

# CASE STUDY ON SEVEN KEY AREAS OF SCHOOL LEADERSHIP



**Govt. Model Sanskriti Sr. Sec. School, Sector – 20,  
Panchkula (Haryana)**

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## CONTENTS

| CHAPTER | TOPIC  | PAGE NO. |
|---------|--|----------|
| 1.      | Introduction<br>i. Abstract<br>ii. Site of the School<br>iii. Socio-Economic Cultural Scenario<br>iv. Education in Haryana<br>v. Sanskriti/Sarthak Model Schools<br>vi. Mission of the school  | 3 - 4    |
| 2.      | Infrastructure<br>i. Physical Infrastructure<br>ii. Human Resources  | 5 - 8    |
| 3       | Key Area 1-Attitude of School Leadership<br>i. Ideal School Ambience<br>ii. Principal Availability to Staff<br>iii. House System<br>iv. Student's Cabinet<br>v. Counseling Session<br>vi. Parents Orientation Programme  | 9 - 13   |
| 4       | Key Area 2-Transformation in Teaching Learning Process<br>i. Morning Assembly<br>ii. Classroom Teaching<br>iii. Resource Room for CWSN<br>iv. Education outside the classroom<br>v. NSQF<br>vi. Laboratories<br>vii. Co-Curricular Activities<br>viii. Joyful Saturday<br>ix. Field Exposure to School | 14 - 21  |
| 5       | Key Area 3- Self Development<br>i. Moral Values<br>ii. NCC, NSS, Scout, Red Cross<br>iii. Scientific Awareness<br>iv. Herbal Garden, Tree Plantation & Compost Pit<br>v. Proper utilization of Fund<br>vi. Work on different portals of the department   | 22 - 25  |
| 6       | Key Area 4-Formation and Leading Teams<br>i. Team Work<br>ii. School Safety management committee   | 26 - 27  |
| 7       | Key Area 5- Innovation<br>i. Identification<br>ii. Remedial Teaching<br>iii. Assessment Test<br>iv. Peer Learning<br>v. Digital Equalizer way of teaching<br>vi. Use of ICT<br>vii. Rewards  | 28 - 30  |
| 8       | Key Area 6- Leading Partnership<br>i. Parents Teacher Meeting<br>ii. NGO's Adoption<br>iii. Milan Programme  | 31 - 32  |
| 9       | Key Area 7-Administration<br>i. Role of leader as Facilitator<br>ii. Maintenance of School Hygiene<br>iii. Duties other than teaching<br>iv. Day Master/Mistress<br>v. Properly Customized Registers<br>vi. Mid-Day Meal<br>vii. Examination & Reward  | 33 - 38  |
| 10      | Challenges before the school<br>i. Achievement of the schools<br>ii. Future Plan   | 39 - 42  |

# CHAPTER- 1

## INTRODUCTION

### 1.1 ABSTRACT

*Government Model Sanskriti Senior Secondary School, Sec-20, Panchkula is one of 20 Model Sanskriti Schools in Haryana State. Like Saarthak Schools, Kastoomba School and, Aarohi Schools in Haryana Model Sanskriti School Scheme is also an effective approach to uplift the standard of education in Haryana Govt. schools. Besides every facility in the schools, administrative set up has also been upgraded. Being a model school, it is provided with well equipped and well maintained laboratories IT lab, Library, Rooms and Administrative Building. Though all these facilities facilitate the learning environment but it is also a hard fact that education was never catered in big buildings, it has always flourished in the best learning environments. For that, the role of a leader is always significant. Despite of the help given by Haryana government, the institution was facing the challenges of limited resources in terms of availability of staff, financial powers, infrastructure, background of the students and almost 'No Support' from parents. Most students were from low economic strata and were unable to understand and speak English. Being an English medium school and the students from hindi spoken background it was difficult to get the desired results.*

*The school head and faculty members has worked industriously to overcome the challenges and the result of that hard work can be seen when now almost 90% of the parents have started coming to parents-teacher meeting and the school students are getting State & District level positions in debates, declamation and Quiz competitions. Problems of limited resources are also smartly handled with best management skill and financial support from NGO's. In short the school is a perfect example of perfect leadership. The leader of the school has ensured to work in all the major key areas of leadership.*

### 1.2 SITE OF THE SCHOOL

It is situated at Panchkula (Haryana) which is a planned city and shares its boundaries with Punjab, Chandigarh & Himachal Pradesh. Adjoining Chandigarh, it is a part of Chandigarh Tricity. It is one of the best cities of the Haryana State. People in Panchkula are working/service class. Being a big city and the part of the Chandigarh capital region, the city is full of migrants from all over the country specially Bihar, Uttar Pradesh, Punjab & Himachal Pradesh. This leaves the city full of people of various cultures and languages.

### 1.3 SOCIO-ECONOMIC CULTURAL SCENARIO

Students in government schools of Panchkula generally belong to the labour class, they have come from different cultures, speak different languages and belong to low economic status. Most of the parents are doing daily wages labour. This creates major challenge for the school administration to cater individual need of the students.

## **1.4 EDUCATION IN HARYANA**

In comparison to other states Haryana is always being reported in progressive side in education. Like all states, it also has certain challenges. Education of girl child has always been a taboo. ‘Child labour’ ‘drop outs’ were some other challenges. Government of Haryana launched various programmes in school education like “Beti Bachao, Beti Padhao” Mid Day meals, Free Education to girls, free books and free uniform to overcome all these challenges. Government has done a lot so that more and more children can have access to the education. All the schemes and the programmes launched by the government though contributed a lot to meet the challenges but still the monster of private and public school was eating the government school education. People in general were attracted towards private and public schools and a deep belief that there is no education in government schools was prevalent in the society. As a result the strength in the government schools was decreasing day by day. There was an urgent need to take some significant steps to improve the situation.

## **1.5 SANSKRITI/SARTHAK MODEL SCHOOLS**

Sanskriti/Sarthak Model schools were opened in Haryana state with the thought to challenge private school system and to increase the enrollments in government schools. Presently we have 20 model schools in Haryana. Sanskriti Model senior secondary school Sec-20 Panchkula is one of them, as mentioned earlier, though the school is provided with many facilities like well equipped and well maintained laboratories, IT labs, Library, Computer Lab and much more but still it faces many challenges in the form of limited resources, in terms of availability of staff, financials powers, infrastructure, background of students and almost no support from parents. Most of the students are from low economic strata and belong to different other States and are unable to understand and speak English.

## ***1.6 Mission of the School***

*The school’s mission is to ‘educate’ the children; not to make them only ‘literate’ It is revealed that education is needed for a progressive society and targeted to bring overall prosperity to the individual by unfolding his potentialities. The community (SMC, PTA, NGOs etc.), the parents, the staff and the students work together to create an academic, physical, moral, emotional, social and safe environment where everyone learns and respect each other. Our mission is not only to improve the IQ (intelligence quotient) level but also to improve the EQ (emotional quotient) and SQ (spiritual quotient) of the students which is need of the hour.*

