022-2023	45	20	25
2023-2024	30	15	15
2024-2025	51	32	19

#### HSLC EXAMINATION RESULT (2018-2024)

Years	No. of appear	No. of passed	Pass Percentage
2018-2019	16	11	68.75%
2019-2020	14	7	50%
2020-2021	15	13	86.66%
2021-2022	22	18	81.82%
2022-2023	20	15	75%
2023-2024	14	13	92.85%

*The average passed percentage of the last five years is 75.84%.*

## 7. Conclusion

Government Sawleng High School's transformation into a model institution underscores the power of academic and pedagogical leadership in enhancing student's learning competencies. By addressing challenges head-on with strategic planning, innovation, and a commitment to inclusivity, the school has set an example for others to follow. Its journey reflects the essence of leadership: empowering others to achieve their fullest potential. It stands as a testament to the belief that with the right vision, even the most daunting challenges can be transformed into opportunities for growth.

The image features a decorative design with teal and light green swirls and leaves. A thick teal vertical bar is on the left. A light green vine with several leaves curves across the page, passing behind the text. The word "Nagaland" is written in a bold, italicized, teal serif font.

***Nagaland***

### 32. Shri Y Vungthungo

Senior Principal

Government Higher Secondary School, Wokha, Nagaland

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The School I am going to represent is Government Higher Secondary School Wokha, which is about 2 and half hour's journey from the state capital. The school was established in the year 1944 that provides Schooling for the students from Class KG to XII having Arts and Science stream. The present School building was constructed in the year 1962 by Tamper /Wood. Notwithstanding to the fact of the school building which is not in a condition, the school runs with its inspiring MOTTO – **"THOU BE A MAN"** and keeps motivating us every time.

Meanwhile, it is also imperative to mention that, any organization, groups and most importantly schools should have a yearly theme in order to keep one reflecting, reviewing and refining during the specific session. The school from 2019 has innovated yearly theme or slogans of the school and is continuing till date. The Theme is proclaimed depending on the need of the time and situation.

Therefore, the year 2025 is declared as the year of **"PROFESSIONAL REJUVENATION WITH SPECIAL REFERENCE TO SKILL BASED AND VOCATIONAL EDUCATION"**



As far as the school leadership is concerned, it must be noted that the school leadership should be in a position to adapt and innovate new things from its normal school culture. As such, to mention the hard reality, when first joined as principal, the school was in a position of not insisting the students to be regular in attending classes, I also felt that, when regular and non-performing teachers are being checked and scolded, it is equally important that, the regular, best and sincere teachers must also be rewarded.



### **Appreciation award:**

Therefore, with the above stated concept, the school conducted and introduced School Annual Award Ceremony since the year 2018. This award has two important features. Firstly, **Students Award**. In order to minimize the irregularities of the students", the school introduced the system of monthly award to the students. Here, the most regular students of the month hailing from every classes are awarded and makes them as the "**students of the month**". They are awarded during morning assemble without disturbing the normal classes. This policy has impacted positively and reduced the culture of students" irregularities. Secondly, **Teachers Award**. When non-performing teachers are being disciplined, the performing teachers must be awarded. The school authority with this concept, started to implement School Annual Award to the performing teachers. The award ceremony is conducted at the end of the session. During this occasion, all the NGO's, Students leaders, religious leaders, eminent writers, intellectuals, community leaders and department officials are invited to attend this function. Receiving an award of recognition, appreciation and other achievements in the presence of all the above personalities happened to be a proud moment for all the award holders. The sincerity of all the teachers after introducing this policy has been marvelous and noteworthy to be praise.

In addition to the monthly award, students are also awarded in different categories during the Annual Award ceremony.

The school also received the overall champion in the cultural event organized by the apex body of the people in the district.

The photos largely depict the skill-based education that are imparting to the students. As the conference is convened on Successful School Leadership, I would like to note few characteristics features of leadership which are essentially based on my hard-earned practical experiences and not otherwise, which we find from the books written by many scholars. As a successful leader, in collaboration with the whole team, the school has been able to cater to the needs of the students by prioritizing every school activity, participation increased, giving chance to develop physically as well as spiritually and building a proper connection with academics, nature and community.

**Learning by doing:** Another key encouragement theme in the school is inculcating learning by doing and in the teaching learning process. The students are encouraged to involve in the various activities in the school.

Weaving baskets which are a traditional art is encouraged among the students. This will help to continue the trend of encompassing the old tradition at the same time give a sense of pride in their culture.

**Connection through cultural activity:** The school organizes cultural events to showcase their talents as well as create a bond with the old tradition. The village community are invited so that they are also a part of the celebration. They are able to share their knowledge also and encourage the young generation.

**Eco Club:** The eco club is very active and it is one of the most effective ways to bring students and community to engage and learn. The school gains by making it a green

school and helpful to the environment also.

**Conclusion:**

**As a school leader, the following is observed in the school.**

A successful leader must possess a strong temperament, demonstrating patience, resilience, and emotional intelligence to navigate challenges effectively. Leadership is not just about authority; it is about understanding when, why, where, and how to act before taking on any responsibility. A true leader must be the driving force from the beginning of a task to its successful completion, ensuring that every aspect is handled with diligence and care. Protecting and standing by team members is crucial, as leadership is not about individual success but collective achievement. A leader must gain the trust of their team while extending their own confidence in return, fostering an environment of mutual respect and collaboration. Strength, both physically and spiritually, plays a vital role in enduring the pressures of leadership while maintaining a clear vision. Additionally, acknowledging and appreciating the efforts of team members not only boosts morale but also strengthens commitment and unity. Prioritization is key—effective leaders must be able to organize tasks strategically, ensuring that the most important activities receive the attention they deserve. Clarity in self-identity is equally important, as a leader must remain firm in their values and purpose to inspire those around them. Offering hope and encouragement in difficult times builds resilience within a team, reinforcing their ability to persevere. Moreover, true leaders have the ability to create opportunities from seemingly impossible situations, turning obstacles into stepping stones for success. Honesty and integrity should be the foundation of leadership, as truthfulness fosters trust and credibility. Establishing meaningful connections with people and maintaining open communication further solidifies one's leadership. However, a great leader must also know the balance between involvement and interference, avoiding unnecessary control while empowering others to take initiative. Finally, being a good listener is one of the most essential qualities of leadership, as it allows for understanding, problem-solving, and stronger relationships. In essence, leadership is about guiding, supporting, and inspiring others while upholding values that ensure long-term success.



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#### Story of Change and Transformation of the School

##### INTRODUCTION

As we reflect on the journey our school has undertaken, it is evident that growth and transformation have been key pillars in shaping the dynamic learning environment we experience today. Over the past few years, we have embraced a vision that not only focuses on academic excellence but also fosters holistic development, inclusivity, and sustainability.

At the heart of this transformation has been our commitment to **innovative teaching practices** and the **integration of modern technology**. We've adopted digital



tools to enhance learning, ensuring that our students are equipped with the skills they need for the future. We have also redefined our approach to **student well-being**, with a stronger emphasis on **mental health, emotional intelligence, and overall personal growth**.

##### VISION

As the Head of School, my vision is to enrich students' learning experiences by fostering a **dynamic and engaging environment** that encourages **creativity, collaboration, and critical thinking**. I aim to transform the school into a **cohesive family**, where every member—students, teachers, and staff—feels **valued, supported, and empowered**. By promoting a culture of **mentorship, emotional well-being, and personal growth**, I strive to create an atmosphere where everyone **thrives academically and socially**. In addition, I am committed to developing a **green campus** that actively promotes **sustainable practices**, such as **waste reduction, and eco-friendly initiatives**. By integrating environmental education into the curriculum and encouraging student-led sustainability projects, I seek to instill a deep sense of **environmental awareness** among both students and teachers. This vision is dedicated to creating a **holistic, sustainable, and nurturing school community** that empowers future generations to become **responsible, compassionate global citizens**.

## **1. Fostering Connections: The Initial Phase Of Engagement**

In the beginning, my focus was on building strong connections and fostering trust with students, teachers, and parents. I worked towards creating an environment where everyone felt valued and connected, not just with me but also with one another. Here's how we made this possible.

### **Motivating Students and Building Connections:**

During my initial interactions with students, I observed that their sense of belonging and pride in their class identity could be strengthened. This revealed the need to transform their mindset and foster a deeper sense of ownership.

To address this, I introduced positive adjectives **for section names: A: Achievers, B: Brilliance, C: Champions, and D: Dynamic**. I also encouraged collaboration between students and class teachers, allowing them to select adjectives that best represented their class spirit. This initiative promoted inclusivity and enthusiasm among students, boosting their confidence and motivation. It instilled pride in their class identity, creating a greater sense of **unity and ownership**. The impact was evident in the increased **energy, collaboration, and pride students** demonstrated in their academic and social activities.

### **Motivating Teachers and Building Connections:**

To motivate and appreciate teachers, I introduced **collective birthday celebrations** on the last working day of each month. By acknowledging their birthdays in a collective manner, we created an environment of **mutual respect and appreciation, enhancing morale and strengthening relationships within the team**. This simple but meaningful gesture contributed to a positive and supportive work culture, where teachers **felt valued and connected**, ultimately promoting a more **collaborative and motivated atmosphere** in the school.

Additionally, professional development sessions were organized, focusing on discussions about educational policies like **NEP and NCF**. These sessions provided a platform for collaborative brainstorming on innovative teaching strategies tailored to the needs of students and the school. **Regular updates on the latest circulars and policies** were shared to ensure teachers remained informed and aligned with educational standards. The impact of these initiatives was significant in creating a **positive and supportive work environment**, where teachers felt valued and engaged.

The collaborative approach to problem-solving led to the development of enhanced teaching strategies, resulting in improved learning outcomes for students. These initiatives helped strengthen the professional growth of teachers while simultaneously benefiting student success and school culture.



### **Towards A Stronger School Community:**

At our school, we nurture a culture of gifting self-grown plants to mark special occasions like birthdays or events, promoting environmental stewardship and responsibility. This tradition encourages both students and teachers to contribute to the environment while celebrating milestones. Additionally, we prioritize creating a culture of inclusion by maintaining regular interactions with parents and ensuring open communication channels.



### **Culture of Appreciation To Build Connect:**

At our school, we have developed a culture of appreciation where even the smallest positive efforts are recognized. Through handmade cards, kind words, and small gifts, we foster an environment of gratitude and respect. This culture of appreciation not only creates an aura of warmth and unity but also boosts the morale of our students, helping to build stronger connections and a more positive school community.





## 2. Academic / Pedagogical Leadership For Enhancing Student Learning Competencies

### Fostering Creativity Through Desk Scribbling:

In our school, we embrace students' natural tendency to scribble, turning it into an engaging educational tool. By encouraging them to draw diagrams, write formulas, and express thoughts on desks, we create a creative and interactive learning experience. Teachers guide students to use their scribbles to visualize concepts, solve problems, and reinforce their understanding of academic material. This approach sparks creativity, promotes deeper engagement, and makes learning more dynamic and enjoyable. It allows students to freely express ideas, fostering exploration and experimentation. Ultimately, this method enhances motivation, learning outcomes, and empowers students to think in innovative ways.





### **Class Presentations By Students:**

In our school, students are encouraged to take on the role of presenters, delivering lectures on topics they excel in. This student-led approach, facilitated by teachers, empowers students to become role models for their peers. Presenting reinforces their understanding and helps solidify concepts through teaching others. The strategy fosters active participation, boosts confidence, and enhances public speaking and communication skills. It promotes peer-to-peer learning, where students benefit from each other's perspectives. This approach creates a collaborative, engaging learning environment, nurturing responsibility, leadership, and deeper subject mastery, while enhancing the overall learning experience for everyone involved.



### **Innovative Pedagogical Practices:**

At our school, we embrace a child-centric approach where the primary responsibility for learning rests with the students, while teachers act as facilitators. Through this method, students actively learn from each other under the guidance and supervision of subject experts.

We use interactive strategies like inter-class quizzes, role plays, debates, word wars, games, mnemonics, tongue twisters, and hands-on activities to engage students in active learning. These approaches foster critical thinking, creativity, and teamwork, creating a dynamic and participatory learning environment.

By encouraging active participation, students enhance their communication skills, collaboration, and knowledge retention. This enjoyable and memorable way of learning leads to a deeper understanding of the material, improves academic performance, and prepares students to tackle future challenges with confidence, problem-solving skills, and innovative thinking.

### **Reading Mela: Bridging Gaps In Foundational Literacy And Numeracy:**

At our school, we have initiated several programs to bridge the gaps in Foundational

Literacy and Numeracy (FLN), with the most impactful being our Reading Mela. This unique initiative is organized every Saturday for two hours, where younger students from class 6 or any other grade facing challenges in literacy and numeracy receive personalized academic support.

What sets this program apart is the active involvement of volunteer senior students, including NSS members and students from higher classes like 11th, who mentor their younger peers under the guidance of our teachers. Following the “Each One Teach One” policy, we have introduced the concept of buddy pairs, where students collaborate and learn from each other.

This initiative not only strengthens core academic skills but also fosters leadership, responsibility, and empathy among senior students. It has significantly improved academic performance, peer relationships, and active learning among students.

### **Thematic Morning Assemblies: Fostering Language, Energy, And Holistic Development:**

In our thematic morning assemblies, we promote linguistic diversity by conducting sessions in languages such as Sanskrit, Punjabi, and others offered at the school. This provides students with a chance to appreciate different languages and cultures. The assemblies are class-specific, ensuring relevance and engagement. Alongside language promotion, physical activities like PT and Zumba are incorporated, energizing students and setting a positive tone for the day. These activities promote both physical fitness and mental well-being, enhancing focus and enthusiasm. By combining language learning with exercise, the assemblies support holistic student development, fostering a motivated and confident start to the day.



### **Creating TLM Together: Transforming Waste Into Learning Tools:**

In our school, creating Teaching-Learning Materials (TLM) is a collaborative effort between students and teachers. During free periods, students actively craft TLM using waste materials readily available in the school, turning recycled items into innovative educational tools. This hands-on activity fosters creativity, teamwork, and environmental responsibility as students repurpose discarded items into valuable learning resources.

A dedicated TLM storage room is maintained to organize and preserve these materials



for future use. Teachers regularly integrate them into lessons, ensuring effective and repeated use across classes. This initiative enhances the teaching-learning process by making lessons more interactive and engaging while fostering a sense of ownership and pride among students.

By contributing to the creation of their own educational tools, students connect more deeply to their learning experience. Additionally, it instills responsibility as they promote sustainability and resourcefulness. This collaborative approach enriches the classroom environment, making learning dynamic, engaging, and eco-friendly.

"Bringing Learning to Life: TLM in Action" is an initiative that transforms traditional teaching methods by integrating innovative Teaching-Learning Materials (TLM) created from recycled materials. Students and teachers work together to design and construct these materials during free periods, fostering creativity and teamwork. These hands-on resources are then utilized in classrooms to make lessons more interactive and engaging.



Whether it's a math game made from cardboard or a science model created from plastic

bottles, TLM brings concepts to life in a tangible, memorable way. This approach not only enhances learning but also promotes environmental sustainability, as it repurposes waste materials. By actively contributing to the creation of these learning tools, students feel a sense of ownership, pride, and responsibility toward their education. Ultimately, TLM in action bridges the gap between theory and practice, ensuring that learning is both dynamic and meaningful.

### **Wisdom Walls: Learning Beyond Classrooms**

At GGSSS Kakrola, we believe learning extends beyond the classroom. Our "Wisdom Walls" are designed to inspire, educate, and engage students, turning the school into a vibrant hub of continuous learning. These walls feature student-created projects, educational charts, motivational quotes, and thought-provoking challenges. By incorporating learning materials into the environment, we encourage students to interact with their surroundings, fostering curiosity and reinforcing concepts outside regular lessons. This initiative promotes independent learning, creativity, and critical thinking, ensuring students are constantly exposed to new ideas and perspectives, making education an integral part of their daily lives.

Our walls celebrate the legacy of great visionaries like Mahatma Gandhi, Savitribai Phule, Rabindranath Tagore, and Swami Vivekananda, whose teachings and values continue to inspire and guide our students. These walls serve as a daily reminder of the principles of resilience, education, and social change. Additionally, our students actively contribute to the school's vibrant atmosphere by showcasing their creativity through art, murals, and messages on the walls. This collaborative effort not only makes the school environment more visually engaging but also reinforces key values while fostering a sense of ownership and pride among students. Through these creative displays, students express gratitude and admiration for these leaders, while also sharing their own ideas and perspectives. In turn, the walls become a dynamic and interactive learning space, enriching the overall educational experience.





### **Faculty Teacher Exchange Programmes:**

The Faculty Teacher Exchange Program promotes professional growth by allowing teachers to experience diverse education systems and teaching methods, enriching their skills. It fosters networking and collaboration among educators, encouraging the sharing of ideas and innovative teaching practices. This exchange ultimately benefits students by exposing them to a variety of teaching styles, enhancing their overall learning experience. The program has a significant impact on students, as they are exposed to different methods that stimulate critical thinking and broaden their perspectives. The variety in teaching approaches increases student engagement, sparking greater interest and motivation. This dynamic learning environment not only helps students grasp concepts more effectively but also fosters a deeper connection with the subject matter, making the educational experience more enjoyable and impactful. Through this initiative, both teachers and students grow, creating a richer, more diverse academic environment.

### **Shining Bright Across All Fields: Achievements In Sports, Academics And Cultural Activities**

GGSSS Kakrola was awarded the "Excellence In Education Award-2023" for best academic results at the zonal level in west –B district. Our students were motivated and guided to excel in various sports, cultural, and competitive events at zonal, state, and national levels. Their dedication and hard work led to numerous accolades and prizes, showcasing their talents and bringing pride to our school. These achievements are a testament to their determination and the supportive environment we have fostered. Our Class X students achieved an impressive pass percentage of 97.63%, with several distinctions, reflecting academic excellence. Class XII students also excelled, recording a 97.25% pass percentage across Science, Commerce, and Arts streams, showcasing their dedication and commitment to their studies, marking a year of remarkable academic success.

### **3. Beyond Academics: Nurturing Inclusivity and Sustainability**

#### **Fostering Inclusion And Empowerment For Children With Special Needs At GGSSS Kakrola:**

At GGSSS Kakrola, we prioritize the holistic development of Children with Special Needs (CWSN). Our inclusive environment features a dedicated resource room, personalized learning plans, and specialized support from trained educators to address individual needs. We also ensure accessibility through infrastructure adaptations, creating a barrier-free environment for CWSN students. These efforts empower students to thrive both academically and personally, fostering a sense of belonging and confidence. By offering tailored support and promoting inclusivity, we help every child reach their full potential, ensuring equal opportunities for growth and success in all areas of life.



### **Promoting Healthy Eating Habits:**

Observation revealed that students' eating habits leaned heavily toward junk and packed foods. To address this, we launched key initiatives, starting with raising awareness about the connection between a **healthy body and a healthy mind**. We introduced a “**No Junk and Packed Food Policy**” and worked with the mid-day meal kitchen staff to enhance meals by incorporating seasonal vegetables and flavours. The focus was on making meals both nutritious and enjoyable for students. As a result, students developed healthier eating habits and gained increased awareness about the importance of balanced nutrition, fostering a positive impact on their overall well-being.

### **Sustainable Waste Management For A Greener Campus:**

The disposal of dry leaves and biodegradable waste was a major concern at the school. To address this, we introduced composting as a solution, converting waste like dry leaves, peels, and other biodegradable materials into nutrient-rich compost. This process



enhanced the humus content and soil fertility on campus, supporting the organic growth of vegetables and fruits in the school's herbal garden. The initiative established a sustainable, eco-friendly waste management system, reducing waste and promoting environmental responsibility. This approach not only improves campus aesthetics but also fosters sustainability and a greener, healthier learning environment.

### **Harvesting A Better Tomorrow:**

At our school, we have implemented key green initiatives to promote sustainability. Our organic farming program features a herbal garden with organically grown vegetables and fruits, with students actively contributing to expanding the green space. Additionally, we have adopted a "No-Plastic Policy" to make our campus plastic-free. As part of this effort, we use banana leaves as eco-friendly plates when students forget to bring their own. These initiatives encourage environmental responsibility and sustainability, helping students learn the importance of protecting the planet through practical, hands-on experiences.



### **Empowering Change: Community Service Initiatives By National Service Scheme (NSS) Students:**

NSS students at our school actively engage in community service activities such as health camps, environmental projects, and educational support, making a positive social impact. These initiatives foster a sense of civic responsibility, allowing students to contribute to their communities while addressing important social issues. Through their involvement, students develop essential leadership, empathy, and responsibility skills. These experiences promote social cohesion, creating a culture of giving back and encouraging students to become compassionate, proactive individuals. By participating in these activities, students not only help others but also grow personally and socially, becoming change-makers in society.

### **Strengthening School Growth Through Active Parent & SMC Involvement:**

**Collaborative Partnership for School Development:** Parents and SMC (School management committee) members actively participate in school activities, contributing to decision-making processes, enhancing academic programs, and supporting extracurricular initiatives.

**Fostering a Supportive and Inclusive Environment:** Parent involvement promotes a sense of community, strengthens communication, and ensures the holistic development of students through a shared commitment to their growth.





### **Leading The Way: Cluster Leadership Development Program Facilitator:**

As a Cluster Leadership Development Program Facilitator, I not only implement innovative initiatives in my school but also share these practices with other school leaders. Through collaborative discussions and problem-solving, we work together to find solutions and strengthen leadership across our schools.



### **CONCLUSION**

#### **Embracing The Future: A Commitment To Growth, Excellence, And Collaboration**

As India emerges as a Vishwa Guru, GGSS Kakrola proudly contributes to this journey by nurturing students who embody holistic development, inclusivity, and a global perspective. **Guided by the spirit of Vasudhaiva Kutumbakam—the world as one family—we foster a nurturing environment where every student feels valued, respected, and empowered.**

Our journey at GGSS Kakrola has been one of continuous growth, driven by the dedication and collaboration of our staff and students. Together, we have built a strong



foundation of excellence and innovation.

We remain committed to:

- Delivering quality education,
- Encouraging collaboration and creativity, and
- Empowering students to achieve their full potential.

Looking ahead, we will persist in our efforts, striving for excellence and pushing the boundaries of what we can achieve. With optimism and determination, we are confident that the collective efforts of our students, teachers, and staff will take us to even greater heights, shaping a brighter and more inclusive future.

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#### केस अध्ययन

**परिचय :-** डॉक्टर संपूर्णानंद सर्वोदय कन्या विद्यालय सी ब्लॉक नंबर 1 यमुना विहार दिल्ली-53 । ज़िला उत्तर पूर्व-1 का यह विद्यालय जहां कुल 4609 छात्राएं शिक्षा ग्रहण करती हैं जिनमें 2361 अल्पसंख्यक छात्राएं, 325 अनुसूचित जाति की छात्राएं, 4 अनुसूचित जनजाति की छात्राएं, 331 ओबीसी छात्राएं तथा 3939 जनरल छात्राएं शिक्षा ग्रहण करती हैं । विद्यालय में कुल 172 अध्यापक इन छात्राओं को शिक्षा प्रदान करते हैं।



**शैक्षिक प्रबंधन में केस अध्ययन का उद्देश्य:-** विद्यालय में अनेक प्रकार की समस्याएं होती हैं। उन समस्याओं का पता लगाकर उन्हें दूर करने के लिए समाधान निकालना ही केस अध्ययन का मुख्य उद्देश्य है। केस अध्ययन से छात्राओं तथा अध्यापकों को लाभ प्राप्त होता है, जिससे उनके लिए बेहतर कार्य किया जा सकता है ।

**समस्या की प्रकृति:-** छात्राओं की नियमितता तथा समय बाधिता में कमी

**समस्या के कारण:-** विद्यालय में आने वाली अधिकतर छात्राएं समाज के निम्न वर्ग से आती हैं, जिनके माता-पिता की आर्थिक स्थिति बहुत अच्छी नहीं है। अधिकतर माता-पिता मजदूरी करते हैं या उनका कोई छोटा निजी व्यवसाय है। रोज नियमित रूप से समय पर विद्यालय आना जीवन में क्यों महत्वपूर्ण है, इस समझ का माता-पिता तथा बच्चों में अभाव होना।

**समस्या का प्रथम अनुभव:-** विद्यालय की प्रधानाचार्या डॉक्टर सीमा शर्मा ने लगभग 1 वर्ष पूर्व जब इस विद्यालय में ज्वाइन किया तब उन्होंने देखा की बहुत अधिक संख्या में छात्राएं विद्यालय देर से आती थी। छात्राएं विद्यालय में नियमित रूप से भी नहीं आती थी। विद्यालय के स्टाफ को भी कुछ हद तक समय पर आने के लिए समझाना अनिवार्य था। इस समस्या को विद्यालय की प्रधानाचार्या डॉक्टर सीमा शर्मा ने अनुभव किया।

**केस अध्ययन की समस्या के समाधान के लिए किया गया प्रयास:-** विद्यालय की प्रधानाचार्या डॉक्टर सीमा शर्मा तथा सभी अध्यापकों ने मिलकर बच्चों की तथा उनके माता-पिता की काउंसलिंग की, उनसे बातचीत करके उन्हें समझाया कि जीवन में अनुशासन तथा समयनिष्ठा का क्या महत्व है। इसके लिए विद्यालय में हाउस व्यवस्था भी कार्य करती है तथा इसमें स्कूल प्रबंधन समिति का भी सहयोग लिया गया। विद्यालय में एक और पहल **“प्रिंसिपल ऑफ द डे”** शुरू किया गया जिसमें एक अध्यापक एक दिन प्रिंसिपल का कार्यभार संभालता है। इससे प्रधानाचार्या तथा अध्यापकों के बीच संबंध बेहतर बनने में सहायता मिली तथा प्रधानाचार्या की विद्यालय को तथा छात्रों को लेकर क्या समझ है इसको सभी अध्यापकों को समझने में भी आसानी हुई तथा स्कूल का माहौल बेहतर बन सका।

विद्यालय की एक और पहल **“गमलादान महादान”** जिसमें विद्यालय की सभी छात्राओं को प्रेरित किया जाता है कि वह अपने जन्म दिवस पर विद्यालय में एक पौधा दान करें। उस पौधे को अपने हाथों से विद्यालय में रोपित करें तथा फिर उसकी देखभाल भी करें। छात्राओं को अपने जन्म दिवस पर टॉफी या चॉकलेट बांटने की जगह एक गमला दान करने के लिए प्रेरित किया जाता है। इससे विद्यालय में टॉफी, चॉकलेट के रैपर इधर-उधर नहीं बिखरते तथा बच्चों के अंदर पर्यावरण के प्रति जागरूकता भी आई।

विद्यालय में एक और पहल **“पियर ऑब्जरवेशन”** है जिसमें एक ही विषय के दो अध्यापक एक दूसरे की कक्षाओं का बारी-बारी से निरीक्षण करते हैं। उसके बाद आपस में बैठकर चर्चा करते हैं कि कक्षा में क्या अच्छा था और किस बिंदु पर अध्यापक को बेहतर करने का प्रयास करने की आवश्यकता है। इससे अध्यापकों की अध्यापन शैली में बहुत परिवर्तन हुए तथा वह अपने विषय को और बेहतर तरीके से बच्चों को पढ़ाने लगे। इससे बच्चों में भी विषय के प्रति रुचि बढ़ने लगी।

**विद्यालय की एक और पहल प्लास्टिक मुक्त विद्यालय:-** इसके अंतर्गत बच्चों को यह समझाया गया कि वह प्लास्टिक के टिफिन में भोजन करने की जगह स्टील के टिफिन में भोजन करें। बच्चों को जंक फूड के पैकेट लाने के लिए मना किया गया क्योंकि वह स्वास्थ्य के लिए हानिकारक है और उसके रैपर विद्यालय में इधर-उधर बिखरते हैं।

विद्यालय की एक और पहल “K.Y.O.(Know Your Organisation)” शुरू की गई जिसमें विद्यालय के स्टाफ के सभी अध्यापक, सिक्योरिटी गार्ड, मिनिस्ट्रियल स्टाफ तथा सफाई कर्मचारी सभी एक साथ बैठकर बातचीत करते हैं। विद्यालय में कौन सी समस्याएं हैं तथा उनका क्या समाधान निकाला जा सकता है इस पर चर्चा करते हैं। इससे विद्यालय में एक अच्छा माहौल बनता है जिससे और बेहतर कार्य किया जा सकता है।



### परिणाम:-

#### पहले की तथा बाद की स्थिति :-

विद्यालय टीम के सभी सदस्यों के द्वारा किए गए प्रयासों से यह परिणाम निकला की अध्यापकों की अध्यापन शैली में बहुत धनात्मक परिवर्तन आए तथा बच्चों के लिए पढ़ाई का एक बेहतर माहौल बन सका, जिसका परिणाम यह हुआ कि विद्यालय का रिजल्ट कक्षा दसवीं में 7% तथा कक्षा 12वीं में 11% बढ़ गया।

विद्यालय में छात्राओं की उपस्थिति भी लगभग 15% से 20% बढ़ गई। पहले लगभग 100 से 150 छात्राएं प्रतिदिन विद्यालय देर से आया करती थी जबकि आज यह संख्या घटकर 8 से 10 रह गई है, वह भी किसी आकस्मिक कारण से होती है। छात्राओं में पर्यावरण के प्रति सजगता आई है जिससे विद्यालय में पेड़ पौधों की संख्या बहुत अधिक बढ़ गई है और अब विद्यालय का वातावरण सुखद हुआ है। अब टॉफी, चॉकलेट तथा जंक फूड के रैपर विद्यालय में इधर-उधर नहीं बिखरते। अब विद्यालय पहले से बेहतर तथा सुंदर दिखाई देता है।

विद्यालय के सभी सदस्य भविष्य में विद्यालय को और बेहतर बनाने के लिए तथा विद्यालय को और ऊंचाइयों तक ले जाने के लिए कार्य कर रहे हैं। इस प्रकार टीम C1, विद्यालय को सर्वोत्तम बनाने के लिए लगातार प्रयासरत हैं।



## **Theme: Leading Good Governance in Schools**

नमस्कार ,

मैं डॉक्टर सीमा शर्मा प्रधानाचार्य डॉक्टर संपूर्णानंद सर्वोदय कन्या विद्यालय सी ब्लॉक नंबर 1 यमुना विहार दिल्ली-53 । ज़िला उत्तर पूर्व-1 का यह विद्यालय जहां कुल 4609 छात्राएं शिक्षा ग्रहण करती हैं जिनमें 2361 अल्पसंख्यक छात्राएं, 325 अनुसूचित जाति की छात्राएं ,4 अनुसूचित जनजाति की छात्राएं, 331 ओबीसी छात्राएं तथा 3939 जनरल छात्राएं शिक्षा ग्रहण करती हैं । विद्यालय में कुल 172 अध्यापक इन छात्राओं को शिक्षा प्रदान करते हैं। विद्यालय में हर रोज समस्त स्टाफ समय से आता है तथा सभी अपने हस्ताक्षर रजिस्टर में समय से करते हैं तथा सभी की बायोमेट्रिक अटेंडेंस भी रोज समय से होती है । विद्यालय में कुल 95 कमरे हैं जिनमें यह छात्राएं शिक्षा ग्रहण करती हैं । विद्यालय में अधिकतर छात्राएं समाज के निम्न वर्ग से आती हैं। इन छात्राओं के माता-पिता आर्थिक रूप से अत्यधिक संपन्न नहीं हैं तथा वे मजदूरी करके अपने परिवार का पालन पोषण करते हैं । पहले यह देखने में आता था कि बहुत अधिक छात्राएं विद्यालय देर से आती थी । प्रधानाचार्य द्वारा तथा ड्यूटी पर उपस्थित अध्यापकों द्वारा अभिभावकों तथा छात्राओं को निरंतर यह समझाया गया कि जीवन में **अनुशासन तथा समयनिष्ठ** होने का क्या महत्व है । लगातार किए गए इन प्रयासों से सुबह देर से विद्यालय आने वाले बच्चों में कमी आई तथा विद्यालय में बच्चों की उपस्थिति में भी लगभग 14 प्रतिशत की बढ़ोतरी हुई ।

विद्यालय में एक और पहल की गई **“प्रिंसिपल ऑफ़ द डे”** इसमें विद्यालय के हर अध्यापक को एक दिन के लिए विद्यालय के प्रधानाचार्य का कार्यभार सौंप दिया जाता है, जिससे हर अध्यापक की ऑफिस के कार्यों के विषय में समझ बनती है तथा उनको प्रशासनिक कार्यों को करने का एक मौका मिलता है, जो उनको जीवन में आगे बढ़ाने की प्रेरणा देता है । इससे छात्रों को भी प्रेरणा मिलती है । इससे प्रधानाचार्य तथा अध्यापकों के बीच परस्पर मधुर संबंध भी बनते हैं जिससे विद्यालय का माहौल बहुत धनात्मक ,ऊर्जावान ,खुशनुमा बन जाता है । प्रिंसिपल ऑफ़ द डे बनने के बाद सभी अध्यापक अपना अनुभव साझा करते हैं । बच्चों को असेंबली में रोज नैतिक शिक्षा दी जाती है तथा हर बच्चे को स्टेज पर आकर बोलने का अवसर प्रदान किया जाता है । विद्यालय में हाउस सिस्टम कार्य करता है जिससे यह कार्य और बेहतर तरीके से होता है ।

विद्यालय का एक और कदम **“गमलादान महादान”** इसके अंतर्गत जिस विद्यार्थी या स्टाफ के सदस्य का जन्मदिन होता है वह अपने जन्मदिन पर या किसी भी खुशी के मौके पर विद्यालय को एक पौधा दान करते हैं । इसमें बच्चों को अपने जन्मदिन पर टॉफी या चॉकलेट बांटने की जगह एक पौधा लगाने को कहा जाता है । इससे पर्यावरण को भी लाभ होता है साथ ही विद्यालय में टॉफी चॉकलेट के रैपर इधर-उधर गंदगी नहीं करते । विद्यालय में एक बहुत सुंदर **हर्बल गार्डन** है जिसमें तरह-तरह के पेड़ पौधे लगे हैं । विद्यालय में **जनरल बिपिन रावत वाटिका** भी है । विद्यालय परिवार के सभी सदस्य



मिलकर विद्यालय के पर्यावरण को बेहतर बनाने का कार्य करते हैं ।

इसके अलावा विद्यालय में एक और कदम “**Peer Observation**” है जिसके अंतर्गत एक ही विषय के दो अध्यापक एक दूसरे की क्लास को ऑब्जर्व करते हैं तथा फिर कोई भी दो बिंदु जो कक्षा में अच्छे रहे तथा दो बिंदु जिस पर सुधार की आवश्यकता है इस पर चर्चा करते हैं। इससे अध्यापकों की अध्यापन शैली में बहुत धनात्मक परिवर्तन आए तथा बच्चों के लिए पढ़ाई का एक बेहतर माहौल बन सका, जिसका परिणाम यह हुआ कि विद्यालय का रिजल्ट कक्षा दसवीं में 7% तथा कक्षा 12वीं में 11% बढ़ गया।

विद्यालय की एक पहल **प्लास्टिक फ्री स्कूल** करने के लिए है जिसमें बच्चों को मिड डे मील लेने के लिए प्लास्टिक के टिफिन की जगह स्टील का टिफिन इस्तेमाल करने के



लिए प्रेरित किया जाता है । बच्चों को जंक फूड जैसे चिप्स इत्यादि लाने के लिए मना किया जाता है तथा उन्हें फल तथा रोटी सब्जी लाने के लिए कहा जाता है जिससे वे स्वस्थ रह सकें । विद्यालय का एक और कदम **K.Y.O. (Know Your Organisation)** है जिसके अंतर्गत विद्यालय के सभी सदस्यों को एक दूसरे से मिलने का तथा बात करने का एक मंच दिया जाता है जिससे सभी एक दूसरे को जान सकें तथा मिलकर एक सशक्त टीम के रूप में बेहतर कार्य कर सकें । इसमें सभी अध्यापक, मिनिस्ट्रियल स्टाफ ,सिक््योरिटी गार्ड सेनेटरी स्टाफ सभी एक दूसरे से मिलते हैं तथा बात करते हैं तथा विद्यालय को बेहतर बनाने का प्रयास करते हैं । इस प्रकार टीम C1, विद्यालय को सर्वोत्तम बनाने के लिए लगातार प्रयासरत हैं ।

### **35. Smt Jayashree**

Principal

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#### **Equity, Diversity and Inclusion**

Our school, School of Excellence, represents more than just an educational institution; it embodies a dream where every child envisions a promising future. The institution's core philosophy extends beyond academic instruction, it aims to instill values that foster equality, respect, and dignity for all students.

The school stands as a beacon of diversity, equity, and inclusion, principles that are not merely words but form the foundation of its identity. By providing an environment where every student receives equal rights and opportunities, the school ensures a holistic approach to education, enabling students to grow as compassionate and empowered individuals.

The school's commitment to nurturing inclusive values reflects its mission to create a society where every child, irrespective of background, thrives with confidence and self-respect.

At the heart of the school's practices lies the promise of inclusion. Every child, irrespective of their abilities, is nurtured to feel valued and empowered. The school fosters a culture where moments of connection—through shared meals, playtime, and



celebrations—emphasize that inclusion is not an act but a way of life.



The school prioritizes skill-building as a cornerstone of its inclusive practices. Students are encouraged to explore technology, express creativity, and develop fine motor skills at their own pace. Small achievements, whether completing a dictation or excelling in academics, are celebrated as milestones of growth and transformation.

- CWSN and buddies come together to indulge in inclusive activities, creating strong and friendly bonds.

In school, specialized educators focus exclusively on supporting Children with Special Needs (CWSN). Freed from administrative duties, these teachers dedicate their expertise to nurturing and empowering students.

School assemblies provide a platform for CWSN students to confidently introduce themselves, break stereotypes, and inspire their peers.

Inclusivity is deeply embedded in the school's traditions. Events like the national anthem and cultural performances reflect the school's commitment to creating an environment where every student participates equally, regardless of their abilities.



The school's inclusive practices have borne remarkable results. CWSN students



consistently secure positions at state-level Paralympic events, proving that diversity is not a limitation but a strength. Their achievements showcase determination and talent, making the school proud.

- Our assemblies are a great source of self-expression and confidence building, as seen here in the pictures our CWSN students lead the assembly with great confidence

### **Conclusion**

The transformation at the school is a testament to the visionary leadership of the HOS, whose tireless efforts have laid the foundation for its inclusive practices. This dedication, along with the commitment of the staff, has created an environment where every student feels valued and empowered.

### 36. Smt. Rachna Tokas Rathi

Principal

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#### A Case Study on Fostering Sustainability and Student Empowerment



#### Introduction: A Vision for Transformation

Nestled in a bustling urban area, our school faced significant challenges: limited space,

constrained resources, and students from economically underprivileged backgrounds. These challenges, instead of becoming obstacles, served as the foundation of our vision — transforming our school into a beacon of sustainability, creativity, and empowerment.

Our vision is centered on teamwork and collaboration, recognizing that leadership goes beyond administrative duties and involves inspiring students, staff, and the broader community to dream big and work together toward meaningful change.

This vision is built on the belief that every member of the school community has a role to play in creating an environment where learning, responsibility, and environmental stewardship is integral to daily life. We set out not only to change the physical environment but also to instill values of sustainability, creativity, and innovation in our students, ensuring that the transformation was holistic, inclusive, and forward-thinking.

Through collaborative efforts, we launched initiatives that enhanced our school's environment while fostering a culture of responsibility. These initiatives were driven by the collective action of students, staff, and external partners, all working together toward a common goal: to create a space that not only nurtures academic growth but also contributes to the well-being of the planet and its people.

The journey has been one of consistent effort, overcoming hurdles, and celebrating small victories along the way. From transforming the school's physical spaces to fostering creativity and empowering students to take ownership of their environment, every step has been guided by the belief in the power of collective action.

Today, we are proud to share the story of our school's evolution, a testament to what can be achieved when leadership and collaboration are at the heart of a transformative vision.

### **Academic & Pedagogical Leadership to Enhance Student Learning Competencies**

In addition to traditional teaching methods, we prioritize hands-on learning experiences. These experiences encourage students to connect theory with practice, fostering a deeper understanding of complex concepts.



Students actively engage in artistic activities such as crafting beautifully decorated diyas, pottery making, matki decoration, and creating stunning paintings. These activities



promote the development of fine motor skills, attention to detail, and an appreciation for the arts.

Additionally, student-led stalls featuring homemade chat or other products offer them opportunities to hone their entrepreneurial skills, adding an entrepreneurial mindset to their academic development.

Regular school-level poster making, essay writing, slogan writing and other competitions are organized to polish their language competencies.



For example, students designed and built models, which not only enhanced their scientific understanding but also fostered creativity, vocational skill and teamwork. These models were then proudly displayed in exhibitions, providing a platform for students to showcase their talents and efforts.

Through these varied experiences, students have learned to apply their knowledge in real- world contexts, strengthening their critical thinking, problem-solving, and creative skills. This hands-on approach not only improves their academic competencies but also nurtures lifelong learning skills.

### Leadership for Skill-Based and Vocational Education

Skill-based and vocational education is integral to our school's vision for comprehensive student development. In an ever-evolving job market, it is essential for students to be equipped with both academic knowledge and practical skills that will empower them in their future careers.

Our school has consistently incorporated skill-based education through the Entrepreneurship Mindset Curriculum (EMC), providing students with numerous opportunities to explore and develop practical abilities.





For instance, students have engaged in art forms such as pottery decoration, mask making, and mural creation, contributing to the aesthetic and cultural richness of the school. Many of their entries have won recognition and prizes at the State-Level Business Blaster program.

The talented students also designed decorations for annual day celebrations, demonstrating their creative and organizational abilities. These decorations were not just ornamental but were crafted with thought and purpose, reflecting the hard work and teamwork of the students involved.

The integration of such activities into the school curriculum serves a dual purpose: fostering creativity while simultaneously offering students a chance to learn valuable vocational skills.

The EMC Mela, held in our school, provided a platform for students to display their artistic talents through paintings and craftwork, thus bridging the gap between education and entrepreneurship. Students' contributions, including painted planters and beautiful diya decorations, reflect the vocational and artistic skills they have developed over time.

Moreover, technical and scientific skills were also emphasized through projects that make our students ready for the world after academics, further highlighting the school's commitment to nurturing well-rounded 21<sup>st</sup> Century Skill Sets in students.



By equipping students with such practical knowledge, the school fosters not only academic excellence but also empowers students with valuable skills that will support them in their future professional journeys.

### **Leadership for Equity, Diversity, and Inclusion**

Equity, diversity, and inclusion are the cornerstones of a just and thriving educational environment. At our school, we place a high value on ensuring that every student, regardless of their background, ability, or socio-economic status, has access to the same high-quality education and opportunities.

Our school implements various programs aimed at ensuring inclusion for students with special needs. For instance, students with special needs (CWSN) are regularly taken on excursions, providing them with a sense of belonging and active participation in school activities. This initiative is in line with our broader efforts to make learning accessible to all, ensuring that students with diverse needs are not left behind.

In addition to catering to special needs students, our school also observes significant days like Autism Awareness Month, World Dyslexia Day, and World Disability Day. These observances create awareness among students and staff about the challenges faced by individuals with disabilities. Special performances, campaigns, and educational activities are held to promote inclusivity and diversity in our school community.





Furthermore, the celebration of Cultural Day highlights the diversity present in our student body. Students from different cultural backgrounds come together to share and appreciate their traditions, strengthening the sense of unity within the school. Activities like these not only teach students to respect differences but also create an environment where everyone feels valued and included.



Designated cleanliness committees, consisting of both students and staff, oversee daily cleaning routines and periodic cleaning drives. The drives also strive to inculcate dignity

of labour in students as they work shoulder-to-shoulder with the teachers and sanitation staff to tidy up their spaces.

Regular awareness sessions are held to educate students on waste management, emphasizing the importance of reducing, reusing, and recycling. These efforts not only made the campus cleaner but also instilled in students the habit of maintaining cleanliness in their own homes and neighborhoods.

The distribution of backpacks and other school supplies to underprivileged students is another initiative that underscores our commitment to equity. These actions help to ensure that all students have the resources they need to succeed academically, regardless of their financial situation.

Morning assemblies became a platform for inclusivity and expression with a goal of 100% participation. Each student was encouraged to take part by delivering speeches,



presenting skits, leading songs, and even conducting the assembly.

This participation-built confidence and gave students a voice in shaping the school's culture. It reinforced the idea that every student's contribution mattered, whether it was through words, art, or actions.

Through these efforts, our school cultivates an environment where every student feels seen, heard, and valued, regardless of their background or abilities.



## Leadership for Mental Well-Being and Socio-Emotional Learning

In today's world, the mental well-being and social-emotional development of students are just as important as their academic performance. A positive mental and emotional state is crucial for students to thrive in both their personal and academic lives. Our school recognizes this and has implemented several programs aimed at promoting mental health and social-emotional learning of both teachers and students.

Teachers regularly participate in stress-relief exercises and games, which not only enhance their well-being but also set a positive example for students. These activities help foster a sense of community and camaraderie among the staff, which in turn positively influences their interactions with students. Furthermore, interactive sessions with the principal, where staff members engage in fun and meaningful conversations, contribute to creating a supportive and nurturing school environment.



In collaboration with external organizations like Brahma Kumaris and Art of Living, our school conducts sessions on school health and wellness. These workshops teach how to manage stress, maintain a healthy lifestyle, and promote overall well-being. These programs are particularly effective in supporting teachers and helping them build resilience in the face of challenges.

World Mental Health Day is observed with a series of activities designed to raise awareness about mental health issues and the importance of maintaining a balanced lifestyle. Students participate in various activities that promote mental well-being, such as relaxation techniques, mindfulness exercises, and group discussions.

Excursions and interactions with the EVGC counsellor amidst nature provide a calming and therapeutic experience, emphasizing the importance of connecting with nature for mental rejuvenation. The school also offers stress management sessions to help students manage academic pressure and maintain a healthy mental state throughout the year.

Through these initiatives, our school nurtures students' mental well-being, helping them to develop not only academically but emotionally and socially as well.

## Leading Community Partnerships for School Transformation

School transformation is not just about internal changes; it also involves strong partnerships with the community.

These partnerships play a crucial role in enhancing the educational experience and providing students with a well-rounded education that extends beyond the classroom.

We introduced vegetable gardens where students could grow seasonal greens like spinach, fenugreek, and mustard, as well as a dedicated herb garden for plants like tulsi, mint, and coriander. These gardens were not only an aesthetic addition to the campus but also served as living classrooms for our students.

The students were involved in every step of the process, from preparing the soil and painting the pots to planting the seeds.

For many, this was their first experience working with plants. The joy and pride they felt as they watched their efforts grow into vibrant vegetables and herbs was unmatched. These gardens became a hands-on learning experience, with teachers using them to integrate lessons on biology, environmental science, and even mathematics.

With this, the students learn the importance of sustainable agriculture, waste management, and the value of patience as they nurture their plants. It is our vision that students adopt each planted tree to further cement their sense of belonging to the school campus.



We actively involve parents in the educational process through interactions with the principal and teachers. These sessions provide an opportunity for parents to understand the school's vision and collaborate with staff to support their children's academic and emotional development.

The active involvement of parents strengthens the bond between the school and the community, making education a shared responsibility.

Additionally, our school has partnered with organizations like ARPAN and Umeed Foundation, both of which have contributed to the school's community transformation efforts.

To aid our campaign "Ban Single-Use Plastic," ARPAN distributed steel lunchboxes and water bottles to students. As each student received their bottle, their smile and pride were palpable. It was a tangible reminder that a shift towards sustainability was not just about the environment but also about empowering students to be agents of change.

Though the journey is still ongoing, the success of this initiative in reducing plastic waste has taught our students a valuable lesson in collective responsibility: that small actions can lead to big changes.



Umeed Foundation painted murals and beautiful artwork on the school walls, further enhancing the aesthetics of the school while providing students with an environment conducive to learning.

In our effort to beautify the campus, we focused on creating spaces that inspired creativity and motivation. Vibrant charts, thematic displays, and creative artwork transformed ordinary spaces into colorful hubs of learning.





This initiative was also tied to the Best Classroom competition, where classrooms were evaluated based on criteria such as cleanliness, creativity, and the integration of meaningful messages. The competition sparked healthy rivalry among students, motivating them to work together to make their classrooms stand out. Winning classes were recognized during morning assemblies, further encouraging participation and teamwork.

We believe that engaging with the upkeep of their classrooms and school campus induces a sense of belonging and, thus, responsibility in the young impressionable minds.



Our school also collaborates with the National Disaster Response Force (NDRF), Delhi Jal Board and Delhi Police to conduct disaster management, self-defence and awareness sessions, preparing students for potential emergencies.

This partnership equips students with essential life skills and a sense of responsibility toward their community.

Furthermore, we encourage student involvement in community service through initiatives like the Fit India Movement and tree plantation drives organized by the Eco Club.



These activities promote environmental consciousness and social responsibility among students, teaching them the importance of contributing to the well-being of the broader community.



## Leading Technology-Integrated School Processes

As we move further into the digital age, it is essential for schools to integrate technology into their learning processes. At our school, we have embraced technology as a tool for enhancing the learning experience and providing students with the necessary skills for the future.

Students watch educational movies and films on learning disabilities, which help expand their knowledge beyond the textbooks. These films offer valuable life lessons and stimulate critical thinking and reflection.

