STRENGTHENING SCHOOL INFRASTRUCTURE AND FACILITIES.
REDUCE DROPOUTS AND IRREGULAR ATTENDANCE THROUGH COLLECTIVE EFFORT

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ABOUT OUR SCHOOL

Halmira Bagan Primary School is located inside the Halmira Tea Garden under the Golaghat district of Assam, within the Central Education Block. Our school is the primary school with the highest number of students under the Adharsatra Cluster Resource Centre. Established in 1939, before India's independence, Halmira Bagan Primary School has been continuously spreading the light of education across a vast area of the tea garden region among the tea garden labours (TGL).

At present, the school has 160 students and a total of 6 teachers. The teachers are Mr. Girindra Borah (HM), Mrs. Forida Rahma (AT), Mrs. Rekharani Bania (AT), Mr. Pranjit Saikia (AT), Mrs. Purbali Borah (AT), and Mrs. Tamanna Begum.

SUMMARY

I joined Halmira Bagan Primary School as an Assistant Teacher in 2012, but from 2013 onwards, I worked as a CRCC on deputation for nearly 11 years at the Athkhelia Cluster Resource Centre under the East Education Block of Golaghat district. Eventually, I relinquished the post of CRCC and rejoined Halmira Bagan Primary School as the Head Teacher on 2nd April, 2024. Before my joining, there were four teachers in the school. Immediately after joining, I faced various academic and non-academic problems related to the school. Thereafter, I prepared a plan and, with the cooperation of all teachers and the School Management Committee, successfully implemented several initiatives within a period of one year and eight months. Through this case study, I have attempted to present a brief account of the planning and implementation of my activities as project work.

(PART - I)

Infrastructural (Non-Academic) Challenges Faced in the School

- **Lack of adequate classrooms for students** - Before I joined as Head Teacher, the school had only two classrooms. As multiple classes had to be conducted in the same room, students faced difficulty in sitting properly and teaching–learning was also adversely affected.

- **Unusable Head Teacher's office -** Although rooms for teachers and the Head Teacher's office had already been constructed, they were not in use. The office room was being used to store PM POSHAN (Mid-Day Meal) rice, firewood, and other materials, as the godown room was damaged.

- **Absence of a boundary wall** - The school had no boundary wall. As a result, cattle such as cows and goats from nearby garden areas used to stay in the school verandah at night, making the school premises dirty and unhygienic.

- **Lack of space for PM POSHAN (Mid-Day Meal)** - Due to the absence of a designated dining area, students were compelled to eat in classrooms or on the verandah. This led to a disorderly and unhygienic environment across the school during meal time.

- **Lack of safe drinking water -** I observed that the tube well in the school was non-functional. The supply of drinking water was extremely irregular, and even water for hand-washing was insufficient. The school had to depend on nearby households for water on a regular basis.

- **Absence of a functional boys' toilet** - The existing boys' toilet in the school was damaged, causing serious inconvenience to the students.

- **Unattractive school surroundings** - The overall environment of the school campus was not appealing. It is likely that students also did not find the surroundings pleasant, which resulted in irregular attendance.

Taking the above-mentioned challenges into consideration, I made certain plans in consultation with our assistant teachers and incorporated them into the School Development Plan. I prepared a list and decided to implement the works on a priority-wise basis.

Renovation of the School Office





Before





After





"A strong and beautiful centre makes it possible to build a strong and beautiful periphery."

For the effective management of the school, I decided to make the office more functional. Soon after assuming charge as the Head Teacher, in the very first month (April, 2024), I discussed the matter with the former Head Mistress, Ms. Rousama Begum, and with the consent of the Managing Committee, tables were purchased for the Head Teacher and the assistant teachers using the infrastructure fund available in the school account. In addition, five tables, one almirah, one bookshelf, three blackboards, and eight chairs were purchased.

In August 2024, floor mats were installed in the office. The earlier office setup was reorganized and decorated neatly so that the overall beautification and improvement of the school could be planned and managed effectively from the office itself.