# CHAPTER- 2

## INFRASTRUCTURE

### 2.1 PHYSICAL INFRASTRUCTURE

| <u>SR. NO.</u> | <u>PARTICULAR</u>      | <u>DETAIL</u>   |
|----------------|------------------------|---|
| 1              | Principal Office       | 1   |
| 2              | Clerk Office           | 1   |
| 3              | Library                | 1   |
| 4              | Class Rooms            | 22  |
| 5              | Smart Class Rooms      | 2   |
| 6              | Staff Room             | 1   |
| 7              | Music Room             | 1   |
| 8              | CWSN Room              | 1   |
| 9              | Store Room             | 1   |
| 10             | IT Laboratories        | 1   |
| 11             | ICT Lab                | 1   |
| 12             | Computer Lab           | 2   |
| 13             | Edusat Lab             | 1   |
| 14             | HT Laboratories        | 1   |
| 15             | Physics Laboratories   | 1   |
| 16             | Chemistry Laboratories | 1   |
| 17             | Language Lab           | 1   |
| 18             | Cultural Lab           | 1   |
| 19             | Solar system           | 1 (10 KW)   |
| 20             | Playground             | 1 (Big)   |
| 21             | Gardens                | 2 + 1 herbal Garden   |
| 22             | Canteen                | 1   |
| 23             | Stage                  | 1   |
| 24             | Washroom               | Separate for Boys & Girls   |
| 25             | Other Facility         | Changing rooms & Extra uniform for girls in emergency.<br>Dustbins, Drinking water facility |



Teaching in Smart Class Rooms



## 2.2 HUMAN RESOURCES

| <b><u>STAFF STATEMENT</u></b> |                      |                        |                            |
|-------------------------------|----------------------|------------------------|----------------------------|
| <b>SR.NO</b>                  | <b>DESIGNATION</b>   | <b>EMPLOYEE NAME</b>   | <b>QUALIFICATION</b>       |
| 1                             | Principal            | Smt. Renu Gupta        | M Sc B Ed                  |
| 2                             | PGT Biology          | Smt.Parminder Kaur     | M Sc B Ed                  |
| 3                             | PGT Physics          | Smt.Kavita             | M Sc B Ed                  |
| 4                             | PGT Chemistry        | Smt.Kulvinder Pal Kaur | M Sc B Ed                  |
| 5                             | PGT Sociology        | Smt.Manbhawani Bhalla  | M A, SLET PGDPR            |
| 6                             | PGT Sanskrit         | Sh.JaiChand            | M A B Ed                   |
| 7                             | PGT Hindi            | Smt.Pushpa Chaudhary   | M A, B Ed                  |
| 8                             | Voc. Instructor OSSH | Sh.Deepak Yadav        | B A Diploma In Steno Hindi |
| 9                             | PGT English          | Dr.Mollina             | M A M Phil PHD             |
| 10                            | PGT Commerce         | Smt.Deepa Kaushik      | M.COM                      |
| 11                            | PGT Hindi            | Smt.Renu Bala Punia    | MA,B.ED                    |
| 12                            | PGT Pol. Sc.         | Smt.Suman Rana         | MA,B.ED                    |
| 13                            | PGT Music            | Sh.Neela khan          | MA,B.ED                    |
| 14                            | PGT Punjabi          | Smt.Navdeep Kaur       | MA,B.ED                    |
| 15                            | PGT Maths            | Sh..Sunil Dutt         | M.SC,B.ED                  |
| 16                            | PGT Maths            | Sh.Ramesh Chand        | M.SC,B.ED                  |
| 17                            | PGT Home Sc.         | SmtRekha Goel          | M Sc B Ed                  |
| 18                            | PGT Economics        | Smt.Navneet kaur       | MA,B.ED                    |
| 19                            | PGT English          | Smt.Mohit Singh Nain   | MA,B.ED                    |
| 20                            | PGT Psychology       | Sh.Dheeraj Kaushik     | MA,B.ED,M.PHIL             |
| 21                            | PGT English          | Smt.Sudha Bala         | MA,B.ED                    |
| 22                            | PGT English          | Smt.Anisha             | MA,B.ED,M.PHILL,PHD        |
| 23                            | ESHM                 | Smt. Suman Arora       | BA,B.ED                    |
| 24                            | DPE                  | Smt.Anita              | M.PED                      |
| 25                            | TGT Science          | Smt.Sangeeta           | M.SC,B.ED                  |
| 26                            | TGT Maths            | Smt.Reeta Yadav        | MA,B.ED                    |
| 27                            | TGT SS               | Smt.Preeti Malik       | MA,B.ED                    |
| 28                            | TGT Home Science     | Smt.Shailza            | MA,B.ED                    |
| 29                            | TGT Music            | Smt.Bindu Sharma       | MA                         |
| 30                            | TGT Science          | Smt.Meenakshi          | B.Sc ,B.Ed,MA              |
| 31                            | C&v Drawing          | Smt.Sudesh Sabharwal   | BA,B.ED                    |
| 32                            | C&V Hindi            | Smt.Lalita Bhatnagar   | PRABHAKAR,OT               |
| 33                            | C&v Sanskrit         | Smt.Manju devi         | MA,B.ED                    |
| 34                            | TGT PHY EDU          | Sh.Surinder Singh      | MA YOGA                    |
| 35                            | C&V Punjabi          | Smt.Manju Bala         | MA                         |
| 36                            | TGT ENGLISH          | Smt.Pushpa Rani        | MSc,JBT                    |
| 37                            | JBT                  | Smt.Kavita             | B.SC,JBT,B.ED              |
| 38                            | JBT                  | Smt.Geeta              | 12THH,JBT                  |
| 39                            | JBT                  | Smt.Deepika            | MA,B.ED,JBT                |

|    |           |                   |                     |
|----|-----------|-------------------|---------------------|
| 40 | JBT       | Smt.Anju Bala     | B.COM,JBT,B.ED      |
| 41 | JBT       | Smt.Meenakshi     | MA,B.ED,JBT         |
| 42 | JBT       | Smt.Suman Rohilla | MA,B.ED,JBT         |
| 43 | JBT       | Sh.Mukesh Kumar   | BA,B.ED,JBT         |
| 44 | JBT       | Sh.devraj         | JBT,BA,PRABHAKAR    |
| 45 | JBT       | Smt.Renu          | MA,B.ED.D.ED        |
| 46 | JBT       | Smt.Suman         | M.SC B.ED,M.ED,DED  |
| 47 | JBT       | Smt.Kavita Rani   | BA,B.ED,D.ED        |
| 48 | JBT       | Smt.Aditi         | M.COM,B.ED,D.ED     |
| 49 | JBT       | Smt.Bimla Kumari  | BA,B.ED,D.ED        |
| 50 | JBT       | Smt.Sapna Solanki | MA,B.ED,D.ED        |
| 51 | JBT       | Ms.Reenu Rani     | MA,B.ED,D.ED,M.PHIL |
| 52 | JBT       | Smt.anju Mor      | JBT,MA ,B.ED        |
| 53 | JBT Guest | Vibha gupta       | MA                  |
| 54 | JBT Guest | Indu bala         | MA                  |

### NON TEACHING STAFF

| SR. NO. | DESIGNATION       | NUMBER |
|---------|-------------------|--------|
| 1       | SIM               | 1      |
| 2       | Resource Teachers | 4      |
| 3       | Clerk             | 1      |
| 4       | Cooks             | 8      |
| 5       | Class IV          | 4      |

Both students as well as teachers are responsible to make the school environment clean in all respects. As the students learn to maintain the hygienic environment both at school and home; consequently, they remain healthy which persuade them to come school daily (100% attendance) and; consequently, learning better.



# CHAPTER-3

## KEY AREA 1 – Attitude of School Leadership

Leader and their leadership skills play an important role in the growth of any organization. Leadership is a process of influencing the behaviour of people in a manner that they strive willingly and enthusiastically towards the achievement of group objective.