Multimedia presentations are integrated into classrooms, making learning more interactive and engaging. These tools not only capture students' attention but also allow teachers to present complex information in an easily digestible format.

Additionally, our primary wing features a functional Kant Lab, providing students with a modern, technology-driven environment to explore various subjects.



Through the integration of technology, we are preparing our students for a world that increasingly relies on digital skills and innovative thinking. The use of multimedia and digital tools also fosters creativity, problem-solving, and collaboration, essential skills for future success.

### **Leading Good Governance**

Good governance within a school is fundamental for ensuring transparency, accountability, and effective management. At our school, we emphasize democratic processes, student involvement, and a clear structure of responsibility to create a well-governed and efficient educational environment.





A prime example of student involvement in governance is the formation of the Student Advisory Board, which was established through a democratic voting process in every classroom. This board allows students to express their opinions and actively participate in school decision-making, fostering a sense of ownership and leadership.

The Swachhata Hi Seva campaign and Shramdaan encourage students to take responsibility for maintaining cleanliness within the school and surrounding areas. Through this initiative, students not only learn about hygiene and environmental sustainability but also take part in activities that help beautify the school.

NSS volunteers promote eco-friendly practices and actively participate in spreading awareness about the dangers of plastic. Their efforts contribute to a cleaner and greener school environment, reinforcing the values of responsibility and sustainability.

In terms of school aesthetics, students actively participate in decorating the school with beautiful flower rangolis, painting planters, and taking care of school plants. These activities foster a sense of pride and responsibility, as students directly contribute to the upkeep and beauty of their learning environment.



Through these efforts, our school exemplifies the principles of good governance, ensuring that students, staff, and the wider community work together to create a harmonious and productive environment.

### **Conclusion: The Ongoing Journey of Transformation**

This journey of transformation is far from over. Every day brings new challenges, but it also brings new opportunities for growth, creativity, and empowerment. As we continue to work together toward a more sustainable and empowering future, we remain inspired by the collective efforts of our students, staff, and community. Through collaboration and teamwork, we will continue to create a school environment where every individual can thrive and contribute to the betterment of the world around them.

The transformation we have achieved thus far is only the beginning. Looking ahead, we envision a future where our efforts expand and evolve, continuing to make our school a model of sustainability and student empowerment. Our pledge is to focus on further enhancing our environment and strengthening the values we have instilled in our students.





***Puducherry***

### **37. Smt. M. Sanda Coumary**

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#### **Introduction**

Redefining School Leadership: A Journey of Purpose and Change Government Primary school, Manavelly located in a rural area, Puducherry. The school has 263 students, 11 teachers, 2 milk boilers, and a Head of Institution with all infrastructure facilities. We have a big playground and compound wall around the school. Most of the parents are daily wage workers, fish sellers and street vendors. Very few children are from economically good background, as their parents are teachers and government employees. Our school is located near the main road which is accessible to all children of the village.

**Areas of the Innovation:** Some of the areas of innovation that was done can be understood in detail as under:

- Community and Parent Engagement
- Student-Centered Leadership
- Learning Environment Transformation
- Cleanliness and Maintenance
- Celebrating and Enriching School Events
- Encouraging Student Participation in Competitions
- Classroom Observation and Constructive Feedback
- Adopting Unconventional Learning Practices
- Cultivate essential values in all students
- Duration and Place of Innovation

The innovation was implemented at government primary schools in Vaduvakkupam, Kombakkam and Manavelly. These rural settings provided a unique environment where the headmistress's efforts could focus on transforming the school, fostering community engagement, and enhancing students' learning experiences.

The duration of this innovation likely spans several months to a few years, as it involves gradual and comprehensive improvements across multiple areas, including community engagement, learning environment transformation, and classroom practices. Typically, such extensive school-based reforms—like building rapport with students, implementing cleanliness routines, organizing school events innovatively, and shifting teaching methodologies—require sustained efforts over time to become embedded in the school culture and to yield visible, lasting results.

#### **Stepping into Leadership: My Journey as Head of Institution Begins**

The day I was promoted to Head of Institution, I felt a mix of emotions—one part happiness, three parts concern. Having been a dedicated teacher who also managed

school office tasks skillfully, I was partly pleased. However, the thought of spending less time with children in the classroom, missing the joyous, challenging, and enriching moments with students, gave me greater anxiety. Despite these feelings, I was determined to continue teaching and stay connected with the classroom.

As a teacher, my primary focus was on students—teaching, mentoring, and guiding them. But as an HM, I am responsible not just for students but also for teachers, staff, parents, and the overall administration of the school. Balancing these multiple roles can feel overwhelming. The demands of paperwork, managing finances, implementing government policies, and addressing inspections often leave little room for creative or hands-on involvement. Decision-making responsibilities increase, and these decisions often have significant consequences for the entire school. These challenges concerned me deeply as I stepped into the role.

My first two days in this new role were particularly challenging. I felt a disconnection—children on one side, teachers on another, and administrative duties pulling me in yet another direction. I began to feel like a lotus leaf adrift on water, detached from the school. My colleagues, however, comforted me to be patient and reassured me that things would improve with time.

As a teacher, I used to manage everything with ease, dividing tasks among colleagues and working together. But after becoming the headmistress, I found the job significantly more demanding. Tasks that once felt simple, like organizing science exhibitions or sports day events, now presented themselves as serious challenges. I felt like someone blindfolded and left in the forest, with no clear direction.

**As the Tamil poet Thiruvalluvar wrote:**

அகலாது அணுகாது தீக்காய்வார் பால்க இகல்பவந்தர்ச்  
பசர்ந்ததாமுகு வார்

*“The wise leader will walk close to the flame but avoid being burned,”*

this role felt like fire—close enough to warmth but cautious to avoid burns.

## **My Vision**

Transitioning from classroom teaching to school management presented unique challenges, but I was determined to make a positive impact. My vision is to create a vibrant, inclusive school environment where students, teachers, and the community all feel invested in the shared journey of education and growth. Additionally, I hope to introduce more interactive learning materials and engage the community further through school events that highlight and celebrate our students’ accomplishments.

My approach centered on personal engagement, building community support, and implementing innovative practices to uplift our school and inspire both teachers and students.

## **Objectives of Innovation**

- Foster a Supportive and Inclusive School Environment

- Promote Leadership and Responsibility through Example
- Enrich Learning with Meaningful and Memorable Celebrations
- Encourage Holistic Skill Development
- Enhance Classroom Learning Environments
- Strengthen Community and Parental Involvement
- Support and Develop Teachers' Instructional Practices
- Transforming School Infrastructure
- Build a Reflective, Progressive Leadership Model

## My Journey of Trust Building Among Students

My first attempt was to build trust with the children by establishing connections at a fundamental level.



### 1. From Connection to Change

I started with the children, speaking to them in a way they could understand and earning their trust. Outside of class time, I spent mornings, afternoons, and lunch breaks playing, storytelling, and introducing myself to them. Soon enough, the children responded with affection. Initially, it was the little ones in KG who waited eagerly for me to arrive. Gradually, all the children, without fear or hesitation, shared everything from family events to personal dreams and aspirations. This connection with the children felt like my first victory—a step that brought pride and happiness, giving me the confidence to continue.

While building this connection, I observed three major issues among the students: habitual tardiness, littering of papers throughout the classroom and school premises, and incidents of rough play during lunchtime that often resulted in injuries. To address these challenges, a multifaceted approach was adopted.

The initiatives included engaging in informal conversations with students during lunch breaks, conducting classroom visits on a rotational basis (covering five grades per week), and symbolizing cleanliness by drawing smiling faces on the blackboards of tidy classrooms and sad faces on those needing improvement. I also engaged in dialogue with



parents and students to address habitual tardiness, provided ample open-ended play materials and stationery items to keep children occupied during lunch breaks, distributed grade-level storybooks for reading, and introduced indoor play materials such as carrom, chess, and traditional games like pallaangkuzi.

Additionally, recognition and appreciation were extended to students exhibiting positive behavioral changes through awards such as Star of the Week/Month, Blooming Star, or Shining Star, and well-performing classes were acknowledged during morning assemblies.

These efforts not only addressed the issues but also deepened my bond with the students. The approach created a positive environment, laying a strong foundation for further transformation.

As a result of these interventions, the number of daily latecomers has significantly decreased from over 50 to just one or two. Within two weeks of implementing these measures, classrooms have become noticeably cleaner, with teaching materials neatly organized, particularly the school grounds now appearing tidy. Moreover, the lunchtime environment has become notably quieter, with minimal noise emanating from the kindergarten classes.



Post-lunch, children are engaged in small group activities, reading, creating, and

enjoying themselves. As a collateral benefit, teachers are entering classrooms with renewed enthusiasm, enjoying peaceful lunch breaks, and the administrative burden on the staff has eased. Furthermore, the community perceives our school in a different light. These achievements are attributable solely to the collective efforts of the school staff, the cooperation of our beloved students, and the support of our parents.

## **2. Leading by Example in Cleanliness and Orderliness**

To be a good leader, I believe in leading by example rather than exercising authority. From a young age, I was instilled with a belief in teamwork, thanks to my mother and teachers. Now, in this new role, I strive to uphold those values by taking the first step in every task. Our school grounds are divided into six sections, each needing regular cleaning due to the surrounding trees. I took on the daily responsibility of keeping our school clean. Every morning, I'd sweep the grounds and maintain a tidy classroom environment, showing students how a clean, organized space can set the tone for learning. Seeing me take the initiative, students voluntarily joined in, feeling a sense of pride and responsibility in maintaining their school.

## **Fostering Learning and Inspiring Change Through Teaching**

Next, I started focusing on teaching in the classroom. I began to concentrate on helping the children learn and using various methods to assist them. Without fail, I started writing the NOTES OF LESSON/5E and began teaching the lessons. I began teaching through activities and gave more project-based assignments (PROJECTS). I worked on various projects with the children, which significantly increased their interest. Other teachers noticed this. Teachers who used to say that students would not do homework, or study began to slowly change their perspective. Especially, taking the children on field trips became a great motivator, positively changing the mindset of teachers, parents, and students. The change in the children was gradually reflected in the teachers as well.

## **3. Formation of Students Health Committee**

Having a Students Health Club Committee has brought many positive changes in students' health, activity, social life, studies, and overall well-being in our school. This approach has not only nurtured leadership skills like communication, collaboration, and project management but also inspired greater peer involvement. With students championing relatable health topics like mental health, nutrition, and fitness, our programs have become more impactful and aligned with real concerns.

The committee has fostered a culture of empathy and inclusivity, normalizing discussions on sensitive issues and reducing stigma. This supportive environment encourages students to seek help when needed. Improved health has also led to better attendance, enhanced focus, and greater academic engagement.

Watching their peers take charge has instilled pride and a sense of belonging among students, reinforcing school spirit. I am immensely proud of our student leaders for their dedication and look forward to the lasting positive impact of their efforts.

## **My Journey of Trust Building Among Teachers**

Next, I shifted my focus to the teachers, recognizing that they are the cornerstone of transforming a school for the better. Having been a teacher myself, I understood their struggles and challenges, which helped me connect with them easily. This connection



enabled me to support and empower them, fostering their growth and contributing to the overall improvement of the school.



### Supporting Teachers with Observation and Providing Constructive Feedback

To foster a culture of continuous learning and improvement, I adopted a supportive and non-judgmental approach to classroom observations. Rather than simply assessing, my goal was to highlight effective teaching practices, provide constructive feedback, and encourage teachers to explore new strategies in a safe, positive environment. After each observation, I documented specific strengths and offered actionable feedback tailored to each teacher's approach. This way, feedback was not only constructive but also individualized, helping each teacher to see areas of potential growth and strengths they could build on.

During class observations, I made it a habit to write down exactly how the lesson was conducted. I would note down the teacher's questions, the children's answers, the teacher's explanations, and the unique features of the lesson. After writing this, I would also document the suggestions for improvement. I would then share the feedback with the concerned teacher and seek their approval before sending the report to the office. Before sending it, I would show the report to the concerned teacher and get their confirmation.

I designed the feedback notes to be transparent and accessible within the teaching team, allowing everyone to view and learn from each other's feedback. This open approach subtly sparked healthy competition among the teachers, as they became curious about their colleagues' strengths and strategies. Teachers were inspired to enhance their own performance, motivated by a friendly drive to match or exceed their peers' achievements. By making feedback visible without singling anyone out, I encouraged improvement without any sense of criticism or pressure. This indirect approach led to significant gains in teaching quality and creativity in the classroom, as teachers embraced the challenge to continually better their methods. I captured the teaching strengths in pictures and shared them in a WhatsApp group. I showed appreciation from others to encourage the teachers.

This approach gradually built a strong foundation of trust and collaboration. Teachers began to see classroom observations not as evaluations, but as learning opportunities. By feeling appreciated for their strengths, they were more open to exploring the feedback and experimenting with new techniques. Earlier, there was a situation where teachers had to be asked to write the teaching strengths and the suggested improvements. However, over time, this situation changed. Now, the teachers themselves do not need to be asked to write suggestions for improvement. The teaching and learning process has become much more engaging, joyful, and rewarding.

- **Creating a Print-Rich, Learning-Friendly Classroom Environment**

I made it a point to transform classrooms into engaging, resourceful spaces with educational materials that sparked curiosity and interest. I also organized office spaces meticulously, ensuring all TLMs were easily accessible and neatly maintained. This served as a model for teachers, inspiring them to create similarly organized learning environments in their classrooms.

- **My Journey of Trust Building Among Community**

Lastly, my final focus was on the community, as effective education thrives on a strong partnership between schools, parents, and the broader community. Understanding this, I prioritized regular engagement with parents and fostered collaborative decision-making with the School Management Committee (SMC) and the Parents Teachers Association (PTA), which became key drivers of progress across several schools.

#### **4. Transforming School Infrastructure**

- *To engage the community, I focused on a crucial aspect: infrastructure. It serves as the first impression for the community and acts as their entry point into the*



school. Beyond being an attraction, good infrastructure is a fundamental right of students, essential for their well-being and growth. A well-designed and maintained infrastructure not only draws attention but also plays a vital role in creating a conducive and enriching learning environment.

- Recognizing this, remarkable strides have been made to improve facilities across various schools, ensuring students have access to safe, hygienic, and inspiring spaces to learn and grow.
- At Vaduvakkam, the transformation was nothing short of extraordinary. With generous support from the Rotary Club, the entire school building was revamped, giving it a fresh and vibrant look. This renovation has breathed new life into the premises, making it a place where students feel motivated to excel.
- In Kombakkam, efforts were directed towards enhancing safety and aesthetics. Classrooms were painted with bright, engaging colors, creating an inviting atmosphere. Additionally, grill gates were installed to ensure the safety of students, and walls received artistic touches, blending functionality with creativity.
- Meanwhile, at Manavelly, the focus was on addressing a critical need—access to clean drinking water. An RO water purification system was installed, ensuring students can stay hydrated and healthy.
- Such tangible improvements foster trust, encourage active parental involvement, and position the school as a center of community engagement. They create a sense of shared responsibility and pride, drawing the community closer to the school and making them key partners in its progress. These improvements also reflect a deep commitment to student welfare and a belief in the transformative power of education. By creating environments that are both secure and inspiring, these efforts not only cater to students' immediate needs but also lay the foundation for their future success.

#### **a. Celebrating Events Creatively and Inclusively**

For each school event, I tried to introduce unique themes that resonated with both students and their families. For example, during Swachh Bharat Abhiyan, we invited local sanitation workers to honor their contributions, helping students appreciate their role in society. I organized parades on Independence Day with students dressed as Indian leaders and spread awareness about hygiene in the community. These innovations earned appreciation and helped build a strong reputation for our school. Regular news coverage further boosted our credibility. I also personally funded these events to make them memorable, ensuring they included meaningful activities that allowed students to learn, participate, and feel valued. This initiative inspired other teachers to contribute essential items, like student ID cards and belts, showing their commitment to the school.

#### **b. Transforming Early Education**

The establishment of an Early Childhood Care and Education (ECCE) Resource Centre in collaboration with Azim Premji Foundation has created a transformative

environment for young learners. This safe and inclusive space encourages children to explore, learn, and grow holistically, fostering their emotional, cognitive, and social development.

A standout feature of this initiative is its ability to engage parents in their children's educational journey. Through workshops and interactive sessions, parents have gained a deeper understanding of pre-writing and pre-reading skills, crucial for early literacy development. This newfound awareness has shifted parental perspectives on early childcare education, inspiring them to take active roles in enhancing their children's learning experiences.

Parents now eagerly implement teachers' suggestions at home, creating a supportive learning environment beyond the classroom. This collaboration has significantly impacted on students, who display remarkable enthusiasm for attending school. Their excitement not only enriches their educational experience but also strengthens the bond between home and school.

This initiative underscores the importance of a community-driven approach to early education. By bridging the gap between educators and families, the ECCE Resource Centre is setting the stage for a brighter, more inclusive future for young learners.

### **c. Community Involvement in the Development of Skills Among Students**

Community involvement in skill development goes beyond financial and material contributions, extending to active participation in nurturing students' talents and abilities. The local community frequently organizes workshops and platforms to teach students practical skills such as crafting from waste materials, garland making, bouquet creation, and more.

As a result of this engagement, many volunteers have stepped in to support the school in diverse and meaningful ways:

#### **I. Kitchen Garden and Sustainable Practices**

A dedicated volunteer initiated a kitchen garden within the school premises, planting rare species like elephant tusk lady's finger. This project also introduced students to sustainable practices, such as producing manure from food waste. To extend the learning beyond school, students were provided with seeds to grow plants in their home gardens.

#### **II. Skill Development Programs**

Volunteers conducted training sessions in yoga, karate, craft-making, and silambam. These sessions were not limited to students but also included parents, fostering a broader community bond and holistic development.

#### **III. Awareness Campaigns**

Some volunteers focused on creating awareness among parents about critical issues, such as health, hygiene, and the empowerment of women. These efforts helped build a stronger, informed, and healthier community.

#### **IV. Promotion of Cultural Heritage**

Volunteers taught students Thirukkural and encouraged their participation in

Tamil Sangam activities. One significant achievement was earning a world record for showcasing students' understanding of Thirukkural through postcards.

Every change introduced in these schools was implemented only after thorough discussions with the SMC and PTA. This inclusive approach earned immense trust and goodwill within the community. Transparent communication played a vital role—updates on academic achievements, administrative developments, and future school goals were consistently shared. This openness inspired the community to actively support the schools' endeavors.

The impact of this collaboration was remarkable. During renovation projects, community members voluntarily contributed their time and effort. They safeguarded raw materials, assisted with maintenance and cleaning, and even sponsored essentials like notebooks and pencils for students participating in competitions. Their generosity extended further, with some communities funding the construction of stages in schools, which became focal points for events and celebrations.

The SMC, acting as a bridge between the school and the community, played a pivotal role in fostering this synergy. By addressing concerns, aligning goals, and encouraging participation, the committee ensured that the school's progress resonated with the aspirations of the community.

This harmonious partnership stands as a testament to the power of collaboration. When schools and communities work hand in hand, the benefits ripple far beyond infrastructure and resources, cultivating an environment where students can truly thrive.

### **Additional Initiatives**

#### *1. Involving External Resource People*

To keep students engaged and energized, I invited external resource people to support both teachers and students. Organizations like the Azim Premji Foundation provided valuable materials to enhance hands-on learning experiences. One organization conducted an awareness program on caring for dogs and protecting children from street dogs, while another focused on health awareness, particularly for girls and women. These initiatives added depth to the students' learning experiences and helped broaden their knowledge on important topics.

#### *2. Cultural and Competitive Engagements*

Collaborations with the tourism department allowed students to participate in dance competitions, providing them a platform to showcase their talents and win accolades.

These initiatives highlight the transformative power of community involvement in education. By bridging the gap between schools and the larger community, these efforts ensure the holistic development of students while fostering a spirit of collaboration and cultural pride.

#### *3. Encouraging Students in External Competitions*

I actively encouraged students to participate in district and state-level competitions, arranging extra practice sessions to prepare them. It was immensely rewarding to see their confidence grow as they started winning awards at higher levels, which not only boosted their self-esteem but also helped raise the school's

profile in the community.

### ***"Breaking Barriers: Overcoming Challenges to Inspire Change in Education"***

Implementing these innovations schools presented several challenges:

1. Initial Resistance to Change: Teachers and staff initially showed hesitation toward adopting new practices, such as detailed lesson planning, the 5E teaching model, and collaborative class observations. Accustomed to traditional methods, many felt uncertain about changing their approach. My early classroom visits added to their discomfort, as some felt uneasy about being observed. Initially, my feedback leaned more toward areas for improvement rather than positive reinforcement, which led to some resistance and dissatisfaction. However, as time passed, the teachers began to understand my approach and recognized the value of constructive feedback. This shift in perspective encouraged them to embrace the changes and actively implement the suggestions, leading to meaningful growth and collaboration.
2. Maintaining Student Engagement in Larger Groups: With the increase in interactive activities, keeping all students focused and involved, especially in larger groups, was difficult. Ensuring each student receives attention and support required additional strategies and support from teachers. Over time, I experimented with and adopted different strategies to effectively handle these situations, gradually improving my ability to manage and engage all students seamlessly.
3. Time Constraints: Balancing administrative duties with teaching responsibilities was challenging. Managing the dual demands of leadership and classroom involvement required significant planning and prioritization, especially as new initiatives often required additional time for preparation.
4. Resource Limitations: Limited funding meant I had to be creative with resources, often relying on personal contributions and community support. While teachers and parents eventually supported with donations, securing essential materials for activities and events took time and persistent effort.
5. Fostering Cooperation with Parents and the Community: Initially, engaging parents and community members was a significant challenge. Many were uncooperative and resisted changes such as enforcing uniform codes and punctuality. School was often taken for granted, with parents entering the premises without permission to take their children out of class. Some even argued against the rules I implemented, making the process more difficult.

However, through consistent communication and several meetings with parents and community members, a gradual shift occurred. They began to understand and respect the school's norms and policies. This transformation not only improved parental involvement but also fostered a sense of shared responsibility in supporting their children's education and the school's progress.

6. Sustaining Motivation Among Staff: Maintaining enthusiasm and commitment among teachers over time was another challenge. Encouraging them to participate in new training and support innovative methods meant regular follow-ups, positive reinforcement, and creating a supportive atmosphere.



These obstacles required patience, flexibility, and ongoing communication with both teachers and parents. However, by addressing these issues step-by-step and fostering a collaborative spirit, I was able to implement the innovations and work towards creating a lasting, positive impact at the school.



### Powering Change: Key Resources Behind the Innovations

To implement them, I utilised a variety of resources, both tangible and intangible.

**1. Human Resources**

I collaborated with teachers, school staff, and parents to gather support and share ideas. Their involvement was crucial in implementing events, teaching strategies, and providing feedback. I also sought help from local community members and external experts, such as NGOs, to enrich the students' learning experiences.

**2. Material Resources**

I utilized a variety of learning tools, including printed lesson notes, activity-based resources, and educational materials aligned with the 5E teaching model, to enhance classroom instruction. To foster active learning and engagement, I created print-rich classroom environments that stimulated curiosity and interaction. Additionally, I collaborated with organizations like the Azim Premji Foundation to source valuable resources such as lesson plans, worksheets, books, and teaching-learning materials (TLMs), providing teachers with the support needed to deliver impactful lessons.

**3. Financial Resources**

I made extensive efforts to secure financial support for implementing school initiatives. This included seeking funds from organizations like the Rotary Club and engaging sponsors within the community. I also personally contributed to the costs of organizing school events, such as cultural activities and competitions, to ensure their success. Additionally, I encouraged teachers to contribute supplies or seek donations to meet specific student needs, fostering a collaborative approach to resource management.

**4. Time**

I dedicated extra time outside of regular working hours to plan, coordinate, and oversee the implementation of activities and events. This was essential for ensuring everything was well-organised and met the school's goals.

**5. Community Support**

I leveraged community support by involving parents and local organizations in school activities, such as awareness campaigns and celebrations, to increase their engagement in the educational process. These resources, when combined, allowed me to create a dynamic and supportive environment for both students and teachers to thrive.

**Mission Accomplished: Impacts of My Innovations**

The innovations at schools have created significant positive impacts across several key areas:

1. **Increased Student Confidence and Skills:** Students have shown increased enthusiasm for learning, actively participating in class and sharing their personal aspirations with confidence. The introduction of interactive lessons and engaging activities, such as cultural programs, yoga, karate, sports, and competitions, has made learning enjoyable and meaningful. These opportunities have not only motivated students but also helped them develop essential skills like communication, teamwork, and leadership, fostering their academic and personal growth.
2. **Enhanced Teaching Effectiveness:** Teachers have adopted a more collaborative and reflective approach, actively shared best practices and seeking feedback to enhance their teaching. By incorporating innovative strategies like the 5E model, structured lesson plans, and regular class observations, they have

- significantly improved classroom engagement, creating a more dynamic and effective learning environment.
3. **Stronger School-Community Relationship:** Parental involvement has increased significantly. Parents and community members now actively support the school by providing resources and attending events, creating a shared investment in student success. This has built a stronger school-community relationship, with parents now more invested in the school's progress and student development. This partnership has also improved the community's perception of the school as a reputable institution that nurtures both academic and personal growth.
  4. **School Pride and Recognition:** The school has received recognition for its accomplishments in local and regional competitions, earning a positive reputation in the area. This visibility has elevated the school's profile and created a sense of pride among students, teachers, and parents alike.
  5. **Improved School Environment:** Investing in infrastructure has proven to be a powerful catalyst for enhancing the quality of education. Recent improvements across various schools have not only addressed essential needs but also created environments where students can thrive academically and personally. At Vaduvakkam, the complete revamp of the school building, supported by the Rotary Club, has energized the campus, inspiring students and staff alike. Similarly, at Kombakkam, vibrant classroom designs and enhanced safety measures, such as grill gates and creative wall art, have fostered a secure and engaging atmosphere. Manavelly's installation of an RO water purification system underscores the importance of health and hygiene, ensuring students remain hydrated and focused on their studies.  
These transformations demonstrate a strong commitment to student welfare and the belief that secure, hygienic, and aesthetically pleasing spaces are vital for holistic development. By addressing both functional and inspirational aspects of learning environments, these efforts are paving the way for brighter futures and greater opportunities for students.
  6. **Sustainable Culture of Innovation:** The success of these initiatives has encouraged a mindset of continuous improvement within the school. Staff and students now approach challenges with a proactive and solution-oriented attitude, making the school more resilient and adaptable to future changes.

These impacts have transformed the school into a thriving educational community, promoting an inclusive, motivated, and supportive atmosphere that benefits all stakeholders.

### **My Vision for the Future: Plans to Foster Growth and Development at My School**

In the coming years, I am committed to maximizing the growth and potential of my school by focusing on creating an enriching and comfortable learning environment for both students and staff. My plans are as follows:

- **Construction of a Dining Hall:** Currently, students dine in the school's sandy ground, which becomes uncomfortable, especially during the rainy season. I am planning to build a dedicated dining hall to provide a more comfortable and hygienic space for students to enjoy their meals. This project is something I'm deeply passionate about, and I am actively working toward making this dream a reality for the children.

- Transforming the School into a Learning Hub: I envision turning every corner of the school into an inspiring learning environment. My goal is to fill the school grounds with educational themes, making learning visible and accessible everywhere—from the gates and windows to the walls of classrooms and even the toilets. The idea is to create an immersive educational atmosphere where learning is constant, even outside the classroom. Additionally, I plan to establish a well-stocked library to cultivate a love for reading and further enhance students' intellectual growth.
- Promoting Application-Based Learning: I also plan to develop an environment that encourages application-based learning, allowing children to learn through real-life applications. This hands-on approach will help students connect theoretical knowledge with practical skills, fostering critical thinking and problem-solving abilities. By integrating practical experiences into the curriculum, I aim to better prepare students for real-world challenges.

These plans reflect my commitment to continuously improving the learning experience at my school, providing students with the resources, environment, and opportunities they need to thrive academically, socially, and personally.





***Punjab***

### **38. Shri Shailender Thakur**

Principal

Government Senior Secondary School, Naru Nangal

Hoshiarpur, Punjab

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GSSS Naru Nangal, Hoshiarpur is located in Hoshiarpur. It is located in the north eastern part of Punjab is a district known for its rich history, scenic landscapes at the foothills of the Shivalik range and a thriving market town famous for its intricate inlay work. It boasts ancient sites linked to the Mahabharata, including Dholbaha, a once flourishing temple town and is also recognized for its production of mangoes, earning it the nickname "City of Mangoes".

The school building and the various changes seen with time.



#### **Vision**

The main vision of the school is to develop High-quality, accessible, and effective education that prepares students with the practical skills, knowledge, and competencies required in the workforce & ensuring alignment with industry needs, promoting employability & fostering lifelong learning.

## My Learning

I have attended professional development training programs where I have learnt :

- To focus on hard as well as soft skills. Hard skills are job specific Knowledge gained through training. Soft skills are personal competencies such as effective communication or skills that contribute to emotional intelligence.
- To keep up with the latest trends and updates relevant to teaching and learning process.
- To expand competencies to perform better in current role.
- To focus on work ethics and time management.
- To show dedication to self-improvement.
- To interact with experts in Education Department to boost overall performance.
- To delegate responsibilities effectively among my colleagues.
- To maintain healthy relationships with colleague.

## My Learning

Attended 5 days Educational Leadership Development Programme at Singapore.  
Certificate Awarded by Principals Academy Singapore Attended Seminar on Strengthening Cultural Education in Schools.



## **Challenges**

- Indifferent attitude of parents regarding education of their children.
- Weak students lack interest in studies.
- Poor reading and numeracy skills of some students.
- Students are shy and lack confidence.
- Lack of guidance to academically promising students.
- Lack of infrastructure especially digital tools.
- Students lack critical thinking, innovation, creativity and entrepreneurship.

## **Key Activities of the Project**

- To develop awareness in parents so that they become more concerned about the academic performance & skill development in their children.
- Identify strengths of weak students to boost their academic performance & skill development.
- Major focus on developing critical thinking & effective communication skill.
- Promoting Co-curricular activities.
- Special attention to academically promising students.
- To develop Infrastructure to cater every need (especially digital Tools) of students.
- To enhance knowledge, develop skills and cultivate a positive mindset in students.

## **Implementation plan**

- Student Portfolios: How each student learns and what is important to him or her in the learning process.
- Developing skills by assigning following duties:
- Assistance in repair and maintenance of electrical equipment/automobiles.
- Discharging duties of security guard in rotation.
- Monitoring of CCTV.
- Assistance in filling of ITR.
- Assistance in online filling of data on ePunjab & Scholarship portal.
- Making charts/ Models in school by providing raw materials.
- Assistance in painting Furniture & decorating educational park.
- Assistance in maintaining herbal garden & vegetable garden.
- Issuance of one library book to each student fortnightly and prompting the students to express their views and ideas during morning assembly.
- Promoting use of digital tools to make learning more enjoyable and dynamic.
- Use of Digital Tools (Static Website)

## **Student Portfolios and various Key Activities of the Project**

- Hands on training to enable the students for early employment

## **Key activities**

- Self-Developed booklets to learn the basics of language and numeracy skills



- Prompting the students to express their views and ideas during morning Assembly

### Some key achievements



### Outcomes

The various outcomes of the projects can be summarized as under:

- Confident and involved learners.
- Effective communicators.
- A safe environment in which all are free to learn from their mistakes and remain reflective and open minded.
- Students will guide, mentor and support peers to achieve excellence.
- Strong practical skills.
- Better achievement and maximum participation in co-curricular activities.
- Strong sense of responsibility among students, teachers and parents.
- Hands on experience in business
- Hands on experience on the job training.
- Hands on experience in an Industrial visit.
- There are various exposure visits which helped in the skill development and gaining knowledge of the students.

### Achievements

#### State Champions

In the National Skill development Corporation Pawinderjit a student of GSSS Naru Nagla Hoshiarpur had secured 1<sup>st</sup> Position in District Skill Competition 2023-24

#### Achievement

Many students of the school have made their mark in various places, Whether it be school competitions, or inter school or in all levels of competitions. To mention a few are the following students and their achievements at different competitions.

- Komal (8th Class) 1-Gold medal in boxing 1-Bronze medal in boxing
- Gurpreet Kaur (12th Class) 1-Bronze medal in Boxing
- Simran (11th Class) 1-Bronze medal in Taekwondo 1-Bronze medal in kick boxing

- Sandeep (11th Class) 1-Bronze medal in Taekawando
- Charanjit Kaur (11th Class) 1-Bronze medal in Taekawando



- Rajpreet (12th Class) 1-Bronze medal in boxing
- MERIT HOLDER (RANK 17) in Punjab March-2023
- Pawinderjit student of Gsss Naru Nangal Hoshiarpur Secured 1st position in District Skill Competition 2023-24 Appreciation Award Certificate

## Placements

Placements had been made for various students which has helped in overall development of the students,

- Sohan Singh Sonalika Tractor (Hoshiarpur)
- Abhishek Virdi TechPIO Services (Mohali)
- Manpreet kaur Sharma Medical Store (Hoshiarpur)
- Harpreet Singh DSV Company (ABU DHABI)
- Harman Singh Sonalika Tractor (Hoshiarpur)
- Gurpreet kaur, Trainee Spectrum Hotel Udaipur (Rajasthan)
- Gurpreet kaur Visoway IELTS & Immigration (Hoshiarpur)
- Sunil Kumar Engineer Lear corporation Slovakia (Europe)
- Baljit Singh Construction Engineer (Dubai)
- Gurjot Singh Engineer Slovakia Lear corporation (Europe)
- Lovepreet Diesel Mechanic (Doha Qatar)

**39. Dr. Karamjit Kaur**

Principal

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**A Case Study of “Leading Community Partnerships for School Transformation”**

**ABSTRACT**

Leading Transformational leadership approaches help schools to reform and move toward a new horizon and at the same time add new bricks for the betterment in a competitive world. The principal who is guided and followed by transformational leadership approaches, is able to lead an institution in an effective way. Moreover, leader who embraced transformational leadership know how to engaged its stakeholders for the betterment of the institution. The research question "How has the school principal been a case for exemplary transformational leader?" is used as a guideline for the research process. In the area of transformational leadership practice at community school of Punjab, there has been only a few research studies. Its purpose is to explore transformational leadership practice in a school with partnership of community. Single case study method is used to explore the strength and challenges experienced by the principal who embraced transformational leadership. One principal from better performance of school of Punjab (Sanour) District Patiala was taken as research participant and school as a model of transformation. The result of the study is based on the principal's experience regarding the betterment of the school in an complex and ever changing educational environment. The transformational leadership theory supports this study. The result shows that those school leaders who practice transformational leadership approach got succeed in transforming the school and are able to modify all the challenges and problems into opportunities for the school.

**Introduction:**

According to Willems and Gonzalez – De Hass (2012)- School community partnerships as a meaningful relationship with community members, organization that are committed to Working cooperatively for the betterment of student's social, intellectual, physical, emotional or over all development in Society.

Community involvement in schools is a critical component for student's achievements. Researches show that those schools which develop strong community partnerships have higher educational achievements, higher grades academically, excels in co-curricular activities, exceptional achievements in sports and academics. Volunteer participation of parents and better opportunities at higher level or outside the school for students. Community participation for schools is a gateway to success not only this it widen their horizon in the best way. Education is a process of learning and gaining knowledge that helps people understand the world and develop skills for life. It can be defined as:

**A lifelong process**

Education can be seen as a process that starts at birth and continues throughout life. It includes all knowledge, experiences, skills, and attitudes that people gain.

**A purposeful activity**

Education is a purposeful activity that can take place in many different settings, not just in schools. It's concerned with developing knowledge, understanding, values, skills, and sensibilities.

**A teleological concept**

Education has a purpose or aim, and it aims to provide knowledge, skills, and understanding. It also integrates people into societal norms and fosters personal growth.

**A way to differentiate from indoctrination**

Education can be distinguished from indoctrination by its emphasis on critical thinking. Critical thinking is a form of thinking that's reasonable, reflective, and careful.

The word "education" comes from the Latin word *educare*, which means "to bring up" or "to nourish".

Community education is a field that aims to improve education and social development through programs that connect individuals and communities:

***Community-based learning:*** A teaching and learning strategy that integrates community engagement with academic study. It aims to teach civic responsibility and strengthen communities.

***Community education resource centers:*** Provide services to connect rural communities to the outside world, such as internet access, talks, and seminars.

***Lifelong learning:*** A term used interchangeably with community education.

Community education can help individuals and communities in many ways, including:

***Improving education***

Community education can improve education at the local, national, and international levels.

***Building relationships***

Community education can help build relationships between home, school, and community.

Developing problem-solving skills

Community education can help citizens develop problem-solving skills to address societal challenges.

***Empowering individuals***

Community education can help empower individuals and enhance citizenship and participation.

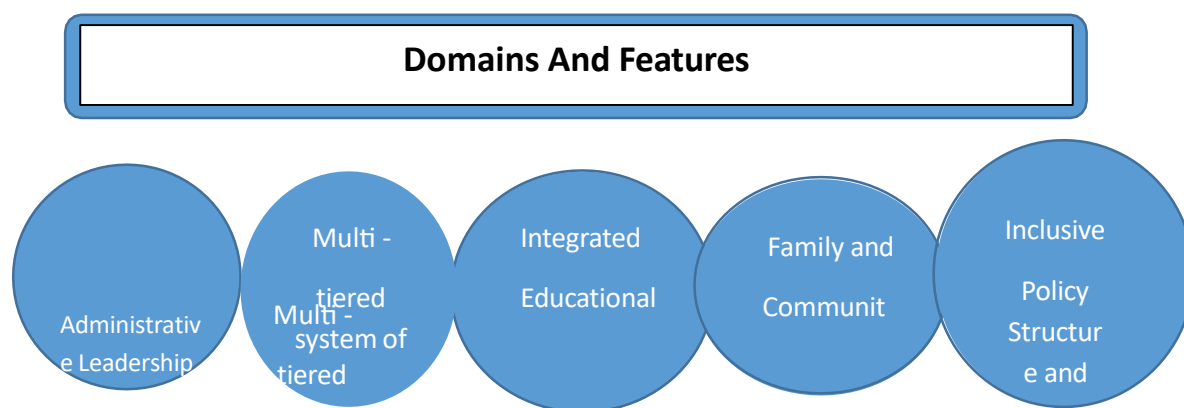
Improving quality of life

Community education can help improve the quality of life of the community.

**Research Questions**



1. What kind of partnership of community do successful development of schools?
2. What is the role of a principal/head of the institution for the overall development of the school making an alliance with community?
3. What factor support the development of strong community partnerships in the school?



### Reasons For selection of Research area:

Earlier there was a problem relevant to electricity. Whenever there were long electricity cuts, students find it difficult to sit in suffocated classrooms in hot weather and unable to focus on studies. There was also insufficient drinkable pure water in the school. The ambience of school was very normal, there was a few plants in the school. No educational park was available in the school. There was less participation in sports and cultural activities. But after joining of Dr. Karamjit Kaur as a principal in the school all problems were solved. Her holistic approach and great communication skills brought many donors and NGOs in the school for the development of facilities and this notion assist the better learning environment for the students in the school.

### Story of Change

- **Electricity:** After the initiative of Dr. Karamjit Kaur, the electricity problem was solved. A humble person Mr. Jasdeep Singh, Police officer from U.S.A donated a Generator set worth Rs. 3 Lakhs. Another special donor Mr. Surinder Singh Nijhar from U.K. donated 23 air conditioners and Rs. 90,000 for transformers. Colonel Lal Singh Dhillon gift 19 fans for schools. Mr. Anurag Jaidka from U.S.A also donated 12 fans. Now students sit comfortably in the class even in a very hot weather. The students of the school belong to under-privileged families.
- **Shed and Morning Assembly Stage:** With the efforts of School principal, assembly stage and shed was constructed. The construction expenses were bear by Mr. Surjit Singh M.C. Sanour.
- **Plantation:** Dr. Karamjit Kaur has done M.Sc. Botany. She is a plant lover and after her joining the ambience of school is much greener.
- **Sports Activity:** She believes in overall development of students so along with academics she motivates the students to participate in extra curriculum activities. Total 60 students have participated at district and state level. There is less space for

ground in the school but with the collaboration of school with local community playgrounds, the students of the school prepare for the competition and get positions at state and national level specially Handball and Yoga.



- **Cultural Activities:** Students Of the school does not only remain confined to academics but also performed extraordinary in cultural activities. Giddha and role play teams have been getting first and second position at state level and participating in National for last 3 years. This year two students got first and second position at state level in Solo Folk dance of Andhra Pradesh. The travel and costume expenses are always bear by the Mr. Inder Kumar Shindi, President of Sanour Committee.
- **Health and Hygiene:** Different kind of health and hygiene campaigns are conducted by the school authorities with collaboration of different trusts. Campaigns such as traffic rules, disaster management, awareness of healthy habits and cleanliness. Gyan Jyoti Education Trust distribute helmets and also aware the students about traffic rules. Taraksheel Society aware the student about superstitions. So, these kind of awareness camps help in better development of students. School got first position in Swachh Vidyalaya Swachh Bharat for cleanliness inside and outside the campus.
- **Math Educational Park:** Punjab's First Math's Park without any Government Aid and only with the help of community was constructed in G.H.S Karhali and on the same

pattern Math's Park was constructed in GGSSS Sanour.

- **BALA Work:** Extra BALA work was done by School Principal Dr. Karamjit Kaur with the help of community besides the work done with the help of govt. aid which helps to enhance the beauty of the school building and also increase the knowledge of students in an attractive way.
- **Business Blaster:** A government of Delhi initiative, this is a programme that seeks to inculcate a business & entrepreneurial mindset amongst students through a specially designed curriculum. Dr. Karamjit took this notion on priority and work upon it different ideas was innovated by the students and teachers, food, Heena, clothes, candle and soap making, embroidery and needling was included in business blaster. Time to time Sale counter is organized in local fairs and gathering which have been benefiting the students drastically. This all was done without any govt. aid. Only community members help us to start this pilot project which was inaugurated by Dr. Gurpreet Kaur Wife of CM Punjab Sh. Bhagwant Maan. This effort is highly appreciated by the parents and beneficial for the students which help them to make their business career.
- **Uniform, Books and Monetary help to the needy students:** With the help of community and various NGO's uniforms, Stationery Items, Books and also monetary help for depositing board examination fees is regularly done from last 20 years.
- **Honesty Shop:** A unique concept was given by Dr. Karamjit Kaur for the school students to inculcate moral values which would help them to become a better citizen of the Nation. It will benefit both the students and the society.

## Conclusion

This study demonstrates that School community partnership can be strong and needed sport for local schools. While also providing a reciprocal benefit to the community partners. School has a variety of partners and partnerships ranging from local small business and non-profit's to large universities and corporations. Each community partner provided unique and individual support to his or her local school, while also receiving social, emotional and tangible benefits in your return. In particular, a strong finding of reciprocal benefit was their community partners apply what they learn from our school's inclusive culture and practices to better support the inclusion of all individuals with disability in their community outside of the school. School factors that facilitate this partnership includes strong school leadership and in inviting school culture, educator commitment to students' success and the ability to collaborate and communicate with community partners. Strong community partnership support school in the present, while the benefit to the community may continue into the future.

## Recommendations for further research

This exploratory study unearthed interesting themes that should be investigated in more depth in future research. Most notably participants discussed how much they have learnt about inclusion through their partnership with these schools. Further research should examine how community partnership spread inclusive values in the community to investigate examples of this spreading of value, researchers might query other schools,



camps, recreational events, groups, religious and titles, sports teams and business. Additionally, the findings on community partners, perceptions of teacher's commitment to student success suggests a need for future research on the influence of teacher commitment on community stakeholder's interest in and willingness to partner.

## Recommendations for School leaders

### 1. Engage with the community

Frequent business and service organizations and enquire about what they sell or the services they offer. Establish our relationship with the honor of local business and service organizations. Attend social and cultural events within your community and network with other attendees. Identify a staff member to be the community liaison for the school and set aside time for that staff member to build and sustain community relationships.

### 2. Jointly identify mutual interests and goals

Invite local business and service representatives to a school event to discuss mutual interest and goals. Create a site council and invite community representatives to join and engage in school and community empowerment efforts. Survey community partners about what they see as needs of the families and students in the community. Link mutual interest and goals to student learning





**3. Ensure reciprocity in the partnership**

Meet regularly with community partner to identify and update mutual interests and goals for partnership. Identify ways that the school can give back to the community. Identify ways to harness community resources and services to support families and children in the school setting.

**4. Maintain an “open door Policy”**

Invite family, Staff of the school and various community members to provide meaningful feedback on different school program policies and practices. Invite individual, local business and service providers to visit the school, observe classrooms and participate in a classroom or School wide event. Schedule appointments with community representatives to discuss various student family school and community needs. Make school building easily available for community.

**5. Invite community members to serve in various roles within the school**

Invite community members to serve on committees and leadership teams and contribute to governance decisions. Ask community members to evaluate the performance of the school and staff. Involve various community members as active participants in projects, field, trips, classroom lessons and celebrations.

**Brief Introduction of the Leader**

Enthusiastic Leader Dr. Karamjit Kaur is a commendable Administrator.

- 1. Educational Qualifications:** She is M.Sc. (Botany), M.Ed., M.Phil (Education) Ph.D. (Education)
- 2. Professional Achievements:** She has been into teaching profession for last 29 years. She is the great administrator and working for the betterment of students throughout her career. She was the member of the first batch which was selected by the Punjab government to attend the international training for principals in Singapore in year 2023. She joined her present institute in year 2015 and a vivid transformed picture of the school's infrastructure and achievements can be seen.
- 3. Student's Achievements under her guidance:** She never let any stone unturned for the benefit of the students. In year 2006 she started working under Punjab government as headmistress and since then she has never stopped, every morning she wakes-up with the new motto in her mind for the students and school. Under her guidance the students have performed in different activities at different levels.
- 4. Sports:** Students have been performing in different sports such as Handball, Yoga, Judo, Karate, Hockey, Chess, Boxing and Power lifting. Many students are state level winners and also participate in National level. Handball teams (Under 14, 17 and 19) of the school have been stood first for last 6 years.
- 5. Cultural:** Under National Population Education Project Giddha team of the school got first position in state and participated in National. Under Ek Bharat Shreshtha Bharat two students in solo folk dance of Andhra Pradesh in different age categories got first position.

6. **Activities under community alliance with school:** Throughout her career she has worked in many different schools and done commendable job with the help of the community and NGOs. She joined her present institute in year 2015 and a vivid transformed picture of the school's infrastructure and achievements can be seen.
7. **Electricity:** There was an electricity problem in the school, with the help of community and NGO's School Principal has installed Generator system and Air Conditioners for the benefit of students in school.
8. **Plantation:** With the help of community Dr. Karamjit Kaur has maintained mesmerizing greenery in and outer boundary of the school.
9. **Culture and Sports:** The travelling and costume expenses of the sports and cultural activities of the students is provided by the different NGOs for different competitions.
10. **Awareness Campaign:** Time to time many awareness camps are organized regarding traffic rules, disaster management, superstitious etc. with the help of community.
11. **Infrastructure:** Math's Park, Science Park, BALA (Building As learning Aid) Work, Morning Assembly Stage, Shed are constructed under her guidance with the help of community.