Arrangement of Classrooms for Students



Before



After

A substantial amount of funds is required to overcome the shortage of classrooms in the school. In this regard, I maintained regular contact with the Junior Engineer of our Block Education Office, Mr. Md. Nujrul Islam. Before I joined the school, the ACR allotment for two classrooms that had been sanctioned to another school remained unutilized due to a lack of requirement there. An application was submitted to the DEEO, Dr. Samiran Bora, requesting that allotment. At that time, I had not yet assumed charge as the Head Teacher.

Subsequently, the allotment was granted to our school, and after I became the Head Teacher, I was able to execute the work. However, since the ACR amount of approximately ₹10 lakh was based on the 2014–15 estimate and had to be utilized for construction in 2024, the work had to be carried out with great financial restraint. Even so, the shortage of classrooms in our school was reduced to a considerable extent.

Construction of the Boundary Wall



Before



After

In 2024, we received a fund of approximately ₹9 lakh from RIDF for the construction of a 430-foot boundary wall. With this fund, our School Managing Committee constructed a 500-foot boundary wall for the school. Additionally, using the same fund, we also constructed a gate for the school.

Construction of a Dining Hall for PM POSHAN (Mid-Day Meal)






Before **After**

In September 2024, we received the second installment of the school's annual grant. From this grant, ₹10,000 was used to purchase tin sheets, and the construction work of the dining hall was initiated. The total expenditure for the construction of the dining hall amounted to ₹27,000. Approximately ₹17,000 was received as donations from teachers and local community members. In this way, we were able to construct a dining hall and arrange a dedicated space for students to have their meals.

Drinking Water

The shortage of water, especially drinking water, emerged as a major challenge in our school. The hand pump in the school was damaged, and the supply water was available in very limited quantity. Therefore, we had to arrange an alternative solution. Within the same premises, an Anganwadi Centre was upgraded into a Model Anganwadi Centre, where a submersible pump was installed. After discussing with the Anganwadi worker, our school took the submersible water connection on the condition that we would bear the electricity bill.

In February 2025, using the amount received from the last installment of the annual grant, we installed approximately 100 feet of pipeline connection. It is very encouraging to note that this year, under the PMCSPY scheme, a handwashing point worth ₹50,000 has been constructed and has been in use since November 2025. In addition, I personally donated a sand filter to the school for temporary use.



Before



After

Provision of Boys' Toilet





We had been indicating the requirement for a boys' toilet in UDISE since 2023. Under the PMCSPY scheme, we completed the construction of a boys' toilet at a cost of ₹3 lakh in November 2025.

Kitchen Room Development



Before



After

To facilitate cooking in proportion to the number of students and to avoid difficulties during the rainy season, I arranged for the extension of the kitchen room. Using public donations along with a small portion of the annual grant, the kitchen was extended with bamboo fencing in April 2025.

Classroom Renovation

In order to make the classrooms look attractive and keep them clean, we decided to install tiles in all the classrooms. Accordingly, using the annual grant, we have installed tiles in Class I this year. Gradually, we will install tiles in all the classrooms.



Before



After

Upgradation of the School Environment

"A healthy mind can be developed only in a healthy environment."

To make the school environment beautiful and attractive, we took a decision in the SMC meeting so that students and parents would feel encouraged and attracted towards the school. Accordingly, several initiatives were undertaken:

- **Flower Garden:** In November 2024, a flower garden was developed through the active participation of students. It was also decided that seasonal flowers would be planted every year.



Before



After

- **Kitchen Garden:** The jungle area behind the school office was cleared to develop a permanent kitchen garden. Vegetables grown here are used in the mid-day meal for students. At present, spinach, carrot, coriander, mustard greens, papaya, etc. are being cultivated.









- **Pipe Composting Unit:** To manage organic waste, a pipe composting unit was installed in July 2024. Especially, waste generated from the Mid-Day Meal is deposited by students into this unit instead of being thrown around. Later, organic manure obtained from the composting unit is used in the kitchen garden.