The role gets tougher if the leader is leading an educational institution. She/he not only has to influence, motivate, affirm or extend the practices and pedagogy of educators but also has to cater other individual needs of the students of school. The catering of the individual needs is more challenging when the students belong to different states, different cultures and different languages and do not have any financial or moral support from parents. A good School leader while working to achieve the targets keep the following key areas of the leadership in mind:-

### SCHOOL LEADERSHIP

School is not just a building where information is passed on. As quoted by famous educationist Sh. Rabinder Nath Tagore-

*“The highest education is that which does not merely give us information but makes our life in harmony with existence.”*

Role of a good school leader is to make school-*a learning platform*. She/he ensures that school facilitates the process of making good human beings and responsible members of society. Leader of Sanskriti School has exemplified how to bind the students of varied culture into one string. Overall development of the student of the school, their participation and winning positions in various sports and cultural activities, their involvement in school development, student’s cabinets and their management in organizing various functions, clearly shows the effect of school leadership. Her main task is to sensitize students for their duty towards nation, society and family so that they could become good ‘human beings’.

### 3.1 Ideal School Ambience

As the name defines itself; it is enriched with Indian *Sanskriti*(culture). Every new academic session in April commences with the ceremony of *Hawan*(Indian ritual) to purify the environment. The culture of this school is ingrained in its essential principles and the ethos by which it is being run by the rational administrator, Mrs. Renu Gupta. She strives hard to achieve something better, something different in school.



**Child friendly Ambience in School**



**Beginning of New Academic Session by Hawan in School Campus**

### **3.2 Staff Meetings**

Principal takes meeting of the staff before commencement of the new session. She assigns different charges to the staff on the same day so that the staff could work properly. Principal is always available for staff, students and parents. Principal takes meeting of the staff every month. She also takes meeting of the

student cabinet fortnightly which works wonder for the growth of the school. Active participation in every activity and policies made by the department.

### 3.3 House System

The house system strengthens the working/education system of the school. The house system implements from the very first day of the session so that both academic and administrative ambience could be sustained. All students and teachers are aware about their houses and duties and they participate accordingly. The house in-charge assigns duties to all the students and teachers according to the need of house activities. There are four Houses (*Mandakini, Saraswati, Ganga, Narmada*) in our school and the teachers of the particular House take care of cleanliness in school premises according to their turn.



### Four Houses

### 3.4 Student Cabinet

Student's cabinet is the backbone of our school. Student's cabinet is formed in the school every session and it is directly concerned with Principal. In student's cabinet, there is participation from each class/wing.

The students are free to share the requirement and suggestions for the betterment of the school.



**Student Cabinet Meeting with Principal Madam**

### 3.5 Counseling Session of Students

There is facility of proper counseling of students whether it is career, personal problems, student's safety, sexual harassment, etc. to make the environment healthy. In case of need, the school provides counseling to parents also.



**Counseling of students by Experts and Teachers**

### 3.6 Parents Orientation Program

Sanskriti Model School emphasizes on the holistic development of a child, which can be fostered through the joint effort of the school and parents. Studies show that when families are involved in the education of the children in positive ways, the children show maximum potential and unwrap their wings to the unlimited horizons. That's why school organizes **Parents Orientation Program** every year. This helps in building a healthy relationship between teachers and parents, which is necessary for good foundation of a child.



Parents Orientation Program

# CHAPTER-4

## KEY AREA 2 –Transformation in Teaching Learning Process

### 4.1 Morning Assembly

The school starts with prayer and the Morning assembly of the school is inspirational and graceful. All the works during morning assembly are in sequence which is as follows:

*Gaytri Mantra* → Prayer → Pledge → Thought of the Day → News → Lecture on a particular topic → P.T. / Yoga → Honoring the meritorious students → National Anthem

Therefore, both the students and teachers participate with full enthusiasm and start their day with positive energy.



Thought of the day



News of the day



Yoga session in morning assembly



March past

### 4.2 Classroom / Classroom Teaching

The teacher and the students are always attentive. An ideal time table has been prepared before the beginning of the session so that the teachers could prepare themselves accordingly. It is the duty of teacher to maintain the academic ambience in the adjustment period which is implemented in the school. There are - blackboard,

duster, chalk and a notice board in each classroom. The charts are pasted on the walls of the classroom to make the environment better for teaching-learning. The classroom teaching is insightful, interesting and enjoyable. The students use text books rather than guides. The teacher regularly checks the notebook of students and to make this process better; the notebooks of students are checked by the school principal time to time. There is stress free learning for students especially at **Primary level**. Teachers try their best to reduce the Home work and priority is given to complete the home work in school timings so that the parents and children should not consider it as a burden. The main focus is to inculcate good learning habits especially at primary level. LEP is strictly followed in the classrooms at scheduled time. The teachers try their best to enhance all the four skills i.e. LSRW (Listening, Speaking, Reading and Writing) of a language as without language learning, they won't be able to express themselves in any subject.

The teacher encourages the students to learn by participating in all activities done in the classroom Project-based learning is encouraged. The students use class-pass to go outside the classroom to maintain **discipline**. The students are given instructions to bring water bottles along with them so that discipline could be maintained in the school.



**Use of Appropriate Teaching aid in teaching**

### **4.3 Resource Room for CWSN (Divyanga)**

Students with special needs require more attention; therefore, equipments are available according to the need of the students. There are about 50 CWSN students in the school. In the cluster, there are total 65 CWSN students. The principals take suggestions from Special Educator to develop a friendly environment for the *Divyanga* students.

*Divyanga* students are inseparable part of our society and we co-operate them with compassion and responsibility.



**District Level Sports Activities of CWSN Students**



**Cultural Activities of CWSN Students**



**Physical Exercise for CWSN students**

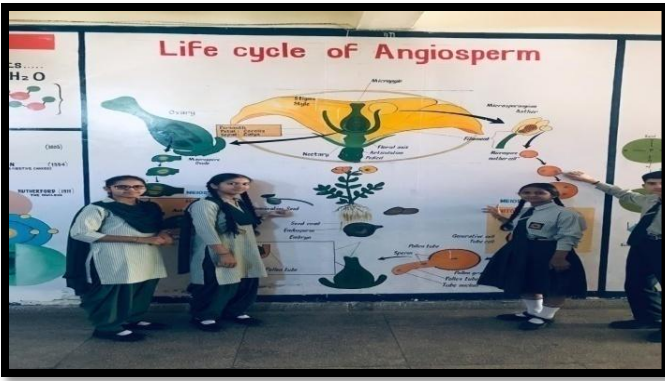
**4.4 Education outside the Classroom**

The walls of the entire building of the school is painted with beautiful pictures and structures related to the syllabus of different classes. For instance, structure of Heart, Picture of Solar system, etc.

The boundary of the school has been painted with pictures having enlightening messages by the students of different classes.



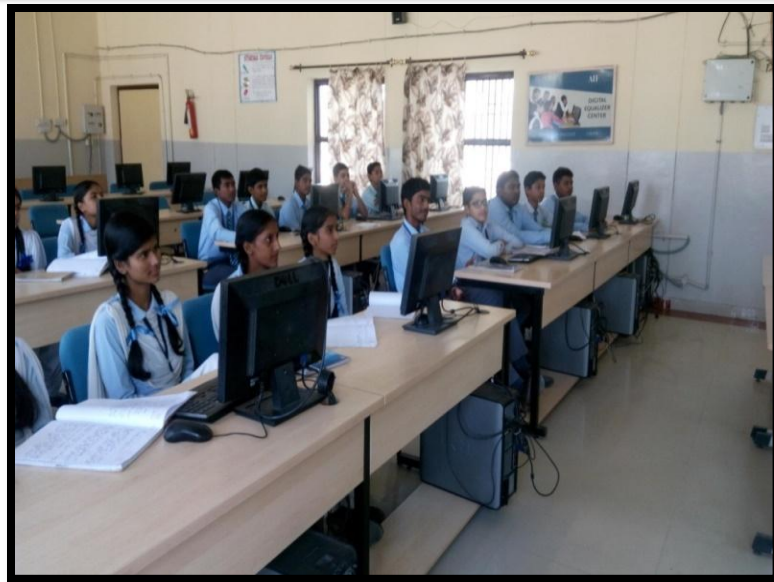




### School Building as Teaching Aid

#### 4.5 NSQF (National Skill Qualification Framework)

The full weightage is given to the professional courses to make students able to choose that field as a carrier. The principal has chosen two trades – I.T. (Information Technology) and H.T. (Hospitality and Tourism) under NSQF by taking care of the demands of the students of the school.