***Rajasthan***

#### 40. Dr. Raju Soni

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#### राजकीय उच्च माध्यमिक विद्यालय, सरदारपुरा बीका:

शिक्षा को अक्सर गुणवत्तापूर्ण जीवन की नींव के रूप में जाना जाता है। अच्छी बुनियादी सुविधा से शैक्षिक उद्यमों को हमेशा मदद मिलती है। एक स्कूल जो अच्छी बुनियादी सुविधाओं से युक्त हो, वह शिक्षा की गुणवत्ता में सुधार करने में मदद करता है। इन विचारों के साथ समुदाय सहभागिता की नीति का उपयोग कर शिक्षा की गुणवत्ता में सुधार के लिए कर्मचारियों और स्थानीय परामर्शदाताओं / भामाशाहों / पंचायत की सक्रिय भागीदारी के साथ महत्वपूर्ण बुनियादी ढांचे में सुधार के लिए राजकीय उच्च माध्यमिक विद्यालय, सरदारपुरा बीका का समर्थन कर रही है। इस स्कूल में आयोजित गतिविधियों में बुनियादी ढांचे के प्रावधान से लेकर उपस्थिति, नामांकन और बेहतर परिणामों में वृद्धि के माध्यम से शिक्षा की गुणवत्ता में सुधार हेतु शिक्षण सहायता में मदद करना शामिल हैं।

#### समुदाय सहभागिता : योजना एवं प्रभाव :-

विद्यालय का मुख्य द्वार और पुरानी बिल्डिंग इतनी पुरानी हो चुकी थी, कि उसके प्रति कोई आकर्षण नहीं रहा था, ना तो अभिभावकों में और ना ही विद्यार्थियों में। एक स्थिरता से आ गई थी, नयापन कुछ भी नहीं, जड़ता से भरा शैक्षिक वातावरण। मैंने और मेरे स्टाफ ने मिलकर सर्वप्रथम इस निरसता को दूर करने का प्रयास किया, नए-नए विचारों और प्रयोग का विद्यालय का हिस्सा बनाया।

विद्यालय स्तर पर गणतंत्र दिवस हेतु निमंत्रण पत्र तैयार किए गए, उनका रंगीन प्रिंटआउट लेकर समस्त ग्रामवासियों को आमंत्रित किया गया। इस अवसर पर हमारे रणनीति यह रही-

1. **Infra mapping and model display for fund collection:** मुख्य द्वार एवं मुख्य भवन पोर्च



का आर्किटेक्चर से 3D कलर मॉडल प्रदर्शित किया गया। एक से अधिक भामाशाहों का निर्माण कार्य में भागीदार बनाया गया। इससे अभिभावकों, भामाशाहों, एसएमसी, एसडीएमसी सदस्यों का विद्यालय के साथ जुड़ाव बढ़ा। इस प्रयोग से विद्यार्थियों की उपस्थिति बढ़ी, क्षेत्र में संचालित प्राइवेट स्कूल बंद हो गया और नामांकन भी बढ़ा।

2. **Rajasthani Culture & Heritage Gallery:** विद्यालय के मुख्य द्वार से विद्यालय भवन तक 600 फीट की सुंदर डिजाइनिंग गैलरी तैयार की गई है। इसमें राजस्थानी कला, संस्कृति और ऐतिहासिक धरोहर को प्रदर्शित किया गया है। जिससे विद्यार्थी प्रतिदिन देख कर इन सब से परिचित होता है, उनकी जानकारी प्राप्त करता है।
3. **Social reform & famous personalities display board:** विद्यालय भवन के परिसर में इन डिस्पले बोर्ड पर महापुरुषों वैज्ञानिकों का जीवन परिचय प्रदर्शित किया गया है, और इन डिस्पले बोर्ड के अनुसार मासिक प्रश्नोत्तरी करवाई जाती है। इसमें समस्त विद्यार्थी जानकारी प्राप्त करते हैं। यह प्रतियोगिता जूनियर वर्ग और सीनियर वर्ग के अनुसार होती है, और विजेता को पुरस्कार भी दिया जाता है।



4. **School Building as Learning Aid:** विद्यालय भवन को ओपन TLM से सुसज्जित किया गया है तथा क्लास रूम, गैलरी, पेंटिंग, डिस्पले बोर्ड, फ्लेक्स आदि से सजाया गया है। इन सबसे विद्यार्थी Forceful learning की जगह Easy learning करता है।
5. **Primary Section:** प्राथमिक कक्षाओं हेतु प्ले रूम, LCD, खिलौने द्वारा शिक्षण पद्धति, एक्टिविटी बेस्ड लर्निंग (ABL) को अपनाया गया है।

6. **Kitchen Hall:** वोकेशनल एजुकेशन के विद्यार्थियों द्वारा प्रोजेक्ट वर्क के रूप में वॉश बेसिन, बर्तन धोने की सिंक इत्यादि इंस्टॉल किए गए। साफ बर्तन रखने हेतु टोकरा, एग्जॉस्ट फैन, सीलिंग फैन युक्त किचन हॉल बहुत ही साफ सुथरा है।
7. विद्यार्थियों में साफ सफाई के प्रति जागरूकता बढ़ी है। मिड डे मील में भागीदार बढ़ी है। मिड डे मील के लिए विद्यालय द्वारा टीचर्स ऊ्यूटी का चार्ट लगा हुआ है, जिसमें प्रत्येक दिन तीन टीचर ऊ्यूटी पर रहते हैं।



8. **Toilets & Washroom:** प्राथमिक स्तर के छात्रों हेतु अलग यूरिनल पॉट्स बनाए गए हैं। यह पॉट्स उनके आयु और ऊंचाई के अनुसार इंस्टॉल किए गए हैं, तथा इनका इंस्टॉलेशन भी प्लंबिंग के छात्रों द्वारा प्रोजेक्ट कार्य रूप में किए गया है।
9. इसके अलावा टॉयलेट के अंदर सिंगल पुश बटन क्लीनिंग सिस्टम का इस्तेमाल हुआ है, जो दिन में दो बार किसी वालंटियर द्वारा आसानी से सफाई की जाती है। इससे समय और पानी के बचत होती है।
10. गर्ल वॉशरूम के भी सेनेटरी पैड वेंडिंग मशीन व डिस्पोजल मशीन से युक्त व साफ सुथरा बनाया गया है।
11. **Alumni Guidance:** भामाशाह एवं पूर्व विद्यार्थियों के लिए व्हाट्सएप ग्रुप बनाए गए हैं, जिसमें कैरियर गाइडेंस व रिक्रूटमेंट इत्यादि की जानकारी प्रेषित की जाती है।
12. **Vocational education:** वोकेशनल एजुकेशन के अंतर्गत हमारे पास दो लैब है: ऑटोमेटिक व प्लंबिंग। आटोमोटिव ब्रांच के अंतर्गत हमारे पास दो ओरिजिनल कार और बाइक के इंजन है। इसके अलावा इंटरएक्टिव पैनल, 3D मॉडल ट्रांसपेरेंट मॉडल जिसमें बच्चे खुद से प्रेक्टिस करके इंजन के रिपेयरिंग का कार्य सीखते हैं।



13. इसी तरह प्लंबिंग लैब में भी वॉश बेसिन, टॉयलेट सीट के मॉडल बनाए हुए हैं और बच्चे खुद से स्कूल के छोटे-छोटे कार्यों को प्रोजेक्ट रूप में भी करते हैं।
14. **Helping hands:** पंचायत के अंतर्गत राजकीय प्राथमिक विद्यालय, 9 डीबीएम में 78000 रूपये की डिमांड राशि (विद्युत कनेक्शन) मांगी गई थी। जो की हमारे स्कूल द्वारा जन सहयोग से एकत्रित कर लगभग एक लाख रुपए राजकीय प्राथमिक विद्यालय, 9 डीबीएम को भेंट की गई ताकि उस स्कूल के बच्चे भी गर्मी में ठंडी हवा में पढ़ सके तथा विद्युत सन्धित अन्य लाभ उठा सकें।



15. **CHESS (Critical thinking):** खेल क्लास में इनडोर गेम के रूप में शतरंज को प्रभावी रूप से लागू किया गया ताकि विद्यार्थियों में अनुशासनिका करता और तार्किकता का विकास हो।
16. **Open Hanging library:** Open hanging library के रूप में बनाने से अपनी रुचि और जिज्ञासा के अनुरूप विद्यार्थी पुस्तक पढ़ सकता है।
17. **Water Drip System:** पौधों में पानी के लिए वाटर ड्रिप सिस्टम इंस्टॉल किया गया है, जो की पानी के बचत के लिए प्रभावी रूप से कार्य करता है।
18. **Vidyalaya Vikas Smiti:** गांव में विद्यालय के मध्य Bridge का कार्य करने के लिए विद्यालय विकास समिति का गठन किया गया है, जो की सामाजिक उत्सवों/ अवसरों, जन्मदिन इत्यादि पर या नवनियुक्त कर्मचारियों से विद्यालय के विकास के लिए सहयोग एकत्र करती है।
19. **Guidance for non-smoking and drugs:** ग्रामीणों को जागरूक कर विद्यार्थियों द्वारा नशीली सामग्री खरीदने पर रोक तथा विद्यालय में सूचना प्रेषित करना।

20. **Study timetable for home by students:** कक्षा अध्यापक बच्चों से घर में पढ़ाई के लिए एक स्टडी टाइम टेबल लेता है, जिनके अनुसार कक्षा अध्यापक उन बच्चों की फोन कॉल या किसी अन्य माध्यम से मॉनिटरिंग करता है।
21. **Honours of donors & volunteers:** भामाशाहों के सम्मान के लिए विद्यालय में एक भामाशाह सम्मान सूचना पट लगा हुआ है तथा वार्षिक पारितोषण के दिन भामाशाहों के सहयोग की प्रशंसा, व विद्यालय स्टाफ द्वारा उन्हें बेज लगाकर या गुलाब का फूल भेंट कर उन्हें सम्मानित किया जाता है।



#### 41. Smt. Sarwat Bano

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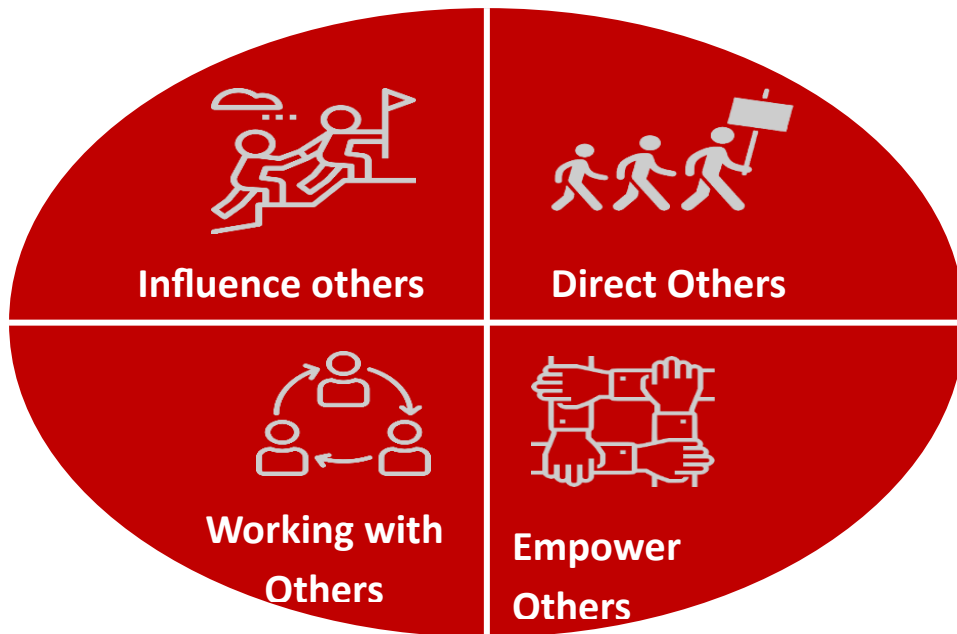
#### Journey So Far...



**Core for Leading a School:** The following are the core for leading a school.

- Collaborative Mindset
- Cultural Sensitivity
- Decision- Making Skills
- Inspirational Motivation
- Integrity
- Conflict Resolution Skills
- Emotional Intelligence
- Adaptability

- Effective Communication
- Empathy



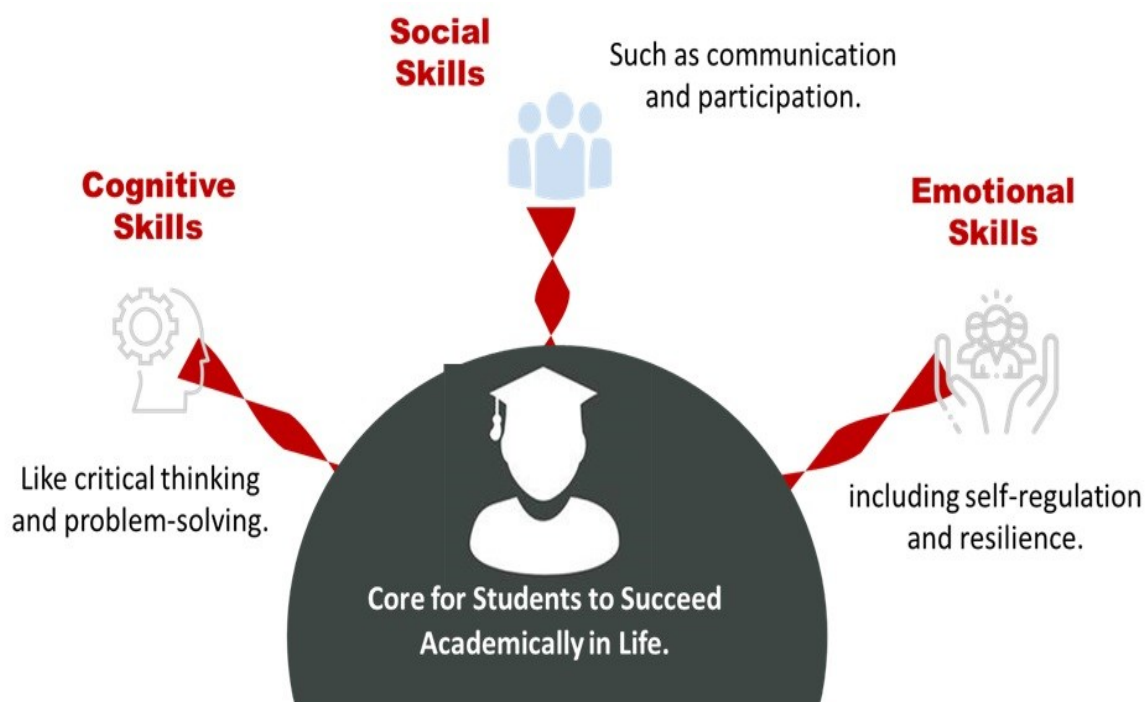
To Think and Act beyond the customary duties is essence of school leadership Shifting from Administrator to a leader for effective student learning, the following parameters need to be enhanced:

- taking initiatives and risks
- thinking out-of-the-box
- managing resources
- creating a culture for change
- networking with people
- building relationships with teachers and staff
- communicating effectively
- inspiring and providing intellectual stimulation.

### **Pedagogical Leadership**

Refers to an approach in educational leadership that focuses on guiding and supporting teachers to improve their teaching practices in order to foster the development of essential student competencies.

These competencies typically include:



## Impact Indicators of initiatives



## Student Learning Competencies

As a principal, I have built an environment where children can develop analytical thinking, critically evaluate information, and draw conclusions based on logic and evidence. Analytical thinking is essential for problem-solving, decision-making, and recognizing patterns or trends.

**Critical Thinking:** Creativity is also crucial in helping children think outside the box, generate new ideas, approach problems innovatively, adapt to new situations, and find unique solutions. Beyond academics, my students are exploring limitless possibilities and honing their skills. **The school's wall painting project is a great example of their creativity.**

**Problem-Solving:** In our school, I have worked extensively with children on self-regulation, conducting numerous workshops on related topics. Through these activities, they learn to manage their emotions, behaviours, and impulses in various situations, which is a key focus. This includes skills such as controlling stress and staying focused on tasks, even when distractions arise.

**Communication and Participation:** I also participate in school sports alongside the children. This helps develop their ability to socialize, work effectively with others, communicate openly, and contribute to shared goals.

### **Strategy to Ensure Student Learning Competencies**

- Building a shared Vision for the School.
- Developing specific Achievable Goals.
- Personal Dreaming as School Leader.
- Aligning my personal believes and values with Organisational values.



### **Quality Education: Ensuring for Student Competency Learning**

Expectation Setting

Emphasizing or fostering on participatory learning environments

Initiatives taken for teachers' development

Student- Centered Leadership- shifting pattern from TLE to SLE



## ASSESSMENT Mechanism

### Expectation Setting:

Expectation Setting is one of the major elements of Pedagogical Leadership. It involves clearly defining and communicating the standards and goals for both teachers and students. This helps in creating a shared understanding of what is expected in terms of performance, behaviour, and outcomes, thereby fostering a focused and goal-oriented educational environment.

### Emphasizing or fostering on participatory learning environments:

This approach encourages collaboration, discussion, and hands-on activities, allowing students to take an active role in their education. Key elements include:

1. Active Engagement
2. Collaboration
3. Hands-On Learning
4. Student Voice

By fostering participatory learning environments, educators aim to make learning more dynamic, relevant, and effective, ultimately enhancing student engagement and achievement



### Initiatives taken for teachers' development:

Initiatives taken for teachers' development typically focus on enhancing their skills, knowledge, and professional growth to improve teaching practices and student outcomes. These initiatives can include:

1. Professional Development Workshops:
2. Mentorship Programs
3. Collaborative Learning Communities:
4. Access to Resources:
5. Wellness Programs:

**Student-Centered Leadership:**

Shift from a teacher-centered to a student-centered approach, focusing on the needs, interests, and learning styles of students:

Personalized learning pathways or project-based learning.



**Nurturing to Nature**



**State level**



**Sports for**

**Assessment Mechanism:**

Focus on using formative assessment strategies to improve teaching and learning outcomes, rather than relying solely on summative assessments.

**Community Engagement: Ensuring Enrolment, Retention & Participation**

Active participation of the community and parents can significantly enhance the learning environment for children in any school. With this in mind, we have made dedicated efforts over the past three years to encourage the involvement of both the community and parents in our school. These efforts include SDMC training, regular parent meetings, contacting parents when children are absent for more than two days, consistently updating SDMC members on school activities, and ensuring the participation of public representatives. As a result of these initiatives, we have successfully reduced absenteeism, and students' accountability toward their education has improved.

**Infrastructure and Human Resource Support: Implementing Sustainable Development Practices****Overview:**

As a leader, I recognized the critical importance of strengthening the school's infrastructure to provide both an improved learning environment for children and a more conducive teaching space for teachers. To achieve this, we sought support from various sources, including the Education Department, the MLA and MP funds, as well as CSR (Corporate Social Responsibility) organizations. The assistance we received focused on several key areas, enabling us to enhance the overall school infrastructure and create a better environment for learning and teaching.

- New Classrooms
- Human Resource

- Creating Functional Toilets
- utilized Playgrounds
- New library Setup

## Organisations Partners



### Unique Impact Stories: Successful Competencies

As a Principal, I faced an unexpected challenge when the school was forced to transition to online learning due to a sudden event. Then I introduced programs to help students adjust to online learning, including stress management workshops, virtual check-ins, and peer support groups. I also trained teachers to create flexible learning environments that could accommodate different learning styles and paces.

#### Impact:

Despite the challenges, students were able to maintain their academic performance due to the resilience they developed during this period. The school reported high engagement levels in online classes and a reduction in stress-related issues. The adaptability that students developed through this experience helped them perform well even when the school returned to offline learning.

### Unique Impact Stories: Principal for A Day

In our school, I make one student the Principal for a Day. The idea of making a child the "Principal for a Day" is a creative and engaging way to develop leadership skills in children. It gives them a unique opportunity to take on the responsibilities and challenges of a leadership role in the school environment, while also fostering a sense of ownership and accountability. This initiative offers students a rare chance to step into the leadership role of a principal for the day, encouraging them to develop key skills such as decision-making, communication, and responsibility.

### Unique Impact Stories: Nurturing to Nature

The school has taken a significant step towards sustainability by setting up a vermicompost pit, supported by Educate Girls, as part of a larger initiative to promote

eco-friendly practices. Vermicomposting, which uses earthworms to decompose organic waste, produces nutrient-rich compost that can be used to improve soil quality. By preparing Jeevamrit (a natural organic fertilizer), the school is also adopting traditional methods of enhancing plant growth without using harmful chemical fertilizers. This initiative not only aligns with the principles of sustainability but also serves as an educational tool. Students are directly involved in the process, learning how waste can be transformed into a valuable resource. This hands-on experience enhances their understanding of the environment and sustainable agriculture practices, giving them practical knowledge that can be applied beyond the classroom. Moreover, the revenue generated from selling the vermicompost and Jeevamrit can have a profound impact on the school's development. Funds raised can be reinvested into improving school facilities, such as upgrading classrooms, purchasing new materials, or organizing more educational initiatives. This creates a positive cycle where environmental sustainability and the school's growth are intertwined.

Importantly, the project nurtures a sense of responsibility and community engagement. Students, staff, and even local families could get involved, further strengthening ties between the school and the community. By actively participating in environmental conservation efforts, students learn the value of collective action and the importance of taking care of their surroundings. This initiative exemplifies how a simple yet effective project can have a wide-ranging impact, not only contributing to a healthier environment but also providing educational and economic benefits to the school and community.

### **Unique Impact Stories: VR Lab**

With a deep understanding of the transformative power of technology, I envisioned a learning environment that would not only meet the academic needs of my students but also inspire them to think beyond traditional textbooks. Driven by this vision, I embarked on an ambitious initiative to create a Digital & Accessible Library and a Virtual Reality (VR) Lab. The Vision Behind the Initiative this initiative was born from my concern about the evolving landscape of education. While my school was committed to providing quality education, many students lacked access to resources beyond the classroom. The digital divide, particularly for students from lower-income families, hindered their ability to explore new subjects, develop critical thinking skills, and prepare for a rapidly changing world. Furthermore, I recognized that traditional textbooks and teaching methods were sometimes insufficient in engaging students. As the world shifted toward digital tools, I saw an opportunity to make learning more interactive and immersive. Thus, the Digital & Accessible Library and VR Lab were created to make education more inclusive and future-focused.

### **Challenges and Barriers**

Being a principal is a multifaceted role that requires strong leadership, organizational, communication, and problem-solving skills. Balancing the needs of students, staff, parents, and the community while managing administrative tasks and ensuring regulatory compliance can be overwhelming at times. As a principal, I navigate these challenges carefully, with a focus on creating a positive, inclusive, and academically stimulating environment for all stakeholders.



**Innovations:** Balancing the need to innovate with the pressure to maintain traditional educational practices and values could be a significant challenge, particularly when traditional methods are deeply ingrained.

**External Pressure:** As a principal, I am often responsible for the overall success or failure in my school, despite the numerous factors influencing student performance and staff effectiveness.

**Public Relations:** Managing public relations, especially in the age of social media, where negative events or controversies can escalate quickly, requires careful attention.

**Budget Constraints:** Managing limited financial resources while meeting the needs of the school— including staffing, materials, technology, and extracurricular programs.



***Sikkim***

## 42. Shri Sudip Subba

Head Master

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**TITLE: LEADING COMMUNITY PARTNERSHIP FOR SCHOOL TRANSFORMATION**

**A CASE STUDY ON GOVT.PRIMARY SCHOOL PEWTHANG (WEST SIKKIM)**

**Name:** Sudip Subba (D.EL. ED, MA, B. Ed)

**Designation:** Headmaster

**School Name:** Govt.Primary School Pewthang

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## **Overview of Government Primary School Pewthang**

Government Primary School Pewthang is a key educational institution situated in one of the remotest regions of West Sikkim. It provides primary education to young learners, focusing on foundational learning in subjects like mathematics, science, and language, within a supportive environment. The school is a crucial part of the educational landscape in the area, helping to shape the future of children from surrounding villages.

### **Geographical and Administrative Context**

The school is located in Pewthang, which falls under the Gyalshing District of West Sikkim, an area known for its natural beauty and cultural significance. The school is part of the Yuksam Sub-Division, which serves as an administrative region, and is under the jurisdiction of the Tashiding Gram Panchayat Unit (GPU). This area is known for its scenic landscapes and proximity to religious and historical landmarks, which are integral to the local community's identity.

The school is positioned in the 01-Yuksam-Tashiding Constituency and falls within the administrative oversight of the Chongrang Block Administrative Center (BAC). This area is characterized by a diverse and vibrant community, with a focus on agriculture as primary sources of livelihood. The educational needs of this community are met by institutions like Government Primary School Pewthang, which plays a vital role in providing accessible and quality education.

### **Importance of the School in the Local Community**

Government Primary School Pewthang holds significant importance in the local community as it provides essential education to children who might otherwise have limited access to formal schooling due to the remoteness of the region. The school is not only a place of learning but also a hub for community activities, fostering social cohesion and offering a space for parents and children to engage with the educational process. Additionally, it serves as a foundation for future academic success, empowering students to pursue further education and contribute meaningfully to their society.

### **Description of the School**

The school was established in 1980 as a community-aided institution with the aim of providing basic education to children in the local area. In 1981, it transitioned into a government-aided school, gaining additional support and resources to expand its capabilities.

For much of its history, the school operated as a Lower Primary School, catering to students up to the primary level. However, in 2009, it was upgraded to a Primary School, allowing it to offer education for higher grades and accommodate a broader range of students.

The school serves as one of the feeder institutions for the Government Senior Secondary School at the Tashiding complex, playing a vital role in preparing young learners for their continued education. Despite its significance, the school faces numerous challenges due to its rural and remote location.

Covering a registered land area of 0.0800 hectares, the school is modest in size but strives



to meet the educational needs of its community. It operates as a co-educational institution, fostering equal opportunities for boys and girls alike.

However, accessibility is a major issue. The school is not reachable by an all- weather road, making transportation difficult, especially during adverse weather conditions. Additionally, the infrastructure of the school lacks a reinforced cement concrete building, limiting its durability and resilience.

Most of the students attending the school come from families classified as Below Poverty Line (BPL). This highlights the socio-economic challenges faced by the local community, further emphasizing the importance of the school in providing educational opportunities to underprivileged children.

Situated in a rural and remote area, the school is a beacon of hope for the community, striving to overcome its challenges and provide a foundation for the future of its students. Despite its limitations, it remains a critical institution for education and development in the region.



### **Challenges Faced as a Team Leader**

I joined this school on 4th November 2018 as Assistant Headmaster/In charge and from June 2023 I became full-fledged Headmaster through in-service Promotion examination. But since I joined the institute and took the charge started to work from day one. As a team leader, I have encountered various challenges that have tested my leadership skills and ability to create a supportive and effective educational environment. These challenges are deeply rooted in systemic and local issues, each contributing to the complexities of managing a school and ensuring quality learning for all students.

### **Infrastructure Deficits and Limited Resources**

One of the most significant barriers to effective school functioning was the lack of adequate infrastructure and essential resources. Classrooms are often overcrowded and poorly maintained, with insufficient desks, chairs, and teaching aids. There is also a notable absence of technological tools, such as ICT classrooms, which are critical for preparing students for the modern, technology-driven world. Without these facilities, both teachers and students face immense difficulty in delivering and receiving quality education.

### **Low Parental and Community Engagement**

A school's success often relies on the active involvement of parents and the local community. However, low engagement from these stakeholders had been a persistent challenge. Many parents were either unaware of the importance of their role in their children's education or are unable to actively participate due to economic or social constraints. This lack of involvement leads to reduced accountability and support for students, both at home and in school. Community engagement is similarly minimal, leaving schools isolated in their efforts to provide holistic education and support.

### **Student Diversity and Varied Learning Needs**

Managing a diverse student population with varied learning needs presents a continuous challenge. Students come from different socioeconomic, cultural, and academic backgrounds, each requiring tailored approaches to ensure their success. Some students struggle with language barriers, while others face learning disabilities or require additional support to meet academic expectations. The lack of resources and specialized training for teachers further complicated efforts to address these diverse needs.

### **Economic and Social Barriers**

Economic and social factors play a significant role in determining student success. Many students come from impoverished backgrounds where basic necessities like food, clothing, and stable housing are not guaranteed. These conditions negatively impact attendance, focus, and overall performance in school. Additionally, unstable home environments—marked by issues such as family conflict or lack of parental supervision—further hinder students' ability to engage fully in their education.

### **Low Learning Outcomes**

One of the most concerning challenges is the consistently low learning outcomes among students. Many struggle to meet academic benchmarks due to gaps in foundational knowledge, ineffective teaching methods, or a lack of motivation. These gaps often stem from poor early education and are compounded by insufficient resources and support in

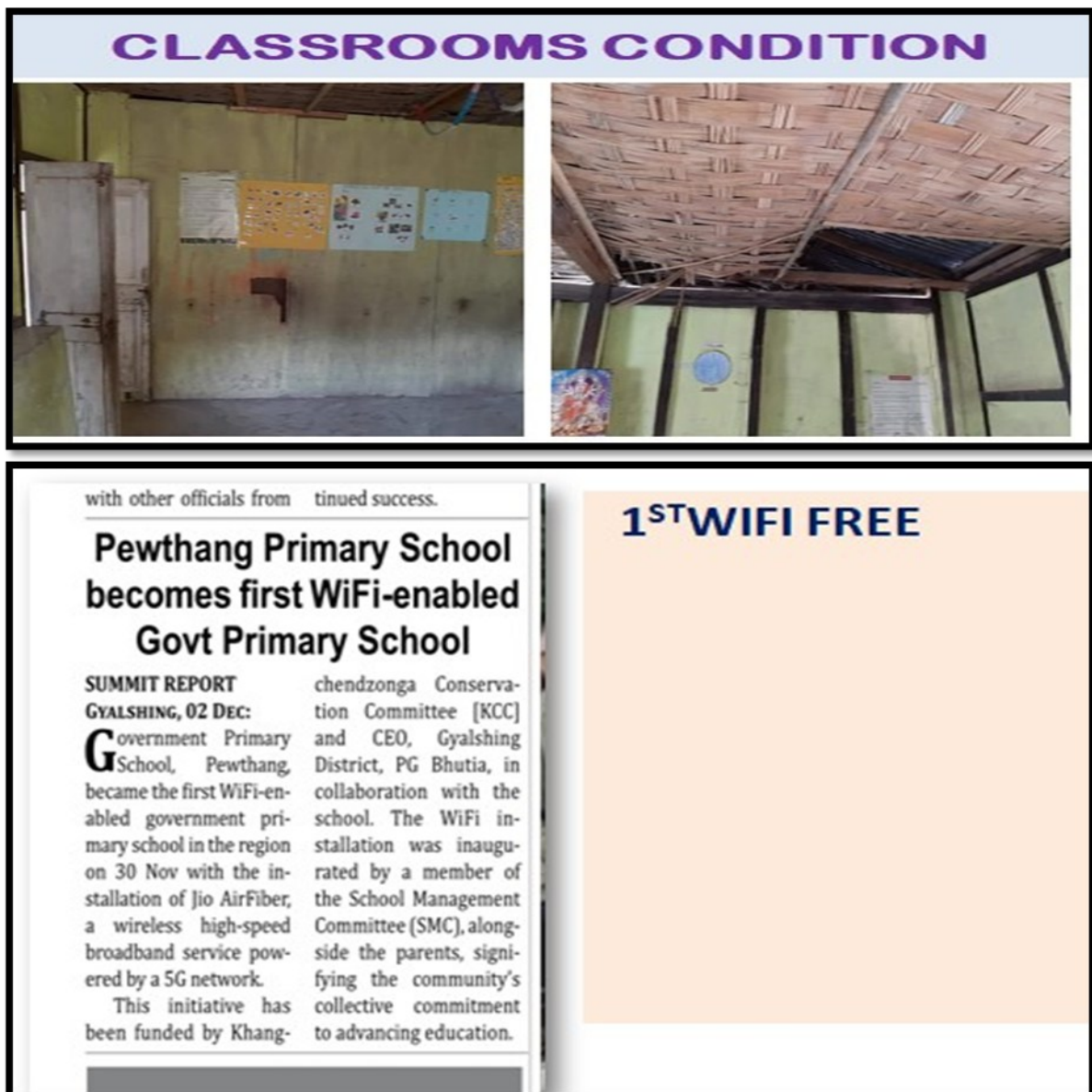
later years.

### **Lack of a Cohesive School Culture**

The absence of a strong, cohesive school culture has a profound impact on the morale and productivity of both students and staff. Without a shared vision, values, or set of practices, it becomes difficult to foster a sense of community and collaboration within the school. This lack of unity often resulted in a fragmented learning environment, where neither students nor staff feel fully invested in the school's goals.

### **Teacher Retention and Professional Development**

High teacher turnover rates are another critical challenge. The frequent departure of teachers disrupts continuity in learning and reduces students' trust and rapport with their educators. Moreover, limited opportunities for professional development mean that teachers are often ill-equipped to adopt innovative teaching practices or address the diverse needs of their students. This stagnation not only affects the quality of education but also contributes to teacher dissatisfaction and burnout.



### **High Dropout Rates**

A significant number of students leave school prematurely, a problem that is often rooted in disengagement, financial pressures, or other external factors. Many students struggle to see the value of education in improving their future prospects, particularly when faced with immediate economic needs. High dropout rates not only hinder individual potential but also have long-term societal impacts, perpetuating cycles of poverty and limiting community development.

### **Low Confidence in Government Schools**

Another critical issue was the general lack of trust and confidence in our school. Many parents perceive these schools as inferior to private institutions, believing they lack the resources, quality teaching, and infrastructure necessary for their children's success. This perception discourages enrollment and contributed to a lack of motivation among staff to improve school outcomes.

### **Low Enrollment**

Our school was on the verge of closure due to by very Low enrollment which is closely tied to the perception of the school and the barriers families face in accessing education. Some Key factors include:

1. **Negative Perception of Schools:** Government schools, in particular, often face criticism for inadequate facilities, poor teaching quality, and lack of extracurricular opportunities. These perceptions discouraged parents from enrolling their children in our school.
2. **Financial Constraints:** Despite free or subsidized education, families may struggle with hidden costs, such as uniforms, books, and transportation, which deter them from sending children to school.
3. **Cultural and Social Norms:** In some communities, education may not be prioritized, especially for girls, due to traditional gender roles or a lack of awareness about the benefits of schooling.
4. **Competition from Private Schools:** The rise of private schools offering better infrastructure and perceived quality has diverted enrollment from government institutions.

### **Addressing High Dropout Rates and Low Enrollment**

To combat these issues, a strategic, multi-faceted approach was initiated with smc:

1. **Economic Support Programs:**
  - **Scholarships and Financial Aid:** Provided financial assistance with stakeholders to cover hidden costs of education, ensuring that no student is excluded due to economic hardship.
  - **Free Meal Programs:** Ensured students receive adequate nutrition, reducing the burden on families and encouraging regular attendance.
2. **Community and Parental Engagement:**
  - **Awareness Campaigns:** Educated families about the long-term benefits of education and dispel misconceptions about government schools.
  - **Incentives for Attendance:** Offered incentives, such as free school supplies,



- for students with regular attendance records.
3. Inclusive and Relevant Education:
    - Curriculum Relevance: initiated basic vocational training and life skills, making it more applicable and practical to students' futures.
    - Remedial Classes: Support struggling students through additional learning programs to help them keep up academically.
  4. Strengthening Infrastructure:
    - Upgraded school facilities, including ICT classrooms, libraries, and sports equipment, to create an appealing and modern learning environment.
    - Ensured that schools are accessible, especially for students in remote areas, by providing
    - transportation options.
  5. Retention Programs:
    - Mentorship and Counseling: Offered guidance to students dealing with personal or academic challenges, helping them stay motivated and engaged through one-to-one home visit.
    - Monitoring Attendance: Established early-warning systems to identify at-risk students and intervene promptly as per the needs.
  6. Reputation Building for Schools:
    - Highlighted success stories of alumni to showcase the value of education at the school.
    - Engaging with social media and community leaders to improve the school's image and rebuild trust among parents.
  7. Partnerships and Collaborations:
    - Worked with NGOs, local businesses, stakeholders and government agencies to mobilize resources and support for programs aimed at reducing dropout rates and increasing enrollment.

## **Conclusion**

These challenges underscored the need for strategic planning, innovative solutions, and collaborative efforts to create a supportive and inclusive educational environment. By addressing these systemic and localized issues, it was possible to improve the overall functioning of schools and ensure that every student has the opportunity to succeed and the effort is continued.

## **Identification of the Problem**

The challenges I faced as a team leader stem from systemic issues and local barriers that impede the effective functioning of schools and the holistic development of students. These include limited resources, low parental and community engagement, varied student learning needs, economic and social constraints, poor learning outcomes, teacher retention issues, and the lack of ICT facilities. Additionally, the widespread lack of trust in government schools exacerbates these problems.

## **Diagnosis of the Problem**

A detailed diagnosis reveals that the root causes of these challenges are multifaceted:

1. Infrastructure Deficits: Inadequate facilities, outdated or nonexistent ICT classrooms, and insufficient teaching materials hinder effective teaching and learning.
2. Low Engagement: Minimal parental and community involvement reduces the

support system for students.

3. **Diverse Learning Needs:** A lack of resources and training for teachers makes it difficult to cater to students with varied learning paces and abilities.
4. **Economic and Social Barriers:** Poverty and unstable home environments contribute to irregular attendance, low motivation, and high dropout rates.
5. **Teacher Retention:** High turnover rates disrupt learning continuity and lead to inconsistencies in teaching quality.
6. **School Culture:** The absence of a shared vision and values weakens morale and collaboration among staff and students.
7. **Perception of Government Schools:** A negative reputation limits enrollment and support for the school.



### **Description of the Problem**

These interconnected issues created a cycle of underperformance, disengagement, and limited opportunities for students. A school with limited resources struggled to attract qualified teachers and maintain consistent teaching practices, which in turn affects student learning outcomes. The absence of parental and community involvement weakens external support, while economic and social pressures outside the school exacerbate dropout rates and low achievement. Together, these factors highlight the urgent need for intervention to build a more supportive and effective educational ecosystem.

## **Action Plan**

To effectively address the challenges faced by the school and create a positive, supportive environment for students and staff, a comprehensive and multi-pronged action plan was implemented. This plan focuses on infrastructure development, stakeholder engagement, inclusive learning, social support, professional development, school culture, and community outreach.

### **1. Infrastructure Development**

Recognizing the impact of inadequate infrastructure on learning outcomes, efforts were made to advocate for funding and establish partnerships to improve school facilities. The priority was to upgrade classrooms, ensuring they were safe, well-maintained, and conducive to learning. Special attention was given to the integration of ICT classrooms, equipping them with modern tools like computers, projectors, and reliable internet connectivity. These advancements aimed to bridge the digital divide and prepare students for the demands of the modern workforce. Additionally, resources such as textbooks, laboratory equipment, and classroom furniture were procured to address basic teaching and learning needs.

### **2. Stakeholder Engagement**

Parental and community involvement was identified as a key factor in student success. To strengthen this, regular parent-teacher meetings were organized to discuss students' progress and address concerns collaboratively. Workshops and awareness campaigns highlighted the importance of education and the critical role parents and the community play in supporting the school. Community members were invited to participate in school events, creating a sense of ownership and shared responsibility. By fostering these relationships, the school aimed to build a strong support system around the students, encouraging their growth and development.

### **3. Inclusive Learning**

The diversity of student learning needs required tailored solutions. Programs were developed to address these needs, including remedial classes for struggling learners and advanced opportunities for high achievers. Teachers received specialized training in differentiated instruction, equipping them with strategies to accommodate various learning styles and abilities. Inclusive practices were emphasized, such as integrating students with disabilities into mainstream classrooms and providing additional support where needed. By focusing on equity and personalization, the school sought to ensure that every student had access to a high-quality education.

### **4. Social Support Programs**

Economic and social barriers were a major impediment to student engagement. To alleviate these challenges, social support programs were introduced. Free meals ensured that no student attended school hungry, improving their concentration and performance. Scholarships were made available to help students from disadvantaged backgrounds cover expenses such as uniforms and books. Counseling services were established to support students dealing with emotional or psychological issues, providing them with a safe space to express themselves and seek guidance. These initiatives aimed to create a nurturing environment where students could thrive academically and personally.

## **5. Professional Development**

Teacher retention and development were addressed through ongoing training and mentorship programs from SCERT Sikkim, DIET and NCERT. Professional development workshops focused on modern teaching techniques, classroom management, and the use of technology in education. Mentorship programs paired new teachers with experienced ones, providing guidance and support. To boost morale and retention, incentives such as performance-based rewards and career advancement opportunities were introduced. These measures aimed to empower teachers, improve their job satisfaction, and ensure consistent, high-quality instruction for students. We have also collaboration with National Institute of Singapore for professional development programme.

## **6. Building School Culture**

A cohesive and positive school culture was essential to fostering collaboration and motivation. Efforts were made to establish a shared vision and set of values that aligned with the school's goals. Regular team-building activities and professional learning communities encouraged collaboration among staff. Celebrations of student achievements and cultural events were organized to instill pride and a sense of belonging among students and staff. By creating a unified and supportive environment, the school aimed to enhance morale, build trust, and inspire collective effort toward achieving its objectives.

## **7. Community Outreach**

The lack of trust in government schools was addressed through targeted community outreach initiatives. Campaigns highlighted the achievements of the school, including student successes and improvements in infrastructure and teaching quality.

Testimonials from alumni and parents were shared to showcase the value and potential of the school. Open house events were organized to invite community members to tour the school, meet the staff, and observe teaching practices. These efforts sought to rebuild confidence in government schools, increase enrollment, and strengthen ties with the community.

## **Conclusion**

By addressing these areas in a holistic and strategic manner, the action plan aimed to tackle the root causes of the school's challenges. Through infrastructure improvements, enhanced stakeholder engagement, inclusive learning, social support, professional development, a strong school culture, and community outreach, the school took significant steps toward creating a thriving, inclusive, and effective educational environment. The plan not only addressed immediate issues but also laid the foundation for sustainable growth and long-term success.

## **Methodology**

The following plan or strategies was implemented using a systematic and collaborative approach:

1. Data Collection: Gathered quantitative and qualitative data on student performance, attendance, teacher satisfaction, and community feedback.
2. Stakeholder Involvement: Observation, Engage parents, teachers, and



- community members in decision-making and planning processes.
3. **Resource Mobilization:** Partnered with government agencies, NGOs, and local businesses to secure funding and support.
  4. **Pilot Programs:** Tested new initiatives on a small scale to measure impact and refine strategies before full implementation.
  5. **Monitoring and Evaluation:** Regularly assessment of the effectiveness of interventions and make adjustments as needed.

## **Strategies**

### **1. Infrastructure:**

- Collaborated with SMC, local government and NGOs for funding.
- Introduced a phased plan for upgrading classrooms and ICT facilities.

### **2. Engagement:**

- Hosted interactive parent-teacher meetings and community events.
- Established parent advisory committees to foster collaboration.

### **3. Teacher Support:**

- Provided regular training on modern teaching methods.
- Offer incentives and career growth opportunities to retain skilled teachers.

### **4. Inclusive Programs:**

- Implemented remedial classes for struggling students.
- Introduce peer learning initiatives to leverage student diversity.

### **5. Reputation Building:**

- Conducted outreach programs highlighting the school's achievements.
- Showcase successful alumni to rebuild community trust in government schools.

### **6. Social and Emotional Support:**

- Introduced mentorship programs pairing students with role models.
- Provided access to counseling and mental health resources.

By addressing the root causes with comprehensive plans and strategic interventions, it was possible to create a thriving educational environment where students, teachers, and the community work collaboratively toward success and the process is continued.



***Tamil Nadu***

### **43. Shri Srinivasan K.**

Head Master

Hindu Govt Aided Primary School, Ambur, Tirupattur

Tamil Nadu

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#### **ABSTRACT**

Many philanthropists in and around Ambur gathered together and started a very teaching centre in the name Hindu Primary school in 1917. The main objective of the School is to provide education for the underprivileged students. In 1927, the School was approved and re-organised as Hindu aided Primary School with Mangalore tiles and wooden roofing's and start functioning then on to spread education to the poor.

I have been appointed as secondary grade teacher in 2004 and promoted as Headmaster in 2011. At that time the School was in the dilapidated stage with poor infrastructure as it has been functioning for over 70 years with same structure with minor renovation activities. Admission of the students has been decreased due to various factors. It was a great challenge to increase the student's enrolment and to develop infrastructure facilities for promoting quality education to the poor children.

The methodology executed for this case study to identify the problems and obstacles in the mission for development of the School are observation, introspection and interview. Deeply observed the overall aspects of the School. After organizing interviews with the parents and teachers separately, the main reasons for the reduction in the enrolment of the students are poor infrastructure, location of the School is very far from their villages, poor sanitary and quality of the education is not up to the mark. With the help of management and many voluntary organizations, a new concrete building was constructed with all infrastructure facilities like smart Classroom, Toilet facilities etc in 2014. Arranged free transport facilities for the children. To achieve expected learning outcomes designed by NCERT, the whole School and the classroom was painted based on the text book lessons and themes.

Encouraged and implemented leadership qualities with in the children like maintaining library, Food waste management, peer learning etc. We the teachers, management, voluntary organizations and children with collaborative efforts and deliberate actions increased our school enrolment this year. I feel, I have fulfilled the expectation of the parents, management, Teachers and Students of our school and our aim is to develop 21<sup>st</sup> century skills with in the children as suggested by UNESCO. Better administrative strategies leads to betterment of the school and its administration.

#### **Introduction:**

In the year 1917, The Hindu Primary school was started in Ambur with the blessing of the native as a very teaching centre. It was started to help in providing the required education to the underprivileged students as Education is the key element to succeed. To this goes by the proverb "pen is mightier than the sword".

In 1927 this school was brought under the government Aided school, all the classes with mangalore tiles and wooden roofing were functional from then on to spread the

education.

In 2004, I joined this school as a primary teacher and in 2011, I was promoted as head master of the school. When I took over as the Head Master, the school was in a stage where renovation was a must as the school infrastructure was almost in the dilapidated stage.



### **Identification of the problem:**

Our school, Hindu Aided Primary school, Ambur in which I have been working till now. It is situated in the middle of the Ambur town. There are commercial complexes, Matric schools and Govt. Municipal schools. Most of the students are coming to our school from remote areas, hill stations and remote villages. 80% of students belong to scheduled caste and scheduled tribe community. when I joined in this school as a secondary grade Teacher, nearly 1200 students were studying here. But the total strength of students was came down step by step for various factors I was being promoted as the Head master of the same school in 2011.

When I took charge as the Head Master, there were only 200 to 250 students studying in our school. It was a great challenge to increase the total strength of our school by competing with other matric and Aided schools.

### **Diagnosis of the problem Important challenges: -**

There was a great problem of reduction in the strength of the students due to the decreasing in the admission of the students for various reasons.

### **Description: - (Reasons)**

The following are the reason for those problems.

- Damaged school buildings with poor infrastructure facilities.
- Most of the students are coming from remote areas and villages to our school. They are supposed to walk around 4 KM, to cross national high ways and to overcome the hectic traffic during the peak hours.



- Lack of communication between the school and the parents.
- Lack of English fluency and spoken English talent as compared to the other Matric schools in Ambur area.
- Lack of knowledge in using innovative techniques in teaching and learning process comparing to other English medium schools.
- Expected learning outcomes achieved by the late bloomers is very less

### Plans: (Objectives)

I have found some demerits and problems to be solved immediately. I have planned to solve those problems. and they are as follows:



- To develop expected learning outcomes among late bloomers.

- Good rapport to be developed between the school management and the school.
- Self-development and some innovative Teaching skills and technologies to be developed. our school should be model school compared to other govt. aided schools.
- To develop the relationship between school and the parents.
- To implement new innovative teaching methods and strategies in class room.
- To develop discipline, leadership quality and all-round development of students.

### **Methodology:**

The methodology used to identify the problems of the school are observation, introspection and interview

### **Strategies:**

- I did put all my efforts in communicating this situation to the respective correspondent and the members Associated with this school and convened them to get it renovated keeping in mind the future of the school as well as the students studying. The whole building was demolished and a new concrete building was built within excellent ventilation tiles floor spacious verandas and with fans and tube lights. The new building was inaugurated by the year may 2014 and from then on, we are performing our teaching and learning process in it.
- To ensure safety and to increase the attendance of the scheduled tribe, scheduled caste and most backward community and also to reduce the dropout rates. from the year 2011, we provided free transport facilities to the students in the means of Auto and vans for which we spend nearly 28000 Rupees per month and this facility was provided to have a hassle – free transportation for the students. so that they do not face any obstacles to commute to school. Both the management and teacher contribute to the above amount.



- Once again, the school building was painted this may 2019 with various innovative illustrations as to help in boosting the student's interest towards learning. This was done with contribution of the teachers and the members Associated with the school. The total expense to provide this colorful experience to the students was 1,50,000 Rupees. The I & II classes were painted with alphabets, Tamil letters, fruits and vegetables based on their syllabus. The third, fourth and fifth classes were painted according to their syllabus and picture of their text book. All the compound walls are painted with awareness posters like plant trees, avoid plastics, save rain water, encourage farming, clean India – green India likewise. Photos are attached for your kind reference.
- To be the first of its kind, we are the first government primary school in our district to install smart classroom with touch board facility of worth one lakh (Rs.1,00,000) by the year October 2017. Continuously we are very keen in developing the computer-based knowledge and ICT based education to our children through teaching and learning process.
- Collaborating with the NGO's like Namma Bhoomi and food scrape free India, we have launched food waste management awareness programme to the children of class V on 14.10.2019 to reduce the wastage of food, to divide the organic and inorganic wastes and to convert the organic waste in to organic fertilizers. The process will continue for 100 days and after 100 days we will get organic fertilizers. pictures are enclosed. We got the organic fertilizers and proud to say that we are the first government school in our district to implement this project.
- To develop better understanding and expected among late bloomers. We have used peer group learning in lunch break session by using color full and attractive charts, innovative activities like educational puzzles, collecting newspaper cuttings, writing many familiar words by using newspaper etc., and this was brought in so that the parents get the update of events and other daily happenings of the school.
- Our school has also brought in the short messaging service (SMS) and voice call service to bridge the communication gap between the parents and the school. With the contribution of the teachers, we are the first school in our district to implement this concept in 2017 to implement this surveillance camera in the year 2019.
- To enhance and ensure the security of the students, the school and its surrounding has been installed CCTV surveillance cameras. These cameras have been installed keeping in mind the safety and security of the students as well as the school. We are the first government school in our Vellore district
- To be the first of its kind and we are the first govt. School in our district to get Insurance policy for every student and dependent parents of our school in the year 2018 – 2019. This has been implemented to help the students and parents who have incurred an heavy loss due to some accidents etc. This amount will make them help to overcome their worries financially.
- With the request from the parents and community to start an English medium school



from class I to V to improve the efficiency in teaching process, to reduce the dropouts and to develop English knowledge for the most backward class students, has been accepted. Further steps have been taken and the resolution has been passed by the management and parents by convening school committee meeting to start an English medium school in the year 2019 – 2020. Further we the first school in our block to get recognition order to start an English medium classis for the year 2019 – 2020 from the Director of Elementary Education and admission have been done and the classes are in progress.

