

A STUDY
ON
SEVEN KEY AREAS OF
SCHOOL LEADERSHIP



DISTRICT CM SOE PAKUR

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PAKUR RAJ +2 SCHOOL

PAKUR (JHARKHAND)

816107

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CHAPTER-1

INTRODUCTION

ABSTRACT

District CM School of Excellence @Pakur Raj +2 School Pakur is one of Leading Schools in District as well as in Jharkhand State. Besides every facility in the schools, administrative set up has also been upgraded. Being a Jila school, it is provided with well equipped and well maintained laboratories IT lab, ICT 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 Jharkhand 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 a leading school and CBSE affiliated an English medium school and the students from Bangla , Santhali, Hindi spoken background it was difficult to get the desired results.

The school head and faculty members has worked hard to overcome the challenges and the result of that hard work can be seen when now almost 80%-85% of the students have passed the exam 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 Government.

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.



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SITE OF THE SCHOOL

It is situated at Pakur (Jharkhand) which is an Old city and shares its boundaries with Dumka, Godda, Sahibganj . It is one of the important city/ district of the Jharkhand State. People in Pakur are working mostly Primary work, and less number in secondary work / very less in service class.



LOCATION AND EXTENT

The Study area, Pakur, is located in the North Eastern part of Jharkhand. It was earlier the part of the district of Santhal Pargana and when Sahibganj became a district, it was one of its sub-divisions. It became District on January 28th, 1994. Its boundary is along with Sahibganj district, Birbhum district of West Bengal, some part of Murshidabad and Dumka and Godda district. The district is situated between 24° 49'45"N to 24°14' 00"N Latitudes and 87°24'00"E to 87°55'00" E Longitudes. According to Survey of India, the district topographical sheets nos. 72P/5, P/6, P/9, P/10, P/11, P/14, P/15. Pakur is the district headquarters of Pakur District in the state of the Jharkhand.

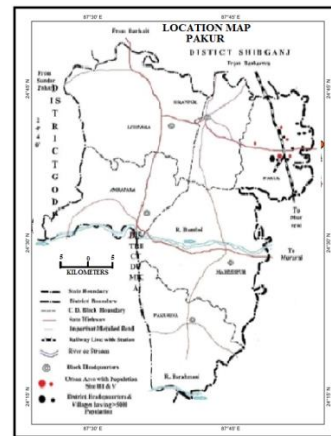
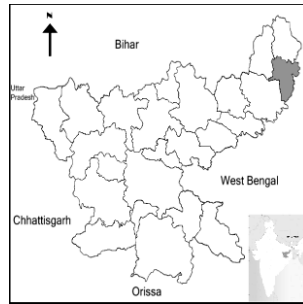
The District, with a population of 900422 lakh (Census of India, 2011) is the 7th least populous district of Jharkhand. The total geographical area of Pakur District is 1805.21 sq. km. and it is the 4th smallest district by area of the state. There are 6 blocks in the district, i.e. Littipara, Hiranpur, and Pakur in the north, & Amrapara and Maheshpur in the Centre and Pakuria in the south. Among them, Pakur is the most populous block with population of about 3.3 lakh and Amrapara is the least populous block with a population of about 65 thousand only.