### IT/HT activities going in Labs

## 4.6 Laboratories

In the school, there are science labs (Physics, Chemistry and Biology) as well as well-setup Language Lab. The school also has two computer labs, one I.C.T. Lab, Cultural Lab, and Edusat Room. There are two smart classrooms for primary wing also.



**Teaching in Smart Classroom**



**Teaching in Smart Classroom**



**Practicals in chemistry lab**

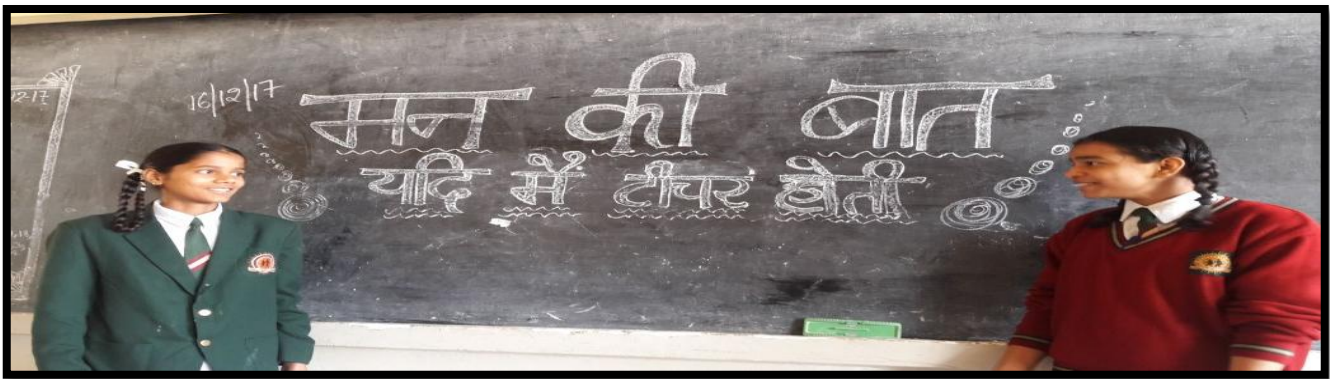


**Learning by doing**

## 4.7 Co-curricular Activities

- Along with studies and formal education, it is important that the mental and physical faculties of the child is equally developed. If well developed, the child is sure to have a bright future and a proud citizen of the country. For such overall development, the students participate in other activities in equal measure. For instance, our students participate in organizing fests, extempore, play, declamation, debates, painting competitions, science fair, quiz contest, playing football, handball, tennis, fencing, skating, carom board, chess, etc.
- The players have won gold medal at National Level in Skating, Second prize in football at state level.

- There is a ‘Guftagu Club’ which gives exposure to students for enhancing the communication skills; for instance, students write short stories, different recipes etc, and them publish tabloids. They also visit Old Age Home and other institutions for interview etc.
- ‘Mann ki Baat’ programme is also introduced in the school in which the students put their point of view on particular topics in a group and discussions. For example – Female Foeticide, Early Marriage, Dowry System, Women Empowerment, Girls’ education, Family issues etc.



“Mann Ki Baat Session”

#### 4.8 Joyful Saturday

On joyful Saturdays the students participate in **quiz** co-curricular activities like singing, dancing, theatre, painting, slogan writing, debate, declamation, gardening, useful out of waste, art and craft etc. it enables the students to express themselves freely through these activities.



Puppet making



Useful out of waste



**Rangoli making**



**Salad making**



**Wall painting by student's**



**scientific awareness by doing**



**Learning By Doing**



**Playing Carom**

#### **4.9 Field Exposure to Students**

- The field visits for students are organized from time-to-time to enhance their practical skills and knowledge.
- The field visits are conducted carefully and with safety. The places of visits are chosen according to the curriculum



**Excursion tour to Anandpur Sahib**



**Educational excursion to Kurukshetra**



**Educational visit of the students to I.T. Park**

# CHAPTER 5

## KEY AREA 3 –Self Development

A good leader not only works to fulfill the objectives of the organization but also initiate her/his professional growth and the professional growth of her/his team members. Teachers of Sanskriti model school, sec-20 Panchkula regularly go to attend various workshops, trainings organized by Haryana education department. Besides these Madam Principal always guides them, helps them wherever and whenever required. To quote professional growth of the school teachers of the school it becomes mandatory to quote that three teachers including the principal has received the *state teachers award* and sixteen teachers of the school has received *best teacher award*.

### 5.1 Moral Values

Active participation in *Gita Mahotsav* celebrated in Kurukshetra, the *Dharma Sthala* (Haryana) in which the students get a lot of prizes in different activities like *Shaloka Uchcharna*, quiz, debate, Rangoli, exhibition of *The Bhagvadagita*.

Lectures by Shri Gyananand Ji in school, orientation programme for the up gradation of SQ level of students. The tips given by him for self realization and develop moral values are as follows:

- Wrong thinking is the only problem in life
- Right knowledge is the ultimate solution to all our problems.
- Selflessness is the only way to progress and prosperity.
- Every act can be act of prayer.
- Connect to higher consciousness daily.
- Live what you learn.
- Never give up on yourself.
- Value your blessings.
- Absorb your mind in the higher
- Give priority to Divinity
- Being good is a reward in itself

The teacher and the students work hard to attain all these values.



## Moral Values

### 5.2 NCC, NSS, Scout, Red Cross

The students participate in NSS, NCC, and Red Cross Training.

The training for Self defense is given to girls.



NCC JD Unit of School

### 5.3 Scientific Awareness

There is a 'Science Congress Committee' which works to motivate students to participate in science exhibitions and other competitions like essay writing, quiz etc. the school stood first on state Level in Science Exhibition organized by SCERT, Gurugram in session 2018-19.



Activities by students regarding scientific awareness

### 5.4 Herbal Garden, Tree Plantation & Compost Pit

The school has maintained a beautiful herbal garden with 27 herbs like Ashwagandha (WithanaSomneera), Arandi (RcinusCommuns), Illaychi (Elect aria Cardamom), Dama Buti (TylorhoraIndica), Amla (Emblica Officinalis), Kala Bansa (Justica Adhatoda), etc.

Trees are planted in school campus time to time. Compost Pit is maintained by students



Herbal Garden



### **5.5 Proper Utilisation of Funds**

- The fund registers are maintained properly.
- The funds are utilized for the benefit of student's well in-time.
- The principal always consider the views of the faculty members, members of the student cabinet, and members of SMC for the utilization of funds.

### **5.6 Work on Different Portals of Department**

- 100 % biometric attendance
- 100 % HRMS data
- 100 % MIS data
- 100 % PFMS data

# CHAPTER 6

## KEY AREA 4 –Team Formation and Leading Teams

### 6.1 Team Work

Sanskriti Model Senior Secondary School is the perfect example of team work. All work is systematic and well planned. Teachers take various responsibilities turn by turn and are eager to work for the progress of the school

Even in the most of the schools, there are teachers who do not want to share work with others. But in this school, the teachers strive to create an atmosphere where teachers want to share with each other; therefore, intra-departmental and inter-departmental sharing results in a huge increase in the quality of **classroom teaching**.