- With the same request from the parents and community of below poverty line group of our school and to ensure to go their respective job by living their kids of 3 to 4 years in our school, we have passed a resolution for starting LKG and UKG classes from the year 2024 – 2025 and related to it steps should to be taken by convening a school management committee meeting and parent's Teacher's association meeting.



- To develop 21<sup>st</sup> century skills like collaboration, communication, critical thinking,



curiosity, problem solving and innovation, we have executed many programs in our school They are as follows.

- To make them aware and get to expose, to the public utilities we have taken the students to the bank, Post Office etc. and we have achieved our objectives in giving the hands on experience to the children by sending a postcard to the Education minister of Tamil Nadu mentioning, Diwali wishes and in turn, He has also wished each and every individual student by sending them greeting letter.
- To enrich vocabulary and reading practise, After the lunch break session regularly we are giving English and Tamil newspaper to the student to read it. So that to make them potent in reading and understanding skills.
- I have undergone a workshop on creating e-content through stop motion animation technique an user friendly android application. through the application when the photos are captured and played in a sequential order it will show like an animation video.
- The above said technique has been taught to the students of class V and they have created video content by the name "FOREST OUR HOME" It has been sent to the 23<sup>rd</sup> All India children Educational Audio and video festival (AICEAVF) and they have accepted and nominated it. Documents enclosed.
- To develop leadership quality in students, we have divided 5<sup>th</sup> grade students into three groups. The students of first group will instruct other students, to sit in line while having lunch. The students of second groups will provide plates to students, to have mid - day meals. The students of third groups will put excess (or) waste food in to food waste management baskets to prepare organic fertilizer. Leaders and groups are changed periodically. Like wise we have improved leader ship quality, collaboration, co-operation and discipline among students.

**List of Programs received for the 23<sup>rd</sup> All India Children's Educational Audio Video Festival**

The following programs have been received under various categories for the 23<sup>rd</sup> All India Children's Educational Audio Video Festival to be held at CIET, NCERT, New Delhi from 27<sup>th</sup> November to 29<sup>th</sup> November, 2018. In case there is any issue with the list, it may kindly be brought to the notice of the Program Coordinator immediately to the email id: [aiceavf.prd@ciet.nic.in](mailto:aiceavf.prd@ciet.nic.in)

- In all cl asses, we have kept alternate dress, yarn, buttons and needle. If the students dress gets damaged or unexpectedly button gets drop down from their shirts, we practice them to wear alternate dresses and stitch their address themselves with the help of their friends. We are providing opportunities to develop vocational skills confidence among students and self.
- To develop co scholastic and interdisciplinary skills among the students, we have student's library functioning in our school. We have divided the 5<sup>th</sup> grade students in to 3 groups. First group will divide the books subject wise and place it neatly on shelves. The Students of Second group is to will maintain the register containing the names of books. Third groups will maintain register containing the name of the students, name of the book taken, class etc. in it. The leaders are selected

periodically, so that students follow self-discipline, rules and regulations in maintaining the library.

- A teacher is a continuous learner. By these words keeping in mind. I have attended many free workshops like Workshop on videography, creating interactive e – content (h5p tool), Creating video content using stop motion animation technique, orientation programme for preparing research paper for conference, creating Android app etc. conducted by universal teacher’s academy in Pondicherry. Source: We can search Facebook – UTA Pondicherry.
- Based on the knowledge gained by the above workshops I have submitted many research papers in the following conferences. held in Regional Institute of education.
  - National conference on achieving sustainable development goals 2030 in 2018 Shillong Meghalaya
  - National conference on science education – 2018 Bhubaneswar, Orissa (NCSE)
  - International conference on emerging trends and Innovations in school sciences (ICSS- 2019) Bhopal, Madhya Pradesh.
  - India International science festival 2019 – Vigyanika, Kolkatta, West Bengal.
- I am one among the Master Resource person (MRP) in SCERT and trained the teachers in the districts of perambalur and vellore in the topic “FOSS TOOLS IN EDUCATION”.



- We then, universal teachers Academy, Thirupathur have organised a free workshop in the first semester 2019 holidays. in Tirupathur for the teachers of all over Tamil Nadu under the guidance of Universal Teacher's Academy Pondicherry. We have introduced the usage of H5P tool in education and to create interactive video content. Around 70 teachers have been benefited from it.
- In the academic year 2017 – 2018 and 2018 – 2019, we have won the best school award in the CRC and Block level Science Exhibition competition.
- Vigyan prasar is authorising many science clubs all over the India for schools and groups. Based on it as a organizing secretary an app location for registration under the name SARABHAI SCIENCE CLUB has been sent to vigyan prasar network of science clubs (VIPNET). The objectives is to conduct many scientific activities to create scientific temper within the children and the society.
- Tamil Nadu government has introduced Yeannum Ezhut hum scheme to fill the learning gaps and to achieve all the learning objectives which could not achieved due to the covid pandemic situation. The scheme became a huge success. To celebrate the success we organized a program called Katralai Kondaduvom in our School and exhibited the students outcomes and talents to the parents.
- Considering the social economic conditions of our School students who are below poverty line, We the teachers joined hands together and provided Provisions, Vegetables, Blankets to the Parents of our Students and the cost estimate for this was around Rupees One Lakh Forty Thousand. This Social responsibility of us gained a great bonding and rapport with the Parents.
- We had organized medical health checkup camps for the parents to ensure their wellbeing and, also, we organized Dental health care checkup camps for the students to ensure their good oral health.
- On behalf of universal teacher's academy, we organized a stall in 24th All – India children's Educational Audio and video festival held at cochin, kerala. We showcased the stop motion animation technique and MIT Application CIET, Joint Director Mr. Amarendra P.Behra sir visited our stall and appreciated the innovation.
- We the universal teachers academy Puducherry organized more than 20 free online workshop for the teachers from all the over the India and also from out of the country, more than one lakhs teachers have been benefited by this program. Following I have been taken sessions to NCERT, SCERT and Kendra Vidhyalaya Schools. Few brochures are attached for reference.
- With the community partnership, one of our Alumni from USA Mr.Venkataraman donated three laptops worth one lakh rupees to develop technology integrated teaching and learning process.
- With the support of the Management, we facilitated the Seating's of our students with the below.
  - Octagon tables and chairs have been provided for students in classes 1<sup>st</sup> to 3<sup>rd</sup>



- Colorful desks and benches worth 3,50,000 have been provided for students in classes 4<sup>th</sup> to 5<sup>th</sup>
- To foster a culture of equality, we have introduced uniforms for teachers which has benefitted in eliminating economic discrimination and comparisons.
- To develop ICT knowledge among teachers, I, as the Principal of the School, have organized several training sessions and this was done with the Management's permission.

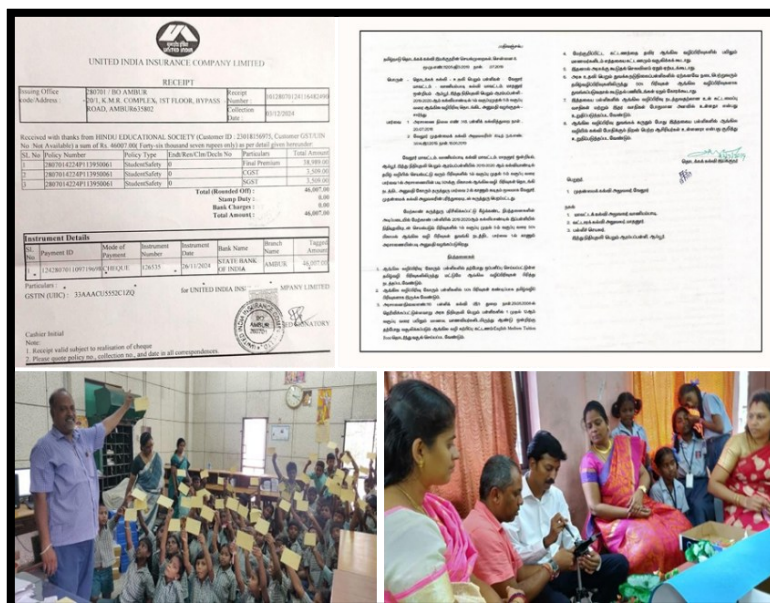




- To raise awareness about the importance of food and promote hands-on learning, we encourage students to tend to our school garden, utilizing recycled bags.
- To promote moral values among students, we broadcast moral stories via Speakers during break times and make sure that broadcast is audible to all.
- The Tamil Nadu government organizes the Kalaithiruvizha, a talent search competition for government and government aided schools. This year four students from our school were selected to participate at the district level, showcasing their skills in various categories. Notably one of our students excelled, qualifying to participate at the state level in two events, fancy Dress and Tamil Recitation.
- Conducted fire safety Awareness Program in school with the help of fire safety officers, Ambur. Happy to be a part of NISHITHA – Content creation activities organised by SCERT – with Former Director Mr.Nagaraja Murugan.
- Impressed by the stop motion animation technique applied in education by our former educational secretary Mr.Pradeep Yadav and Elementary director of school education Mr.Karuppasamy invited and appreciated. Presented the power point on stop Motion animation technique and received greetings to attend conference in Meghalaya organised by NCERT.
- Selected as Innovative Principal of the year 2018 award from times of India. It has been received from our District elementary educational officer and block educational officers Tirupattur, Tamil Nadu.
- With the community partnership and management of our school we have developed better infrastructure, quality education and the overall aspects of the school which resulted in an increase in the students admission every year. Our management has constructed one more floor which cost 48,00,000 and this was done to accommodate more students in the school and it was inaugurated in a very grand manner on November 6, 2024.
- An Additional smart classroom with one more interactive display worth around Rs.1,10,000/- was installed and inaugurated on November 6, 2024
- We Conduct sports day and annual day every year. We also celebrate important National Festivals like Independence day, Republic day, Children's day, Teachers day etc. in our school.

## Celebrations in the School

- Sarabhai science club has organised many science orientation programs. Our students performed outstanding in many events. We received best school from honourable education minister Thiru. Anbil Mahesh in Salem organised by Darwin's science club.



### **Outcomes: (Results and discussion)**

We have increased our school strength of 274 in the year 2019 – 2020 comparing to 210 in the year 2018-2019. Following are the school enrolment and admission for the past 5 academic years

Academic Year	Total Student Roll	Admission
2020-2021	313	110
2021-2022	505	218
2022-2023	504	189
2023-2024	496	143
2024-2025	462	121

- For the past 4 years, our school has the highest enrolment of Students in primary level in the Madhanur Block and also we hold the highest number of students roll in the Tirupattur District level also.
- As the resolution passed for starting LKG and UKG in the next academic year, we have got 98 applications for admission for the next year 2024 – 2025. But yet to get recognition and approval.
- I feel that, I have got the solution for the problems of admission and lack of

infrastructure for the school.

- I feel I have fulfilled the expectations of the parents, management, teachers and students and also I have gained good conduct from them.





## Conclusion

My aim is to develop all round development in the children by achieving sustainable goals 2030 and to develop 21<sup>st</sup> century skills as suggested by UNESCO.

Better Administration strategies leads to betterment of the school and its administration. In this competitive world, we need better leadership quality and innovative ideas to mould our children in the better way comparing to the other private schools. So I have developed my potentiality in all the perspectives of the education and will assure you that I will develop myself for the betterment of the school last day of the school.

## Estimated projects to be implemented in our school.

- Establishment of Fully equipped ICT Lab and interactive display for all class rooms.
- Establishment of English and Mathematics Laboratory.
- Launching of sarabhai science club and conducting orientation programme regarding the launching of satellites and its purposes. To conduct field trip to ISRO, Bangalore.
- Launching of satellite through rocket to the height of 500 meters made by our students to know the air pollution in and around the geographical area of Ambur town. Measures to be taken to control the air pollution will be discussed by the students and NGO's of Ambur.
- We are planning to introduce a unique uniform for each day of the week with a belt and tie with the help of community partnership.
- We are Planning to organise professional Development training program (ICT) and skill-based training to our teachers.
- We are planning to launch Bharat scouts and guides wing in our school.

## News Paper Clipping





#### 44. Shri Jayaraju M.

Head Master  
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Ariyalur, Tamil Nadu  
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#### SMALL STEPS, BIGGER LEAPS



#### GOVERNMENT HIGH SCHOOL, NAGAMANGALAM EDUCATE THE CHILDREN TO EXPLORE BEYOND THE SYLLABUS

I received my promotion as a Head master to this high school from my earlier post of Post graduate math's teacher on 02.08.2018. My school is one of the high population schools in Ariyalur district. At the time of my promotion the strength was close to 300 and now it goes close to 400. Besides lot of private schools near the locality, Parents highly rely on our school. Even there is high and higher secondary schools are there on the way, some children travel 15-20 km surpassing those schools to reach our school. So, it makes us highly responsible to act upon the parents and public trust.

#### **Motto of our School in the form of our Logo**

On my first academic year here, I decided to show the people what kind of school is ours with a logo. I joined my hands one of my old students who is a tech savvy, to design the logo. School is not the place which concentrate only on academic development but it is the place to make holistic development and shape the personality of the students with Love and Education. I wanted to depict this thought in our logo. with his help we came up with a wonderful logo design which is very much appreciated by our fellow academia's and our higher officials as well.

## **INFRASTRUCTURE – THE BACK BONE**

### **Development of Basic Needs**

In order to give the quality education and best academic practices we need a good infrastructure. Even the school is upgraded as high school on 2008, the school was struggling with basic infrastructures till 2018.

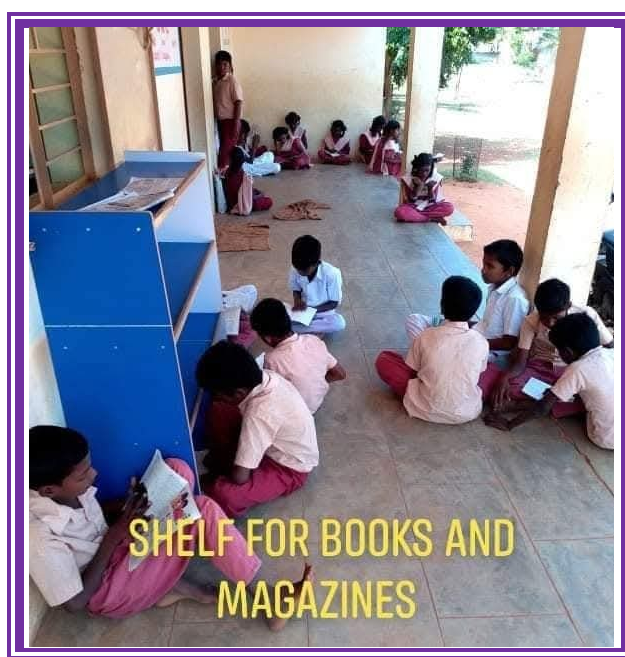
We borrowed one building from the elementary school which is located in adjacent campus. In 2015 the school moved to 3 rooms building and in 2016 a lab which is also used as class room due to the inadequacy of space.

As the admissions were poured in we have to segregate each class in to two sections. For that we were in need of 10 class rooms, an office room which is essential one and a staff room to accommodate nearly 18 staff.

In 2018 time we were short of 6 class rooms, High tech lab room, library room. The campus was big with few building without a back side compound wall and very few trees. This was the situation I stepped in as a leader of the school with zero experience on administration.

My first work was to give freedom to the books locked inside few steel shelves. I asked to open and stacked them category wise so as to give them to the kids to read. But where to keep them and where to ask the reading enthusiasts to sit?

Here I got a flash, A broken table tennis table was there, and I asked a carpenter to cut the plywood safely and use them to make a good open shelf to house books and magazines. With zero expense we got a wonderful shelf which is kept outside HM room and students used to sit in veranda to read the magazines and books.



### **Making use of available structure to construct two makeshift class rooms**

After the erection of front compound wall, we got an idea why don't we put up a metal sheet rooms with minimum cost class rooms. We called the mansion and had discussion with the local PTA and SMC office bearers and raised the fund. Making use of the compound wall a structure is built and metal sheet roof is made to cover. Now we were able to accommodate two class children from under tree class to somewhat a safer place.



### Lab and Library Building

Our incessant requests fell on government's ear so we received sweet news that Lab and Library building was sanctioned for our school. As the contractor was a nice and dynamic person, he made the building ready within six months of time. The fund for furniture for the new building is allocated directly to the school. So we made our dream library and class rooms out of it.



### Sweet news – double delight

We heard a sweet news in November 2019. We were allotted a two class room building under SMC fund and further it is asked the Head Master to construct the building. We wanted to make use of every penny to complete the building as strong structure. During the construction small repair works in the old buildings and toilets were done with the spill over materials.





### Renovation gave new life to old structures

We have two toilet units for the boy, unfortunately both of them were in un usable condition. With the School grant fund of our school, we managed to repair the toilets and students let in.



### Bore well made to touch the under water source

We were initially provided with two bore wells but only one was in service. Due to the unavailability of water resource in the reachable depth it is abandoned. To my wonder that abandoned bore well has a huge overhead tank. If we bring this to working condition this bore well itself far enough for the school. The submersible pump was lowered to an additional depth of 50 feet. As soon as we switched on, water gushing through the pipe.





### Extra-curricular activities make the children to like the school

Most of the schools encourage the academic activities. The academic achievers only crowned others were kept to clap for them. On entering to school leadership, I decided to crown even the last bench students to be crowned for their achievements in their own skill.

#### Giving Opportunities to all

First of all I gave a big change in the Morning Prayer structure. Instead of Head Master, all the staffs were asked to preside over the prayer activity according to the attendance order.

We have 5 classes with two sections each. So we enlisted the classes who have to take over the prayer activities on weekly basis. It is strictly followed no student is left behind. All the students were got opportunity to stand in prayer and do an activity like pledge, thirukural, quiz, math fact, science fact, quote or proverb and news reading.



#### Arts and Crafts

Even the kids with less academic scores are good at art and craft works. If they were given opportunities they are ready to unleash their talents in this area. we saw many young talents in arts and crafts among the students. Even few kids went to represent ariyalur district in competitions.



### **Clean and Green Campus**

Cleanliness is next to godliness. But a Green campus only can make even god to smile. As we have Green Club, we encourage the students to do planting saplings and cleaning the campus.



After 2018 the face of the School campus is entirely changed. The green cover area widened. As a token of appreciation news7 TV channel showed our campus picture in their twitter handle.



## Sports and Games to Strengthen the body as well as mind

Every year 25 % of our students go for sports and games events, and get places to district level and state level events.

In the year 2023-2024 our students went to state level in the Squash games. our school girls also went to state level for swimming.



## AWARENESS TO SELF AND SOCIETY

An awareness program against the intake of Junk Food is organised in school. Students are asked to participate in exhibition. Lot of students participated in the exhibition with delicious food items made up of millet based contents.





## Awareness rally against the usage of Tobacco, Alcohol and other narcotics substances

An awareness rally is arranged in school to make awareness against the narcotics-based substances. 360 students went around the streets of the village with the hoardings and slogans.



## The unending war against plastics

Our students went on a rally to make an awareness on hazards of the usage of plastics. They went around the village with the hoardings.



## World Environment day Celebration

We arranged an event on World Environment day joining hands with an Organization 'Marangalai kaappom'. Students take oath to conserve nature and signed the declaration as a token of awareness.





BIG EVENTS

After Joining the School as a head master, I regularly conduct parents meetings to discuss the discipline of the students and their academic performance. I make use of these meetings to bring awareness among the parents on adolescent psychology.



**“Kalvicheer” – Furniture and other goods offered by Parents**

We gave prior information that School wants material supports from parents. Whoever can support can bring their gifts to school on ‘kalvicheer’ day. We were dumbfounded on seeing the line of parents who came with lot of materials which were our essential need.



### Library Opening ceremony

Our school got new library building on 2022. We invited the leading children writer in tamilnadu 'Vizhiyan' to open the library room and reading session. He gave an awareness speech on reading beyond the text books.



### Annual Day

As we got a mandate from our department to celebrate annual day, we started planning. we wanted to depict the multi talents of our kids. And show cast our school's fame to the public. Teachers, old students and public were came forward to help us to make it as a big event.







We are the fore runner in these area....

## Admission Campaign

In order to boost the admission ratio we go to the nearby elementary schools, meet the parents and keep a banner near bus stop to get the attention of parents and inform them the facility we provide in our school. These campaign activities used to boost the admissions in a great way.

**அரசு உயர்நிலைப்பள்ளி நாகமங்கலம்**

**சேர்க்கை நடைபெறுகிறது**

கல்வி	கலை	இலக்கியம்	விளையாட்டு
பெண் 475	கலை சான்றிதழ் 450	மாண்புமிகு அமைச்சர் 50-க்கு மேல் பரிசுகள்	மாண்புமிகு அமைச்சர் 50-க்கு மேல் பரிசுகள்
பெண் 450	மாண்புமிகு அமைச்சர் 50-க்கு மேல் பரிசுகள்		

**மாணவர்களின் ஓட்டுமொத்த ஆளுமை வளர்ச்சியை உறுது செய்கிறோம்**

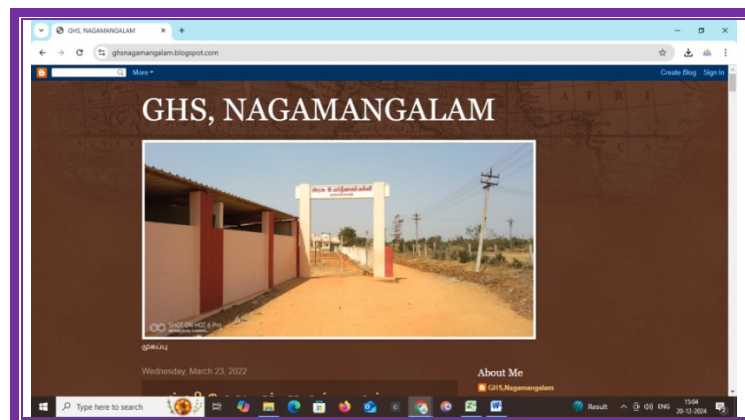
**பள்ளியின் சிறப்பம்சங்கள்:**

1. மாணவர்களின் கற்றல் திறனை மேம்படுத்த 4 வகுப்புகளில் Smart Class
2. ஆசிரியர்களின் சிறப்பான பணியின் காரணமாக மேம்பட்ட பேசு, கட்டுரை, கவிதை, கதை, நாடகம் மற்றும் நடனம் போன்ற கலாச்சாரப் போட்டிகளில் தொடர்ச்சியாக பரிசுகளை மாணவர்கள் தொடர்ந்து குவித்து வருகின்றனர்.
3. NMMS, NTSE, TRUST போன்ற தேசியத் தரமான தேர்வுகளுக்கு தேர்ந்தெடுக்கப்பட்டனர்.
4. 1000 க்கு மேல் படிப்பதில் புதிய சிறப்பு தரக்கொண்டும் புதிய சிறப்புகள் வசதிக்கொண்டும் சிறப்பான புதிய நவீன துறைகள்.
5. புத்தல் புதிய சிறப்பு கட்டிடங்கள் கடைபிடிக்க மாணவர்களுக்கும் கடைபிடிக்க கட்டிடங்கள்.

பள்ளி மேலாண்மைக்குரிய அமைச்சர் ஆசிரியர் வும்கள், தலைமை ஆசிரியர் மற்றும் ஆசிரியர்களின் அரசு உயர்நிலைப்பள்ளி, நாகமங்கலம். தொ: 98266 60134

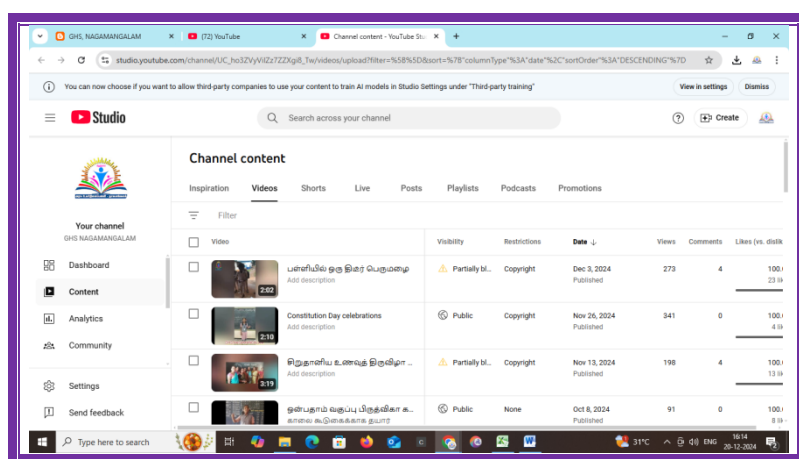
## We are in blog

we have started a blog in our school name. News and pictures about the big events in our school is posted .



## YouTube Channel

We do conduct lot of events in our school. Every month there will be more than five events to enhance the knowledge of the kids outside the text books. Students are participating with great enthusiasm. We wanted the parents and general public to notice the talents of our kids in video format. So we started a YouTube Channel in the name GHS,NAGAMANGALAM. There we keep posting the video contents of the events conducted in schools. Children feel happy to show their talents to their parents in their own mobile device or TV.



## Celebration of Festivals

We used to celebrate the general festivals, Leaders Birth anniversaries and the govt nominated functions with great enthusiasm. We used to give the basic rudiments of the festivals for what it is celebrated. Be it in society or in school the festivals always bring the people closer and helps in a great way to bury the differences or hatreds.



## Getting helps from Corporates from CSR funds

As ariyalur dt accommodates lot of cement factories, we always seek helps for fulfilling our small infrastructure needs. Birla cement factory which is 3km away from school is the only corporate we seek helps. They constructed us a sewage outlet way to let out the stagnating rain water. They frequently visit our school with doctors for awareness and provide sweets to students during national festivals.





## Inclusive Education

We were the real fore runner of “Illam Thedi Kalvi” – School going towards students home. During Corona lockdown there is a big gap between the teachers and students Also Students and Education as well. To bridge the Gap we decided to send the teachers to meet the students in their home with basic precautionary measures. The went and saw their pathetic poverty condition. We arranged some helps. Teachers make the students sit and learn some basic ideas in the lessons also. After I posted this event in social media, many schools started following this.



## Conclusion

These were few glimpses of what we actually do in our school. We are always very clear that mere teaching of the stuff in the text book is not complete education but the holistic development is. As said in our motto we give Education and Love to shape the Personality of the Students.

We never cared about result percentage or marks they get (though that also important), We actually care about to shape the students as good citizen and responsible young generation. As we concentrate on our main goal with great passion academic excellence automatically achieved.



***Telangana***

#### **45. Smt M. Rama**

Head Mistress

PM SHRI Zilla Parishad High School Girls  
Palvancha, Bhadradri, Kothagudem, Telangana

Email id: [hmzpssg2023@gmail.com](mailto:hmzpssg2023@gmail.com)

Mobile no.: 9440991572

#### **ABOUT US**

Zilla Parishad Girls High School (ZPGHS), Palvancha, fondly known as Abhyudaya, stands tall as a beacon of education and empowerment in the Bhadradri Kothagudem district. Established in the 1970s, the school has a storied history of providing quality education to generations of young girls. As one of the oldest and most respected institutions in the Palvancha mandal, ZPGHS has become synonymous with academic excellence and holistic development. With an impressive enrollment of 526 students across 17 sections, the school is the largest in the mandal in terms of student strength.

ZPGHS is more than just a school; it is a community that fosters growth, innovation, and inclusivity. Over the decades, it has consistently evolved to meet the changing needs of education, embracing new methodologies, and remaining steadfast in its mission to empower young girls through learning. This commitment has made it a pillar of inspiration not only for students and parents but also for educators and the broader community.

#### **INNOVATIVE PRACTICES AND INITIATIVES**

Education at ZPGHS goes beyond traditional teaching methods. By fostering creativity, critical thinking, and innovation, the school ensures that its students are equipped with the skills and knowledge to thrive in the modern world. Below are some of the initiatives that set ZPGHS apart.

##### **Special Classes for Academic Excellence**

Recognizing the challenges that 10th-grade students face during their board exams, ZPGHS introduced special preparatory classes in October 2024. These classes are held twice daily—early in the morning from 8:00 AM to 9:00 AM and again in the evening from 4:15 PM to 5:15 PM. The goal is to provide targeted support in key subjects, helping students revisit critical concepts, clear doubts, and practice exam-oriented questions.

Teachers take immense pride in these sessions, often going beyond their scheduled hours to ensure that no student is left behind. Teachers have taken extraordinary efforts to support students, dedicating additional time and employing creative teaching techniques like quiz competitions, puzzles etc to address learning gaps, which has significantly enhanced students'

understanding and academic performance.

### Emphasis on Digital Learning

In an era where technology drives progress, ZPGHS has embraced digital tools to transform the classroom experience. Interactive Flat Panels (IFPs), projectors, and online platforms such as Keyon are now integral to lessons. Teachers, too, have undergone training to effectively incorporate these tools, leveraging digital resources to make classes more engaging.



For example, our science teachers recently used live models to demonstrate complex scientific processes, allowing students to visualize concepts that were previously difficult to grasp through textbooks alone. This adoption of digital technology has bridged gaps in understanding and encouraged active participation among students.

### A Vision for Tomorrow: School of the Future Award

In a proud moment for our school, we were recognized as the School of the Future from Telangana under the Digital Nagrik Program last year. This prestigious honor underscores our commitment to integrating technology into education and preparing students for a digitally- driven future. By adopting advanced teaching tools, leveraging platforms like Keyon, and fostering digital literacy among students and staff, our school has set a benchmark for innovation in education. This recognition reflects the collective dedication of our educators to bridge traditional learning with modern advancements, ensuring our students are



equipped with the skills and knowledge to thrive in a rapidly evolving world.

## **EXTRA CURRICULAR AND CO-CURRICULAR ACTIVITIES**

ZPGHS firmly believes that learning should extend beyond academics. The school encourages its students to explore their talents and passions through a variety of extracurricular and co-curricular activities. These activities are carefully designed to nurture creativity, teamwork, and self-confidence.

### **Art and Creativity**

ZPGHS frequently organizes art and crafts competitions where students are encouraged to experiment with new techniques in painting, sketching, and crafting. Recently, our students participated in a drawing competition held by Eenadu daily newspaper on environmental protection, demonstrating awareness alongside creativity.



### **Cultural and Literary Competitions**

The school has become a hub for cultural and literary activities. Students regularly participate in events such as spell-bees, elocution contests, and story-writing competitions. In a recent district-level mono-action competition, a 9th-grade student's powerful performance on the theme of single-use plastics earned her first place, bringing immense pride to the school.

Additionally, the school's focus on the arts has enabled students to excel in drawing, singing, and dancing competitions. These activities not only bring

recognition but also instill a sense of achievement and discipline in students.

#### Exposure Visits Through the PM SHRI Scheme

Under the PM Schools for Rising India (PM SHRI) scheme, our school organized an enriching exposure visit for 9th-grade students to the historic city of Warangal and the renowned Ramappa Temple. This educational excursion aimed to deepen students' understanding of India's cultural heritage and foster a connection with their roots. At Warangal, students explored the architectural marvels of the Kakatiya dynasty, including the Thousand Pillar Temple and the Warangal Fort, which stand as testaments to the region's rich history. The visit to the UNESCO-recognized Ramappa Temple further captivated their interest with its intricate carvings and timeless beauty. Recently, we have also organized a field trip for all of our students to the District Collectorate and Medical College to motivate them towards public administration and medical profession.

### ACADEMIC TRANSFORMATION AND RESULTS

#### 10th Grade Board Examination Achievements

The performance of ZPGHS students in the SSC board examinations has been exceptional. In the 2023-24 academic year, 158 students appeared for the exams, and the results were remarkable:

33 students scored a perfect 10 CGPA in Telugu, setting a record for the school.

18 students achieved CGPAs above 8.5, showcasing their hard work and the effectiveness of the school's teaching strategies.

#### National Means-Cum-Merit Scholarship (NMMS)

The NMMS program has become a hallmark of ZPGHS's academic success. In 2023, seven students qualified for this prestigious scholarship, a testament to the school's emphasis on nurturing talent. This year, 36 students have applied, with teachers providing guidance and specialized training to help them succeed.

#### Competitive Edge

ZPGHS students have consistently demonstrated their competitive spirit. For example, a 10th-grade student recently qualified for the State-Level Social Studies Talent Test, while two others represented the district in the Program for Scientifically-Inspired Leadership (PSIL) organized by Harvard University. These achievements reflect the school's dedication to fostering excellence.

#### Focus on English Proficiency

English proficiency is a priority at ZPGHS, as it prepares students for higher education and professional opportunities. Regular literary activities, such as debates and extempore speaking sessions, have helped students become confident communicators. Recently, the school introduced an English-language club where students engage in role-plays, storytelling, and peer-to-peer learning.

## **HEALTH AND WELL-BEING PROGRAMS**

ZPGHS is deeply committed to the mental and physical well-being of its students. Recognizing the importance of a healthy body and mind, the school has implemented several programs aimed at holistic development.

### **Meditation and Yoga**

In collaboration with a spiritual organization, the school conducts weekly meditation sessions for students from grades 6 to 9. These sessions help students develop mindfulness and manage stress. Additionally, yoga classes, led by the school's Physical Director, emphasize physical fitness, flexibility, and mental focus.

### **Self-Defense Workshops**

Empowerment is a key tenet of the school's philosophy. Self-defense workshops are regularly held to equip girls with essential skills to protect themselves. These sessions, often conducted by local police officers or martial arts trainers, are both practical and confidence-building.

### **Awareness Programs for Adolescent Girls**

Workshops on reproductive health and hygiene, led by women doctors from the community, provide essential knowledge and address sensitive topics in a supportive environment. These programs have been instrumental in building awareness and fostering a sense of self-respect among students.

## **COMMUNITY PARTICIPATION**

The success of ZPGHS is deeply rooted in its collaboration with the local community. Parents, industries, and local organizations all play a vital role in supporting the school's mission.

### **Parental Engagement**

Monthly parent-teacher meetings, held every third Saturday, provide a platform for parents to share their concerns and feedback. These sessions foster a sense of partnership, ensuring that students receive consistent support both at home and in school.

### **Support from Local Organizations**

Local industries like KTPS and Navabharath have contributed significantly by providing infrastructure and incentives for students. For example, a recent donation enabled the purchase of additional projectors, enhancing the school's digital learning capabilities.

### **Efforts That Make Zpghs Successful**

The achievements of ZPGHS are the result of relentless dedication from its teachers and staff. Their efforts extend far beyond the classroom.

### **Financial and Material Contributions**

Teachers often contribute from their own pockets to support school activities. From sponsoring prizes for achievers to organizing special meals, their

generosity has a lasting impact.

### Encouragement for Participation

Students are consistently encouraged to participate in district-level competitions, gaining exposure and building confidence. The school ensures that these opportunities are accessible to all students, regardless of their financial background.



### Inclusive Practices

Self-assessment and regular feedback sessions ensure that the school remains adaptable and responsive to the needs of its students. This inclusive approach has created an environment where every student feels valued and supported.

### Celebrating Success and Building a Legacy

ZPGHS has made it a tradition to publicly celebrate the achievements of its students. The school's YouTube channel serves as a digital showcase for these accomplishments, inspiring pride among students and parents alike. Additionally, the channel provides a glimpse into the school's vibrant culture, from its academic milestones to cultural celebrations.

### LOOKING AHEAD

ZPGHS Palvancha remains steadfast in its mission to empower young girls through education. The school is constantly exploring new ways to innovate and improve. Plans for the future include:



Expanding digital infrastructure to include AI-powered learning tools.  
Introducing vocational training programs to equip students with practical skills.  
Strengthening partnerships with industries to provide internships and career guidance.

With its strong foundation, dedicated staff, and vibrant student community, ZPGHS is well-positioned to continue shaping the future of its students and inspiring the broader community.

#### 46. Smt. Injamuri Sundara Sarah Mani

Head Mistress

Government Boys High School, Manikeswara Nagar

Musheerabad, Hyderabad, Telangana

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Mobile no.: 8500118324

#### Igniting Young Minds -Discovering Potentials

SCHOOL OVERVIEW: GBHS Manikeshwar Nagar, Hyderabad

Theme: Leadership for Skills-based and Vocational Education

#### Location:

Manikeshwar nagar, vadeera basti, behind Osmania university, Hyderabad.

**Infrastructure:** It occupies 150 sq. Meters at the center of a densely populated basti.

#### Challenges:

- No playground, narrow streets limit accessibility.
- Poorly maintained building with no recent renovations.
- Student Background:
  - Parents are mostly daily labourers working long hours.
  - High absenteeism due to lack of supervision at home.

#### VISION AND MISSION

##### Vision:

- To inspire students to regularly attend school and enhance their academics, discipline, and life skills.

##### Mission:

- Engage parents, NGOs, and resources to spark interest in learning and personal development.

#### Challenges and Solutions

1. Parental Supervision: Parents prioritize work over monitoring.  
**Solution:** Regular meetings, awareness programs, and involvement in school activities.
2. Infrastructure Deficiencies: No playground, limited facilities.  
**Solution:** Infrastructure improved under Amma Adarsh Pathshala Committee (AAPC) by the government, including electrification, painting, and major and minor renovation works.
3. Negative Environment: Children distracted by local influences.  
**Solution:** Engaging activities like robotics, arts, and life skills training.

#### KEY INITIATIVES

1. **Infrastructure improvements:** Major and minor renovation works, painting, and electrification under AAPC.
2. **School Assembly:** Regular assemblies promoted discipline and unity while enhancing students' reading, public speaking, and communication skills through

activities like anchoring and news reading.

3. **Team-Based Activities:** Students were divided into four groups for activities, fostering discipline
4. **Health Checkups:** Regular screenings to ensure physical and mental well-being. Benefits: Improved attendance and overall health awareness among students.
5. **Safety Awareness:** Sessions on good touch and bad touch, and girl child safety. Benefits: Empowered students with knowledge about personal safety and boundaries.
6. **Life Skills Programs: Activities:** Yoga, self-defense, and indoor games. Benefits: Improved confidence, discipline, and communication skills.
7. **Robotics Club:** Students participated in workshops and innovation challenges. Benefits: Enhanced interest in science fields.



8. **Training as Cyber Ambassadors:** Three students were trained as Cyber Ambassadors to promote awareness of cybercrimes, cyber security, and child abuse. Benefits: gaining skills to promote online safety and prevent cyber threats.
9. **3-Day Arts and Craft Workshop: Skills learned:** Artificial flower-making and paper crafts. Benefits: Encouraged creativity and teamwork.
10. **Science Exploration and Exhibition Program:** Various science programs, exhibitions, and museum visits were organized. Benefits: It fosters curiosity, critical thinking, creativity, teamwork, and deeper engagement with science.
11. **Installation of Three Interactive Flat Panels (IFPs):** Enhances engagement, improves comprehension through multimedia teaching, fosters collaboration, promotes interest in science, and simplifies understanding of difficult topics.



## ACHIEVEMENTS

1. **Robotics Innovation:** Won 1st prize in the Robotics Grand Master Innovation Challenge, where students gained valuable skills in coding, artificial intelligence, and robotics.
2. **Sports Excellence:** 1st place in Musheerabad Mandal and 3rd place in district-level Kabaddi (Under-14).Grand Master Accomplishment AwardKabadi (under- 14) Musheerabad (M) 1st District 3rd place
3. **Academic Recognition:** Nine students won Pratibha Awards at Balotsav, showcasing their academic excellence and enhanced learning skills.
4. **Skill Development:**20 students were awarded Innovation Marathon certificates, demonstrating their growth in problem- solving, creativity, and innovative thinking.
5. **Health Check-Ups:** Regular health check-ups conducted in school significantly improved students' awareness about health and hygiene.
6. **Competitions:** Students excelled in essay writing, singing, and reading competitions organized by Vivekananda Yuvajana Trust, strengthening their writing, vocal, and comprehension skills.
7. **Chiguru Program:** 25 students participated and received certificates in this program by Youth for Seva.



8. **Attendance Improvement:** Regular attendance increased to 88%, and absenteeism reduced.

### **STUDENT AND COMMUNITY IMPACT**

- Improved Attendance: Increased from 60% to 88%.
  - Half-day absenteeism eliminated.
- Enhanced Skills and Confidence: Through self-defense, robotics, and arts workshops.
- Personal Safety Awareness: Empowered students to recognize and respond to unsafe situations.
- Digital Learning Impact: IFPs introduced interactive, visual learning, improving comprehension and enthusiasm for science and difficult topics.
- Parental and Community Involvement: PTM participation grew from 10% to 70%.
  - Parents now view the school as on par with private institutions.

### **TESTIMONIALS**

- Sri Chiranjeevi (Deputy Educational Officer, Musheerabad Mandal, Hyderabad): "The school initially faced significant challenges, but through sustained efforts, it has transformed into a model institution. The improvements in infrastructure, teaching quality, and student engagement are exemplary."
- Smt. S. Vijaya Laxmi (AAPC Chairperson): "Parents in our basti now see the school as better than private institutions. The leadership's dedication has shifted our community's attitude toward education, and the children are thriving."
- Students: CH. Varsha (Class X): "I am proud to have participated in the Robotics Innovation Challenge and other competitions. The school has given us incredible opportunities and a supportive environment."
- O. Ravalika (Class IX): "Despite the lack of a playground, our team excelled in Kabaddi, thanks to the unwavering support of our Physical Director and teachers."

### **MY CHILDREN ARE LEARNING, AND MY SCHOOL IS EXCELLING IN BASTI.**

#### 47. Shri Syed Samdani

Head Master

Mandal Parishad Primary School, Bakrichepyala Siddipet, Urban Mandal Telangana

Email id: [samdanisyed77@gmail.com](mailto:samdanisyed77@gmail.com)

Mobile no.: 9912880003

ప్రత్యేకత: Teaching with TLM

అవార్డులు: 2014 లో Dist. Level Best Teacher Award

2016 లో Telangana State Best Teacher Award

2016 లో Mother Therese Award

2017 లో MVLA Maharashtra Award

FLN & Nishta Resource Person & School Complex Resource Person గా విధులు నిర్వహించాను.

2001 DSC ద్వారా First Appointment అయ్యి ప్రస్తుత పాఠశాలలో 2019 ఫిబ్రవరి నుండి పనిచేయుచున్నాను.

నాది మండల పరిషత్ ప్రాథమిక పాఠశాల బక్రిచెప్పాల సిద్దిపేట అర్బన్ మండలం సిద్దిపేట జిల్లా సిద్దిపేట. మా పాఠశాలలో ప్రతిరోజు ఉదయం 9 గంటలకు ముందే విద్యార్థులు ఉపాధ్యాయులు చేరుకుంటాము. విద్యార్థులు క్రమశిక్షణకు మారుపేరుగా అన్నట్లు అత్యంత క్రమశిక్షణతో ప్రార్థన గీతం ఆలపిస్తారు. ప్రార్థన తర్వాత విద్యార్థులు వారికి నచ్చిన ఒక ఆంగ్ల రైమ్, తెలుగు పద్యం, జీకే, మాథ్స్, టేబుల్ మరియు న్యూస్ పేపర్ రీడింగ్ తెలుగు పదాలు, ఇంగ్లీష్ పదాలు, ఒక కథ, ఒక గేయము మరియు ఏదైనా ఒక నచ్చిన అంశంపై రెండు నిమిషాలు నిర్భయంగా స్పీచ్ ఇస్తారు, తర్వాత March Fast One Round in School Ground లో చేసి ఎవరి తరగతులకు వారు చక్కగా క్రమశిక్షణతో వెళ్తారు.

ప్రతి రెండు రోజులకు ఒకసారి విద్యార్థులకు లైబ్రరీ బుక్స్, స్టోరీ బుక్స్, కథల పుస్తకాలు ఇచ్చి లైబ్రరీ రిజిస్టర్ లో నమోదు చేస్తారు. లైబ్రరీ రిజిస్టర్ నిర్వహణ బాధ్యతను 5 వ తరగతిలో చురుకైన విద్యార్థులను ఎంపిక చేసి వారికి ఇవ్వడం మరియు ఉపాధ్యాయుల పర్యవేక్షణలో జరుగుతుంది.

ప్రతి రెండు రోజులకు ఒకసారి విద్యార్థులకు తెలుగు, ఇంగ్లీష్ సభ్యత్వంలో డిక్షనరీ నిర్వహించి విద్యార్థుల యొక్క ప్రగతిని అంచనా వేస్తాను.

విద్యా సంవత్సరంలో వచ్చే వివిధ పండుగల గురించి విద్యార్థులకు వివరించి విద్యార్థులచే ఆయా పండుగలపై మాట్లాడిస్తాము తద్వారా విద్యార్థులందరూ ఆయా పండుగల ప్రాముఖ్యతను విశేషాలను చాలా సులువుగా తెలుసుకోగలుగుతారు.

పాఠశాలలో విద్యార్థులకు ప్రత్యేకంగా లైబ్రరీ పీరియడ్ మరియు డ్రాయింగ్ పీరియడ్ మరియు ఆర్ట్ అండ్ క్రాఫ్ట్, పెయింటింగ్ పీరియడ్లను నిర్వహించి వారిలో వారి ఆసక్తి అనుగుణంగా బోధిస్తూ వారిలో నూతన ఉత్సాహాన్ని కలిగిస్తున్నాము.

#### TECHING WITH TEACHNG LEARNING METHOD (TLM)

మధ్యాహ్న భోజనం సమయంలో ఐదు నిమిషాలు విద్యార్థులతో సహా భోజనం చేస్తూ వారితో మాథ్స్ టేబుల్స్(ఎక్కాలు) చదివిస్తున్నాము. దీనివల్ల ఎక్కాలు( టేబుల్స్) రానివారు కూడా శ్రద్ధగా విని నేర్చుకుంటున్నారు. వారానికి ఒకరోజు శనివారం డ్రాయింగ్ పోటీలు, పెయింటింగ్ కాంపిటేషన్ లు నిర్వహించి విజేతలకు బహుమతులను అందిస్తున్నాము.

#### SACKS TIME WITH STUDNETS

చేతి వ్రాత పైన ప్రత్యేక శ్రద్ధ తీసుకొని వారి చేతిరాతను చాలా మెరుగుపరచుచున్నాము. చేతిరాత బాగా రాస్తున్న విద్యార్థులకు మార్కింగ్ ప్రేయర్ లో బహుమతులు అందించి వారిలో ఉత్సాహాన్ని కలిగిస్తున్నాము.మధ్యాహ్న భోజనం చేసే ముందు మరియు తర్వాత సబ్బు నీటితో శుభ్రపరిచే విధానాన్ని వారికి తెలియపరచి చేతి గోళ్లు మరియు పంటి



శుభ్రత, నోటి శుభ్రత, శరీర శుభ్రత పరిశుభ్రత, ప్రతిరోజు విధిగా స్నానం చేసి



ఉతికిన బట్టలు వేసుకొని వచ్చే విధంగా విద్యార్థులకు తర్ఫీదు ఇస్తున్నాము.

#### **PLAY WAY METHOD OF TEACHING**

ప్రతినెల మూడవ శనివారం విద్యార్థుల తల్లిదండ్రుల సమావేశాన్ని నిర్వహించి, పాఠశాల అభివృద్ధిలో వారు తప్పకుండా సహకరించే విధంగా ప్రోత్సహిస్తున్నాము. ప్రతి విద్యార్థి ఆంగ్లంలో దారాళంగా మాట్లాడే విధంగా తగినంత ప్రోత్సాహాన్ని అందిస్తున్నాము. ప్రతి శనివారం గేమ్స్ ఆటల పోటీలు నిర్వహించి విద్యార్థులు శారీరకంగా, మానసికంగా ఎదిగేలా కృషి చేస్తున్నాము.

#### **CONDUCTING PARENT TEACHER MEETING**

మా పాఠశాలలోని ఉపాధ్యాయుని ఉపాధ్యాయులు చాలా అంకితభావంతో పనిచేస్తూ విద్యార్థులు విద్యాభివృద్ధికి కృషి చేస్తున్నారు. పాఠశాల ప్రధానోపాధ్యాయునిగా నేను ఉదయం నుండి సాయంత్రం వరకు ఉత్సాహంగా పనిచేస్తూ విద్యార్థుల అభివృద్ధికి కృషి చేస్తున్నాను. విద్యార్థులకు పాఠ్యాంశాలను TLM తోనే బోధిస్తూ మంచి అవగాహన కల్పిస్తున్నాను. స్వయంగా విద్యార్థులే TLM తయారు చేసే విధంగా వారికి తగిన సామగ్రిని ఇచ్చి ప్రోత్సహిస్తున్నాను. PROJECT WORK లను విద్యార్థులకు వ్యక్తిగతంగాను, జట్టు గాను ఇచ్చి వారిలో ప్రాజెక్టు పైన మంచి అవగాహన వచ్చే విధంగా ప్రోత్సహిస్తున్నాను.



#### **HONBLE DIST. EDUCATIONAL OFFICER VIST TO OUR SCHOOL**

5th తెలుగు, 4th తెలుగు, 3rd తెలుగు, 2nd తెలుగు అదేవిధంగా 2nd to 5th classes వరకు ఇంగ్లీషులో వచ్చే గేయాలను గాని, ఇంగ్లీష్ రైమ్స్ గాని అభినయం ద్వారా చేసి వారితో చేయిస్తున్నాను. ప్రతి విద్యార్థి ఉత్సాహంగా అభినయం చేస్తూ పాడటం వల్ల ఇంటివద్ద విద్యార్థుల తల్లిదండ్రులు కూడా ఆనందాన్ని వ్యక్తం చేస్తున్నారు. దీనివల్ల విద్యార్థుల absenties తగ్గి రెగ్యులర్ గా విద్యార్థులు పాఠశాలకు హాజరవుతున్నారు.