- **Remedial Hub:** Through this concept, we have arranged for extra academic support for students as per need. In particular, when students need to read aloud or memorize tables, a separate space—named the "Remedial Hub"—has been created at a short distance from the classrooms so that other students are not disturbed.



Before



After

- **Multi-Colour Desks and Benches:** To make classrooms more attractive and appealing to students, all desks, benches, tables, and chairs in the school have been painted in multiple colours in April, 2025.





- **Green Police:** To keep the school green and clean, a group of selected students has been appointed as "Green Police." The Green Police look after the vegetable garden, flower garden, cleanliness, and also help maintain discipline in the school.





❖ **Arrangement of Library Room** - Generally, primary schools do not have a library room. In December 2025, we converted a damaged godown room into a library room.



Before



After

❖ **Vidyanjali donation box arrangement** - For public donations, we installed a donation box in the school at a place visible to the community. We converted the government's online Vidyanjali portal system into an offline arrangement, as most people in the village area are not familiar with online platforms. Through this system, we have been receiving donations from the community from time to time. In particular, we have received food items, vegetables, etc. for the students, and this has helped increase community involvement with the school.





All these small initiatives have been undertaken with the aim of creating a healthy academic environment in the school and shaping every student into a responsible and capable human resource.

(PART - II)

ACADEMIC CHALLENGES FACED IN THE SCHOOL

- Nearly 90% of parents do not attend parent–teacher meetings.
- The main problem I observed in the school is the irregular attendance of students and the issue of dropouts in the school's catchment area.
- Nearly 80% of the students suffer from learning gaps.
- About 80% of the parents are illiterate and not conscious about the importance of education. Moreover, a large number of parents consume alcohol daily, due to which there is no supportive academic environment in many homes.

Although we have undertaken several initiatives to address these challenges, most of them are still in the experimental stage. From around September 2024, we have adopted some strategies as mentioned below:

Sunday Meetings

Before







After



As the school is located in a tea garden area, most parents are engaged in work on all days except Sunday. Therefore, we decided to hold SMC meetings and parent meetings regularly on Sundays. We also introduced the practice of issuing written invitations for meetings. Through this initiative, we have achieved some success. The children of those parents who attend the meetings regularly have also become more regular in their school attendance.

Irregularity and Dropout Management



Student's Academic Rescue Force (SARF)



Home Visit by SARF after school





Home Visit by SMC & Teacher

One of the biggest problems in the tea garden area is the **irregular attendance** of students and the issue of **dropouts**. It is not practical for teachers to go in search of students all the time, nor is it possible for SMC members to leave their work and provide support at all times. Therefore, as part of my own initiative, in April 2025 I formed a group of students from Classes IV and V. The group was named the **Students' Academic Rescue Force (SARF)**.

The responsibility of this group is to visit, after school hours, the homes of irregular students identified by me in their respective localities, encourage them to attend school regularly, and submit a report to me the next day. They also collect information from the village and inform me about children who have dropped out of school. If required, I accompany them on Sundays.

Through this initiative, we have achieved considerable success so far, and as mentioned above, we have been able to bring several children back to school.

Students were Irregular/Drop Out						
						
Ankita Urang (11 years) Back to School	**Anita Lohar** (11 years) Back to School	**Rahul Pujar** (10 years) Back to School	**Motu Pujar** (10 years) Back to School	**Mahi Basfor** (9 years) Irregular student back to school	**Uttam Urang** (8 years) Irregular student back to school	**Suganti Urang** (10 years) Never enrolled back to school

- Moreover, it is observed that in our tea garden area, students often have to stay at home to look after their younger brothers and sisters because their parents go out to work. As a result, the students do not come to school. Therefore, we allowed the students to bring their younger siblings to school with them and made arrangements for the children to play under the supervision of our cooks. As a result, we have noticed some reduction in the irregularity of our students.