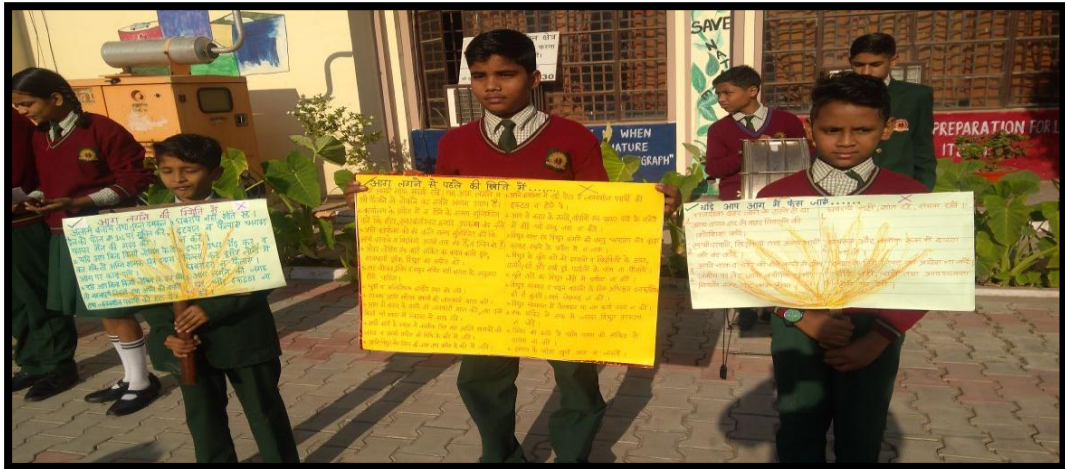


### 6.2 School Safety Management Committee

- The ‘**Safety Management Committee**’ is organized in school as per rules given by the dept.
- Safety is an important issue these days. The class in-charges have address and phone numbers of the students’ parents to contact them in case of emergency.
- The school office has bio-data of the drivers of vehicles who come in school premises to pick and drop the students.
- There is a high wall to cover the boundary of the school.
- The members of the ‘**Safety Management Committee**’ organize mock drills in schools for earth quake and other natural disasters time to time.
- The fire extinguisher cylinders are available at the required places of school, for instance, principal office, clerk office, record room, laboratories, mid-day meal kitchen etc.
- **Road Safety committee** is organized in the school which works according to the instructions given by the department.



**Mock drill on fire safety**



**Awareness rally regarding manmade disasters**

# CHAPTER 7

## KEY AREA 5 –Innovation

School may still have desks and students may still have notebooks, but a lot has changed in classrooms over a decade. Sanskriti Model Senior Secondary school too has done certain new things in the area of education. The school is organizing regular counseling sessions for both students both for personal and career, regular PTM's are organized, its record is being maintained. Orientations programmes for parents are regularly organized by the school. Various committees like Sexual Harassment Committee, Road Safety Committee, students cabinets are managed at school level. The school also maintains the record of Resource Teachers attendance, Late comers register, Visitor Register etc.

### 7.1 Identification:

Students were identified on the basis of competencies of various subjects given by department .skills in which students are weak, they are given special attention by the teacher to improve these skills.

### 7.2 Remedial Teaching:

Students were given remedial teaching from the very beginning of session before and after school hours.

### 7.3 Assessment Test

Test is being conducted regularly, in each subject for each class, evaluated and discussed with students and parents are informed if required. Work is done according to the performance by teachers to improve

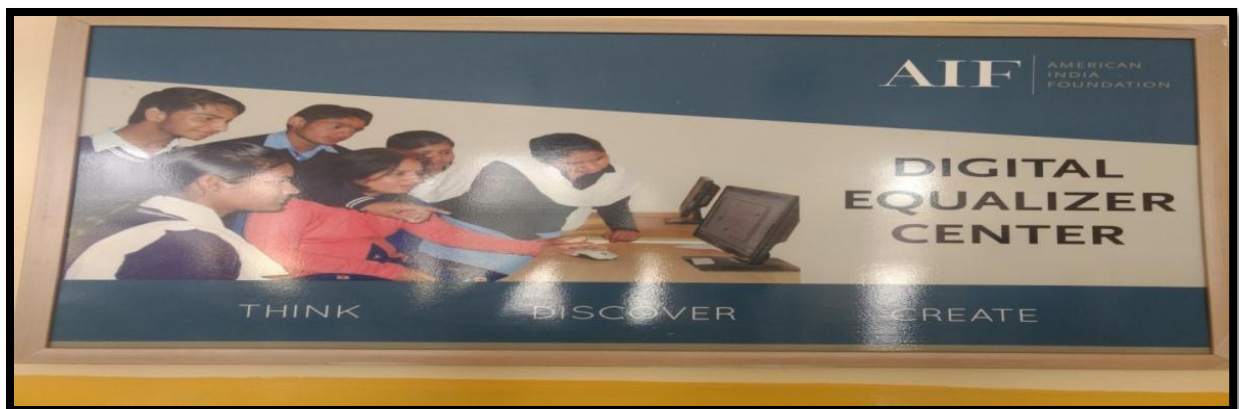
### 7.4 Peer Learning

Peer learning is encouraged in classroom to promote team work and leadership qualities. The school is successful in achieving 100 percent results. The teachers emphasize on the importance of peer learning to enhance the better results.

### 7.5 Digital Equalizer Way of Teaching: DEWOT

It is a way of teaching which works on Five Pillars:

1. Students Engagement
2. Integration on technology
3. Project Based Learning (PBL)
4. Reflection
5. Open ended Questioning



DEWOT

## 7.6 Use of Information and Communication Technology (ICT) in Teaching:

To make the teaching learning process easy and effective, various new teaching techniques are used by the teachers. Information and Communication Technology (ICT) is used in the teaching .Information technology based equipments is provided to the students and they are making proper use of these technologies.



ICT Lab In school

## Rewards:

The teachers with best innovative ideas and best teaching are rewarded by State authorities.



**Mrs. Renu Gupta, Lect. Home Science, G.G.S.S.S. Sec.15,Panchkula**  
**On The Eve of Teachers State Award Function at Haryana Raj Bhawan Chandigarh On 5th Sept. 2007**



**State Award to Teachers**

# CHAPTER 8

## KEY AREA 6 –Leading Partnership

### 8.1 Parents Teachers Meeting

- There are four pillars of a school:  
**Management → Teachers → Students → Parents**
- PTM is a platform for the interaction of teachers and parents about their wards.
- PTM is conducted regularly on priority basis.



**Parent teacher meeting by Principal**



**Parent teacher meeting in classroom**

## 8.2 NGOs' Adoption

Various NGOs like 'Society for Meritorious Students, Bharat Vikas Parishad, Forum of Senior Citizen, Om Baba Trust etc. help the school for various works; adopt economically weak & meritorious students to motivate them to become good citizens.

Principal also helps the needy students; for instance, there was a student – Lovepreet of 12th class. Her father and step-mother did the sexual harassment with Lovepreet and she left the house. She informed her teacher and principal madam helped that girl by sending her to 'Bal Sadan', Panchkula with the help of NGO. Now-a-days the girl is taking proper counseling and physiotherapy there.

## 8.3 Milan Program (Govt.and Private School Partnership Program)

"Milan Program" is an initiative Program to exchange and adopt the innovative ideas between Govt. and Private schools. Students of higher classes interact with higher education institutes also.