ప్రతి నెల 100% హాజరైన విద్యార్థులకు మార్నింగ్ ప్రేయర్ లో బహుమతులు అందజేయడం జరుగుచున్నది. Low Cost No Cost విధానంలో



T.L.M తయారు చేసి పాఠశాలకు అనుగుణంగా విద్యార్థులకు అందిస్తున్నాను. తరగతిలో చదువులో వెనుకబడిన విద్యార్థులకు ప్రత్యేక శ్రద్ధ తీసుకొని A,B,C గ్రూపులుగా చేసి వారికి తగిన సలహాలు సూచనలు ఇచ్చి వారిలో పోటీ తత్వాన్ని పెంపొందిస్తున్నాను.

### TEACHING WITH ART AND CRAFT

ఇండోర్ గేమ్స్, అవుట్ డోర్ గేమ్స్ నిర్వహించి వారిలో ఆటల పట్ల ఉత్సాహాన్ని కలిగించే విధానంగా చేస్తున్నాను. క్యారమ్, చెస్, పజిల్స్, జీకే, క్వీజ్ పాటల పోటీలు వంటివి ఇండోర్ గేమ్స్ గా నిర్వహిస్తున్నాను. అదేవిధంగా కబడి, కొక్క, రింగ్, వాలీబాల్, క్రికెట్, స్కిప్పింగ్, దాగుడుమూతలు, మ్యూజికల్ చైర్ లాంటివి అవుట్ డోర్ గేమ్స్ నిర్వహిస్తూ విద్యార్థులలో ఆటల పట్ల ఆనందాన్ని కలిగేలా స్ఫూర్తిని నింపుతున్నాను.

మా పాఠశాలలో ప్రతి నెల విద్యార్థుల ఆరోగ్యం కొరకై మెడికల్ క్యాంపు నిర్వహించడం జరుగుతుంది. మా జిల్లా విద్యాశాఖాధికారి శ్రీ ఎల్లెంకి శ్రీనివాస్ రెడ్డి గారు మరియు అకాడమిక్ మానిటరింగ్ ఆఫీసర్ శ్రీ బేతి భాస్కర్ గారు మా పాఠశాలను సందర్శించి ప్రశంసలు కురిపించారు మా మండల విద్యాశాఖాధికారి శ్రీ రాజప్రభాకర్ రెడ్డి గారు మరియు స్కూల్ కాంప్లెక్స్ హెడ్ మాస్టర్ శ్రీ విజయకుమార్ గారు మాకు తగు సూచనలు సలహాలు ఇచ్చి ప్రోత్సాహిస్తారు మా హై స్కూల్ ప్రధానోపాధ్యాయులు శ్రీ దారం నాగేందర్ రెడ్డి గారు మా పాఠశాలను సందర్శించి తగిన సూచనలు సలహాలు ఇచ్చి పాఠశాల మరియు విద్యార్థుల అభివృద్ధిని కోరుకుంటారు.

### CONDUCTING MEDICAL CAMP

ప్రస్తుతం మా పాఠశాలలో కంప్యూటర్ విద్య బోధించడానికి కంప్యూటర్లు కొరత ఉన్నది కాబట్టి కంప్యూటర్ విద్య నేర్పడానికి కంప్యూటర్లు అవసరమై ఉన్నవి మా పాఠశాలలో మా సహాయ ఉపాధ్యాయులు సప్ప మేడం గారు శ్రీ జనార్దన్ సార్ గారు ఉమామహేశ్వరి మేడం గారు చాలా అంకితభావంతో పనిచేసి విద్యార్థుల విద్యాభివృద్ధికి అహర్నిశలు పాటుపడుచున్నాము .

మా పాఠశాలలో విద్యాబోధన టీచింగ్ లెర్నింగ్ మెటీరియల్ ద్వారా మరియు ఆటపాటల ద్వారా విద్యార్థులను ఉత్సాహపరిచి తగిన విధంగా వారిలో జీకే మరియు డ్రాయింగ్ కాంపిటీషన్ ఆర్ట్ అండ్ క్రాఫ్ట్ కాంపిటీషన్ నిర్వహించి విద్యార్థులలో పోటీ తత్వాన్ని పెంపొందిస్తున్నాం అదేవిధంగా ప్రతిరోజు పాఠశాలకు వచ్చిన విద్యార్థులకు ప్రతి నెల చివరిలో వారికి బహుమతులు ప్రధానం చేస్తున్నాం. ప్రతి నెల 3వ శనివారం విద్యార్థుల తల్లి తండ్రులతో సమావేశం నిర్వహించి పాఠశాల అభివృద్ధికి పాటుపడుచున్నాను. కేవలం వారం రోజులలో 100 పద్యాలను కంఠస్థం చేసి మా పాఠశాల విద్యార్థులు బహుమతులు అందుకున్నారు

కృతజ్ఞతలు



***Tripura***

#### 48. Shri Kishor Datta

Assistant Head Master

PM SHRI Kamini Kumar Singha Memorial High School

Dhaleswar, Agartala, Tripura

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#### PM SHRI Kamini Kumar Singha Memorial HS School



#### Introduction

- PM SHRI Kamini Kumar Singha Memorial H.S.School is located at Dhaleswar, Agartala, Tripura (West). It is not only one of the renowned schools in Agartala but also in entire Tripura.
- The school is run by the Govt. Of Tripura under the Dept. Of Secondary Education. It was established in 1945 after the name of LT. Kamini Kumar Singha who was one of the ministers during the reign of Maharaja Bir Bikram Kishore Manikya Bahadur. erst while it was also known as Dhaleswar H.S. School.

- This school is counted among the top-rated school in Tripura with an excellent academic track record. This year in Madhyamik Examination 2023 one of our students secured 10th position in state level.
- The school is a three storied building consisting of grades from Std I to XII.
- It is a co-educational and has separate primary section. Bengali is the medium of instruction in this school and it is affiliated by T.B.S.E.
- It has a lush green playground where a newly amusement park for children has been built up. Moreover, the school has also a computer aided (it) learning lab apart from science labs. It also provides and prepares mid-day meal. Last but not the least this year the school was awarded for the best performance in games and sports.

#### PM SHRI Kamini Kumar Singha Memorial HS School

- Humanities
- Science
- Commerce

#### Strength

1. The school has 49 number of teaching staffs in which 12 teachers are in morning shift and remaining 37 teachers are in Noon-Shift.
2. Total strength of students in 1465 nos. altogether. In which boys are 74 and girls are 722 in number.
3. The school has 2 vocational teachers one for IT-ITES and another for Retail
4. One CWSN toilet has been constructed recently.
5. The school has one (1) CRP and four (4) number of non-teaching staffs. One UDC, one LDC and 1 Group-D Staff.
6. It has a lush green play-ground along with amusement park for children.
7. The school is under surveillance of CCTV and there is also LED Lights facility
8. Recently a selfie point has been made apart from all these the school has it Lab, DNA Club, Eco Club, NSS and Balika Mancha for conduction different activities.
9. It has also One Kitchen Garden and Medicinal Garden.
10. 100 % passed record both in Madhyamik
11. and H.S. (+2 stage) examination conducted by T.B.S.E for the last ten years.
12. Last but not the least, this year the school was awarded for best school in games and sports.

#### PM SHRI RELATED ACTIVITIES

1. There is a provision for vending machine and sanitary Pads for girls.
2. Adequate number of washing facilities with exhaust fans and provision for sanitary stuffs like mugs, buckets and hand soaps are properly arranged in the washrooms.
3. Arrangements for BALA (Building learning Aid)
4. Equipment's for outdoor games have been arranged.
5. Last but not the least, healthy and hygienic environment has been created for teaching learning process.





### **Achievement**

Parinita (Class-VII) won silver medal in Asian Yoga Sana Sports Confederation (Thailand)

Our school had the honor of hosting the - 'World of Work' workshop, conducted by NCERT, making it the only school in the state to offer this unique opportunity. This workshop provided valuable insights into career development, skill-building, and future opportunities, empowering students to make informed decisions about their professional journeys.

### **Industrial Visit to NIELIT Agartala: A Successful Learning Experience**

The students of Class 10 from PM Shri Kamini Kumar Singha Memorial HS School, Agartala, recently participated in an industrial visit to NIELIT Agartala. The visit proved to be a resounding success, offering the students a unique opportunity to explore real-world applications of technology and industry practices.

The students gained valuable insights through hands-on exposure and interactive sessions during the visit. They found the experience both enlightening and engaging, as it allowed them to connect theoretical knowledge with practical implementation. The visit not only broadened their understanding but also ignited their curiosity to learn more about the technological advancements shaping today's world.

Such initiatives play a crucial role in bridging the gap between classroom learning and practical application, fostering a deeper interest in STEM fields among students.

Empowering young women with the skills and confidence to protect themselves, the Women's Self-Defense Class at our school is more than just a lesson in safety—it's a step toward self-reliance and empowerment. Through practical techniques and situational awareness training, students are learning to face challenges with courage and composure. This initiative fosters not only physical strength but also mental resilience, inspiring them to feel confident in their abilities and prepared to handle any situation. Together, we are building a future where every young woman feels strong, capable, and unstoppable.

The government has implemented a unique initiative of distributing bicycles to girls in government schools as part of efforts to promote education and gender equality. This scheme aims to address challenges like long travel distances, which often discourage girls from continuing their education. By providing bicycles, the program not only ensures safer and faster commutes but also empowers girls with greater mobility and independence. This initiative has significantly improved school attendance rates and reduced dropout levels, particularly in rural areas. It is a step towards creating equal opportunities for girls, enabling them to pursue their dreams without barriers.

Our school recently hosted a medical camp exclusively for students, focusing on their health and overall well-being. The camp provided free check-ups, including vision and dental screenings, along with personalized health advice from medical professionals. Students also participated in interactive sessions to learn about hygiene, nutrition, and healthy habits. This initiative emphasized the importance of regular health monitoring and empowered students to take charge of their well-being, ensuring they stay healthy and ready to excel in all areas of life.

The **SAHARSH** programme is an initiative aimed at promoting social and emotional learning (SEL) among students, launched by the Government of Tripura. Its primary focus is to create a joyful and stress-free learning environment, fostering students' emotional, social, and academic development. This initiative aligns with the National Education Policy (NEP) 2020, emphasizing holistic education and mental well-being.

#### **Key Objectives of the SAHARSH Programme:**

1. **Enhancing Social and Emotional Learning:** Helps students build empathy, resilience, and effective communication skills.
2. **Promoting Joyful Learning:** Incorporates innovative teaching methodologies to make learning enjoyable.
3. **Encouraging Inclusivity:** Creates a safe space for all students to express themselves.
4. **Developing Life Skills:** Prepares students to handle real-life challenges.





### Steps taken to Implement the SAHARSH Programme in PMSHRI KKSM HS School:

As Kishor Datta, AHM, HoO, and DDO, hold a pivotal role in ensuring the successful implementation of this programme. Here's a structured approach:

1. Familiarized ourselves with the SAHARSH Framework
  - a. Understanding the guidelines and objectives of the programme by referring to official documentation and training modules.
  - b. Coordinated with education authorities for clarity on its implementation.
2. Formed a Core Team
  - a. Constituted a team comprising motivated teachers, counselors, and staff members.
  - b. Assigned specific responsibilities like activity coordination, monitoring, and student engagement.
3. Capacity Building and Training
  - a. Arranged training sessions for teachers to equip them with the skills to deliver the programme effectively.
  - b. Collaborated with the state education department or resource persons for

workshops.

4. Development of a Weekly Plan & Daily Routine
  - a. Integrated SAHARSH activities into the school timetable.
  - b. Allocated specific time slots for social and emotional learning sessions.
  - c. Activities included:
    - a) Storytelling
    - b) Group discussions
    - c) Mindfulness exercises
    - d) Role-playing scenarios for empathy building
5. Provided a Supportive Environment
  - a. Created an inclusive and welcoming atmosphere where students feel safe to express themselves.
  - b. Encouraging peer interactions and mentor-mentee relationships among students and teachers.
6. Involving the Community
  - a. Conducted orientation programmes for parents and guardians to educate them about SAHARSH's benefits.
  - b. Involved the School Management Committee (SMC) to support and monitor the initiative.
7. Monitoring and Evaluation Progress
  - a. Regularly assessing the programme's impact through feedback from students, teachers, and parents.
  - b. Maintaining records of activities and outcomes for future improvement.
  - c. Use of qualitative and quantitative tools to measure emotional well-being and behavioral changes.
8. Ensured Administrative Support
  - a. Utilized school funds judiciously to procure materials like worksheets, storybooks, or any other necessary resources.
  - b. Liaising with the Directorate of Education for additional support if required.
9. Celebrating Success
  - a. Highlighting achievements through exhibitions, annual reports, and events.
  - b. Recognizing & acknowledging the efforts of teachers and students to maintain motivation.

By implementing the SAHARSH programme effectively, we have fostered more empathetic and emotionally intelligent student's community at PMSHRI KKSM HS School.





***Uttar Pradesh***

## **49. Manglam Gupta**

Principal

Government Girls Inter College Chunniganj, Kanpur Nagar, Uttar Pradesh

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### **Innovation Of Smart Class and Computer Lab in Government School**

#### **INTRODUCTION**

- Education is the most powerful tool to transform society.
- As a school leader I have focused on ensuring that our school GGIC Chunniganj Kanpur Nagar remains at the forefront of innovation.
- When I joined this school in 2021, I realized that traditional teaching methods were not enough to bridge the knowledge gap and prepare our students for a technology -driven world.

#### **BACKGROUND OF THE SCHOOL**

- Our school was established on 26 December, 2012 and it had its building in 2015.
- It caters to approx. 700 students, predominantly from low income and minority communities, facing socio economic challenges.
- Despite these adversities, we are committed to foster an inclusive learning environment

#### **NEED FOR INNOVATION**

- Digital literacy was nonexistent.
- Parents were perceiving it as a distraction
- Teachers were lacking training in digital tools.
- Technology enhanced learning could improve understanding of the subject.
- NEP 2020 & Samagra Shiksha Abhiyan also emphasize on technology in increasing learning outcome.

#### **PLANNING AND IMPLEMENTATION**

- Firstly, funds were arranged through CSR.
- SYNERGIE and VALVOLINE CUMMINS PVT.LTD provided financial and technical support.
- Lab was set up comprising 20 computers



and 1 interactive panel with all other accessories required for smooth running of classes.

## **PLANNING AND IMPLEMENTATION**

The infrastructure was kept user friendly as students were unfamiliar and hesitant towards these study methods.

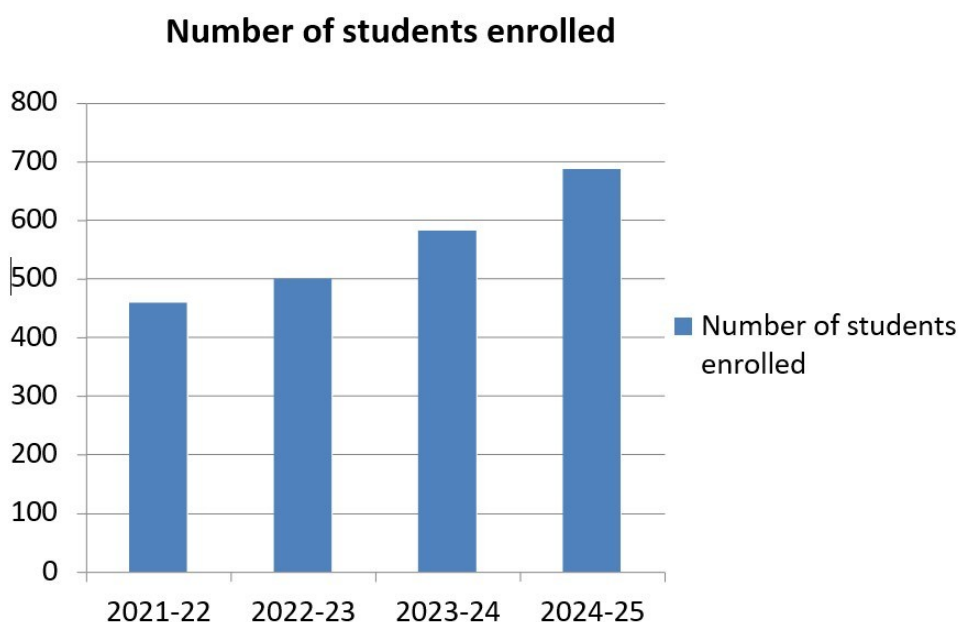
A fully functional lab with 20 desktops was established and connected to internet for access to global knowledge and online educational tools.

## **OUTCOMES OF THE INNOVATION**

### ***INCREASED ENROLLMENT***

- Students' enrollment has increased year by year as interactive videos, animations and simulations made learning enjoyable.
- In the session 2021- 22, there were 459 students and we have 687 students enrolled in current session.

### **GRAPH SHOWING ENROLLMENT INCREASE IN LAST 4 SESSIONS**



### **ENHANCED DIGITAL LITERACY**

- Within a year all students developed basic computer skills and learnt using internet for understanding abstract concepts.

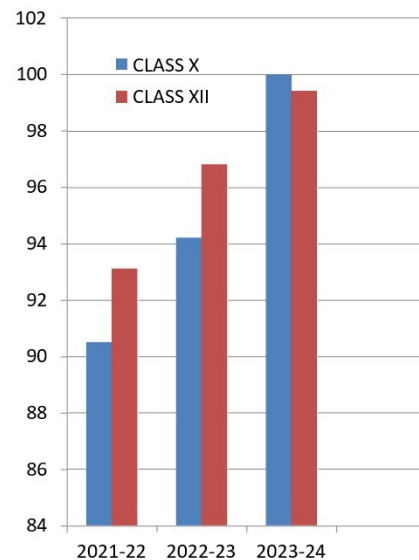
- Senior students created ppt presentations and used online tools for project work.

## EMPOWERMENT AND CONFIDENCE BUILD

- It transformed the mindset of girls, made them dream of careers in fields engineering, IT and medicine.
- Girls began to participate in tech competitions and coding challenges

## IMPROVED BOARD RESULTS

- As apparent from the graph Every year the board results have shown remarkable increase
- The pass percentage has gone up every year since introduction of smart classes.



## Teacher Transformation

- Teachers underwent rigorous training
- Workshops were organised in collaboration with tech companies.
- Teachers became more innovative and embraced technology with enthusiasm.

## TEACHERS IN BETTER ROLE

Before Smart class

After Smart class



## PARENTAL ENGAGEMENT

- The school became hub of inspiration for parents.



- Many parents expressed pride in seeing their girls talking about computers confidently.
- A few parents were facilitated for their spirit of support.

### **CAREER ORIENTATION**

With technical approach developed in girls in the recent years this is data showing career options chosen by our 87 students of previous year batch.

### **BRIGHTER SIDE OF THE HARDSHIP**

- A regular computer teacher has been appointed by SYNERGIE to teach our students professionally.
- We have one more interactive panel provided by SYNERGIE which is helpful in taking multiple smart classes at the same time.
- Recently we have got a new ICT lab provided by State Govt.
- Many Departmental trainings and workshops are also organized in our school.
- Our school lab was district control room in UP Board Exams.

### **REFLECTIONS ON LEADERSHIP**

- As a principal my role extends beyond administrative duties.
- It involves shared vision and fostering a culture of continuous improvement.
- Leading this innovation has been deeply rewarding as it has allowed me to see firsthand how technology can transform lives.



### **CONCLUSION**

As a principal this experience reaffirms my belief that education is not just about imparting knowledge but also about empowering individuals to break barriers and create a brighter tomorrow

## 50. Shri Arun Kumar Yadav

Principal

Upper Primary School, Devriya, Shriduttganj

Balrampur, Uttar Pradesh

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“उत्तर प्रदेश के निम्न साक्षरता दर वाले आंकाक्षी जनपद-बलरामपुर के अति पिछड़े क्षेत्र में अवस्थित आंकाक्षी विकास खंड-श्रीदत्तगंज के विद्यालय में अध्ययनरत छात्रों को गुणवत्तापूर्ण शिक्षा देने के उद्देश्य से विद्यालय में डिजिटल एजुकेशन की शुरुआत करने का प्रधानाध्यापक द्वारा किया गया प्रयास।”

### 1. विद्यालय का परिचय:

नाम: उच्च प्राथमिक विद्यालय देवरिया (1-8 कम्पोजिट)

यूडायस कोड - 09521611102

स्थान: मजरा देवरिया ग्राम-विशम्भरपुर पोस्ट-दारीचौरा विकास खंड-श्रीदत्तगंज जनपद-बलरामपुर

उत्तर प्रदेश भारत

ग्रामीण क्षेत्र

कक्षा स्तर: कक्षा-1 से कक्षा 8 तक

नामांकित छात्र संख्या:- 252

शिक्षक संख्या: प्रधानाध्यापक-1, सहायक अध्यापक-5

प्रधानाध्यापक का नाम- अरूण कुमार यादव

कोरोना काल में लगे लाक डाउन के दौरान विभिन्न राज्यों से वापस आये प्रवासियों के साथ आये छात्र जब विद्यालय में आये तब उन लोगों ने विद्यालय के अन्य छात्रों, ग्रामीणों को डिजिटल ब्लैकबोर्ड, ऑनलाइन क्लासरूम आदि से पठन-पाठन पर चर्चा की। डिजिटल क्लासरूम की चर्चा सुनकर ग्रामीणों ने विद्यालय में भी इसकी आवश्यकता पर बल दिया। विद्यालय में अध्ययन कर रहे छात्र भी इसकी कल्पना कर शिक्षकों के साथ ही साथ प्रधानाध्यापक से विद्यालय में भी डिजिटल क्लासरूम बनवाए जाने की बात करने लगे। डिजिटल क्लासरूम युक्त विद्यालय बनाए जाने हेतु सर्वप्रथम चर्चा विद्यालय प्रबन्ध समिति की बैठक में कई गयी।

### 2. स्थिति पूर्व विश्लेषण:

#### 1. संपर्क और संसाधन-

- पारंपरिक शिक्षण पद्धतियां (ब्लैकबोर्ड और किताबों पर निर्भर)।

- डिजिटल उपकरण उपलब्ध नहीं थे ।
- इंटरनेट कनेक्टिविटी उपलब्ध नहीं थी।

### 3. चुनौतियां-

- शिक्षक डिजिटल उपकरण के आभाव में ICT का उपयोग करने में असमर्थ थे।
- छात्रों में डिजिटल साक्षरता की कमी।
- विद्यालय को आईसीटी (सूचना और संचार प्रौद्योगिकी) युक्त विद्यालय बनाने की शुरुआत

### 4. चरण 1: योजना और आवश्यकताओं का आकलन

- विद्यालय प्रशासन ,विद्यालय प्रबन्ध समिति और ग्राम पंचायत ने शिक्षा विभाग से ICT परियोजना की अनुमति और वित्तीय सहायता मांगी।

### 5. प्राथमिक आवश्यकताओं का निर्धारण

- कंप्यूटर लैब,
- पर्सनलाइज्ड एडाप्टिव लर्निंग (Personalized Adaptive Learning) हेतु टैब लैब ,
- इंटरनेट कनेक्टिविटी
- प्रोजेक्टर और स्मार्ट बोर्ड
- इंटरैक्टिव पैनल (Interactive Panel) का कक्षा शिक्षण में उपयोग शिक्षकों और छात्रों के लिए शिक्षा को अधिक आकर्षक, इंटरैक्टिव और प्रभावी बनाता है। यह एक डिजिटल डिस्ले होता है, जिसे टचस्क्रीन के माध्यम से संचालित किया जा सकता है और इसका उपयोग विभिन्न शिक्षण गतिविधियों के लिए किया जाता है।
- शिक्षकों और छात्रों के लिए प्रशिक्षण कार्यक्रम

### 6. डिजिटल क्लासरूम निर्माण हेतु विभिन्न उपायों का अध्ययन

डिजिटल क्लासरूम निर्माण हेतु विद्यालय की आवश्यकतानुसार आवश्यक गतिविधियों का सर्वप्रथम अध्ययन किया गया। अध्ययन के पश्चात निम्नलिखित आयाम पर ध्यान केन्द्रित कर उसके लाभ पर विचार किया गया।

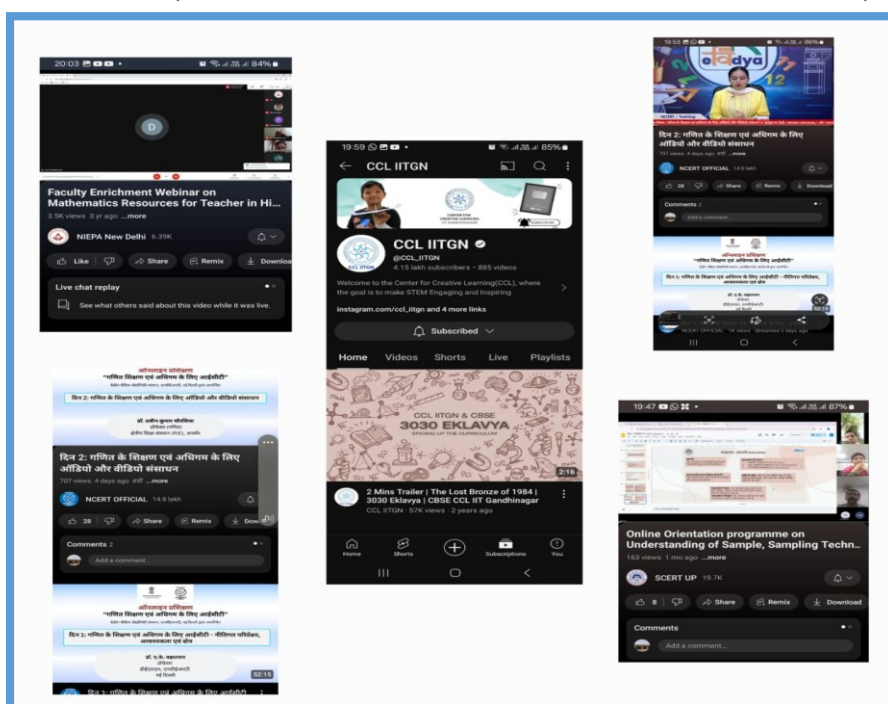
पर्सनलाइज्ड एडाप्टिव लर्निंग (Personalized Adaptive Learning) शिक्षा का एक उन्नत तरीका है, जिसमें हर छात्र की सीखने की गति, क्षमताओं और रुचियों के आधार पर सामग्री और शिक्षण विधियों को अनुकूलित किया जाता है। यह तकनीक डेटा, एआई, और एडाप्टिव एल्गोरिद्म का उपयोग करके छात्रों की व्यक्तिगत जरूरतों को पूरा करती है। इसके कई लाभ हैं,

**विशेष रूप से शिक्षा के क्षेत्र में:**

- a) हर छात्र की व्यक्तिगत जरूरतों को पूरा करना- हर छात्र की समझ और सीखने की गति अलग होती है। यह तरीका बच्चों के ज्ञान स्तर और रुचियों के अनुसार सामग्री प्रदान करता है, जिससे वे अपनी क्षमता के अनुसार

सीख सकते हैं।

- b) कमजोरियों की पहचान और समाधान - पर्सनलाइज्ड लर्निंग प्लेटफॉर्म छात्रों के कमजोर क्षेत्रों का आकलन करके उन्हें सुधारने के लिए लक्षित सामग्री और अभ्यास प्रदान करता है। **उदाहरण:** यदि कोई बच्चा गणित के गुणा में कमजोर है, तो यह उस पर विशेष ध्यान देता है।
- c) आत्मनिर्भरता और स्व-शिक्षा का विकास-यह बच्चों को स्व-निर्देशित (self-paced) तरीके से सीखने के लिए प्रेरित करता है। छात्र अपनी प्रगति को खुद ट्रैक कर सकते हैं और आत्मनिर्भरता का विकास कर सकते हैं।
- d) **सीखने की गति के अनुसार अनुकूलन-** एडाप्टिव लर्निंग तकनीक छात्रों की गति और उनके सीखने की शैली के अनुसार पाठ्यक्रम को समायोजित करती है। यह तेज़ी से सीखने वाले छात्रों के लिए चुनौतीपूर्ण सामग्री और धीमी गति से सीखने वालों के लिए सहायक सामग्री प्रदान करता है।
- e) **सीखने में रोचकता और जुड़ाव बढ़ाना** पर्सनलाइज्ड कंटेंट बच्चों की रुचियों और पसंद को ध्यान में रखता है, जिससे पढ़ाई अधिक रोचक और आकर्षक हो जाती है। गेमिफिकेशन और इंटरैक्टिव गतिविधियाँ इसे और मजेदार बनाती हैं।
- f) **शिक्षक के लिए सहायक उपकरण** शिक्षक डेटा के आधार पर छात्रों की प्रगति को मॉनिटर कर सकते हैं और सही समय पर मार्गदर्शन दे सकते हैं। यह शिक्षकों को बेहतर तरीके से व्यक्तिगत समर्थन देने में मदद करता है।





**निष्कर्ष:** पर्सनलाइज्ड एडाप्टिव लर्निंग एक प्रभावी तरीका है जो शिक्षा को व्यक्तिगत और छात्रों के लिए अधिक उपयोगी बनाता है। यह न केवल छात्रों की सीखने की गति और रुचियों के अनुसार अनुकूलित होता है, बल्कि उन्हें उनके व्यक्तिगत विकास और सफलता की ओर प्रेरित करता है।

### **कक्षा शिक्षण में इंटरैक्टिव पैनल का उपयोग और लाभ-**

- a) **ऑडियो-विजुअल सामग्री का उपयोग:** शिक्षक वीडियो, एनिमेशन, और चित्रों का उपयोग करके कठिन विषयों को आसानी से समझा सकते हैं। उदाहरण: विज्ञान में शरीर रचना (Human Anatomy) या भूगोल में मानचित्रों को प्रदर्शित करना।
  - b) **इंटरएक्टिव शिक्षा:** इंटरैक्टिव पैनल टचस्क्रीन सुविधा प्रदान करता है, जिससे छात्र और शिक्षक सीधे पैनल पर लिख, ड्रा, या सामग्री हाइलाइट कर सकते हैं।  
उदाहरण: गणित के सवाल हल करना, डायग्राम बनाना।
  - c) **लाइव नोट्स और एनोटेशन:**  
शिक्षक पैनल पर सीधे लिख सकते हैं और छात्रों को तुरंत दिखा सकते हैं।  
यह सुविधा रीयल-टाइम नोट्स लेने और उन्हें सेव करने के लिए उपयोगी है।
  - d) **डिजिटल लर्निंग एप्स का उपयोग:**  
शिक्षक इंटरैक्टिव पैनल पर लर्निंग एप्लिकेशन, क्विज़ और गेम्स का उपयोग कर सकते हैं।  
उदाहरण: गणितीय पहेलियाँ, शब्दों की पहचान के लिए खेल।
- यह सहपाठन (Peer Learning) को प्रोत्साहित करता है।**
- e) **मल्टीमीडिया प्रोजेक्ट्स:**  
छात्र अपने प्रोजेक्ट्स को पैनल पर प्रस्तुत कर सकते हैं, जिसमें वीडियो, चित्र इंटरैक्टिव पैनल पर सामग्री को रिकॉर्ड कर स्टूडेंट्स को घर पर अध्ययन के लिए उपलब्ध कराया जा सकता है।  
यह रिवीजन और परीक्षा की तैयारी में सहायक है।
  - f) **शिक्षक के समय और प्रयास की बचत:**  
शिक्षक सामग्री को पहले से तैयार कर पैनल पर प्रदर्शित कर सकते हैं।  
ब्लैकबोर्ड पर बार-बार लिखने की आवश्यकता नहीं पड़ती।
  - g) **छात्रों के प्रदर्शन का आकलन:**  
शिक्षक लाइव क्विज़, पोल्स, और आकलन परीक्षण (Assessment Tests) का

उपयोग कर छात्रों की प्रगति को माप सकते हैं।

### **इंटरैक्टिव पैनल के शैक्षिक लाभ:**

1. सीखने की प्रक्रिया में रुचि: ऑडियो-विजुअल और इंटरएक्टिव तरीकों से छात्रों की रुचि बढ़ती है।
2. समय प्रबंधन: सामग्री को जल्दी और प्रभावी ढंग से सिखाया जा सकता

### **निष्कर्ष:**

इंटरैक्टिव पैनल कक्षा शिक्षण को अधिक प्रभावी, रुचिकर और आधुनिक बनाता है। यह छात्रों की सीखने की प्रक्रिया को बेहतर बनाने के साथ-साथ शिक्षकों के लिए शिक्षण को आसान और रोचक बनाता है। यदि इसे सही ढंग से लागू किया जाए, तो यह शिक्षा की गुणवत्ता में क्रांतिकारी बदलाव ला सकता है।

### **7. चरण 2: संसाधनों का प्रबंधन**

- विद्यालय के प्रधानाध्यापक एवं शिक्षकों ने विद्यालय में बैठक कर डिजिटल क्लासरूम के परिप्रेक्ष्य में चर्चा की और लर्निंग आउटकम प्राप्ति में उसके उपयोग पर चर्चा की । विद्यालय के प्रधानाध्यापक अरूण कुमार यादव ने ग्राम प्रधान, विभागीय अधिकारियों ,माननीय मुख्य विकास अधिकारी ,माननीय जिलाधिकारी महोदय आदि से मिलकर चर्चा करके यथा संभव सहयोग प्राप्त किया । विद्यालय के प्रधानाध्यापक द्वारा सी एस आर फंड से सहयोग प्राप्त करने का प्रयास किया ।
- जिला बेसिक शिक्षाधिकारी महोदय एवं माननीय जिलाधिकारी महोदय के प्रयास से नीति-आयोग द्वारा पोषित एवं कन्वेजीनियस संस्था द्वारा संचालित टैब लैब हेतु 50 टैबलेट, 55 ईयरफोन, 1 स्टेबलाइजर की व्यवस्था हुई ।
- CSR (कॉर्पोरेट सामाजिक दायित्व) के तहत एच सी एल कम्पनी द्वारा संचालित शिव नाडर फाउंडेशन के सहयोग से एक लैपटॉप, एक प्रोजेक्टर तथा एक सहयोगी प्राप्त किया गया।

### **(संपूर्ण दस्तावेज हेतु चित्र पर क्लिक करें)**

- CSR(कॉर्पोरेट सामाजिक दायित्व) के तहत बलरामपुर चीनी मिल्स लिमिटेड (BCM) द्वारा संचालित बलरामपुर फाउंडेशन से दो इन्टैक्टिव पैनल प्राप्त किया गया ।
- बलरामपुर चीनी मिल्स द्वारा संचालित बलरामपुर फाउंडेशन द्वारा विद्यालय को प्राप्त दो इन्टैक्टिव पैनल एन्ड्राइड मोड पर संचालित होता है । विद्यालय में उपलब्ध दोनों इन्टैक्टिव पैनल डिजिटल क्लासरूम की संकल्पना के अनुरूप शिक्षण में प्रयोग हो रहा है ।
- विभाग से एक इन्टैक्टिव पैनल मय ओ.पी.एस प्राप्त हुआ।
- विभाग द्वारा प्राप्त इन्टैक्टिव पैनल एन्ड्राइड मोड के साथ ही साथ ओ. पी. एस.

मोड पर भी संचालित होता है ।

- ग्राम पंचायत ने विद्यालय भवन के एक कक्ष को टैब लैब में बदलने में मदद की।
- ग्राम पंचायत द्वारा छात्रों को बैठने के लिए कुर्सी आदि की व्यवस्था की गयी।



#### 8. चरण 3: इन्फ्रास्ट्रक्चर निर्माण

50 टैबलेट टैब लैब में, 1 लैपटॉप और 1 प्रोजेक्टर एक कक्ष में, कक्षा- 6, कक्षा -7 तथा कक्षा-8 में एक-एक इन्टैक्टिव पैनल इंस्टॉल किए गए।

इन्टरनेट हेतु दो वाई-फाई डोंगल की उपलब्धता सुनिश्चित की गयी ।

सभी कक्षाओं में बिजली की सुविधा सुनिश्चित की गई। साथ ही साथ माननीय जिलाधिकारी महोदय, माननीय मुख्य विकास अधिकारी महोदय एवं माननीय जिला बेसिक शिक्षाधिकारी महोदय के सहयोग से 3.5 किलोवाट क्षमता का सोलर पावर सिस्टम प्राप्त किया गया ।

#### 9. चरण 4: प्रशिक्षण और कार्यान्वयन

प्रधानाध्यापक द्वारा राज्य स्तरीय डिजिटल लिटरेसी, कंप्यूटेशनल थिंकिंग, कोडिंग एवं आर्टिफिशियल इंटेलिजेंस संदर्भदाता प्रशिक्षण के अंतर्गत डिजिटल लिटरेसी के मास्टर ट्रेनर का प्रशिक्षण राज्य स्तर से प्राप्त किया ।

शिक्षकों को ICT उपकरणों और ई-लर्निंग प्लेटफॉर्म (जैसे, Diksha, e-Pathshala) का उपयोग करने के लिए प्रशिक्षित किया गया।

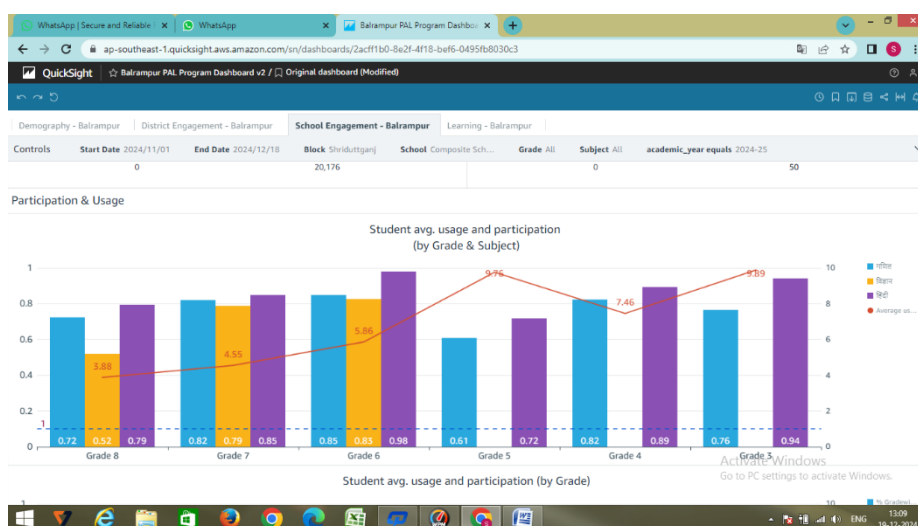
छात्रों को टैबलेट का बुनियादी उपयोग एवं संचालन सिखाया गया।

**डिजिटल क्लासरूम में शिक्षण की शुरुआत**

#### 10. चरण 5: ई-लर्निंग सामग्री का उपयोग

पर्सनलाइज्ड एडाप्टिव लर्निंग हेतु टैब लैब संचालन हेतु कन्वीजिनियस के सी जी स्लेट साफ्टवेयर से कक्षा 3 से कक्षा 8 तक के अपने पाठ्यक्रम पर आधारित भाषा एवं गणित विषय का ई-कन्टेन्ट तथा कक्षा 6 से कक्षा 8 तक के विज्ञान विषय का ई-कन्टेन्ट उपलब्ध कराया गया।

CG स्लेट सॉफ्टवेयर में बेसिक शिक्षा परिषद् के पाठ्यक्रम के अनुरूप प्रयुक्त हो रही पाठ्य पुस्तकों पर आधारित पाठवार कक्षा 1 से 8 तक का भाषा और गणित का इ-कंटेंट एवं कक्षा 6 से 8 के विज्ञान विषय का कंटेंट रखा गया है। प्रत्येक बच्चे की व्यक्तिगत ID एवं पासवर्ड बनाया गया है। प्रत्येक बच्चा अपने लिए निर्धारित टैब पर अपनी ID एवं पासवर्ड से अपनी कक्षा का विषय खोलता है, विषय खुलने के पश्चात उसे पाठवार इ-कंटेंट प्राप्त होते हैं। बच्चा कक्षा में पढ़ाये गए पाठ के अनुरूप पाठ का चयन कर उसे खोलता है जिस पर उसे सर्वप्रथम कुछ बहुविकल्पीय प्रश्न प्राप्त होते हैं जिसे वह हल करता है, प्रश्नों के हल करने के पश्चात उसे उसकी जानकारी के अनुसार सीखने हेतु वीडियो के रूप में इ-कंटेंट प्राप्त होते हैं। पूरा कंटेंट पढ़ने के पश्चात बहुविकल्पीय प्रश्नों के माध्यम से उसका आंकलन होता है, आंकलन के पश्चात सॉफ्टवेयर उसे पुनः कंटेंट पढ़ने हेतु निर्देशित करता है अथवा अपेक्षित स्तर तक सीख लेने के पश्चात अगले स्तर के कंटेंट पर भेजता है। टैब लैब के डैशबोर्ड से शिक्षक को प्रत्येक बच्चे के सीखने के स्तर का आंकलन हो जाता है और कौन सा बच्चा कितना सीखा इसकी भी जानकारी प्राप्त हो जाती है।



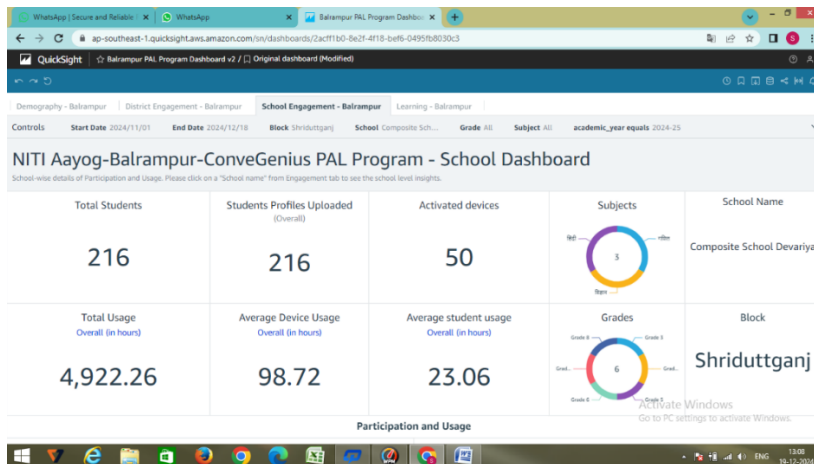
**PICTURE-1**

कक्षा 1 से कक्षा 2 तक के छात्रों हेतु शिवनाडर फाउंडेशन से उनके शिक्षा इनिशिएटिव द्वारा विकसित भाषा तथा गणित का ई-कन्टेन्ट CMS, LMS प्राप्त किया गया।

CMS में कक्षा 1 एवं 2 के बेसिक शिक्षा परिषद् के पाठ्यक्रम के अनुरूप विषयवार एवं पाठवार इ-कंटेंट है तथा LMS में वर्ण, मात्रा एवं बारहखड़ी की जानकारी सम्मिलित है। इसके अतिरिक्त संस्था द्वारा वर्कबुक, TLM, आदि उपलब्ध कराया जाता है।

कक्षा 1 से कक्षा 8 तक के पाठ्यक्रम के अनुरूप प्रत्येक विषय का ई-कन्टेन्ट यूरोडेस्क साफ्टवेयर के माध्यम से प्राप्त हुआ।





**PICTURE-2**

यूरोडेस्क सॉफ्टवेयर में कक्षा 1 से 8 तक में बेसिक शिक्षा परिषद् द्वारा संचालित पाठ्यक्रम के अनुरूप प्रत्येक विषय का विषयवार इ-कंटेंट उपलब्ध है जिसमें प्रत्येक पाठ के अनुरूप वीडियो तथा अंत में आकलन हेतु प्रश्नावली उपलब्ध है, शिक्षक कक्षा एवं विषय के अनुरूप बच्चों को मौखिक एवं लिखित शिक्षण के समय इ-कंटेंट का प्रयोग करता है जिससे बच्चे त्वरित रूप से सीख लेते हैं।



इंटरैक्टिव पैनल में उपलब्ध OPS से बच्चों को MS EXCEL , MS WORD, MS PAINT, स्क्रैच कोडिंग एवं पाइथन आदि की जानकारी जो की कक्षा 6 से 8 के विज्ञान विषय के पाठ्यक्रम में सम्मिलित है, वो भी आसानी से सिखाया जाता है।

इंटरैक्टिव पैनल के माध्यम से ऑनलाइन खान अकादमी, रानी मैम की इंग्लिश क्लास आदि के You Tube वीडियो/ You Tube चैनल के माध्यम से शिक्षण कराया जा रहा है।

SCERT एवं NCERT के You Tube चैनल तथा लाइव क्लास का उपयोग ऑनलाइन कक्षा

शिक्षण में किया जा रहा है



## 11. परिणाम:

### a) शैक्षिक प्रभाव:

डिजिटल क्लासरूम का विद्यालय में छात्रों की शैक्षिक उपलब्धियों (शैक्षिक सम्प्राप्ति) पर गहरा प्रभाव पड़ा है। तकनीकी साधनों का उपयोग करके शिक्षा को अधिक रोचक, सुलभ और प्रभावी बनाया जा रहा है।

### b) डिजिटल क्लासरूम का छात्रों की शैक्षिक सम्प्राप्ति पर प्रभाव:

#### • सीखने की प्रक्रिया में रोचकता और सक्रियता बढ़ी।

डिजिटल क्लासरूम में ऑडियो-विजुअल सामग्री (जैसे वीडियो, एनिमेशन और ग्राफिक्स) के उपयोग ने छात्रों का ध्यान ज्यादा आकर्षित किया है।

शिक्षण में इंटरएक्टिव गेम्स और क्विज़ के उपयोग ने बच्चों को शिक्षा में सक्रिय भागीदारी के लिए प्रेरित किया है।

जटिल विषयों को सरल और रोचक तरीके से समझाया जा रहा है।

#### • व्यक्तिगत शिक्षण (Personalized Learning):

छात्रों की सीखने की गति और क्षमता के अनुसार डिजिटल प्लेटफ़ॉर्म पर अनुकूलित सामग्री उपलब्ध कराई गयी है।

कमजोर छात्रों को उनकी आवश्यकता के अनुसार अतिरिक्त सहायता मिल रही है, जबकि तेज़ी से सीखने वाले बच्चों को अधिक चुनौतीपूर्ण कार्य दिए जा रहे हैं।

- **सृजनात्मकता और समस्या-समाधान कौशल का विकास:**

डिजिटल साधनों के माध्यम से बच्चों को नई चीज़ें खोजने, प्रश्न पूछने, और समस्याओं का समाधान करने की आदत विकसित हो रही है।

- **भाषा और गणित में सुधार:**

डिजिटल क्लासरूम में इंटरएक्टिव ऐप्स और टूल्स का उपयोग बच्चों को भाषा और गणित में बेहतर बनाने के लिए किया जा रहा है।

- **आत्मनिर्भरता और आत्मविश्वास में वृद्धि:**

डिजिटल कक्षाओं में स्व-निर्देशित (self-paced) सीखने के अवसर बच्चों को आत्मनिर्भर बनने में मदद कर रहे हैं।

यह बच्चों में आत्मविश्वास को बढ़ा रहा है क्योंकि वे अपनी प्रगति को स्वयं ट्रैक कर पा रहे हैं।

### **शैक्षिक सम्प्राप्ति में सुधार के आंकड़े (सामान्य प्रभाव):**

डिजिटल माध्यम से पढ़ने वाले छात्रों का ध्यान और सीखने की क्षमता बढ़ रही है।

गणित और भाषा में छात्रों के स्कोर में 15-25% तक की वृद्धि देखी गई है।

डिजिटल कक्षाओं का उपयोग करने वाले छात्र विषयों की गहरी समझ विकसित हो रही हैं।

पर्सनलाइज्ड एडाप्टिव लर्निंग हेतु टैब लैब से छात्रों की सीखने की गति और समझ में सुधार हुआ। जिसके उदाहरण हेतु डैशबोर्ड डेटा संलग्न है

कठिन विषयों को समझाना आसान हुआ, जैसे विज्ञान और गणित में एनिमेशन और वीडियो का उपयोग।

कठिन विषयों के कठिन प्रकरणों को एनिमेशन एवं वीडियो के माध्यम से शिक्षकों को छात्रों को समझाने में और छात्रों को समझने में आसानी हो रही है।

#### **1. छात्रों की डिजिटल साक्षरता में वृद्धि**

छात्र डिजिटल उपकरणों के संचालन में पारंगत हो गये हैं। छात्र स्वयं अपने-अपने हेतु आवन्तित टेबलेट पर अपनी आई डी पर कन्टेन्ट खोलकर प्री टेस्ट, पाठ/प्रकरण का अध्ययन कर पोस्ट टेस्ट देकर अपना स्वयं आकलन कर लेने में सक्षम हो गये हैं।

#### **2. शिक्षकों का विकास:**

शिक्षक अधिक कुशल और तकनीकी रूप से सक्षम बने।

शिक्षक इंटरएक्टिव पैनल के माध्यम से कक्षा शिक्षण कर निम्नलिखित लाभ प्राप्त कर रहे हैं

#### **3. ऑडियो-विजुअल सामग्री का उपयोग:**

शिक्षक वीडियो, एनिमेशन, और चित्रों का उपयोग करके कठिन विषयों को आसानी से पाठ्यक्रम समझा पा रहे हैं।