LOCATION MAP

INDIA

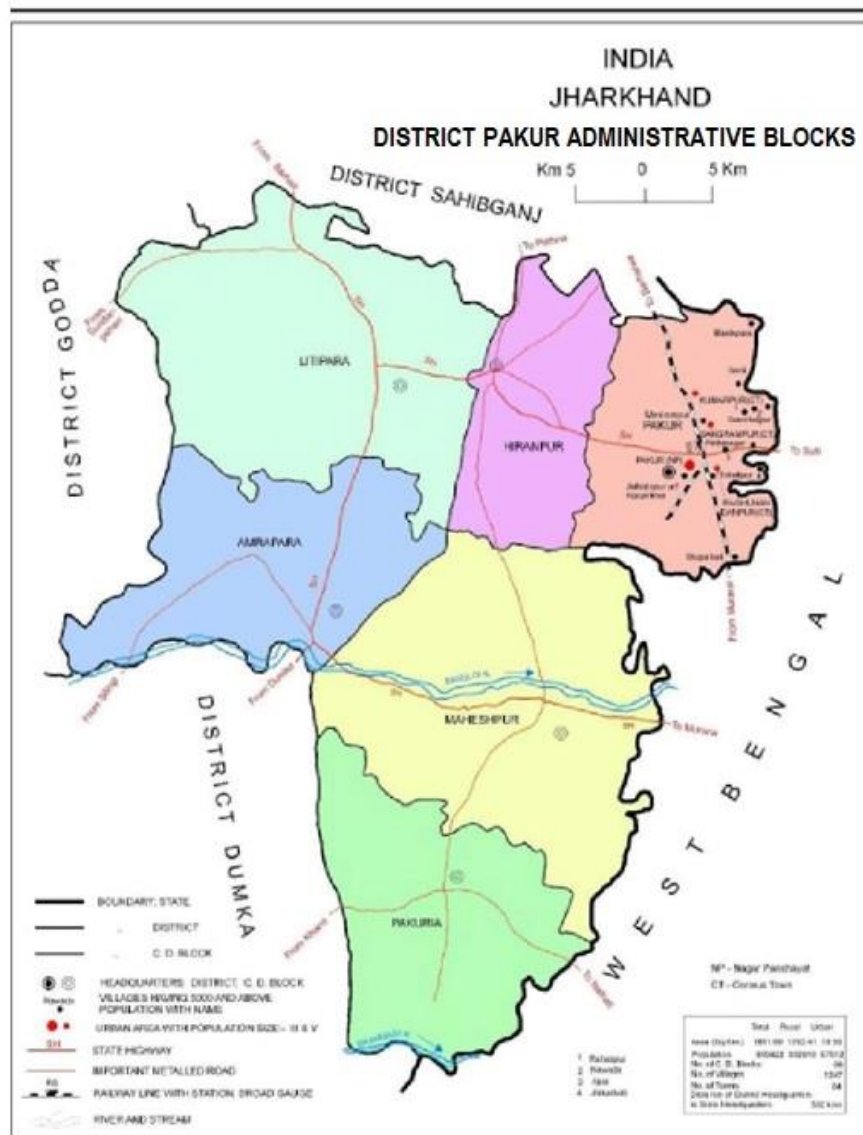


DISTRICT PAKUR IN JHARKHAND



Sketch of location Pakur

The district contains three distinct tracts viz. portion of Damin-i-Koh, Pargana Ambar and Pargana Sultanabad. Damin-i-Koh in the north western corner is hilly tract and covers 31 percent area of the district. Pargana Ambar and Paragana Sultanabad are rice plains. Geologically, the area has basaltic trap and sedimentary beds. Quartz and gneisses are found in some places..



SOCIO-ECONOMIC CULTURAL SCENARIO

Students in government schools of Pakur generally belong to the labour class, ST, SC, 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.



EDUCATION IN JHARKHAND

In comparison to other states Jharkhand is always being reported in little bit slightly slow 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 Jharkhand launched various programmes in school education like “Beti Bachao, Beti Padhao” Mid Day meals, Free Education to girls, savitri bai phule scholarship, bidi labour scholarship, free cycle, 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 something creating problem for 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.

DISTRICT CM SOR PAKUR AT PAKUR RAJ +2 SCHOOL



Excellence schools are opened in Jharkhand state with the thought to challenge private school system and to increase the enrollments in government schools. Presently we have 80 excellence schools in Jharkhand. Pakur raj +2 school Pakur is one of them excellence school, as mentioned earlier, though the school is provided with many facilities like well equipped and well maintained laboratories, IT labs, Library, Computer Lab, ICT 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 ST family and other States and are unable to understand and speak English.