**Interaction of Students with other School's students Under "Milan Program"**



# CHAPTER 9

## KEY AREA 7 –Administration



### **Role of Leader as Facilitator**

In any organization, the human resources constitute its capital and the role of its leader is to give them a right direction to harness their innate potential. As a principal of the school, my first priority is to recognize the potential of all teachers and staff members and to channelize their energy and skill to achieve the goals. Our focus is always to solve problems rather than being judgmental of students' behavior. Whatever we have accomplished in this school is a result of team effort of all the staff members. The principal acts more like a facilitator; however, it would not have been possible without the participation of our dear students. We earned their trust; motivated them to participate in our common Endeavour. Whenever they need guidance and support, we try our best to take them along. This approach definitely helps us to make a rapport of trust among students and teachers; consequently, strengthens the bond to achieve the goal. In our Endeavour, the parents of the students also cooperate and contribute in different ways to support our activities. In a nutshell, I can say that the efforts of the team enable us to implement the various activities in the school and help us to make a dent in the functioning of the school.

Our best practices have attracted the student community at large with the result there is a greater demand to seek admission in our school. Parents are eager to shift their wards from private schools to our school to obtain quality at little or no cost.

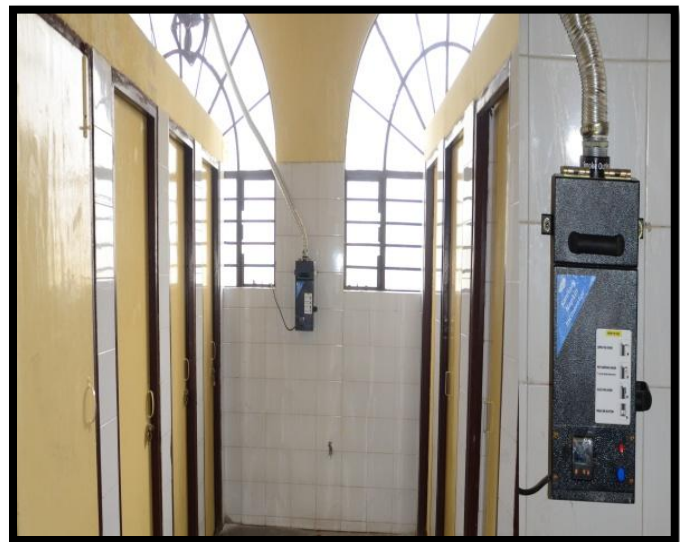
## 9.1 Maintenance of School Hygiene

Administration of a school has an important role to create good teaching-learning ambience. The school has a number of such features which are as follows:

- The campus of the school is clean. The sweepers of school do their duty with full responsibility. They clean the toilets of the students as well as teachers properly.
- Sufficient numbers of toilets are available for girls, boys and staff.
- There are necessary equipments like sanitary napkin dispenser, incinerator etc. are installed in the girl's toilet. We have changing room facility also for girls.
- Extra uniforms for girl students in case of emergency are kept in stock.
- There are dustbins in toilets, classrooms and school premises.
- The teachers encourage the students to wear washed uniform daily.
- Both students as well as teachers are responsible to make the school environment clean In all respects.
- As the students learn to maintain the hygienic environment both at school and home; consequently, they remain healthy which persuade them to come school daily (100% attendance) and; consequently, learning better.
- There is an arrangement of proper drinking water systems with R.O. in Junior Wing, Senior Wing and in mid-day meal area.
- There are two **Rain Water Harvesting** systems which accumulates the rain water and that has been soaked by the earth again by percolation pits to maintain the water level of the ground.
- In the school, **Solar System of 10 KW Capacity** has been installed on 9<sup>th</sup> May 2018 which generates electricity that helps to use lights and fans in classrooms.
- **FACILITIES IN GIRLS TOILETS**



Sanitary Napkin Dispenser



Sanitary Napkin Incinerator  
(To burn the sanitary napkins)



Covered Dustbin



Changing Room

In all washrooms, bolts and hooks (to hang clothes and dupattas) are available.



**Govt. Model Sanskriti Sr.Sec. School, sector 20, Panchkula**

### **9.2 Duties other than Teaching Assigned to Staff**

- Electricity related problem has to be solved by the person assigned for that.
- Plumber related problem has been assigned to different person.
- Cleanliness duties like soap, towels in bathrooms etc. are assigned to different persons.

### **9.3 Day Master/Mistress**

- A Day Master/Mistress is appointed daily in our school House-wise who monitors the school for the whole day.
- The day master is responsible to complete the enrollment register for that day.

- She/he takes care about discipline, cleanliness, mid-day meal distribution, maintains visitors' record; gives first-aid in case of requirement.
- Student should go in a line from one class to other.
- Adjustment signatures.
- Ensure all teachers should go sharp in time to the classes.

#### 9.4 Properly Customized Registers

- There is a specially designed enrollment register in which daily attendance of every class is maintained properly.
- There is no. of registers which are specially designed according to the data required by the department.
- A special register is maintained for late coming student.
- Dak Pads are maintained for the record of Admission forms.
- Proper Dispatch & Receipt registers are maintained.
- Various registers are maintained as for Safety Management Committee, Counseling Committee, account register, PTM Register, Duty for In-charges register, maintenance register, information register, visitors' register, House register, Sexual Harassment committee, Minutes of Meeting register, Water Tank & Roof Cleanliness Register, Competitions record, Water Samples Reading register, Digital Equalizer Register, Biometric Attendance Register.



**Different Record Registers**

## Daily Enrollment Register of the students (in Principal office)

| DAILY ATTENDANCE REGISTER                                       |       |      |       |                |         |        |       |           |         |
|---|-------|------|-------|----------------|---------|--------|-------|-----------|---------|
| Govt. Model Sanskriti Sr. Sec. School, Sector 20, Panchkula.    |       |      |       |                |         |        |       |           |         |
| Duty Master/Mistress <u>Sushmita Singh</u> Date <u>02/05/19</u> |       |      |       |                |         |        |       |           |         |
| Sr. No.   | Class | Boys | Girls | Total Students | Present | Absent | Leave | Signature | Remarks |
| 1.  | IX A  | 24   | 09    | 33             | 31      | 01     | 01    |           |         |
| 2.  | IX B  | 17   | 22    | 39             | 35      | 3      | 1     |           |         |
| 3.  | IX C  | 16   | 24    | 40             | 37      | 3      | 0     |           |         |
| 4.  | X A   | 19   | 19    | 38             | 33      | 1      | 4     |           |         |
| 5.  | X B   | 23   | 15    | 38             | 35      | 03     | —     |           |         |
| 6.  | XI A  | 12   | 24    | 36             | 29      | 05     | 02    |           |         |
| 7.  | XI B  | 4    | 8     | 12             | 7       | 5      | —     |           |         |
| 8.  | XI C  | 02   | 11    | 14             | 12      | 01     | —     |           |         |
| 9.  | XII A | 24   | 24    | 53             | 46      | 03     | 04    |           |         |
| 10.   | XII B | 4    | 9     | 13             | 12      | —      | —     |           |         |
| 11.   | XII C | 15   | 14    | 29             | 26      | 2      | 1     |           |         |
| 12.   | Total | 161  | 184   | 345            | 305     | 27     | 13    |           |         |
| 13.   |       |      |       |                |         |        |       |           |         |
| 14.   | Total | 585  | 616   | 1201           | 1079    | 84     | 38    |           |         |
| 15.   |       |      |       |                |         |        |       |           |         |
| 16.   |       |      |       |                |         |        |       |           |         |
| 17.   |       |      |       |                |         |        |       |           |         |
| 18.   |       |      |       |                |         |        |       |           |         |
| 19.   |       |      |       |                |         |        |       |           |         |
| 20.   |       |      |       |                |         |        |       |           |         |
| 21.   |       |      |       |                |         |        |       |           |         |
| 22.   |       |      |       |                |         |        |       |           |         |
| 23.   |       |      |       |                |         |        |       |           |         |
| 24.   |       |      |       |                |         |        |       |           |         |
| 25.   |       |      |       |                |         |        |       |           |         |