**उदाहरण:** विज्ञान में शरीर रचना (Human Anatomy) या भूगोल में मानचित्रों को प्रदर्शित करना।

**4. इंटरएक्टिव शिक्षा:**

इंटरएक्टिव पैनल टचस्क्रीन सुविधा प्रदान कर रहा है, जिससे छात्र और शिक्षक सीधे पैनल पर लिख, ड्रा, या सामग्री हाइलाइट कर पा रहे हैं।

उदाहरण: गणित के सवाल हल करना, डायग्राम बनाना।

**5. लाइव नोट्स और एनोटेशन:**

शिक्षक पैनल पर सीधे लिख कर छात्रों को तुरंत दिखा रहे हैं।

यह सुविधा रीयल-टाइम नोट्स लेने और उन्हें सेव करने के लिए उपयोगी सिद्ध हो रही है।

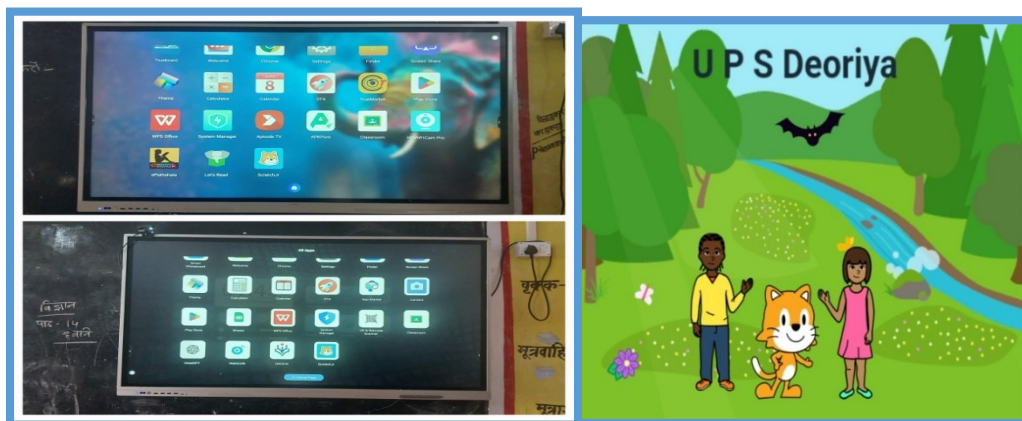
**6. डिजिटल लर्निंग एप्स का उपयोग:**

शिक्षक इंटरएक्टिव पैनल पर लर्निंग एप्लिकेशन, किज़ और गेम्स का उपयोग कर रहे हैं।

उदाहरण: गणितीय पहेलियाँ, शब्दों की पहचान के लिए खेल।

**7. समूह गतिविधियों को प्रोत्साहन:**

पैनल का उपयोग छात्रों के बीच समूह चर्चा, विचार-विमर्श और प्रेजेंटेशन के लिए किया जा रहा है। यह सहपाठन (Peer Learning) को प्रोत्साहित कर रहा है।



**8. मल्टीमीडिया प्रोजेक्ट्स:**

छात्र अपने प्रोजेक्ट्स को पैनल पर प्रस्तुत कर पा रहे हैं, जिसमें चित्र, और ग्राफिक्स शामिल हों। इससे उनकी रचनात्मकता और आत्मविश्वास में वृद्धि हो रही है।

**9. कक्षा के बाहर सीखने का विस्तार:**

इंटरएक्टिव पैनल पर सामग्री को रिकॉर्ड कर स्टूडेंट्स को घर पर अध्ययन के लिए उपलब्ध



कराया जा पाना संभव हो रहा है। यह रिवीजन और परीक्षा की तैयारी में सहायक सिद्ध हो रहा है।

#### 10. समय और प्रयास की बचत:

शिक्षक सामग्री को पहले से तैयार कर पैनल पर प्रदर्शित कर रहे हैं। ब्लैकबोर्ड पर बार-बार लिखने की आवश्यकता नहीं पड़ रही है।

#### 11. STEM शिक्षा में उपयोग:

विज्ञान, प्रौद्योगिकी, इंजीनियरिंग और गणित (STEM) से संबंधित अवधारणाओं को समझाने में पैनल बेहद उपयोगी सिद्ध हो रहा है।

**उदाहरण:** रसायन विज्ञान के अणुओं की संरचना, भौतिकी में गति के नियम आदि।

#### 12. छात्रों के प्रदर्शन का आकलन:

शिक्षक लाइव क्विज़, पोल्स, और आकलन परीक्षण (Assessment Test) का उपयोग कर छात्रों की प्रगति को माप कर उनकी आवश्यकतानुसार उनको कन्टेन्ट उपलब्ध करा रहे हैं।

#### इंटरैक्टिव पैनल के शैक्षिक लाभ:

1. **सीखने की प्रक्रिया में रुचि:** ऑडियो-विजुअल और इंटरएक्टिव तरीकों से छात्रों की रुचि बढ़ रही है।
2. **समय प्रबंधन:** शिक्षक को पाठ्यक्रम की पाठ्य सामग्री को जल्दी और प्रभावी ढंग से सिखाया जाना संभव हो पा रहा है।
3. **स्मृति क्षमता में वृद्धि:** दृश्य और श्रव्य माध्यम छात्रों को लंबे समय तक विषयों को याद रखने में मदद कर रहे हैं।
4. **समान अवसर:** सभी छात्रों को समान संसाधनों और अवसरों का लाभ मिल रहा है। शिक्षक टैब लैब/ पैल लैब के माध्यम से निम्नलिखित कार्य आसानी से कर पा रहे हैं

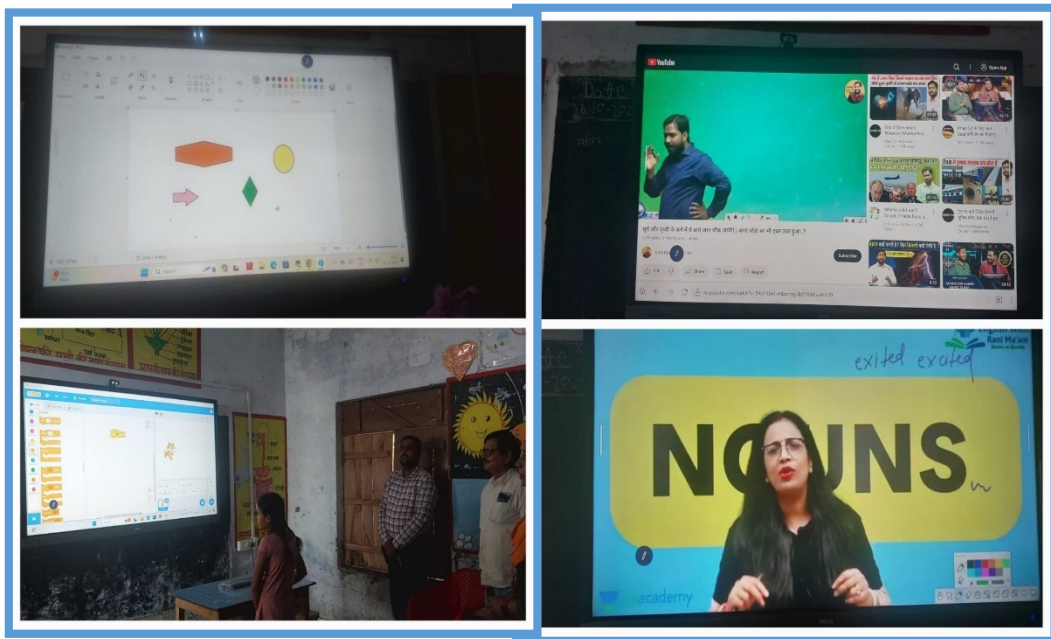
#### व्यक्तिगत शिक्षण (Personalized Learning)

छात्रों की सीखने की गति और क्षमता के अनुसार डिजिटल प्लेटफॉर्म पर अनुकूलित सामग्री उपलब्ध कराई जा रही है।

कमजोर छात्रों को उनकी आवश्यकता के अनुसार अतिरिक्त सहायता मिलती है, जबकि तेज़ी से सीखने वाले बच्चों को अधिक चुनौतीपूर्ण कार्य दिए जा रहे हैं।

सृजनात्मकता और समस्या-समाधान कौशल का विकास:-

डिजिटल साधनों के माध्यम से बच्चों को नई चीज़ें खोजने, प्रश्न पूछने, और समस्याओं का समाधान करने की आदत पड़ रही है।



### भाषा और गणित में सुधार:

डिजिटल क्लासरूम में इंटरएक्टिव ऐप्स और टूल्स का उपयोग बच्चों को भाषा और गणित में बेहतर बनाने के लिए किया जा रहा है।

**उदाहरण:** अक्षर पहचानने के लिए खेल, गणना कौशल बढ़ाने के लिए इंटरएक्टिव किज़।

छात्र-शिक्षक आत्मनिर्भरता और आत्मविश्वास में वृद्धि: डिजिटल कक्षाओं में स्व-निर्देशित (self-paced) सीखने के अवसर बच्चों को आत्मनिर्भर बनने में मदद कर पा रहे हैं। शिक्षक बच्चों में आत्मविश्वास को बढ़ा पा रहे हैं क्योंकि वे अपनी प्रगति को स्वयं ट्रैक कर पा रहे हैं। शिक्षण पद्धतियों में नवाचार आया।

### सामुदायिक प्रभाव:

स्थानीय समुदाय के सदस्यों द्वारा अपने बच्चों को डिजिटल सामग्री का उपयोग करते हुए देखकर हर्ष एवं गर्व की अनुभूति हो रही है।

**समुदाय द्वारा विद्यालय को "डिजिटल स्कूल" के रूप में मान्यता मिली।**

### भविष्य की रणनीतियां-

भविष्य में विद्यालय में कम्प्यूटर लैब स्थापित करने हेतु प्रयासरत है।

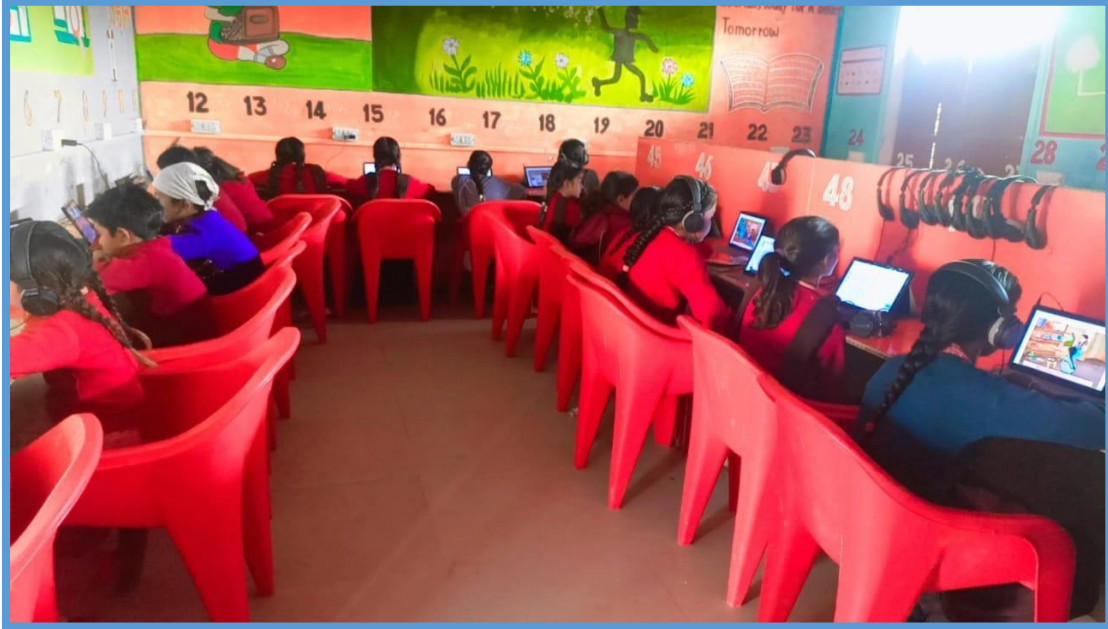
भविष्य में विद्यालय में एयर फाइबर लगवाया जाना प्रस्तावित है।

### निष्कर्ष:

विद्यालय में 5 डिजिटल क्लासरूम (एक टैब लैब, एक लैपटॉप प्रोजेक्टर युक्त कक्षा कक्ष, तीन इंटरएक्टिव पैनल युक्त कक्षा कक्ष) का छात्रों की शैक्षिक सम्प्राप्ति पर सकारात्मक प्रभाव पड़ा है। यह शिक्षा को रोचक, समावेशी और प्रभावी बनाकर बच्चों के शैक्षणिक प्रदर्शन को बेहतर बनाने में मदद कर रहा है। इसके शिक्षकों, छात्रों और अभिभावकों के बीच उचित समन्वय स्थापित हो रहा है। छात्र कठिन से कठिन प्रकरण आसानी से समझ पा रहे हैं। विद्यालय में

छात्र उपस्थित मे भी आशातीत वृद्धि हुई है। शिक्षको को भी कक्षा शिक्षण मे आसानी हुई साथ ही साथ नवाचारी शिक्षण का अवसर प्राप्त हुआ।  
विद्यालय मे प्रत्येक कक्षा के लिए पर्याप्त शिक्षक नहीं है ऐसी दशा मे डिजिटल क्लासरूम के माध्यम से शिक्षकों की कमी को पूरा किया जा रहा है

### एक शिक्षक, अनेक कक्षाएँ (One-to-Many Model):



डिजिटल क्लासरूम में एक शिक्षक एक समय में कई कक्षाओं को पढ़ा रहा है। लाइव स्ट्रीमिंग या रिकॉर्डेड लेक्चर का उपयोग कर दूरस्थ स्थानों से छात्रों तक पहुँच बनाई जा रही है।

उदाहरण: न्याय पंचायत के एक उत्कृष्ट गणित शिक्षक श्री विश्वमोहन श्रीवास्तव जी के कन्टेन्ट का उपयोग सभी कक्षाओं में किया जा रहा है।

रिकॉर्डेड लेक्चर्स और ई-लर्निंग कंटेंट:

शिक्षक अपने लेक्चर्स को रिकॉर्ड कर रहे हैं, जिससे उनकी अनुपस्थिति में भी छात्रों को पढ़ाई का नुकसान न हो।

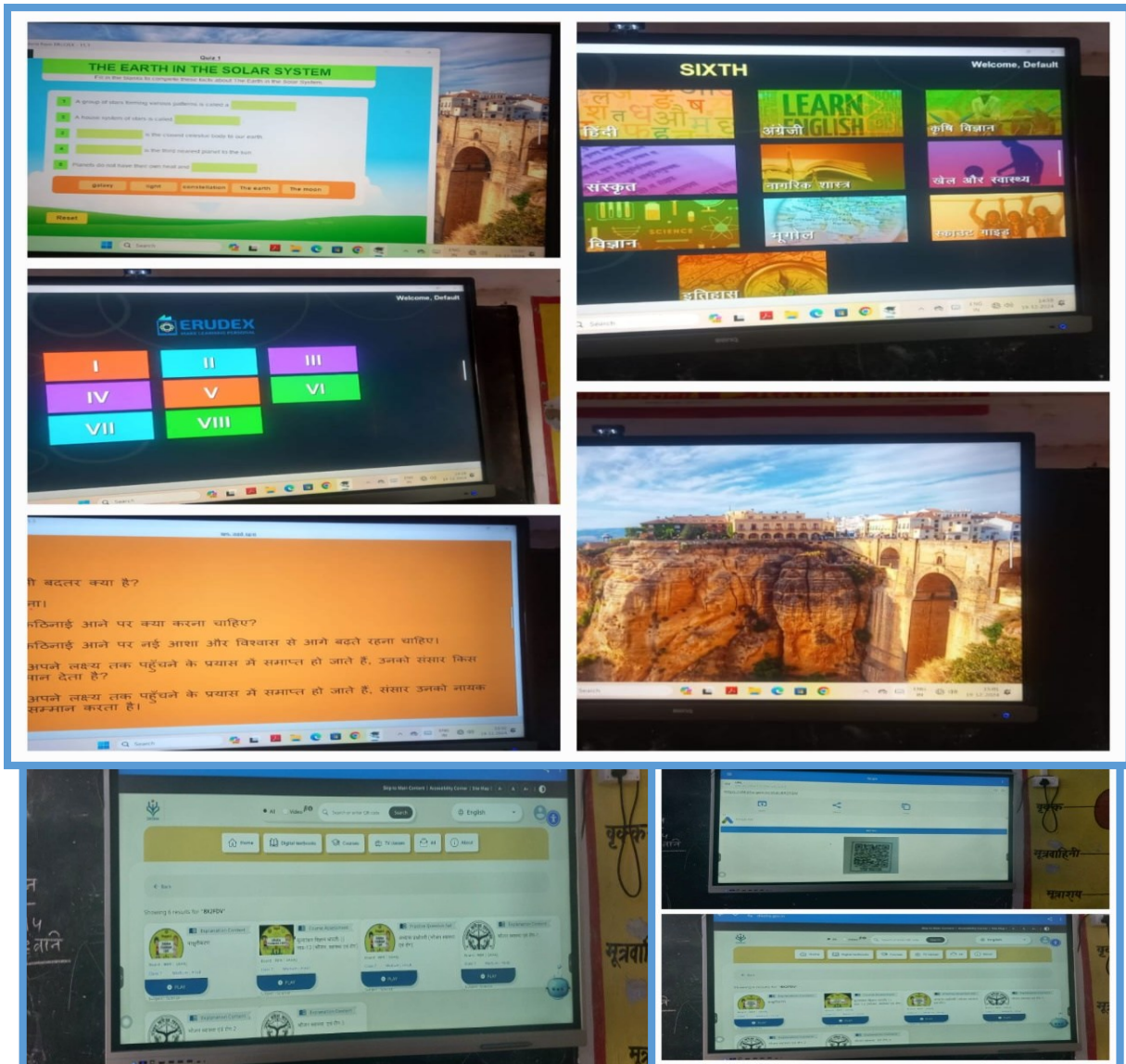
यह सामग्री बार-बार उपयोग की जा रही है, जिससे नई सामग्री तैयार करने का समय बच रहा है।

### ऑनलाइन ट्यूटोरिंग प्लेटफॉर्म:

ऑनलाइन प्लेटफॉर्म के माध्यम से विषय विशेषज्ञों को डिजिटल क्लासरूम में जोड़ा जा रहा है।

उदाहरण: स्कूल में अंग्रेजी विषय के प्रभावी शिक्षण हेतु रानी मैम के ऑनलाइन ग्रासर क्लास आदि की सहायता ली जा रही है।

## EURODEX SOFTWARE





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### परिचय:

मेरा नाम करनपाल सिंह है। मैं उच्च प्राथमिक विद्यालय (1-8) में इंचार्ज प्रधान अध्यापक पद पर कार्यरत हूँ। आज के डिजिटल युग में, सूचना और संचार प्रौद्योगिकी (ICT) शिक्षा के क्षेत्र में महत्वपूर्ण बदलाव और सुधार लाने में सक्षम हो रही है। सरकारी विद्यालयों में ICT का प्रभावी उपयोग शिक्षा की गुणवत्ता को बढ़ाने, छात्रों के सीखने के अनुभव को सुधारने और उन्हें बेहतर भविष्य के लिए तैयार करने का एक शक्तिशाली साधन बन गया है।

इस केस स्टडी में हम देखेंगे कि कैसे उच्च प्राथमिक विद्यालय शेरनी में ICT के उपयोग ने स्कूल की शैक्षिक गुणवत्ता, शिक्षण विधियों और छात्रों की क्षमता में बदलाव लाया।

### विद्यालय की पृष्ठभूमि:

उत्तर प्रदेश के जनपद मथुरा के एक छोटे से गाँव में स्थित उच्च प्राथमिक विद्यालय शेरनी (1-8), गाँव की प्रगति और उसके बच्चों के भविष्य को ध्यान में रखते हुए शिक्षा के क्षेत्र में एक अद्वितीय परिवर्तन का गवाह बना है। इस विद्यालय में ज्यादातर छात्र किसानों और मजदूरों के बच्चे हैं, जिन्हें अपनी पढ़ाई के लिए कठिनाइयों का सामना करना पड़ता था। विद्यालय में संसाधनों की कमी होने पर भी, शिक्षकों में एक उत्साह था कि वे बच्चों को नयी संभावनाओं का अनुभव कराएं।

### विद्यालय के बुनियादी ढांचे का अवलोकन:

गाँव के उच्च प्राथमिक विद्यालय शेरनी (1-8) की आधारभूत संरचना काफी सीमित थी। विद्यालय का भवन पुराना था और कई जगहों पर दीवारों में दरारें थीं। कक्षाएं छोटी और संकरी थीं, जहाँ



मुश्किल से ही पर्याप्त रोशनी पहुँच पाती थी। विद्यालय में एक पुस्तकालय भी था, लेकिन उसमें अधिकतर किताबें पुरानी और जीर्ण-शीर्ण अवस्था में थीं। इस स्थिति को देखते हुए, यह समझ पाना कठिन नहीं था कि इस विद्यालय को आईसीटी (सूचना और संचार प्रौद्योगिकी) की सहायता की कितनी आवश्यकता थी।

### **विद्यालय के सामने आई प्रारंभिक चुनौतियाँ:**

विद्यालय द्वारा आईसीटी को अपनाने के मार्ग में कई चुनौतियाँ सामने आईं। सबसे पहले, विद्यालय में कंप्यूटर या इंटरनेट की कोई सुविधा नहीं थी। अधिकांश छात्र पहली बार कंप्यूटर, प्रोजेक्टर, वीआर बॉक्स देख रहे थे, जिससे उन्हें इस नई तकनीक को स्वीकार करना और उसे समझने में कठिनाई हो रही थी।

इसके अतिरिक्त, अधूरी इंफ्रास्ट्रक्चर यानी बिजली की अकल्पनीय कटौती और अतिसंवेदनशील इंटरनेट कनेक्टिविटी, तकनीक को सही ढंग से लागू करने में बड़ी बाधा साबित हो रही थी। शिक्षकों को भी आईसीटी का अनुभव नहीं था और उन्हें इस डोमेन में सीखने की जरूरत थी।

### **आईसीटी उपकरणों का कार्यान्वयन:**

विद्यालय में आईसीटी के सफल कार्यान्वयन के लिए एक सुविचारित योजना की आवश्यकता थी। योजना का मुख्य उद्देश्य छात्र और शिक्षक की आईसीटी कौशल में सुधार और शैक्षिक प्रदर्शन को बढ़ावा देना था। प्रधानाध्यापक, शिक्षकों, और समुदाय के प्रयासों ने मिलकर एक नया अध्याय शुरू किया।

### **उपयुक्त आईसीटी उपकरणों का चयन:**

सही आईसीटी उपकरणों का चयन महत्वपूर्ण और आवश्यक था। स्कूल ने टेलीवीजन, प्रोजेक्टर, टैबलेट, और बेसिक कंप्यूटर सेटअप चुना, जो कि ग्रामीण क्षेत्र में भी आसानी से उपयोग किया जा सकता था। इसके साथ वीआर बॉक्स जिसका अनुभव छात्रों के लिए नया व हितकारी सिद्ध हो सकता था।

- **टेलीवीजन:** यह उपकरण शिक्षकों के लिए एनिमेटेड प्रस्तुतियों और इन्फोग्राफिक्स की सहायता से समझाना आसान बनाता है।
- **प्रोजेक्टर:** यह शिक्षकों को भिन्न ऐप और शिक्षण संबंधी विडीओस को छात्रों को समझाने में सहायता करता है।
- **टैबलेट:** बच्चों के लिए यह उपकरण सीखने की प्रक्रिया को अधिक मनोरंजक बनाता है।
- **बेसिक कंप्यूटर:** छात्रों को बेसिक कंप्यूटर कौशल में दक्ष बनाने के लिए आवश्यक सिस्टम।
- **वीआर बॉक्स:** छात्रों को बाहरी दुनियाँ से 3D में रु-ब-रु कराने के लिए।

(यह सभी उपकरण व्यक्तिगत रूप से मेरे द्वारा विद्यालय में लगाए गए हैं)



इन उपकरणों के चयन में सादगी और कार्यक्षमता पर ध्यान दिया गया, ताकि छात्रों को तकनीकी शिक्षा का असरदार अनुभव प्राप्त हो सके।

**शिक्षकों के विकास के लिए निम्नलिखित प्रशिक्षण और विकास कार्यक्रम विद्यालय ने आरंभ किए:**

किसी भी तकनीकी प्लेटफॉर्म की सफलता के लिए शिक्षकों का प्रशिक्षण अत्यंत आवश्यक होता है। ICT के प्रभावी उपयोग के लिए शिक्षकों को प्रशिक्षण देना अत्यंत आवश्यक था। इसके लिए प्रधानाध्यापक ने कई पहल कीं। सबसे पहले, उन्होंने शिक्षकों के लिए डिजिटल शिक्षा पर आधारित प्रशिक्षण कार्यक्रमों का आयोजन किया। इस प्रशिक्षण में शिक्षकों को कंप्यूटर, इंटरनेट,

स्मार्ट बोर्ड, और अन्य डिजिटल टूल्स का उपयोग करना सिखाया गया। इसके अलावा, ऑनलाइन कोर्स और वेबिनार का भी आयोजन किया गया, जिससे शिक्षकों को नई तकनीकों और शिक्षण विधियों के बारे में जानकारी मिल सकी।

- **बेसिक कंप्यूटर ट्रेनिंग:** शिक्षकों को कंप्यूटर के मूलभूत कौशल सिखाया गया जैसे कि वर्ड प्रोसेसिंग, स्प्रेडशीट इस्तेमाल, और इंटरनेट ब्राउजिंग।
- **स्पेशल आईसीटी वर्कशॉप्स:** इन वर्कशॉप्स में शिक्षकों को नवीनतम आईसीटी उपकरणों के प्रयोग के तरीके और उनका प्रभावी शिक्षण में उपयोग कैसे किया जा सकता है, सिखाया गया।
- **शैक्षिक ऐप्स के प्रयोग का परिचय:** शिक्षकों को इ-लर्निंग ऐप्स और ई-रीडर्स के साथ परिचित कराया गया ताकि शिक्षण को अधिक संवादात्मक बनाया जा सके।

शिक्षक अब पाठ्यक्रम को अधिक प्रभावी और आकर्षक तरीके से प्रस्तुत करने में सक्षम हो गए थे। उन्होंने पॉवरपॉइंट प्रजेंटेशन, वीडियो, और ऑडियो संसाधनों का उपयोग करना शुरू किया, जिससे छात्रों का ध्यान आकर्षित हुआ और उनका सीखने का अनुभव बेहतर हुआ, जो बाद में सीधे बच्चों की शिक्षा में भी प्रतिबिंबित हुआ।

#### **प्रारंभिक एकीकरण और अपनाने की रणनीतियाँ:**

आईसीटी की प्रारंभिक एकीकृतण और उसे अपनाने की रणनीतियों का शुभारंभ बड़े धैर्य और समझदारी से किया गया।

- **छोटे सेटप कार्यक्रम:** छोटे कार्यक्रमों के माध्यम से कक्षाओं में आईसीटी उपकरणों की शुरुआत की गई, जिससे कि छात्र धीरे-धीरे नए उपकरणों से समायोजित हो सके।
- **उदाहरण से समझाना:** शिक्षकों ने अपने पाठों में आईसीटी का उपयोग करके उदाहरण प्रस्तुत करना शुरू किया, जिससे छात्र इसे सत्य रूप में अनुभव करने लगे।
- **उपलब्धता को सरल बनाना:** प्रत्येक कक्षा में उपकरणों की उपलब्धता सुनिश्चित की गई, ताकि छात्र नियमित रूप से इनका उपयोग कर सकें।

#### **परिणाम:**

- **शैक्षिक गुणवत्ता में सुधार:** ICT के प्रभावी उपयोग से छात्रों का शैक्षिक स्तर सुधारने में मदद मिली। वे अब अपनी पढ़ाई के प्रति अधिक रुचि दिखाने लगे थे और परीक्षा परिणामों में भी सुधार आया। डिजिटल टूल्स के माध्यम से, बच्चों ने अपने विषयों को अधिक प्रभावी तरीके से समझा और उनके प्रदर्शन में वृद्धि हुई।
- **शिक्षकों की दक्षता में वृद्धि:** शिक्षकों ने डिजिटल उपकरणों का सही तरीके से उपयोग



करना सीख लिया था, जिससे उनके शिक्षण तरीके बेहतर हुए। उन्होंने कक्षा में डिजिटल सामग्री का उपयोग किया, जो छात्रों को अधिक आकर्षक लगी और उनकी समझ में सुधार हुआ।

- **छात्रों का तकनीकी ज्ञान बढ़ा:** छात्रों ने कंप्यूटर, इंटरनेट और अन्य डिजिटल उपकरणों का उपयोग करना सीखा। अब वे अपने स्कूलwork, असाइनमेंट्स और परियोजनाओं के लिए इन टूल्स का प्रभावी रूप से उपयोग करते हैं, जिससे उनकी तकनीकी क्षमता में वृद्धि हुई है।
- **समय की बचत और कार्यकुशलता:** ICT के माध्यम से, शिक्षकों और छात्रों को समय की बचत हुई। डिजिटल टूल्स और ऑनलाइन संसाधनों के माध्यम से कार्य अधिक कुशलता से किया गया, और शिक्षकों को अपने शैक्षिक कार्यों को व्यवस्थित करने में आसानी हुई।
- **समुदाय पर प्रभाव:** अविभावक अपने बच्चों को मोबाइल फोन का प्रयोग कर के पढ़ने के लिए करने देते हैं और इंटरनेट की सुविधा भी प्रदान करते हैं।

इन शुरुआती कदमों ने स्कूल में आईसीटी को एक नियमित, स्वाभाविक हिस्सा बना दिया, और बच्चों के सीखने के अनुभव में एक बड़ा बदलाव लाया। जागरूकता और प्रशिक्षण के माध्यम से, विद्यालय ने धीरे-धीरे ICT का उपयोग बढ़ाने की योजना बनाई और छात्रों को विश्व के आधुनिक उपकरणों से जोड़ने का एक सफल प्रयास किया।



कक्षा कक्ष में आईसीटी इंटीग्रेशन द्वारा गुणवत्ता संवर्द्धन हेतु भविष्य की योजना: कक्षा कक्ष में आईसीटी इंटीग्रेशन एक ऐसा क्षेत्र है जो लगातार विकसित हो रहा है। तकनीक के साथ-साथ शिक्षण पद्धतियाँ भी बदल रही हैं। मैं कक्षा कक्ष में आईसीटी इंटीग्रेशन को और अधिक प्रभावी बनाने के लिए निम्नलिखित योजनाएँ बना रहा हूँ:

#### 1. ई-लर्निंग टूल्स का उपयोग

- **स्मार्ट क्लास:** स्मार्ट बोर्ड, प्रोजेक्टर, और डिजिटल सामग्री का उपयोग करें।
- **ई-लर्निंग प्लेटफॉर्म:** बच्चों को Google Classroom, Microsoft Teams, या Moodle जैसी प्लेटफॉर्म से जोड़ें।
- **ऑनलाइन संसाधन:** Khan Academy, Byju's, और NCERT e-Pathshala जैसे टूल का उपयोग करें।

#### 2. प्रोजेक्ट आधारित लर्निंग (PBL)

- छात्रों को तकनीकी टूल्स का उपयोग करके प्रोजेक्ट बनाने के लिए प्रेरित करें।  
उदाहरण:
  - PowerPoint प्रेजेंटेशन पर प्रोजेक्ट।
  - Scratch पर कहानी निर्माण।
  - Canva के माध्यम से पोस्टर डिजाइन।

#### 3. ऑनलाइन क्विज और गेम्स

- खेल आधारित शिक्षण: Kahoot!, Quizizz, और Wordwall के माध्यम से रोचक क्विज आयोजित करें।
- गुणवत्तापूर्ण पुनरावृत्ति: छात्रों के साथ इंटरएक्टिव क्विज साझा करें।

#### 4. सुरक्षा और डिजिटल साक्षरता

- छात्रों को साइबर सुरक्षा और डिजिटल एथिक्स सिखाएं।
- इंटरनेट का सुरक्षित और जिम्मेदार उपयोग सुनिश्चित करें।

#### 5. समुदाय और माता-पिता की भागीदारी

- माता-पिता को डिजिटल प्लेटफॉर्म से जोड़ें।
- छात्रों के प्रदर्शन और ICT टूल्स के महत्व पर चर्चा करें।

## 52. Smt. Suman Gupta

Head Master

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### प्राथमिक विद्यालय कोट: नेतृत्व और प्रबंधन

प्रस्तुतकर्ता: डॉ. सुमन गुप्ता

प्रधानाध्यापक, प्राथमिक विद्यालय कोट, ब्लॉक बड़ागांव, झांसी

### "नेतृत्व, नवाचार और सामुदायिक सहयोग का आदर्श उदाहरण"

शिक्षा समाज और देश की प्रगति की रीढ़ होती है। एक सक्षम प्रधानाध्यापक के प्रभावी नेतृत्व और उनके दूरदर्शी दृष्टिकोण से विद्यालय में सकारात्मक बदलाव लाया जा सकता है। मेरा नाम डॉक्टर सुमन गुप्ता है। मैं प्राथमिक विद्यालय कोट, ब्लॉक बड़ागांव, जनपद झांसी में पढ़ाती हूँ। शिक्षा के क्षेत्र में मेरी यात्रा एक साधारण शिक्षिका के रूप में शुरू हुई, लेकिन मेरी जिम्मेदारी प्रधानाध्यापक के रूप में बढ़ने के बाद, मैंने महसूस किया कि केवल अध्यापन कार्य ही पर्याप्त नहीं है। एक प्रधानाध्यापक के रूप में, मेरा उद्देश्य न केवल शिक्षण प्रक्रिया को सुदृढ़ करना था, बल्कि विद्यालय को एक ऐसा स्थान बनाना था, जहाँ बच्चे न केवल पढ़ाई करें बल्कि जीवन कौशल, नैतिक मूल्यों और सामाजिक जागरूकता को भी आत्मसात करें।

जब मैंने 2013 में इस विद्यालय में प्रधानाध्यापक का पद ग्रहण किया, उस समय विद्यालय की स्थिति अत्यंत दयनीय थी। विद्यालय में बच्चों की उपस्थिति कम थी, नामांकन की संख्या नगण्य थी, और बुनियादी सुविधाओं का अभाव था। शौचालय, पेयजल, और बच्चों के बैठने के लिए पर्याप्त व्यवस्था नहीं थी। इसके अलावा, विद्यालय में अराजक तत्वों का हस्तक्षेप, शिक्षकों की उदासीनता, और समय पर विद्यालय न खुलने जैसी समस्याएं भी थीं। इन चुनौतियों को देखते हुए, मुझे एहसास हुआ कि विद्यालय को सुधारने के लिए एक समग्र दृष्टिकोण अपनाना होगा।

प्रधानाध्यापक की भूमिका केवल प्रशासनिक कार्यों तक सीमित नहीं होती। यह भूमिका एक मार्गदर्शक, प्रेरक, और परिवर्तन के सूत्रधार की होती है। एक विद्यालय का नेतृत्व करना न केवल उसकी भौतिक अवस्थाओं को सुधारने का कार्य है, बल्कि यह शिक्षकों, छात्रों, और समुदाय के बीच विश्वास और सहयोग की भावना को भी प्रोत्साहित करना है। मैंने सबसे पहले विद्यालय के वातावरण को सकारात्मक और प्रेरणादायक बनाने की दिशा में काम किया।

मैंने विद्यालय के विकास के लिए एक सुविचारित दृष्टिकोण अपनाया, जिसमें मुख्यतः तीन आयाम शामिल थे: एकेडमिक नेतृत्व, शैक्षिक नवाचार, और सामुदायिक सहभागिता। विद्यालय की बुनियादी सुविधाओं को सुधारने के साथ-साथ, मैंने शिक्षकों को प्रेरित किया कि वे अपने शिक्षण कौशल को बढ़ाएं और बच्चों को शिक्षा के प्रति रुचि दिलाएं। मैंने यह सुनिश्चित किया कि शिक्षा का स्तर सुधरे और विद्यालय में एक सकारात्मक वातावरण का निर्माण हो।

विद्यालय के विकास में मेरी प्राथमिकता यह रही कि बच्चों के सर्वांगीण विकास को सुनिश्चित किया जाए। इसके लिए, मैंने शिक्षा को आनंददायक और व्यावहारिक बनाने के लिए कई नवाचार किए। बच्चों के लिए विभिन्न गतिविधियों, शैक्षिक भ्रमण, और प्रतियोगिताओं का आयोजन किया गया, जिससे उनका आत्मविश्वास बढ़ा और वे शिक्षा के प्रति अधिक गंभीर हुए। इसके साथ ही, मैंने ग्राम प्रधान, अभिभावकों,

और अन्य समुदाय के सदस्यों के साथ मिलकर काम किया ताकि विद्यालय को एक आदर्श शैक्षिक संस्थान में बदला जा सके।

विद्यालय के प्रबंधन में मेरी भूमिका में शिक्षकों के साथ नियमित बैठकें आयोजित करना, उनकी समस्याओं को समझना, और उन्हें सुधारने के लिए मार्गदर्शन देना शामिल रहा। साथ ही, मैंने शिक्षा की गुणवत्ता में सुधार के लिए नवीन तकनीकों और उपकरणों का उपयोग किया। डिजिटल शिक्षा के माध्यम से बच्चों को शिक्षित करने के लिए स्मार्ट कक्षाएं शुरू की गईं। मैंने सुनिश्चित किया कि बच्चे न केवल किताबी ज्ञान प्राप्त करें, बल्कि व्यावहारिक अनुभव भी प्राप्त करें।



इस भूमिका को निभाने के दौरान, मैंने यह भी महसूस किया कि विद्यालय का विकास तभी संभव है जब शिक्षक, छात्र, और समुदाय एक साथ मिलकर काम करें। मैंने सभी पक्षों के साथ संवाद स्थापित किया और उनके विचारों को सम्मिलित करते हुए विद्यालय विकास की दिशा में कदम बढ़ाए।

मेरी यह यात्रा एक सीखने और सिखाने की प्रक्रिया रही है, जिसमें मैंने हर दिन कुछ नया सीखा और उसे अपने विद्यालय के विकास के लिए लागू किया। यह मेरा दृढ़ विश्वास है कि सही दृष्टिकोण, समर्पण, और सहयोग के साथ, किसी भी विद्यालय को एक आदर्श शिक्षण संस्थान में बदला जा सकता है।

### **विद्यालय की प्रारंभिक स्थिति: चुनौतियों का विश्लेषण**

#### **(1) शैक्षिक स्थिति: नामांकन और उपस्थिति की समस्या**

2013 में, प्राथमिक विद्यालय कोट की शैक्षिक स्थिति अत्यंत दयनीय थी। कुल नामांकन मात्र 70 बच्चों का था, लेकिन नियमित उपस्थिति मात्र 30% थी। विद्यालय में शैक्षणिक गतिविधियां नगण्य थीं, और ड्रॉपआउट दर बढ़ती जा रही थी। शिक्षा में गुणवत्ता की कमी को देखते हुए कई ग्रामीण बच्चे आस पास के शहरी



इलाकों में प्राइवेट स्कूल में दाखिला लेते थे

**समस्या का कारण:** अभिभावकों में शिक्षा के प्रति उदासीनता। बच्चों को विद्यालय में पढ़ाई से जोड़ने के लिए उपयुक्त वातावरण का अभाव। शिक्षकों का असमर्थ और निष्क्रिय रवैया।

**(2) मूलभूत सुविधाओं की कमी** विद्यालय में बुनियादी सुविधाओं का पूर्ण अभाव था। शौचालय, पेयजल और बैठने की व्यवस्था का अभाव था विद्यालय की इमारत की समय पर मरम्मत ना होने की वजह से कई कक्षाओं में छतों से पानी टपकता था और बारिश के मौसम में दैनिक शिक्षण के कार्यों में व्यवधान आता था बैठने की व्यवस्था का अभाव: बच्चों को फर्श पर बैठकर पढ़ाई करनी पड़ती थी। पीने के पानी की व्यवस्था नहीं विद्युत और स्मार्ट सुविधाओं का अभाव: डिजिटल शिक्षा के लिए कोई साधन उपलब्ध नहीं थे।

**(3) सामुदायिक और सामाजिक हस्तक्षेप** विद्यालय परिसर में अनुशासनहीनता का वातावरण था। विद्यालय का उपयोग ग्रामीण निजी आयोजनों के लिए करते थे। परिसर में मवेशियों को बांधने जैसी गतिविधियां होती थीं।

#### **(4) शिक्षकों का निष्क्रिय योगदान**

- विद्यालय में पदस्थ शिक्षकों का रवैया उदासीन था।
- समय पर विद्यालय न आना।
- शैक्षणिक गुणवत्ता पर ध्यान न देना।
- नवाचार के प्रति रुचि की कमी।
- विद्यालय में कार्यरत शिक्षक अपनी जिम्मेदारियों के प्रति लापरवाह थे। समय पर कक्षाओं का संचालन नहीं होता था, और पढ़ाई का स्तर बहुत ही निम्न था।

**(5) अभिभावकों का शिक्षा में विश्वास कम होना** गांव के अधिकांश अभिभावक शिक्षा को प्राथमिकता नहीं देते थे। बच्चों को कृषि कार्यों में मदद के लिए या मजदूरी के लिए भेजा जाता था।

**5. समय पर विद्यालय न खुलना** विद्यालय अक्सर निर्धारित समय पर नहीं खुलता था। इससे बच्चों और उनके अभिभावकों के मन में विद्यालय के प्रति नकारात्मक धारणा उत्पन्न हो गई थी।

### **डॉ. सुमन गुप्ता का दृष्टिकोण और आरंभिक प्रयास**

एक प्रधानाध्यापक के रूप में डॉ. सुमन गुप्ता ने न केवल इन समस्याओं को पहचाना, बल्कि इन्हें अवसर में बदलने का संकल्प लिया। उन्होंने अपनी व्यक्तिगत रुचि, दूरदर्शिता और अनुशासनात्मक दृष्टिकोण से एक व्यापक योजना बनाई।

Youtube link - <https://youtu.be/jdt1JBJE6Ms?si=GCng-GD9fBjDrXj>

#### **(1) विद्यालय में अनुशासन स्थापित करना**

सबसे पहले विद्यालय को नियमित समय पर खोलने और बंद करने की प्रक्रिया को व्यवस्थित किया।

उदाहरण प्रस्तुत करना: स्वयं प्रतिदिन समय पर विद्यालय पहुंचती थीं।

प्रार्थना सभा की शुरुआत: प्रार्थना सभा को एक अनुशासनात्मक गतिविधि के रूप में विकसित किया।

प्रतिदिन प्रार्थना सभा में साउंड सिस्टम के माध्यम से गाँव वालों में जागरूकता लाने का सफल प्रयास किया गया और इसे जारी रखा जा रहा है

**(2) अभिभावकों से संवाद** अभिभावकों से व्यक्तिगत संपर्क कर उनकी समस्याओं को समझा और समाधान सुझाया।

- घर-घर संपर्क अभियान: अभिभावकों को समझाया कि बच्चों की शिक्षा उनके भविष्य के लिए कितनी महत्वपूर्ण है। विद्यालय के प्रतिदिन समय पे ना खुलने और शिक्षकों के समय पर ना पहुचने के बारे में अभिभावकों द्वारा अवगत कराया गया
- सामुदायिक बैठकों का आयोजन: ग्राम प्रधान, पंचायत और अन्य ग्रामीणों को विद्यालय की स्थिति सुधारने के लिए प्रेरित किया। ग्राम प्रधान और अन्य ग्रामीणों के साथ बैठक कर अन्य समस्याओं का समाधान निकला गया इसी क्रम में विद्यालय से हैंडपंप का स्थान परिवर्तन कराया गया सभी अभिभावकों से व्यक्तिगत संपर्क करने की पहल की गई और उन्हें शिक्षण प्रक्रिया और विद्यालय के बेहतर संचालन का आश्वासन प्रदान किया गया , ग्रामीणों ने इसे सकारात्मक रूप में स्वीकार किया

Youtube link- <https://youtu.be/l8tHABVDnD0?si=0e0OpbsNVnfqLvPM> (शिक्षण में अविभावकों की भागीदारी)



Youtube link - <https://youtu.be/8kubfzqoIWg?si=yFSp300foncvl1qc> (SMC meeting)

(3) **सामाजिक बाधाओं को समाप्त करना** विद्यालय परिसर को अतिक्रमण मुक्त बनाया। स्थानीय प्रशासन की मदद से परिसर में अनुशासन स्थापित किया।

(4) **सामुदायिक सहयोग प्राप्त करना** ग्राम प्रधान और स्थानीय संगठनों से विद्यालय की बुनियादी जरूरतों के लिए मदद मांगी।



Youtube link- [https://youtu.be/jb\\_UzMjsNKw?si=RkDQs9HR81BPWuul](https://youtu.be/jb_UzMjsNKw?si=RkDQs9HR81BPWuul)

### **विद्यालय का कायाकल्प: प्रमुख सुधार और उपलब्धियां**

1. **भौतिक ढांचे का विकास** विद्यालय की भौतिक संरचना को बेहतर बनाने के लिए कई कदम उठाए:
  - दीवारों का सौंदर्यकरण: विद्यालय की दीवारों को 3D पेंटिंग से सजाया गया, जिसमें दीवारें ट्रेन का स्वरूप लेती थीं। इससे बच्चों में उत्साह और गर्व की भावना जगी।
  - शौचालय का निर्माण: बालक और बालिका दोनों के लिए अलग-अलग शौचालयों का निर्माण किया गया।
  - पेयजल की व्यवस्था: स्वच्छ पेयजल के लिए आरओ सिस्टम लगाया गया।
  - हैंडवॉशिंग यूनिट: बच्चों के लिए हाथ धोने की सुविधा उपलब्ध करवाई गई।



Youtube link - <https://youtu.be/bRlMvML1Rs?si=JAA4n9nJP7FGGan9>

### **दीवारों का सौंदर्यकरण:**

विद्यालय की दीवारों पर 3D पेंटिंग करवाई गई, जिसमें शिक्षा से संबंधित प्रेरणादायक चित्र थे। छात्रों की रचनात्मकता को बढ़ावा देने के लिए और उनकी विद्यालय प्रांगण में रुचि जागरूक करने के उद्देश्य से दीवारों पर त्रियायामी चित्रकारी और पूरे विद्यालय को एक ट्रेन और कक्षाओं को डब्बों का स्वरूप दिया गया जो छात्रों द्वारा अत्यधिक पसंद किया गया

### **हरित वातावरण:**

विद्यालय को पर्यावरण अनुकूल बनाने के लिए परिसर में ५० से अधिक पौधों का रोपण किया गया यह पहल न केवल पर्यावरण संरक्षण का उदाहरण बनी, बल्कि बच्चों में प्रकृति के प्रति जागरूकता भी बढ़ी।

**शौचालय निर्माण:** बालक और बालिका दोनों के लिए अलग-अलग शौचालय बनाए गए।

**हैंडवॉश यूनिट:** स्वच्छता को प्राथमिकता देने हेतु हैंड वाशिंग यूनिट की स्थापना की गई और बच्चों को खाने से पहले और बाद में हाथ अवश्य धोने के लिए प्रोत्साहित किया गया

### **स्मार्ट कक्षाओं का निर्माण:**

कक्षाओं में टीवी, प्रोजेक्टर और डिजिटल बोर्ड लगाए गए जिनके माध्यम से बच्चों को कई ज्ञान वर्धक प्रोग्राम और वीडियोज़ दिखाए जाते हैं

Youtube link- <https://youtu.be/CgtrLWDmhFA?si=O9tAnzNPW2KxTPo1>

## **(2) शैक्षिक नवाचार और गुणवत्ता सुधार**

डॉ. गुप्ता ने शैक्षणिक स्तर को सुधारने के लिए कई अभिनव शिक्षण पद्धतियों का उपयोग किया। कक्षाओं में व्हाइटबोर्ड और सुंदर चित्रकारी बनाई गई विद्यालय में प्रच्छन्न तार वायरिंग करवाई गई जिससे बिजली संबंधित खतरों से बचा जा सके

- **खेल-खेल में शिक्षा:**  
बच्चों को गतिविधियों के माध्यम से पढ़ाई में रुचि दिलाई।
- **डिजिटल शिक्षा का समावेश:**  
स्मार्ट क्लास में बच्चों को आधुनिक उपकरणों से पढ़ाने की शुरुआत की।
- **शिक्षकों की क्षमता निर्माण:**  
नियमित बैठकें और कार्यशालाओं के माध्यम से शिक्षकों को प्रेरित किया।

### **शैक्षिक नेतृत्व हेतु किए गए विभिन्न प्रकार के कोर्स**

- 1-TESS INDIA Massive Open Online Course
- 2-School Leadership And Management By NIEPA
- 3-IIM अहमदाबाद द्वारा Scholars for change Campaign कार्यक्रम में Mentor की भूमिका
- 4-दीक्षा एप पर 340 प्रशिक्षण किए गए
- 5- NISHTHA दिए गए online प्रशिक्षण



6-state institute of educational technology  
7-Enhancing skills -English reading and writing  
8-teaching strategies fraction and decimals  
9-School leadership webinar organised by SCERT