Youger Siblings of Students

- Arrangement of a **Jyoti Kendra** for Out-of-School Children

  To support the dropout children in our school area, we decided to establish a Jyoti Kendra in our school. Accordingly, we submitted an application to our BEEO/BMC madam. We also informed the District Special Education DPO, Mr. Sourav Sharma. We are extremely thankful to them for considering our request and relocating a Jyoti Kendra to our school in October 2025.

  At present, 20 out-of-school children have been enrolled in the Centre, and we are hopeful that within six months these children will be able to be mainstreamed back into regular schooling.



Jyoti Kendra

- **Public felicitation of the parents** of students who attend school regularly throughout an academic year.





Public felicitation

- Through the **Saturday Club**, we regularly engage students every Saturday or occasionally in activities such as **dance, singing, drawing,** and **games**. The aim is to help children enjoy being in school and develop interest in school life. For this purpose, I have assigned the school teacher, Mrs. Purbali Borah, as the in-charge of the programme.



Cultural Activities

Learning Gap Management:

To address the problem of learning gaps in the school, we discussed with the teachers and divided all students from Classes III to V into three levels: **bottom, middle,** and **top**. Teachers have been assigned accordingly to provide targeted instruction as needed. So far, we have achieved partial success.





Sunday Parents School:



We have also prepared a plan involving the illiterate parents of our school. By engaging two young volunteers from the garden area, Mr. Rinku Patnayak and Miss Sontushi Gosai, we have arranged for teaching in the school for 2 hours every Sunday. Although we have faced considerable challenges in this regard, at present we have been able to teach 15 mothers to recognize letters and alphabets.

SOME ACHIEVEMENTS OF THE SCHOOL DURING LAST TWO YEARS





Me (Girindra Borah) as an asstant teacher receiving Special Award on Teacher's Day, 2023 from District Administration



Receiving First Prize on Cluster Level TLM Compition - 2024



Best SMC Award - 2025



Receiving First Prize (Literacy & Numeracy) on Cluster level TLM Compitition - 2025



Receiving Third Prize (Numeracy) on Block Level TLM Compition - 2025





Me (Girindra Borah) Receiving 4th prize at Teacher's conclave 2025 organised by DIET, Dergaon

MY PERSONAL EXPERIENCE AND VIEW POINT

- For the development of a school, the involvement of the community and parents is most essential.
- To run an institution smoothly, teamwork with a positive mindset is always necessary.
- For the development of an institution, there is always a need to exchange ideas and experiences with others.
- It is always necessary to seek guidance and advice from higher authorities.
- For the development of an institution, discipline and regularity are extremely important at the beginning. Once discipline is established, all work gradually improves on its own.
- If one can keep a positive mind and derive satisfaction from work, success in all tasks becomes achievable.

CONCLUSION

From the experiences of the past two years at Halmira Bagan Primary School, it is clear that if one has the will, any stakeholder can take a step to the highest level. All the successes we have achieved so far as teachers and SMC members of the school, working together as a team, would never have been possible without each person's support. We have largely succeeded in infrastructure development according to our plans. However, we feel that much remains to be done to achieve success in academic transformation. Working in the academic area, especially in a region like the garden area, requires a great deal of patience. This is why I am happy that it is easier to work within a well-functioning system. But there is a special satisfaction in creating a system and then working through it. I hope we will succeed and that we will be able to bring the light of education to this region, which is filled with illiterate people.

Finally, while working for the development of our school, we express our sincere gratitude to the Inspector of Schools-cum-District Elementary Education Officer, Mr. Hemgiri Narah, and the Education Officer of the Central Education Block, Mrs. Neelakhi Rajkumari, for providing guidance and support.

We are especially grateful to Mrs. Neelakhi Rajkumari for consistently guiding, encouraging, and motivating us at every step in our efforts for the school's development. We also extend our heartfelt thanks to the Academic In-charge of our Education Block and faculty member of Dergaon DIET, Mrs. Tomaswini Boruah, for her valuable support and assistance.

Finally my concluding sentence is -

"If you lead the system to change,
the system leads the socity to change."