| DAILY ATTENDANCE REGISTER                                       |       |      |       |                |         |        |       |           |         |
|---|-------|------|-------|----------------|---------|--------|-------|-----------|---------|
| Govt. Model Sanskriti Sr. Sec. School, Sector 20, Panchkula.    |       |      |       |                |         |        |       |           |         |
| Duty Master/Mistress <u>Sushmita Singh</u> Date <u>02/05/19</u> |       |      |       |                |         |        |       |           |         |
| Sr. No.   | Class | Boys | Girls | Total Students | Present | Absent | Leave | Signature | Remarks |
| 1.  | IX A  | 14   | 8     | 22             | 21      | 1      | —     |           |         |
| 2.  | IX B  | 27   | —     | 27             | 27      | —      | —     |           |         |
| 3.  | IX C  | 31   | 16    | 47             | 43      | 4      | —     |           |         |
| 4.  | X A   | 16   | 23    | 39             | 32      | 7      | —     |           |         |
| 5.  | X B   | 17   | 22    | 39             | 32      | 7      | —     |           |         |
| 6.  | XI A  | 12   | 24    | 36             | 29      | 7      | —     |           |         |
| 7.  | XI B  | 4    | 8     | 12             | 7       | 5      | —     |           |         |
| 8.  | XI C  | 2    | 11    | 13             | 12      | 1      | —     |           |         |
| 9.  | XII A | 24   | 24    | 53             | 46      | 7      | —     |           |         |
| 10.   | XII B | 4    | 9     | 13             | 12      | 1      | —     |           |         |
| 11.   | XII C | 15   | 14    | 29             | 26      | 3      | —     |           |         |
| 12.   | Total | 161  | 184   | 345            | 305     | 27     | —     |           |         |
| 13.   |       |      |       |                |         |        |       |           |         |
| 14.   | Total | 585  | 616   | 1201           | 1079    | 84     | —     |           |         |
| 15.   |       |      |       |                |         |        |       |           |         |
| 16.   |       |      |       |                |         |        |       |           |         |
| 17.   |       |      |       |                |         |        |       |           |         |
| 18.   |       |      |       |                |         |        |       |           |         |
| 19.   |       |      |       |                |         |        |       |           |         |
| 20.   |       |      |       |                |         |        |       |           |         |
| 21.   |       |      |       |                |         |        |       |           |         |
| 22.   |       |      |       |                |         |        |       |           |         |
| 23.   |       |      |       |                |         |        |       |           |         |
| 24.   |       |      |       |                |         |        |       |           |         |
| 25.   |       |      |       |                |         |        |       |           |         |

| DAILY ATTENDANCE REGISTER                                       |       |      |       |                |         |        |       |           |         |
|---|-------|------|-------|----------------|---------|--------|-------|-----------|---------|
| Govt. Model Sanskriti Sr. Sec. School, Sector 20, Panchkula.    |       |      |       |                |         |        |       |           |         |
| Duty Master/Mistress <u>Sushmita Singh</u> Date <u>02/05/19</u> |       |      |       |                |         |        |       |           |         |
| Sr. No.   | Class | Boys | Girls | Total Students | Present | Absent | Leave | Signature | Remarks |
| 1.  | IX A  | 16   | 12    | 28             | 21      | 7      | —     |           |         |
| 2.  | IX B  | 15   | 17    | 32             | 24      | 8      | —     |           |         |
| 3.  | IX C  | 15   | 11    | 26             | 23      | 3      | —     |           |         |
| 4.  | X A   | 14   | 17    | 31             | 30      | 1      | —     |           |         |
| 5.  | X B   | 21   | 12    | 33             | 28      | 5      | —     |           |         |
| 6.  | XI A  | 17   | 16    | 33             | 30      | 3      | —     |           |         |
| 7.  | XI B  | 16   | 23    | 39             | 37      | 2      | —     |           |         |
| 8.  | XI C  | 20   | 17    | 37             | 35      | 2      | —     |           |         |
| 9.  | XII A | 17   | 20    | 37             | 36      | 1      | —     |           |         |
| 10.   | XII B | 21   | 17    | 38             | 35      | 3      | —     |           |         |
| 11.   | XII C | 19   | 18    | 37             | 32      | 5      | —     |           |         |
| 12.   | Total | 20   | 19    | 39             | 35      | 4      | —     |           |         |
| 13.   | XI A  | 19   | 21    | 40             | 37      | 03     | 01    |           |         |
| 14.   | XI B  | 20   | 18    | 38             | 36      | 2      | —     |           |         |
| 15.   | XI C  | 18   | 21    | 39             | 35      | 04     | —     |           |         |
| 16.   | Total | 27   | 27    | 54             | 48      | 6      | —     |           |         |
| 17.   | XI A  | 31   | 30    | 61             | 54      | 07     | —     |           |         |
| 18.   | XI B  | 33   | 27    | 60             | 48      | 12     | —     |           |         |
| 19.   | XI C  | 36   | 23    | 59             | 54      | 5      | —     |           |         |
| 20.   | XII A | 28   | 31    | 59             | 53      | 06     | —     |           |         |
| 21.   | XII B | 12   | 21    | 33             | 28      | 5      | —     |           |         |
| 22.   | XII C | 16   | 20    | 36             | 31      | 5      | —     |           |         |
| 23.   | Total | 17   | 22    | 39             | 30      | 9      | —     |           |         |
| 24.   | Total | 153  | 174   | 327            | 294     | 33     | —     |           |         |
| 25.   |       |      |       |                |         |        |       |           |         |

### 9.5 Mid-Day Meal

- MDM is an excellent scheme of Govt. in the favour of students.
- MDM is prepared as per the decided norms/menu.
- There is excellent management of safety and cleanliness.
- There is always prior preparation of the menu.
- MDM cooks reach in time so that they could prepare food for children on time.
- The workers do proper care while serving the food to the students so that they could properly enjoy the tasty food in hygienic environment.
- MDM records are maintained properly and its charge has been assigned to a responsible teacher who properly maintains the record.



Hand washing before meal.



Students having Milk as Refreshment



### Mid Day Meal time

#### 9.6 Examination & Reward

- Examination is an important parameter to judge the academic potential/development of the students.
- The teachers conduct the exam honestly and sincerely as per the schedule decided by the school/department.
- Examination is not taken as a burden by the students and teachers. After examination answer books are evaluated carefully and discussed with the students.
- There is difference between board and non-board classes.