Youtube link-

[https://www.youtube.com/live/PV1KkmO5FWM?si=3i9mb\\_53eYgHaNcl&sfnsn=wiwspwa](https://www.youtube.com/live/PV1KkmO5FWM?si=3i9mb_53eYgHaNcl&sfnsn=wiwspwa)

Youtube link- [https://youtu.be/W8Gc6Rq-o0s?si=oy\\_WI-Vh-xlUYkOI](https://youtu.be/W8Gc6Rq-o0s?si=oy_WI-Vh-xlUYkOI) (NEP 2020 का क्रियान्वयन)

### (3) सामुदायिक सहयोग और जागरूकता

ग्रामवासियों और अभिभावकों को विद्यालय से जोड़ने के लिए जागरूकता अभियान चलाए गए।

- **कंपनियों और संस्थाओं का योगदान**  
इंडिया कोलाज कंपनी: डेस्क और बेंच उपलब्ध कराए।  
इंजीनियर शशांक गुप्ता: प्रोजेक्टर और साउंड सिस्टम दिया।  
हिंदुस्तान इंडिया कंपनी: शौचालय निर्माण में सहयोग दिया।
- **'स्कूल चलो अभियान' का आयोजन:**  
प्रत्येक बच्चे को विद्यालय में दाखिला दिलाने का लक्ष्य रखा गया।
- **बाल संसद और समितियों का गठन:**  
बच्चों में नेतृत्व क्षमता और जिम्मेदारी की भावना विकसित की गई।

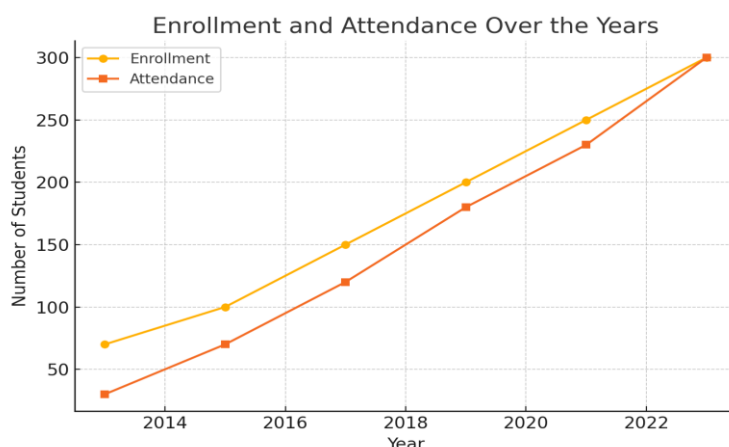
### (4) सह-पाठ्यचर्या गतिविधियों का संचालन

योग दिवस, सांस्कृतिक कार्यक्रम, और वीरगाथा कार्यक्रम आयोजित किए गए।  
बच्चों के लिए शैक्षिक भ्रमण और खेल प्रतियोगिताओं का आयोजन किया गया।

### विद्यालय की उपलब्धियां और प्रभाव

डॉ. सुमन गुप्ता के नेतृत्व में विद्यालय ने उल्लेखनीय प्रगति की:

- नामांकन 70 से बढ़कर 200+ हो गया।
- उपस्थिति दर 30% से बढ़कर 95% हो गई।
- ड्रॉपआउट दर शून्य हो गई।
- विद्यालय को जिला और राज्य स्तर पर सम्मान प्राप्त हुए।



## **महत्वपूर्ण शिक्षाएं:**

1. नेतृत्व की भूमिका: एक प्रभावी प्रधानाध्यापक विद्यालय की दिशा और दशा बदल सकता है।
2. सामुदायिक सहभागिता: सामुदायिक सहयोग से विद्यालय के विकास को गति दी जा सकती है।
3. शैक्षणिक नवाचार: अभिनव शिक्षण विधियां बच्चों में शिक्षा के प्रति रुचि बढ़ा सकती हैं।
4. अभिभावकों का विश्वास: शिक्षा की गुणवत्ता में सुधार से अभिभावकों का विश्वास मजबूत होता है।

## **उपलब्धियां और पुरस्कार**

- 1-उत्कृष्ट राज्य शिक्षक पुरस्कार
- 2-राज्य अध्यापक पुरस्कार
- 3-स्वच्छ विद्यालय पुरस्कार
- 4-राष्ट्रीय धरोहर सम्मान
- 5-वीरांगना लक्ष्मीबाई सम्मान
- 6-एड्यूलीडर्स यूपी कर्मयोगी सम्मान
- 7-निपुण विद्यालय सम्मान

## **भविष्य की योजनाएं:**

भविष्य में विद्यालय को और अधिक उत्कृष्ट बनाने के लिए अनेक योजनाएँ बनाई गई हैं। इन योजनाओं का उद्देश्य न केवल विद्यालय के भौतिक और शैक्षिक स्तर को ऊँचा उठाना है, बल्कि बच्चों के सर्वांगीण विकास को सुनिश्चित करना भी है।

### **1. डिजिटल शिक्षा का विस्तार**

- सभी कक्षाओं को स्मार्ट कक्षाओं में परिवर्तित करना।
- अधिक कंप्यूटर और टैबलेट की व्यवस्था करना।
- बच्चों को प्रोग्रामिंग और कोडिंग जैसी नई तकनीकी शिक्षा में प्रशिक्षित करना।
- ऑनलाइन शैक्षिक सामग्री तक बच्चों और शिक्षकों की पहुँच सुनिश्चित करना।

### **2. शारीरिक और मानसिक स्वास्थ्य पर ध्यान**

- विद्यालय में नियमित स्वास्थ्य शिविर आयोजित करना।
- बच्चों के लिए योग और ध्यान की कक्षाएँ लगाना।
- खेल के लिए विशेष कोच की नियुक्ति।
- मानसिक स्वास्थ्य के लिए परामर्श सत्र आयोजित करना।

### **3. सांस्कृतिक और सह-पाठ्यक्रम गतिविधियों का विस्तार**

- वार्षिक सांस्कृतिक महोत्सव का आयोजन।
- बच्चों की प्रतिभा को निखारने के लिए चित्रकला, संगीत और नृत्य की विशेष कक्षाएँ।
- भाषण, वाद-विवाद और लेखन प्रतियोगिताओं का आयोजन।

### **4. सामुदायिक सहभागिता को बढ़ावा**

- अभिभावकों और ग्रामीणों के साथ अधिक संवाद स्थापित करना।
- ग्राम पंचायत और स्थानीय संगठनों के साथ मिलकर शैक्षिक योजनाएँ बनाना।
- सामुदायिक सेवा परियोजनाओं में बच्चों को शामिल करना।

## 5. पर्यावरण संरक्षण की दिशा में प्रयास

- विद्यालय परिसर में और अधिक वृक्षारोपण।
- बच्चों को पर्यावरण संरक्षण के महत्व को समझाने के लिए कार्यशालाएँ आयोजित करना।
- प्लास्टिक मुक्त परिसर बनाने की दिशा में कदम उठाना।
- नवीकरणीय ऊर्जा स्रोतों, जैसे सोलर पैनल, का उपयोग।

## 6. विशेष शैक्षिक सहायता

- कमजोर बच्चों के लिए रेमेडियल कक्षाएँ।
- प्रतिभावान बच्चों के लिए उन्नत शिक्षा की व्यवस्था।
- दिव्यांग बच्चों के लिए विशेष उपकरण और सहायक सेवाएँ।

## 7. स्वच्छता और आधारभूत संरचना का विकास

- विद्यालय के शौचालयों और पेयजल सुविधाओं का उन्नयन।
- नई कक्षाओं और पुस्तकालय का निर्माण।
- खेल के मैदान का विकास।

विद्यालय को राज्य का "आदर्श विद्यालय" बनाने की दिशा में प्रयास।

सभी बच्चों के लिए गुणवत्तापूर्ण शिक्षा सुनिश्चित करना।

इन योजनाओं का क्रियान्वयन धीरे-धीरे किया जाएगा ताकि विद्यालय का समग्र विकास सुनिश्चित हो सके और यह समाज के लिए एक आदर्श बन सके।



## निष्कर्ष: प्रेरणा और भविष्य की राह

इस केस स्टडी से यह स्पष्ट होता है कि दृढ़ संकल्प, सामुदायिक सहयोग, और शिक्षण में नवाचार से

किसी भी विद्यालय को उत्कृष्ट बनाया जा सकता है। विद्यालय में सकारात्मक बदलाव लाने के लिए नेतृत्व की भूमिका अत्यंत महत्वपूर्ण होती है। प्रधानाध्यापक को केवल प्रशासनिक कार्यों तक सीमित नहीं रहना चाहिए, बल्कि एक प्रेरक, मार्गदर्शक और सहयोगी के रूप में कार्य करना चाहिए।

विद्यालय के विकास के लिए सामुदायिक सहभागिता का होना अत्यंत आवश्यक है। इस कहानी में यह देखा गया कि ग्राम प्रधान, अभिभावक, और अन्य सामाजिक संस्थाओं ने मिलकर विद्यालय के कायाकल्प में योगदान दिया। सामुदायिक जागरूकता और भागीदारी से न केवल शैक्षणिक स्तर ऊंचा उठता है, बल्कि विद्यालय की भौतिक और सांस्कृतिक संरचना भी मजबूत होती है।

इसके अलावा, शिक्षण तकनीकों में नवाचार ने बच्चों के सीखने के तरीके को रोचक और प्रभावी बनाया। यह साबित करता है कि जब शिक्षक और प्रधानाध्यापक मिलकर काम करते हैं, तो बच्चों की शैक्षिक गुणवत्ता में सुधार अवश्य होता है। बच्चों के समग्र विकास के लिए पाठ्यक्रमीय और सह पाठ्यक्रमीय गतिविधियों का आयोजन भी महत्वपूर्ण है।

इस केस स्टडी से अन्य शिक्षकों और प्रधानाध्यापकों को प्रेरणा मिलती है कि वे भी इन सिद्धांतों और रणनीतियों को अपनाकर अपने विद्यालय को प्रगति की ओर ले जा सकते हैं। अंततः, यह कहानी एक संदेश देती है कि शिक्षा को आनंदमय और प्रभावी बनाकर समाज की जड़ों को मजबूत किया जा सकता है।





***Uttarakhand***

### 53. Rajendra Kumar Choudhary

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छात्र नामांकन, संसाधन एवं गुणवत्तापूर्ण शिक्षा

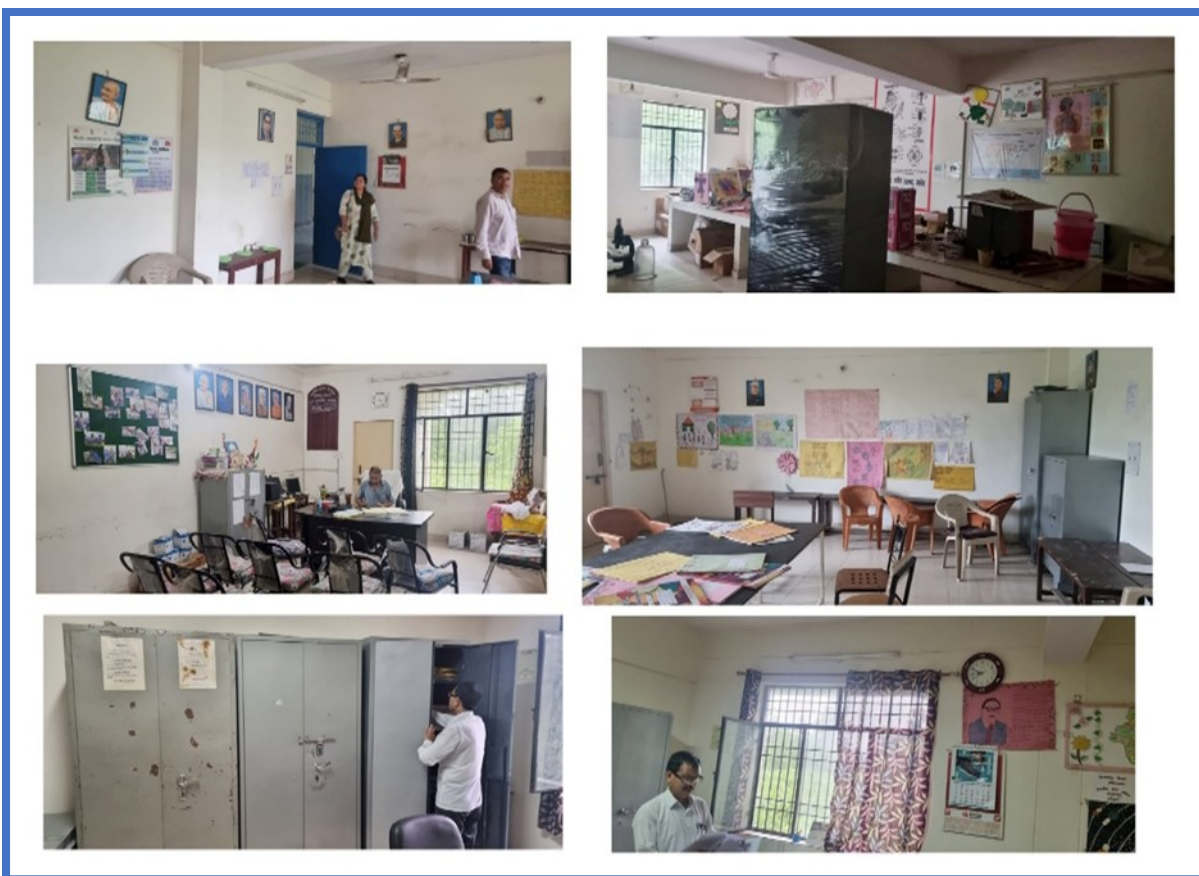
राजेन्द्र कुमार चौधरी

पी0एम0 श्री राजकीय इंटर कॉलेज कासमपुर बहादराबाद हरिद्वार

भारत के शिक्षा के क्षेत्र में पिछड़े 112 जनपदों में से हरिद्वार भी अभिलाषी जनपद है जनपद हरिद्वार के अंतर्गत विकासखंड बहादराबाद आकांक्षी ब्लॉक के अंतर्गत आता है विकासखंड बहादराबाद के ही अति पिछड़ा क्षेत्र में पीएम श्री राजकीय इंटर कॉलेज कासमपुर स्थित है जो की अल्पसंख्यक समुदाय क्षेत्र में आता है जहां बालक बालिकाओं के साथ-साथ समुदाय की शिक्षा भी न्यून थी बालिकाएं कक्षा 5 तक प्राथमिक शिक्षा व मदरसा में प्राप्त शिक्षा के बाद पढ़ना छोड़ देती थी तो वहीं बालक कक्षा 8 उत्तीर्ण करने के उपरांत या तो मदरसे में अध्ययन हेतु अन्यत्र चले जाते थे अथवा



अभिभावक बच्चों को काम सीखने के लिए किसी अन्य मिस्ट्री, फैक्ट्री आदि जगह पर छोड़ देते थे ताकि वह काम सीखकर अपना कोई रोजगार प्राप्त कर सकें।

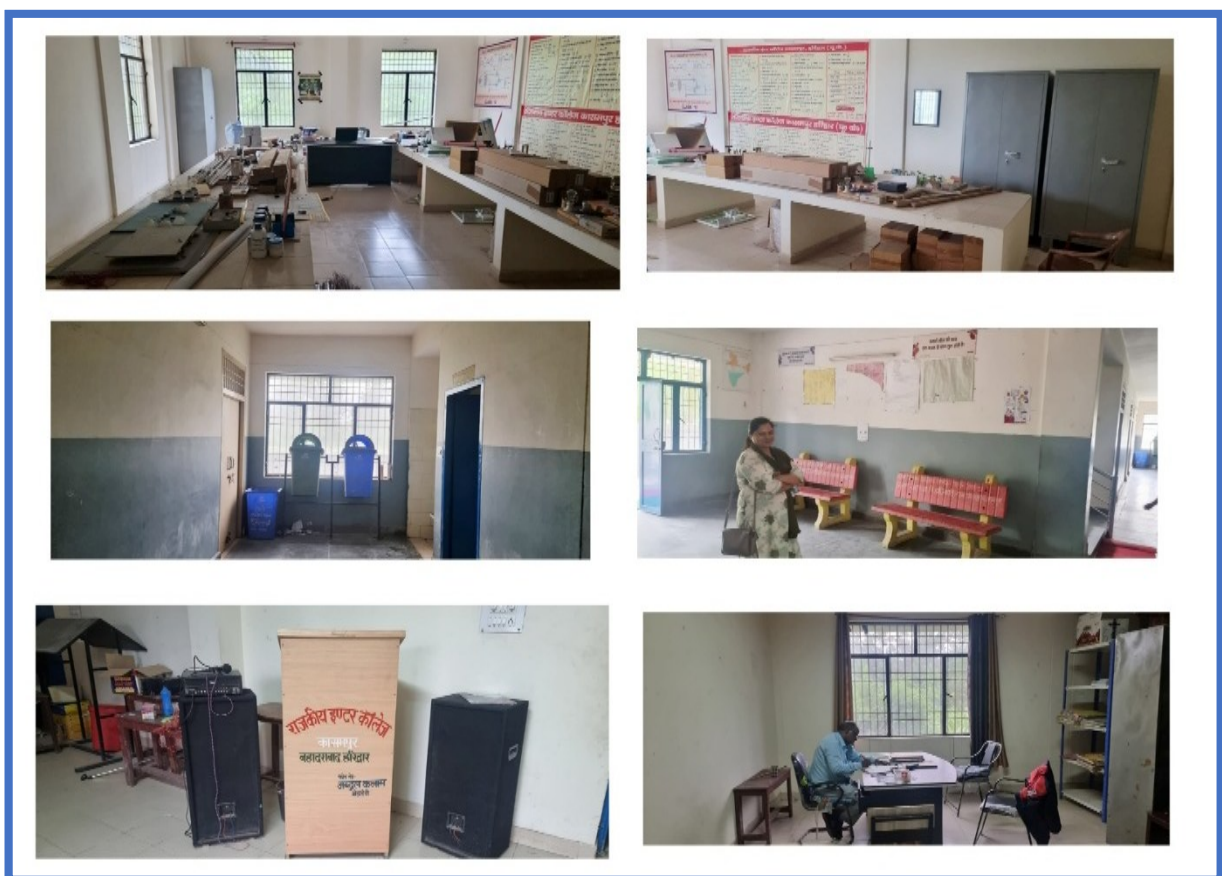


शुरुआत के समय पीएम श्री राजकीय इंटर कॉलेज कासमपुर में कक्षा 9 से कक्षा 12 तक ही कक्षाएं संचालित हो रही थी क्योंकि कक्षा 8 तक बालक उच्च प्राथमिक विद्यालय अथवा मदरसा में ही अध्ययनरत करते थे। तत्कालीन विद्यालय अनेक समस्याओं से जूझ रहा था जैसे पर्याप्त भवन का अभाव, छात्र-छात्राओं के लिए फर्नीचर का भाव, विद्युत संयोजन न होना, न्यून छात्र-छात्रा नामांकन, निम्न अकादमिक उपलब्धि, विद्यालय के कार्य हेतु समुदाय का सहयोग न करना, छात्र-छात्राओं द्वारा पाठ्येत्तर गतिविधियों एवं पाठ्यक्रम गतिविधियों में प्रतिभाग न करना, छात्र-छात्राओं की न्यून उपस्थिति, कम छात्र संख्या के कारण विद्यालय में अनुदान की कमी, पेयजल एवं शौचालयों का अभाव, सरकारी संपत्ति एवं सरकारी अध्यापकों के प्रति सम्मान की भावना न होना, समुदाय का छात्रों के साथ-साथ ही छात्राओं के प्रति शिक्षा के प्रति जागरूक न होना, छात्र-छात्राओं का गणवेश में विद्यालय में उपस्थित न होना, छात्र-छात्राओं का विलंब से विद्यालय पहुंचना एवं किसी न किसी बहाने मध्यांतर के उपरांत घर चले जाना, समुदाय एवं छात्र-छात्राओं का विद्यालय से जुड़ाव न होना आदि।

2016 में विद्यालय में स्थानांतरण होने के उपरांत मैंने पदभार ग्रहण करते ही उक्त समस्याओं के समाधान हेतु अन्य शिक्षक साथियों के साथ कार्य योजना बनाकर टीमवर्क प्रारंभ किया जिसमें हमारे द्वारा विद्यालय में छात्र-छात्राओं के नामांकन में वृद्धि एवं अनुशासन बनाए जाने पर प्रथम प्रयास किया गया घर-घर जाकर अभिभावकों एवं समुदाय के गणमान्य व्यक्तियों प्रधान क्षेत्र पंचायत जिला पंचायत आदि गणमान्य व्यक्तियों का सहयोग लेते हुए नामांकन में वृद्धि हेतु प्रयास किया जिसके लिए सेवित क्षेत्र के सभी गांव एवं वार्ड के आधार पर प्रवेश से वंचित छात्र-छात्राओं के अभिभावकों से संपर्क किया तथा छात्रों के साथ-साथ छात्रों के नामांकन हेतु अभिभावकों को तैयार किया।



वर्ष 2017 में मेरे द्वारा विद्यालय के प्रभारी प्रधानाचार्य के रूप में अपने दायित्वों का निर्वहन करते हुए विभाग द्वारा उपलब्ध कराए गए पंचांग के आधार पर विद्यालय का अपना पंचांग तैयार किया गया जिसमें प्रत्येक सप्ताह एवं माह संपन्न की जाने वाली गतिविधियों को सम्मिलित किया गया विद्यालय की SIP तैयार की गई जिसमें विद्यालय की प्राथमिकताओं का उल्लेख करते हुए उनको कैसे प्राप्त किया जा सकता है इसका उल्लेख भी किया गया, जिस हेतु हमारी टीम के द्वारा आसपास के समस्त गांव में नामांकन कैप का आयोजन किया गया छात्र-छात्राओं के जो भी प्रमाण पत्र उपलब्ध हो सके उन्हीं के आधार पर प्रवेश देकर शेष प्रमाण पत्र को बाद में तैयार कराकर एकत्र किया विभाग एवं अन्य विभागों द्वारा छात्र-छात्राओं के हित में उपलब्ध कराई जा रही विभिन्न योजनाओं की जानकारी अभिभावकों को उपलब्ध कराई गई छात्र-छात्राओं को तथा उनके अभिभावकों को विद्यालय तक आमंत्रित करने के लिए विद्यालय में बेटी बचाओ बेटी बड़ा थीम के आधार पर मुशायरा का आयोजन किया गया जिसमें जनपद हरिद्वार के समस्त शासकीय व अशासकीय विद्यालयों के कक्षा 12 तक के छात्र-छात्राओं को प्रतिभागी के रूप में आमंत्रित किया गया ताकि अधिक से अधिक छात्र-छात्राएं एवं अभिभावक विद्यालय तक पहुंच सकें तथा हम अपनी उद्देश्य प्राप्ति हेतु छात्र-छात्राओं के साथ-साथ अभिभावकों को भी शिक्षा एवं सरकार द्वारा संचालित समस्त योजनाओं की जानकारी अभिभावकों को उपलब्ध करा सकें इसके लिए गणमान्य ने कवियों एवं क्षेत्रीय जनप्रतिनिधियों एवं विधायकों को आमंत्रित किया गया इसके उपरांत विद्यालय में शिक्षा चेतना अभियान चलाया गया जिसमें छात्रों के साथ-साथ महिलाओं को भी आमंत्रित किया गया जिलाधिकारी महोदय एवं मुख्य विकास अधिकारी महोदय से मिलकर क्षेत्र में कम्युनिटी मोबिलाइजेशन हेतु रथ यात्रा चलाई गई जिसके माध्यम से छात्र-छात्राओं अभिभावकों एवं सभी क्षेत्र के व्यक्तियों को शिक्षा के प्रति जागरूक करने का प्रयास किया गया इसका परिणाम यह हुआ कि विद्यालय में छात्रों के साथ-साथ छात्राओं के नामांकन में भी वृद्धि हुई।



नामांकन में वृद्धि के साथ-साथ हमारी दूसरी वरीयता अनुशासन एवं पठन-पाठन को सुचारु रूप से संचालित करने पर थी जिसमें विभाग की ओर से गणवेश में प्राप्त धनराशि से छात्र-छात्राओं को गणवेश वितरित किए गए कक्षा 9 से 12 तक के वैसे छात्र जो अत्यंत गरीब एवं पिछड़े थे उनको समुदाय के सहयोग से गणवेश वितरित किया गया ताकि सभी छात्र-छात्राएं गणेश में अनुशासित रूप से समय पर विद्यालय पहुंच सकें। साथ ही विद्यालय के भौतिक संसाधनों पर फोकस किया गया। विद्यालय में मात्र 20 छात्र-छात्राओं हेतु ही फर्नीचर उपलब्ध था शेष छात्र-छात्राएं टाट पट्टी पर बैठकर



अध्ययन करते थे जिससे सभी छात्र-छात्राओं को असुविधा होती थी। इस हेतु हैवेल्स कंपनी का सहयोग लिया गया तथा सभी छात्र-छात्राओं हेतु फर्नीचर की व्यवस्था की गई छात्र-छात्राओं को पीने योग्य पानी उपलब्ध कराने के लिए उप जिलाधिकारी महोदय से मिलकर एवं समुदाय के सहयोग से वाटर कूलर एवं वॉटर प्यूरीफायर की व्यवस्था की गई ताकि छात्र-छात्राओं को पीने योग्य पेयजल उपलब्ध कराया जा सके इसके साथ ही हेल्थ एवं हाइजीन को ध्यान में रखते हुए छात्र-छात्राओं को जागरूक किया गया एवं स्वच्छता की ओर सभी का ध्यान आकर्षित किया इसी के साथ शौचालय के समुचित प्रयोग हेतु समस्त व्यवस्थाएं की गई बालिकाओं हेतु सेनेटरी वेंडिंग मशीन विद्यालय में लगवाई गई ताकि छात्रों के साथ-साथ छात्रों की नियमित उपस्थिति सुनिश्चित की जा सके।

विद्यालय में नियमित रूप से विभिन्न गतिविधियों का आयोजन किया जाने लगा प्रार्थना सभा से लेकर शाम को की जाने वाली उपस्थिति और दिन प्रतिदिन की समस्त गतिविधियों का मूल्यांकन करते हुए अभिभावकों के साथ अनुभवों को साझा किया जाने लगा तथा अभिभावक भी अब विद्यालय की गतिविधियों में अपना सकारात्मक सहयोग देने लगे इसके उपरान्त हमारी वरीयता प्रयोगात्मक विषय हेतु प्रयोग सामग्री उपलब्ध कराना था इसके लिए विभाग द्वारा उपलब्ध कराई गई निधि के साथ-साथ समुदाय का सहयोग भी लिया गया तथा स्वयं मेरे द्वारा भी विभिन्न विद्यालयों से पुराने एवं खराब उपकरण लिए गए जिनको भौतिक विज्ञान प्रयोगशाला में पुनः उनकी मरम्मत करते हुए उनको सुचारु किया गया ताकि विज्ञान वर्ग के छात्र-छात्राएं सैद्धांतिक के साथ-साथ प्रयोगात्मक जानकारी भी हासिल कर सकें इसी प्रकार जीव विज्ञान एवं रसायन विज्ञान की प्रयोगशाला हेतु भी सामग्री विषय अध्यापक एवं छात्रों को उपलब्ध कराई गई प्रत्येक मा विभिन्न प्रतियोगिताओं एवं जन जागरूकता हेतु पोस्टर एवं भाषण प्रतियोगिताओं के साथ-साथ विभिन्न रेलिया का आयोजन भी विद्यालय में किया गया साथ ही साथ पुस्तकालय में पुस्तक बैंक की स्थापना की गई जिसमें 50 पुस्तक मेरी ओर से ही पुस्तक बैंक में उपलब्ध कराई गई इसी प्रकारपुस्तकालय में विभाग द्वारा उपलब्ध कराई गई पुस्तकों को नियमित रूप से छात्र-छात्राओं को उपलब्ध कराया जाने लगा जिससे परीक्षा फल एवं शिक्षा गुणवत्ता में सुधार हुआ छात्र-छात्राओं को नियमित रूप से खेलने हेतु खेल सामग्री उपलब्ध कराई गई

जिसके लिए विभाग द्वारा उपलब्ध कराए गए धन्नाशी का 7: उपयोग सुनिश्चित करते हुए समुदाय से भी सहयोग प्राप्त किया गया जिसका परिणाम प्रत्येक वर्ष राष्ट्रीय स्तर पर विद्यालय के छात्र-छात्राओं के द्वारा प्रतिभा के रूप में सामने आया विभिन्न गतिविधियों में विद्यालय में स्काउट गाइड यूनिट की स्थापना की गई साथ ही साथ एनएसएस इकाई के गठन हेतु भी प्रयास करते हुए एनएसएस इकाई का गठन भी किया गया विद्यालय में छात्र-छात्राओं को शिक्षक एवं पाठ्यक्रम गतिविधियों हेतु समुचित वातावरण उपलब्ध कराया गया जिससे विज्ञान एवं अन्य प्रतियोगिताओं में भी छात्र-छात्राएं राष्ट्रीय एवं राज्य स्तर पर प्रतिभा करने लगे छात्र-छात्राओं के साथ-साथ अभिभावकों में भी उत्साह का माहौल था अब हमारा जो उद्देश्य था वह छात्र-छात्राओं का विभिन्न प्रतियोगी परीक्षाओं एवं स्कॉलरशिप में प्रतिभा करते हुए इसको स्कॉलरशिप प्रदान करना था इसके लिए छात्र-छात्राओं को तैयारी करने के साथ-साथ उचित मार्गदर्शन भी प्रदान किया गया जिससे छात्र-छात्राएं एनटीएस एमएमएस मुख्यमंत्री मेधावी छात्रवृत्ति प्रतियोगिता के साथ-साथ वोडाफोन इंडिया फाउंडेशन में भी स्कॉलरशिप हेतु चयनित हुए जो की कोरोना कल एवं वर्तमान में जहां सब कुछ डिजिटल रूप में संपन्न हो रहा है वहीं विद्यालय ने भी इस हेतु प्रयास किया तथा विद्यालय में विभाग एवं सर के माध्यम से पांच स्मार्ट कक्षाएं स्थापित की साथ ही साथ विद्यालय में अटल टिकरिंग लैब की स्थापना हेतु प्रयास किया गया तथा केंद्र सरकार द्वारा सीधे विद्यालय को अटल टिकरिंग लैब उपलब्ध कराई गई जिसका सभी छात्र-छात्राओं के द्वारा प्रयोग किया जा रहा है वर्तमान में विद्यालय समस्त सुविधाओं से सुसज्जित है एवं समस्त भौतिक संसाधन विद्यालय में छात्र-छात्राओं हेतु उपलब्ध हैं जिसके आधार पर विद्यालय को प्रथम चरण में ही पीएम श्री विद्यालयों की सूची में सम्मिलित कर लिया गया था वर्तमान में भी विभिन्न योजनाएं हेतु विद्यालय में प्रयास किया जा रहे हैं जैसे पक्की सड़क समेकित प्रयोगशाला अतिरिक्त कक्षा कक्ष, चारदीवारी, ऑन ग्रिड सोलर पैनल, एनसीसी आदि योजना पर वर्तमान में कार्य चल रहा है।



### प्रतिभा दिवस का प्रभावी आयोजन –

विभाग द्वारा निर्देशित व निर्धारित पंचाग के अनुसार विद्यार्थियों के सर्वांगीण विकास के लिए विद्यालय में प्रत्येक प्रतिभा दिवस पर विभिन्न कार्यक्रम आयोजित किये गये, जिसमें मेरे द्वारा समस्त गतिविधियों में पूर्ण सक्रिय सहयोग किया गया। कतिपय मुख्य गतिविधियों में सहयोग का विवरण निम्नलिखित है—

- प्रथम मातृ सम्मेलन के आयोजन के लिए घर घर जाकर अल्पसंख्यक समाज की माताओं को विद्यालय में प्रतिभाग हेतु प्रेरित किया, जिससे माताओं ने कार्यक्रम में प्रतिभाग किया। मातृ सम्मेलन में छात्र छात्राओं की स्वच्छता संबंधी गतिविधियों पर चर्चा की। माताओं को अपने पाल्यों को प्रतिदिन दांत साफ कर, नहलाकर, साफ स्कूल यूनिफार्म में विद्यालय भेजने के लिये प्रेरित किया।
- विद्यार्थियों को घर, विद्यालय, गाँव की स्वच्छता का महत्व बताया गया। स्वच्छता के अभाव में गर्मी व वर्षा में होने वाले विभिन्न रोग जैसे डायरिया, पेचिश उल्टी दस्त चेचक व त्वचा संबंधी रोग आदि के विषय में बताया।
- विद्यार्थियों को कार्यकारी मॉडल के द्वारा मौसम परिवर्तन की जानकारी दी गयी।
- विद्यार्थियों को वर्षा के कारण होने वाली आपदा से बचाव के उपाय बताने के लिए जिला आपदा प्रबन्धन अधिकारी व टीम को आपदा सुरक्षा प्रशिक्षण हेतु आमंत्रित किया गया।
- ईको क्लब के माध्यम से वृक्षारोपण कराया गया।
- सडक सुरक्षा एवं नशामुक्ति हेतु चित्रकला प्रतियोगिता, भाषण प्रतियोगिता तथा रैलियों का विद्यालय स्तर से लेकर जनपद स्तर तक आयोजन किया गया।
- सभी छात्र-छात्राओं को अटल टिकरिंग लैब के माध्यम से यूनीक आइडिया पर कार्य करने का अवसर प्रदान किया जाता है।
- राष्ट्रीय बालिका दिवस का प्रभावी आयोजन हेतु मुख्य विकास अधिकारी, हरिद्वार को उद्बोधन के लिए आमंत्रित किया गया था।

- डी.एल.एड के जिला सह नोडल अधिकारी के रूप में कार्य करते हुए गणतंत्र दिवस पर डी.एल.एड प्रशिक्षुओं द्वारा सांस्कृतिक कार्यक्रम प्रस्तुत कराये गये।



- स्वतंत्रता दिवस पर ग्राम व क्षेत्र के जनप्रतिनिधियों को विद्यालय में आमंत्रित किया गया।

### **छात्रों के शंका (Doubt clearing), व विषयगत समस्या समाधान –**

इस हेतु निम्नलिखित गतिविधियां की गयीं—

- ई- कन्टेंट एवं आई सी टी का उपयोग कर विषय संबंधी संप्रत्ययों के श्री डी मॉडल दिखाया।
- कार्यकारी मॉडल बनवाकर छात्रों को स्वयं जिज्ञासा समाधान हेतु प्रेरित किया।
- अटल टिकरिंग लैब द्वारा विज्ञान मॉडल दिखाकर व बनवाकर विद्यार्थियों की शंका समाधान।
- एस्ट्रोनामी क्लब के माध्यम से विद्यार्थियों में वैज्ञानिक प्रतिभा उत्पन्न करने का प्रयास किया।
- भौतिक विज्ञान प्रयोगशाला के द्वारा सैद्धान्तिक सूत्रों को स्पष्ट कराया गया।

कक्षा की तैयारी हेतु पूर्व संबोधों का प्रभावी शिक्षण(मिशन कोशिश) –

- भौतिक विज्ञान के प्रभावी शिक्षण के लिए कक्षा 10 एवं कक्षा 11 उत्तीर्ण विद्यार्थियों को विज्ञान व गणित के पूर्व संबोधों की पुनरावृत्ति व शंका समाधान आवश्यकतानुसार कराया जाता है।

### **विद्यालय में अपने विषय से संबंधी नवाचारी शिक्षण हेतु कृत कियाकलाप –**

- नवाचारी शिक्षण के अन्तर्गत विद्यार्थियों को भौतिक विज्ञान के सिद्धान्तों का अनुप्रयोग सिखाया गया
- इस हेतु छात्र-छात्राओं से प्रयोगशाला में आई सी टी का उपयोग कर विषय संबंधी संप्रत्ययों के श्री डी मॉडल कार्यकारी /वर्किंग मॉडल तैयार कराये गये।
- तकनीकी ज्ञान में वृद्धि के लिए घरेलू परिपथ निर्माण, इनवर्टर, स्टैबलाइजर एल ई डी बल्बों को ठीक करना सिखाया गया।



- प्रयोगशाला के उपकरणों का शिक्षण अधिगम सामग्री (TLM) के रूप में उपयोग किया गया।
- अटल टिकरिंग लैब में रोबोटिक्स / विज्ञान मॉडल बनवाकर विद्यार्थियों की सृजनात्मक व वैज्ञानिक अभिवृत्ति का विकास किया गया।



- एस्ट्रोनॉमी क्लब के माध्यम से विद्यार्थियों में विषयगत रुचि में वृद्धि व वैज्ञानिक प्रतिभा उत्पन्न करने का प्रयास किया गया।

#### सुधारात्मक शिक्षण –

विगत वर्षों में अर्द्ध वार्षिक परीक्षा या प्री बोर्ड परीक्षा के बाद परीक्षा के आधार पर कमजोर विद्यार्थियों की पहचान की गयी, फिर विद्यालय समय के उपरान्त व शीतकालीन अवकाश में



उपचारात्मक शिक्षण किया गया। उपचारात्मक शिक्षण हेतु आई सी टी (ICT) व शिक्षण अधिगम सामग्री (TLM) का उपयोग किया गया।

2021 – 2022 में 13 छात्र-छात्राओं को व 2022–23 में दो छात्र-छात्राओं को Vodafone Idea VI छात्रवृत्ति उपलब्ध करवाई गयी।



## 54. Dr Santosh Kumar Chamola

In-Charge Principal

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विद्यालय में सुशासन का नेतृत्व से बेहतर कल की ओर अग्रसर : अटल उत्कृष्ट राजकीय इण्टर कालेज, मुण्डाखेड़ा कला

**सारांश :** अध्ययन का शीर्षक हरिद्वार जनपद के लक्सर विकासखण्ड के ग्रामीण परिवेश में स्थित राजकीय इण्टर कालेज, मुण्डाखेड़ा कला के शैक्षणिक एवं गुणात्मक प्रगति के विषय में एक तुलनात्मक अध्ययन है। इसके अन्तर्गत विगत वर्षों में संस्थाध्यक्ष एवं संकाय सदस्यों के समन्वयन से किस प्रकार विद्यालय के अकादमिक एवं प्रशासनिक वातावरण में परिवर्तन आ रहा है। चूंकि परिवर्तन एक सतत गतिमान प्रक्रिया है अतः इसका तत्काल परिणाम सम्भव नहीं ऐसी दशा में दर्शनीय बदलाव तथा अन्य विधियों यथा साक्षात्कार, व्यक्तिगत वार्तालाप के माध्यम से इसे देखा जा सकता है।

**निष्कर्षतः** विद्यालय के संस्थाध्यक्ष के कुशल नेतृत्व एवं संकाय सदस्यों के परस्पर सक्रिय सहयोग से पीएम श्री अटल उत्कृष्ट राजकीय इण्टर कालेज, मुण्डाखेड़ा कला, लक्सर अपने पुराने वैभव एवं समृद्धि को पुनः प्राप्त करने की ओर अग्रसर है।



**की-वर्ड :** कुशल नेतृत्व, सामाजिक निगमित दायित्व, त्रिस्तरीय प्रबंधन, अव्यवय।

**प्रस्तावना :** किसी लक्ष्य को प्राप्त करने के लिए समूह को संगठित करना नेतृत्व कहलाता है। यह किसी व्यक्ति की क्षमता है कि वह किसी संगठन, समाज या समेल के सदस्यों को प्रभावित कर उनका मार्गदर्शन कर सके।

किसी भी संस्थान अथवा संगठन के विकास एवं प्रबंधन में कुशल एवं प्रभावी नेतृत्व का महत्वपूर्ण योगदान होता

है। विद्यालय के मूलभूत परिवर्तन एवं विद्यालय विकास एवं प्रबंधन में संस्थाध्यक्ष का कुशल नेतृत्व एवं परस्पर समन्वयन नितांत आवश्यक है।

**अध्ययन क्षेत्र का परिचय :** उत्तराखण्ड राज्य के पर्वतपदीय क्षेत्र में स्थित हरिद्वार जनपद के दक्षिणी भाग में लक्सर तहसील एवं विकासखण्ड मुख्यालय से 4 किलोमीटर की दूरी पर लक्सर-रायसी-बालावाली मार्ग पर मुण्डाखेड़ा खुर्द से 1 किलोमीटर की दूरी पर पीएम श्री अटल उत्कृष्ट राजकीय इण्टर कॉलेज, मुण्डाखेड़ा कला स्थित है। इसकी अक्षांशीय विस्तार 29°44'56'' उत्तरी अक्षांश, 78°01'26'' पूर्वी देशान्तर तथा समुद्र तल से ऊँचाई 256.50 मीटर है। लक्सर क्षेत्र में गर्मियों में औसत उच्च तापमान (40 डिग्री या 104 फे.) सर्दियों में औसत उच्च तापमान (22 डिग्री या 71.6 फे.) जबकि औसत वार्षिक वर्षा : 250 से 300 मि.मी. है। यहां उपोष्ण कटिबंधीय जलवायु पाई जाती है।

पीएमश्री अटल उत्कृष्ट राजकीय इण्टर कालेज, मुण्डाखेड़ा कला, लक्सर विकासखण्ड के ग्रामीण क्षेत्र के मुण्डाखेड़ा कला संकुल में सम्मिलित एक प्रतिष्ठित राजकीय इण्टर कालेज है। जो कि खण्डजा से मुण्डाखेड़ा गांव को जाने वाली पक्की सड़क पर स्थित है। मुण्डाखेड़ा गांव में वर्ष 1948 में राजकीय प्राथमिक विद्यालय की स्थापना हुई। कालांतर में वर्ष 1967-68 में इसी गाँव में जूनियर हाई स्कूल संचालित किया जाने लगा। मुण्डाखेड़ा ग्रामसभा के गणमान्य नागरिकों श्री नकली राम, मा. श्यामलाल, श्री आशाराम, श्री रामकिशन, डा. नारायण सिंह एवं प्रधान श्री योगेन्द्रपाल सिंह तथा अन्य जागरूक लोगों ने यहां पर इस विद्यालय परिसर में जूनियर हाईस्कूल के नवीन भवन निर्माण में अपना अमूल्य सहयोग प्रदान किया। तत्पश्चात इन्होंने तत्कालीन उत्तराखण्ड सरकार के शिक्षा मंत्री श्री नरेन्द्र सिंह भण्डारी के कर कमलों से वर्ष 2004 में विद्यालय को हाईस्कूल तक उच्चिकृत करवाया एवं इसके मुख्य भवन का दिनांक 3 अगस्त, 2004 को श्री नरेन्द्र सिंह भण्डारी जी से उद्घाटन करवाया। वर्ष 2010 में राज्य सरकार द्वारा इस विद्यालय को आदर्श राजकीय इण्टर कालेज के रूप में चयनित किया गया।

वर्तमान में यहां इण्टर स्तर पर कला संकाय में हिन्दी, अंग्रेजी, कम्प्यूटर विज्ञान(आई.टी.), भूगोल, अर्थशास्त्र तथा राजनीति विज्ञान संचालित हैं जबकि विज्ञान संकाय में हिन्दी, अंग्रेजी, कम्प्यूटर विज्ञान(आई.टी.), जीव विज्ञान, रसायन विज्ञान एवं भौतिकी विषय संचालित हैं।

विद्यालय का सेवित क्षेत्र जिसमें निकटवर्ती गांव खण्डजा कुतुबपुर, मुण्डाखेड़ा कला, बिजापुर, मुण्डाखेड़ा खुर्द, अकोड़ा कला, अकोड़ा खुर्द, जैतपुर, ओसपुर पुराना आदि के छात्र-छात्राएं अध्ययनरत हैं।

राज्य सरकार की महत्वाकांक्षी योजना अटल उत्कृष्ट विद्यालय योजना के अन्तर्गत विद्यालय को वर्ष 2021 में अटल उत्कृष्ट राजकीय इण्टर कालेज के रूप में केन्द्रीय माध्यमिक शिक्षा बोर्ड, नई दिल्ली से मान्यता प्रदान की गई तथा यह लक्सर क्षेत्र का सी.बी.एस.ई. से मान्यता प्राप्त प्रथम राजकीय इण्टर कालेज बना। वर्ष 2024 के फरवरी माह में विद्यालय को पीएम श्री योजना के विद्यालय के रूप में चयनित किया गया।

वर्ष 2022 में 31 जनवरी, 2022 को विद्यालय की प्रधानाचार्या श्रीमती बिमला देवी की सेवानिवृत्ति के उपरान्त नए संस्थाध्यक्ष ने विद्यालय के प्रधानाचार्य के रूप में विद्यालय का प्रभार सम्भाला। तदुपरान्त संस्थाध्यक्ष ने सर्वप्रथम सेवित क्षेत्र के गणमान्य व्यक्तियों, स्थानीय जन प्रतिनिधियों, शिक्षाविदों, विद्यालय के समस्त संकाय सदस्यों सामूहिक सहयोग से विद्यालय के कुशल संचालन एवं गौरव को पुनःस्थापित करने की अपील की। विभिन्न स्तर पर बैठक आहूत कर प्रगति एवं सुधार के लिए आवश्यक सुझाव आमंत्रित किये गए। जैसा कि विदित ही है कि परिवर्तन एक सतत् प्रक्रिया है तथा बदलाव के लक्षण धीरे-धीरे परिलक्षित होने लगते हैं। संस्थाध्यक्ष के कुशल नेतृत्व में विद्यालय में अनेक महत्वपूर्ण परिवर्तन दृष्टिगोचर हो रहे हैं तथा विद्यालय अपने पुराने गौरव को प्राप्त करने की ओर अग्रसर है।

**विद्यालय में विगत वर्षों में किये गए शैक्षिक एवं संरचनात्मक विकास सम्बंधी कार्य :**

- विद्यालय परिसर में विद्या की देवी **मॉ सरस्वती की प्रतिमा** स्थापित की गई।
- विद्यालय परिसर में **प्रार्थना हेतु मंच का निर्माण** करवाया गया।
- जिला योजना से विद्यालय में **एक अतिरिक्त कक्षा-कक्ष का निर्माण** कराया गया।
- विद्यालय में लघु **बोटैनिकल गार्डन** स्थापित किया गया है, जिसका रख-रखाव यूथ एवं इको क्लब के सदस्यों द्वारा किया जाता है।
- जिला पंचायत सदस्य द्वारा **विद्यालय परिसर में टाइल बिछाने का कार्य** करवाया गया।
- ग्राम प्रधान द्वारा **आजादी का अमृत महोत्सव कार्यक्रम** के अन्तर्गत शिलापट्ट लगवाया गया।
- UREDA के माध्यम से विद्यालय में **32 न्यून ऊर्जा चालित पंखे लगवाए गए** ताकि विद्यालय के विद्युत भार को कम किया जा सके।



- विद्यालय में नीति आयोग के द्वारा स्वीकृत धनराशि के माध्यम से विद्यालय में 2 के.वी. सोलर पैनल सहित स्मार्ट क्लास की स्थापना की गई। जिसमें प्रोजेक्टर तकनीक के माध्यम से शिक्षण कार्य करवाया जा रहा है।

- विद्यालय में सुरक्षा की दृष्टिगत संस्थाध्यक्ष महोदय द्वारा संस्था के सुरक्षा की दृष्टि से CCTV लगाए गए हैं।

- वर्ष 2023-24 में सी.बी. एस.ई. बोर्ड से प्रथम बार बोर्ड परीक्षा में कक्षा 10 एवं 12 के छात्र-छात्राओं ने परीक्षा उत्तीर्ण की। विद्यालय में कक्षा 10 का परिणाम 93.7 प्रतिशत रहा जबकि कक्षा 12 में कला एवं विज्ञान संकाय में क्रमशः 61 प्रतिशत तथा 90 प्रतिशत रहा।

- इसके अतिरिक्त विभाग द्वारा प्रदत्त निर्देशानुसार विविध कार्यक्रमों यथा परीक्षा पे चर्चा, एन.एम.एम.एस. छात्रवृत्ति, विज्ञान विजय, विज्ञान महोत्सव, कला उत्सव, चित्रकला प्रतियोगिता, निबंध लेखन, वाद-विवाद प्रतियोगिता, भाषण प्रतियोगिता, वीरगाथा कार्यक्रम, स्विफ्ट चैट पर दैनिक उपस्थिति, सुव्यवस्थित मतदाता जागरूकता कार्यक्रम(SVEEP), करियर मार्गदर्शन कार्यशाला, राष्ट्रीय बालिका किशोरी स्वास्थ्य कार्यक्रम(RBSK), बाल-सखा कार्यक्रम, राष्ट्रीय कृषि मुक्ति दिवस, बाल अधिकार संरक्षण कार्यक्रम, PARAKH साप्ताहिक अभ्यास एवं अन्य राष्ट्रीय पर्व आदि कार्यक्रमों में छात्र-छात्राओं तथा संकाय सदस्यों द्वारा सक्रियता से प्रतिभाग किया जाता है।
- विद्यालय के संकाय सदस्य द्वारा दिनांक 14 से 23 मार्च 2023 को Coding and Artificial Intelligence विषय पर आयोजित प्रशिक्षण में मुख्य प्रशिक्षक(Master Trainer) के रूप में सभी प्रतिभागियों को प्रशिक्षण प्रदान किया गया।
- शैक्षिक भ्रमण कार्यक्रम के अन्तर्गत विद्यालय के छात्र-छात्राओं को उच्च शिक्षा के प्रसिद्ध शैक्षिक संस्थान आई. आई.टी. रुड़की के रसायन विज्ञान एवं भौतिकी विभाग का भ्रमण एवं अवलोकन करवाया गया।
- विगत वर्षों में सम्पन्न त्रिस्तरीय पंचायत चुनाव, विधानसभा चुनाव-2022, लोकसभा चुनाव-2024 एवं नागर निकाय चुनाव-2025 के कुशल सम्पादन में मास्टर ट्रेनर एवं मतदान कार्मिक के रूप में सहयोग प्रदान किया जाता है।
- विद्यालय के संकाय सदस्य द्वारा स्कूल हेल्थ कार्यक्रम के अन्तर्गत पांच दिवसीय मास्टर ट्रेनर प्रशिक्षण कार्यक्रम में प्रतिभाग किया गया।
- विकासखण्ड स्तर पर राज्य के पायलेट प्रोग्राम आनन्दम पाठ्यचर्या के संचालन हेतु विद्यालय के संकाय सदस्य को जिला संदर्भ समूह (DRG-Anandam) में नामित किया गया है।