Mission of the School

The schools 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 every one 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

PHYSICAL INFRASTRUCTURE

| <u>SR. NO.</u> | <u>PARTICULAR</u> | <u>DETAIL</u> |
|-----------------------|--------------------------|-----------------------------------|
| 1 | Principal Office | 01 |
| 2 | Clerk Office | 02 |
| 3 | Library | 01 |
| 4 | Class Rooms | 32 |
| 5 | Smart Class Rooms | 02 |
| 6 | Staff Room | 03 |
| 7 | Music Room | 01 |
| 8 | CWSN Room | 01 |
| 9 | Store Room | 05 |
| 10 | IT Laboratories | 01 |
| 11 | ICTLab | 02 |
| 12 | Computer Lab | 02 |
| | Geo Laboratories | 01 |
| 14 | Bio Laboratories | 01 |
| 15 | Physics Laboratories | 01 |
| 16 | Chemistry Laboratories | 01 |
| 17 | Playground | 01 (Big) |
| 18 | Gardens | 02 Garden |
| 19 | Washroom | Separate for Boys & Girls |
| 20 | Other Facility | Dustbins, Drinking water facility |

HUMAN RESOURCES
PAKUR RAJ +2 SCHOOL PAKUR
STAFF GENERAL INFORMATION

| SNO | TEACHERS NAME | QUALIFICATION | POST |
|-----|--------------------|--------------------------|----------------|
| 1 | ARUP KUMAR DAS | M.A, B. Ed | PGT |
| 2 | SWARUP KUMAR DAS | M.Sc, B. Ed | PGT |
| 3 | BEENA KUMARI | M.Sc, B. Ed | PGT |
| 4 | ASHUTOSH KUMAR | M.A, B. Ed, NET, Ph.D. | PGT |
| 5 | SEULI KUMARI GHOSH | M.A, B. Ed, NET, M.Phil. | PGT |
| 6 | SADDAM HOSSAIN | M.Sc, B. Ed | PGT |
| 7 | SUSHIL KUMAR JHA | M.A, B. Ed | PGT |
| 8 | SUBHASH CHANDRA | M.Sc, Agriculture | Instructor |
| 9 | RATNA SEN. | M.Sc, Geology | Lab.Assist. |
| 10 | MANJU KUMARI SINHA | B.Sc (H.Sc) | Lab.Assist. |
| 11 | HALDHAR SHIL | B.A, B. Ed | TGT |
| 12 | MUKUL HOSSAIN | M.A, B. Ed | TGT |
| 13 | BORSON SOREN | M.A, B. Ed | TGT |
| 14 | SUMITA HEMBROM | M.A, B. Ed | TGT |
| 15 | POONAM KUMARI | M.A, B. Ed | TGT |
| 16 | MANJU MURMU | M.A, B. Ed, M.Ed | TGT |
| 17 | NIRMAL KUMAR OJHA | M.A, B. Ed | TGT |
| 18 | EMANOOR SHEIKH | B.Sc, B. Ed | TGT |
| 19 | KALI SADHAN SAHU | M.Sc, B. Ed | TGT |
| 20 | MD ALAMGIR ALAM | B.Sc, M.P.Ed | TGT |
| 21 | MEENA KUMARI GUPTA | B.A, B. Ed | TGT |
| 22 | NASIM DAFADAR | M.A, B. Ed | TGT |
| 23 | NANDINI SAHA | M.Sc, B. Ed | TGT |
| 24 | NIRMALA KUMARI | MA, B. Ed | TGT |
| 25 | MEENA HEMBROM | M.Sc, B. Ed | TGT |
| 26 | KAUSHAL KUMAR JHA | M.A, B. Ed | TGT |
| 27 | ABDUL RAZZAK RIZWI | M.A, B. Ed | TGT |
| 28 | SELIM AKHTAR | M.A, B. Ed | TGT |
| 29 | PRIYANKA CHOUBEY | M.Sc, B. Ed | TGT |
| 30 | ABDULLAH BISWASH | B.Com | ICT Instructor |
| 31 | MD NAWAZ SHAREEF | M.A, URDU (GNM) | Health Care |
| 32 | SERAJ AHMAD | BCA, MCA | IT/ITS |
| 33 | BASANT KUMAR | B .COM | LDC |
| 34 | SHRAVANYA GHOSH | BA | LDC |
| 35 | TAPESH PRASAD SAHA | | PEON |
| 36 | NAGESHWAR GHOSH | | PEON |
| 37 | SADHUN | | Sweeper |
| 38 | DURYODHAN | | Sweeper |
| 39 | RAHUL | | Night Guard |
| 40 | MUKESH | | Night Guard |
| 41 | AKASH | | Night Guard |

NON-TEACHING STAFF

| SR. NO. | DESIGNATION | NUMBER |
|---------|-------------------|--------|
| 1 | | |
| 2 | Resource Teachers | 03 |
| 3 | Clerk | 02 |
| 4 | PEON | 02 |
| 5 | Class IV | 05 |

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 Pakur raj +2 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”.