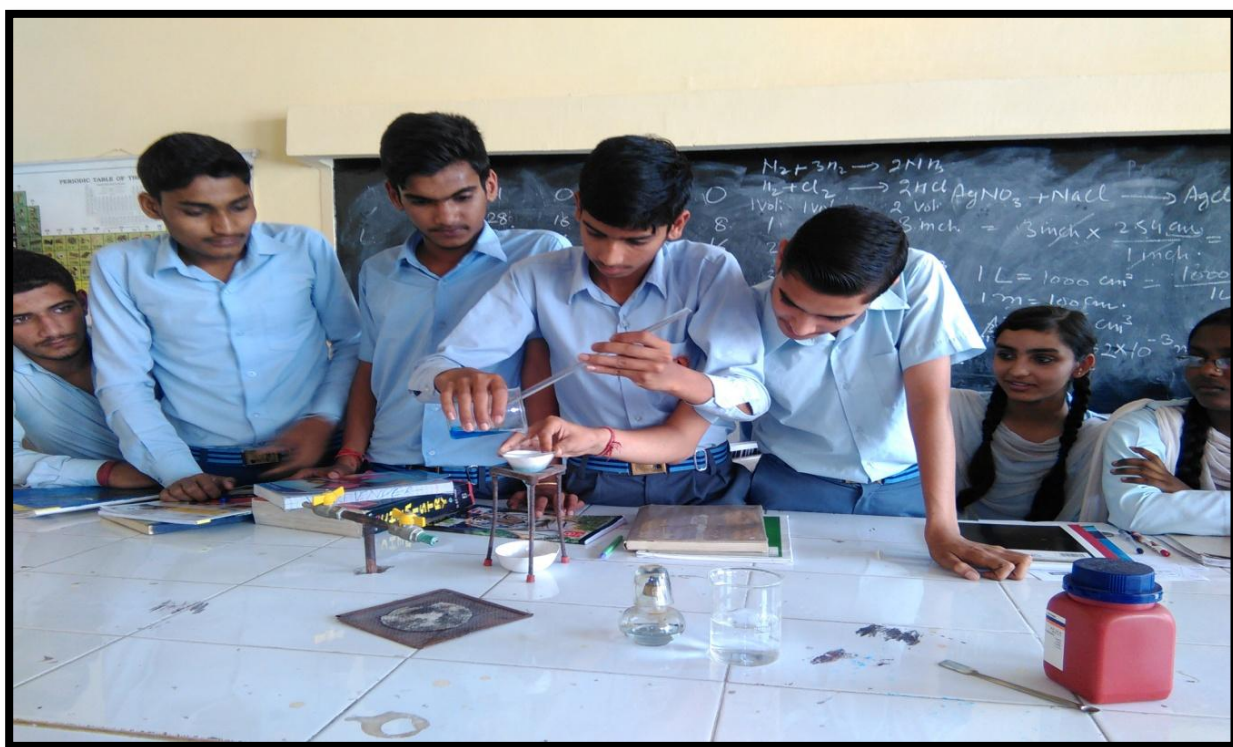


# CHAPTER 10

## Challenges before the school

As with any governmental institution, the resources are limited- whether it is availability of staff, financial powers, availability of building infrastructure, and background of students with little parental support to them. However the school managed all these resource constraints by way of optimum utilization. The staff members had to work hard to compensate the shortage. The inadequate building infrastructure was utilized to the maximum. The students were imparted special attention and support.

Certain NGO s was approached to impart support in terms of supply of books, uniforms, stationary items as well as financial support to the deserving poor students. The medium of instruction in the school is English but the students are mostly coming from poorer sections of society. Therefore special efforts were made on the students to upgrade their understanding of English language by utilizing ICT lab resources.



# ACHIEVEMENTS OF THE SCHOOL

## BOARD RESULT OF LAST THREE YEARS

| CLASS                  | 2015-16 | 2016-17 | 2017-18 | DISTRICT POSITION                   |
|------------------------|---------|---------|---------|-------------------------------------|
| 10 <sup>th</sup> Class | 92.96%  | 94.25%  | 98.73%  | 3 <sup>rd</sup> Position in 2017-18 |
| 12 <sup>th</sup> Class | 77.42%  | 85.5%   | 100%    | 1 <sup>st</sup> Position in 2015-16 |

## BOARD RESULT OF 2018-19

| CLASS            | STREAM   | PASS % | MERIT | 1 <sup>ST</sup> DIVISION | TOPPER IN CLASS  | DISTRICT POSITION           |
|------------------|----------|--------|-------|--------------------------|------------------|-----------------------------|
| 12 <sup>th</sup> | Commerce | 100 %  | 15    | 27                       | Sakshi (92.4 %)  |                             |
|                  | Arts     | 100 %  | 23    | 48                       | Gulshad (89.2 %) |                             |
|                  | Science  | 83.3 % | 5     | 13                       | Sonam (83.6 %)   |                             |
| 10 <sup>th</sup> | -        | 92.2 % | 20    | 45                       | Preeti (96.6 %)  | 1 <sup>st</sup> in District |

## NMMS RESULT

| YEAR    | SCHOLARSHIPS |
|---------|--------------|
| 2016-17 | 6            |
| 2017-18 | 7            |
| 2018-19 | 7            |

## DISTRICT LEVEL SCIENCE EXHIBITION

| YEAR    | SCHOLARSHIPS   |
|---------|--|
| 2018-19 | 4 got 1 <sup>st</sup> Positions                                  |
| 2017-18 | 1 got 1 <sup>st</sup> Position<br>3 got 2 <sup>nd</sup> Position |
| 2016-17 | 6 got 1 <sup>st</sup> Prize<br>3 got 2 <sup>nd</sup> Prize       |

## SCIENCE QUIZ & ESSAY WRITING

| YEAR    | SCHOLARSHIPS                            |
|---------|---|
| 2016-17 | 1 <sup>st</sup> & 3 <sup>rd</sup> Prize |
| 2017-18 | 1 <sup>st</sup> & 2 <sup>nd</sup> Prize |
| 2018-19 | 4 got 1 <sup>st</sup> Prizes            |



**SPORTS ACHIEVEMENT**  
**(INTER SCHOOL-STATE TOURNAMENTS)**

| <b><u>SR. NO.</u></b> | <b><u>NAME OF THE COMPETITION</u></b> | <b><u>GROUP</u></b> | <b><u>POSITIONS</u></b>        |
|-----------------------|---------------------------------------|---------------------|--------------------------------|
| 1                     | Fencing                               | U-14 (Boy)          | 1 Bronze                       |
| 2                     | Fencing                               | U-17 (Boy)          | 2 Bronze & 2 Gold              |
| 3                     | Judo                                  | U-14 (Girl)         | 1 Gold                         |
| 4                     | Boxing                                | U-19 (Boy)          | 1 Gold                         |
| 5                     | Handball                              | U-19 (Girl)         | 5 got 2 <sup>nd</sup> Position |
| 6                     | Athletic Race                         | U-14 (Girl)         | 2 got 2 <sup>nd</sup> Position |
| 7                     | Athletic Long Jump                    | U-19 (Girl)         | 1 got 2 <sup>nd</sup> Position |
| 8                     | Athletic Race                         | U-14 (Boys)         | 1 got 2 <sup>nd</sup> Position |
| 9                     | Fencing                               | U-17 (Girl)         | Bronze                         |
| 10                    | Fencing                               | U-19 (Girl)         | 1 Gold, 1 Silver & 1 Bronze    |
| 11                    | Football                              | U-14 (Boy)          | 2 got 1 <sup>st</sup> Position |
| 12                    | Football                              | U-17 (Boy)          | 2 got 2 <sup>nd</sup> Position |
| 13                    | Football                              | U-17 (Girl)         | 5 got 2 <sup>nd</sup> Position |
| 14                    | Football                              | U-14 (Girl)         | 7 got 1 <sup>st</sup> Position |

## Future Plan

With a view to meet the ever increasing demand of students seeking admission in the school, efforts are being made with the authorities to build more classrooms to accommodate maximum number of students. Greater emphasis will be laid on imparting quality education by adopting latest teaching techniques. More closer interaction sessions will be organized with the parents of the students to motivate them for showing greater attention to their wards studying in this school.





**JAI HIND**