नेतृत्व एक ऐसी टीम बनाने और बनाए रखने की क्षमता है जो अपने प्रतिस्पर्धियों से बेहतर प्रदर्शन करे। नेतृत्व में संकाय सदस्यों एवं कर्मचारियों का मार्गदर्शन और प्रोत्साहन करना, लक्ष्य निर्धारित करना और उन्हें हासिल करना शामिल है। कुशल नेतृत्व में समस्याओं को बड़ा होने से पहले ही हल करना भी शामिल है। नेतृत्व में अनियोजित न होकर विचारपूर्वक अनुयायियों के व्यवहारों को निश्चित दिशा में मोड़ना शामिल है। विद्यालय प्रबंधन और नेतृत्व का तात्पर्य है कि विद्यालय को वांछित शैक्षिक नीतियों के अनुसार संचालित करना और अधिगम प्रक्रिया को प्रभावित करने वाली गतिविधियों का प्रबंधन करना। कुशल विद्यालय प्रबंधन और नेतृत्व से जुड़े महत्वपूर्ण तथ्य निम्न हैं :

- विद्यालय प्रबंधन में विद्यालय के सभी आयामों का ध्यान रखा जाता है, जैसे नीतियों, सामग्री, मानव संसाधन,



कार्यक्रम, गतिविधियों, उपकरण आदि।

- विद्यालय प्रबंधन में सभी अव्यवयों यथा जनप्रतिनिधि, सामाजिक संस्थान, अभिभावकों, शिक्षकों और छात्र-छात्राओं की सक्रिय भागीदारी सुनिश्चित करना सम्मिलित है।
- विद्यालय में नेतृत्व का महत्व इसलिए ज्यादा है क्योंकि यह शिक्षकों के साथ मजबूत सम्बंधों को बढ़ावा देता है जिससे छात्र-छात्राओं के नतीजे बेहतर होते हैं और सभ्य समाज का निर्माण होता है।
- विद्यालय में नेतृत्व और प्रबंधन को बेहतर बनाने के लिए विभिन्न प्रकार के प्रशिक्षण कार्यक्रम भी आरम्भ किये गए हैं। जिसका उद्देश्य विद्यालय प्रमुखों की क्षमता को बढ़ाना है।



नेतृत्व और प्रबंधन के आयाम

राष्ट्रीय शिक्षा नीति 2020 के अनुरूप पंचकोष सिद्धान्त के अनुसार कुशल नेतृत्व प्रबंधन के लिए संस्थाध्यक्ष द्वारा किये जा रहे कार्य निम्न प्रकार हैं :

- त्रिस्तरीय प्रबंधन (विद्यालय-अभिभावक-समाज) के समन्वयन से विद्यालय में गुणात्मक सुधार के लिए प्रयास।
- नियमित रूप से विद्यालय प्रबंधन समिति, अभिभावक शिक्षक संघ एवं अन्य समितियों की बैठक का आयोजन तथा गुणवत्ता संवर्द्धन पर व्यापक चर्चा।
- संकाय सदस्यों के रुचि एवं शैक्षणिक तथा प्रशासनिक अनुभव के आधार पर कार्य का आवंटन एवं विभिन्न समितियों का गठन किया गया है तथा निश्चित समय अंतराल पर समितियों द्वारा किये जा रहे कार्यों की समीक्षा एवं प्रोत्साहन।
- किसी भी सदस्य अथवा प्रभारी को कार्य करने की पूरी स्वतंत्रता तथा एक कुशल श्रोता के रूप में पहले तथ्यों को जानना, तदुपरान्त गतिविधियों के क्रियान्वयन हेतु निर्देशित करना।
- विगत माह में संस्थाध्यक्ष महोदय ने राज्य शैक्षिक एवं अनुसंधान परिषद, उत्तराखण्ड (SIEMAT) के तत्वावधान में विद्यालय के प्रभावी प्रबंधन एवं कुशल नेतृत्व के गुण संवर्द्धन के लिए पांच दिवसीय प्रशिक्षण भी प्राप्त किया।
- समस्त संकाय सदस्यों को अपने निर्णय में सम्मिलित कर सामूहिक नेतृत्व की भावना विकसित करना।
- विभिन्न अकादमिक गतिविधियों एवं सांस्कृतिक व सामाजिक कार्यक्रमों में संकाय सदस्यों तथा कार्मिकों का उत्साहवर्द्धन एवं प्रोत्साहन करना।
- स्वयं अपने कार्य के प्रति जिम्मेदारी का निर्वहन कर विद्यालय परिवार के अन्य सदस्यों के लिए सजीव उदाहरण प्रस्तुत करना।

आशा ही नहीं पूर्ण विश्वास है कि दीर्घ अवधि में संस्थाध्यक्ष के कुशल नेतृत्व एवं प्रबंधन तथा संकाय सदस्यों एवं अन्य गणमान्य व्यक्तियों के सहयोग से विद्यालय नई ऊचाइयों को छूते हुए विद्यालयी शिक्षा के क्षेत्र में नए आयाम स्थापित करेगा।

**“लोगों की वृद्धि और विकास नेतृत्व का सर्वोच्च आह्वान है।”**

— हार्वे एस. फायरस्टोन



#### अकादमिक वर्ष 2024–25 में सम्पादित गतिविधियाँ

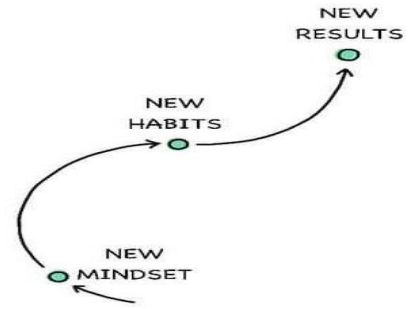
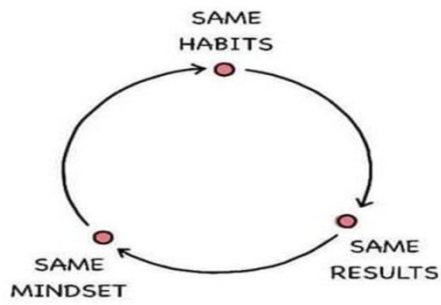
- संस्थाध्यक्ष की कुशल नेतृत्व एवं संकाय सदस्यों के सकारात्मक सहयोग के उपरान्त संस्था में गुणात्मक सुधार एवं बदलाव के परिणामस्वरूप विद्यालय का चयन **पीएम श्री विद्यालय** के रूप में हुआ।
- ONGC के माध्यम से सामाजिक निगमित दायित्व(CSR) के अन्तर्गत **KYAN all in one** की स्थापना। जिसके माध्यम से छात्र-छात्राओं को विभिन्न विषयों में शिक्षण कार्य करवाया जा रहा है।
- सम्पर्क फाउण्डेशन, हरिद्वार द्वारा 43 इंच का स्मार्ट टी.वी. लगाया गया जिसमें जूनियर कक्षाओं में गणित, विज्ञान एवं अंग्रेजी विषय का सी.बी.एस.ई. आधारित ई-कान्टेंट इंस्टाल कर शिक्षण कार्य करवाया जा रहा है।
- विद्यालय के संकाय सदस्य द्वारा **Pm evidya** चैनल हेतु कक्षा 10 में सामाजिक विज्ञान विषय में ई-कान्टेंट तैयार किया गया है।
- शौर्य दिवस के अवसर पर जनपद स्तर पर आयोजित निबंध प्रतियोगिता में छात्र नमन सैनी, कक्षा 10 ने द्वितीय स्थान प्राप्त किया।
- विद्यालय के संकाय सदस्य ने लोकसभा सामान्य निर्वाचन एवं मंगलौर विधानसभा उपचुनाव 2024 तथा नागर निकाय सामान्य निर्वाचन 2025 के दौरान मुख्य प्रशिक्षक(Master Trainer) के रूप में प्रशिक्षण प्रदान किया।
- विद्यालय के संकाय सदस्य द्वारा विद्या समीक्षा केन्द्र कार्यक्रम(VSK) के ब्लॉक नोडल के रूप में परख परीक्षा, दैनिक आनलाईन उपस्थिति के कार्य में समन्वयन किया जाता है।
- संकाय सदस्य द्वारा शिक्षा विभाग द्वारा आयोजित आनलाईन कम्प्यूटर प्रशिक्षण कार्यक्रम यथा (MOOCS-ICT)

का प्रशिक्षण प्राप्त कर किया है।

- विद्यालय के छात्र-छात्राओं ने विकासखण्ड स्तर पर आयोजित संस्कृत प्रतियोगिता में द्वितीय स्थान प्राप्त किया।
- विद्यालय के छात्र-छात्राओं ने विकासखण्ड स्तर पर आयोजित विज्ञान क्विज प्रतियोगिता में प्रथम स्थान प्राप्त किया।
- विद्यालय के संकाय सदस्य द्वारा ब्लॉक विज्ञान समन्वयक(Block Science Co-ordinator) के रूप में विभिन्न स्तर पर विज्ञान क्विज, विज्ञान महोत्सव, इंस्पायर अवार्ड प्रतियोगिता आदि के आयोजन में सहयोग किया जाता है।
- विद्यालय के संकाय सदस्य द्वारा लोकसभा सामान्य निर्वाचन एवं मंगलौर विधानसभा उपचुनाव 2024 के दौरान जनपद स्तरीय स्वीप टीम सदस्य (Member SVEEP Team) के रूप में मतदाताओं को निष्पक्ष एवं स्वतंत्र मतदान हेतु प्रेरित किया।
- रात्रि में सुरक्षा के दृष्टिगत दिनांक 16 अगस्त, 2024 को ग्राम प्रधान के माध्यम से विद्यालय परिसर में तीन सौर ऊर्जा चालित स्ट्रीट लाईट लगवाई गई।
- दिनांक 23 अगस्त, 2024 को प्रथम राष्ट्रीय अंतरिक्ष दिवस के अवसर पर कार्यक्रम आयोजित किए गए तथा विभिन्न प्रतियोगिताओं में विजेता एवं उपविजेता छात्र-छात्राओं को सम्मानित किया गया।
- विद्यालय के संकाय सदस्य द्वारा डा. आर.एस. टोलिया प्रशासनिक अकादमी, नैनीताल से डी.ओ.टी.(Design Of Training) का प्रशिक्षण प्राप्त किया।
- खेलकूद में उपलब्धि :
  - राज्य स्तरीय कबड्डी प्रतियोगिता सीनियर बालक वर्ग में ऋतिक ने प्रथम स्थान प्राप्त किया।
  - राज्य स्तरीय कबड्डी प्रतियोगिता जूनियर बालक वर्ग में प्रियांशु एवं रूपन ने प्रथम स्थान प्राप्त किया।
  - राज्य स्तरीय कबड्डी प्रतियोगिता सीनियर बालिका वर्ग में कशिश ने प्रथम स्थान प्राप्त किया।
  - राज्य स्तरीय कबड्डी प्रतियोगिता जूनियर बालिका वर्ग में वैशाली ने प्रथम स्थान प्राप्त किया।
- विद्यालय के संकाय सदस्य द्वारा जनपद स्तर पर वीरगाथा-4.0 कार्यक्रम के सफल संचालन में कार्यक्रम नोडल के रूप में कार्य किया गया।
- विद्यालय के संकाय सदस्य द्वारा जनपद स्तर पर गंगा उत्सव 2024 कार्यक्रम के सफल संचालन में जिला स्तर पर सह-नोडल के रूप में कार्य किया गया।
- विद्यालय में सामाजिक विज्ञान विषय के अध्यापक राज्य संदर्भ समूह(SRG-Social Science) को सदस्य नामित किया गया।
- विद्यालय के छात्र-छात्राओं के लिए 50 सेट फर्नीचर की व्यवस्था की गई है।
- समग्र शिक्षा के अन्तर्गत विद्यालय में नवीन वोकेशनल लैब का निर्माण कार्य करवाया जा रहा है।
- विद्यालय में चार सदन गठित किये गए हैं तथा प्रत्येक सप्ताह सदनवार प्रार्थना एवं अन्य अकादमिक गतिविधियों संचालित की जाती हैं। जिससे प्रत्येक छात्र-छात्रा में नेतृत्व की भावना विकसित होती है तथा मंच के प्रति भय से मुक्ति मिलती है।
- पीएमश्री योजना के अन्तर्गत विद्यालय में प्राप्त धनराशि का मदानुसार यथा करियर काउंसलिंग, आत्मसुरक्षा कार्यक्रम, बैण्ड सेट, संगीत वाद्य यंत्र, योग प्रशिक्षण, आई.डी. कार्ड निर्माण आदि मदों में नियमानुसार व्यय किया जा रहा है।
- संस्थाध्यक्ष महोदय द्वारा विद्यालय स्टाफ एवं स्थानीय लोगों के साथ मिलकर विद्यालय में गुणात्मक सुधार हेतु वे सामाजिक निगमित दायित्व(सी.एस.आर.) के अन्तर्गत विभिन्न कार्पोरेट क्षेत्र से सम्पर्क कर विद्यालय में मूलभूत सुविधाएं जुटाने के लिए निरंतर प्रयास किये जा रहे हैं।







नजरिये में बदलाव से परिवर्तन सम्भव है

यद्यपि शैक्षिक गुणवत्ता में सुधार निरंतर चलने वाली प्रक्रिया है किन्तु आरम्भिक प्रयासों से ही परिलक्षित होता है कि विद्यालय इसी प्रकार प्रगति करने के उपरांत पुनः अपने पुराने वैभव एवं प्रतिष्ठा को प्राप्त करेगा। बस जरूरत है तो केवल कुशल नेतृत्व एवं सामूहिक सहयोग की।

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राजकीय प्राथमिक विद्यालय दीना हल्द्वचौर

ब्लॉक हल्द्वानी

जिला नैनीताल

उत्तराखण्ड

विद्यालय प्रमुख भावना भंडारी

विषय मानसिक कल्याण और सामाजिक, भावनात्मक शिक्षा के लिये नेतृत्व

आनन्दम् पाठ्यचर्या: सकारात्मक परिवर्तन की ओर एक यात्रा

राजकीय प्राथमिक विद्यालय, दीना, हल्द्वानी, जनपद नैनीताल के एक ग्रामीण परिवेश का विद्यालय है। जिसमें 66 बालिकाएं और 61 बालकों सहित कुल 127 विद्यार्थी नामांकित हैं। 20 जुलाई 2022, जिस दिन मैं राजकीय प्राथमिक विद्यालय, दीना, हल्द्वानी में पदस्थ हुई, तो मैंने देखा कि विद्यालय का वातावरण और बच्चों का व्यवहार चुनौतीपूर्ण था। अधिकतर विद्यार्थी ऐसे परिवारों से आते थे, जहां घरेलू हिंसा और अशांति का माहौल था। इसका असर उनकी पठन-पाठन की रुचि और व्यवहार में साफ झलकता था। बच्चे एक-दूसरे से अपशब्दों का प्रयोग करते, मारपीट करते और शिकायतें करते। माता-पिता का भी बच्चों की पढ़ाई के प्रति समर्थन काफी कम था। यह सब देखकर मैं चिंतित थी और इसे बदलने के लिए ठोस कदम उठाना चाहती थी।

वर्ष 2019 में, मुझे आनन्दम् पाठ्यचर्या की रूपरेखा तैयार करने वाली कार्यशाला में भाग लेने का अवसर मिला था। इस कार्यशाला ने मुझे इस पाठ्यचर्या की शिक्षण प्रक्रियाओं को गहराई से समझने का मौका दिया था। अपने विद्यालय की स्थिति को देखकर मुझे आनन्दम् की कार्यशाला याद आई और मुझे लगा कि यह मेरे विद्यालय की स्थिति को बदलने का एक सशक्त माध्यम हो सकता है।

राज्य भर में सभी राजकीय विद्यालयों में कक्षा 1-8 में प्रतिदिन 35 मिनट का पहला वादन आनन्दम् के लिए निर्धारित किया गया। इसकी एक साप्ताहिक समय सारणी बने गयी है, जिसमें दिवस अनुसार माइंडफुलनेस, कहानी, गतिविधि और अभिव्यक्ति की कक्षा संचालित की जाती है।

**आनन्दम् की शुरुआत और प्रक्रिया**

मैंने पहले खुद आनन्दम् को और बेहतर से समझा और फिर इसे अपने शिक्षक साथियों के साथ साझा किया। हमने एक साप्ताहिक कार्य योजना बनाई और आनन्दम् के लिए 35 मिनट का एक सत्र तय किया।

शुरुआती 15-20 दिनों में, मैंने स्वयं इन कक्षाओं का संचालन किया, जिसमें अन्य शिक्षकों ने भी सक्रिय भाग लिया।

आनन्दम् कार्यक्रम के तहत, हमने माइंडफुलनेस गतिविधियों से शुरुआत की, जिसमें बच्चों को आरामदायक स्थिति में बैठने और अपनी साँसों पर ध्यान केंद्रित करने के लिए प्रेरित किया गया। शुरुआत में यह अनुभव बच्चों के लिए नया और थोड़ा असहज था, लेकिन समय के साथ उन्होंने इसमें गहरी रुचि विकसित की। बच्चों ने यह साझा किया कि इस अभ्यास ने उन्हें भीतर से शांति और सुकून का अनुभव कराया।

जल्द ही, बच्चों ने इस प्रक्रिया को अपने घरों में भी अपनाना शुरू कर दिया। इसका प्रभाव विद्यालय के वातावरण पर भी दिखाई दिया। विद्यालय में एक सकारात्मक और सौहार्दपूर्ण माहौल का निर्माण हुआ, जहां बच्चे आपसी सम्मान और सहयोग के साथ व्यवहार करने लगे। यह बदलाव न केवल बच्चों के व्यवहार में परिलक्षित हुआ, बल्कि उनकी पठन-पाठन में रुचि और सक्रिय भागीदारी को भी बढ़ावा मिला।





## आनन्दम् की कहानियों और गतिविधियों का प्रभाव

आनन्दम् में शामिल की गयी कहानियाँ बच्चों के दैनिक जीवन और सामाजिक परिवेश से जुड़ी हुई है जिनसे उन्हें मानवीय मूल्य समझाना काफी सरल हो जाता है। कहानी के रूप में सुनाने और उस पर चर्चा चिंतन करने से बच्चों के मन पर इसका गहरा प्रभाव पड़ता है। कक्षा 3 में पढ़ने वाली निर्मित कक्षा में काफी सक्रिय भागीदारी रखती है और स्वच्छता में भी आगे है। एक दिन निर्मित स्कूल में गन्दी ड्रेस पहन कर आई तो मुझे काफी हैरानी हुई। छुट्टी के समय जब मैंने उसकी माँ को इस बारे में पुछा तो उन्होंने परेशान हो कर बताया कि, “निर्मित को आजकल पता नहीं क्या हो गया है ? वो अपना कोई भी काम मुझे नहीं करने देती। कल जब मैं जब अपनी बड़ी बेटी जो की दसवी कक्षा में पढ़ती है उसके कपड़े धो रही थी तो इसने अपने कपड़े बैग में छुपा दिए, इसीलिए आज उसे गन्दी ड्रेस पहन कर स्कूल आना पड़ा। ये खाना खा कर अपने बरतन भी मुझे धोने नहीं देती, उन्हें खुद ही साफ़ करती है।” निर्मित से पूछने पर पता चला की मैम ने एक दिन ऐसे बच्चे की कहानी सुनी जो अपनी माँ की सहायता करने के लिए अपना सारा काम स्वयं करता इसीलिए मैं





भी अपना सारा काम स्वयं करूँगी ताकि मम्मी की सहायता कर सकूँ। निर्मित की बात सुनकर मैं समझ गयी की आनन्दम् ने मेरे भरोसे को सार्थक किया। एक कहानी से इस छोटी सी बच्ची के मन पर इतनी छाप छोड़ा की उसकी माँ ने भी मुझे आ कर बोला की आपकी कहानी कमाल कर गयी।

### **व्यवहार में सकारात्मक बदलाव**

कक्षा 5 में पढ़ने वाली गुनगुन कक्षा में किसी से बात नहीं करती थी, अगर कोई शिक्षक कक्षा में आता तो वो सबसे पीछे वाली बेंच पर चली जाती या बेंच के नीचे छुप जाती। हम जब आनन्दम् की गतिविधियाँ करवाते तो वो प्रतिभाग तो करती लेकिन किसी से कुछ भी नहीं बोलती। जब हमने काल्पनिक गेंद वाली गतिविधि करवाई तो पहले तो वो सबसे अलग खड़ी रही लेकिन फिर उसे मज़ा आने लगा। आनन्दम् की गतिविधियों में प्रतिभाग करने से उसके व्यवहार में काफी परिवर्तन आया है। वो सबके साथ घुलने मिलने लगी है। अब तो वह अपने शिक्षकों से भी खुल कर बात करने लगी है।

आनन्दम् के अभिव्यक्ति खंड में विद्यार्थियों को हर हफ्ते एक प्रश्न दिया जाता है जिसके बारे में हफ्ते भर चिंतन करते हैं और फिर शनिवार को अपनी अभिव्यक्ति करते हैं। कक्षा 5 को मैंने के बार प्रश्न दिया था की आपने इस हफ्ते अगर किसी का सहयोग किया हो तो वो साँझा करें। सभी बच्चों ने कुछ न कुछ बताया लेकिन एक बच्चा विवेक जो आम तौर पर बहुत बात करता था, एक दम चुप रहा। सबकी अभिव्यक्ति हो जाने के बाद मैंने उस से पूछा, “विवेक तुम ने कुछ क्यों नहीं बोला?” तब उसने बहुत ही सरलता से मुझे कहा, “मैम मैंने इस हफ्ते कुछ अच्छा काम नहीं किया है इसीलिए कुछ नहीं कहा। मैं आपसे वादा करता हूँ की अगले हफ्ते पक्का कुछ अच्छा करूँगा और आपको बताऊँगा भी।” और ऐसा ही हुआ भी, विवेक ने अगले हफ्ते आकर मुझसे अपने द्वारा किया गए अच्छे काम साँझा किए।

### **सामाजिक और भावनात्मक विकास**

आजकल विद्यार्थियों में आपस में साझा करने की आदत बढ़ी है। अगर किसी के पास कोई चीज नहीं है तब अन्य विद्यार्थी स्वयं अपनी वस्तु उसे देते हैं। विद्यार्थी परिवार तथा व्यक्तिगत समस्याओं को भी शिक्षकों के सामने बिना किसी संकोच के रख पा रहे हैं। आनन्दम् को अपने जीवन में कार्यान्वित करने के कारण विद्यार्थियों के साथ-साथ हमें भी अपने रिश्तों को बहतर बनाने में सहयोग मिल रहा है। भोजनमाता को विद्यार्थी जब धन्यवाद और आभार बोलते हैं तो वह और प्यार से विद्यार्थियों को खाना खिलाती है। विद्यार्थी अपने मां-बाप की भावना को जानने लगे हैं, अपने से बड़ों की भावना समझकर उनका आदर करने लगे हैं। धीरे-धीरे विद्यार्थी समाज, प्रकृति, परिवार से भावनात्मक रूप से जुड़ रहे हैं और ये उनके व्यवहार में प्रदर्शित हो रहा है।

### **निष्कर्ष**

आनन्दम् पाठ्यचर्या के माध्यम से विद्यालय में बच्चों के शैक्षिक और मानसिक विकास में महत्वपूर्ण बदलाव आया है। बच्चों में सहानुभूति, साझा करने की भावना, आत्मविश्वास, और सामाजिक संबंधों में सुधार हुआ है। विद्यालय अब एक ऐसा स्थान बन गया है, जहां बच्चे न केवल शिक्षा प्राप्त करते हैं, बल्कि अपनी भावनाओं को भी व्यक्त करते हैं और एक दूसरे से सीखते हैं। इस यात्रा ने यह स्पष्ट कर दिया है कि शिक्षा

का उद्देश्य केवल पुस्तकीय ज्ञान और अकादमिक कौशल प्रदान करना नहीं है, बल्कि बच्चों को जीवन के हर पहलू में एक अच्छा इंसान बनाना है। शिक्षा का सच्चा उद्देश्य केवल भौतिक सफलता के लिए तैयार करना नहीं है, बल्कि बच्चों को सामाजिक, भावनात्मक, और नैतिक रूप से भी सक्षम बनाना है। यह अनुभव यह दर्शाता है कि शिक्षा को केवल परीक्षा के अंकों तक सीमित नहीं किया जा सकता। बच्चों को ऐसा वातावरण दिया जाना चाहिए, जिसमें वे न केवल सीखने में रुचि लें, बल्कि अपने व्यवहार, सहानुभूति, और सामाजिक कौशल को भी विकसित करें। यह प्रक्रिया उन्हें न केवल अपने लिए, बल्कि समाज के प्रति जिम्मेदार नागरिक बनने के लिए प्रेरित करती है। शिक्षा का सही उद्देश्य यह सुनिश्चित करना है कि बच्चे न केवल ज्ञान प्राप्त करें, बल्कि अपने चारों ओर एक सकारात्मक बदलाव लाने में भी सक्षम हों।



***West Bengal***

## 56. Sharmila Sengupta

School: **Barisha Janakalyan Vidyapith for Girls (HS)**

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School Leader: **Ms. Sharmila Sengupta, Headmistress**

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### Introduction:

With the post-pandemic dropout rates increasing dramatically in our school, it was evident that immediate measures to curb it need to be put in place. Also, students' lack of attention as well as interest in academic and co-curricular activities after coming back to school proved to be a challenge. Further, with the habit of being engaged in mobile phones for prolonged periods during the pandemic, the students had lost touch with offline classroom engagement and barely spoke to each other or responded in class.

To address these challenges and bring about transformative change in our learners, a novel **skills-based entrepreneurial project** was designed and implemented which provided experiential guidance towards building learners' **21<sup>st</sup> century competencies-Critical Thinking, Communication, Collaboration, Creativity**—together with focusing on student retention along with increased learner attendance and attention. Thus began the journey of Barisha Janakalyan Vidyapith for Girls yearly entrepreneurial project, called "**Janakalyan Shilpudyog Mela**", started in 2022 and now in its third successful year since inception, where inspiring our girls to be economically self-reliant is the primary focus.



The Entrepreneurship Mela Banner

The Mela Venue-Our School Playground

### Project Background:

Our school, primarily catering to under-resourced girls who are first-generation learners, has an urban location in South Kolkata. However, the bulk of the students come from suburban areas where stigmas attached to women earning their living still persists. Also, girls are



encouraged to take up mundane 9 to 5 jobs near their homes, rather than exploring far more attractive options available to them. Added to these, in the post-pandemic scenario, when our girls came back to school after the long hiatus, they seemed uninspired and lacking a vision for their future. Learning about these challenges from my conversations with the girls, I felt they needed something **beyond the curriculum** to inspire them and bring much-needed hope into their lives. With this premise in mind, I devised the “Janakalyan Shilpudyog Mela” as a **holistic project with overarching academic and co-curricular learning outcomes** for our students. The project, which has now become a much-awaited annual event, is 6-months long, with the preparation, planning and designing phase being about 5 months, culminating into the implementation phase of a 2-day Mela/Fair in the school playground, followed by a final outcome phase of about 1 month.



**Students’ display their products during the mela**

#### **Project Objectives:**

The primary and secondary objectives, focused on while developing the skill-based entrepreneurial project, and how they were integrated within the tasks designed, are detailed as follows:

- **Primary Objectives:**

- To inspire the girls to believe that they too can be **economically self-reliant**.
- To increase the academic engagement of the learners, language skills focusing on **LSRW**—Listening, Speaking, Reading, Writing—were deeply embedded in the project.
- To build their **communication skills**, tasks were designed to help students embark into intra and inter-class conversations.
- To develop **learners’ oral-aural skills**, they were tasked with interviewing adults at home and from the community, thereby building their journalistic interests.
- To encourage **critical thinking**, students were asked to discuss situations, interpret scenarios, and plan them where success for their project was guaranteed.
- To promote **teambuilding and collaboration**, class-wise project designing and implementation was envisaged.

- To **foster creativity**, students were motivated to **think out-of-the-box** and given continued guidance on upgrading and updating their entrepreneurial ideas.
- To **increase their attendance and attention** in class, students and parents were actively involved in the projects plans.
- **Secondary Objectives:**
  - To build their interest towards coming to school and **curbing dropout**, the project outline was designed to show **relevant earning options** for the future.
  - To develop their **economic perspective**, the project design included lessons on **money management**.
  - To bring about **transformative change** in their outlook, the girls underwent hands- on training on believing in their product and increasing its salability with proper presentation and marketing.
  - To promote their understanding of **business outcomes**, post-project discussions on **auditing and profit utilization** were of their products, and **marketing** their goods and to **make profits**.

### **Project Challenges and Mitigation:**

Various challenges in the pre, during and post-implementation phases of the project did crop up to hinder the natural flow of the plans. However, mitigation of the problems through innovative solutioning led to transformative change from constraints to resources.

**Parents' consent** to their wards being part of a project not directly related to the syllabus, was difficult to get. Convincing parents to the outcomes being envisioned and outlining the objectives was productive.

Anticipating reluctance from parents to provide the initial costs of raw materials, it was announced during the first **Parent-Teacher Meeting (PTM)** that the school would do so. Getting students to **attend regular meetings and discussions** was a big challenge. With parents on board and agreeable, they were ready to send the students to school.

**Resource constraint** was a major challenge, with paucity of funds at the school end being a major challenge. Class-wise distribution of small **initial capital** helped overcome the constraint.

Getting the School Managing Committee on board was done by outlining the benefits of the project in a MC meeting.

**Allotting time** for the project in the school's busy schedule was managed with careful planning, by engaging students during breaks and off-periods.

**Teacher engagement** was created by presenting a detailed outline of learning outcomes to be derived from the project.

**Students' participation** was confirmed by presenting the project outline in a engaging and entertaining way, making it a fun learning opportunity.

### **Project Outline:**

The initiation into the project started with the first meeting with the students where the basics of the project were outlined. Students were told that they were to make products for which the school would provide the **initial capital**, and a Mela would be organized for them to showcase their products and sell them. Students were given the task of coming up with ideas on how they will think up what to sell, create products of their own, decide on the pricing, market their product and finally sell it to customers during the "Janakalyan Shilpudyog Mela" which was to take place in their own school playground. They were

informed that they would receive **continuous support and hand-holding** from me and all the teachers so that they can rethink their ideas for greater success.

Then, meetings with parents—PTMs--were organized to get the parents on board, followed by meetings with the School Managing Committee to approve the project.

Next came the big day where students (class-wise) along with their class teachers received their first 'initial Capital' with which they would buy the raw materials for the project. The capital was provided from the school funds and students along with their class teachers signed **contract papers** confirming that they would return the initial capital after project completion. Students were informed that each class would keep their own profit amount after returning the school's investment. The excitement was palpable among students on that day as they got inducted into the project through such a novel event.

Here is the break-up of class-wise initial capital invested from the school funds:

**Class V—Rs. 300/-    Class VI—Rs. 300/-    Class VII—Rs. 400/-    Class VIII—Rs. 500/-    Class IX—Rs. 500/-    Class XI—Rs. 1000/-**



**Signing of Contract Papers**

**Receiving their first 'Initial Capital'**

Our little entrepreneurs then went through a phase of **discussions, deliberations and brainstorming** among the classmates and with their teachers. Soon they came up with ideas which got perfected over time. Rapid increase in attendance and attention in class was being observed. Communication increased and so did engagement in classroom interactions. Over the months, along with their academic pursuits, students actively started participating in the project created for them. With products pouring in, teachers were busy in helping students make their items even more attractive.

Soon it was time for the **2-day Mela** at the school playground where stalls were set up and decorated by students, each class vying for attention from the customers with their beautiful displays. **Marketing skills** were developed when each stall contended for customers by showcasing their products through their **sales pitch**....it was fun to watch the **competitive spirit** among the students. **Student reporters interviewed customers and salesman**, writing elaborate **reports or video filming** the mela. Students organized group **folk songs and dance** performances to engage the audience and enliven the atmosphere in a **festive spirit**.



The next phase involved sets of meetings among students, their class teachers and me, to learn to finalize their **sales figures**, make **audited accounts**, determine actual amount of **profit** after **accounting for losses**, and ascertaining how to distribute the profit amount among the whole class. The students happily returned the initial capital shared by the school, thereby proving that each class was able to sell their products and make profits.



The wonderful 🌸

#### 🌸 Project Outcomes:

- **Student Attendance and Attention Increased:** Dramatic improvement in the overall attendance of the students was the outcome we teachers welcomed. The post-pandemic blues were replaced with enthusiasm for school activities and both participation and attention in classroom activities improved considerably.
- **21<sup>st</sup> Century Skill Development:** The 4 C's—**Critical Thinking, Communication, Collaboration and Creativity** were inculcated and promoted among the learners throughout the project and the various tasks they performed honed their skills to perfection.
- **Student Reporting-Communication Improvement:** The best reporting of our Mela was by our student reporter Anuradha Mondal of class VIII. Achieving writing skill development through participatory activity-based learning was an important aspect of our endeavour.

#### 🌸 LSRW Skills Promoted:

- **Listening, Speaking, Reading and Writing skills** of learners were perfected throughout the various stages of the project. Languages, such as **Bengali, Hindi and English** were employed by students to communicate with their customers as well as amongst themselves.



## Best Reporter Award to Anuradha

## Anuradha's Report in Bengali



## The Mela Grounds



### Audit and Accounting Skills:

Audit and accounting followed by performance appraisals and prize distribution for the Entrepreneurship Project "Janakalyan Shilpudyog Mela" was a grand event for the school. With all participating students attending, they learnt how important **stock-taking and critical analysis** is to any project. Analysing the outcomes to ascertain the **successes and failures** is important for **future planning and effective execution** the next time.





**Audit and Accounting in progress**



**Best Salesperson Award**

### **Inspiration through Media Updates:**

**Millennium Post's report** on our initiative:

[https://www.millenniumpost.in/kolkata/school-takes-step-to-make-its-students-financially-self-reliant-506537?infinite\\_scroll=1](https://www.millenniumpost.in/kolkata/school-takes-step-to-make-its-students-financially-self-reliant-506537?infinite_scroll=1)



The school authorities have provided a token amount to the students of each class – from class V till XI and then have hand held them to make various handmade items.

With the consent of the guardians and the managing committee, they have been made to sign a contract paper on November 16 last year, that the token amount that has been provided to them will be returned back to the school authorities through the sale proceeds of the handmade items.

A series of meetings were held with guardians and managing committee since July who gave the school authorities the nod for taking the idea forward. "We are organising a two-day Janakalyan Silpa Udyog Mela at our own school

tract, they will have to return the amount provided to them through the sale proceeds and the extra money will go in their own pockets," a senior teacher of the school said.

Majority of the 250 odd students of the school are first generation learners. "After COVID-19 pandemic, we had witnessed lack of enthusiasm among them. We realised that for retention of these girls in school, we need to do something innovative to boost their confidence level. In July, last year we came out with an idea of making them self-reliant and at the same time inculcate a business mindset which will be a big morale booster for them and at the same time revive their interest in studies," Sharmila Sengupta, headmistress of the school said.

### **A local Youtube channel's report** for the local community:

<https://www.youtube.com/watch?v=LkMZ3rEKWJk>

### **Motivation through Awards and Sustainability:**

**Certificates and prizes** were awarded in different categories to all the best performers, with the categories being:

Best Team Effort  
Best Profit Margin  
Best Reporting

Best Marketing Team  
Best Innovative Idea  
Cleanliness Award

Best Salesperson  
Best Display  
Best Stall



**Awards and Certification - Happy faces of proud entrepreneurs!**

Three cheers to all our teachers who did a great job of teaching, supporting, monitoring and encouraging the students.

**Janakalyan Shilpudyog Mela is superhit! We keep making it a success each year!**



**57.Dr. Ivy Sakar**

Principal

Serampore Girls High School, Hooghly, West Bengal

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**Coming together is a beginning; Keeping together is progress; Working together is success.**

**- Henry Ford**



**Title of the Case Study**

Beyond Academic Arena- A School leading, learning and leveraging through Community Involvement.

**Introduction**

This case study explores how an urban Higher Secondary School with traditional heritage of nearly 150 years has been able to build successful bridges with the community as a part of its school programme with an aim to involve the potential community partners for transforming the school into an institution catering to the all-round development of its students. The school has a reputation for academic excellence but was facing challenges like low community engagement. Yet in the recent years, Dr Ivy Sarkar, the Headmistress of Serampore Girls' High School located at Serampore, Hooghly, West Bengal, has been endeavouring to inculcate 21st century behavioural skills into the students through her community programmes and make them global contributive citizens.

**Objectives**



- To increase community engagement.
- To build strong relationship with parents and guardians for creating appropriate pathways for students.
- To enrich and expand the school activity through School Community Partnership.
- To foster students' wellbeing by upgrading their parents and guardians.
- To build family economic resilience.

### **Methodology and Tools of the Study**

A cross sectional study of the recent development in the school with respect to community involvement has been made by using tools like questionnaire surveys, interviews etc and the findings are quite satisfactory.

### **Findings**

"An active engaged community has an enormous role to play in supporting the school's mission"-

- Melaville,1998, p.6

Keeping Melaville's words in mind, Serampore Girls' High School undertakes several outreaches communities' programmes to prepare students for an increased and interconnected world.

Serampore Girls' High School, a state-run Government sponsored School, has taken initiative to upgrade the parents through free of cost Spoken English courses after school hours. The Headmistress Dr Ivy Sarkar along with Sutapa Dutta (A.T), serve as trainers to the guardians. Mothers attending spoken English classes are trying to speak in English with their daughters at home which by turn motivate students to attain perfection. "Our school runs both a vernacular medium as well as an English medium. It is seen that often parents of English medium attending parent teacher meetings are unable to understand what is being said and are unable to communicate properly. So, we thought of these special English Classes for parents. Initially we have started the classes for mothers but there is an increased demand from the fathers and Bengali Medium guardians too", said the Headmistress.



Community engagement is also ensured through participation of the parents in different social and cultural programs of the school. This strengthens relationship with parents and paves pathways for overall development of the students. The interact club of the participation of the parent's school under the active supervision and mentorship of the headmistress has been undertaking various social initiatives to solve the community at large. With an aim to conduct activities related to social responsibility, the interactors of SGHS' Interact Club undertook a drive to distribute blankets and winter garments to the poverty-stricken people of slum areas in Serampore. The

objective of this initiative was to reduce the sufferings of the economically and socially backward people who are compelled to endure agony due to cold waves of harsh winters. The Interact Club undertook this project under the supervision of Dr Ivy Sarkar, the Headmistress of Serampore Girls' High School along with Smt. Rakhi Som, the *Distribution of blankets and winter garments to the underprivileged* teacher-coordinator of the school's Interact Club. The beneficiaries, after receiving the blankets and winter garments, expressed satisfaction and extended their heartfelt thanks to the interactors. The initiative of SGHS' Interact Club to provide blankets to the destitutes and pullovers to the impoverished children endeavours to bring rays of hope and happiness in their lives by providing them relief and protection from severe cold. Through this activity, the interactors were able to foster self-discovery, understand how to interact socially and explore significance of working for the social betterment of the society. Engagement in such philanthropic activities in school life will help them confront challenges, crises and adversities in life; broaden their vision and instill in them a sense of greater social responsibility.

International Nelson Mandela Day has been celebrated by the students of Serampore Girls' High School in a befitting manner with the vision of serving mankind. In 2009 United Nations declared this Day as Nelson Mandela Day to honour the service and legacy of this great philanthropist who dismantled apartheid and advocated freedom, peace, tolerance and equality. He had to suffer 27 long years of imprisonment, but nothing could deter his spirit or service. He received the Nobel Prize for Peace in 1993 and became the First Black President of South Africa in 1994. Mandela envisioned a unified society free of oppression and poverty. The theme of 2024 Nelson Mandela International Day was 'Combating poverty and inequality is in our hands'. The Day is also known as "67 minutes Mandela Day", thereby urging people across the world to spend 67 minutes doing something good to people (one minute for each year of Nelson Mandela's service towards the world to end racial discrimination, poverty and inequality). The Headmistress of the School Dr Ivy Sarkar said "With this universal message in mind, today the Interact Club of our school devoted 67 minutes and distributed 300 grams of Biscuit Packets to each of 67 children from the slums. Class 11 students volunteered this service today, by turn, during their free periods". Such community activities in school curriculum instill values of social responsibility among students.

### ***Distribution of Biscuits on Nelson Mandela Day***

Another initiative undertaken by the students of SGHS was to spread awareness amongst the local people about Dengue Prevention. The objective of this initiative was to help the impoverished locals by distributing mosquito-nets, the fund for which was donated by Smt. Sujata Banerjee on the eve of her superannuation. This assignment was undertaken under the supervision of Dr. Ivy Sarkar, the head of *Mosquito nets distribution* the institution. Mobilization meetings and surveys were carried out in the nearby slum area prior to the distribution of the long-lasting mosquito nets. This was not just a regular charity work done by the school but it planted the idea of social conscience amongst the students through these voluntary efforts which can benefit the locals by so many means. Post mosquito net distribution follow up visits have started showing signs of increased net use among the community members.

Inspired by the activities of the school, Tiasa Mondal, a student of class XII donated her entire savings for the last five years amounting to Rs 9000/- to the school for Community

Programmes. Tiasa appeared for her HS examination in 2024 and she expressed that she felt the pangs and misery of the underprivileged during the pandemic. Tiasa Mondal, the school captain in 2023 made a huge impact on other students by such a benevolent move. **Ahana Das**, an MP candidate of the school felt so inspired that she bought a blanket for her housemaid and books and stationery for the two grandchildren of her maid entirely from her savings. It is obvious that a chain of good and benevolent deeds has started in SGHS and a sense of social responsibility is evident among the students. The school involved the Street children and the children from the slum areas on the children's Day program of the school. The aim of the school was to spread love and connectedness and to be a ray of radiant, unadulterated happiness to those little children and celebrate the occasion together. "Each child is a unique blessing" -keeping this saying in mind, the students of SGHS organized a *SGHS' students celebrating Children's Day with street children* fun-filled children's day taking together the impoverished children and trying to fill this special day in their lives with memorable events like quiz competitions, joyful games and cultural programme. The Guide Teacher arranged for a Cake and the cake cutting ceremony by the little children along with the students of the school, at the onset of the programme set the ball of festivity rolling. Satabhisha Das of IX A briefed the tiny tots from the nearby slums about the significance of the day and it was followed by a round of quiz based on Jawaharlal Nehru and Children's Day, made the day remarkable for the school. Various activities, fun games, and cultural competitions were arranged and many prizes were away to inspire the little hearts. Around 30 children were given a gift packet of learning materials and a food packet each. The Children's Day programme by Serampore Girls' High School was marked with great resplendence and fiesta.

In recent years the school join hands with rotary club of Calcutta with a view to serve the community at large. The students engaged themselves in "Swachhata Abhijan", cleanliness of Ganga and also 461olunteered in the wheelchair distribution program for the children with *Wheelchair distribution program* special needs. Serampore Girls' High School undertook several community programmes and drives and participated in various rallies to spread social awareness on different issues.

### ***Swachhata Abhijan and Cleaning of Ganga Ghats***

Keeping the words of Gandhiji in mind- "The best way to find yourself is to lose yourself in the service of others", students of class xi participated in several social projects like Water Sustainability, Bio- Diversity and Waste Management conducted by Wipro Earthian Sustainable Programme under CEE. The school has been awarded State and National Level awards.

The school works with the community, through the community and for the community. The school conducts Street Drama on various social issues as street drama is a powerful medium to spread social awareness.

The Students of Serampore Girls' High School also surveyed local areas to understand problems related to water availability, interviewed many family members, arranged talks with the municipality chairman and concerned authorities to explore possibilities of rainwater harvesting in different houses to *Muddy water* establish water sustainability in the area.





### ***Students of Serampore Girls in the Water Treatment Plant***

The students of the school guided by teachers endeavoured to solve the muddy water problem in the locality by actively participating with the community members. The students also visited the Water Treatment Plant located at Serampore, interviewed the officer-in-charge of the Plant and the Water Treatment officer, talked to various councilors to find out the causes of such muddy water problems and sought to find out the remedial measures and solutions for the same.

With a view to establish family economic resilience and help empower students by stabilizing their family's financial condition the school extended financial assistance to the needy parents and students from the fund donated by late Lina Ghosh and late Shipra Bose. The school authority hopes to continue with this practice even in the coming days.

### **Extending financial support to the needy parent for her ward's education**

In the school's mission to embark on a journey for creating healthy collaborative engagement of the community, the guardians are felicitated by the school for their different achievements. Proshun Moulik and Mousumi Moulik, the parents of Srija Moulik were felicitated for their social services during the Pandemic. Abhrendu Ghosh, father of Anushka Ghosh was felicitated for his outstanding achievement in sports. Palash Baran Dey, father of Paulomi Dey was felicitated for his outstanding contribution in the department of Central Bureau of Investigation. Sumanta Karmi,



father of Sayantika Karmin received appreciation from school for assisting the school in social media Management. Dona Bhattacharya, mother of Aaratrika Chakraborty, was awarded by School for her creative pursuits. Such awards can motivate students to work harder and strive for excellence, knowing that their parents' efforts are valued and recognized. Awards can lead to increased parental engagement in school activities, events, and decision-making processes. Awarding parents have helped strengthen the bond between families and schools, leading to a more supportive and collaborative learning environment.

Serampore Girls' High School has been adopting a leading role in introducing any state initiative for the benefit of the community. The school has been pioneering many pilot projects of the State be it in the field of "Kanyashree" Scheme or successful implementation of Holistic Progress Report Cards in the State of West Bengal.

Our School is committed to work and know about the community, work with the community and work for the community. In an endeavour to study the role of community in the Evolution of our school with a glorious heritage of nearly 150 years, the school has started a self-financed project to trace the development of the school since 1879.

The Managing committee has adopted resolution to this effect and four teachers along with the Headmistress of the school Dr Ivy Sarkar, who is the Project Head too have dedicatedly engaged themselves in this historical research. The Education Dept of West Bengal has also been intimated vide written communication. This research will focus on the evolution of our school since its inception, the nomenclature at different times, socio-economic condition, Danish and French influence, conditions and attitude about women education, condition of schooling system in the pre- independence and post-independence period. As primary source we have many official documents, *Unearthing facts from old official documents*.

*Our team member interviewing Bela Sanyal (92) questionnaire.* Many interesting facts have already been unearthed and it also throws a floodlight on the immense role of the then community in shaping the school.

Notice books to students and teachers, School Managing Committee Meeting Resolution Registers etc. and as Secondary sources we are collecting data from aged ex-students and ex- teachers through standardized School community partnership model of the school has been successfully leveraging the resources and activities of the community partners. Educated parent community is coming forward and extending their supportive hand to the school to bring out the best from the students. Parents are seen to come forward to give special coaching classes to the students of the school.

## **Conclusion**

Community programs and community support are essential for schools, offering numerous benefits that enhance the educational experience. Here are some key usefulness of community programs and community support for schools:

### **Benefits for Students**

1. Increased resources: Community programs provide additional resources, such as tutoring, mentorship, and extracurricular activities, that supplement school offerings.
2. Real-world learning: Community partnerships offer opportunities for hands-on learning, internships, and job shadowing, preparing students for the workforce.
3. Social-emotional support: Community programs provide emotional support, counseling, and mental health services, promoting students' well-being and resilience.

### **Benefits for Schools**

1. Enhanced reputation: Community programs and partnerships enhance a school's reputation, demonstrating its commitment to community engagement and student success.
2. Increased funding: Community partnerships can attract funding, grants, and donations, supporting school initiatives and programs.
3. Improved teacher morale: Community support and recognition can boost teacher morale, motivation, and job satisfaction.

### **Benefits for Communities**

1. Economic growth: Community programs and partnerships can contribute to local economic growth, as schools and businesses collaborate to develop a skilled workforce.
2. Social cohesion: Community programs foster social connections, promoting a sense of community and social responsibility among residents.
3. Improved quality of life: Community programs and partnerships can improve the overall quality of life for community members, providing access to resources, services, and opportunities.

By fostering community programs and support, schools can create a collaborative environment that benefits students, teachers, and the broader community.



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