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.



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 (*Birsa, phulo-jhano, sidho- kanhu, chand bhairav*) in our school and the teachers of the particular House take care of cleanliness in school premises according to their turn.

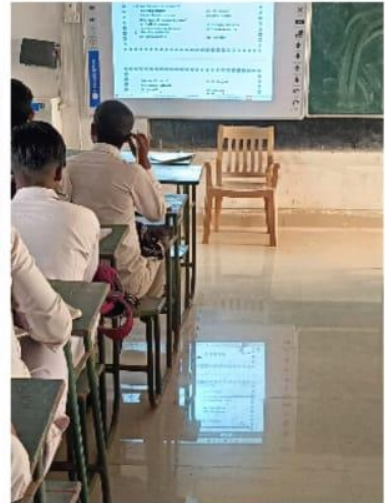
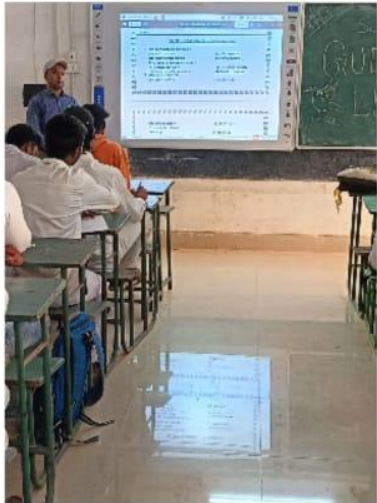
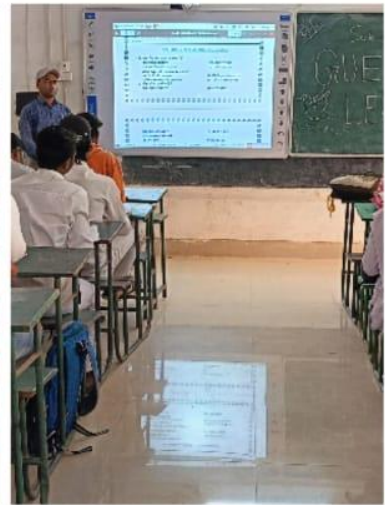
Four Houses

Birsa Houses

phulo-jhano Houses

sidho- kanhu Houses

chand bhairav Houses



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

Counseling Session of Students

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

Counseling of students by Experts and Teachers

Parents Orientation Program

Pkur raj +2 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 **Career Counseling Program** every Quarter in a year. This helps in building a healthy relationship between teachers and students as well as parents, which is necessary for good foundation of a child.



CHAPTER-4

KEY AREA 2–Transformation in Teaching Learning Process

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:

Sawdhaan-attention→Prayer

position→Prayer→Pledge→Thought of the Day→News

Honoring the meritorious students→NationalAnthem. → →

P.T./Yoga/Harsh Johar→

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

Yoga session in morning assembly/ Marchpast



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 textbooks 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

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 15 CWSN students in the school. In the cluster, there are total 15 CWSN students. The principals take suggestions from Special Educator to develop a friendly environment for the *Divyanga* students. *Divyanga* student are in separable 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

Education outside the Classroom

The wall so
ftheentirebuildingoftheschoolispaintedwithbeautifulpicturesandstru
cturesrelatedtothe 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 aching Aid

NSQF (National Skill Qualification Framework)

The full weight age 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 HEL (Health and Care) under NSQF by taking care of the demands of the students of the school.

IT/HT activities going in Labs

Laboratories

In the school, there are science labs (Physics, Chemistry and Biology) as well as well-setup Geography Lab. The school also has two computer labs, two I.C.T. Labs, IT Lab. There are sixteen smart classrooms in all wing total also.